



NSSE 2013

Engagement Indicators

Northern Michigan University

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 themes as shown at right.

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

Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior 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.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed 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 current-year participating institutions.
- Detailed Statistics (pp. 16-19)** 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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. The Institutional Report Builder and your *Major Field Report* (both to be 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 Web site: nsse.iub.edu

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 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.

First-Year (FY) Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your FY students compared with Great Lakes Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning	--	▽	▽
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▽
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	△	△	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Great Lakes Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	△	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▽	▽	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	▽	--
	Supportive Environment	△	△	--

Academic Challenge: First-year students

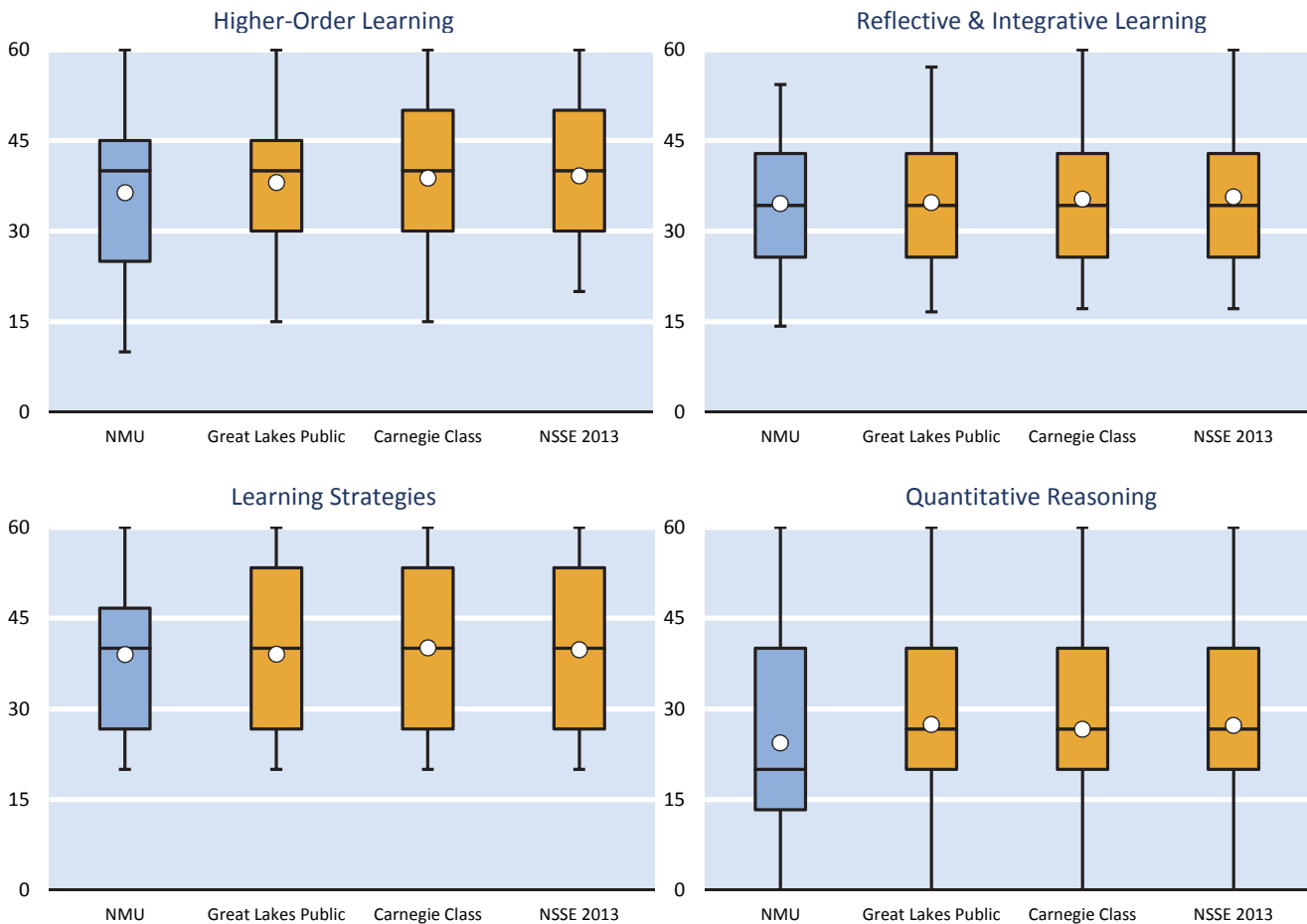
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	NMU Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	38.0	-.12	38.8 **	-.17	39.1 **	-.20
Reflective & Integrative Learning	34.6	34.7	-.01	35.3	-.06	35.7	-.09
Learning Strategies	39.0	39.0	.00	40.1	-.08	39.8	-.05
Quantitative Reasoning	24.4	27.5 **	-.19	26.6 *	-.14	27.3 **	-.18

