What Did You Learn?
NDSU Graduating Senior General Education Survey

May, 2017

Prepared by Jeremy Penn
Executive Summary

The purpose of this survey was to gather information about students’ perceptions of the extent to which NDSU contributed to their achievement of the undergraduate student learning outcomes. The survey was administered to undergraduate students who were graduating at the end of the spring, 2017 semester. The overall response rate was 38%, although the number of responses for each survey item varied.

Key findings:

- Respondents perceived NDSU as contributing substantially to their achievement of the undergraduate learning outcomes. The means for all learning outcomes were greater than 3.40, on a scale of 1-5, for all learning outcomes.
- Respondents perceived NDSU’s greatest contribution to their communication skills, $M = 4.03$ across learning outcomes in this category.
- Respondents perceived NDSU’s least contribution to their understanding of human societies, $M = 3.52$ across learning outcomes in this category.
- It is unclear the extent to which students interpret the undergraduate student learning outcomes similarly to faculty members. The high survey drop-out rate suggests students found reading and answering these statements tedious, uninteresting, or confusing.
- While a good first effort at understanding students’ perceptions of their level of achievement of the undergraduate learning outcomes, future assessment efforts should utilize other approaches as it is challenging to draw conclusions from these self-report data.

Next steps:
- Additional analyses should be run on these data. What topics should be explored or would be of interest?
- What group or groups would be best situated to examine, explore and discuss general education assessment results and make recommendations for future action?
- How does this effort inform NDSU’s plans for assessing general education and the undergraduate student learning outcomes?
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Methods

Questionnaire Design and Administration

The purpose of this survey was to gather students’ perceptions of what they learned during their time at NDSU. The survey represents an initial effort to assess NDSU’s new undergraduate student learning outcomes that are used for the general education program and for curriculum planning more broadly. The survey was sent to graduating seniors to try to capture their perspectives on what they learned throughout their entire experiences at NDSU.

This was the first administration of this instrument. The instrument was developed by Jeremy Penn and is based on the learning outcome statements for the general education program. Given the short timeframe for the assessment, the instrument was not reviewed by other groups prior to its administration.

The survey was distributed through Qualtrics from April 23, 2017 to May 5, 2017. These dates included the pre-finals week (graduation was May 13, 2017). Participants received four email messages inviting them to participate in the survey.

Survey Population

The survey was sent to all undergraduate students who were approved for graduating from NDSU at the end of the spring, 2017 semester. The Office of Registration and Records generated the contact list in collaboration with the Office of Institutional Research and Analysis.

Demographic information was included in the contact list and was embedded into the results file. Demographic variables available included citizenship, sex, ethnicity, admission term, college enrollment, current credits, total NDSU credits toward GPA, total credits, cumulative GPA, program description, and major description. Additional analyses, using these demographic variables, is available upon request.
Results

Response Rate

A total of 551 students completed one or more items on the survey out of a contact list of 1,438 students for a response rate of 38.3%. However, only 377 students completed the survey, resulting in a usable response rate of 26.2%. Recognizing that survey completion might be low, given the large number of items that needed to be asked, the learning outcome survey blocks were randomized resulting in a similar number of participants completing each block.

Item Scoring

All Likert-type items were scored on a scale of 1-5 where 1 = “Not at all” and 5 = “A great extent”. Scores 2-4 were represented with their respective number.
### Demographic Summary

**Table 1.**

Sex

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
<tr>
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<td>280</td>
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<td>50.8</td>
</tr>
<tr>
<td>Male</td>
<td>271</td>
<td>49.2</td>
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</tr>
<tr>
<td>Total</td>
<td>551</td>
<td>100.0</td>
<td></td>
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</tbody>
</table>

**Table 2.**

Ethnicity

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<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
<tr>
<td>2 or more</td>
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<td>1.6</td>
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<tr>
<td>Asian</td>
<td>24</td>
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<td>6.0</td>
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<tr>
<td>Black</td>
<td>9</td>
<td>1.6</td>
<td>7.6</td>
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<tr>
<td>Hispanic</td>
<td>9</td>
<td>1.6</td>
<td>9.3</td>
</tr>
<tr>
<td>Not Specified</td>
<td>6</td>
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<tr>
<td>White</td>
<td>494</td>
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**Table 3.**

Citizenship

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<td>.4</td>
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<td>1.8</td>
<td>1.8</td>
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<tr>
<td>Honduras</td>
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<td>.2</td>
<td>.2</td>
<td>2.4</td>
</tr>
<tr>
<td>India</td>
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<td>.4</td>
<td>.4</td>
<td>2.7</td>
</tr>
<tr>
<td>Korea, Republic of</td>
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<td>.2</td>
<td>.2</td>
<td>2.9</td>
</tr>
<tr>
<td>Malaysia</td>
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<td>.4</td>
<td>.4</td>
<td>3.3</td>
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<td>Mongolia</td>
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<td>.5</td>
<td>3.8</td>
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<td>Nigeria</td>
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<td>.2</td>
<td>.2</td>
<td>4.0</td>
</tr>
<tr>
<td>Sri Lanka</td>
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<td>.2</td>
<td>.2</td>
<td>4.2</td>
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<tr>
<td>United States</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
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</tr>
<tr>
<td>College</td>
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<td>Cumulative Percent</td>
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<td>-----------</td>
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<td>AFSNR</td>
<td>93</td>
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<td>16.9</td>
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<tr>
<td>AHSSC</td>
<td>84</td>
<td>15.2</td>
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<tr>
<td>BUSAD</td>
<td>62</td>
<td>11.3</td>
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<td>ENGAR</td>
<td>101</td>
<td>18.3</td>
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<td>80</td>
<td>14.5</td>
<td>76.2</td>
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<td>.2</td>
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</tr>
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<td>PHARM</td>
<td>38</td>
<td>6.9</td>
<td>83.3</td>
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<tr>
<td>SCMTH</td>
<td>89</td>
<td>16.2</td>
<td>99.5</td>
<td></td>
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<tr>
<td>UNSTD</td>
<td>3</td>
<td>.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>551</td>
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</table>
Table 5.
Current Credits

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td>1</td>
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<td>2.5</td>
<td>2.5</td>
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<tr>
<td>3</td>
<td>12</td>
<td>2.2</td>
<td>4.7</td>
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<tr>
<td>4</td>
<td>4</td>
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<td>29</td>
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<td>10.9</td>
</tr>
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<td>7</td>
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<td>.2</td>
<td>11.1</td>
</tr>
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<td>8</td>
<td>3</td>
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</tr>
<tr>
<td>9</td>
<td>8</td>
<td>1.5</td>
<td>13.1</td>
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<td>10</td>
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<td>2.2</td>
<td>15.2</td>
</tr>
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<td>11</td>
<td>10</td>
<td>1.8</td>
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<td>12</td>
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<td>13</td>
<td>87</td>
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<td>14</td>
<td>32</td>
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<td>63.0</td>
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<td>15</td>
<td>71</td>
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<td>17</td>
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<td>18</td>
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<td>99.8</td>
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<tr>
<td>24</td>
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<td>.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>551</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

*The mean was 13.02 with a standard deviation of 4.06.

Table 6.
Total NDSU Credits and Total Credits

<table>
<thead>
<tr>
<th>Total NDSU Credits</th>
<th>Toward GPA</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
<td>551</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>102.18</td>
<td>133.47</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>25.834</td>
<td>25.560</td>
</tr>
<tr>
<td>Minimum</td>
<td>33</td>
<td>96</td>
</tr>
<tr>
<td>Maximum</td>
<td>213</td>
<td>307</td>
</tr>
</tbody>
</table>
Table 7.
About what percent of your required General Education courses (courses required for graduation but not part of your major) did you complete at NDSU?

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>15</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>1% - 33%</td>
<td>52</td>
<td>13.8</td>
<td>17.8</td>
</tr>
<tr>
<td>34% - 66%</td>
<td>40</td>
<td>10.6</td>
<td>28.5</td>
</tr>
<tr>
<td>66% - 99%</td>
<td>140</td>
<td>37.2</td>
<td>65.7</td>
</tr>
<tr>
<td>100%, I completed ALL of my general education courses at NDSU.</td>
<td>129</td>
<td>34.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>376</td>
<td>100.0</td>
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</tr>
</tbody>
</table>

Missing System 175
Total 551

Table 8.
Cumulative GPA

<table>
<thead>
<tr>
<th>N</th>
<th>Valid 551</th>
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<tbody>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>3.358</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.455</td>
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<tr>
<td>Minimum</td>
<td>2.065</td>
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<tr>
<td>Maximum</td>
<td>4.00</td>
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</table>
## NDSU’s Overall Contribution to Learning and Development

**Table 9. Ranking of all learning outcome statements by mean score.**

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Valid</th>
<th>Missing</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall-NDSU's contribution to your overall learning and personal development</td>
<td>551</td>
<td>0</td>
<td>4.13</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Communication Skills-skillfully use high-quality, credible, relevant sources</td>
<td>410</td>
<td>141</td>
<td>4.08</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving-apply quantitative and qualitative methods to collect and analyze data</td>
<td>400</td>
<td>151</td>
<td>4.07</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Communication Skills-effectively communicate analysis, knowledge, understanding, expression, and / or conclusions</td>
<td>410</td>
<td>141</td>
<td>4.05</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving-apply creativity and divergent thinking</td>
<td>399</td>
<td>152</td>
<td>4.01</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving-evaluate, synthesize, and apply evidence to understand and address complex, real world problems</td>
<td>400</td>
<td>151</td>
<td>4.01</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Communication Skills-demonstrate appropriate conventions in a variety of communication situations</td>
<td>409</td>
<td>142</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility-examine your own values, biases, and conclusions</td>
<td>402</td>
<td>149</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Communication Skills-demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts</td>
<td>408</td>
<td>143</td>
<td>3.99</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility-comprehend and demonstrate appropriate and healthy standards of personal and professional behavior</td>
<td>401</td>
<td>150</td>
<td>3.99</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving-evaluate the assumptions, evidence, and logic of competing views and explanations</td>
<td>399</td>
<td>152</td>
<td>3.99</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving-generate creative, reasoned approaches or solutions to unscripted, real world problems</td>
<td>399</td>
<td>152</td>
<td>3.97</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving-explain the nature of evidence used for analysis</td>
<td>400</td>
<td>151</td>
<td>3.96</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Technology-use technology to enhance understanding</td>
<td>395</td>
<td>156</td>
<td>3.95</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving-identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines</td>
<td>399</td>
<td>152</td>
<td>3.95</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility-analyze the ethical basis for and implications of personal, professional, and civic decisions</td>
<td>399</td>
<td>152</td>
<td>3.93</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Technology-apply technology to demonstrate creativity and solve problems</td>
<td>392</td>
<td>159</td>
<td>3.90</td>
<td>4.00</td>
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</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Average</td>
<td>Standard Deviation</td>
<td>Credit</td>
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<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>analyze how personal choices impact communities and the world</td>
<td>3.83</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td>collaborate with others in diverse interpersonal, intercultural, or international settings</td>
<td>3.74</td>
<td>4.00</td>
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<td></td>
</tr>
<tr>
<td>Technology</td>
<td>demonstrate how technology augments our experiences and understandings</td>
<td>3.72</td>
<td>4.00</td>
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<tr>
<td>Technology</td>
<td>analyze how technology evolves and shapes human experience</td>
<td>3.70</td>
<td>4.00</td>
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<td></td>
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<tr>
<td>Natural and Physical Sciences</td>
<td>identify the role of scientific methods in the study of natural and physical worlds</td>
<td>3.69</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>engage in service learning</td>
<td>3.66</td>
<td>4.00</td>
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<td></td>
</tr>
<tr>
<td>Technology</td>
<td>identify the social, aesthetic, and ethical implications of technological decisions</td>
<td>3.66</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Societies</td>
<td>analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures</td>
<td>3.64</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>analyze components and dynamics of natural and physical worlds</td>
<td>3.63</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td>evaluate how diverse systems (both natural and human-made), technologies, or innovations emerge from, interact with, and affect various communities</td>
<td>3.62</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td>analyze how diversity contributes to and shapes solutions to challenges confronting the global community</td>
<td>3.59</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td>identify the role diversity plays in the ability of biological organisms to adapt to a changing environment</td>
<td>3.58</td>
<td>4.00</td>
<td></td>
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</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td>identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities</td>
<td>3.58</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>identify stewardship of the land and its people as integral to a land-grant university</td>
<td>3.57</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Societies</td>
<td>apply theories or research methods to understand human events, identities, artifacts, or social structures</td>
<td>3.56</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Societies</td>
<td>identify the nature and impact of aesthetic and creative activities in human experience</td>
<td>3.51</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>develop models to explain phenomena within the natural and physical worlds</td>
<td>3.50</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Societies</td>
<td>analyze the components and dynamics of human societies in their artistic, cultural, and historical contexts</td>
<td>3.46</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Societies</td>
<td>engage in a creative, aesthetic, or artistic activity</td>
<td>3.44</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 10. Average scores for learning outcomes by category.

