NSSE
national survey of
student engagement

NSSE 2015
Multi-Year Report

University of North Dakota

IPEDS: 200280

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website. **nsse.indiana.edu/pdf/MYDAG.pdf**

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for 10 EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who *participated* in a Learning Community, Service-Learning, and Research with Faculty, and who *planned to do* an Internship or Field Experience, Study Abroad, and a Culminating Senior Experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that will contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulations.

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Administration Summaries

University of North Dakota

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality indicators. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013	19%	+/- 4.2%	446	371	75	24%	+/- 3.3%	655	546	109
2014										
2015	19%	+/- 4.6%	362	296	66	19%	+/- 3.8%	549	455	94
2016										
2017										
2018										
2019										
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013	Email	Census	Yes	Transferable Skills, Writing Experiences	None	No	No
2014							
2015	Email	Census	Yes	FY Experiences / Sr Transitions	None	No	No
2016							
2017							
2018							
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. This is the count used to calculate response rates and sampling errors for each administration's *Administration Summary* report. This number includes all census-administered and randomly sampled students.

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Engagement Results by Theme

University of North Dakota

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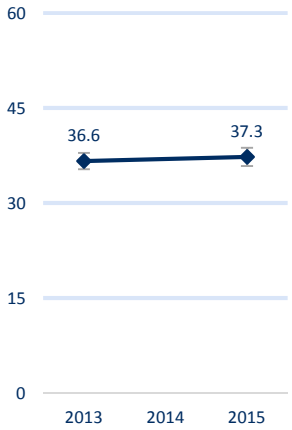
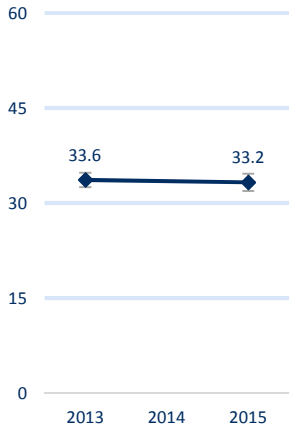
Academic Challenge: First-year students

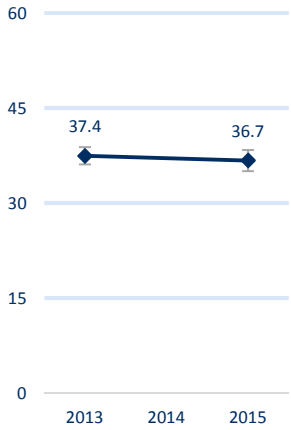
Higher-Order Learning



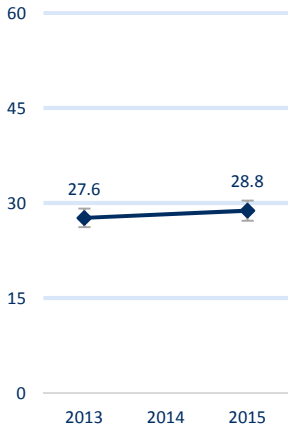
Reflective & Integrative Learning



Learning Strategies

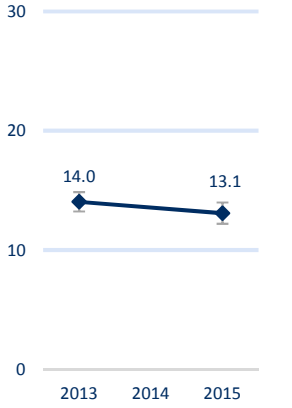


Quantitative Reasoning

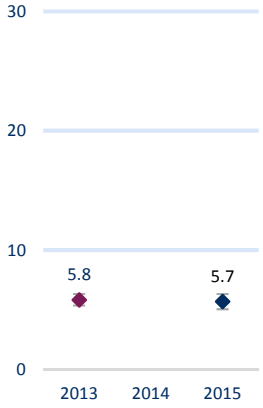


Academic Challenge (additional items): First-year students

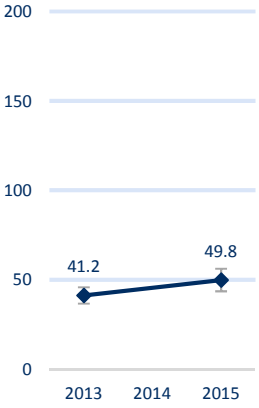
Preparing for Class (hrs/wk)



