



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—Seniors
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 type="radio"/> First-year students <input checked="" type="radio"/> Seniors				First-year students	257	*Limited to those who identified a major on the survey.	
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	10	16. Biology (general)	25	35. Chemistry	16	43. Anthropology	3	53. Accounting	14
4. English (language an..	14	18. Biochemistry or bio..	11	36. Computer science	7	44. Economics	2	55. Entrepreneurial st..	2
5. French (language an..	1	19. Biomedical science	1	37. Earth science (includ..	2	47. Geography	1	56. Finance	3
6. Spanish (language a..	1	20. Botany	1	38. Mathematics	3	48. International relati..	4	57. Hospitality and tou..	3
8. History	4	22. Environmental scie..	8	39. Physics	3	49. Political science	4	59. Management	4
13. Theater or drama	4	24. Microbiology or ba..	3	41. Other physical scienc..	3	50. Psychology	10	61. Marketing	4
14. Other fine and perf..	1	25. Natural resources ..	2	Group Total	34	51. Sociology	5	64. Other business	3
15. Other humanities	1	27. Neuroscience	4			Group Total	29	Group Total	33
Group Total	36	28. Physiology and dev..	1						
		29. Zoology	1						
		30. Other agriculture a..	4						
		31. Other biological sci..	10						
		Group Total	71						
Group 6:	Group 7:	Group 8:	Group 9:	Group 10:					
Multiple values	Multiple values	Multiple values	Multiple values	Multiple values					
65. Communications (gene..	4	73. Education (general)	1	91. Electrical or electronic..	3	101. Health technology (...)	8	115. Criminal justice	10
69. Public relations and ad..	2	75. Early childhood educati..	1	94. Mechanical engineering	12	103. Kinesiology	8	117. Forensics	2
72. Other communications	1	76. Elementary, middle sch..	20	Group Total	15	104. Medicine	1	123. Social work	11
Group Total	7	77. Mathematics education	2			105. Nursing	39	Grand Total	23
		78. Music or art education	6			106. Nutrition and dietet..	1		
		79. Physical education	1			112. Speech therapy	3		
		80. Secondary education	10			114. Other health profes..	4		
		82. Special education	4			Group Total	64		
		83. Other education	3						
		Group Total	48						

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—Seniors
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	39.3	39.3	37.1	37.5	42.2	35.2	45.0	41.3	36.3	44.2	35.7
	Count	376	35	70	34	29	33	7	47	15	63	23
Reflective & Integrative Learning (RI)	El mean	38.1	39.8	36.3	33.6	43.8	33.7	40.0	45.6	33.0	38.6	36.5
	Count	380	36	71	34	28	33	7	48	15	64	23
Learning Strategies (LS)	El mean	37.9	35.9	38.1	34.9	39.3	37.4	44.4	41.7	27.6	40.8	34.2
	Count	375	34	71	34	29	33	6	48	15	62	23
Quantitative Reasoning (QR)	El mean	29.3	19.0	33.3	31.8	26.0	32.7	21.9	23.1	29.8	35.2	24.3
	Count	375	35	70	34	29	33	7	47	15	62	23
Collaborative Learning (CL)	El mean	31.1	23.8	31.7	30.0	21.6	24.4	37.1	38.8	37.0	36.8	29.6
	Count	377	36	70	33	29	33	7	47	15	63	23
Discussions with Diverse Others (DD)	El mean	34.6	34.9	33.1	33.4	39.3	33.3	46.4	37.3	31.3	31.9	35.0
	Count	374	34	71	34	28	33	7	48	15	62	22
Student-Faculty Interaction (SF)	El mean	24.2	24.4	23.4	23.2	24.5	21.5	31.4	23.8	17.3	29.1	19.3
	Count	377	36	69	34	28	33	7	47	15	64	23
Effective Teaching Practices (ET)	El mean	39.5	47.4	36.6	39.7	39.7	40.2	41.7	40.8	34.4	42.0	36.3
	Count	380	35	71	34	29	33	7	48	15	64	23
Quality of Interactions (QI)	El mean	42.9	44.8	41.1	39.6	42.0	44.3	46.3	44.6	43.6	44.2	42.1
	Count	362	36	71	33	27	33	7	41	15	57	23
Supportive Environment (SE)	El mean	30.2	32.3	28.8	26.4	31.2	31.7	34.3	29.4	27.7	31.9	30.0
	Count	374	36	71	33	27	33	7	48	15	62	23

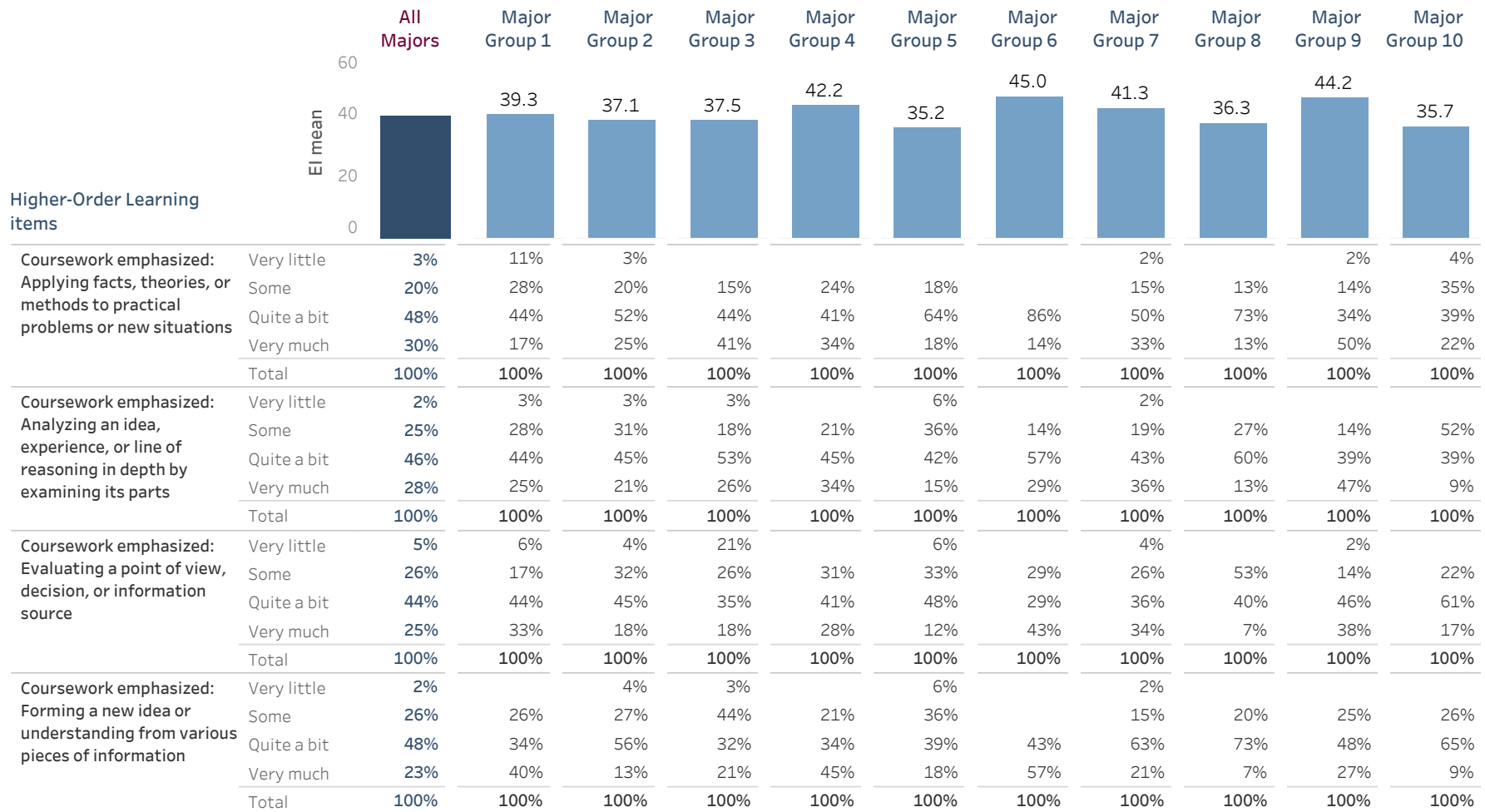
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors 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](#)



