



Major Field Report 2021

An Interactive Comparison Tool

Northern Michigan University

NSSE data identify strengths and weaknesses in reference to comparison institutions, yet institution-level comparisons may not capture important variation in student engagement that may exist among key subpopulations such as major-field groups. NSSE urges institutions to “look within,” calling attention to the need to examine variation in the student experience. The dashboards in this interactive report facilitate a deeper dive into your students’ responses by customizable groups of related majors.

About Your Major Field Report

Sample

This report is based on data from all randomly selected or census-administered students who provided a major on the survey. Majors are based on the first major students identified. There is an option to exclude double majors to avoid potentially confounding effects of a second major. Targeted and locally administered oversamples and other non-randomly selected students are not included.

Class level

Results are presented separately by institution-reported class level. Keep in mind that majors are student-reported. First-year students may report intended majors that have not yet been declared. Also, much of the first-year experience may take place outside of the major field. For these reasons, first-year results by major should be interpreted with caution.

Technical notes

Related-major groups with fewer than five respondents in a given class are not reported (columns are blank) and the customized comparison group must have at least five institutions. Keep in mind that any statistical result requires a sufficient number of respondents per group to produce a reliable estimate. Due to the disaggregation of results by student-reported major, results are unweighted.

Start by Customizing Major Groups

Select the “Define Groups” button at right to customize up to ten major groups and apply student- and institution-level filters. Majors are preloaded in NSSE default categories. Next, visit any dashboard linked below to explore your results. Because the dashboards draw from a very large dataset and apply multiple filters, page loading may be slow at times. If dashboards have trouble fully loading, try refreshing the page.

Define Groups

Within-Institution Dashboards

View your students’ responses across groups of related majors side-by-side within your institution. Select the buttons below or see the “W:” tabs at top.

Engagement Indicator (EI) Summary

Higher-Order Learning (HO)

Reflective & Integrative Learning (RI)

Learning Strategies (LS)

Quantitative Reasoning (QR)

Collaborative Learning (CL)

Discussions with Diverse Others (DD)

Student-Faculty Interaction (SF)

Effective Teaching Practices (ET)

Quality of Interactions (QI)

Supportive Environment (SE)

High-Impact Practices (HIPs)

Sense of Belonging (SB)

More Academic Challenge (ACItems)

Between-Institution Dashboards

Compare your students’ responses to those in the same related majors at customizable groups of institutions. Select the buttons below or see the “B:” tabs at top.

Academic Challenge: HO and RI

Academic Challenge: LS and QR

Learning with Peers: CL and DD

Experiences with Faculty: SF and ET

Campus Environment: QI and SE

High-Impact Practices (HIPs)

Sense of Belonging (SB)

More Academic Challenge (ACItems)

Video Tutorial

Take a 10-minute video tour of the Major Field Report: <https://go.iu.edu/4fx7>

Questions or feedback?

Comments, questions and ideas for improving these dashboards are appreciated. Click here: <https://go.iu.edu/4fk3>



Major Field Report 2021
Northern Michigan University—First-year students
Customize Your Results

Customize your results using the pull-down menus below. In section A, select a class level. In section B, identify the majors to be included in up to 10 groups. Students' self-reported majors were assigned to a standard list of 138 majors. Groups are preloaded with NSSE's default categories. The number of respondents in each selected major is indicated. Only majors with at least one respondent are shown. In section C, filter by student characteristics which apply to all dashboards. In section D, filter by institutional characteristics to define a comparison group for the between-institution results.

Results require at least five students per major group (when less than five, the counts are shown in red); comparison group selections require at least five institutions. Filters will reduce counts and some majors may drop from the list. Return to this dashboard as desired to adjust selections.

To reset all selections to defaults, close this browser window and reopen your report via your NSSE Interface link. To reset only sections C and D, select "Reset C & D Filters" at bottom.

A. Select class level		Total counts* before filters:	Go to Start
<input checked="" type="radio"/> First-year students	First-year students	257	*Limited to those who identified a major on the survey.
<input type="radio"/> Seniors	Seniors	382	

B. Customize up to 10 major groups (preloaded with NSSE default categories)

Group 1:	Group 2:	Group 3:	Group 4:	Group 5:
Multiple values	Multiple values	Multiple values	Multiple values	Multiple values
1. Arts, fine and applied	6 16. Biology (general)	19 35. Chemistry	6 42. Social sciences (gen..	1 53. Accounting
7. Other language and l..	1 17. Agriculture	1 36. Computer science	5 43. Anthropology	7 54. Business administr..
8. History	2 18. Biochemistry or bio..	4 37. Earth science (includ..	1 48. International relati..	1 55. Entrepreneurial st..
13. Theater or drama	5 19. Biomedical science	1 38. Mathematics	1 49. Political science	3 56. Finance
14. Other fine and perf..	3 20. Botany	2 41. Other physical scienc..	2 50. Psychology	12 57. Hospitality and tou..
15. Other humanities	1 22. Environmental scie..	7 Group Total	15 51. Sociology	1 59. Management
Group Total	18 24. Microbiology or ba..	2	52. Other social sciences	2 61. Marketing
	25. Natural resources ..	9	Group Total	27 64. Other business
	27. Neuroscience	2		Group Total
	28. Physiology and dev..	2		24
	29. Zoology	10		
	30. Other agriculture a..	8		
	31. Other biological sci..	3		
	Group Total	70		
Group 6:	Group 7:	Group 8:	Group 9:	Group 10:
Multiple values	Multiple values	Multiple values	Multiple values	Multiple values
65. Communications (gene..	3 75. Early childhood educati..	2 89. Civil engineering	1 101. Health technology (..	3 115. Criminal justice
67. Journalism	1 76. Elementary, middle sch..	10 90. Computer engineering..	1 103. Kinesiology	3 117. Forensics
69. Public relations and ad..	3 77. Mathematics education	1 94. Mechanical engineering	7 105. Nursing	17 123. Social work
Group Total	7 78. Music or art education	5 Group Total	9 110. Physical therapy	2 Grand Total
	79. Physical education	1	113. Veterinary science	1
	80. Secondary education	4	Group Total	26
	81. Social studies education	1		
	82. Special education	1		
	Group Total	25		

C. Customize student characteristics (applies to all dashboards)				D. Customize comparison institutions (applies to comparison group results)	
Race/ethnicity (U.S. only)	Sexual orientation	Gender identity	First-generation	Carnegie class (U.S. only)	Control (U.S. only)
All	All	All	All	All	All
Transfer status	International status	Enrollment status	Age	U.S. region and Canada	Undergrad. enroll. (U.S. only)
All	All	All	All	All	All
Number of majors	Total counts* after filters:			HBCU status (U.S. only)	HSI status (U.S. only)
All	First-year students	257	*Limited to those who identified a major on the survey.	All	All
	Seniors	382			
	Reset C & D Filters			Total comparison institutions after filters: 341	



Major Field Report 2021
Northern Michigan University—First-year students
Engagement Indicator Summary

The table below summarizes your **Engagement Indicator** (EI) scores for your respondents overall, and for each of the major groups identified in the "Define Groups" dashboard. Student-level filters, if used, also apply. Blank columns represent groups with fewer than 5 respondents.

[Go to Start](#)
[Go to Define Groups](#)

Engagement Indicator		All Majors	Major Group 1	Major Group 2	Major Group 3	Major Group 4	Major Group 5	Major Group 6	Major Group 7	Major Group 8	Major Group 9	Major Group 10
Higher-Order Learning (HO)	El mean	35.9	40.3	36.3	37.5	33.7	34.2	49.3	36.0	30.0	36.8	30.0
	Count	255	18	70	14	27	24	7	25	9	25	19
Reflective & Integrative Learning (RI)	El mean	35.6	39.2	34.4	34.3	38.3	35.4	46.7	35.9	26.3	33.7	37.9
	Count	256	18	70	15	27	24	6	25	9	26	19
Learning Strategies (LS)	El mean	37.6	35.2	36.0	39.1	36.4	38.3	42.9	39.5	33.3	40.3	39.3
	Count	253	18	69	15	26	24	7	25	9	24	19
Quantitative Reasoning (QR)	El mean	27.6	21.5	29.5	29.8	24.0	30.8	28.6	27.7	25.9	28.6	23.9
	Count	254	18	69	15	27	24	7	25	9	24	19
Collaborative Learning (CL)	El mean	23.4	20.6	22.6	24.7	19.4	27.3	24.2	22.6	17.2	28.7	25.6
	Count	255	18	70	15	27	24	6	25	9	26	18
Discussions with Diverse Others (DD)	El mean	34.3	35.8	32.8	34.0	31.9	38.5	45.0	32.6	27.8	29.0	42.6
	Count	255	18	70	15	27	23	7	25	9	25	19
Student-Faculty Interaction (SF)	El mean	18.5	18.1	16.6	14.7	16.3	21.5	24.3	22.0	14.4	19.2	18.3
	Count	254	18	70	15	27	24	7	25	9	25	18
Effective Teaching Practices (ET)	El mean	37.9	34.2	38.4	36.8	37.3	40.2	44.6	37.9	35.6	39.5	36.8
	Count	256	18	70	15	27	24	7	25	9	25	19
Quality of Interactions (QI)	El mean	41.9	39.9	42.8	39.9	41.6	46.7	43.7	38.0	36.8	41.5	43.0
	Count	233	17	60	15	25	22	6	21	8	25	18
Supportive Environment (SE)	El mean	30.1	25.5	31.6	32.8	30.3	29.2	35.4	30.5	28.1	30.2	26.3
	Count	255	18	70	15	27	24	7	25	9	25	18