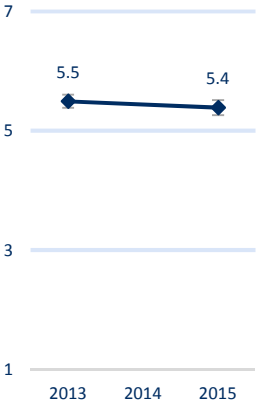
Course Reading (hrs/wk)[a]



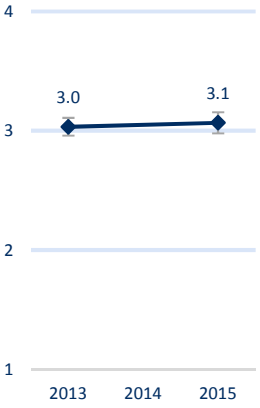
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited..

b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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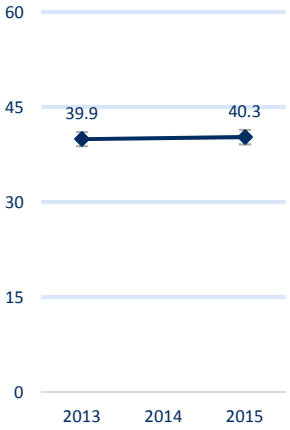
Engagement Results by Theme

University of North Dakota

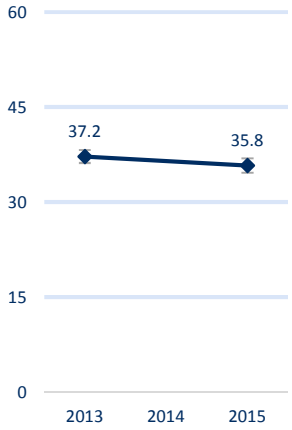
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

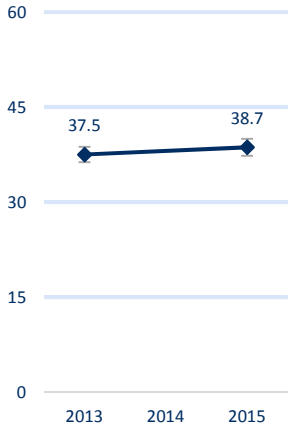
Higher-Order Learning



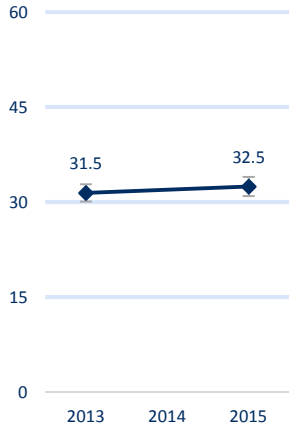
Reflective & Integrative Learning



Learning Strategies

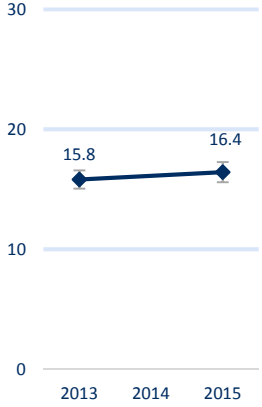


Quantitative Reasoning

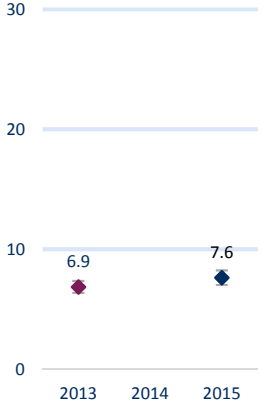


Academic Challenge (additional items): Seniors

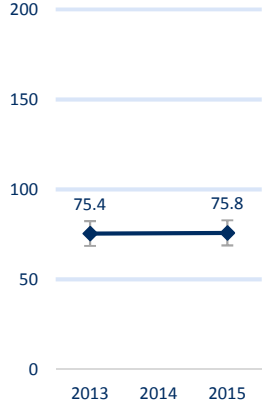
Preparing for Class (hrs/wk)