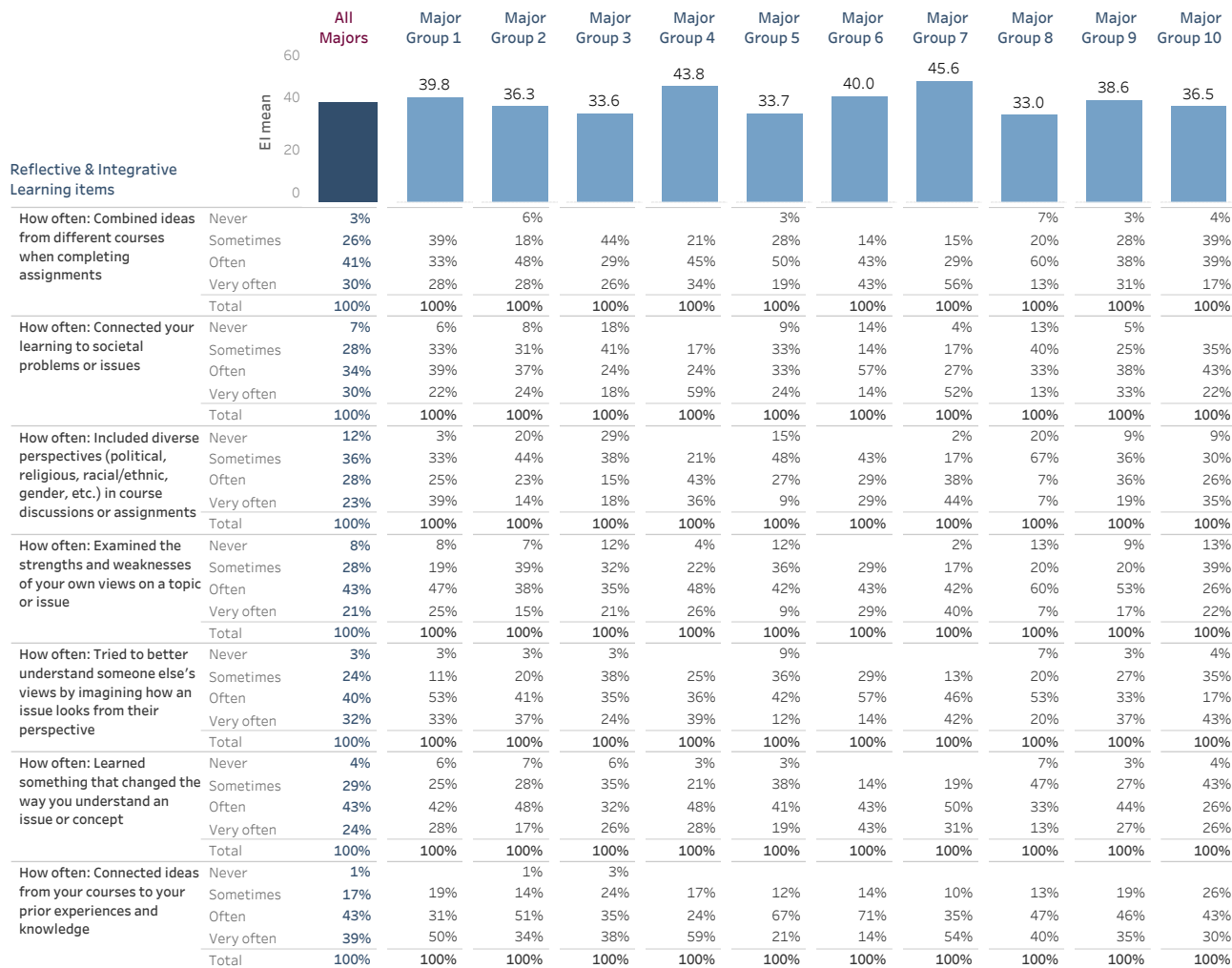
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors
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](#)



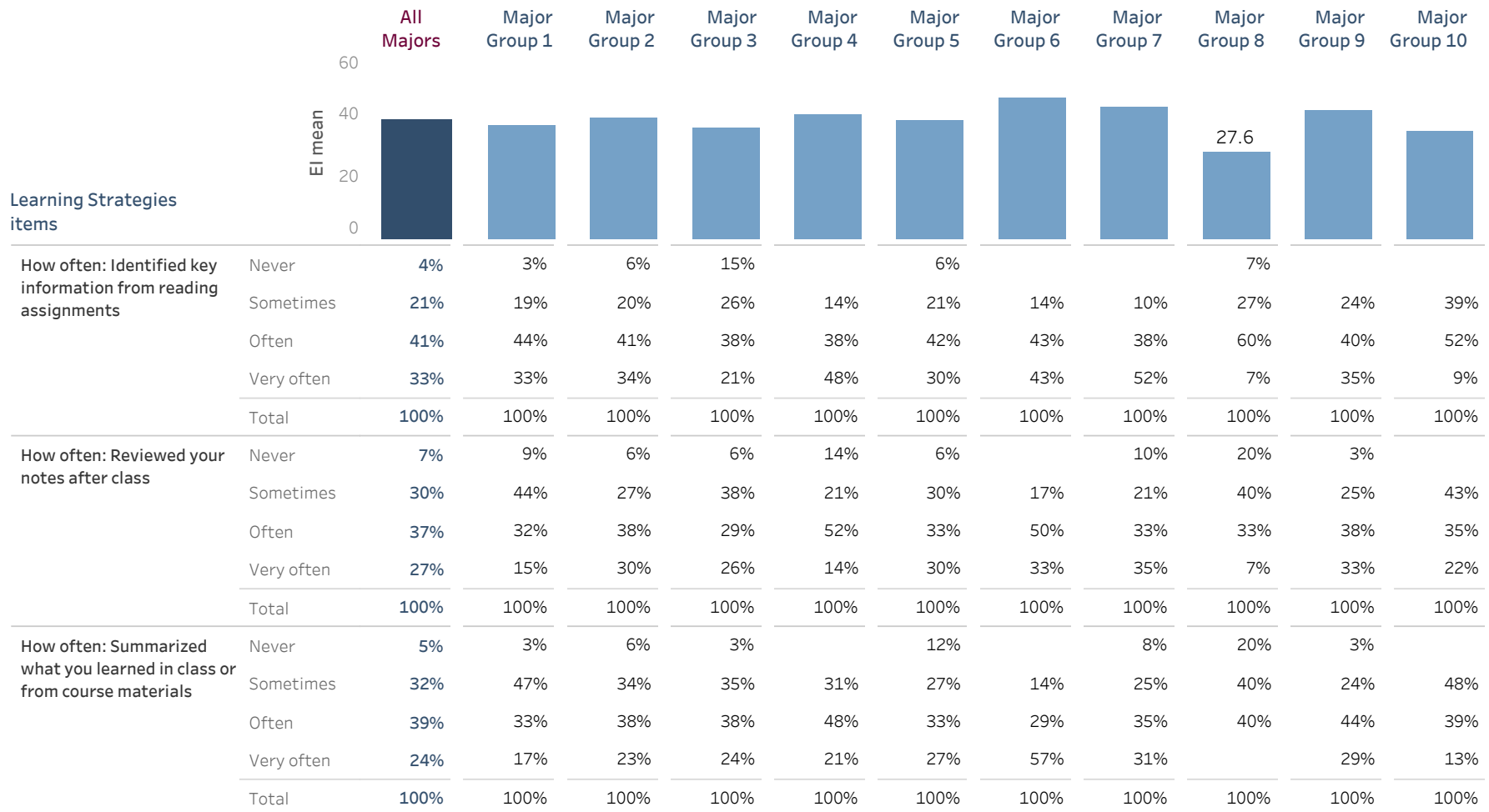
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors 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](#)



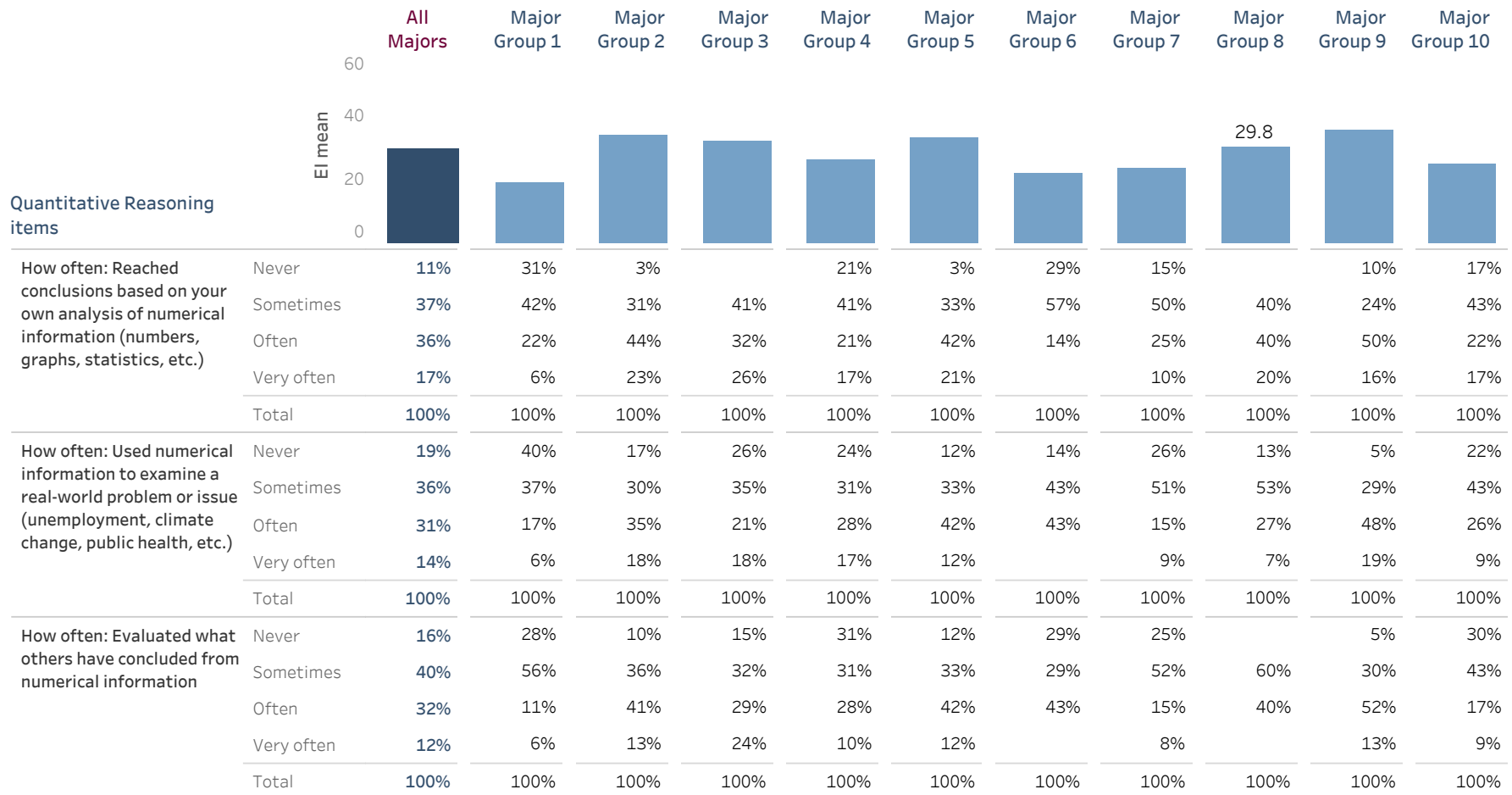
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors
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](#)



