NSSE national survey of student engagement

NSSE 2025
Engagement Indicators

Northern Michigan University

Prepared 2025-07-25

IPEDS: 171456

NSSE 2025 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	*Engagement Indicator*
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

- **Mean Comparisons**
  Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
- **Score Distributions**
  Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
- **Performance on Indicator Items**
  Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

NSSE 2025 Engagement Indicators

Overview

Northern Michigan University

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- -- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	*Engagement Indicator*	**Your first-year students** compared with Great Lakes Public	**Your first-year students** compared with Carnegie Class	**Your first-year students** compared with NSSE 2024 & 2025
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	▽	--	--
Experiences with Faculty	Student-Faculty Interaction	--	▽	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with Great Lakes Public	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2024 & 2025
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	△	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	△	--	△
	Effective Teaching Practices	△	--	△
Campus Environment	Quality of Interactions	△	▽	--
	Supportive Environment	--	▽	--

NSSE 2025 Engagement Indicators

Academic Challenge

Northern Michigan University

Academic Challenge: First-year students

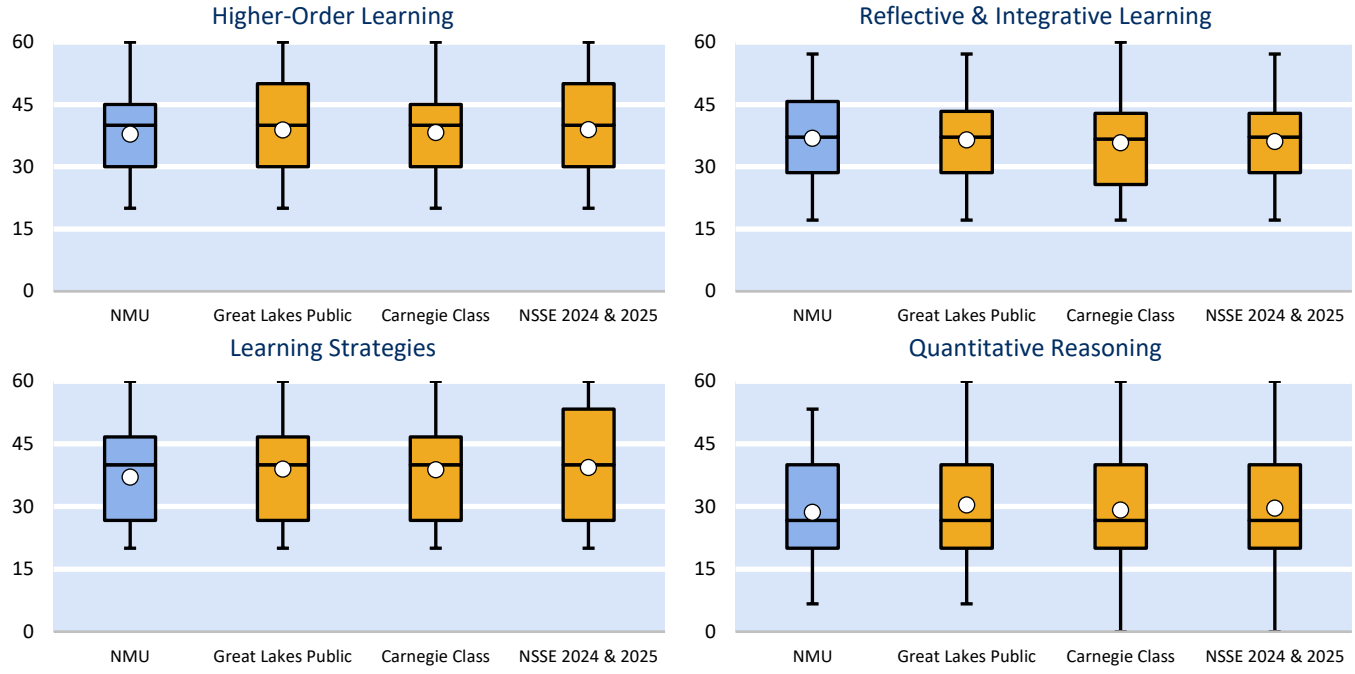
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	NMU	*Your first-year students compared with*					
		Great Lakes Public		Carnegie Class		NSSE 2024 & 2025	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.9	38.8	-.07	38.2	-.03	38.9	-.08
Reflective & Integrative Learning	36.9	36.5	.03	35.8	.09	36.1	.07
Learning Strategies	37.1	39.0 *	-.14	38.8 *	-.12	39.3 **	-.16
Quantitative Reasoning	28.6	30.4	-.11	29.1	-.03	29.6	-.06