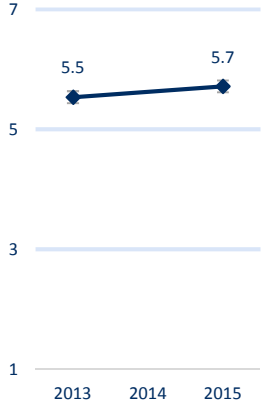
Course Reading (hrs/wk)[a]



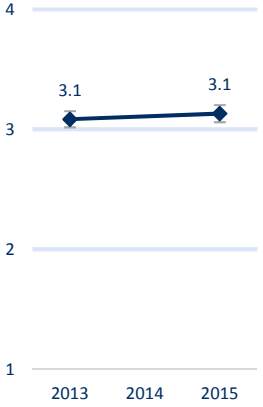
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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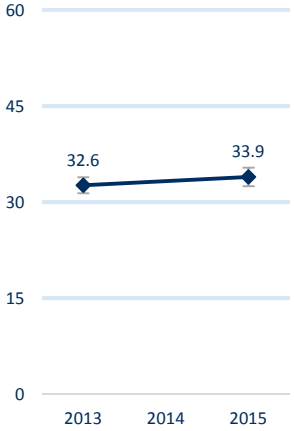
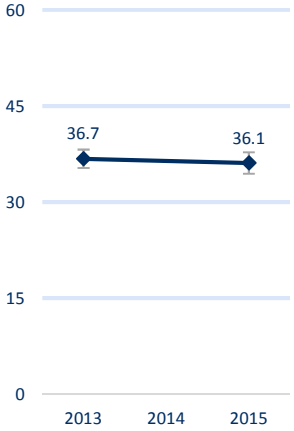
Learning with Peers: First-year students

Collaborative Learning

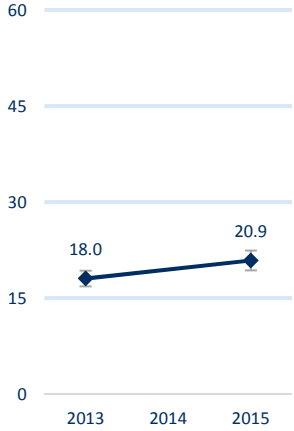


Discussions with Diverse Others

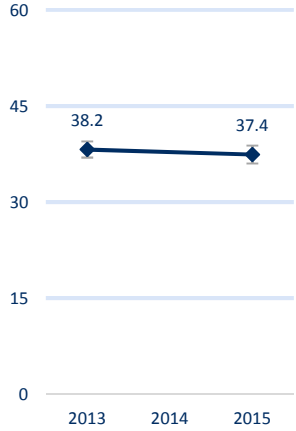


Experiences with Faculty: First-year students

Student-Faculty Interaction

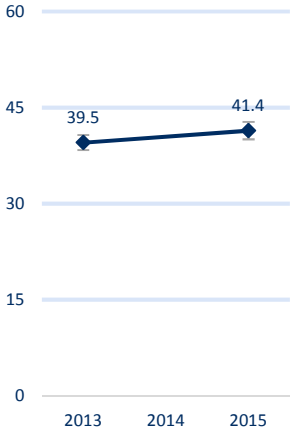


Effective Teaching Practices

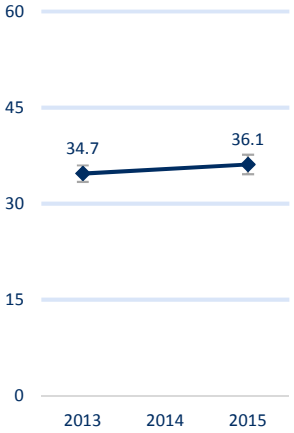


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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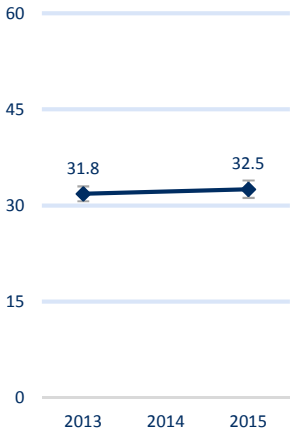
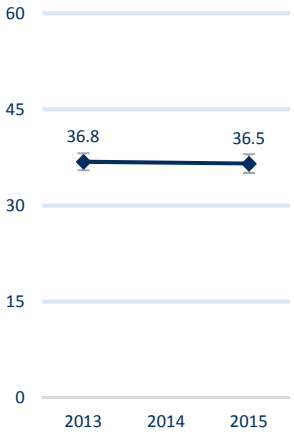
Learning with Peers: Seniors