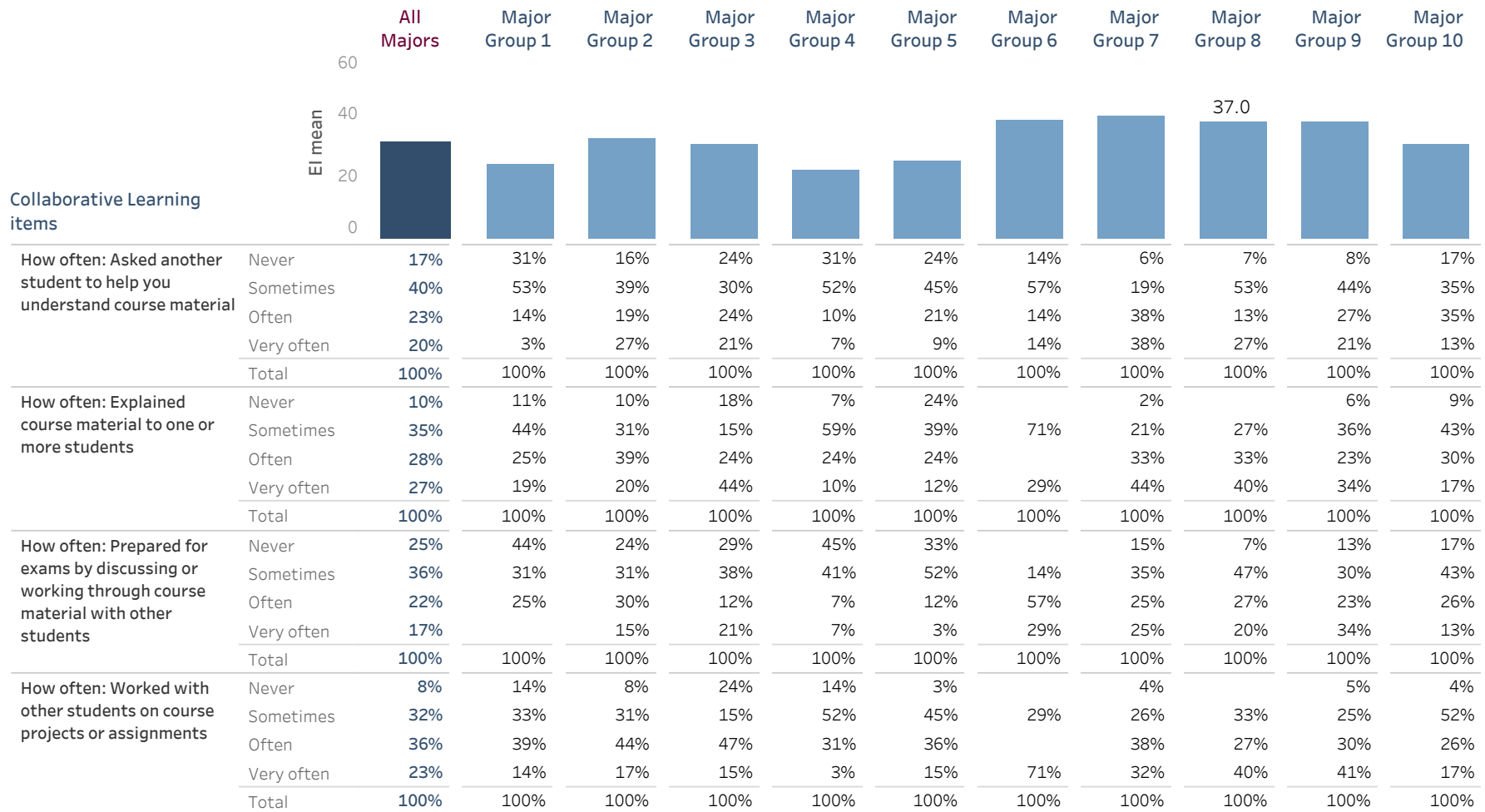
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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.

Major Field Report 2021
Northern Michigan University—Seniors
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](#)



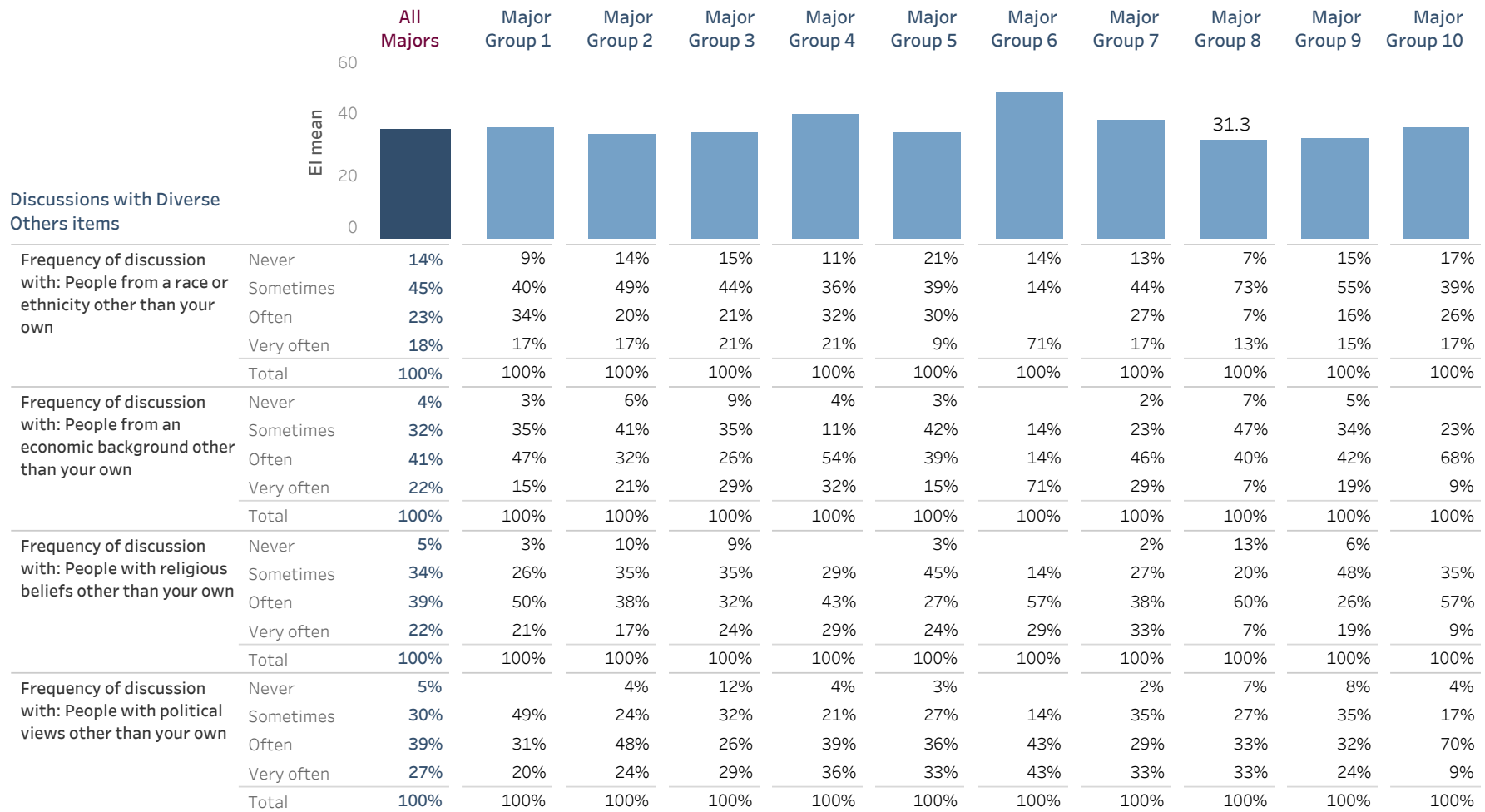
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors
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](#)