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference [a] between your FY students and		
Higher-Order Learning	**NMU**	**Great Lakes Public**	**Carnegie Class**	**NSSE 2024 & 2025**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	-4	+0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-2	+1	-1
4d. Evaluating a point of view, decision, or information source	71	+2	+2	+1
4e. Forming a new idea or understanding from various pieces of information	74	+3	+4	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	55	-3	+2	+1
2b. Connected your learning to societal problems or issues	58	+3	+5	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+9	+10	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+2	+4	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	+4	+5	+4
2f. Learned something that changed the way you understand an issue or concept	64	-5	-3	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+0	+3	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	70	-4	-3	-5
9b. Reviewed your notes after class	60	-8	-7	-8
9c. Summarized what you learned in class or from course materials	66	-2	+0	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-7	-4	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-3	+0	-1
6c. Evaluated what others have concluded from numerical information	41	-5	-2	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2025 Engagement Indicators

Academic Challenge

Northern Michigan University

Academic Challenge: Seniors

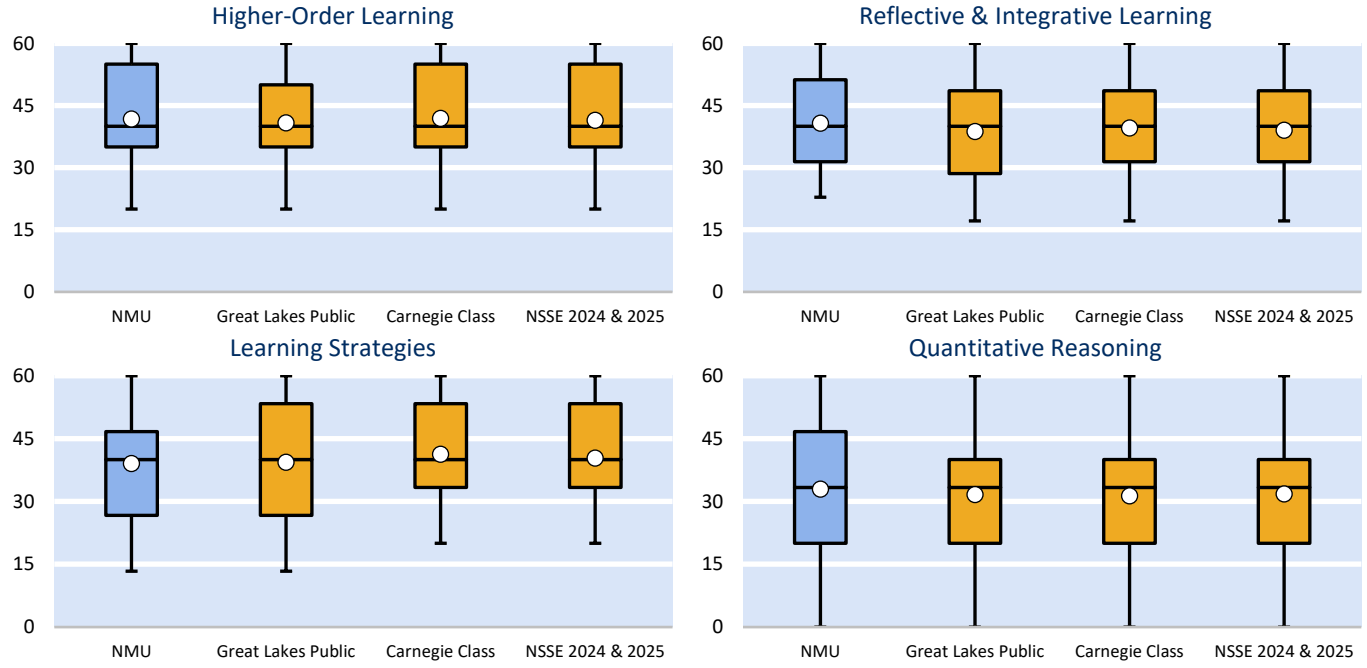
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	NMU	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2024 & 2025	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.8	40.9	.07	41.9	-.01	41.5	.02
Reflective & Integrative Learning	40.8	38.7 ***	.16	39.6 *	.09	39.0 **	.13
Learning Strategies	39.0	39.3	-.02	41.2 **	-.15	40.3 *	-.09
Quantitative Reasoning	32.9	31.6	.08	31.3 *	.10	31.7	.07

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your seniors and		
	NMU	Great Lakes Public	Carnegie Class	NSSE 2024 & 2025
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	81	+2	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+1	+0	+0
4d. Evaluating a point of view, decision, or information source	74	+3	-1	+1
4e. Forming a new idea or understanding from various pieces of information	74	+1	-2	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	79	+8	+10	+10
2b. Connected your learning to societal problems or issues	69	+8	+4	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+4	+1	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+5	+3	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+1	+1	+1
2f. Learned something that changed the way you understand an issue or concept	76	+3	+2	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+4	+4	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+3	-1	+0
9b. Reviewed your notes after class	65	+1	-4	-2
9c. Summarized what you learned in class or from course materials	66	-3	-7	-5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+1	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+5	+5	+4
6c. Evaluated what others have concluded from numerical information	50	-0	+2	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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NSSE 2025 Engagement Indicators