Collaborative Learning

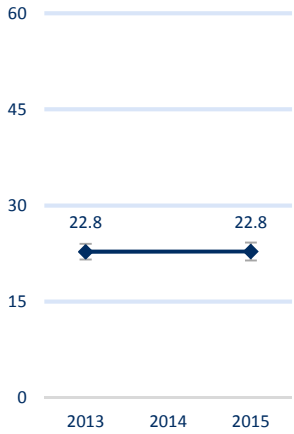


Discussions with Diverse Others

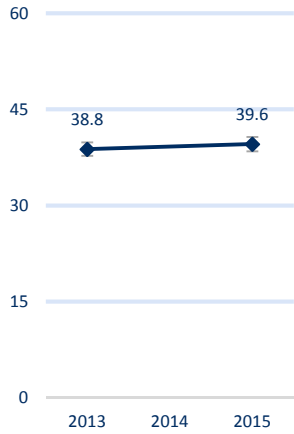


Experiences with Faculty: Seniors

Student-Faculty Interaction

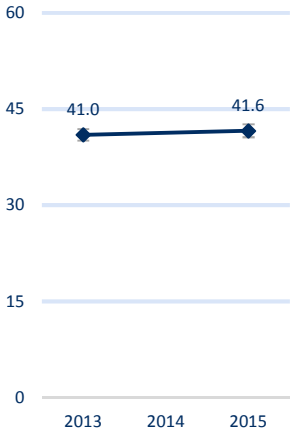


Effective Teaching Practices

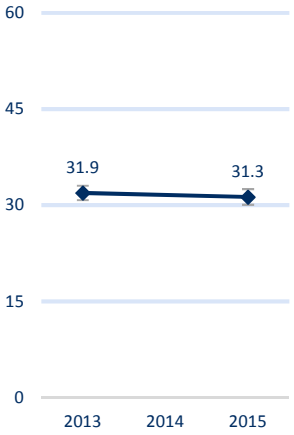


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



NSSE 2015 Multi-Year Report

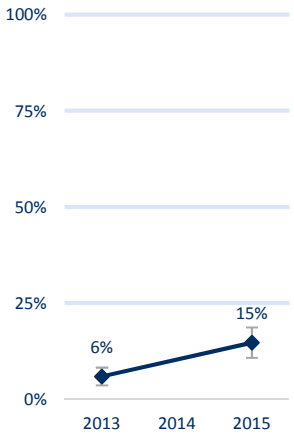
High-Impact Practices

University of North Dakota

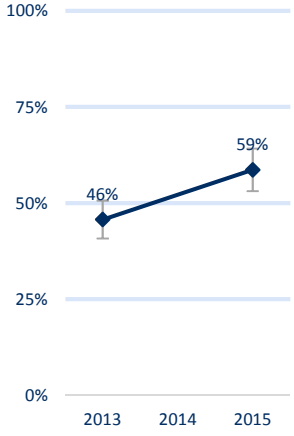
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

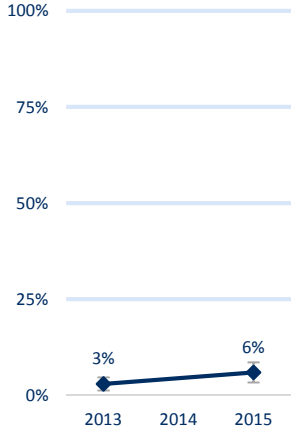
Learning Community
(Done or in progress)



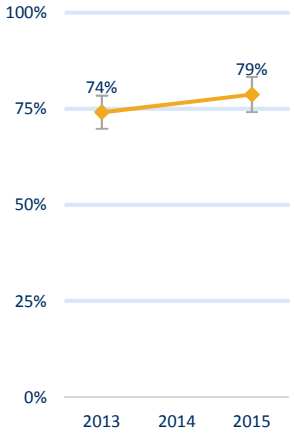
Service-Learning
(Some, most, or all courses)