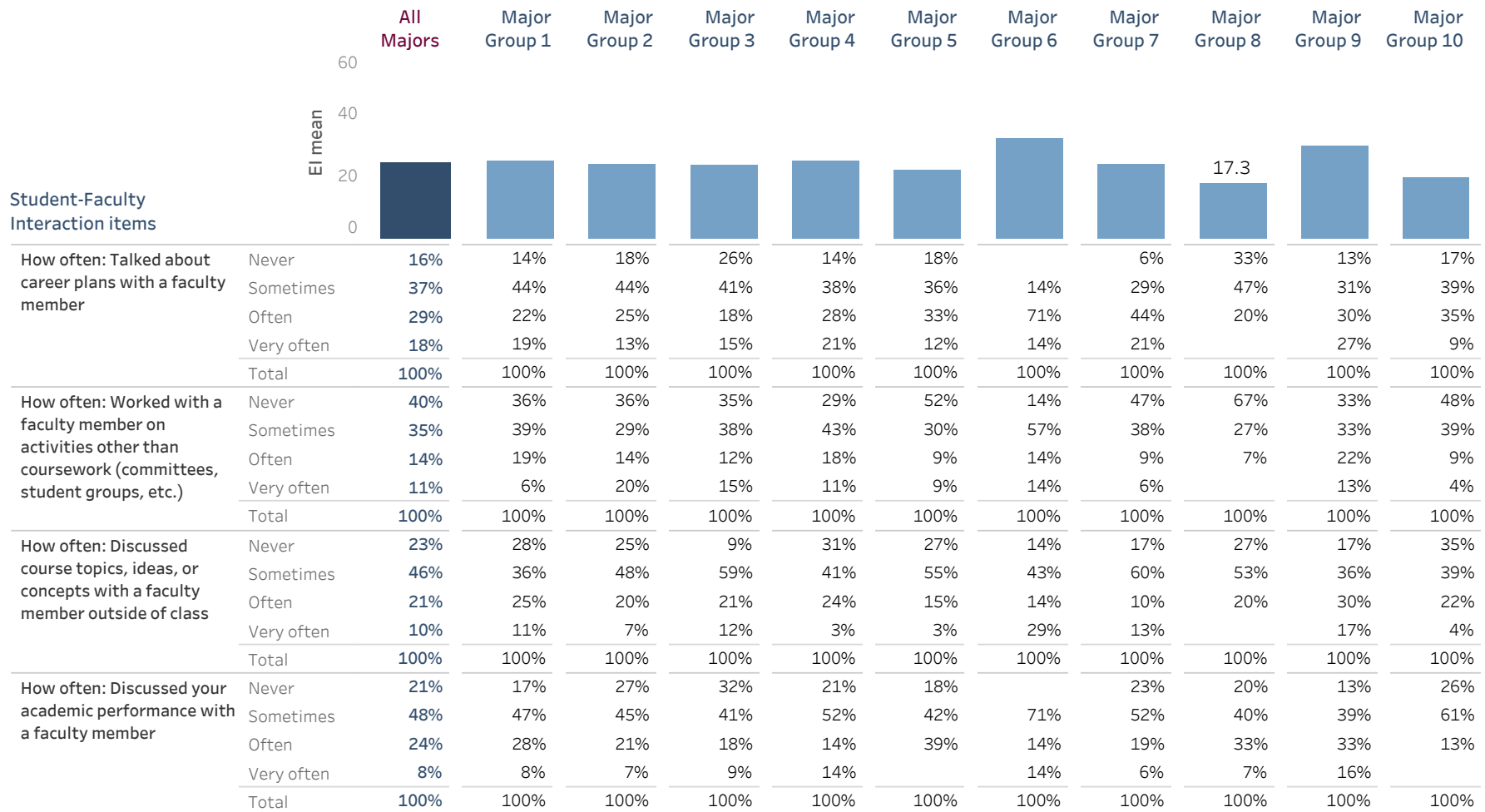
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors
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](#)



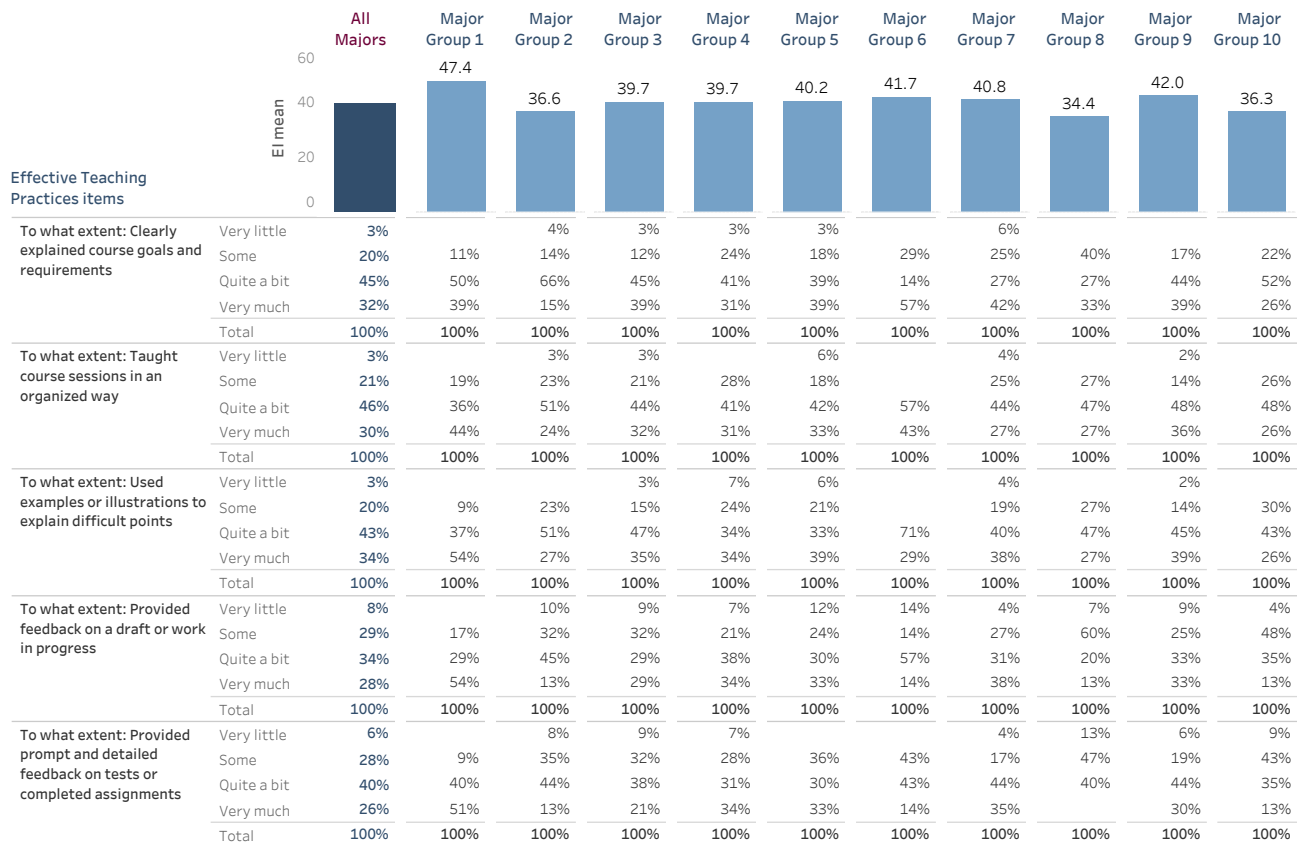
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors
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](#)