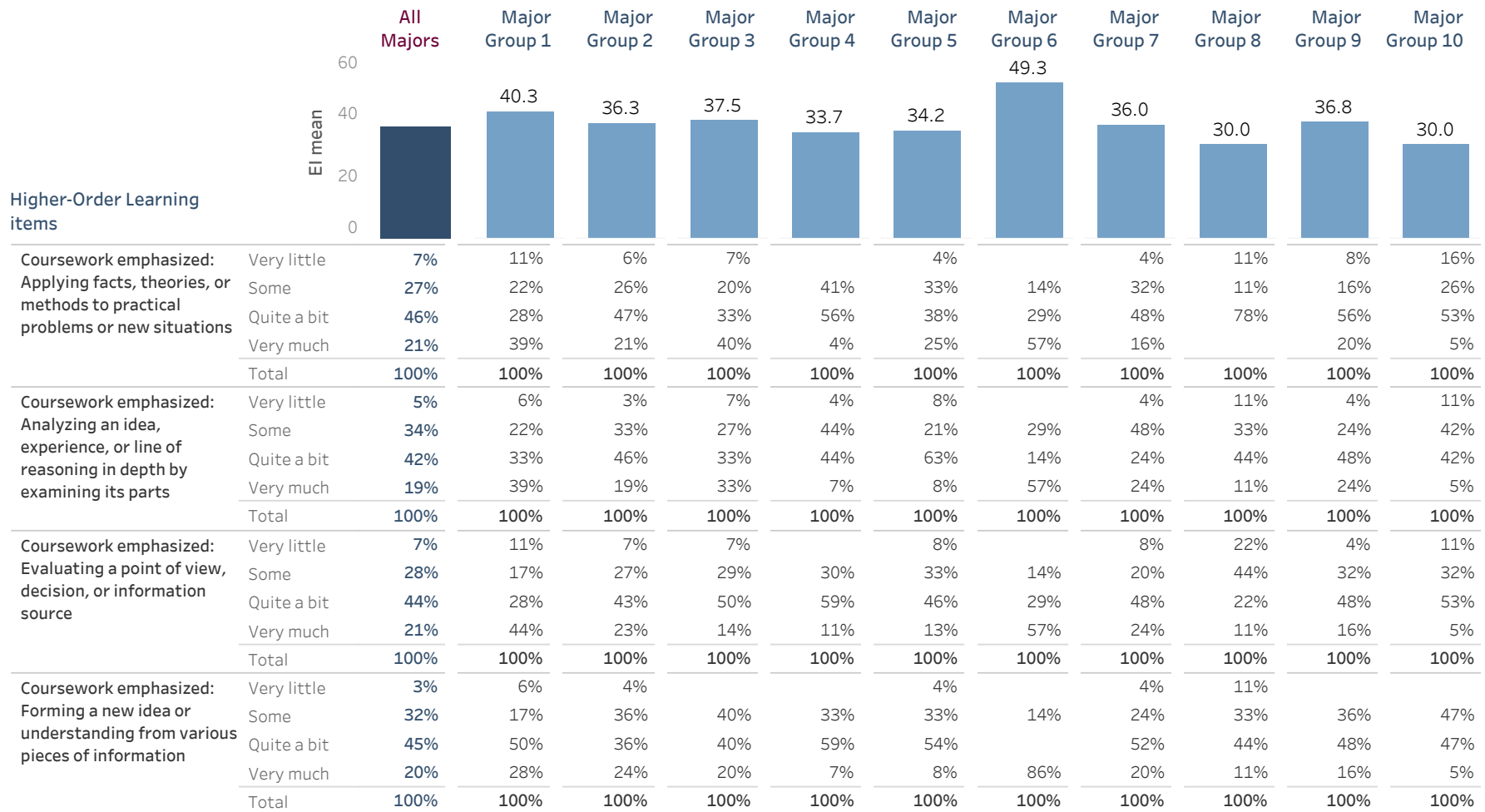
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Higher-Order Learning Summary

This page displays your **Higher-Order Learning** indicator and component item frequencies for each of the related-major categories identified in the “Define Groups” dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



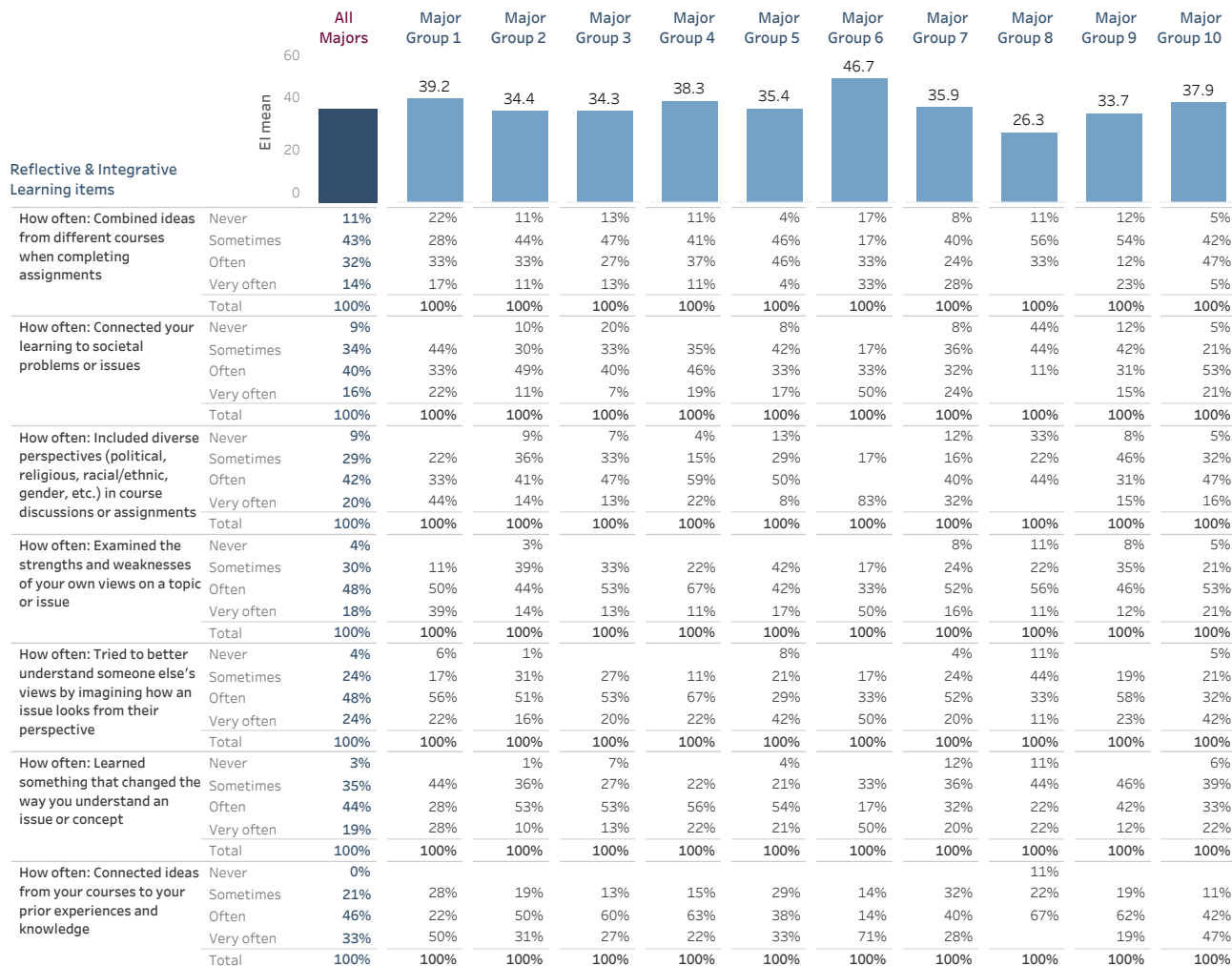
Notes—Visit the dashboard “Define Groups” to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Reflective & Integrative Learning Summary

This page displays your **Reflective & Integrative Learning** indicator and component item frequencies for each of the related-major categories identified in the “Define Groups” dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