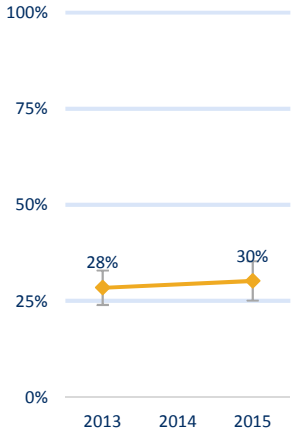
Research with Faculty
(Done or in progress)



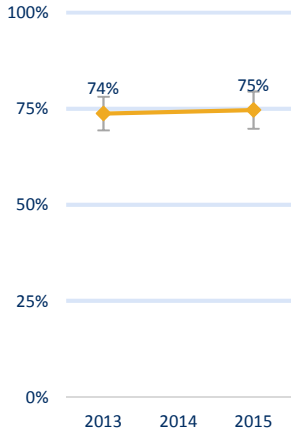
Internship/Field Experience
(Plan to do)



Study Abroad
(Plan to do)



Culminating Senior Experience
(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

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High-Impact Practices

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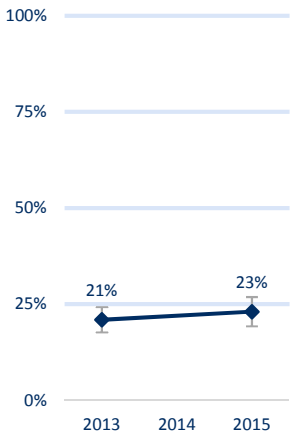
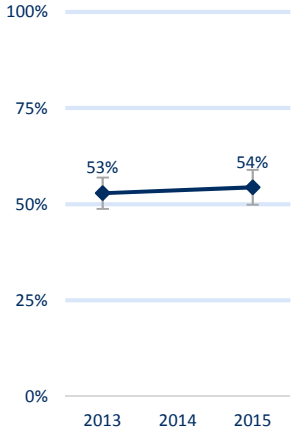
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

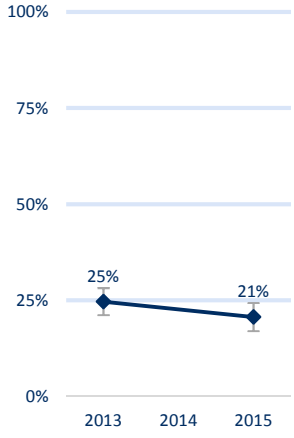
Learning Community
(Done or in progress)



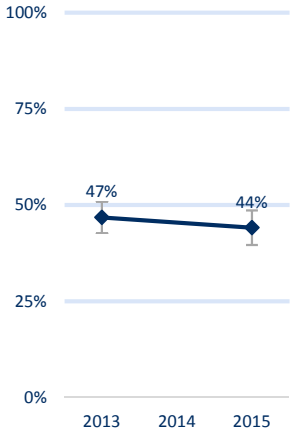
Service-Learning
(Some, most, or all courses)



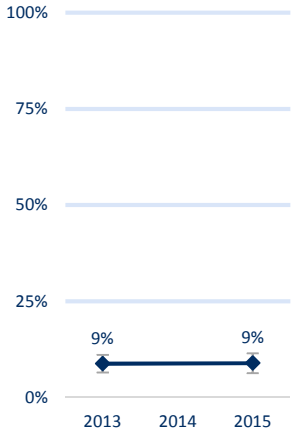
Research with Faculty
(Done or in progress)



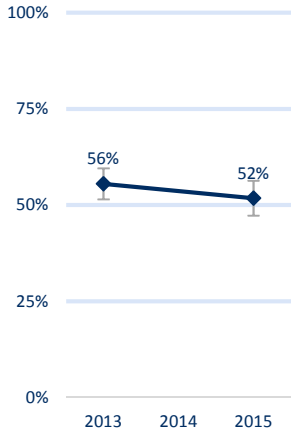
Internship/Field Experience
(Done or in progress)



Study Abroad
(Done or in progress)