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
































































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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	70 	73 	72 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64 	70 	71 	73 
4d. Evaluating a point of view, decision, or information source	65 	67 	70 	70 
4e. Forming a new idea or understanding from various pieces of information	63 	66 	69 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55 	56 	54 	56 
2b. Connected your learning to societal problems or issues	52 	51 	52 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46 	47 	51 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	61 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	64 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	63 	63 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	76 	77 	78 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	78 	81 	81 
9b. Reviewed your notes after class	68 	66 	69 	66 
9c. Summarized what you learned in class or from course materials	64 	62 	65 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49 	52 	49 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31 	38 	36 	38 
6c. Evaluated what others have concluded from numerical information	31 	37 	35 	37 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Academic Challenge: Seniors

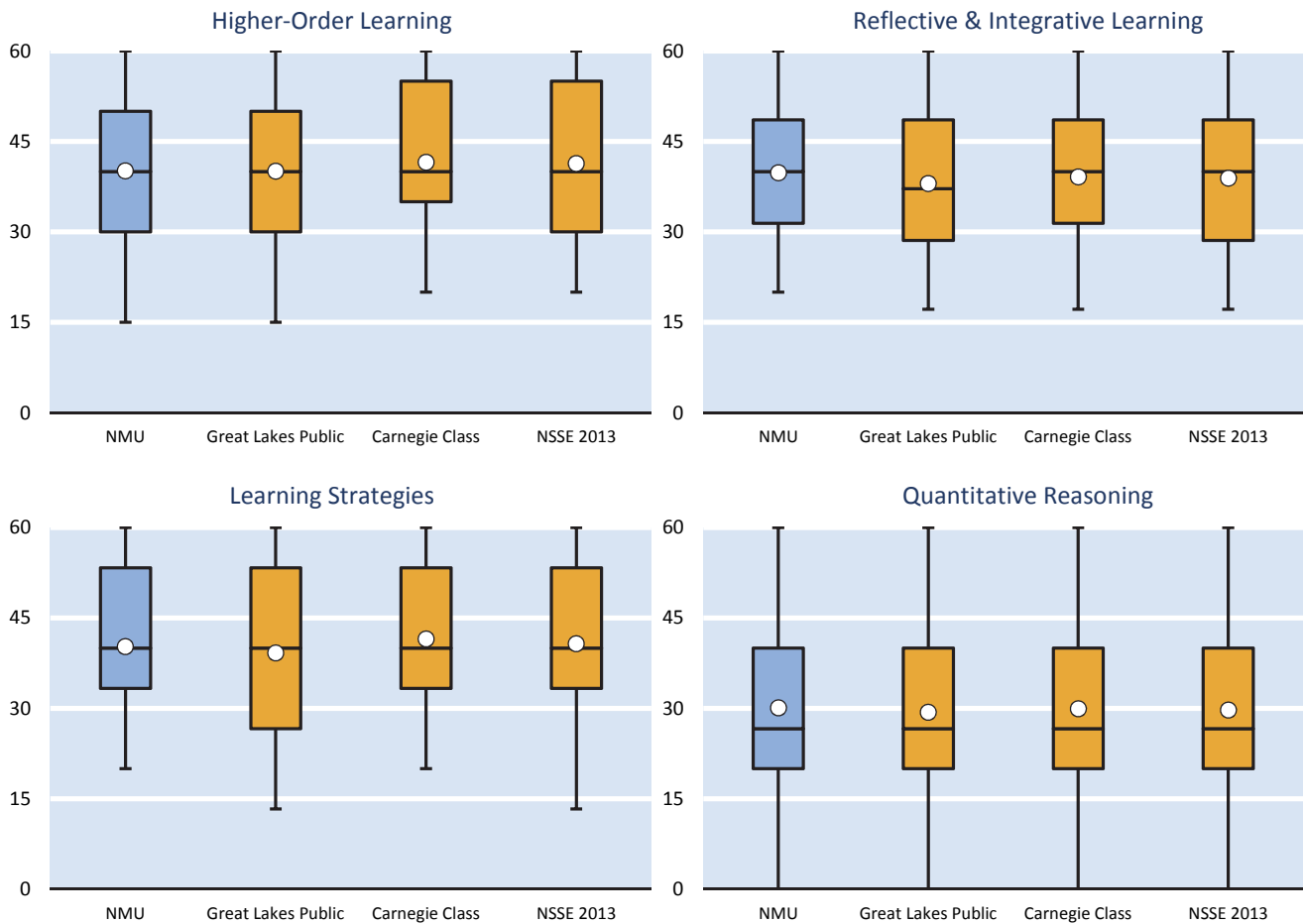
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	NMU Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	40.1	.00	41.5	-.10	41.3	-.09
Reflective & Integrative Learning	39.8	38.0 *	.14	39.1	.05	38.9	.07
Learning Strategies	40.3	39.2	.07	41.5	-.09	40.7	-.03
Quantitative Reasoning	30.1	29.3	.04	29.9	.01	29.7	.02