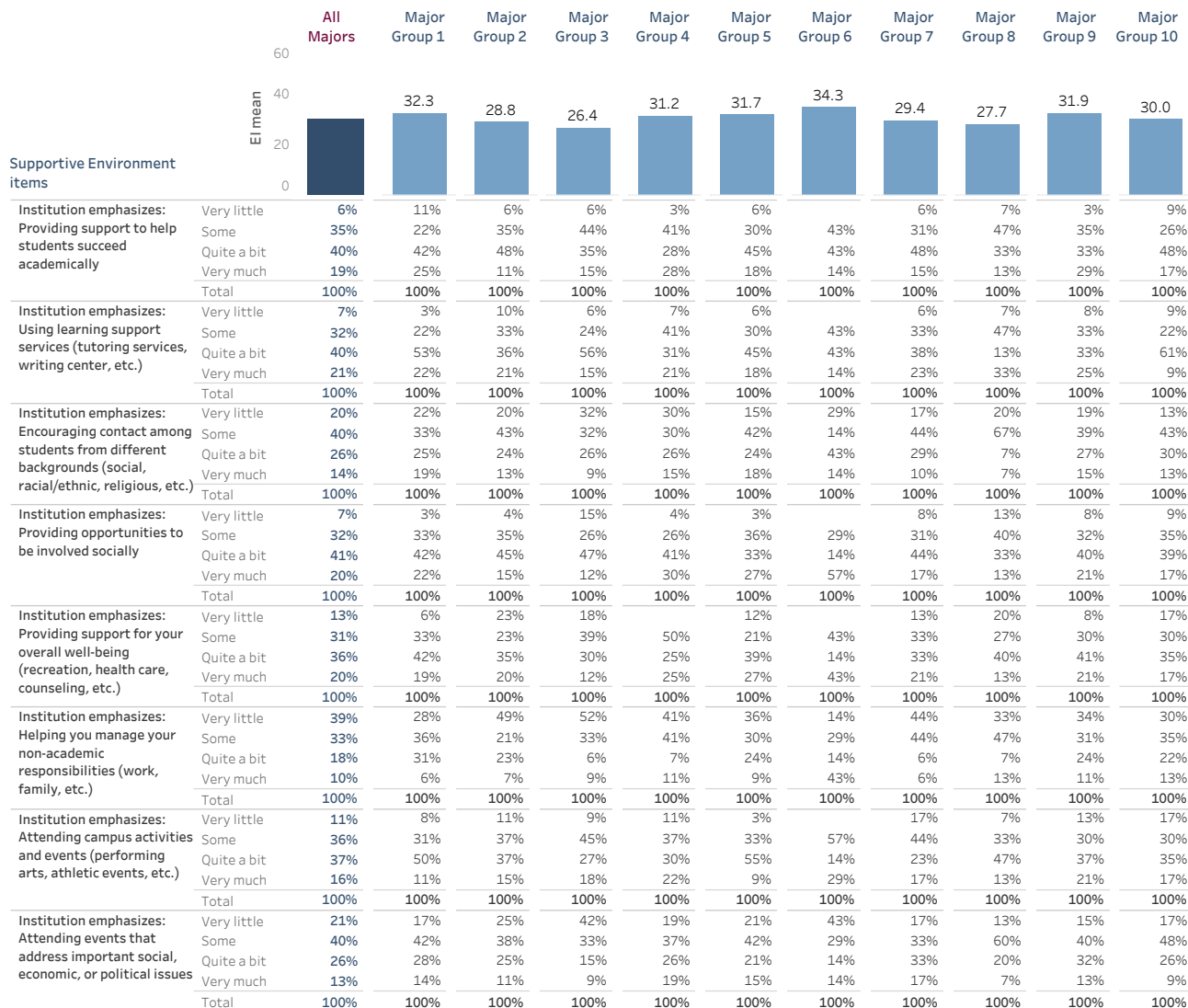
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors
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](#)



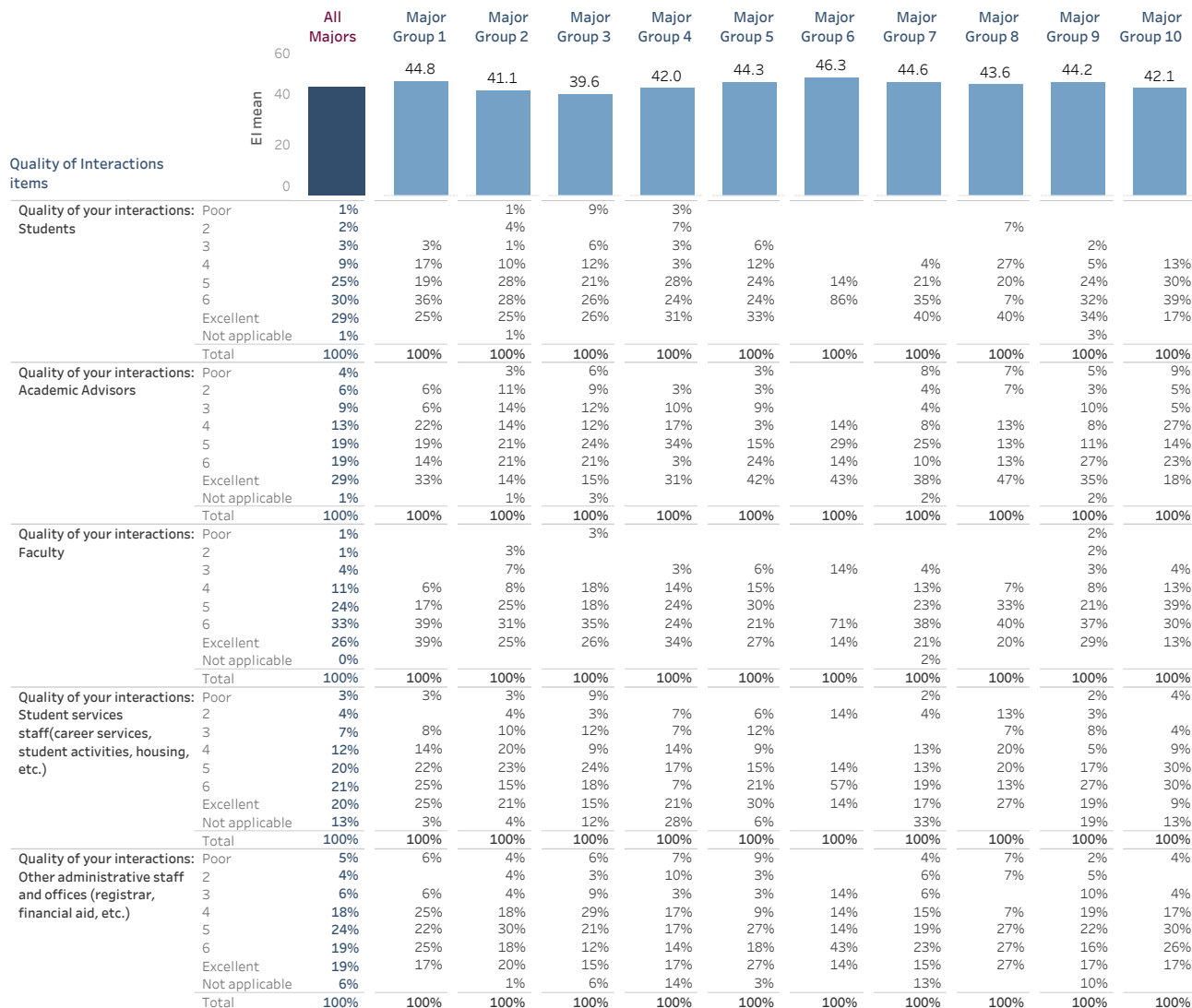
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors
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](#)



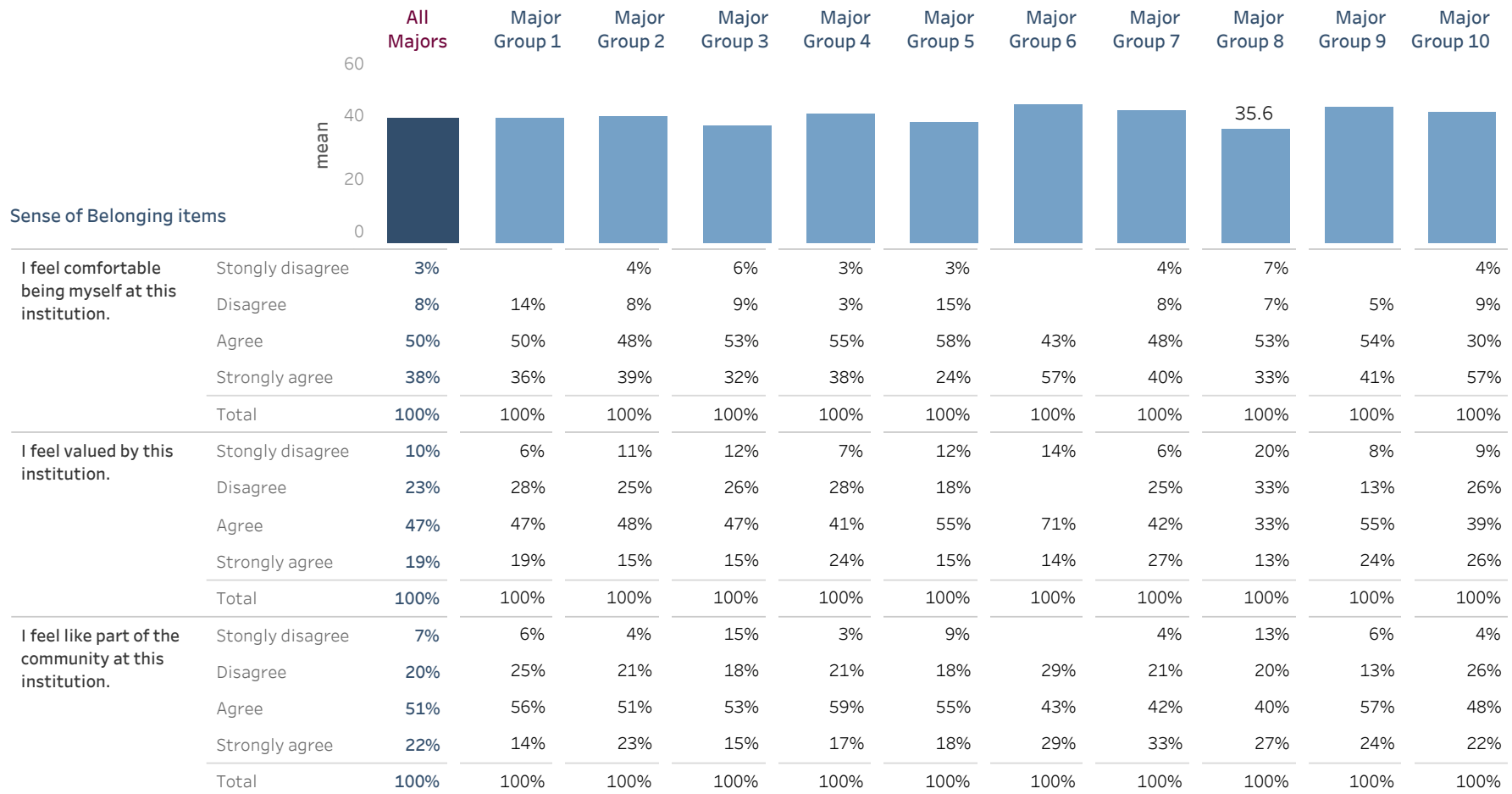
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors 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](#)