<table>
<thead>
<tr>
<th>Average Scores by Category</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>4.03</td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving</td>
<td>3.99</td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>3.83</td>
</tr>
<tr>
<td>Technology</td>
<td>3.79</td>
</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td>3.62</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>3.61</td>
</tr>
<tr>
<td>Human Societies</td>
<td>3.52</td>
</tr>
</tbody>
</table>
Communication Skills

Table 11. Statistics for communication skills learning outcomes.

<table>
<thead>
<tr>
<th>Communication Skills-effectively communicate analysis, knowledge, understanding, expression, and / or conclusions</th>
<th>Communication Skills-skillfully use high-quality, credible, relevant sources</th>
<th>Communication Skills-demonstrate appropriate conventions in a variety of communication situations</th>
<th>Communication Skills-demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
<td>410</td>
<td>410</td>
</tr>
<tr>
<td>Missing</td>
<td>141</td>
<td>141</td>
<td>142</td>
</tr>
<tr>
<td>Mean</td>
<td>4.05</td>
<td>4.08</td>
<td>4.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.949</td>
<td>.928</td>
<td>.922</td>
</tr>
</tbody>
</table>

Table 12.

Communication Skills-effectively communicate analysis, knowledge, understanding, expression, and / or conclusions

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
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<td>5.6</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td>58</td>
<td>14.1</td>
</tr>
<tr>
<td></td>
<td>(4)</td>
<td>174</td>
<td>42.4</td>
</tr>
<tr>
<td></td>
<td>A great extent (5)</td>
<td>147</td>
<td>35.9</td>
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<td></td>
<td>Total</td>
<td>410</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>551</td>
<td></td>
</tr>
</tbody>
</table>
Table 13.
Communication Skills—skillfully use high-quality, credible, relevant sources

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all (1)</td>
<td>6</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>(2)</td>
<td>19</td>
<td>4.6</td>
<td>6.1</td>
</tr>
<tr>
<td>Valid</td>
<td>68</td>
<td>16.6</td>
<td>22.7</td>
</tr>
<tr>
<td>(3)</td>
<td>160</td>
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<td>61.7</td>
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<tr>
<td>A great extent (5)</td>
<td>157</td>
<td>38.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>410</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>141</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>551</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 14.
Communication Skills—demonstrate appropriate conventions in a variety of communication situations

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all (1)</td>
<td>6</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>(2)</td>
<td>21</td>
<td>5.1</td>
<td>6.6</td>
</tr>
<tr>
<td>Valid</td>
<td>75</td>
<td>18.3</td>
<td>24.9</td>
</tr>
<tr>
<td>(3)</td>
<td>173</td>
<td>42.3</td>
<td>67.2</td>
</tr>
<tr>
<td>A great extent (5)</td>
<td>134</td>
<td>32.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>551</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 15.
Communication Skills—demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>(2)</td>
<td>29</td>
<td>7.1</td>
<td>8.8</td>
</tr>
<tr>
<td>Valid</td>
<td>66</td>
<td>16.2</td>
<td>25.0</td>
</tr>
<tr>
<td>(3)</td>
<td>164</td>
<td>40.2</td>
<td>65.2</td>
</tr>
<tr>
<td>A great extent (5)</td>
<td>142</td>
<td>34.8</td>
<td>100.0</td>
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<tr>
<td>Total</td>
<td>408</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>551</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What experiences, if any, contributed the most to your ability to communicate effectively?

Again, the discovery based learning course. I actually presented my research at 2 conferences through this course and it greatly developed my communication. The class pushes students to have class discussions and practice presenting information as well as providing and receiving critiques.

Alot of the management course touched on working in a diverse workplace and how to best handle those situations and how to become more diverse yourself through exposure and experience.

As an online student, blogs and discussion boards have been great tools.

Being a student in the 21st century requires you to have a solid grasp of how to employ social media, email, texting, and many other forms of communication to accomplish your goals.

Being an MC for The Navigators

Business capstone course

Capstone

Class presentations

classes that analyzed research papers

Classes with a diverse group of students from various majors.

Classroom work. Clinical experiences

Clinicals & volunteering helped tremendously with my communication with patients. Being part of a committee at NDSU helped me communicate with my peers and faculty.

comm 110

Comm 110

Comm 110 was a waste of time.

Comm 110 was the most beneficial class when learning to communicate with complete strangers

Communicate efficiency and confidently in class without being judged. The teachers helped a huge amount in communication.

Communicating everyday

Communicating with peers and instructors

Communicating with professors

Communication is built by trail and error. Through relationships, group projects, and presentations this was learned.

Communications 110 course contributed to my ability to communicate and speak publicly. Also, involvement in student organizations, such as SNA and student government, better my communication abilities.

Contacting classmates/professors, class assignments, being an officer in several student organizations
Continually presenting my studio design work (landscape architecture) to an audience of my peers and my professors (3-5 times throughout each semester) and having to defend my choices, answer clarifying questions, and accept criticism.

Discovery based learning courses

Email, Blackboard (when utilized by teachers)

English 320, critical evaluation of articles in Accounting Information Systems

English courses on writing, research methods, and my work in the Psych labs were the things that helped the most.

ESL and writing. Technical skill of Engineering materials.

Even though I am a science major, I got a lot of practice with writing through lab reports. Although this is a different type of audience, it still requires thoughtful communication.

Every class made us do this... every class... all of them...

Extra curricular activities

extracurricular involvement

Giving numerous presentations.

going out of comfort zone and putting technology AWAY so people can actually talk.. in person... because no one seems to know how to do that anymore which is sad

Greek life

Group discussion in class, class presentations

Group projects

had to give speeches throughout college

Having been recruited on campus to do southwestern advantage

Having to take an internship for my major increased my ability to understand how the real-world works in business. Once in an internship role for a large national company, I had to learn how to operate all communication software, learn to have different tyyles of emails, converse in meetings, hold presentations and take charge of projects. The work experience was the most effective learning I had during my college experience. Runner up would be the Communication Campaign courses for advertising and the intro to Strat Comm class which made students create media campaigns or advertising campaigns. This was very helpful and necessary for my career. I need this in the real world and without it I would have a severe disadvantage in the real world.

I already knew how to communicate in a variety of areas before coming to NDSU, the classes just continued that understanding.

I am a communications major all of my coursework for my degree taught us how to communicate effectively.

I came to college with a great background in communication and I got to use them a lot in different classes.

I met Jesus at a Chi Alpha meeting in the century theater and after I met Him he gave me a desire to communicate with all people on a deeper level. Both professionally and casually I think being employed by NDSU as a student.
I used to be mute.
I, like most people, greatly dislike public speaking and group projects. I am reluctant to admit that the opportunities given by NDSU in multiple (almost all) classes for public speaking and group work have greatly improved my ability to communicate effectively.
I'm an online student so mainly discussion board postings, blogs and in a couple of my classes the group projects
I've been greatly aided by being around so many different people and engaging them in conversations.
Involvement in student organizations
Jobs and organizations on campus
Joining a fraternity and taking on officer roles
Just having to give presentations for various classes has helped me learn to communicate effectively.
Just learning. Classes have prepared me for a lot of situations.
Labs where nice lecture was 90% worthless.
Leadership positions in student organizations helped to improve my communication the most.
Literally every class requires communication.
Many classes I took had speaking and communication requirements for their curriculum.
Modern 2, Computational Physics, and a bit of the english courses.
Multiple academic presentations across the educational curriculum
My campus jobs contributed the most to my ability.
My classes in my major.
My communication courses
My communication law and ethics course.
My communication major
My experience as a retail customer service representative has attributed most to my effective communication skills.
My experience in communication and public speaking was much larger than it was in high school. For me, public speaking isn't such a scary thing to encounter anymore. I appreciated the smaller groups utilized in the COMM 110 class; it created an environment that wasn't intimidating.
My fraternity helped the most with this, but also working at the wellness center and job shadowing, field experiences and my internship.
My graduation requirement to get an internship. That is where I learned the most about communicating professionally.
My high school English teacher
My job experience. Especially in the food industry.
My one and only beneficial general elective, Non-Verbal Communication and Listening skills course.

My professional writing class with [redacted]

My Spanish research capstone.

n/a

Na

NA

Nah man

NDSU events and student organizations.

NDSU is great, Go Bison! But joining clubs helped my communication abilities immensely.

No

none

None

Nothing to do with the required speaking classes. that's for sure. My communications skills derived from my presentation of design projects to a diverse group of people, from developers to faculty and students. Additionally simply talking with professors outside of the regular academic framework has allowed me to communicate more effectively in a corporate environment as well.

Participating in research presentations at NDSU Explore etc.

Participation in the Red River Valley Statistical Conference

Practice, having to do projects to the public and learning how to address individuals

Presentation

Presentations in the classrooms really helped me enhance my communication skills.

Presentations, group projects, leadership courses, working in the Memorial Union, Greek Life

Presenting and giving speeches in many different classes.

Presentions

Probably working in my research lab, my advisor ran the lab and just communicating with her and presenting in group meeting helped me learn how to communicate effectively and it is a skill i will be working on in the future at graduate school.

Project based engineering classes

Project Management taught by [redacted]

Project presentations and public speaking courses.

Research outside of class work

Research with professors, as well as capstone Biology course

ROTC
Senior seminar

Sigma Alpha Sorority Ag Events and the Saddle and Sirloin club with Little International Livestockshow really help me develop my communication skills.

social gathering at my friends houses

Speech class, group projects, presentations, clubs

Speech classes

Still my internship

Student Government was a huge factor in increasing my communication abilities.

Studying Abroad

Taking multiple mandatory English classes has helped me learn how to effectively communicate with multiple discourses.

The Air Force taught me how to write properly, and I was able to share my knowledge with my classmates.

The variety of experiences I was presented with in different organizatoins.

The Veterinary Technology Program provided many opportunities to practice and build on existing communication skills, and I went from shy and quiet to proud and confident in my communication skills while in the program.

this school made me antisocial

this was an area in which I already had a great deal of experience.

Through clinical experiences and hands-on learning, I feel I was able to really practice my communication techniques and learn effective methods versus ineffective methods of communications. Also, through my travel abroad experience in Kenya where I worked alongside nurses and nursing students in a rural Kenyan hospital, I felt that my communication skills were tested, but also proved to be effective.

Through working as an undergraduate research assistant under Animal Science professor, I had multiple opportunities to communicate to a variety of people. I have done multiple presentations and have written multiple scientific papers. All of these opportunities have made me much more effective in communicating information to an audience. Furthermore, not only allowed for these opportunities, but he also became an extremely important mentor to me.

Working a job that consists of regular communication between hundreds of students.

Working as a team in laboratory classes, working on group projects, and participating in student organizations

Working in groups of different people helped me learn to communicate.

Writing engineering reports

Writing in the Technical Professions course

Writing Lab Reports for Dr. Speeches and lecture for Comm 110
Were there any experiences you wish were available at NDSU that would have contributed to your ability to communicate effectively?

A class on how to successfully cite in APA format.

A communications course that emphasizes the importance of body language when presenting

Activities in union for every type of person and their communication abilities.

As much as college students hate presentations, I wish our classes made us utilize that tool more so we are ready for real-world presentations.

be more selective of students

Being a learning assistant who frequently revised papers, I was surprised at the low level of writing skills many NDSU students had. I think that if professors notice a student is not a particularly good writer, NDSU should have more required writing courses because writing is such an essential skill in our society.

Better understanding and identification of credible sources.