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





































































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.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80 	79 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	76 	78 	78 
4d. Evaluating a point of view, decision, or information source	69 	68 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	69 	69 	73 	73 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72 	73 	71 	71 
2b. Connected your learning to societal problems or issues	69 	61 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56 	52 	59 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68 	64 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	68 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	66 	67 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	87 	83 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82 	80 	85 	84 
9b. Reviewed your notes after class	66 	62 	67 	65 
9c. Summarized what you learned in class or from course materials	65 	63 	68 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51 	54 	55 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48 	43 	45 	44 
6c. Evaluated what others have concluded from numerical information	44 	43 	43 	44 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: First-year students

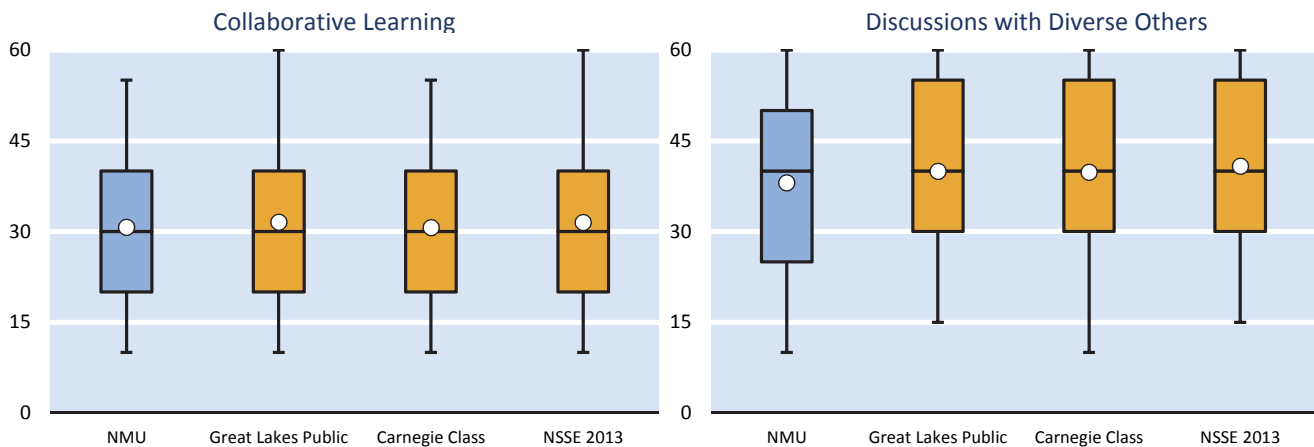
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NMU Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.7	31.5	-.06	30.6	.01	31.4	-.05
Discussions with Diverse Others	38.0	39.9	-.12	39.7	-.11	40.8 *	-.17

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

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	47	49	46	48
1f. Explained course material to one or more students	52	57	53	56
1g. Prepared for exams by discussing or working through course material with other students	42	46	46	48
1h. Worked with other students on course projects or assignments	51	50	49	50

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	51	68	67	71
8b. People from an economic background other than your own	70	71	71	73
8c. People with religious beliefs other than your own	68	68	68	68
8d. People with political views other than your own	70	70	69	70