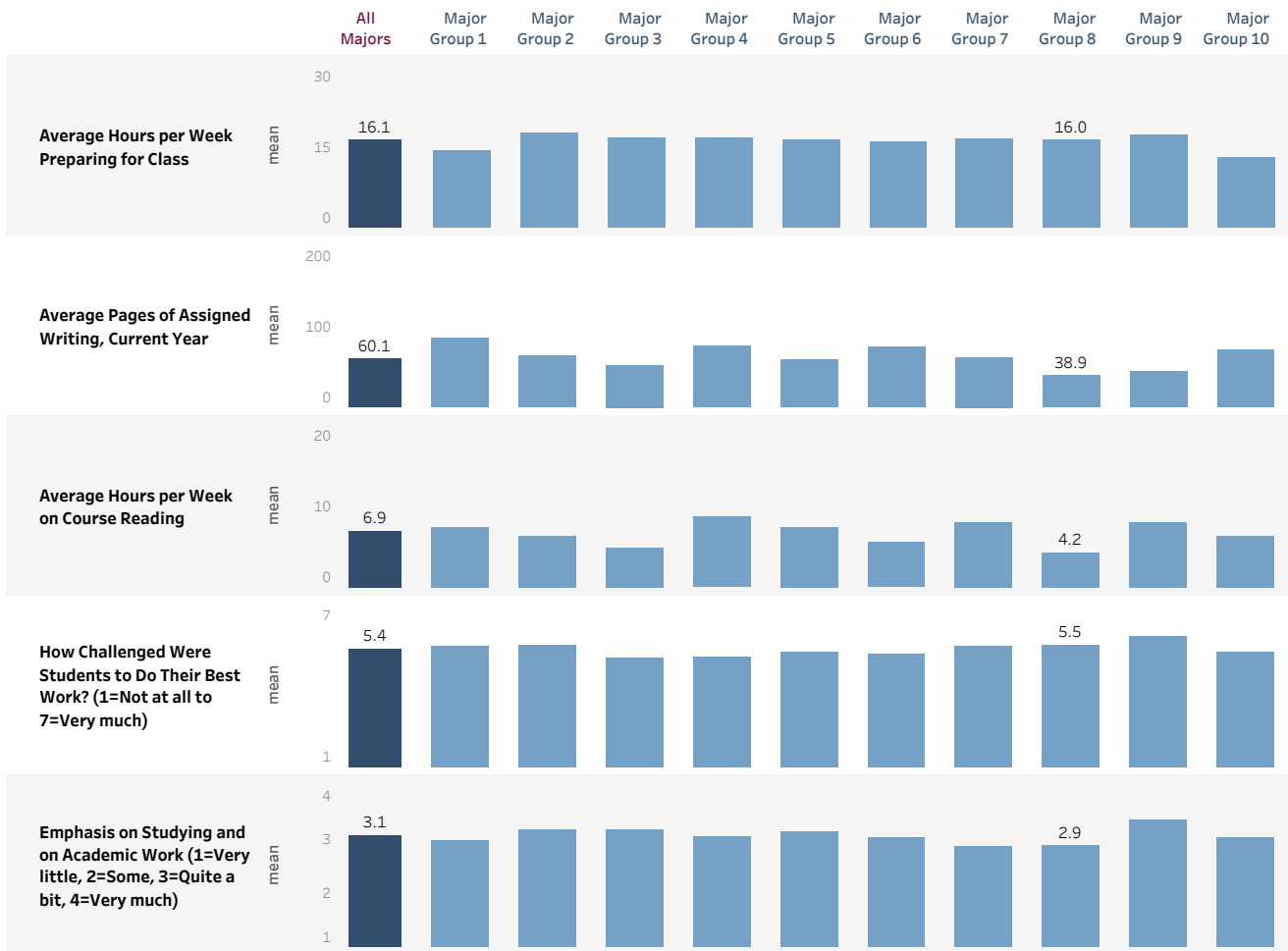
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors
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](#)



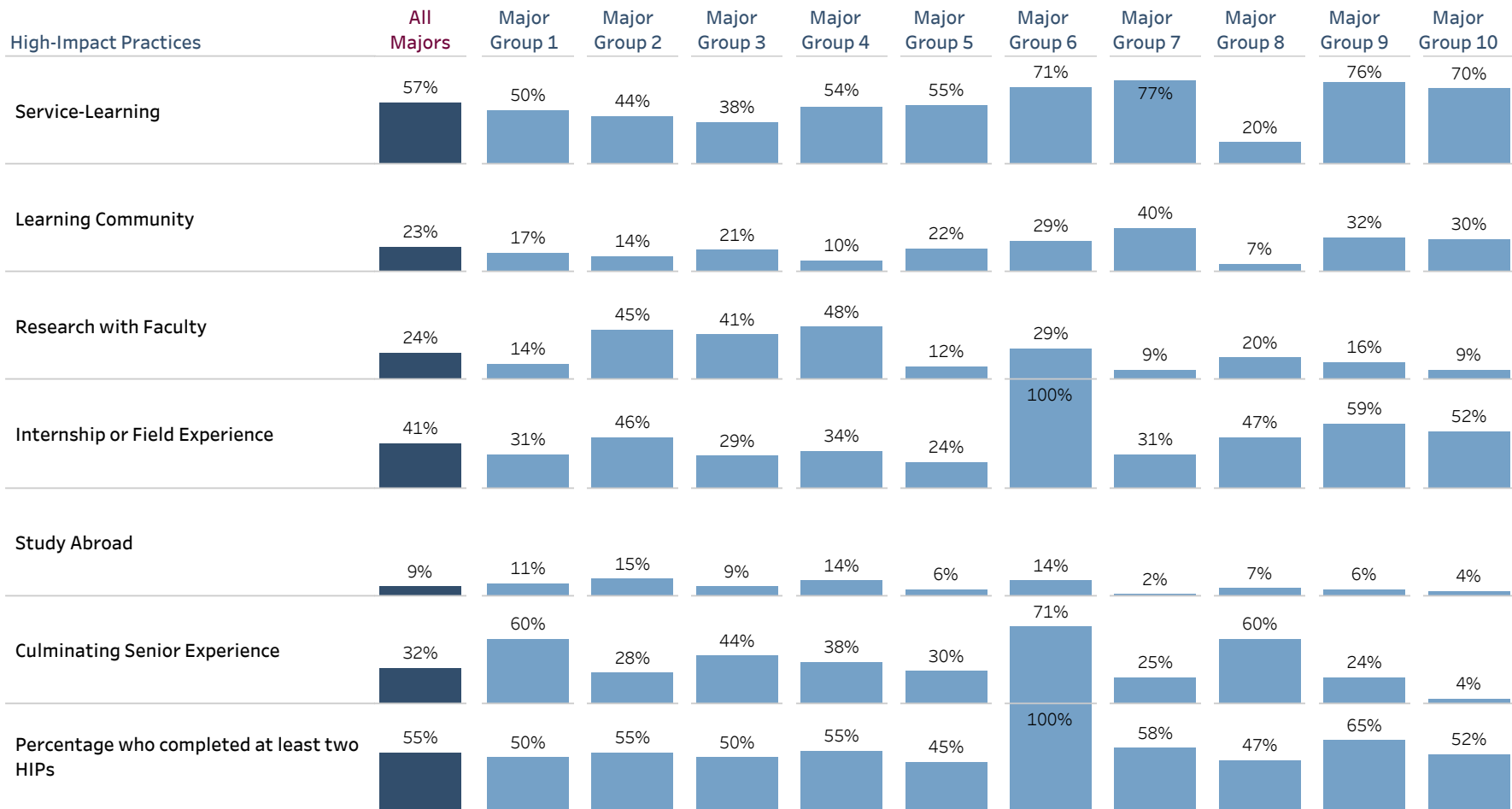
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Cells with zero responses are blank, and entire columns with fewer than five respondents are blank. Results are unweighted.