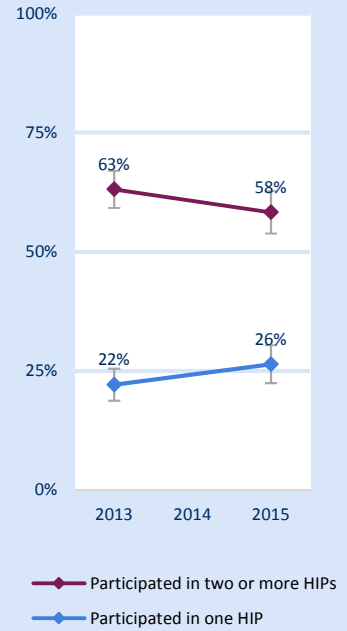


Culminating Senior Experience
(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of North Dakota

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	*Mean*	**36.6**		**37.3**						**39.9**		**40.3**					
	n	418		330						593		480					
	SD	13.4		13.3						13.7		12.8					
	SE	.66		.73						.56		.59					
	CI upper bound	37.9		38.7						41.0		41.4					
	CI lower bound	35.3		35.8						38.8		39.1					
Reflective & Integrative Learning	*Mean*	**33.6**		**33.2**						**37.2**		**35.8**					
	n	425		339						617		498					
	SD	11.9		12.8						12.9		12.9					
	SE	.58		.70						.52		.58					
	CI upper bound	34.8		34.6						38.2		36.9					
	CI lower bound	32.5		31.9						36.2		34.6					
Learning Strategies	*Mean*	**37.4**		**36.7**						**37.5**		**38.7**					
	n	389		309						578		464					
	SD	13.9		15.0						14.9		14.9					
	SE	.70		.86						.62		.69					
	CI upper bound	38.8		38.4						38.7		40.0					
	CI lower bound	36.1		35.0						36.3		37.3					
Quantitative Reasoning	*Mean*	**27.6**		**28.8**						**31.5**		**32.5**					
	n	416		334						603		491					
	SD	15.3		14.9						16.9		17.0					
	SE	.75		.82						.69		.77					
	CI upper bound	29.1		30.4						32.8		34.0					
	CI lower bound	26.2		27.2						30.1		31.0					
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	*Mean*	**14.0**		**13.1**						**15.8**		**16.4**					
	n	376		291						556		450					
	SD	8.1		7.8						9.1		9.1					
	SE	.42		.46						.39		.43					
	CI upper bound	14.8		14.0						16.6		17.3					
	CI lower bound	13.2		12.2						15.1		15.6					
Course Reading Estimated hours per week calculated from two survey questions. The item was modified in 2014; comparability between 2013 and later years is limited.	*Mean*	**5.8**		**5.7**						**6.9**		**7.6**					
	n	372		285						552		446					
	SD	4.8		5.5						6.0		6.5					
	SE	.25		.32						.25		.31					
	CI upper bound	6.3		6.3						7.4		8.2					
	CI lower bound	5.3		5.0						6.4		7.0					

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: Engagement Indicators and Additional Items

University of North Dakota

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*	**41.2**		**49.8**						**75.4**		**75.8**					
Estimated number of pages calculated from three survey questions.	*n*	355		289						528		438					
	SD	44.4		54.6						81.1		74.5					
	SE	2.35		3.21						3.53		3.56					
	CI upper bound	45.8		56.1						82.3		82.7					
	CI lower bound	36.6		43.5						68.5		68.8					
Course Challenge	*Mean*	**5.5**		**5.4**						**5.5**		**5.7**					
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	*n*	396		311						583		476					
	SD	1.1		1.1						1.2		1.1					
	SE	.06		.06						.05		.05					
	CI upper bound	5.6		5.5						5.6		5.8					
	CI lower bound	5.4		5.3						5.4		5.6					
Academic Emphasis	*Mean*	**3.0**		**3.1**						**3.1**		**3.1**					
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	*n*	375		295						561		458					
	SD	0.7		0.8						0.8		0.8					
	SE	.04		.05						.03		.04					
	CI upper bound	3.1		3.2						3.2		3.2					
	CI lower bound	3.0		3.0						3.0		3.1					
Learning with Peers																	
Collaborative Learning	*Mean*	**32.6**		**33.9**						**31.8**		**32.5**					
	n	426		350						622		510					
	SD	13.3		14.0						14.8		15.6					
	SE	.64		.75						.59		.69					
	CI upper bound	33.9		35.4						33.0		33.9					
	CI lower bound	31.3		32.4						30.7		31.2					
Discussions with Diverse Others	*Mean*	**36.7**		**36.1**						**36.8**		**36.5**					
	n	393		311						580		468					
	SD	14.5		15.0						16.1		16.2					
	SE	.73		.85						.67		.75					
	CI upper bound	38.2		37.8						38.1		38.0					
	CI lower bound	35.3		34.4						35.5		35.1					