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

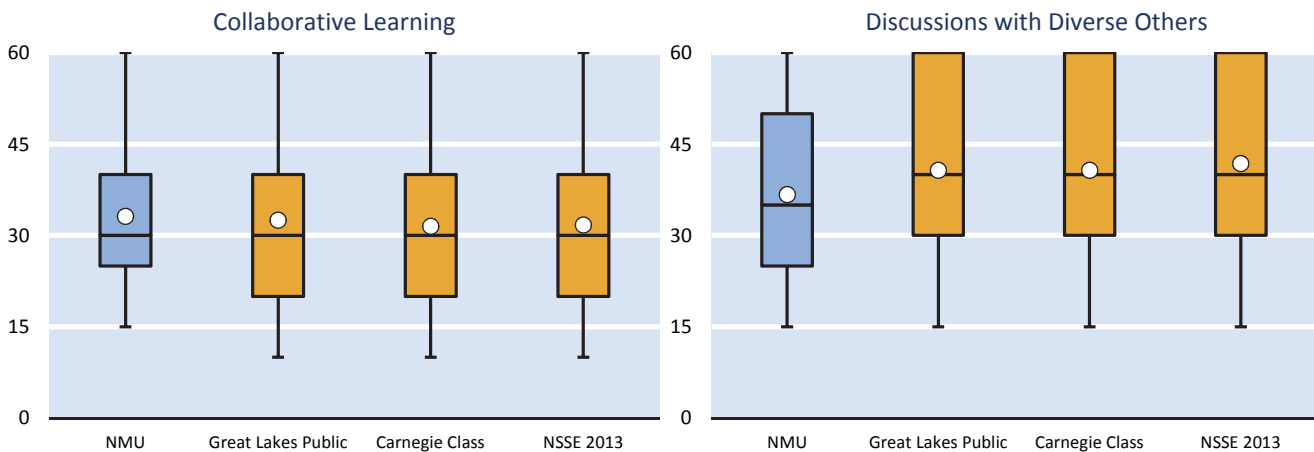
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Mean Comparisons

Engagement Indicator	NMU Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.1	32.5	.05	31.5	.11	31.7	.10
Discussions with Diverse Others	36.7	40.7 ***	-.25	40.7 ***	-.25	41.8 ***	-.32

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

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	42	41	38	38
1f. Explained course material to one or more students	61	60	56	57
1g. Prepared for exams by discussing or working through course material with other students	47	44	45	44
1h. Worked with other students on course projects or assignments	60	65	61	63

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	44	67	68	72
8b. People from an economic background other than your own	67	72	72	75
8c. People with religious beliefs other than your own	63	69	69	70
8d. People with political views other than your own	70	72	72	72

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: First-year students

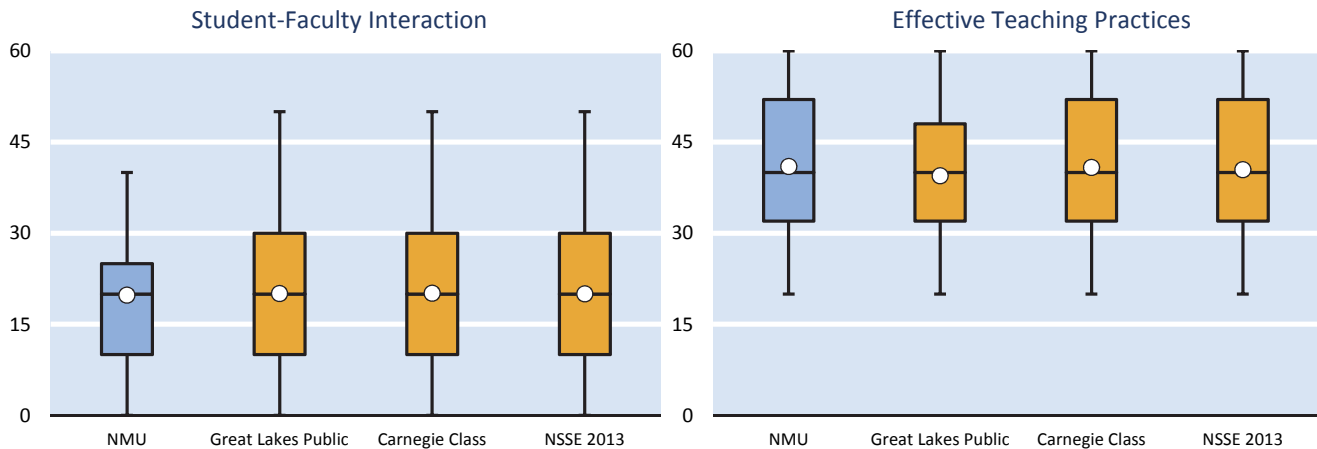
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	NMU Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.8	20.1	-.02	20.1	-.02	20.0	-.01
Effective Teaching Practices	41.0	39.4	.12	40.8	.02	40.4	.04