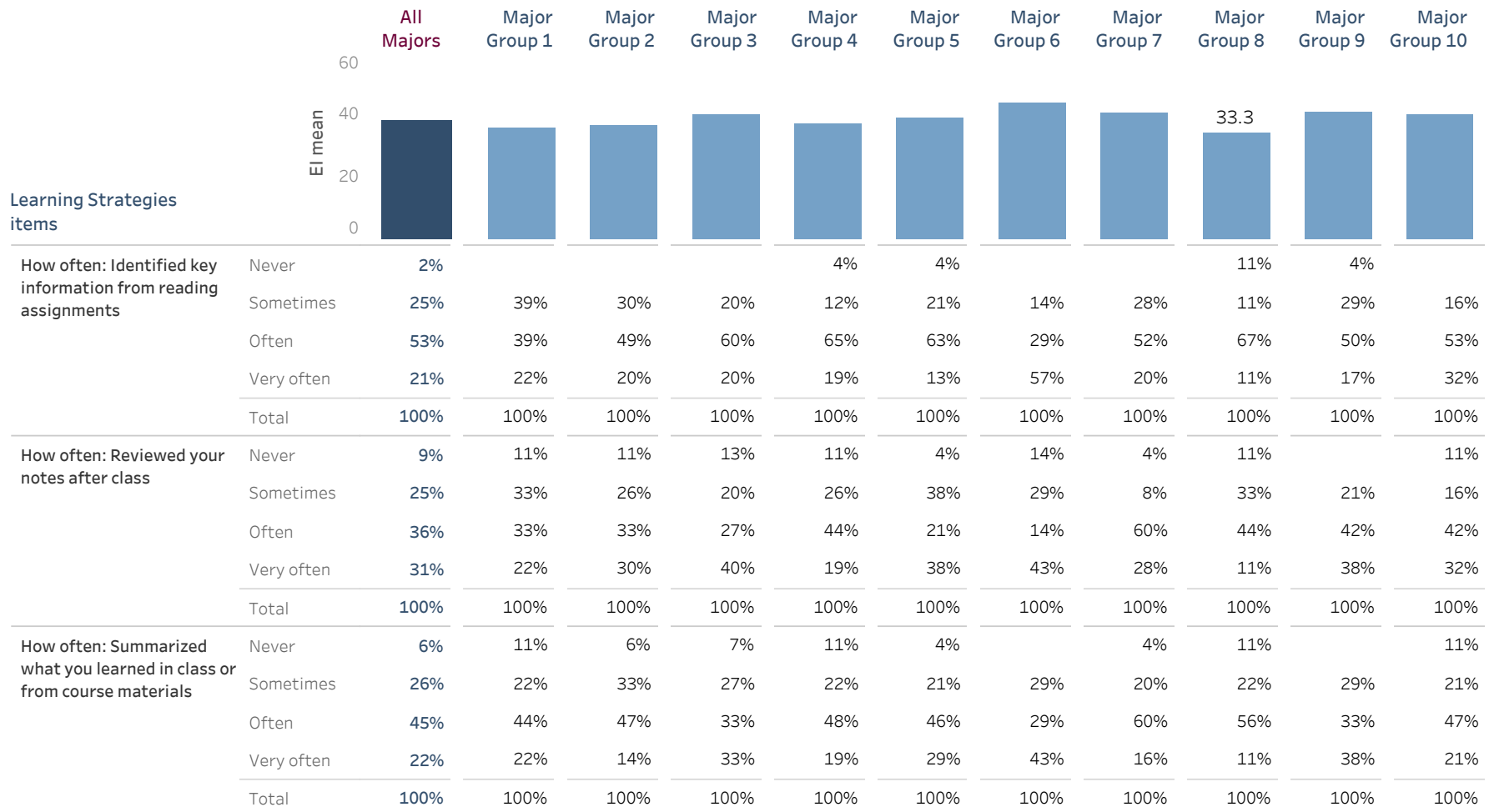
Notes—Visit the dashboard “Define Groups” to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Learning Strategies Summary

This page displays your **Learning Strategies** indicator and component item frequencies for each of the related-major categories identified in the "Define Groups" dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



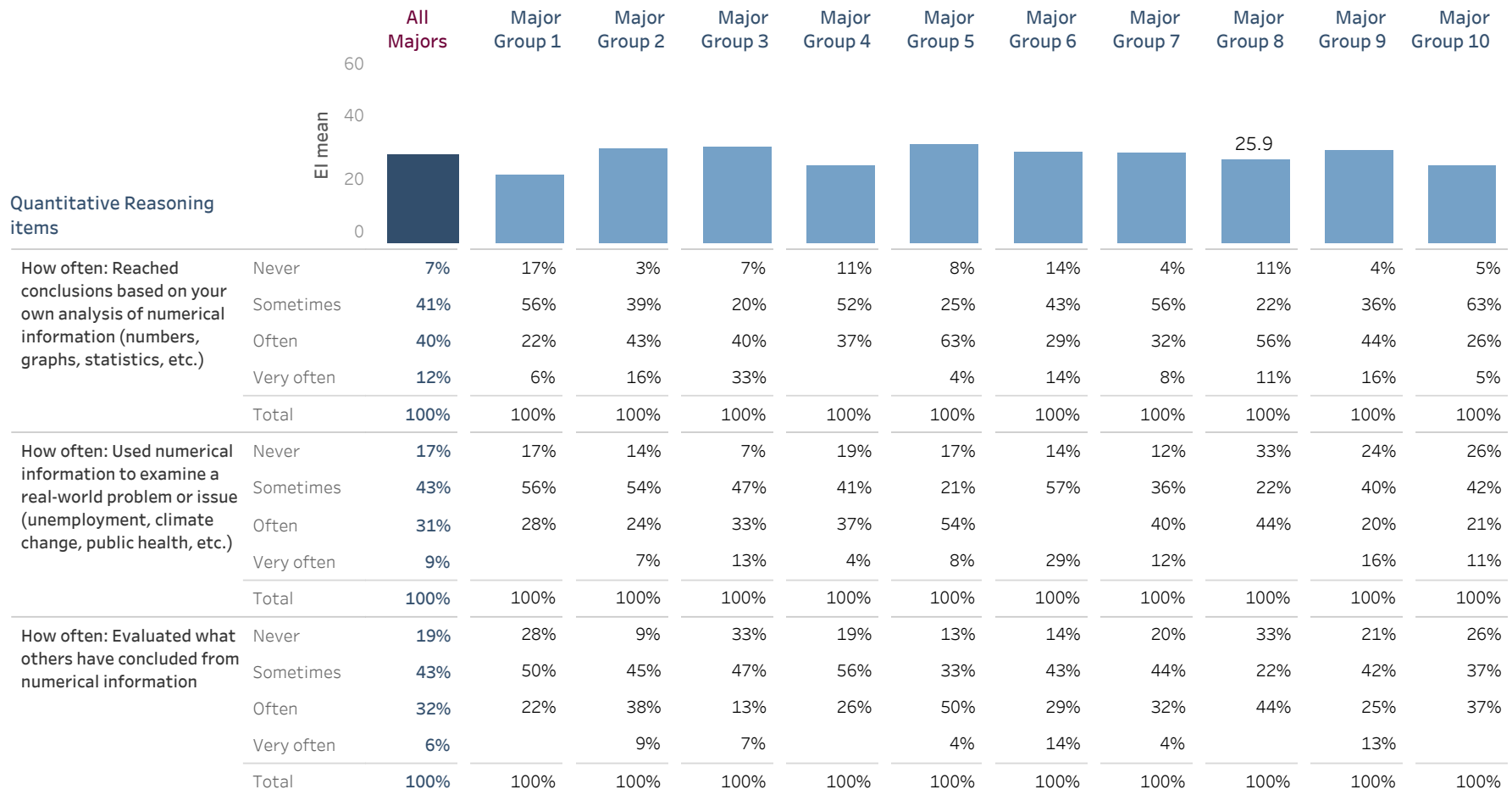
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Quantitative Reasoning Summary

This page displays your **Quantitative Reasoning** indicator and component item frequencies for each of the related-major categories identified in the "Define Groups" dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



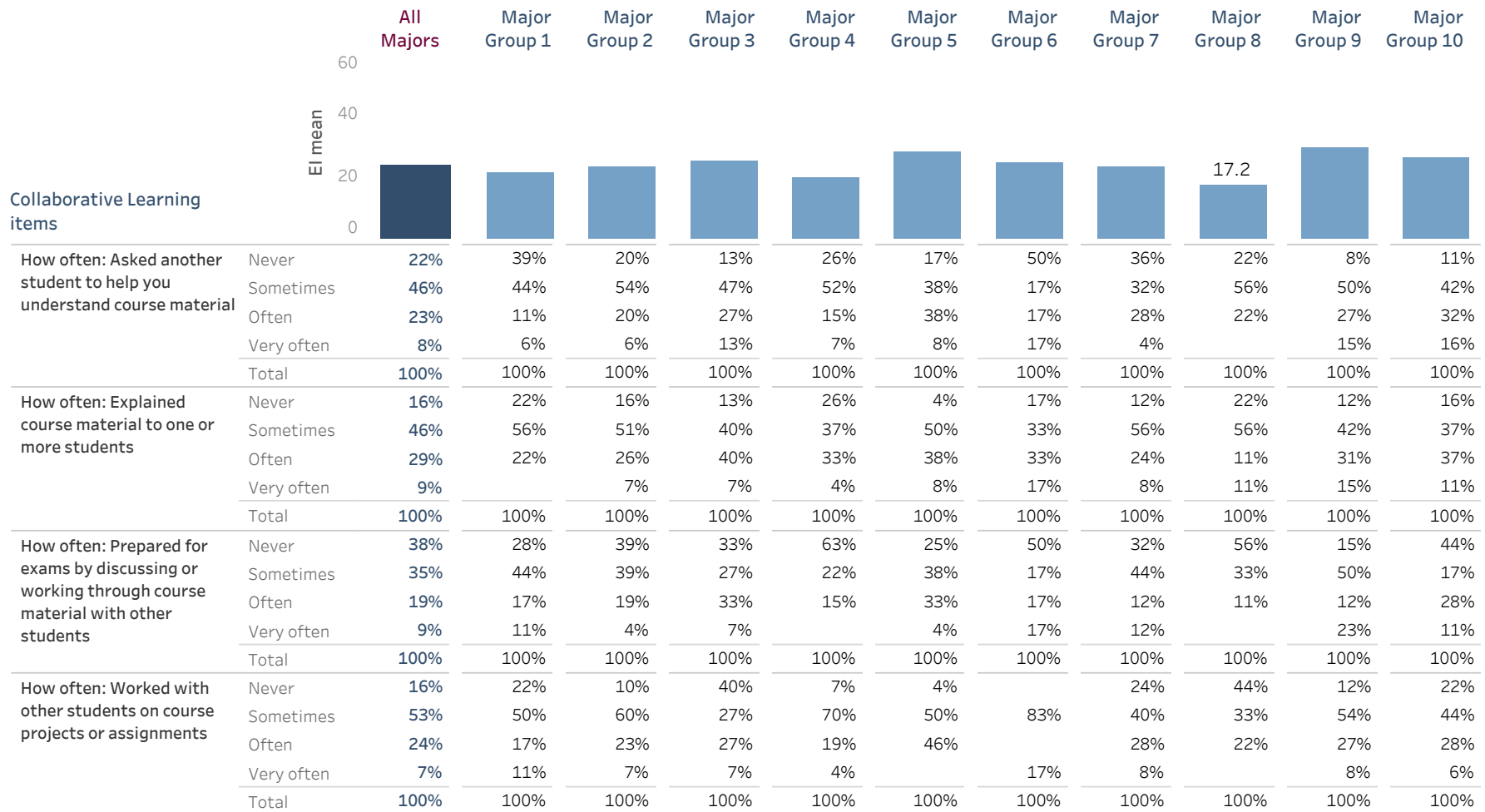
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