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE national survey of student engagement

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of North Dakota

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*	**18.0**		**20.9**						**22.8**		**22.8**					
	n	419		338						608		488					
	SD	12.6		14.5						15.5		15.6					
	SE	.62		.79						.63		.71					
	CI upper bound	19.3		22.4						24.0		24.2					
	CI lower bound	16.8		19.3						21.5		21.4					
Effective Teaching Practices	*Mean*	**38.2**		**37.4**						**38.8**		**39.6**					
	n	423		337						605		493					
	SD	13.1		13.1						13.3		12.8					
	SE	.64		.72						.54		.58					
	CI upper bound	39.4		38.8						39.9		40.7					
	CI lower bound	36.9		36.0						37.7		38.5					
Campus Environment																	
Quality of Interactions	*Mean*	**39.5**		**41.4**						**41.0**		**41.6**					
	n	380		305						549		447					
	SD	11.7		12.1						10.7		11.0					
	SE	.60		.69						.46		.52					
	CI upper bound	40.7		42.7						41.9		42.6					
	CI lower bound	38.3		40.0						40.1		40.6					
Supportive Environment	*Mean*	**34.7**		**36.1**						**31.9**		**31.3**					
	n	372		291						550		450					
	SD	12.7		13.3						13.5		13.3					
	SE	.66		.78						.58		.63					
	CI upper bound	36.0		37.6						33.0		32.5					
	CI lower bound	33.4		34.6						30.8		30.1					

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE national survey of student engagement

NSSE 2015 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of North Dakota

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community[a]	*%*	**6**		**15**						**21**		**23**					
	n	393		312						579		473					
	SE	1.2		2.0						1.7		1.9					
	CI upper bound (%)	8		19						24		27					
	CI lower bound (%)	4		11						18		19					
Service-Learning[a]	*%*	**46**		**59**						**53**		**54**					
	n	394		307						580		466					
	SE	2.5		2.8						2.1		2.3					
	CI upper bound (%)	51		64						57		59					
	CI lower bound (%)	41		53						49		50					
Research with Faculty[a]	*%*	**3**		**6**						**25**		**21**					
	n	389		309						578		469					
	SE	0.9		1.3						1.8		1.9					
	CI upper bound (%)	5		9						28		24					
	CI lower bound (%)	1		3						21		17					
Internship or Field Experience[b]	*%*	**74**		**79**						**47**		**44**					
	n	395		311						583		471					
	SE	2.2		2.3						2.1		2.3					
	CI upper bound (%)	78		83						51		49					
	CI lower bound (%)	70		74						43		40					
Study Abroad[b]	*%*	**28**		**30**						**9**		**9**					
	n	391		311						583		471					
	SE	2.3		2.6						1.2		1.3					
	CI upper bound (%)	33		35						11		11					
	CI lower bound (%)	24		25						6		6					
Culminating Senior Experience[b]	*%*	**74**		**75**						**56**		**52**					
	n	391		312						581		471					
	SE	2.2		2.5						2.1		2.3					
	CI upper bound (%)	78		79						60		56					
	CI lower bound (%)	69		70						51		47					
Overall HIP Participation[c]																	
Participated in one HIP	*%*	**44**		**48**						**22**		**26**					
	n	396		312						585		474					
	SE	2.5		2.8						1.7		2.0					
	CI upper bound (%)	49		54						25		30					
	CI lower bound (%)	39		43						19		22					
Participated in two or more HIPs	*%*	**5**		**13**						**63**		**58**					
	n	396		312						585		474					
	SE	1.1		1.9						2.0		2.3					
	CI upper bound (%)	7		17						67		63					
	CI lower bound (%)	3		9						59		54					

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p * (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 1.96 * SE).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity, and senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.

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