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	41	33	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	18	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	24	24	24
3d. Discussed your academic performance with a faculty member	25	27	29	28

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	83	80	81	82
5b. Taught course sessions in an organized way	82	78	80	80
5c. Used examples or illustrations to explain difficult points	78	77	79	78
5d. Provided feedback on a draft or work in progress	75	63	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	65	61	66	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: Seniors

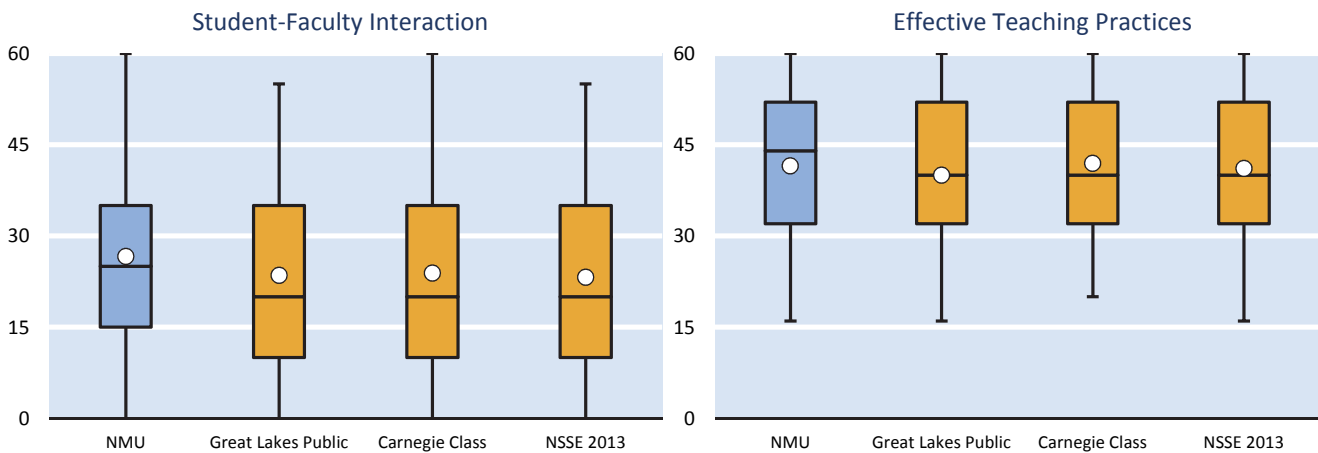
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	NMU Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.6	23.5 ***	.19	23.9 **	.17	23.2 ***	.21
Effective Teaching Practices	41.5	40.0	.11	41.9	-.03	41.1	.03

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

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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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	51	42	43	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	26	26	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	33	34	32
3d. Discussed your academic performance with a faculty member	39	32	34	32

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	82	81	84	83
5b. Taught course sessions in an organized way	81	79	83	82
5c. Used examples or illustrations to explain difficult points	82	79	81	79
5d. Provided feedback on a draft or work in progress	62	59	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	71	66	71	68

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: First-year students

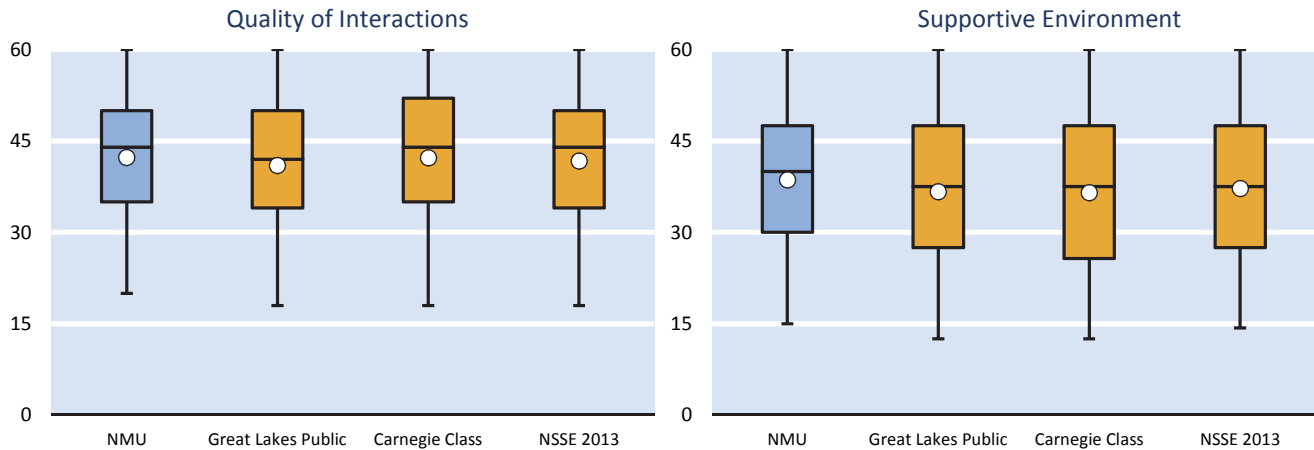
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NMU Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	40.9	.11	42.3	.00	41.7	.04
Supportive Environment	38.6	36.6 *	.14	36.5 *	.15	37.2	.10