Learning with Peers

Northern Michigan University

Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	NMU	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2024 & 2025	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	28.9	30.8 **	-.13	29.9	-.08	28.4	.03
Discussions with Diverse Others	38.4	40.3 *	-.12	37.4	.06	38.0	.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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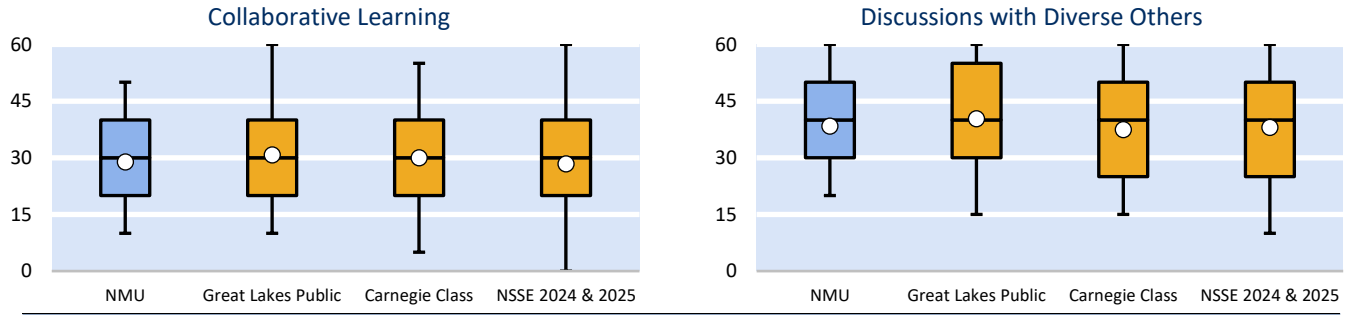

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		Percentage point difference [a] between your FY students and		
Collaborative Learning	NMU	Great Lakes Public	Carnegie Class	NSSE 2024 & 2025
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	45	-2	+0	+2
1c. Explained course material to one or more students	43	-7	-5	-3
1d. Prepared for exams by discussing or working through course material with other students	37	-5	-4	-3
1e. Worked with other students on course projects or assignments	50	-6	-2	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	59	-15	-8	-10
8b. People from economic backgrounds other than your own	75	+1	+6	+5
8c. People with religious beliefs other than your own	67	-3	+6	+3
8d. People with political views other than your own	66	+3	+9	+7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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NSSE 2025 Engagement Indicators

Learning with Peers

Northern Michigan University

Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	NMU	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2024 & 2025	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	33.3	31.2 **	.13	31.3 **	.12	29.8 ***	.21
Discussions with Diverse Others	35.8	40.3 ***	-.28	38.8 ***	-.18	39.2 ***	-.21

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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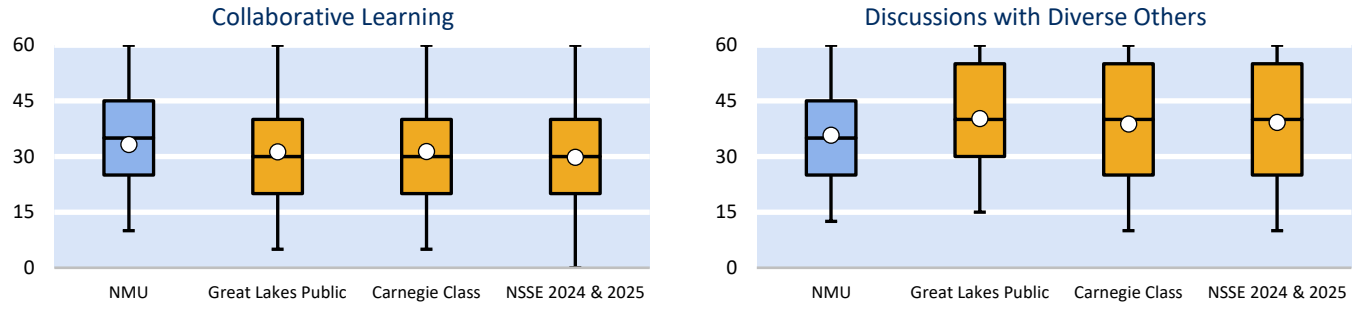

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		Percentage point difference [a] *between your seniors and*		
Collaborative Learning	NMU	Great Lakes Public	Carnegie Class	NSSE 2024 & 2025
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	46	+4	+3	+6
1c. Explained course material to one or more students	60	+7	+6	+10
1d. Prepared for exams by discussing or working through course material with other students	42	+1	-1	+2
1e. Worked with other students on course projects or assignments	70	+6	+10	+11
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	46	-27	-24	-25
8b. People from economic backgrounds other than your own	69	-4	-2	-3
8c. People with religious beliefs other than your own	63	-7	+1	-3
8d. People with political views other than your own	63	-1	+1	+1

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NSSE 2025 Engagement Indicators