Debating but not limited across the nation.

Encouraging oral and poster presentations more and better notification of available conferences.

hard to say

I am a Comm major. Most jobs require knowledge of adobe programs and there aren't any classes offered on how to learn how to use the programs. I now have to go take community classes that cost a fortune, or buy an online learning program in order to land a great job after graduation. After paying so much and putting in four years of work I should have been able to graduate with all of the knowledge I would need at a full time job but I am missing a huge chunk of knowledge that is required in my field.

I will say that I don't think I learned much about how to communicate in the actual communication courses (with the exception of human communication, taught by ), which was really disappointing.

I wish Comm110 didn't feel like a class I took in junior high. It seems ridiculous how "hokey" the requirements were while giving speeches - e.g. "today I'm going to talk to you about A, B, and C. So first let's start with A..." and "so today I told you all about A, B, and C. I hope you learned something from my presentation" I think that our communication ability and time spent in a Comm class would be much more useful if it were taught with a higher level of expectations of our students' abilities.

I wish there was a toastmasters club just for studnets.

I wished student organizations had more openings so that I can join them. I have been trying for 3-4 years to get a spot in student government.

I would have maybe liked more experience utilizing library resources and sources.

Integrate the article evaluation questions from the library website into more courses.

Internships

It would have been cool to have speakers come in from the industries around town to explain to us what it is actually like in the real world. This is also someething clubs do so I do feel this was available to me.
Learning visual braille.
Letting hate exist
More classes that were smaller and more hands on. Large classes teachers don't seem to care as much and it's harder for students to ask questions. Alot of my learning I taught myself and some teachers said we have to teach ourselves.. to me that is redicuous if we don't understand material, all the money I spent for a degree was basically just to teach myself....
more diverse population to communicate with
More time spent at chubs bar.
n/a
N/a
N/A
Na
NA
NDSU needs to keep growing a more diverse student population.
no
No
no.
No.
none
None
Nope
Nope, you nailed it. Hard.
Nope.
Not really, they have a good amount of resources for this.
Not that I can think of, no.
Nothing that I can think of.
Opening the Yell Leader positions up so that more people could have been involved
The ECE department should have more presentation opportunities for students to better equip them for public speaking in the workplace.
workshops that go more indepth about communication
Would someone please explain how a "Research Institution" will not accept credits from other accredited collegiate institutions? In my opinion NDSU would generate a lot more income if this were to happen. The military has paid for my education twice!
Critical Thinking, Creative Thinking, and Problem Solving

Table 16.

<table>
<thead>
<tr>
<th>Critical Thinking, Creative Thinking, and Problem Solving-explain the nature of evidence used for analysis</th>
<th>Critical Thinking, Creative Thinking, and Problem Solving-apply quantitative and qualitative methods to collect and analyze data</th>
<th>Critical Thinking, Creative Thinking, and Problem Solving-evaluate the assumptions, evidence, and logic of competing views and explanations</th>
<th>Critical Thinking, Creative Thinking, and Problem Solving-identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines</th>
<th>Critical Thinking, Creative Thinking, and Problem Solving-evaluate, synthesize, and apply evidence to understand and address complex, real-world problems</th>
<th>Critical Thinking, Creative Thinking, and Problem Solving-generate creative, reasoned approaches or solutions to unscripted, real-world problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>400</td>
<td>400</td>
<td>399</td>
<td>399</td>
<td>400</td>
</tr>
<tr>
<td>Missing</td>
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<td>152</td>
<td>152</td>
<td>151</td>
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<tr>
<td>Mean</td>
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<td>4.07</td>
<td>4.01</td>
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<td>.936</td>
<td>.971</td>
<td>.960</td>
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</table>

Table 17.

Critical Thinking, Creative Thinking, and Problem Solving-explain the nature of evidence used for analysis

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>(2)</td>
<td>17</td>
<td>4.3</td>
<td>6.5</td>
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<tr>
<td>(3)</td>
<td>82</td>
<td>20.5</td>
<td>27.0</td>
</tr>
<tr>
<td>(4)</td>
<td>164</td>
<td>41.0</td>
<td>68.0</td>
</tr>
<tr>
<td>A great extent (5)</td>
<td>128</td>
<td>32.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>551</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Table 18.**  
*Critical Thinking, Creative Thinking, and Problem Solving-apply quantitative and qualitative methods to collect and analyze data*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all (1)</td>
<td>8</td>
<td>2.0</td>
</tr>
<tr>
<td>(2)</td>
<td>15</td>
<td>3.8</td>
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<tr>
<td>(3)</td>
<td>67</td>
<td>16.8</td>
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<tr>
<td>(4)</td>
<td>163</td>
<td>40.8</td>
</tr>
<tr>
<td>A great extent (5)</td>
<td>147</td>
<td>36.8</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 19.**  
*Critical Thinking, Creative Thinking, and Problem Solving-apply creativity and divergent thinking*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all (1)</td>
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<td>1.5</td>
</tr>
<tr>
<td>(2)</td>
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<tr>
<td>(3)</td>
<td>79</td>
<td>19.8</td>
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<tr>
<td>(4)</td>
<td>155</td>
<td>38.8</td>
</tr>
<tr>
<td>A great extent (5)</td>
<td>140</td>
<td>35.1</td>
</tr>
<tr>
<td>Total</td>
<td>399</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 20.**  
*Critical Thinking, Creative Thinking, and Problem Solving-evaluate the assumptions, evidence, and logic of competing views and explanations*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all (1)</td>
<td>9</td>
<td>2.3</td>
</tr>
<tr>
<td>(2)</td>
<td>19</td>
<td>4.8</td>
</tr>
<tr>
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Total 551
Table 21.
Critical Thinking, Creative Thinking, and Problem Solving—identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines

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Table 22.
Critical Thinking, Creative Thinking, and Problem Solving—evaluate, synthesize, and apply evidence to understand and address complex, real world problems

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Table 23.
Critical Thinking, Creative Thinking, and Problem Solving-generate creative, reasoned approaches or solutions to unscripted, real world problems

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What experiences, if any, contributed the most to your ability to think critically and creatively and solve problems?

A lot of upper level classes

Again, it was mandatory for myself to learn how to use the ability to think critically and creatively in times of war, or conflicts while I was in the Air Force.

Ajsn

All my senior level IE courses

Analysis of empirical articles throughout the educational curriculum.

Any and all design and philosophy classes have assisted me in developing these skills. A majority of classes outside those two fields of study left me feeling rather monotonous and being trained to regurgitate answers as opposed to thinking critically about them. Other areas of study could do better with more design thinking and incorporation of philosophical means of thinking.

Applying creative and critical thinking to real world issues and relating them back to class topics in order to show the relevance of that particular course/topic.

Architecture program. It challenged my thinking and made me think of many solutions to a problem.

Beer pong angles can be tricky.

Being an RA

Being enrolled in several statistics and research methods courses allowed me to understand the importance of research when drawing conclusions.

Biochemistry BIOC 460 featured almost unrealistic expectations of student creativity and critical thinking. Often test questions would contain real-world case studies that we were required to evaluate with little or no background knowledge of the mechanisms involved. It was an unreasonably difficult class with a frustrating grading structure but I learned a lot from it.

Branching out from my major to take electives that focused on these areas.

Class projects

Classes and one on one conversations with professors

Clinical experiences

Completing coursework for science classes

Critical thinking

Data analysis and both quantitative and qualitative methods

Discovery based learning courses

Dr. [redacted] was a very good professor within the ECE department. Other than him, the entire department is a mess, and desperately needs new leadership and a complete reorganization.

every college class ever if the student applies themselves and the information being learned

Extracurricular activities through Bison Robotics Club, College of Engineering events, and other organizations.

Faculty in the ABEN department stress organized and critical thinking for problem solving.
Field work
Finding a course path to follow taught me how to think critically.
From my experience, being trained in psychology from an empirical perspective allowed me to discern the difference between poorly done research and research which displayed effective research methods in order to apply the information to real-world issues. I was always taught to remain healthy in my skepticism to almost all information and to be ready to adjust my perspectives according to new, better-fitting evidence.

Group projects
Homework assignments and in-class problems presented by my professors.

Honors courses
I am a zoology and psychology double major, and I think I learned the most about critical thinking from the psychology classes compared to the science classes.

I have never been one to dive into mathematics or applied sciences so I took what was necessary and moved on from there.

I have written multiple short papers on research conducted under [redacted], an Animal Sciences professor. Also, I am currently working on a paper to be submitted to the Journal of Animal Science. Through all of these writing experiences I have gained the ability to understand known information and apply that to data collected from our research. Furthermore, I have gained the ability to consider applications of new data to real world issues, such as the increasing food demand due to the growing world population.

I met a lot of people
I met Jesus at a Chi Alpha meeting in the century theater and then I started thinking on a deeper level! The world needs Jesus!

I think my time in many of my classes as well as the course work assigned made me need to think critically. Also, being a President of an organization made me expand on my abilities to think critically and creatively.

I would say my jobs, field experiences, internship, volunteer opportunities and most importantly my fraternity taught me most of this.

In my courses there was a lot of quantitative and qualitative data, that we had studied and researched. I felt this really helped me write in depth essays, and really improved my critical thinking skills.

In the student teaching seminar course, we analyzed our secondary student's test data to adjust instruction.

Involvement in Greek Life and on campus in general.

Joining RMA The marketing program is very good and the professors push students to think outside the box

Labs outside of NDSU at the local hospitals and LTC centers.

Life experiences mostly, working on the farm growing up on a farm. Seeing problems with machinery and trying to fix them quickly.

Many, many case studies! I'm a business student and the use of case studies and solution creation was very valuable in applying theories and concepts in real-world scenarios.
Most of the science classes I've taken have helped me with this.
My campus jobs contributed the most to my ability.
My capstone and the undergraduate research that I did. Basically my entire major.
My clinicals, simulations, & volunteer experiences helped me apply a lot of the concepts learned in class which helped me apply my critical thinking skills
My internship taught me to apply all these skills which I will be using once I graduate.
My mathematics courses
My psych classes really helped me understand how people think and make decisions
My science related classes
My studies involved a lot of in-depth problem solving. I am confident I will be able to use this in the future.
My time in the NDSU architecture program as well as being employed by NDSU as a student
n/a
N/A
Na
No
none
None
Nothing in particular. Classes in general.
Nursing Research class
PLSC455 class and attending conferences
Political discussions in poly sci courses.
professors didn't always share their own creative thoughts so why would I?
Professors that are passionate in teaching
Project based engineering classes
Research and redesign really helped with understanding how to research and apply it to the field
Research methods, computer science, and my time in the Psych labs.
Sales center role play situations
Science courses
Senior Design I, II, and III for Electrical Engineering, as well as the weekly open-ended projects for ECE320/321 and ECE 376.
Senior Design Project
Senior level intra-disciplinary course
Small Group Communication course, and the Innovation Challenge
Specific courses I took both within and outside my major including: environmental history, public policy, social change, conflict/group/and crisis and risk communication. Working in the memorial union greatly impacted me.

Study abroad has contributed to my success at NDSU.

Studying Abroad and a few of my agriculture classes

Taking education specific classes really helped me here.

Taking the Cardiovascular Engineering courses (Discovery Based Learning) contributed to these abilities. These classes are not the "be shown and regurgitate the information" classes that I had experienced throughout my undergrad career. This class's sole purpose it to get students to think critically. The course pushes students to learn new material on their own (with mentor guidance) and then apply that newly learned knowledge into creating, solving and advancing research. I personally had a 360 degree switch in my thinking and meta-cognition after taking this course. Instead of now just needing to learn the material to pass a test and then forget it a week later I am looking for ways to apply everything I am learning into the research I am performing, whih is the ideal kind of learning.

The ag classes that were actually interactive. Mostly the club activities though. Like being in leadership positions. Some of the ag classes and most of the non ag classes suck for real world application. And ndsu has no clue what hands on means.

The beginning classes for my major. They helped shape my knowledge and drive for what I am graduating for.

The many group projects I was a part of.

The most influential experience was undergraduate research. I was challenged to question why I did the procedures I was doing and creatively plan how to experiment.

The open ended projects with a lot of flexibility.

The Philosophy program was a huge part of teaching me how to think critically.

The professors in the History department, learning from them helped.