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Northern Michigan University—First-year students
Collaborative Learning Summary

This page displays your **Collaborative Learning** indicator and component item frequencies for each of the related-major categories identified in the "Define Groups" dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



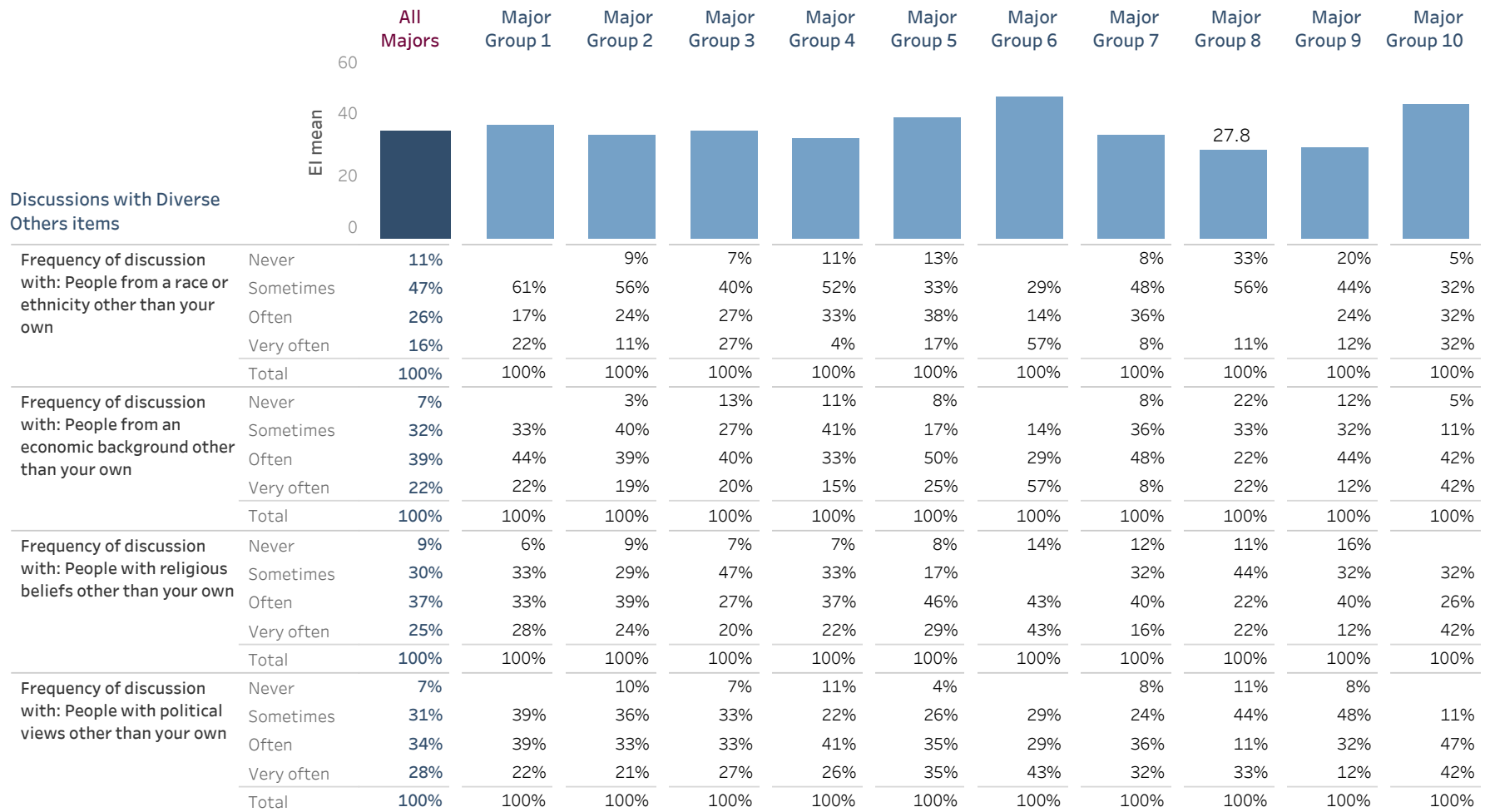
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Discussions with Diverse Others Summary

This page displays your **Discussions with Diverse Others** indicator and component item frequencies for each of the related-major categories identified in the "Define Groups" dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



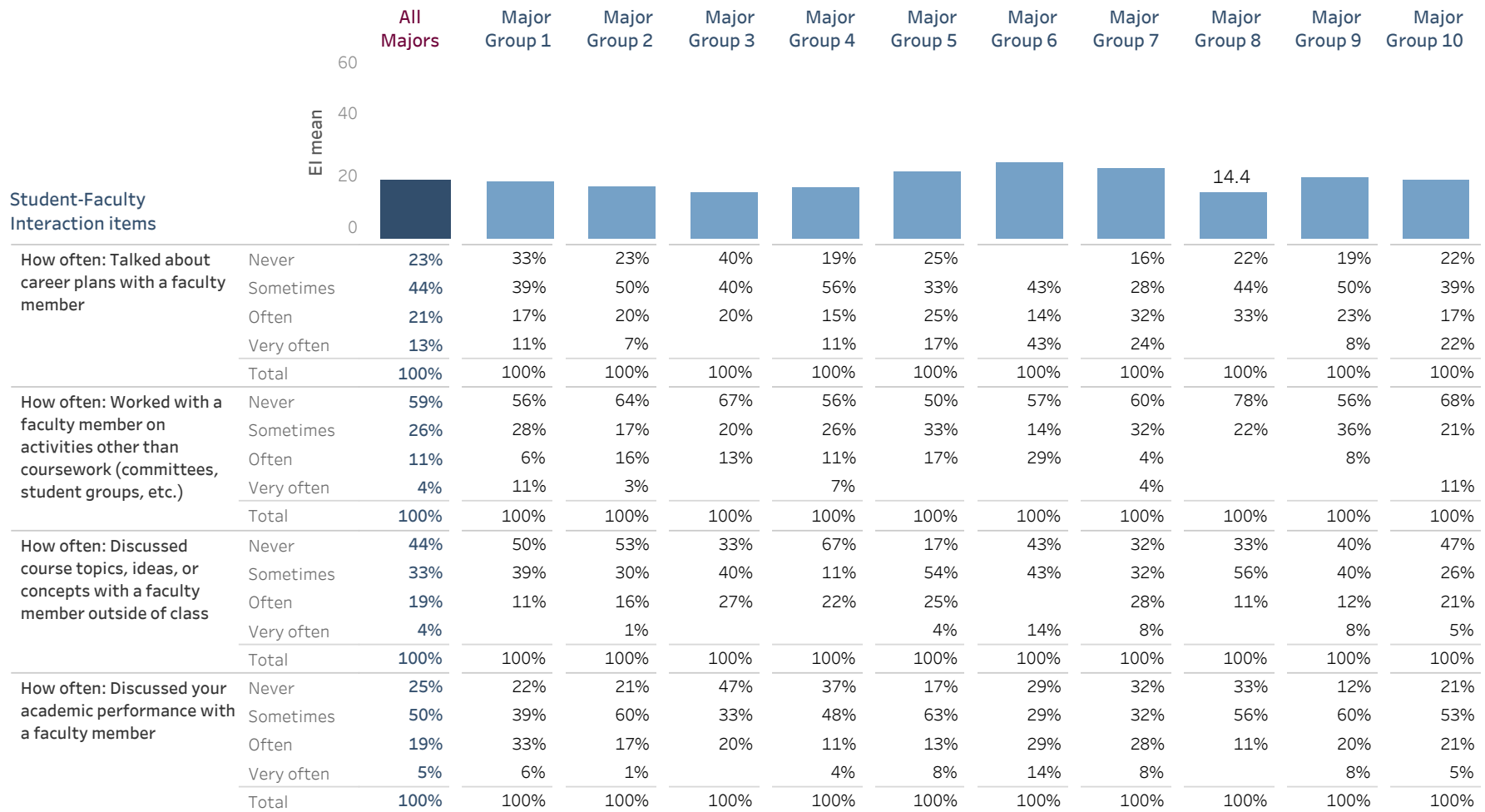
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Student-Faculty Interaction Summary

This page displays your **Student-Faculty Interaction** indicator and component item frequencies for each of the related-major categories identified in the “Define Groups” dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