Experiences with Faculty

Northern Michigan University

Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	NMU	*Your first-year students compared with*					
		Great Lakes Public		Carnegie Class		NSSE 2024 & 2025	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.4	22.8	-.03	24.2 *	-.12	22.2	.01
Effective Teaching Practices	39.5	39.3	.01	39.6	-.01	39.7	-.01

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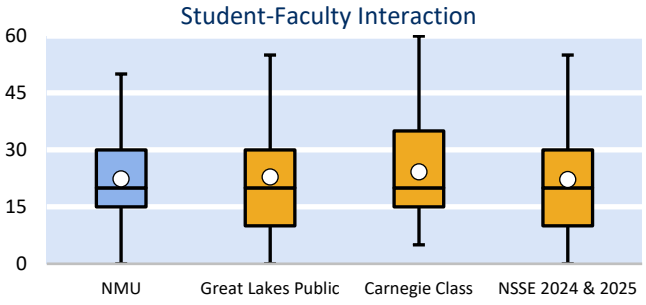

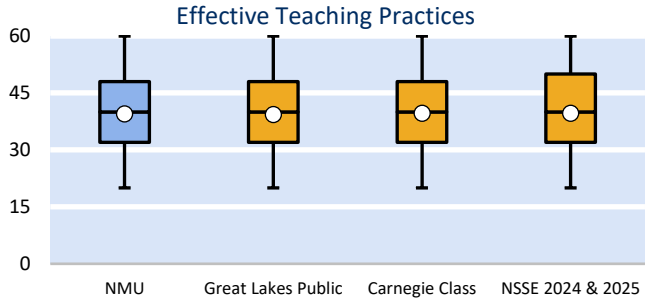

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		Percentage point difference [a] between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2024 & 2025
Student-Faculty Interaction	**NMU**			
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	42	+1	-1	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-4	-6	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-6	-10	-5
3d. Discussed your academic performance with a faculty member	32	+1	-3	-0
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+2	+2	+2
5b. Taught course sessions in an organized way	76	+0	+1	+0
5c. Used examples or illustrations to explain difficult points	75	-1	+0	-0
5d. Provided feedback on a draft or work in progress	69	+4	+1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-3	-5	-3

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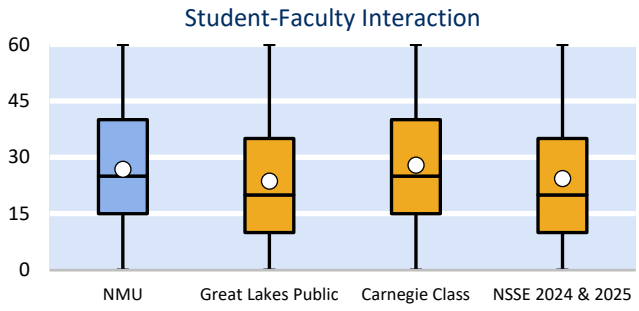
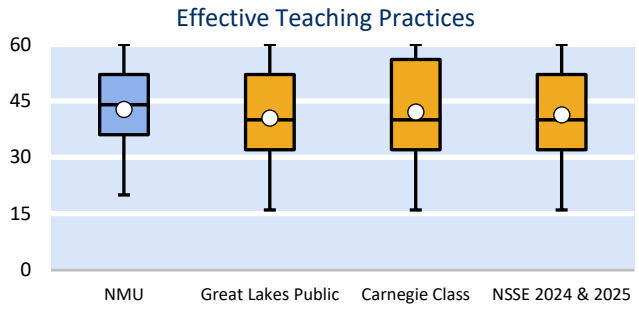
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	26.8	23.6 ***	.20	27.9	-.07	24.3 **	.15
Effective Teaching Practices	42.6	40.3 ***	.17	42.0	.05	41.2 *	.10

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions





Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your seniors and		
Student-Faculty Interaction	NMU	Great Lakes Public	Carnegie Class	NSSE 2024 & 2025
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	52	+9	-1	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+5	-1	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+2	-5	+0
3d. Discussed your academic performance with a faculty member	35	+5	-7	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	87	+6	+5	+5
5b. Taught course sessions in an organized way	83	+5	+4	+4
5c. Used examples or illustrations to explain difficult points	81	+3	+3	+3
5d. Provided feedback on a draft or work in progress	71	+8	+1	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+2	-4	-0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2025 Engagement Indicators