The project portion of classes were probably the best at this.

the teachers expanding our world views in class

The two classes I would recommend every student to take: Intro to Philosophy and Intro to Stat

This is boring

This school did absolutely nothing for me.

Trial and error. More so learning through making mistakes or failing while trying. Willingness to do more and do better. Continue improvement.

Unfortunately, the strategic communications research class impacted me with research understanding and strict guidelines for the papers. This class was not a good experience because of the Professor, which makes me resent research and looking to find answers. Other classes helped me to understand how to write papers correctly, find credible sources, and use databases to help with my assignments.

upper level classes

working at NDSU One-stop
working for the NDSU soil science department

Working in a research lab

Working with live animals every week in the Veterinary Technology Program. Every animal is different, so we have to try out new ways of achieving tasks.
Were there any experiences you wish were available at NDSU that would have contributed to your ability to think critically and creatively and solve problems?

A bit more guidance on the use of creativity in the business college.

A club that got pre-med, nursing, MLS, and other health science majors together to learn how to work as one unit.

A more integrative capstone course for business majors.

A required communication course stressing the effective use of body language when presenting.

Activities inducted into the curriculum with a greater basis in reality as opposed to just theory.

Any and all needs were met.

As a pre-dental student that has interviewed and been accepted at the University of Minnesota School of Dentistry, it seems from the time I spent with pre-dental students from other colleges that NDSU may be lacking in its support and resources dedicated to pre-professional students. I can say from experience that while my adviser was friendly and helpful, they were involved minimally in my professional development here at NDSU.

Bison Robotics Club is a great pioneer for new competitions, experiences, and activities. Funding is a routine issue though.

Classes that are actually relevant to real world, what I will actually be doing with my real life career.

Having less focus on tests and homework and more focus on learning and discussion. Have actual hands on practice. Have teachers that are either more competent or better suited to their positions. Don't just make us take notes for 5 years. I can take notes like no body's business, but can I do anything else. We'll see.

Having smaller classes for upper level classes. For example, Biochemistry 460 has at least 200 students the time I took it, and it is at 8AM which was not helpful. Worst case is that instructor are trying to do discussion session in class. (total waste of time, because we would be raising our hands waiting for TAs half the time)

I can't think anyway, I don't know how I even made it into this school.

I wish the ECE department had up to date curriculum, and professors that were invested in the process of educating students. Not just regurgitating notes that were written 30 years ago.

I wish there were more creative classes available for the Advertising department because this element is the majority of what will be done in the work force.

I wish there were more opportunities for various majors to work together on projects.

I wish we had more hands on interdisciplinary STEM activities for students.

I would have liked more preparation for the work world, such as interview prep or portfolio building.

I'm very happy with the opportunities in this area. I'm not sure if there's a class that focuses on the last two components --applying these skills to real world problems-- but, if there is, NDSU is golden.

If you could get teachers that you can understand, that would be great.
Incorporating more classes like the discovery based learning earlier on in the undergrad career. I didn't know about it until senior year and I really would have like the opportunity sooner. I feel like a lot of the knowledge I learned as a freshman goes unused or I have since forgotten it because I never fully understood how to learn it or never applied it. Being pushed to learn on my own was great because that's what I am going to be doing in industry. I will not have a professor there feeding me information, I am going to have to learn on my own and learn how to apply and use it. Life is not a memorization test and the Discovery Based Learning course definitely has prepared me and shown me a way to understand and use my knowledge in a way I wish I would have been able to do sooner.

I think it would be great to teach in a way that students can learn material instead of students learning how to take a test. A lot of classes I didn't learn a thing, it was mainly me showing up not understanding anything then trying to figure out how to take a test, take it for everything and start over for another test.

More art or extracurricular classes or Student open studios

More classroom discussions (where people actually participated), more creative projects that required technical skills (like design, coding, etc.)

More opportunity to develop this skill
more people to talk to or get help online

More real world application. The curriculum is very theory heavy.

More simulation experience maybe even after we have done the simulation once getting a chance to repeat it in order to grow and correct mistakes made the first time.

More technology based courses

Most of what I was taught came straight from scientific journals or textbooks, but this did not do justice to visualizing what I was studying. I have to credit my job with teaching me what certain mental health issues actually looked like. I also felt like the undergraduate options for psychology were left too open for everyone. I would rather see that there is a specific psychology undergraduate track for those of us wanting to join the world of clinical psychology and mental health rather than the study of health psychology, neuroscience, or other avenues of psychology (sensation, perception, etc.). If I had not been so dedicated to finding classes that were related to mental health, I could have learned nothing that would benefit me in master's school or working in the mental health field.

n/a
n/a
N/a
N/A
Na
no
No
No opinion.
No, there were many opportunities.
No.
none
None
Nope :)
Nope!
Not really
Nothing that I can think of.

Some sort of degree exploration, where freshman or sophomores can take a class to sit in on an upper level class once a week of their choice to get a feel for what other classes are out there.

Stop
the classes I took sufficed

The hands on learning is awful. Listening to a professor lecture for two hours every other day about irrelevant information does not and did not contribute to my ability to think critically, all that I did was burn through my phone battery and mobile data because the wifi on campus sucks.

There really should be a Philosophy of Science course taught at NDSU; the questions on this very page presuppose elements of logical positivism, some of which are being put into serious question by contemporary theorists.

Too many to list

Yes, sometimes I wish I could have shared my experiences with other classmates. There were times in class during a group project, for example when this happened but very rarely were students able to share their experiences they have gained in life.

Yes.
### Personal and Social Responsibility

**Table 24.**

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<td>-analyze the ethical basis for and implications of personal, professional, and civic decisions</td>
<td>-comprehend and demonstrate appropriate and healthy standards of personal and professional behavior</td>
<td>-identify stewardship of the land and its people as integral to a land-grant university</td>
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**Table 25.**

**Personal and Social Responsibility-examine your own values, biases, and conclusions**

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Table 26.  
*Personal and Social Responsibility*-analyze the ethical basis for and implications of personal, professional, and civic decisions

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Table 27.  
*Personal and Social Responsibility*-comprehend and demonstrate appropriate and healthy standards of personal and professional behavior

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Table 28.  
*Personal and Social Responsibility*-identify stewardship of the land and its people as integral to a land-grant university

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Personal and Social Responsibility-analyze how personal choices impact communities and the world

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Table 30.
Personal and Social Responsibility-engage in service learning

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</table>
What experiences, if any, contributed the most to your ability to be personally and socially responsible?

academic quadrathlon overall animal science curriculum

Ace tutoring help, but much improvement can be had

Again, my classes covered these things.

All of my classes with [redacted] helped me become socially responsible. His lectures really opened my eyes to the bigger world.

All of my experiences aided in this. For the most part, my ethics and morals have not changed. However, I have a greater ability to discuss these matters and reflect on them.

Animal research

As an engineer I was required to take an ethics course which provided me a lot of valuable information on such subjects. I was able to apply this knowledge through my undergrad research performance and advancement.

As integral to a land-grant university? Never mentioned. Not even once.

Attendance points

Being a student-athlete Attending Prairie Heights Community church

Being apart of clubs.

Being apart of ndsu Student Organizations

Being in student government made me more well rounded in the aspect of responsibility socially and personally.

Being in the architecture program

Being involved on campus.

Being part of Bison Ambassadors and being around people on campus that generally wanted to better themselves.

Being president of Mortar Board Honor Society

By examining the shameless political biases exhibited by some professors and students I introspectively examined my own behavior and over my time here at NDSU have attempted to become more politically neutral. I have tried to realize that there are people who disagree with me for often very good reasons. We cannot expect maintain professional credibility with our entire audience if we ignore half of them.

College life

Community engagement opportunities

Dining center portion control

doing alot of group work

Education and human development courses. Service opportunities at NDSU through organizations.

Elective logic and ethics courses

Ethics class is about it.
extracurricular involvement
Facing the worse in the line of duty and taking responsibility in corrective action by learning and relearning.

Field experience and group projects
Figuring out how to create structure in my life by balancing school, work, finding time to exercise, and having a social life.

Greek life
growing up and getting a grip on being an adult. Had nothing to do with NDSU
Having leadership roles in clubs and taking classes that made us look at stewardship. Such as soils and land use, introduction to ipm, world food crops, intro to range, soil 210, and crop production. And volunteering.
Hdfs field experience and cultural diversity class with patty corwin
Honestly, as a 49 year old woman, I think that this is something that developed before my time here.
I felt needed to stay clean when i sat next to someone in class.
I learned to conduct myself professionally because of the work environments I placed myself in. From the work environment, this helped to create a better class presence and the willingness to contribute to class/projects with higher attention. Social reponsibility was gained through my own experiences on and off campus, I wouldn't say that NDSU soley made me who I am. Other jobs, volunteering and friends made me who I am and classes only added a little bit to it.
I met Jesus at a Chi Alpha meeting in the century theater. Experiencing Him made me extremely socially responsible
I think being involved as a student through student organization and Greek life by having other like minded people around.
I took a comm ethics course which should be required for all students. It wasn't necessarily just communication content. It's a course that could help everyone's understanding of personal and social responsibility.
I took an ethics class for my accounting degree with . I felt that only looked at one side of the ethical issues which tended to be the victim side or employee instead of both the wmployer and employee side of the issue.
I took several philosophy classes and I really think that those helped me look at the world from different perspectives.
I was already highly aware of my personal and social responsibility, ethics, and morality before higher education.
Idk
In my major, HDFS, we had to examine these abilities a lot in ourselves. We were required to do field experience which also made us responsible for our work and for representing the school. My leadership in organizations on campus also contributed to this
In school, my class on social psychology. However, I got most of my experiences with these topics elsewhere.
Interaction with professors and lecturers!
Involvement in the political process of the presidential election and other local elections
Jobs and organizations on campus

Joining a Fraternity the first semester in college was probably the best decision I have ever made in my entire life. I firmly believe that NDSU needs to educate more incoming students on its phenomenal Greek life community. Working at the Wellness Center was also an amazing job to have as a younger student. It really helped me meet tons of different individuals in the NDSU and Fargo Community.

Joining clubs.

Learning how to critically think about issues has given me the ability to think about events from multiple perspectives.

Living in the dorms taught me how to be responsible for myself.

Living in the dorms, having the choice to go to class

Living on my own and having to provide for myself made me personally responsible.

Maintaining good grades and taking my education seriously, being an officer for student organizations, getting to know faculty and being involved in volunteering

Making relationships with the nursing professor at NDSU, they are all great.

Moving out of the dorms into an apartment and getting a job during school is the biggest contribution to being more personally and socially responsible

My campus jobs and classroom requirements contributed the most to my abilities.

My communication major and being an RA

My experience in Greek Life contributed to my ability to see the consequences of my actions, and taught me to be cognizant of other people's world views. Additionally, my semester in the Masters of Success Program taught me the same thing.

My experience with on campus groups and ministries had a huge impact on my life here at NDSU. I was involved with CRU the last 4 years and it contributed a huge aspect of my social life here.

My involvement in Theta Chi

My senior year internship.

My studies of Emergency Management and being apart of The Navigators

My volunteer work as well as some of our experiences in public health

n/a

N/a

N/A

Na

NDSU seemed like a place where social political opinions are kept to one's self. This leads to situations described above to generally be ignored and not discussed to their full impact.

No
none
None
none of this happens
Nothing
Nothing that i can think of
Nursing clinicals
Professors and students
Really more questions
Service events
Service learning kept me personally responsible to show up on time to volunteer, but then
opened my eyes to the need of volunteers in Fargo-Moorhead.
Showing up to classes.
Social change course, leadership programs offered in the Memorial Union, working at the
Volunteer Network, community development courses, and a power and leadership course I
took in the communication department all contributed to my personal and social resposibility.

Studying Abroad
Success and hard work of meeting deadlines and performing well on exams and courses.
taking on responsibilities
Talking with students who have different view points or who have very different life experience.
talking with students, learning about our world and what we can do to help.

Team work
The business school is very professional and offers great opportunities to learn about
professionalism in real life settings, through career fairs, socials, and different professional
events advertised.
the classes I took and the ability to study abroad

The experiences of NDSU Bismarck.
The liberal professors opinions only helped me solidify my own conservative opinions and work
ethic to work hard to get what I want.
The way I was raised. Have to thank my parents for this one how they brought me up teaching
me values, work ethic and responsibilities.
There are so many clubs and organizations that promote service opportunities, which is
fantastic.
Through the nursing program, I learned a great deal of professionalism, time management,
organization, and expectations that have developed my ability to be personally and socially
responsible.