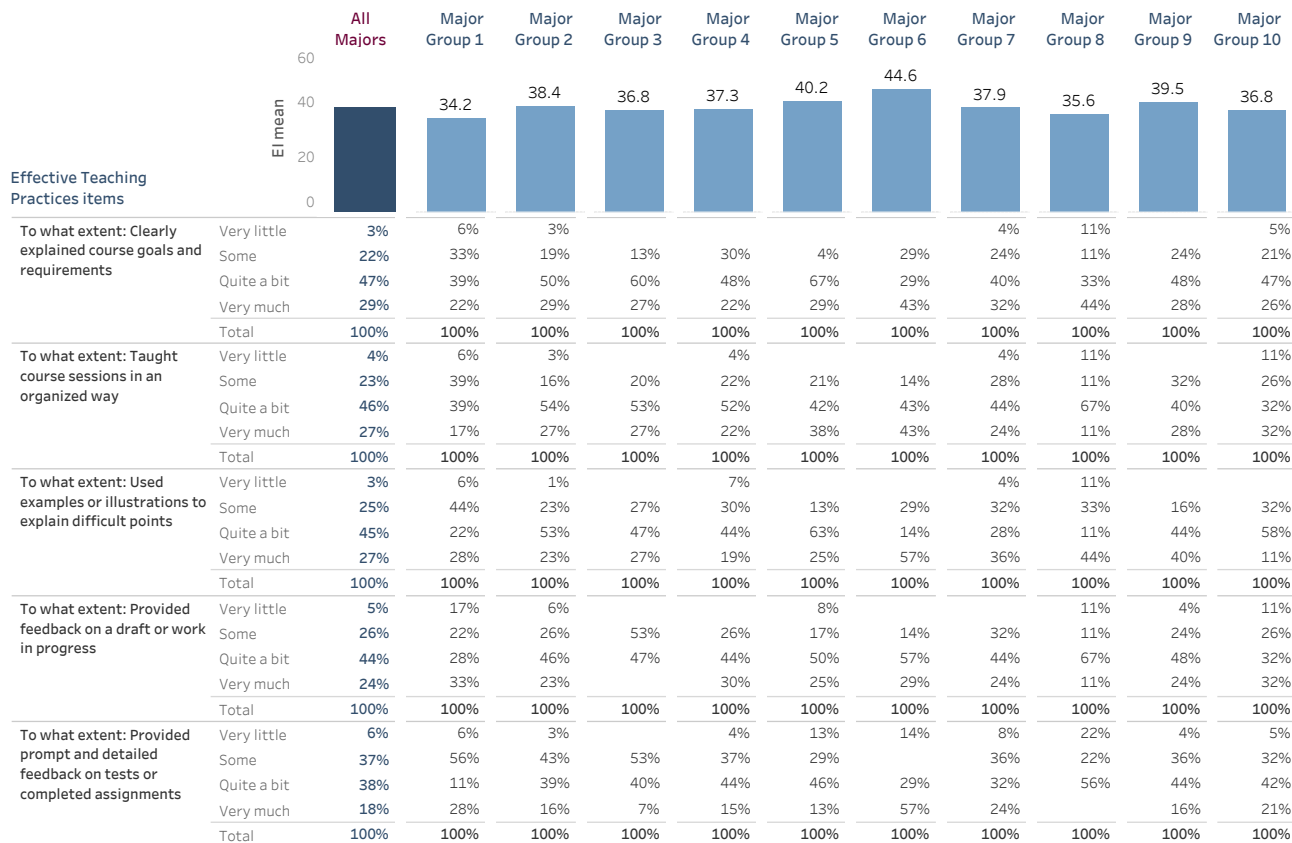
Notes—Visit the dashboard “Define Groups” to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Effective Teaching Practices Summary

This page displays your **Effective Teaching Practices** indicator and component item frequencies for each of the related-major categories identified in the "Define Groups" dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



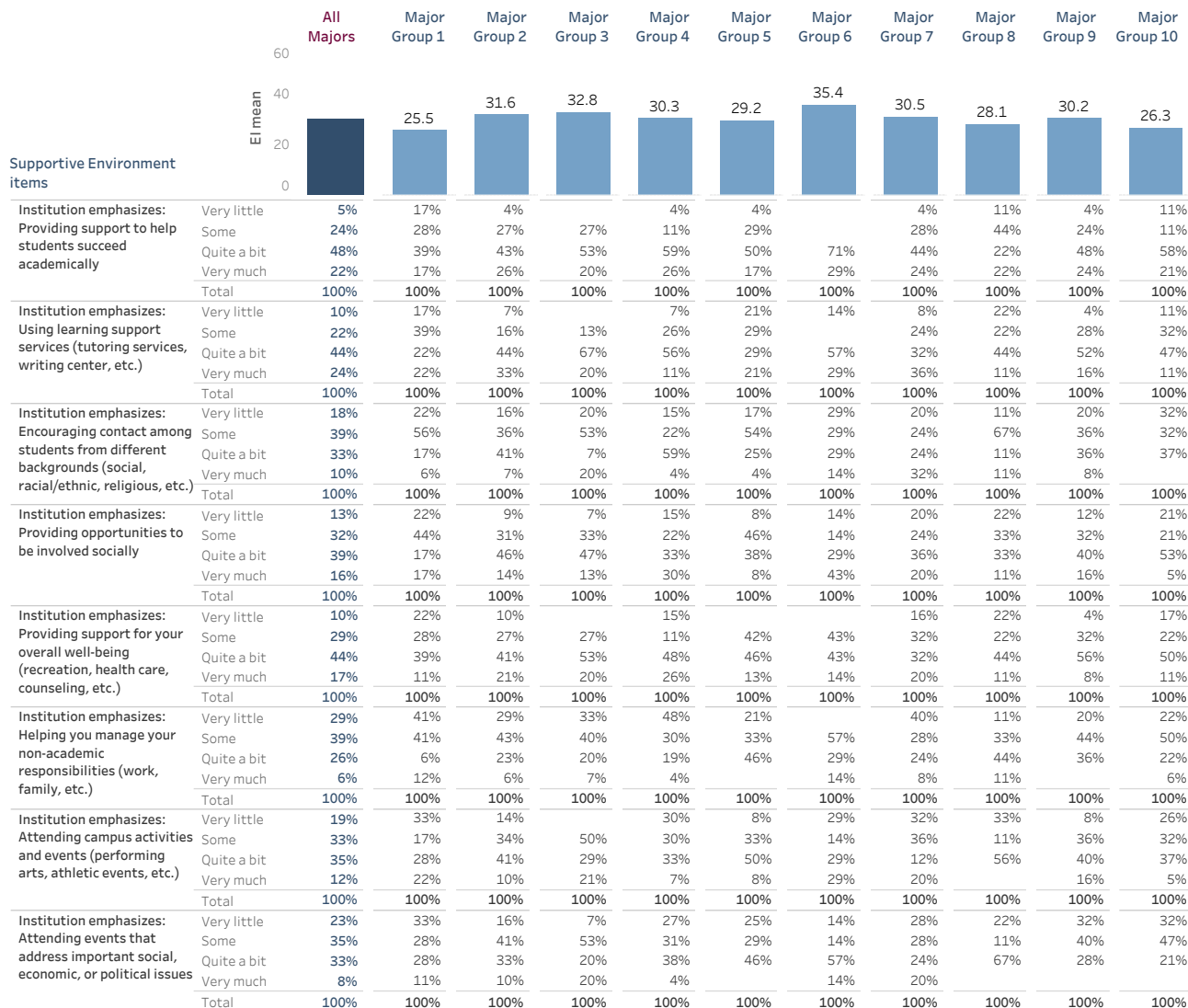
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Supportive Environment Summary

This page displays your **Supportive Environment** indicator and component item frequencies for each of the related-major categories identified in the “Define Groups” dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



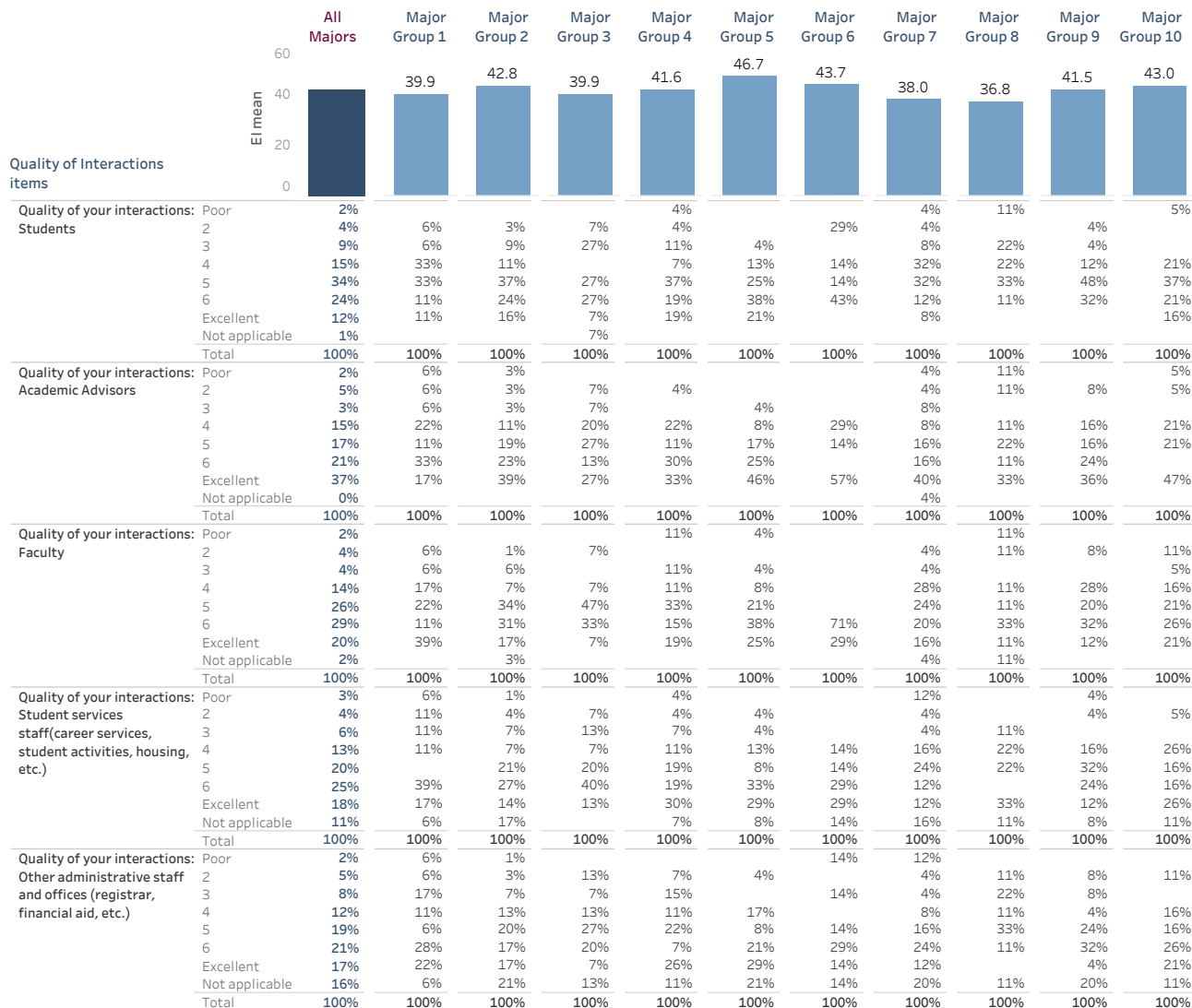
Notes—Visit the dashboard “Define Groups” to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Quality of Interactions Learning Summary