Campus Environment

Northern Michigan University

Campus Environment: First-year students

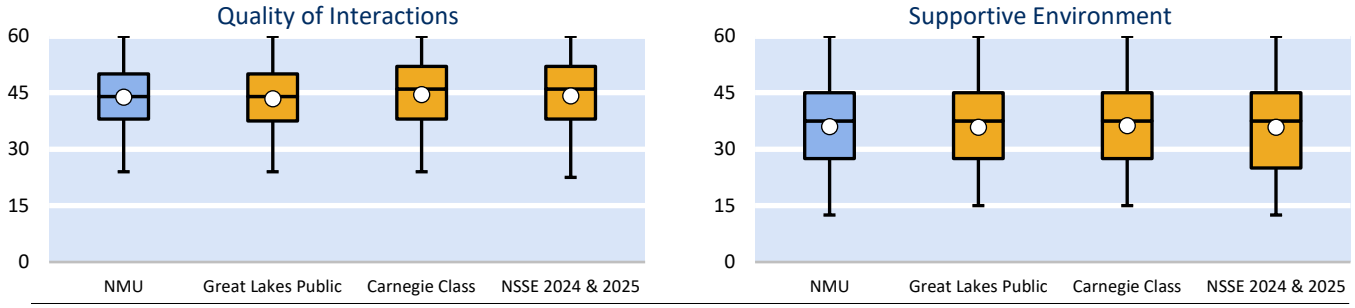
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	NMU	*Your first-year students compared with*					
		Great Lakes Public		Carnegie Class		NSSE 2024 & 2025	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.9	43.4	.05	44.5	-.05	44.2	-.03
Supportive Environment	36.0	35.8	.01	36.3	-.02	35.8	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference [a] between your FY students and		
Quality of Interactions	NMU	Great Lakes Public	Carnegie Class	NSSE 2024 & 2025
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	45	-6	-5	-7
13b. Academic advisors	62	+6	+3	+4
13c. Faculty	59	+6	-0	+2
13d. Student services staff (career services, student activities, housing, etc.)	50	+3	-3	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+1	-5	-3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	68	-6	-6	-7
14c. Using learning support services (tutoring services, writing center, etc.)	76	+2	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-7	-3	-4
14e. Providing opportunities to be involved socially	76	+3	+5	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+2	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-3	-5	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+5	+3	+7
14i. Attending events that address important social, economic, or political issues	50	+5	+1	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2025 Engagement Indicators

Campus Environment

Northern Michigan University

Campus Environment: Seniors

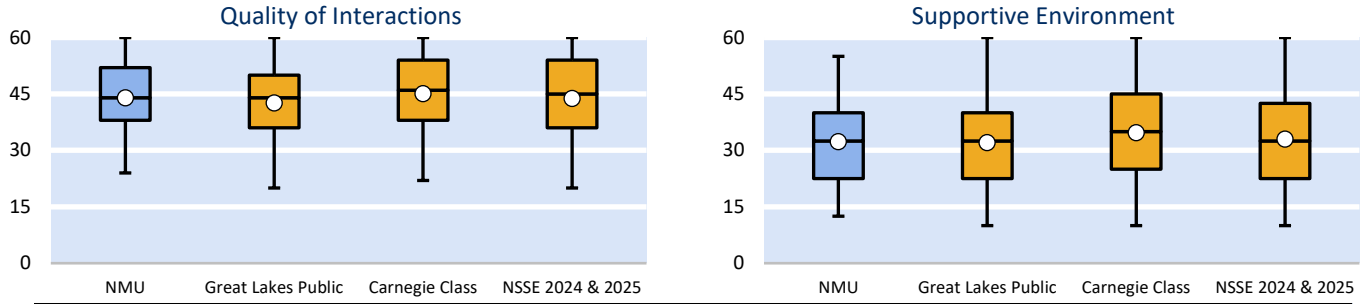
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	NMU	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2024 & 2025	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	44.0	42.6 *	.12	45.1 *	-.09	43.9	.01
Supportive Environment	32.3	32.1	.02	34.8 ***	-.17	33.0	-.05

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2024 & 2025
Quality of Interactions	NMU			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	60	+1	-1	+0
13b. Academic advisors	60	+10	-1	+5
13c. Faculty	63	+7	-1	+2
13d. Student services staff (career services, student activities, housing, etc.)	45	+2	-6	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-0	-9	-5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	68	+0	-5	-2
14c. Using learning support services (tutoring services, writing center, etc.)	68	+5	-3	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-11	-13	-12
14e. Providing opportunities to be involved socially	69	+5	-0	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+3	-2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	+0	-7	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+4	+0	+4
14i. Attending events that address important social, economic, or political issues	36	-2	-9	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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NSSE national survey of student engagement

NSSE 2025 Engagement Indicators

Comparisons with High-Performing Institutions

Northern Michigan University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 2024 and 2025 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2024 and 2025 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

			Your first-year students compared with					
		NMU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	37.9	40.3 **	-.18		42.9 ***	-.39	
	Reflective and Integrative Learning	36.9	37.6	-.06	✓	40.0 ***	-.26	
	Learning Strategies	37.1	40.9 ***	-.28		43.8 ***	-.47	
	Quantitative Reasoning	28.6	31.2 **	-.16		33.6 ***	-.32	
Learning with Peers	Collaborative Learning	28.9	33.0 ***	-.30		36.2 ***	-.54	
	Discussions with Diverse Others	38.4	40.9 **	-.17		43.7 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	22.4	25.7 ***	-.22		29.6 ***	-.47	
	Effective Teaching Practices	39.5	41.7 **	-.17		44.4 ***	-.35	
Campus Environment	Quality of Interactions	43.9	46.5 ***	-.23		49.1 ***	-.43	
	Supportive Environment	36.0	38.0 *	-.15		40.6 ***	-.36	