Tommy Bearson case happened when I first began school here at NDSU. Today, can we get
an explanation to the happenings?
Undergraduate research - got to put the things I learned into practice and had to work independently and get things accomplished without clear due dates.

Undergraduate research, volunteering activities

Very little, this was developed outside of the university setting, and in no way do I expect a university atmosphere to be responsible or able to teach these values.

Volunteering
Volunteering and just being nice and friendly to my peers on and off campus.
Volunteering through my organizations and interactions with fellow students
We took a service learning class that was required.
Working with animals in groups of people caused me to begin to see how one person's choices can affect others.
Were there any experiences you wish were available at NDSU that would have contributed to your ability to be personally and social responsible?

A required wellness credit in meditation/mindfulness/self-awareness class discussions in the classroom

Hillary sucks

I believe having required general courses regarding social and personal responsibility would be beneficial to every student.

I learned that drinking plays a vital role in functions here at NDSU. Really sad to see this from my home State.

I think NDSU had enough opportunities for me.

I think that there are plenty of opportunities here. It may be hard for students to learn of them. There were many opportunities here that I never heard about until my final semester.

I was really disappointed with my service learning experience. Half an hour taken out of two separate days of class (I was in a Tuesday/Thursday class) does not equate to an hour of service each week, and the process of finding an organization to work with was messy and disorganized. I got the impression that the project was designed around the likelihood that we would volunteer with a specific service on campus, and if that's the case, I would rather that students were just assigned to that service. I ended up working at a food bank, and I don't think that that, in any way, prepared me for future interactions with people from other cultures, or really even people from other socio-economic backgrounds.

I wish more men would take classes about women and HDFS. A lot of the material is about people and having an understanding of others so it would be great to see more diversity in those classes. I think it should be incorporated into the general requirements.

I wish NDSU Bismarck had more availability to things.

I wish NDSU classes promoted more service learning, because while the organizations do a fantastic job, and NDSU as a university promotes service, teachers didn't always seem to be behind the idea. Like why do we not have the day off during the Big Event? Give us credit for doing something outside of ourselves. The main reason I wish teachers and the academia supported service more is because I know a large portion of students who just go to class and are not in any organizations and that is a missed opportunity for them to engage in service learning.

I'm not sure. maybe having seminars or classes or something that can help with how to spend money / live in the real world.

If I wanted to, I can join clubs or volunteer dates to make a difference to my character or community.

Just more things to do for the Bismarck location

Learning how to be ethical and socially responsible and actually doing it are different levels of understanding. I feel like there is a need to increase ways to actually do it. Research is a great way to do it because you not only have to think about personal safety but the safety of others as well.

More civic engagement and discussion in and outside the classroom would've been appreciated.
More experience were we as students go out into the community to experience other cultures in our community especially indigenous cultures.

More help adjusting to college life and help with things like procrastination, study habits, and so on.

More laboratory opportunities in the microbiology department to work with professors and grad students on research

More opportunity

n/a

N/A

Na

NA

NDSU is not fully integrated University and there is a gap between students but time is the only solution.

no

No

NO

No Jesus was all I needed!

No.

none

None

None that I can think of.

Nope

Not having to show up to classes

Not that I can think of

Not that I can think of.

Nothing that I can think of.

recycling more and having access to turning in recycling for a profit rewards

See the previous answer. (No)

Yes
Table 31.

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<th>Technology-identify the social, aesthetic, and ethical implications of technological decisions</th>
<th>Technology-analyze how technology evolves and shapes human experience</th>
<th>Technology-apply technology to demonstrate creativity and solve problems</th>
<th>Technology-demonstrate how technology augments our experiences and understandings</th>
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Table 32.

Technology-use technology to enhance understanding

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Table 33.

Technology-identify the social, aesthetic, and ethical implications of technological decisions

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Table 34.

**Technology-analyze how technology evolves and shapes human experience**

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Total | 551 |

Table 35.

**Technology-apply technology to demonstrate creativity and solve problems**

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Total | 551 |

Table 36.

**Technology-demonstrate how technology augments our experiences and understandings**

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</table>

Missing System | 158 |

Total | 551 |
What experiences, if any, contributed the most to your ability to use technology?
All classes required some fluency in Microsoft office software (Word, Excel, Powerpoint). Many classes required use of video/sound editing software (Audacity, Movie Maker). Some classes require the use of advance statistical calculation software (Minitab, JMP). A few classes require the use of modeling/animation software (PyMol, Chimera). NDSU offers access to all of this software and facilities in which to use it.

All classes, work experience.
All course work was involved some sort of technological use.
All of the computer science courses I took.
all online resources - email, website...
Almost every class I've had in the last two years has included an online portion and involved the use of technology for projects and course work.
Any tasks that required the utilization of technology to solve a problem
As an Engineering student, technology is extremely important. Labs contributed the most to this however at times the technology available in the labs was a little outdated.
Assignments in the simulation room in Sudro
Auto CADs, and many more.

Blackboard
By using technology in the courses that I have took.
class projects contributed the most for me.
Classes that focus on the use of said technology
clickers, projector screens, computer labs, printer stations, and technology in ASM, Animal Science, and Plant Science classes
Computational physics and computer science
Computer
Computer Science 116
Computer science classes, specifically CSCI 160 and 371
Computer science major
Definitely the computer labs. Loved em!
Each project I design in Landscape Architecture studio required my designs to be digitally represented in order for a broad audience to understand.
Engineering courses
Engineering field uses a ton of technology.
GIS class
Having access to computers and the IT help desk
Human Computer Interaction Computer Science Course
I did a lot of lab work as an undergraduate research assistant. Therefore, I am well aware of how important technology is to us. Also, I am well aware of how fast new technology is emerging. This has given me a greater understanding of how technology effects the population.

I didn't learn much, learned more in my internship

I got to use the computers for free so that was nice.

I have learned to operate a variety of online software (which was also emphasized during my internship ex. Excel, Word, PowerPoint, Outlook), understanding the basics of coding, forced to learn the Adobe Cloud with a class and having to operate some of the items in the QBB (voice over, video editing software, videos).

I learned that NDSU IT department has major issues with security and the number of students they have here who do not understand how to use technology.

I learned the most about technological applications for understanding the human brain and behavior.

I mean, I don't consider myself very knowledgeable about technology. I know enough to get through classes, but I don't know much about higher level programs. Working in labs throughout my time here has given me some knowledge of specific types of software because I had to use them for experiments.

I really didn't learn much about technology and how to use it in college. I already knew how to use it effectively from high school and professors expected that we already knew how to use it.

I saw a computer for the first time.

I took a lower level computer science class as a freshman and it made the exact opposite contribution to my education.

I took several technology courses that were offered.

I used a lot of lab equipment and computer labs extensively throughout my classes.

In almost every class you were required to learn some type of software or program.

Integrating learning about various office programs into required classes.

Lab work in a lot of classes.

Labs

My engineering classes

My involvement in student government forced me to take advantage of all resources around me, in order to most effectively utilize them, I had to use how to learn them.

My many projects for senior level IE courses

n/a

na

Na

No

None that I can think of.
Not very many
nothing, it's overrated

One of my capstone classes we used a lot of technologies dealing with media analytics, and this broadened my horizons to how specific advertising can get to the consumer.

Online coursework
Projects of personal interest.
Research lab
shortage of computers on campus
Simulation labs for nursing
Simulations and clinical experiences. Also having a librarian come out and speak with the class helped with the online application of finding research information

Some knowledge of technology for me was gained from my engineering/computer science courses, but much of this knowledge was demonstrated by projects that were completed outside of school.

Student to student learning
Taking online classes as well as the class CSCI 159 have introduced me to programs that I wasn't previously familiar with.

Taking the computer classes helped greatly
Tech classes
technology used in many classes
The availability of campus computers around and the access to internet.
The availability of the technology in the architecture department exceeded what knowledge was required of me in the professional world.
The Business Use of Computers class and technological workshops contributed the most to my ability.
The communication with email is between myself and professors lacked.
The different projects I have had to do over the last few years have contributed the most to my ability to use technology. Whether that be podcast making, microsoft office use, and various apps.
The discovery based learning courses run by Dr. \text{[redacted]} and Dr. \text{[redacted]}
The engineering labs

The fact that you won't even let us use paper anymore. We have to use computers for everything and our real creativity is dieing. We have to pay to do homework even and do it on the computer when paper or in person would be easier. And we have to use email, blackboard, tegrity, powerpoint, excel, Mcgraw hill, turning point, Google docs, Google calendar, and many more just to go to school. So long answer short our ability to use technology is rather forced on us. The stuff at the iacc is pretty cool though.Like the cameras and sound room and stuff.
The one computer science class that I took and \\
Computational Methods Class.
The requirement of certain technologies
The Technology Learning and Media center is awesome and the people there are incredibly friendly and helpful.

the use of technology to study

This is what an EE major does on a daily bases. I have had a lot of experience in course labs and being a part of undergraduate research to apply use technology to solve problems.

Through my coursework, I was required to use the media studio and other equipment in labs that helped me understand technology more

Topics taught in classes

Using Excel and Access in a couple classes.

Utilizing technology in architectural design processes

Video taping my lessons to see how I teach and to help me analyze areas that I could improve on and focus next time around.

Why does it feel like i'm doing a test?

Wonderful technological experience. Could utilize as much as you wanted to learn.

Working with newer equipment on tractors such as GS3 and rtk systems
Were there any experiences you wish were available at NDSU that would have contributed to your ability to use technology?

A course on how to use technology and technology resources as a secondary educator.

A more in depth web development class using more recent technologies

As an accounting major it would be nice to experience more of the different softwares available in the accounting industry like SAP, quickbooks, dynamics, etc.

Computers in the CE lab that actually worked and ran all programs needed

Correct Civil Engineering software in the civil engineering lab

Drones for crop and weed science.

For my entire time here the COB hadn't had any classes that use software like Quickbooks, Dynamics, etc. Thought AIS would use dynamics gp more in depth, but we barely even used it. People use these programs in the real world and NDSU does nothing to prepare students to use them or be familiar with them whatsoever.

For new members here at NDSU, not necessarily new students, some sort of technology course, checklist they use for the understanding of the technology that is in use at NDSU.

Have GPS tractors we can actually run. Have better tissue culture labs. Have better agronomy and horticulture green houses. Have more money for labs in general so we don't have to all share stuff. Just as a side note all teachers should have to take a course on how to run the computers, projector, and doc cam in front of the classrooms and on how to use tegrity.

Have more hands on classes working with different computer systems such as Xcel, we had classes where they expected us to do things and we did not know or understand how to do it.

Having access to copy out papers with my own colored paper without going to the design and sign center or laminating huge items instead of legal size papers at a maximum size.

Having an appropriately sized Civil Engineering computer cluster. It is not big enough to hold a singular class for the purposes of learning the technology/software. Several of the computers don't work. A few don't have Microsoft Office installed on them. For a major having 59 graduating seniors having a computer cluster that holds 20 isn't really sufficient. Especially when students throughout their completion spectrum (Freshman to Seniors) all have final papers to work on and some software's are only available in the cluster. It is really frustrating and pathetic actually. Such a computer heavy major has 20 computers for all 300/400 students.

HTC Vive

I think NDSU had extensive technology resources.

I wish that SAP and other MIS required software would be on select computer on main campus. Barry Hall labs are not always available and were locked up on the weekend.

I wish that there were more opportunities to learn how to use certain types of engineering software, such as the use of ANSYS for finite element analysis.

I wished I can access to more online databases for research purposes.