This page displays your **Quality of Interactions** indicator and component item frequencies for each of the related-major categories identified in the "Define Groups" dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



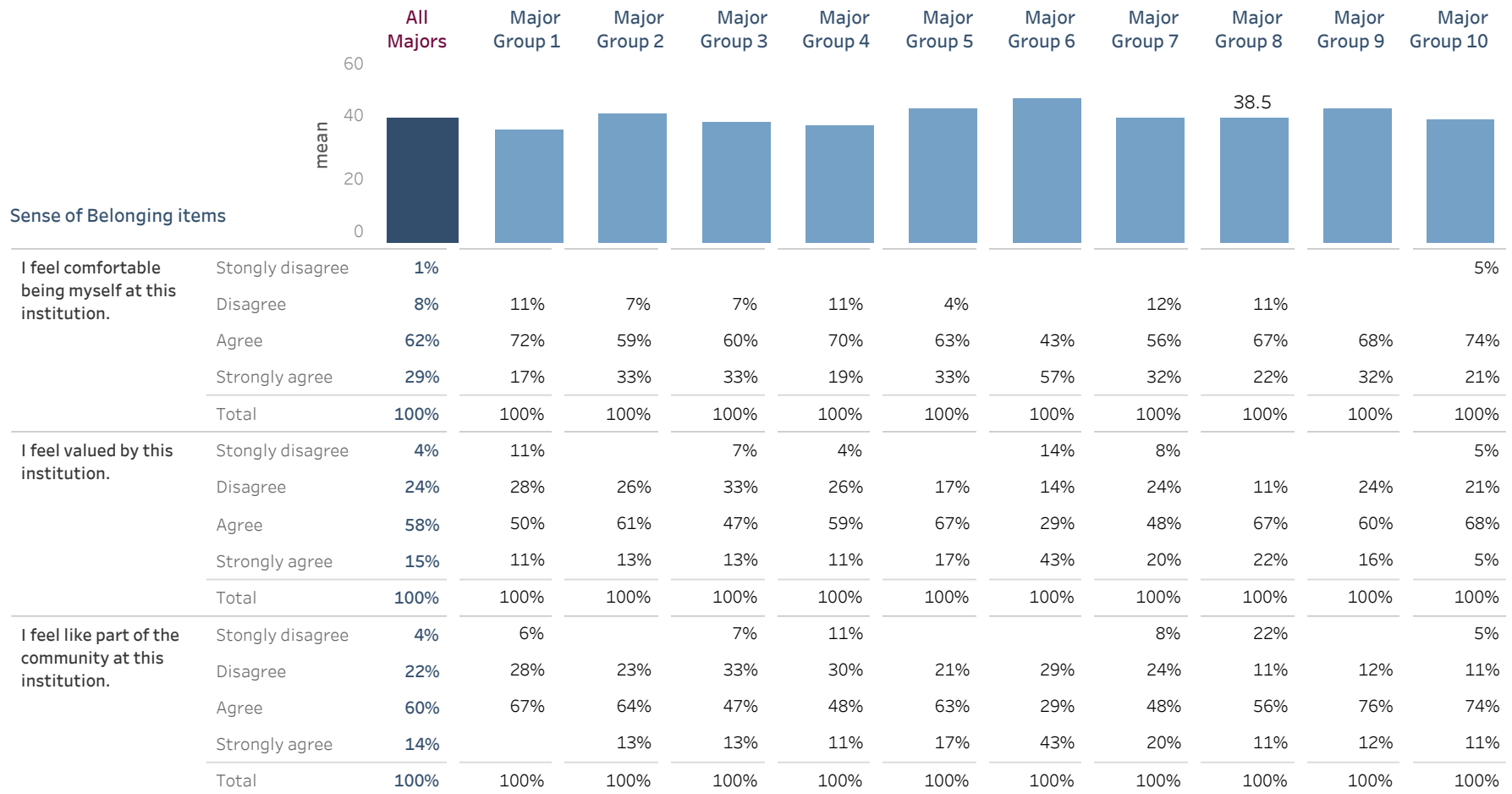
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Sense of Belonging Summary

This page displays your **Sense of Belonging** scale and component item frequencies for each of the related-major categories identified in the "Define Groups" dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



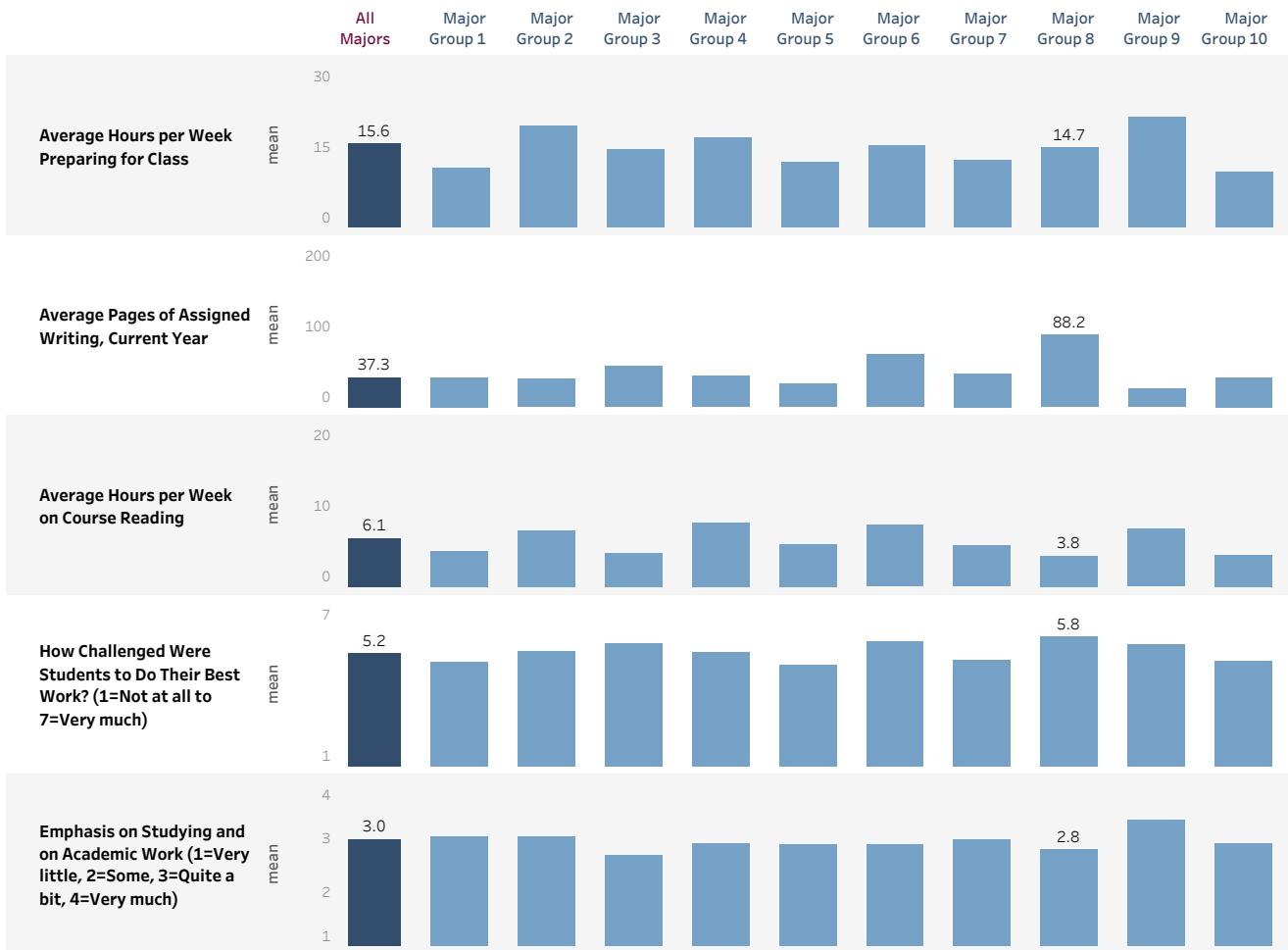
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021
Northern Michigan University—First-year students
Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items for each of the related-major categories identified in the “Define Groups” dashboard. Student-level filters, if used, also apply.