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—Seniors 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](#)



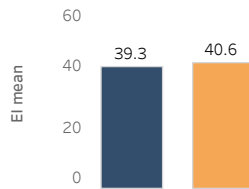
Notes—Visit the dashboard "Define Groups" to adjust major groups, change the class level, and filter by student characteristics. Charts with fewer than five respondents are blank. Participation for service-learning is the percentage who responded that at least "some" courses included a community-based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



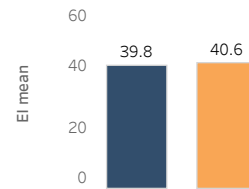
Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	11%	6%
	Some	28%	27%
	Quite a bit	44%	42%
	Very much	17%	26%
	Total	100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	3%	4%
	Some	28%	21%
	Quite a bit	44%	41%
	Very much	25%	34%
	Total	100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	6%	4%
	Some	17%	20%
	Quite a bit	44%	41%
	Very much	33%	36%
	Total	100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little	3%	3%
	Some	26%	19%
	Quite a bit	34%	42%
	Very much	40%	35%
	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	5%
	Sometimes	39%
	Often	33%
	Very often	28%
	Total	100%
How often: Connected your learning to societal problems or issues	Never	6%
	Sometimes	33%
	Often	39%
	Very often	22%
	Total	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	3%
	Sometimes	33%
	Often	25%
	Very often	39%
	Total	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never	8%
	Sometimes	19%
	Often	47%
	Very often	25%
	Total	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	3%
	Sometimes	11%
	Often	53%
	Very often	33%
	Total	100%
How often: Learned something that changed the way you understand an issue or concept	Never	6%
	Sometimes	25%
	Often	42%
	Very often	28%
	Total	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never	1%
	Sometimes	19%
	Often	31%
	Very often	50%
	Total	100%

NMU ■
Comparison Group ■

NMU Majors

1. Arts, fine and applied	10
4. English (language and..	14
5. French (language and ..	1
6. Spanish (language an..	1
8. History	4
13. Theater or drama	4
14. Other fine and perfo..	1
15. Other humanities	1
Group Total	36

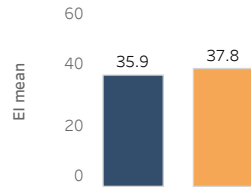
Comparison Group Majors

1. Arts, fine and applied	1,743
2. Architecture	326
3. Art history	113
4. English (language an..	1,436
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6. Spanish (language an..	208
7. Other language and li..	337
8. History	1,004
9. Humanities (general)	116
10. Music	601
11. Philosophy	222
12. Religion	133
13. Theater or drama	457
14. Other fine and perfo..	512
15. Other humanities	171
Group Total	7,428

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.

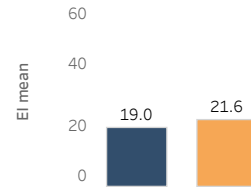
Displaying: **Major Group 1** Select a different major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)

Learning Strategies



Item	Never	Sometimes	Often	Very often	Total
How often: Identified key information from reading assignments	3%	19%	44%	33%	100%
How often: Reviewed your notes after class	9%	44%	32%	15%	100%
How often: Summarized what you learned in class or from course materials	3%	47%	33%	17%	100%

Quantitative Reasoning



Item	Never	Sometimes	Often	Very often	Total
How often: Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	31%	42%	22%	6%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40%	37%	17%	6%	100%
How often: Evaluated what others have concluded from numerical information	28%	56%	11%	6%	100%

NMU ■
 Comparison Group ■

NMU Majors

1. Arts, fine and applied	10
4. English (language and..	14
5. French (language and ..	1
6. Spanish (language an..	1
8. History	4
13. Theater or drama	4
14. Other fine and perfo..	1
15. Other humanities	1
Group Total	36

Comparison Group Majors

1. Arts, fine and applied	1,743
2. Architecture	326
3. Art history	113
4. English (language an..	1,436
5. French (language and..	49
6. Spanish (language an..	208
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Comparison group characteristics include—Carnegie category: All; Control: All; Size: All; Region/Canada: All; HBCU: All; HSI: All.

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.

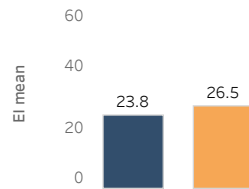
Displaying: **Major Group 1**

Change major group: **Major Group 1**

[Go to Define Groups](#)

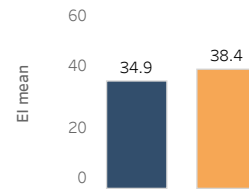
[Go to Start](#)

Collaborative Learning



Item	Never	Sometimes	Often	Very often	Total
How often: Asked another student to help you understand course material	31%	53%	14%	3%	100%
How often: Explained course material to one or more students	11%	44%	25%	19%	100%
How often: Prepared for exams by discussing or working through course material with other students	44%	31%	25%	10%	100%
How often: Worked with other students on course projects or assignments	14%	33%	39%	14%	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	9%	40%	34%	17%	100%
Frequency of discussion with: People from an economic background other than your own	3%	35%	47%	15%	100%
Frequency of discussion with: People with religious beliefs other than your own	3%	26%	50%	21%	100%
Frequency of discussion with: People with political views other than your own	8%	49%	31%	20%	100%

NMU ■
 Comparison Group ■

NMU Majors

1. Arts, fine and applied	10
4. English (language and..	14
5. French (language and ..	1
6. Spanish (language an..	1
8. History	4
13. Theater or drama	4
14. Other fine and perfo..	1
15. Other humanities	1
Group Total	36

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

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.

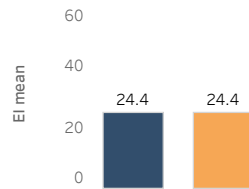
Displaying: **Major Group 1**

Select a different major group: Major Group 1

[Go to Define Groups](#)

[Go to Start](#)

Student-Faculty Interaction



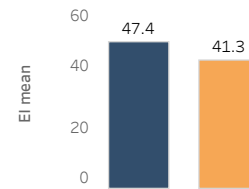
How often: Talked about career plans with a faculty member	Never	14%	16%
	Sometimes	44%	41%
	Often	22%	23%
	Very often	19%	19%
	Total	100%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	36%	40%
	Sometimes	39%	33%
	Often	19%	16%
	Very often	6%	11%
	Total	100%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	28%	24%
	Sometimes	36%	42%
	Often	25%	22%
	Very often	11%	12%
	Total	100%	100%
How often: Discussed your academic performance with a faculty member	Never	17%	22%
	Sometimes	47%	45%
	Often	28%	23%
	Very often	8%	11%
	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.

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

Effective Teaching Practices



To what extent: Clearly explained course goals and requirements	Very little	2%	17%
	Some	11%	43%
	Quite a bit	50%	37%
	Very much	39%	100%
	Total	100%	100%
To what extent: Taught course sessions in an organized way	Very little	3%	19%
	Some	19%	43%
	Quite a bit	36%	35%
	Very much	44%	100%
	Total	100%	100%
To what extent: Used examples or illustrations to explain difficult points	Very little	4%	19%
	Some	9%	40%
	Quite a bit	37%	37%
	Very much	54%	100%
	Total	100%	100%
To what extent: Provided feedback on a draft or work in progress	Very little	6%	22%
	Some	17%	34%
	Quite a bit	29%	38%
	Very much	54%	100%
	Total	100%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little	7%	25%
	Some	9%	39%
	Quite a bit	40%	30%
	Very much	51%	100%
	Total	100%	100%

NMU ■
Comparison Group ■

NMU Majors

1. Arts, fine and applied	10
4. English (language and..	14
5. French (language and ..	1
6. Spanish (language an..	1
8. History	4
13. Theater or drama	4
14. Other fine and perfo..	1
15. Other humanities	1
Group Total	36

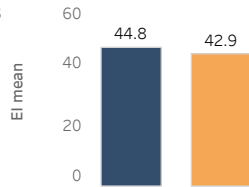
Comparison Group Majors

1. Arts, fine and applied	1,743
2. Architecture	326
3. Art history	113
4. English (language an..	1,436
5. French (language and..	49
6. Spanish (language an..	208
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8. History	1,004
9. Humanities (general)	116
10. Music	601
11. Philosophy	222
12. Religion	133
13. Theater or drama	457
14. Other fine and perfo..	512
15. Other humanities	171
Group Total	7,428

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.