If I wanted to, I can take classes in the QBB to understand more about software, technology and some of the items I can check out.

integrate more technology for students in the classroom to be implemented by the teacher
More "real world application" courses.
More basic excel classes not program classes
More compensation for technologies. I either spent to much money or tried to get by without certain required technologies
More design and practice/research based courses instead of strictly lectures.
More opportunities to do research! I found that my undergrad research opportunity benefited me the most, but I never knew about it until senior year. I thought that research was only available for graduate students, but I wish I would have gotten to do research sooner as an undergrad!
More precision ag
More project-based classes and less theory.
more scanners
More technology-specific coding courses
more workshops on this concept
n/a
N/A
na
Na
need more computers
no
No
No, I believe the technology education available here is good.
No, I had ample opportunity to use technology throughout my time at NDSU.
No, they have good resources for this
No.
Nope
Not really.
not that i can think of
not using services that don't work would be great
Nothing that I can think of.
Tesla coils
The technology I saw the most was professor struggling to get projectors to work and having to call IT.
The wifi sucked, and my phone would not connect to it in four years
There may be experiences at NDSU that would have contributed, but I didn't take classes where that was really the focus.
VR
Yes. I wish more classes had been offered with excel and other computer programs as a general overview class
### Diversity and Global Perspectives

**Table 37.**

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<td>identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities</td>
<td>Diversity and Global Perspectives-identify the role diversity plays in the ability of biological organisms to adapt to a changing environment</td>
<td>Diversity and Global Perspectives-analyze how diversity contributes to and shapes solutions to challenges confronting the global community</td>
<td>Diversity and Global Perspectives-evaluate how diverse systems (both natural and human-made), technologies, or innovations emerge from, interact with, and affect various communities</td>
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**Table 38.**

*Diversity and Global Perspectives-identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities*

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Table 39. 
*Diversity and Global Perspectives-identify the role diversity plays in the ability of biological organisms to adapt to a changing environment*

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Table 40. 
*Diversity and Global Perspectives-analyze how diversity contributes to and shapes solutions to challenges confronting the global community*

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Table 41.
**Diversity and Global Perspectives—evaluate how diverse systems (both natural and human-made), technologies, or innovations emerge from, interact with, and affect various communities**

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Table 42.
**Diversity and Global Perspectives—collaborate with others in diverse interpersonal, intercultural, or international settings**

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What experiences, if any, contributed the most to your understanding of diverse and global perspectives?

A class I took about teaching to students of culturally diverse backgrounds.

academic quadrathlon

Activities held by the Office of International Student and Study Abroad Services, Language classes such as French

Aside from Spanish, International Studies and Anthropology classes, I feel that NDSU does very little to promote learning about diversity on campus. Studying abroad and completing internships in other locations outside of school contributed the most to my education about and experience with diversity.

Because NDSU would not accept my credits that I had attained from the United States Air Force, I was forced to take classes again that I had already taken years ago when I was active duty. So I learned that NDSU is all about Business and how much money they can make!

Being an RA

Being involved with student groups.

Being randomly assigned with an exchange roommate. Things were supposed to be catered around them. The cleanliness and way of life is different.

Biology classes aided in my understanding of the importance of diversity.

Classroom settings and the basic college lifestyle.

Contemporary Moral Issues course

Cultural communication is probably the class that contributed the most, which is an issue because I don't think that class taught me much at all.

Elective diversity management class

friendships with international students

Getting involved in different clubs, not taking extra diversity and global perspective general classes. I believe those extra general classes are a waste of money, time, and energy for everyone involved.

global marketing

Group projects with people from all over the world

having foreign TAs and professors.

Having professors and other colleagues with different ethnic backrounds.

Holding a international student thanksgiving dinner and hearing their stories of how they came to the united states to learn

Honestly everything in my NDSU experience contributed to these topics.

I believe that the professors I have had contributed most to my understanding of diverse and global perspectives. Each of my professors held a high expectation of using critical thinking skills to understand multiple perspectives in situations, and developing this skill has been incredibly beneficial in my academic and personal life.
I could have finished my degree in 2.5 years if it weren't for the pointless general education credits.

I got to attend a conference where some people discussed how the sciences and the view of women in science fields were very different in different cultures and countries.

I have not had many classes with diversity or been placed in situations to understand a variety of different cultures. I have had diversity of learning behaviors, teammates and environments that helped me to learn how to adapt to get the job done.

I learned a lot about diversity at NDSU, I came from a small town where we only had whites and Native Americans. I was happy to see a diverse student body and that campus was ready to celebrate the diversity.

I met Jesus at numerous Chi Alpha meetings in the century theater. He contributes more than any one else.

I think once again, it was learning from different people and traveling to different places while at NDSU. I would not be the person I am if it were not the friendships God has placed in my life and I'm all the better because of them.

I took (at least) two classes devote to cultural competence and understanding.

I took a world culture class.

I took several global courses that taught me about other cultures.

I was housed with international exchange students my first year at NDSU.

I was involved in the agricultural college, so I learned a lot about the impact of technologies and how they will effect the food availability on a growing population.

Interacting with different students.

Interacting with international students in class.

Interaction with international students throughout campus and in my research lab.

International student activities office and their events.

Just being in Fargo and getting out of small town ND really helped me understand more diverse people and their values.

Learning about others was great and many of my classes covered this stuff.

Minot state university courses.

Multicultural club.

My anthropology class has helped in this topic. [Name] is an awesome teacher.

My classes in my major.

My communication classes, such as intercultural communication.

My Diverse Learners class helped me understand the struggles that students face when coming into a new environment that is completely different from their own and to modify lessons to help fit their needs.

My experience in Masters of Success taught me how to interact with people from very different backgrounds than me.
My global perspectives classes, some of my sociology classes as well as nursing classes help me to get a better understanding of differing cultures in our community.

My involvement in campus organizations contributed the most to my understanding.

My race in U.S. History and Women and Gender Studies classes

My student organizations and my wonderful denactment- HDFS

n/a

N/A

NA

NDSU is great, but really lacks in the diversity department. Can't think of anything besides studying abroad - which was initiated independently - that truly contributed to a diverse/global perspective.

NDSU is not a very diverse school, I feel like diversity is a big role in life but NDSU doesn't have a lot of diversity

NDSU; where global perspectives are gained by leaving and studying abroad. Not by staying on campus.

No

none

None

None at NDSU

None.

Not enough white people here

Not really

nothing

One vision but different perspective.

Organizations and speaking with students of other cultures

Participation of care in patients with a variety of backgrounds in clinical experiences, cultural competency training, and attendance at a treaty ceremony with local Sioux in the state.

Personal research and the occasional applicable assignment

Random group projects in classes.

realized that just because you belong to a group that not a lot of people like, you get treated different. not always positive, in fact rarely. I belong to St. Pauls Newman center and am also involved with BisonCatholic and there were so many times where e were treated with disrespect because of that. So if NDSU is trying to promote diversity among students and orgs, then they need to be fair throughout.

Seeing people.

Several classes I've taken have helped me with this. Also, several of my coworkers have been international students, so that also helped.

sitting in classes listening to professors that you can't understand.
Students and staffs
Study abroad for Nursing Practicum in Kenya
Study abroad in Granada, Spain.
Studying abroad
Studying Abroad
Studying abroad.
Taking French courses
Taking Intercultural Communication was the most contributing to my understanding.
The discovery based learning course was diverse in the student enrollment and working with people from other disciplines was very influential and beneficial to developing my learning. I also was able to travel to a variety of conferences around the US which was influential as well to discuss research with others.
The Kujenga event put together by and .
The lessons being taught in my classes
The refugee population in Fargo gave me a great perspective of the world at large.
Upper level English: writing in the sciences, women gender studies
Women and Gender studies courses and HDFS & Sociology cultural diversity courses.
Working as a tutor at ACE.
Working at the dining center. That's where all the international students work. That and upper level cafscrnr classes which have a lot of diversity, and my time working at anpc because it's the best place ever and a lot of discussion about solving the world's problems happens there and a lot of the research helps solve some of them. And again clubs. And international night.
Working in groups with diverse students.
Working on projects with people of different backgrounds and work styles
Working with people from around the world on different engineering projects.
Were there any experiences you wish were available at NDSU that would have contributed to your understanding of diverse and global perspectives?

a class how global perspectives in each college or major

A class that integrates diversity learning into each college

A lot of my thoughts on this are covered in a previous response where I spoke about the service learning project. Those thoughts carry over to my perception of my cultural communication class. The class did little to prepare me for future interactions with people from other cultures, and, in fact, I would be more likely to say that it strengthened the biases that I had from growing up in a largely homogeneous midwestern society.

a more diverse student body, faculty more opportunities for serious discussions about diversity in the classroom

Absolutely, I wish NDSU would accept college credits attained from other collegiate institutions / higher educational facilities. This would greatly impact other Veterans attending NDSU.

Didn't learn shit about anything beyond the small realm of Fargo really.

Diverse and global perspectives are everywhere, they are pretty well covered.

Get only white students, screw the ratio of foreigners to real Americans! 'merica

Greater access to hands on technology or some tool that would allow like minded students to find each other and start projects together

Had I studied abroad I would've gained more global and diverse perspective, but I didn't so I didn't gain much in that area.

I can't think of anything specific, but it was just really obvious that many people come from the same places and have the same perspective. I would say that we weren't really challenged to see other perspectives.

I learned most of my stuff off the facebook

I really wanted to study abroad, but I could not afford to. Any way to decrease the cost of that would have been nice.

I think NDSU should consider having a mandatory women and genders studies course for students to take. This way, students who do not identify as feminists will have a better understanding of the term 'feminism'. This course does not necessarily have to be about feminism alone, but I think it would be beneficial for everyone to have a mutual understanding of what terms like 'feminism' and 'masculinity' mean so that we can help facilitate change.

I wish there was a more diverse population in my animal science classes

I would have liked a wider variety of courses under the diverse and global perspectives requirement so that we could have a better chance at being able to take a course that we were actually interested in.

If there were more diverse students in my Communications major that could help to bring for unique lifestyles into my daily activities. The majority of the students are white, from the Fargo/Cities area and have not had much experience from other places.

Mo

More cultural activities in general

More experience with how our current learning affects the world at large would be beneficial.
More French club opportunities
more interactive activities that help know more about our culture and global cultures.
More of these courses
More opportunity for courses that contain global information.
More programs of ISA and more involving of every student organization
n/a
N/a
N/A
NA

NDSU international Program is available for students but it is not making its way into class. How will it makes its way in the class is a question needs to be brought forward?
NDSU needs more outreach for cultural diversity. Our programs are wonderful but few participate and more should. There is still a major stigma of racism and a lack of cultural understanding in the student body. I believe these issues need to be addressed n more than one way on the staffs positioning at NDSU. The diversity classes are not even about cultural changes -- film and music appreciation should not be considered a D credit.

no
No
No, Jesus satisfies it all!! He loves all people and makes a way!
No, NDSU does a pretty good job.
No, NDSU offers many different diversity courses.
No.
none
None
None that I can think of.
Not really.
not sitting in classes listening to professors that you can't understand.
Nothing that I can think of.
realizing that most people have good intentions
Seeing more people
Shorter timed study abroad trips, like a week to 10 days. Those are more manageable cost wise and time wise.
Stop shoving this stupid diversity crap down our throats. So much wasted time, effort, and most importantly, money, are wasted on this subject.
There could be more diversity seminars or events that maybe professors could make madatory to ensure the students gain experience and exposure.
There should be more interaction with international students studying at NDSU. One student in the intensive English language learning program commented to me that they feel isolated from other students, and that NDSU does very little to promote the convergence of students from different cultures. I agree completely with that assessment.

Too many to list.

While there is a large group of international students, compared to the rest of the country I wouldn't call NDSU a diverse university. That may be also because I was more involved in the agricultural community and it isn't as diverse as other programs
**Natural and Physical Sciences**

*Table 43.*

<table>
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<th>Natural and Physical Sciences-develop models to explain phenomena within the natural and physical worlds</th>
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**Natural and Physical Sciences-analyze components and dynamics of natural and physical worlds**

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*Table 45.*

**Natural and Physical Sciences-develop models to explain phenomena within the natural and physical worlds**

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Table 46.
Natural and Physical Sciences-identify the role of scientific methods in the study of natural and physical worlds

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<td></td>
<td></td>
</tr>
</tbody>
</table>
What experiences, if any, contributed the most to your knowledge of the natural and physical sciences?

and 's geology courses were some of the most enjoyable courses at NDSU.

all of my science classes

All of these, again, I would contribute to my architecture studies, not the gen-ed science requirements. Between site design and model building, I gained an effective grasp of the natural physical world in relation to my own field of interest.

anatomy classes offered

Anthropology

As an electrical engineering major I was not exposed to many biological sciences in my curriculum, however I did have an interest in the biomedical area. I was able to experience this area more when I took Cardiovascular Engineering 1 and 2 (a.k.a. Discovery Based Learning) which exposed me to hands on research which greatly benefited not only my knowledge of biological and physical sciences, but I also got to perform research that connected my EE degree to the area. Getting to experience and put my learned knowledge into creating and performing research was a huge contribution to my understanding of this material.