[Go to Start](#)
[Go to Define Groups](#)



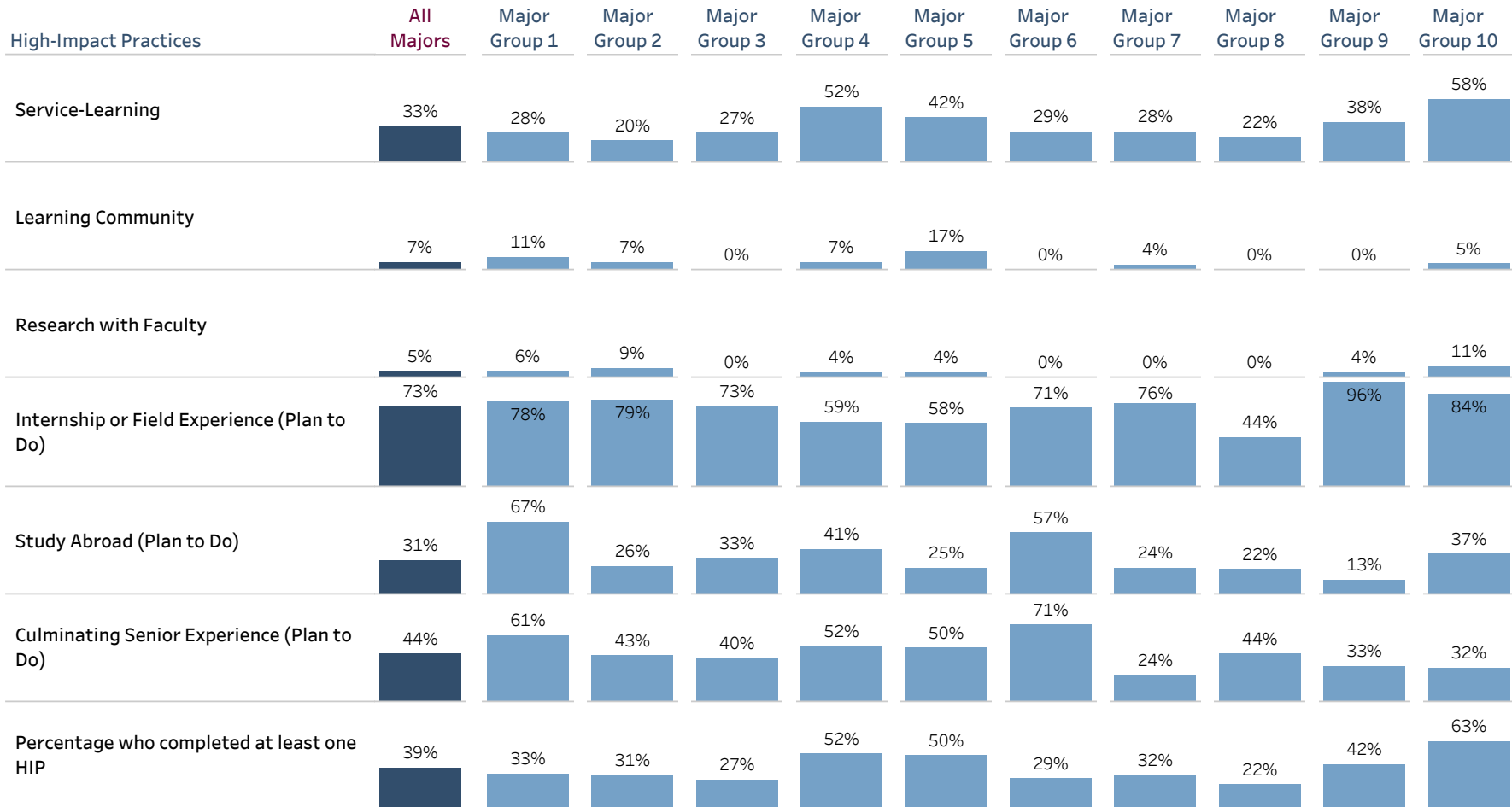
Notes—Visit the dashboard “Define Groups” to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Major Field Report 2021 Northern Michigan University—First-year students High-Impact Practices Summary

This page displays the percentage who participated (first-year or senior) or planned to participate (FY only) in a **High-Impact Practice**, and who participated overall (at least one for FY, two+ for seniors). For FY students, internship and field experiences, study abroad, and capstone experiences show the percentages who responded "plan to do." For seniors, all results show "done or in progress."

[Go to Start](#)
[Go to Define Groups](#)



Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Charts with fewer than five respondents are blank. Participation for service-learning is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Higher-Order Learning and Reflective & Integrative Learning are two of four Engagement Indicators in NSSE's Academic Challenge theme. Results below show the mean score and item frequencies for your students alongside those of students at the comparison group institutions.

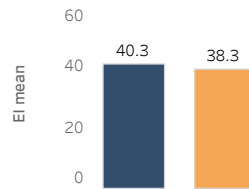
Displaying: **Major Group 1**

Select a different major group: Major Group 1

[Go to Define Groups](#)

[Go to Start](#)

Higher-Order Learning



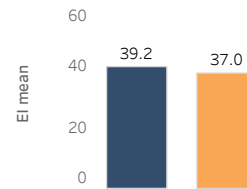
Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	11%	6%
	Some	22%	30%
	Quite a bit	28%	45%
	Very much	39%	19%
	Total	100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	6%	4%
	Some	22%	25%
	Quite a bit	33%	44%
	Very much	39%	26%
	Total	100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	11%	3%
	Some	17%	23%
	Quite a bit	28%	46%
	Very much	44%	28%
	Total	100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little	6%	3%
	Some	17%	23%
	Quite a bit	50%	47%
	Very much	28%	27%
	Total	100%	100%

Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student and institution characteristics. Cells with zero respondents are blank; columns with fewer than five respondents are entirely blank. Results are unweighted.

Student characteristics include—Race/ethnicity: All; Sexual orientation: All; Gender identity: All; First-generation: All; Transfer status: All; International status: All; Enrollment status: All; Age: All; Number of majors: All.

Comparison group characteristics include—Carnegie category: All; Control: All; Size: All; Region/Canada: All; HBCU: All; HSI: All.

Reflective & Integrative Learning



How often: Combined ideas from different courses when completing assignments	Never	22%	9%
	Sometimes	28%	37%
	Often	33%	36%
	Very often	17%	17%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never	8%	8%
	Sometimes	44%	34%
	Often	33%	37%
	Very often	22%	21%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	7%	7%
	Sometimes	22%	31%
	Often	33%	37%
	Very often	44%	24%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never	4%	4%
	Sometimes	11%	28%
	Often	50%	45%
	Very often	39%	22%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	6%	3%
	Sometimes	17%	23%
	Often	56%	46%
	Very often	22%	28%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never	4%	4%
	Sometimes	44%	29%
	Often	28%	43%
	Very often	28%	24%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never	1%	1%
	Sometimes	28%	18%
	Often	22%	48%
	Very often	50%	33%
	Total	100%	100%

NMU ■
Comparison Group ■

NMU Majors

1. Arts, fine and applied	6
7. Other language and lit..	1
8. History	2
13. Theater or drama	5
14. Other fine and perfo..	3
15. Other humanities	1
Group Total	18

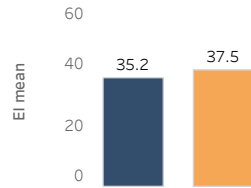
Comparison Group Majors

1. Arts, fine and applied	1,756
2. Architecture	333
3. Art history	55
4. English (language an..	939
5. French (language and..	33
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8. History	538
9. Humanities (general)	42
10. Music	528
11. Philosophy	107
12. Religion	56
13. Theater or drama	499
14. Other fine and perfo..	679
15. Other humanities	92
Group Total	5,929

Learning Strategies and Quantitative Reasoning are two of four Engagement Indicators in NSSE’s Academic Challenge theme. Results below show the mean score and item frequencies for your students alongside those of students at the comparison group institutions.

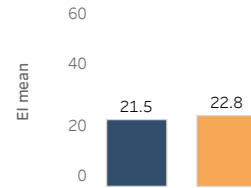
Displaying: **Major Group 1** Select a different major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)

Learning Strategies



Item	Never	Sometimes	Often	Very often	Total	Comparison Group
How often: Identified key information from reading assignments	2%	39%	39%	22%	100%	21%, 45%, 33%
How often: Reviewed your notes after class	7%	33%	33%	22%	100%	35%, 33%, 25%
How often: Summarized what you learned in class or from course materials	6%	22%	44%	22%	100%	32%, 40%, 22%

Quantitative Reasoning



Item	Never	Sometimes	Often	Very often	Total	Comparison Group
How often: Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	17%	56%	22%	6%	100%	21%, 43%, 26%, 10%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	17%	56%	28%	0%	100%	28%, 42%, 22%, 8%
How often: Evaluated what others have concluded from numerical information	28%	50%	22%	0%	100%	28%, 43%, 21%, 7%

NMU ■
 Comparison Group ■

NMU Majors

1. Arts, fine and applied	6
7. Other language and lit..	1
8. History	2
13. Theater or drama	5
14. Other fine and perfo..	3
15. Other humanities	1
Group Total	18

Comparison Group Majors

1. Arts, fine and applied	1,756
2. Architecture	333
3. Art history	55
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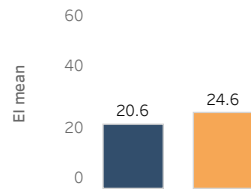
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Collaborative Learning and Discussions with Diverse Others are Engagement Indicators in NSSE's Learning with Peers theme. Results below show the mean score and item frequencies for your students alongside those of students at the comparison group institutions.