Seniors

			Your seniors compared with					
		NMU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	41.8	42.9	-.08	✓	45.5 ***	-.30	
	Reflective and Integrative Learning	40.8	40.9	-.01	✓	43.8 ***	-.25	
	Learning Strategies	39.0	42.2 ***	-.22		44.6 ***	-.40	
	Quantitative Reasoning	32.9	33.6	-.04	✓	36.9 ***	-.25	
Learning with Peers	Collaborative Learning	33.3	34.9 **	-.11		38.5 ***	-.38	
	Discussions with Diverse Others	35.8	41.8 ***	-.39		44.8 ***	-.62	
Experiences with Faculty	Student-Faculty Interaction	26.8	30.7 ***	-.24		34.8 ***	-.49	
	Effective Teaching Practices	42.6	43.4	-.06	✓	46.2 ***	-.27	
Campus Environment	Quality of Interactions	44.0	46.3 ***	-.20		49.1 ***	-.42	
	Supportive Environment	32.3	35.9 ***	-.25		39.4 ***	-.52	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

NSSE national survey of student engagement

NSSE 2025 Engagement Indicators

Detailed Statistics[a]

Northern Michigan University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
NMU (N = 271)	37.9	11.9	.72	20	30	40	45	60				
Great Lakes Public	38.8	13.0	.08	20	30	40	50	60	276	-.9	.196	-.073
Carnegie Class	38.2	13.3	.12	20	30	40	45	60	285	-.3	.649	-.025
NSSE 2024 & 2025	38.9	13.3	.03	20	30	40	50	60	270	-1.0	.158	-.077
Top 50%	40.3	13.2	.03	20	30	40	50	60	271	-2.4	.001	-.178
Top 10%	42.9	12.7	.09	20	35	40	55	60	278	-5.0	.000	-.391
Reflective & Integrative Learning												
NMU (N = 294)	36.9	11.9	.69	17	29	37	46	57				
Great Lakes Public	36.5	12.0	.07	17	29	37	43	57	298	.4	.589	.031
Carnegie Class	35.8	12.4	.11	17	26	37	43	60	306	1.1	.110	.090
NSSE 2024 & 2025	36.1	12.3	.02	17	29	37	43	57	293	.8	.239	.067
Top 50%	37.6	12.0	.03	20	29	37	46	60	294	-.8	.276	-.063
Top 10%	40.0	12.1	.09	20	31	40	49	60	303	-3.1	.000	-.259
Learning Strategies												
NMU (N = 253)	37.1	12.9	.81	20	27	40	47	60				
Great Lakes Public	39.0	13.6	.08	20	27	40	47	60	257	-1.9	.022	-.139
Carnegie Class	38.8	14.0	.13	20	27	40	47	60	266	-1.7	.038	-.123
NSSE 2024 & 2025	39.3	14.0	.03	20	27	40	53	60	252	-2.2	.006	-.160
Top 50%	40.9	13.9	.04	20	33	40	53	60	253	-3.8	.000	-.276
Top 10%	43.8	14.2	.08	20	33	40	60	60	257	-6.7	.000	-.471
Quantitative Reasoning												
NMU (N = 258)	28.6	14.7	.92	7	20	27	40	53				
Great Lakes Public	30.4	15.3	.09	7	20	27	40	60	262	-1.7	.060	-.114
Carnegie Class	29.1	15.6	.15	0	20	27	40	60	270	-.5	.588	-.032
NSSE 2024 & 2025	29.6	15.8	.03	0	20	27	40	60	258	-1.0	.301	-.060
Top 50%	31.2	15.5	.04	7	20	33	40	60	258	-2.6	.006	-.164
Top 10%	33.6	15.6	.09	7	20	33	40	60	262	-4.9	.000	-.315
Learning with Peers												
Collaborative Learning												
NMU (N = 317)	28.9	12.7	.71	10	20	30	40	50				
Great Lakes Public	30.8	14.4	.08	10	20	30	40	60	324	-1.9	.009	-.132
Carnegie Class	29.9	14.1	.11	5	20	30	40	55	332	-1.1	.135	-.077
NSSE 2024 & 2025	28.4	15.6	.03	0	20	30	40	60	317	.5	.525	.029
Top 50%	33.0	13.9	.04	10	25	30	40	60	317	-4.2	.000	-.300
Top 10%	36.2	13.6	.08	15	25	35	45	60	324	-7.4	.000	-.544
Discussions with Diverse Others												
NMU (N = 255)	38.4	14.2	.89	20	30	40	50	60				
Great Lakes Public	40.3	15.3	.09	15	30	40	55	60	259	-1.9	.034	-.125
Carnegie Class	37.4	15.4	.15	15	25	40	50	60	267	1.0	.269	.065
NSSE 2024 & 2025	38.0	16.3	.03	10	25	40	50	60	254	.4	.638	.026
Top 50%	40.9	14.9	.04	20	30	40	55	60	255	-2.5	.006	-.166
Top 10%	43.7	13.9	.11	20	35	45	60	60	262	-5.3	.000	-.386