Being a science major made me approach science in a new way, so I learned things in my classes that will help me be more mindful and approach problems in a different way.

Being a student in the Chemistry and Biochemistry department

Being conscious of the environmental issues we face today as well as technological advancements.

Biology courses and Natural Resources and Agro Biosystems courses

Calculus, physics, & chemistry classes

classes, projects and in-class activities.

Courses that were taught by Dr. , Dr. , Dr. , and coursework

Coursework in the field of biology

Designing and performing research projects in classes such as Fisheries and Wildlife Management Techniques and also Wildlife Ecology and Conservation.

Direct teaching from caring and experienced advisers.

Engineering classes

Gravity pulls the drunken student toward the ground.

Having a small program and the one on one help

I am a science major so I am happy about the education I received regarding the sciences.

I am a science major, so all my classes.

I came in with AP science credit, so only took a basic Biology class, no lab. There was no experience that stood out.

I did not have any experience with this.
I did not learn anything related to sciences in my required science, it was general science of which I all knew from high school.

I had a science based major so this concept was constantly drilled in. To this day, my favorite class at NDSU was Cell Biology.

I have a minor in zoology, so I have had experience with natural and physical sciences through those courses.

I have never been one to dive into the sciences so I took what was necessary and moved on from there.

I took a geology class and lab that I had a love/hate relationship with. I loved the lab and was able to really get into the material and loved the interactive specimens we were able to touch (I love rocks). I did not take many electives since I brought in credits before college and went straight into my Communication Major. I did not spend a lot of time in the natural and physical sciences.

I took several required courses on these subjects.

I'm a physics major.

Jesus for sure! He loves science!

Just having classes with professors who were good at explaining the subject contributed to my knowledge gains.

Labs that each class held. They were very useful a demonstration of what was being taught.

Leadership, respect, material knowledge and more so diversity.

Learning econometric methods to interpret data.

Many of the engineering courses I took.

Most classes involved natural and physical sciences.

Most from the biology courses I actually took interest in.

Most of my major courses

Most of my sciences were plants so the natural sciences have been good.

My classes contributed the most to my knowledge.

My science related classes (no specific ones)

My summer internships

My time in the Psych labs.

n/a

N/a

N/A

na

Na

NA

No
No opinion.
none
None
None it was all bad
None.
Not much.
nothing, since this is a research university we can't get a garden on campus to learn
NRM courses
Nursing classes and clinicals
Once again working in a research lab had the most influence on my knowledge of science.
Only my math classes, I wasn't required to take very many science related courses.
required lab course
Research methods
Science classes and being a learning assistant for Intro Biology.
Science courses
Senior Design.
Speaking one on one with professors
studying Construction Management
Taking organic chemistry with Professor Working at ACE
The many labs I took with my science courses
The nature of engineering.
The specific classes i took that help with understanding our world
This topic doesn't seem relative to my major.
Took science classes in HS
Undergraduate research opportunities
was not a science major. Did not take many science classes
What I already knew paired with going to class. Cafsnr ties the whole world together along with
the related disciplines.
What?
Working as an undergraduate assistant aided in both discovery and application of discovery.
Working for the HRSW breeding program.
Were there any experiences you wish were available at NDSU that would have contributed to your knowledge of the natural and physical sciences?

Again, with NDSU’s historical focus on science, there is a pressing need for a Philosophy of Science course. Many students could benefit from immersing themselves in such literature.

Better understanding of the requirements that our Veterans are exposed to.

Can not think of any thing for this as well.

competitions such as those in high school like Science Olympiad, etc.

hands on opportunities to get examples of how we can effect the physical world.

I can't think of any.

I found the natural and physical sciences to be a waste of my time as the general classes were equal to those I took in high school.

I have no idea.

I think taking the Discovery Based Learning greatly influenced me and I wish I could have taken similar classes to it sooner before my senior year. The course intermingles so many different degrees and really introduces students into what the actual industry or work force would be like. I would not solely be working with other engineers and circuits but other degree areas collaboratively working towards a major end goal. Working with pharmaceutical and physical science majors offered valuable input and changed how I approach difficult problems because not everything can be drawn to the same conclusions as an engineer may assess something. Being able to work with other major areas outside of my degree was beneficial and I learned a lot about the natural and physical sciences through performing and working on research with them.

If I wanted to, I could join clubs that would help me explore the information that I would be seeking.

if some teachers would have been better.

More 1:1 time with advisers.

More astronomy courses.

More courses taught by professors with proficient experience in their fields

More different elective classes offered and allowing students to take those class in place of general credits

More hands on.

More professors that love their job

more recycling centers or rewards for recycling

more time for students to spend in the labs, out of class. Lots of classes in the science fields could use more time to study with models in the class, because of being tested on them, it’s hard to study off of just other materials. Cadavers would also be an amazing addition to the sciences.

n/a

N/a

N/A
Na
NA
no
No
No opinion.
No.
none
None
None that I can think of
Nope
Nope, again, I think this is a case where there were opportunities available, and I just didn't pursue them.
Not at all, I hate science so I have no need to learn anything about it to do well with my business degree.
Not really.
Not that I can think of
Not that I can think of.
Open machine shop access. Better rock climbing. Cave system to explore. Actually getting use out of my $4800 in student fee BS
opportunities to participate in research with faculty
student run garden would be great
Took a geology class. I learned how to memorize a study guide to get a decent grade.
Took science classes in HS
We need better instructors to teach the introductory science classes. I didn't learn much from them.
Yes, hands on work shops and field trips.
Yes. I wish NDSU could develop a program which will allow marriage couple to attend so that both will be knowledgeable in regards to quality of education NDSU is providing to its community.
### Human Societies

**Table 47.**

<table>
<thead>
<tr>
<th>Human Societies-identify the nature and impact of aesthetic and creative activities in human experience</th>
<th>Human Societies-analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures</th>
<th>Human Societies-analyze the components and dynamics of human societies in their artistic, cultural, and historical contexts</th>
<th>Human Societies-apply theories or research methods to understand human events, identities, artifacts, or social structures</th>
<th>Human Societies-engage in a creative, aesthetic, or artistic activity</th>
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**Table 48.**

*Human Societies-identify the nature and impact of aesthetic and creative activities in human experience*

<table>
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<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</tr>
<tr>
<td>Total</td>
<td>551</td>
<td></td>
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</table>
Table 49.
*Human Societies*-analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td>Total</td>
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Table 50.
*Human Societies*-analyze the components and dynamics of human societies in their artistic, cultural, and historical contexts

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
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<tr>
<td>Total</td>
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Table 51.
*Human Societies*-apply theories or research methods to understand human events, identities, artifacts, or social structures

<table>
<thead>
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<th>Frequency</th>
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<th>Cumulative Percent</th>
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</table>

Missing System 155
Total 551
Table 52.  
*Human Societies—engage in a creative, aesthetic, or artistic activity*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all (1)</td>
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<tr>
<td>(2)</td>
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<tr>
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</tr>
<tr>
<td>System</td>
<td>159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>551</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What experiences, if any, contributed the most to your knowledge of human societies?
Adaptation and self awareness. More importantly, the willingness to break a barrier or a wall everybody has in their life.

Anthropology
Anthropology, history of architecture 1 and 2, intro to environmental design, sculpture 1, and a lot of the ag classes.

Anthropology, sociology, and psychology coursework
Any and all design and philosophy courses I enrolled in directly related to these areas.
As a management communication minor, I learned about many theories and methods that would help you understand better why humans react the way they do in given situations and socially.
Attending a Biology class with 300 young adults ranging in age from 18 - 25 years of age. Or Chemistry class, or Algebra class, all with the same numerical figures.
Attending anthropology and psychology class
Being a psychology major definitely impacted my answers in this category.
Being a student-athlete
Being in a sorority
Being required to take general education classes like sociability and psychology

Class
Class in Anthropology
Classes like anthropology and sociology as well as being part of a bigger culture that NDSU Bison fans bring to the campus. When you are on campus everyone is grouped together by the common theme of being a Bison fan.

Creative writing classes, dance classes, and theatre classes are the big one in this area.
Each time I begin a landscape architecture studio project I spend anywhere from 1 to 3 weeks researching the place and collecting inventory. Demographics and societal components are always an important part of site inventory as they will dictate the success of my design implementation.
Experiencing the life of a college student and all that it entails.

Field work classes

General education required classes

Human communication
I am not sure.
I did my best to avoid any classes not directly related to my major. I did have to take a few gender studies classes and I have nothing nice to say about them. I did learn that even in a well-respected accredited university some professors can publicly make unsubstantiated claims about my upbringing and attribute my successes solely to my race and gender.
I had a class about Communication Theory and this was one of my favorites because of [redacted] in the comm. department. She made dry material fun and interesting to learn. Since this is a research facility I cannot be upset with the amount of theories an research was put into my communication classes but I do feel that in the real world, not a lot of people use the theories to appeal to their target audiences. Maybe this is something that will be an up-and-coming idea to use more theories in advertising PR campaigns.

I have appreciated and enjoyed all of my multicultural and diversity classes to facilitate learning about societies different from our own.

I learned a lot more from my outside activities (internship, involvement) than in classes.

I learned a lot through my sociology class of how the world works around us and why people do what they do.

I learned how to talk to a person.

I made a friend one time, which infinitely expanded my previous experience with cultures.

I think a couple of classes I have taken, such as cultural diversity and cultural anthropology have helped me with this.

I took a lot of HDFS classes and these topics are covered in these classes. I feel really great about all of these things because of my classes.

I was an architecture major at the beginning. Also, the anthropology and psychology classes.

I was in the wrong major for this...

In general, the necessity to talk to others for various classes helped. Also, being exposed to a variety of people, both peers and professors, helped as well.

Interactions with other students from different cultures

Interactions

Interactions with fellow students

Just getting out of small town ND really helped me expand my world view. Getting a chance to be open minded helped me understand human societies better compared to just understanding ND culture.

My campus jobs and involvement in student organizations contributed the most to my knowledge.

My classes for my major contributed greatly to this.

My major did not do a lot of this, but the relationships I formed on campus did this. The different people I interacted with allowed me to learn about so many different points of view and just discover what makes life as sweet as it is.

My studies in human development and psychology

My study abroad trip to Brussels Belgium this last semester, applying what I learned from my cultural psychology class.

n/a

N/a

N/A
None at NDSU as I transferred these credits in.

None, screw being social

Participating in college clubs and activities

Poverty simulation in Bismarck was awesome

Probably the classes I took. Most of my classes were in HDFS, sociology, psychology and anthropology.

Public policy course

Research methods class and then my HDFS classes

Seeing all the social justice warriors around campus.

Sociology and nursing classes contributed the most.

Sociology class and being friends with many different people.

Sociology was a fun, insightful class. However, Jesus loves all societies more than I do.

Spanish courses.

Spanish, Anthropology and International Studies Classes

Studying Abroad

Taking classes and being involved with others influenced this area.

Taking sociology as a requirement.

Talking with [REDACTED] Any leadership development program put on by the union

The college life

The diverse student population helped a lot. This was not something I experienced in high school.

The support from the teachers and activities at NDSU

There are many different cultures in the NDSU campus.

This school degraded my knowledge of human societies.

This survey is very confusing

Trump getting elected.

Viruses

Womens Studies-[REDACTED]-one of the best teachers I have had
Were there any experiences you wish were available at NDSU that would have contributed to your knowledge of human societies?

a department that cared less about their own research and more about student growth and development

Again, I think that there are experiences available at NDSU for these areas and that they just weren't part of my coursework.

I can not think of anything for this question.

I don't have the experience to speak on this as I transferred the credits in.

I think multicultural events or various student/country profiles placed in high traffic areas around campus in large format- so they are dramatic and eye catching- would give a good (low involvement) opportunity for students to understand what other cultures, societies, backgrounds our peers come from.