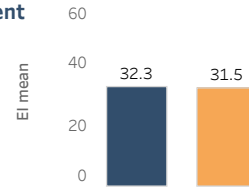
Displaying: **Major Group 1** Select a different major group: Major Group 1 [Go to Define Groups](#) [Go to Start](#)

Quality of Interactions



Category	Response	NMU (%)	Comparison Group (%)
Quality of your interactions: Students	Poor	1%	1%
	2	2%	2%
	3	3%	5%
	4	17%	11%
	5	19%	25%
	6	36%	28%
	Excellent	25%	27%
Quality of your interactions: Academic Advisors	Not applicable	1%	1%
	Total	100%	100%
Quality of your interactions: Faculty	Poor	4%	4%
	2	6%	4%
	3	6%	6%
	4	22%	11%
	5	19%	19%
	6	14%	19%
	Excellent	33%	35%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Not applicable	2%	2%
	Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor	1%	1%
	2	2%	2%
	3	3%	3%
	4	6%	8%
	5	17%	21%
	6	39%	30%
	Excellent	39%	34%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Not applicable	1%	1%
	Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor	3%	5%
	2	5%	5%
	3	8%	7%
	4	14%	13%
	5	22%	18%
	6	25%	16%
	Excellent	25%	17%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Not applicable	3%	19%
	Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor	6%	6%
	2	5%	5%
	3	6%	8%
	4	25%	15%
	5	22%	21%
	6	25%	18%
	Excellent	17%	19%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Not applicable	8%	8%
	Total	100%	100%

Supportive Environment



Category	Response	NMU (%)	Comparison Group (%)
Institution emphasizes: Providing support to help students succeed academically	Very little	11%	6%
	Some	22%	28%
	Quite a bit	42%	42%
	Very much	25%	24%
	Total	100%	100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little	3%	9%
	Some	22%	26%
	Quite a bit	53%	39%
	Very much	22%	26%
	Total	100%	100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	22%	15%
	Some	33%	32%
	Quite a bit	25%	32%
	Very much	19%	22%
	Total	100%	100%
Institution emphasizes: Providing opportunities to be involved socially	Very little	3%	10%
	Some	33%	28%
	Quite a bit	42%	38%
	Very much	22%	23%
	Total	100%	100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little	6%	13%
	Some	33%	30%
	Quite a bit	42%	35%
	Very much	19%	21%
	Total	100%	100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	28%	38%
	Some	36%	35%
	Quite a bit	31%	18%
	Very much	6%	9%
	Total	100%	100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	8%	16%
	Some	31%	31%
	Quite a bit	50%	34%
	Very much	11%	20%
	Total	100%	100%
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little	17%	19%
	Some	42%	37%
	Quite a bit	28%	29%
	Very much	14%	14%
	Total	100%	100%

NMU ■
Comparison Group ■

NMU Majors

1. Arts, fine and applied	10
4. English (language and..	14
5. French (language and ..	1
6. Spanish (language an..	1
8. History	4
13. Theater or drama	4
14. Other fine and perfo..	1
15. Other humanities	1
Group Total	36

Comparison Group Majors

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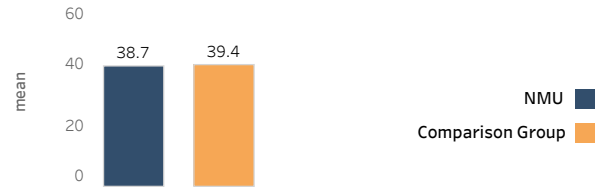
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Comparison group characteristics include—Carnegie category: All; Control: All; Size: All; Region/Canada: All; HBCU: All; HSI: All.

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	Strongly disagree	Disagree	Agree	Strongly agree	Total
I feel comfortable being myself at this institution.	4%	9%	50%	38%	100%
I feel like part of the community at this institution.	8%	21%	48%	23%	100%
I feel valued by this institution.	9%	21%	48%	22%	100%

NMU Majors	Comparison Group Majors
1. Arts, fine and applied	1. Arts, fine and applied 1,743
4. English (language and..	2. Architecture 326
5. French (language and ..	3. Art history 113
6. Spanish (language an..	4. English (language an.. 1,436
8. History	5. French (language and.. 49
13. Theater or drama	6. Spanish (language an.. 208
14. Other fine and perfo..	7. Other language and li.. 337
15. Other humanities	8. History 1,004
Group Total	9. Humanities (general) 116
	10. Music 601
	11. Philosophy 222
	12. Religion 133
	13. Theater or drama 457
	14. Other fine and perfo.. 512
	15. Other humanities 171
	Group Total 7,428

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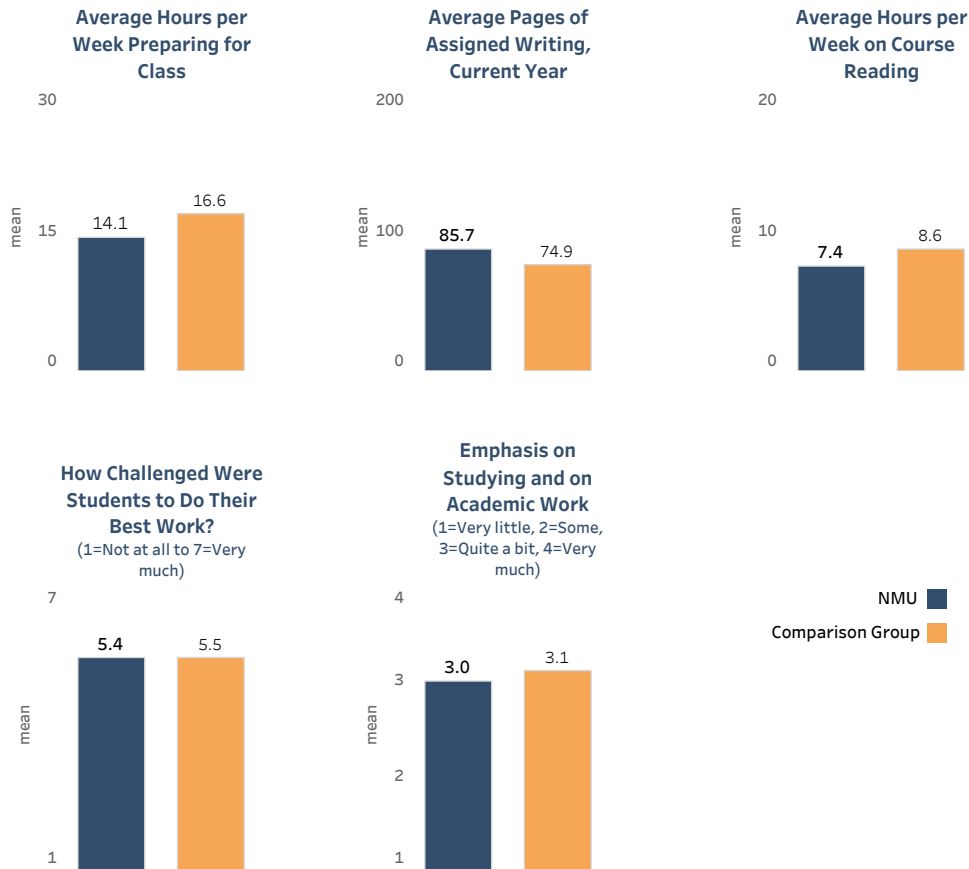
The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions.

Displaying: **Major Group 1**

Select a different major group: Major Group 1

[Go to Define Groups](#)

[Go to Start](#)



NMU Majors

1. Arts, fine and applied	10
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Major Field Report 2021
Northern Michigan University—Seniors
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 two HIPs



		NMU	Comparison Group		
Participate in a Service-Learning Course*	None	50%	46%		
	Some	47%	48%		
	Most	3%	5%	50%	54%
	All		1%		
	Total	100%	100%		
Participate in a Learning Community	Done or in progress	17%	20%		
	Plan to do	6%	7%		
	Do not plan to do	61%	58%		
	Have not decided	17%	15%	17%	20%
	Total	100%	100%		
Participate in Undergraduate Research	Done or in progress	14%	25%		
	Plan to do	19%	11%		
	Do not plan to do	53%	48%		
	Have not decided	14%	16%	14%	25%
	Total	100%	100%		
Participate in Internship or Field Experience**	Done or in progress	31%	36%		
	Plan to do	19%	24%		
	Do not plan to do	31%	25%		
	Have not decided	19%	15%	31%	36%
	Total	100%	100%		
Participate in Study Abroad**	Done or in progress	11%	16%		
	Plan to do	11%	10%		
	Do not plan to do	53%	61%		
	Have not decided	25%	13%	11%	16%
	Total	100%	100%		
Complete a Capstone Project**	Done or in progress	60%	56%		
	Plan to do	20%	23%		
	Do not plan to do	9%	13%	60%	56%
	Have not decided	11%	7%		
	Total	100%	100%		

NMU Majors

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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."

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.