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
13a. Students	57	57	60	60
13b. Academic advisors	44	47	51	49
13c. Faculty	50	47	54	51
13d. Student services staff (career services, student activities, housing, etc.)	49	41	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	39	45	42

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	80	76	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	81	76	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	56	58	58
14e. Providing opportunities to be involved socially	78	72	70	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	71	69	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	43	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	67	66	68
14i. Attending events that address important social, economic, or political issues	57	50	52	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: Seniors

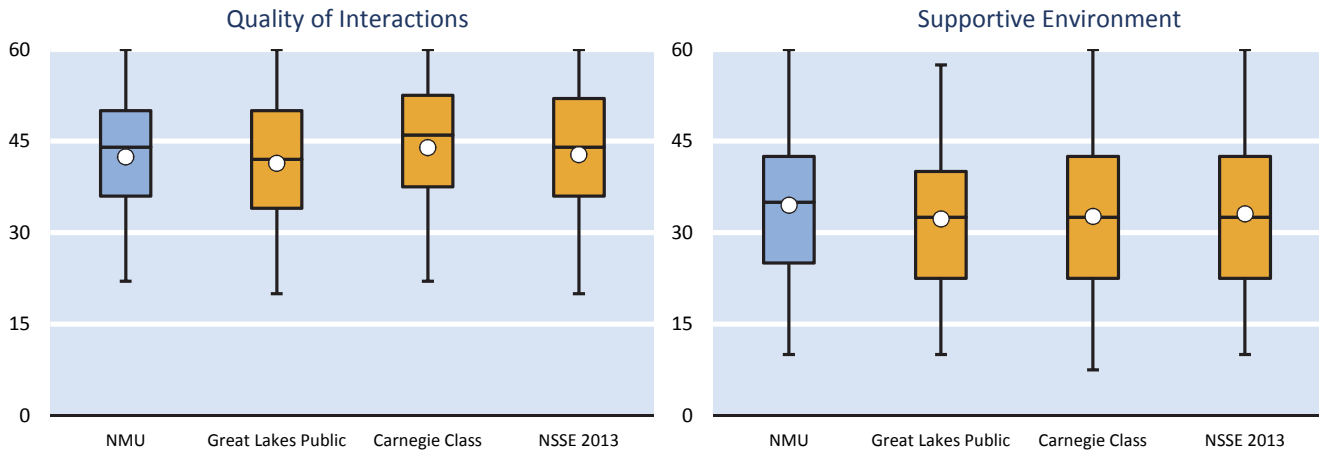
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NMU Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	41.4	.09	43.9 *	-.13	42.8	-.03
Supportive Environment	34.5	32.2 **	.16	32.6 *	.13	33.1	.10

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
13a. Students	62	62	66	65
13b. Academic advisors	47	47	59	53
13c. Faculty	61	58	65	61
13d. Student services staff (career services, student activities, housing, etc.)	46	39	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	38	47	43

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	NMU	Great Lakes Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	78	70	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	73	63	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41	49	52	52
14e. Providing opportunities to be involved socially	74	66	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	62	60	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	28	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	56	54	56
14i. Attending events that address important social, economic, or political issues	55	43	46	45