I wish humanities classes focused more on strict factual anthropology rather than deferring to the opinion of whatever instructor happens to be teaching the class at the time.

I wish I had more friends.

If I wanted to, I could have taken sociology or phycology here to understand this topic more.

Less racism

more activities for students who live off campus.

More case/abroad study opportunities for the nursing program

More courses that encourage critical thinking and questioning authority

More installations in terms of architectural sculptures in and around campus would’ve engaged not only myself in a different way, but the campus community as well.

More interaction/events/clubs with international students on campus. Why doesn’t someone push the development/betterment of the HOLA club?

n/a

N/a

N/A

Na

no

No

no.

No.

None

Nons

nope

Nothing that I can think of.
Personally I never joined any club or anything during my time here, but I wish I had, my own fault for not pursuing that more.

Roman orgies

There is more than enough except willingness to engage into it.

There was art here? I completely missed that I guess.

They were available, I just didn't have time to utilize them due to my rigorous studies, work schedule, and student organizations.

This is a long survey. Probably. But you did good. Having all these other cultures around make finding out about them ripe for the picking.

This wasn't a huge goal of mine, so I can't think of anything I wish was available because I probably wouldn't have done it.

Wish there are more access to printers around. (wasn't sure if this should be in this category)

Also, I hope that the homepage is easier to navigate, it is very user friendly, but a lot of contents are not updated. Please urge departments to update recent activities, current researches, and possibly pictures.

YES, to witness [redacted] not even move a muscle during a Fire Alarm at the new complex where the Men's basketball team plays, during one of the events.
Open-ended Question

Is there anything else you want to share with us about what you learned from your experiences at NDSU?

"NO" - sp

Advisors could do a better job... I ended up taking a class I didn't have pre req's for, and additionally another one that didn't even satisfy any required courses when I was told it did. Pretty irritating not to mention expensive!! COB needs to teach quickbooks, dynamics, or something similar. Future students should get involved outside of the classroom as much as possible to have great experiences that will benefit them down the road. I did, and I think I personally gained as much from being in various student organizations as I did from the classroom.

As a Philosophy/Humanities and English double-major, I found it a bit excessive to take 10 science credits for Gen Ed. 7 credits would absolutely suffice and would still be a lower gen-ed threshold than most universities.

Best three years of my life, I just completed my undergraduate degree in Crop and Weeds sciences here and am planning on attending graduate school for my Masters. It was my honor to attend NDSU and learn more about the love of the land.

Can I have a job please?

Everything I know I learned from a handful of classes and a handful of professors, everything else was filler.

Excellent student atmosphere.

Generals are a waste of my time and money, nuff said

Great experience. Feel well prepared for my next step of education.

Having very specific general education course is frustrating and a waste of time. Changing majors is difficult cause some general education course don't matter for a other majors.

I almost chose University of Mary because of all the scholarships they give out, but I am so glad I chose NDSU. The organizations I was a part of made college so much more than just a degree. I am sad to see a decrease in the focus on Student Affairs because that is part of what makes a University more than a technical college, and the people I knew in Student Affairs were people who were involved in shaping the most influential students like Dr. , , , , , and many many more.

I completed some courses in high school! I had a great experience at NDSU!

I enjoy taking some of the general education courses. However, I wished that they were more flexible or lenient in the number of credits so I can focus more on my major. Some of the courses takes up so much of my time that I did more poorly on other subjects, because I had to worry about very strict deadlines on the general classes. That being said, I love being in NDSU, almost all professors and staff contributed positively to my experiences here and they are very helpful. I've been working hard so I could graduate sooner but now I feel kind of sad that I am leaving NDSU and Fargo when I graduate. :)

I feel as if some of the general education courses that didn't pertain or strictly benefit my major was very unnecessary. I could have used those credits and that time to further my education in my actual major instead.
I frequently advise high school freshman not to waste their money and time at NDSU.

I had a great experience at NDSU. There is great professors who are very helpful. I think the communication department and hospitality needs some work though, these colleges seemed to be getting looked over compared to the agriculture and engineering. I think it is crazy they are getting rid of the strat comm capstone, it was a hard class but I learned a lot from it.

I had completed my required General Education courses prior attaining this degree here at NDSU. Other collegiate institutions would have accepted these credits. Will this be looked at in the future, or will I have to ask for assistance from my Congressmn?

I hate the idea of general education courses! I literally learned nothing from taking them. I would've much rather taken that time to complete more of my major elective courses to further my knowledge in those subject areas that I actually enjoy and will eed in my field of study.

I learned how to be an outstanding, respectful nurse.

I learned how to be more active in my community and how important volunteering can be not just to an organization but to the individual volunteering their time.

I learned how to rid myself of ignorance and embrace all people. This institution helped shape me into someone that I can be proud of and gave me the foundation I need to succeed in the real world.

I learned that it'd be nice if they had a parking ramp on campus.

I learned that NDSU prioritizes new jerseys each year for the football team, a complex for a track team that no one attends events for, and gentrification of the BSA above providing convenient parking for Barry and Kla students so they don't have to walk 3-5 blocks through construction areas and worry about getting parking tickets or being mugged by a vagrant.

I learned that the NDSU community is strong and always will be. NDSU is an accepting school for everyone. NDSU people care about each other and watch people to succeed in their career goals.

I like NDSU. There are still some things that I don't like or would change. #gobison

I loved my time and NDSU and very sad that it is coming to an end! I am happy with the amount of progress the campus has made in my short time (3.5 years) at NDSU.

I think it comes through with previous responses, but I'd like to stress my disappointment with the communication program. I'd heard that it was excellent, but the classes were repetitive, dull, and did little to provide me with skills that I could take beyond my undergraduate education. I often joke with other comm and ex-comm majors that I learned most of my communication skills because I had to deal with how horribly the faculty in the comm department communicated.

I think some courses need to be modernized. This could be solved with implementation of technology and applying real life scenarios.

I think that overall the experience was good but I think that more could be done to ensure that all professors care about the classes they teach, especially online, because while most were excellent, a few were a complete waste of time with no educational value. I felt that in a few I was simply paying a fee and to be required to jump through hoops that had absolutely no educational or professional benefit.

I think the generals were dumb and way harder than they needed to be.
I wish the University was more accommodating for mental illnesses and participating in college courses. I, also, talked to the University about racism issues my first year and nothing was done about it. This was very disappointing.

I would strongly encourage that undergraduates be made well aware of the opportunity of research under the many professors at NDSU. I wish I would have been an undergraduate research assistant my whole undergraduate education. It is one of the best things that has ever happened to me. Furthermore, the Animal Sciences staff is full of the kindest and most understanding people. It is because of the current staff that I strongly recommend NDSU to any young mind interested in a major of Animal Science. To name a few, Dr. , Dr. , Dr. (he is now doing a post-doc at the University of Kentucky), Dr. , and were all extremely important to my education. It is because of these people and the opportunities provided by them that I am confident in my ability to become a productive member of society.

I've enjoyed my time here, thank you

It is a great college and I wouldn't have gone anywhere else. I gained great leadership and public speaking ability. I gained confidence in a lot of what I learned and in my abilities to move people. And I learned how to organize events and plan things an network with people. And a lot of that came from clubs, so those are vital. Don't get rid of them. And ndsu is a great place to work and all the people here are so nice at the school proper in all the departments and services, and at all the extension centers. It has been really great and I can not thank ndsu and everyone that has helped me along enough!

It was great!!

It would be nice to see some more diverse (conservative) opinions from the instructors. I am a Catholic, right wing conservative, patriot, married white female, older than average student with kids. I didn't see classes or instructors that were sensitive o my situation. I was not comfortable discussing my opinions in class because I was in the minority.

It's a large school but it is still small enough to get a personalized education.

Learned how to teach myself everything on my own. Basically worked really hard to learn in classes but ended up having to teach myself and learn on my own. Teach to learn materials not to take tests. Some students work really hard to understand material ad struggle on tests. They get upset when after all that work they get a grade they feel they didn't deserve. My roommate worked more hours in a week than a person with a 9-5 job to understand his course material. His teacher was foreign and he struggled larning, but he never gave up. He understood the material but when it came to tests he struggled. Got down when he felt his scores weren't as high as he thought he deserved. He did great on all homework tests failed, he retook the course 3 times. I watched his all happen. That's when you know you're teaching is not getting through. People start focusing on how to try and get a passing grade just to get by instead of wanting to learn anymore.

make this a harder school to get into so my degree from here is actually worth something.

Many of the courses I had to take were only because they were required. They were not beneficial to my career and I learned almost nothing in them. Many of these classes didn't even test my knowledge of the subject and were solely based on memorizing vocabulary terms and regurgitating them for a test. I really think that general ed classes should not be required if a certain GPA was completed in high school.

Most required general education courses are not relevant to the majors or career paths of the student being forced to take them.
NDSU has a huge shortage of parking.

NDSU is a college that motivates you. I'm happy to have had the opportunity to attend.

NDSU is excellent University and I will recommend it to future generation. Quality education and more so I am proud to be student here. I will always speak about NDSU in many ways and respect the institution and give credit for its excellency. Go Bison!

NDSU needs to keep hosting chi alpha so that people can meet Jesus!

No

No

No.

Nothing specific comes to mind. But I learned what I needed to, so I would say that NDSU provided me with good experiences.

Once a Bison Always a Bison

Overall maintain communication with the students. I understand that as college students we should not have to rely on those around us to tell us what to do. However, reminders are not a bad thing to have.

Overall, I think I benefitted from all my courses, aside from the required University 189. That was a useless class that tries too hard to introduce you to every NDSU resource at once. Each course should be responsible for introducing you to resources that will benefit you in that particular class. The university has a great array of resources, but at the same time treats you like a number. You have to check all the boxes and then you're done. If a particular course for your major does not fit into your schedule, there are few options to work it out. These limitations might be because of the budget cuts, but NDSU needs to do more to treat us like individuals rather than enrollment numbers. Prioritize your students, not stupid things that make the university look fancier, like an aquatics center that many of us have paid for but never had the opportunity to use. The president should be out and about shaking students hands and making students feel welcome. I've only seen him in person twice for a few seconds. Honors students should NOT have to pay for honors medals. To me, forcing them to pay an additional $18 for a medal after working hard for four years to get good grades that will ultimately reflect well on the school is yet another example that NDSU s in it to churn out students and make themselves look good. You should take just as much pride in your honors students as you do in the athletes who get their tuition completely covered.

People still have a long way to go in understanding each other, but slow progress is being made. Please require more courses about people and how to treat each other well and with respect.

Promote diversity by action, not just on paper. Classrooms are very polarized. By the way, I will be here for the next two years and I hope to see better NDSU so I will always be proud of getting Educated on this institution.
The ABEN building is the worst building on campus and should be demolished or replaced. The classrooms provide a terrible environment for learning, not to mention that zero classrooms are handicap accessible. The ventilation along with the acoustics are distracting especially during lectures and presentations. The computer labs could also be updated. The layouts are less than ideal and there's an overall sense of disorganization. Worst building on campus.

The computer science department passes students who do very little work.

The current class schedule system is terrible and should be easier to use.

The ECE department is in a very bad state. It is shocking to me that it could have been allowed to get this bad. If an in depth investigation were to occur today, I have no doubt that the program would lose accreditation. I sincerely hope that someone at this University looks into this, so as to provide some semblance of an education for future students coming into the program. If this is not to be done, they should be made aware that a majority of their classes will be taught by foreign grad students whom cannot effectively communicate the material, and have zero actual experience in the fields that they are teaching in.

The number of general education credits required was pretty ridiculous. I received my "general education" in K-12; there was no need for me to spend an extra three semesters taking these courses again for a whole lot of money.

This survey was really complicatedly worded and difficult to take. :/

To make sure I'm looking at my own requirements and being on track for a degree as I've had 4 advisors and the last, [REDACTED], was the most helpful and best at what he did. The other 3, two of which were pre-pharmacy, were little to no help to myself as I heard 3 different answers about the same topic/question from both of them multiple times.

Transferring in from junior college, only about half of my classes transferred over, so I had to completely change my major and take classes I wasn't interested in. I learned the system is flawed and doesn't adhere to the undecided student.

We are a student focus land grant university is a complete lie. We are a state managed monkey making machine that cuts student representation as soon as it was given the opportunity.