NSSE national survey of student engagement

NSSE 2025 Engagement Indicators

Detailed Statistics[a]

Northern Michigan University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
NMU (N = 281)	22.4	13.5	.81	0	15	20	30	50				
Great Lakes Public	22.8	15.1	.09	0	10	20	30	55	286	-.5	.553	-.032
Carnegie Class	24.2	15.4	.13	5	15	20	35	60	295	-1.9	.022	-.123
NSSE 2024 & 2025	22.2	15.3	.03	0	10	20	30	55	280	.2	.819	.012
Top 50%	25.7	15.3	.05	5	15	25	35	60	282	-3.3	.000	-.218
Top 10%	29.6	15.6	.14	5	20	25	40	60	296	-7.3	.000	-.469
Effective Teaching Practices												
NMU (N = 272)	39.5	12.8	.78	20	32	40	48	60				
Great Lakes Public	39.3	12.8	.08	20	32	40	48	60	276	.2	.829	.013
Carnegie Class	39.6	13.2	.12	20	32	40	48	60	283	-.1	.875	-.009
NSSE 2024 & 2025	39.7	13.5	.03	20	32	40	50	60	271	-.2	.837	-.012
Top 50%	41.7	13.3	.04	20	32	40	52	60	272	-2.2	.005	-.166
Top 10%	44.4	14.2	.09	20	36	45	60	60	279	-4.9	.000	-.349
Campus Environment												
Quality of Interactions												
NMU (N = 239)	43.9	10.3	.66	24	38	44	50	60				
Great Lakes Public	43.4	11.1	.07	24	38	44	50	60	244	.5	.456	.045
Carnegie Class	44.5	11.3	.11	24	38	46	52	60	252	-.6	.360	-.055
NSSE 2024 & 2025	44.2	11.6	.02	23	38	46	52	60	239	-.3	.631	-.027
Top 50%	46.5	11.5	.04	25	40	48	56	60	240	-2.6	.000	-.226
Top 10%	49.1	12.0	.08	26	43	52	60	60	245	-5.2	.000	-.434
Supportive Environment												
NMU (N = 247)	36.0	13.0	.83	13	28	38	45	60				
Great Lakes Public	35.8	13.1	.08	15	28	38	45	60	251	.2	.823	.014
Carnegie Class	36.3	13.6	.13	15	28	38	45	60	259	-.2	.769	-.018
NSSE 2024 & 2025	35.8	13.7	.03	13	25	38	45	60	247	.2	.785	.017
Top 50%	38.0	13.1	.04	18	30	40	48	60	247	-2.0	.017	-.152
Top 10%	40.6	12.5	.11	20	33	40	50	60	254	-4.5	.000	-.362

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

IPEDS: 171456

NSSE 2025 Engagement Indicators

Detailed Statistics[a]