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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		NMU Mean	Your first-year students compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.4	40.9 ***	-.33		42.7 ***	-.47	
	Reflective and Integrative Learning	34.6	37.6 ***	-.24		39.4 ***	-.39	
	Learning Strategies	39.0	41.8 **	-.20		44.3 ***	-.37	
	Quantitative Reasoning	24.4	28.8 ***	-.27		30.5 ***	-.38	
Learning with Peers	Collaborative Learning	30.7	34.5 ***	-.27		37.1 ***	-.47	
	Discussions with Diverse Others	38.0	43.2 ***	-.34		45.7 ***	-.51	
Experiences with Faculty	Student-Faculty Interaction	19.8	23.4 ***	-.24		26.7 ***	-.42	
	Effective Teaching Practices	41.0	42.8 *	-.14		44.7 ***	-.27	
Campus Environment	Quality of Interactions	42.3	44.3 *	-.18		46.3 ***	-.33	
	Supportive Environment	38.6	39.5	-.07	✓	41.4 **	-.22	

Seniors		NMU Mean	Your seniors compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.1	43.5 ***	-.25		45.3 ***	-.38	
	Reflective and Integrative Learning	39.8	41.1	-.10	✓	43.1 ***	-.26	
	Learning Strategies	40.3	43.2 ***	-.20		45.4 ***	-.37	
	Quantitative Reasoning	30.1	31.1	-.06	✓	32.5 *	-.14	
Learning with Peers	Collaborative Learning	33.1	35.0 *	-.14		37.5 ***	-.32	
	Discussions with Diverse Others	36.7	44.1 ***	-.47		45.8 ***	-.58	
Experiences with Faculty	Student-Faculty Interaction	26.6	29.7 **	-.19		34.6 ***	-.49	
	Effective Teaching Practices	41.5	43.3 *	-.13		45.3 ***	-.28	
Campus Environment	Quality of Interactions	42.4	45.8 ***	-.29		47.6 ***	-.45	
	Supportive Environment	34.5	36.2 *	-.12		39.1 ***	-.35	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, separately for first-year and senior students. 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.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NMU (N = 233)	36.4	13.9	.91	10	25	40	45	60				
Great Lakes Public	38.0	13.6	.11	15	30	40	45	60	16,254	-1.7	.061	-.124
Carnegie Class	38.8	14.0	.15	15	30	40	50	60	8,838	-2.4	.009	-.173
NSSE 2013	39.1	13.8	.04	20	30	40	50	60	124,971	-2.8	.002	-.200
Top 50%	40.9	13.6	.06	20	30	40	50	60	56,693	-4.5	.000	-.330
Top 10%	42.7	13.7	.12	20	35	40	55	60	13,265	-6.4	.000	-.466
Reflective and Integrative Learning												
NMU (N = 238)	34.6	12.5	.81	14	26	34	43	54				
Great Lakes Public	34.7	12.4	.10	17	26	34	43	57	16,903	-.2	.845	-.013
Carnegie Class	35.3	12.7	.13	17	26	34	43	60	9,208	-.7	.379	-.058
NSSE 2013	35.7	12.6	.03	17	26	34	43	60	130,129	-1.1	.177	-.088
Top 50%	37.6	12.5	.05	17	29	37	46	60	56,176	-3.0	.000	-.241
Top 10%	39.4	12.5	.11	20	31	40	49	60	14,142	-4.8	.000	-.386
Learning Strategies												
NMU (N = 214)	39.0	13.0	.89	20	27	40	47	60				
Great Lakes Public	39.0	14.2	.12	20	27	40	53	60	220	.0	.976	-.002
Carnegie Class	40.1	14.0	.16	20	27	40	53	60	8,297	-1.1	.253	-.079
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	116,368	-.8	.431	-.054
Top 50%	41.8	14.1	.06	20	33	40	53	60	215	-2.8	.002	-.201
Top 10%	44.3	14.2	.13	20	33	47	60	60	223	-5.3	.000	-.375
Quantitative Reasoning												
NMU (N = 234)	24.4	16.7	1.09	0	13	20	40	60				
Great Lakes Public	27.5	16.0	.13	0	20	27	40	60	16,508	-3.1	.004	-.191
Carnegie Class	26.6	16.1	.17	0	20	27	40	60	8,981	-2.3	.034	-.140
NSSE 2013	27.3	16.4	.05	0	20	27	40	60	127,026	-2.9	.007	-.177
Top 50%	28.8	16.3	.06	0	20	27	40	60	71,684	-4.4	.000	-.272
Top 10%	30.5	16.2	.13	0	20	27	40	60	15,426	-6.1	.000	-.377
Learning with Peers												
Collaborative Learning												
NMU (N = 245)	30.7	13.1	.84	10	20	30	40	55				
Great Lakes Public	31.5	13.7	.10	10	20	30	40	60	17,365	-.8	.341	-.061
Carnegie Class	30.6	14.2	.15	10	20	30	40	55	9,445	.1	.916	.007
NSSE 2013	31.4	14.2	.04	10	20	30	40	60	133,148	-.8	.408	-.053
Top 50%	34.5	13.7	.06	15	25	35	45	60	59,033	-3.8	.000	-.274
Top 10%	37.1	13.6	.12	15	25	35	45	60	12,128	-6.4	.000	-.470
Discussions with Diverse Others												
NMU (N = 217)	38.0	16.3	1.11	10	25	40	50	60				
Great Lakes Public	39.9	15.9	.13	15	30	40	55	60	15,387	-1.9	.077	-.121
Carnegie Class	39.7	16.4	.18	10	30	40	55	60	8,403	-1.7	.123	-.106
NSSE 2013	40.8	16.0	.05	15	30	40	55	60	117,742	-2.7	.012	-.171
Top 50%	43.2	15.4	.06	20	35	45	60	60	57,659	-5.2	.000	-.337
Top 10%	45.7	15.0	.14	20	40	50	60	60	11,886	-7.7	.000	-.512