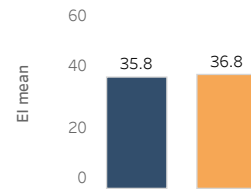
Displaying: **Major Group 1** Change major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)

Collaborative Learning



Item	Never	Sometimes	Often	Very often	Total
How often: Asked another student to help you understand course material	39%	44%	11%	6%	100%
How often: Explained course material to one or more students	22%	56%	22%	11%	100%
How often: Prepared for exams by discussing or working through course material with other students	28%	44%	17%	11%	100%
How often: Worked with other students on course projects or assignments	22%	50%	17%	11%	100%

Discussions with Diverse Others



Item	Never	Sometimes	Often	Very often	Total
Frequency of discussion with: People from a race or ethnicity other than your own	5%	61%	17%	22%	100%
Frequency of discussion with: People from an economic background other than your own	5%	33%	44%	22%	100%
Frequency of discussion with: People with religious beliefs other than your own	6%	33%	33%	28%	100%
Frequency of discussion with: People with political views other than your own	10%	39%	39%	22%	100%

NMU ■
 Comparison Group ■

NMU Majors

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7. Other language and lit..	1
8. History	2
13. Theater or drama	5
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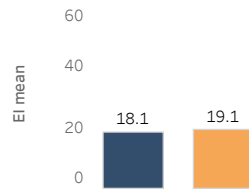
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Student-Faculty Interactions and Effective Teaching Practices are Engagement Indicators in NSSE’s Experiences with Faculty theme. Results below show the mean score and item frequencies for your students alongside those of students at the comparison group institutions.

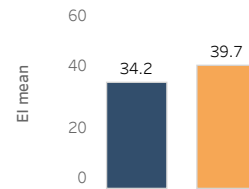
Displaying: **Major Group 1** Select a different major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)

Student-Faculty Interaction



Item	Never	Sometimes	Often	Very often	Total	Comparison Group
How often: Talked about career plans with a faculty member	33%	39%	17%	11%	100%	23%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	56%	28%	6%	11%	100%	55%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	50%	39%	11%	7%	100%	36%
How often: Discussed your academic performance with a faculty member	22%	39%	33%	6%	100%	27%

Effective Teaching Practices



Item	Very little	Some	Quite a bit	Very much	Total	Comparison Group
To what extent: Clearly explained course goals and requirements	6%	33%	39%	22%	100%	2%
To what extent: Taught course sessions in an organized way	6%	39%	39%	17%	100%	4%
To what extent: Used examples or illustrations to explain difficult points	6%	44%	22%	28%	100%	4%
To what extent: Provided feedback on a draft or work in progress	17%	22%	28%	33%	100%	6%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	6%	56%	11%	28%	100%	8%

NMU ■
 Comparison Group ■

NMU Majors

1. Arts, fine and applied	6
7. Other language and lit..	1
8. History	2
13. Theater or drama	5
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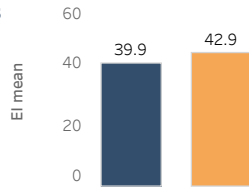
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Comparison group characteristics include—Carnegie category: All; Control: All; Size: All; Region/Canada: All; HBCU: All; HSI: All.

Quality of Interactions and Supportive Environment are Engagement Indicators in NSSE's Campus Environments theme. Results below show the mean score and item frequencies for your students alongside those of students at the comparison group institutions.

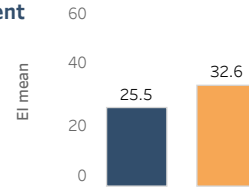
Displaying: **Major Group 1** Select a different major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)

Quality of Interactions



Category	Response	NMU (%)	Comparison Group (%)
Quality of your interactions: Students	Poor	2%	2%
	2	6%	3%
	3	6%	7%
	4	33%	13%
	5	33%	26%
	6	11%	26%
	Excellent	11%	21%
Quality of your interactions: Academic Advisors	Not applicable		2%
	Total	100%	100%
Quality of your interactions: Faculty	Poor	6%	2%
	2	6%	3%
	3	6%	6%
	4	22%	12%
	5	11%	19%
	6	33%	23%
	Excellent	17%	30%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Not applicable		3%
	Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor	6%	3%
	2	11%	3%
	3	11%	6%
	4	11%	13%
	5	19%	19%
	6	39%	20%
	Excellent	17%	19%
Quality of your interactions: Institution	Not applicable	6%	16%
	Total	100%	100%

Supportive Environment



Category	Response	NMU (%)	Comparison Group (%)
Institution emphasizes: Providing support to help students succeed academically	Very little	17%	5%
	Some	28%	23%
	Quite a bit	39%	43%
	Very much	17%	28%
	Total	100%	100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little	17%	8%
	Some	39%	21%
	Quite a bit	22%	39%
	Very much	22%	31%
	Total	100%	100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	22%	12%
	Some	56%	29%
	Quite a bit	17%	35%
	Very much	6%	24%
	Total	100%	100%
Institution emphasizes: Providing opportunities to be involved socially	Very little	22%	12%
	Some	44%	29%
	Quite a bit	17%	37%
	Very much	17%	22%
	Total	100%	100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little	22%	10%
	Some	28%	28%
	Quite a bit	39%	39%
	Very much	11%	23%
	Total	100%	100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	41%	30%
	Some	41%	39%
	Quite a bit	6%	22%
	Very much	12%	10%
	Total	100%	100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	33%	18%
	Some	17%	31%
	Quite a bit	28%	33%
	Very much	22%	18%
	Total	100%	100%
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little	33%	20%
	Some	28%	35%
	Quite a bit	28%	30%
	Very much	11%	14%
	Total	100%	100%

NMU ■
 Comparison Group ■

NMU Majors

1. Arts, fine and applied	6
7. Other language and lit..	1
8. History	2
13. Theater or drama	5
14. Other fine and perfo..	3
15. Other humanities	1
Group Total	18

Comparison Group Majors

1. Arts, fine and applied	1,756
2. Architecture	333
3. Art history	55
4. English (language an..	939
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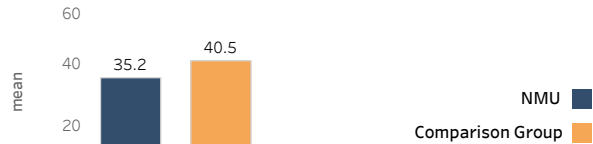
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Students with a **sense of belonging** can relate to others in the campus community—an important factor for persistence. Institutions can develop interventions that improve students’ sense of belonging. Results below show the mean score and item frequencies for your students alongside those of students at the comparison group institutions.

Displaying: **Major Group 1** Select a different major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)

Sense of Belonging



Item	Response	NMU (%)	Comparison Group (%)
I feel comfortable being myself at this institution.	Strongly disagree	2%	9%
	Disagree	11%	9%
	Agree	72%	55%
	Strongly agree	17%	34%
	Total	100%	100%
I feel like part of the community at this institution.	Strongly disagree	6%	5%
	Disagree	28%	23%
	Agree	67%	51%
	Strongly agree	—	21%
	Total	100%	100%
I feel valued by this institution.	Strongly disagree	11%	3%
	Disagree	28%	17%
	Agree	50%	58%
	Strongly agree	11%	22%
	Total	100%	100%

NMU Majors		Comparison Group Majors	
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Major Field Report 2021
Northern Michigan University—First-year students
Additional Academic Challenge Items

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions.

Displaying: **Major Group 1** Select a different major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)



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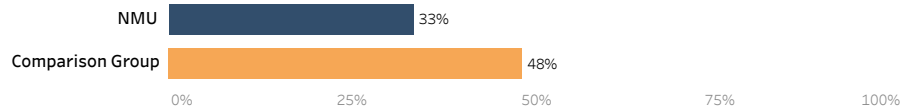
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Major Field Report 2021
Northern Michigan University—First-year students
High-Impact Practices

This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a High-Impact Practice, alongside results for your customized comparison group, and the percentage who participated overall (at least one for FY students, two or more for seniors). For seniors, all results show "done or in progress." For FY students, internships, study abroad, and capstone experiences show "plan to do."

Displaying: **Major Group 1** Select a different major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)

Percentage who completed at least one HIP



		NMU	Comparison Group
Participate in a Service-Learning Course*	None	72%	58%
	Some	22%	36%
	Most	6%	5%
	All		1%
	Total	100%	100%
Participate in a Learning Community	Done or in progress	11%	9%
	Plan to do	17%	22%
	Do not plan to do	22%	26%
	Have not decided	50%	43%
	Total	100%	100%
Participate in Undergraduate Research	Done or in progress	6%	4%
	Plan to do	22%	25%
	Do not plan to do	17%	25%
	Have not decided	56%	47%
	Total	100%	100%
Participate in Internship or Field Experience**	Done or in progress		4%
	Plan to do	78%	64%
	Do not plan to do	6%	8%
	Have not decided	17%	24%
	Total	100%	100%
Participate in Study Abroad**	Done or in progress		1%
	Plan to do	67%	46%
	Do not plan to do	6%	21%
	Have not decided	28%	32%
	Total	100%	100%
Complete a Capstone Project**	Done or in progress	6%	2%
	Plan to do	61%	61%
	Do not plan to do	6%	7%
	Have not decided	28%	30%
	Total	100%	100%

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* Participation in service-learning is the percentage who responded that at least "some" courses included a community-based project.

**For first-year students, column charts show the percentages who responded "plan to do."

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