Northern Michigan University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
NMU (N = 466)	41.8	12.8	.59	20	35	40	55	60				
Great Lakes Public	40.9	13.5	.08	20	35	40	50	60	480	.9	.131	.067
Carnegie Class	41.9	13.9	.12	20	35	40	55	60	504	-.1	.843	-.009
NSSE 2024 & 2025	41.5	13.7	.03	20	35	40	55	60	466	.3	.618	.022
Top 50%	42.9	13.6	.04	20	35	40	55	60	468	-1.1	.056	-.084
Top 10%	45.5	12.7	.11	20	40	45	60	60	498	-3.8	.000	-.295
Reflective & Integrative Learning												
NMU (N = 492)	40.8	12.0	.54	23	31	40	51	60				
Great Lakes Public	38.7	12.6	.07	17	29	40	49	60	507	2.1	.000	.162
Carnegie Class	39.6	13.1	.11	17	31	40	49	60	531	1.2	.030	.092
NSSE 2024 & 2025	39.0	12.9	.02	17	31	40	49	60	492	1.7	.001	.134
Top 50%	40.9	12.4	.04	20	31	40	51	60	495	-.2	.753	-.014
Top 10%	43.8	12.0	.11	23	34	43	54	60	533	-3.0	.000	-.249
Learning Strategies												
NMU (N = 434)	39.0	13.8	.66	13	27	40	47	60				
Great Lakes Public	39.3	14.6	.08	13	27	40	53	60	447	-.3	.655	-.021
Carnegie Class	41.2	14.7	.13	20	33	40	53	60	468	-2.2	.001	-.151
NSSE 2024 & 2025	40.3	14.6	.03	20	33	40	53	60	434	-1.3	.043	-.093
Top 50%	42.2	14.4	.04	20	33	40	53	60	436	-3.2	.000	-.219
Top 10%	44.6	14.1	.09	20	33	47	60	60	450	-5.6	.000	-.401
Quantitative Reasoning												
NMU (N = 436)	32.9	17.0	.81	0	20	33	47	60				
Great Lakes Public	31.6	16.3	.09	0	20	33	40	60	447	1.3	.111	.080
Carnegie Class	31.3	17.0	.15	0	20	33	40	60	466	1.7	.045	.098
NSSE 2024 & 2025	31.7	16.7	.03	0	20	33	40	60	436	1.2	.144	.071
Top 50%	33.6	16.5	.04	7	20	33	47	60	438	-.6	.433	-.039
Top 10%	36.9	16.1	.12	7	27	40	47	60	453	-4.0	.000	-.248
Learning with Peers												
Collaborative Learning												
NMU (N = 507)	33.3	14.1	.63	10	25	35	45	60				
Great Lakes Public	31.2	15.5	.08	5	20	30	40	60	524	2.1	.001	.133
Carnegie Class	31.3	16.0	.13	5	20	30	40	60	550	2.0	.002	.124
NSSE 2024 & 2025	29.8	16.5	.03	0	20	30	40	60	508	3.5	.000	.212
Top 50%	34.9	14.4	.04	10	25	35	45	60	510	-1.6	.009	-.113
Top 10%	38.5	13.6	.10	15	30	40	50	60	531	-5.2	.000	-.381
Discussions with Diverse Others												
NMU (N = 437)	35.8	14.3	.69	13	25	35	45	60				
Great Lakes Public	40.3	15.8	.09	15	30	40	55	60	452	-4.5	.000	-.283
Carnegie Class	38.8	16.5	.15	10	25	40	55	60	478	-3.0	.000	-.182
NSSE 2024 & 2025	39.2	16.6	.03	10	25	40	55	60	438	-3.4	.000	-.207
Top 50%	41.8	15.5	.04	15	30	40	60	60	440	-6.0	.000	-.389
Top 10%	44.8	14.5	.14	20	35	45	60	60	475	-9.0	.000	-.622

NSSE national survey of student engagement

NSSE 2025 Engagement Indicators

Detailed Statistics[a]

Northern Michigan University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
NMU (N = 469)	26.8	16.2	.75	0	15	25	40	60				
Great Lakes Public	23.6	16.2	.09	0	10	20	35	60	481	3.2	.000	.198
Carnegie Class	27.9	16.9	.14	0	15	25	40	60	503	-1.1	.141	-.066
NSSE 2024 & 2025	24.3	16.7	.03	0	10	20	35	60	469	2.5	.001	.147
Top 50%	30.7	16.3	.07	5	20	30	40	60	475	-3.9	.000	-.240
Top 10%	34.8	16.3	.18	10	20	35	50	60	523	-8.0	.000	-.493
Effective Teaching Practices												
NMU (N = 462)	42.6	12.3	.57	20	36	44	52	60				
Great Lakes Public	40.3	13.7	.08	16	32	40	52	60	478	2.3	.000	.168
Carnegie Class	42.0	14.1	.12	16	32	40	56	60	505	.6	.279	.045
NSSE 2024 & 2025	41.2	14.0	.03	16	32	40	52	60	463	1.4	.012	.103
Top 50%	43.4	13.6	.04	20	36	44	56	60	467	-.8	.180	-.057
Top 10%	46.2	13.2	.11	20	40	48	60	60	495	-3.6	.000	-.271
Campus Environment												
Quality of Interactions												
NMU (N = 398)	44.0	10.5	.52	24	38	44	52	60				
Great Lakes Public	42.6	11.8	.07	20	36	44	50	60	412	1.4	.010	.116
Carnegie Class	45.1	11.8	.11	22	38	46	54	60	433	-1.1	.042	-.093
NSSE 2024 & 2025	43.9	12.3	.02	20	36	45	54	60	399	.1	.777	.012
Top 50%	46.3	12.0	.04	24	40	48	56	60	401	-2.3	.000	-.195
Top 10%	49.1	12.1	.08	24	43	52	60	60	415	-5.1	.000	-.421
Supportive Environment												
NMU (N = 421)	32.3	12.6	.61	13	23	33	40	55				
Great Lakes Public	32.1	14.1	.08	10	23	33	40	60	435	.2	.713	.016
Carnegie Class	34.8	14.7	.13	10	25	35	45	60	461	-2.5	.000	-.168
NSSE 2024 & 2025	33.0	14.6	.03	10	23	33	43	60	422	-.7	.247	-.049
Top 50%	35.9	14.2	.05	13	25	38	45	60	425	-3.6	.000	-.251
Top 10%	39.4	13.5	.15	18	30	40	50	60	471	-7.1	.000	-.523

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

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