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^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 = 235)	19.8	12.0	.79	0	10	20	25	40				
Great Lakes Public	20.1	14.4	.11	0	10	20	30	50	243	-.3	.750	-.018
Carnegie Class	20.1	14.7	.16	0	10	20	30	50	252	-.3	.709	-.020
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	235	-.2	.789	-.015
Top 50%	23.4	15.0	.07	0	10	20	35	55	238	-3.6	.000	-.239
Top 10%	26.7	16.4	.21	0	15	25	40	60	268	-6.8	.000	-.421
Effective Teaching Practices												
NMU (N = 233)	41.0	12.1	.79	20	32	40	52	60				
Great Lakes Public	39.4	13.1	.10	20	32	40	48	60	16,676	1.6	.071	.119
Carnegie Class	40.8	13.4	.14	20	32	40	52	60	247	.2	.802	.015
NSSE 2013	40.4	13.3	.04	20	32	40	52	60	128,349	.6	.513	.043
Top 50%	42.8	13.3	.06	20	36	44	56	60	235	-1.8	.023	-.136
Top 10%	44.7	13.8	.13	20	36	48	60	60	244	-3.7	.000	-.266
Campus Environment												
Quality of Interactions												
NMU (N = 202)	42.3	12.1	.85	20	35	44	50	60				
Great Lakes Public	40.9	12.1	.10	18	34	42	50	60	14,578	1.3	.125	.109
Carnegie Class	42.3	12.6	.14	18	35	44	52	60	7,972	.0	.984	.001
NSSE 2013	41.7	12.5	.04	18	34	44	50	60	112,651	.6	.524	.045
Top 50%	44.3	11.6	.06	22	38	46	53	60	38,481	-2.1	.011	-.179
Top 10%	46.3	12.0	.12	23	40	48	56	60	10,754	-4.0	.000	-.333
Supportive Environment												
NMU (N = 201)	38.6	13.3	.94	15	30	40	48	60				
Great Lakes Public	36.6	13.8	.12	13	28	38	48	60	14,075	2.0	.044	.143
Carnegie Class	36.5	14.3	.16	13	26	38	48	60	7,742	2.1	.038	.148
NSSE 2013	37.2	14.0	.04	14	28	38	48	60	108,553	1.4	.142	.104
Top 50%	39.5	13.2	.06	18	30	40	50	60	50,607	-.9	.316	-.071
Top 10%	41.4	12.9	.13	20	33	43	53	60	10,169	-2.8	.002	-.217

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NMU (N = 286)	40.1	14.3	.84	15	30	40	50	60				
Great Lakes Public	40.1	14.1	.10	15	30	40	50	60	20,531	.1	.942	.004
Carnegie Class	41.5	14.0	.12	20	35	40	55	60	13,943	-1.4	.092	-.101
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	199,881	-1.2	.149	-.085
Top 50%	43.5	13.7	.05	20	35	40	55	60	77,186	-3.4	.000	-.247
Top 10%	45.3	13.6	.09	20	40	45	60	60	22,763	-5.1	.000	-.379
Reflective and Integrative Learning												
NMU (N = 297)	39.8	12.8	.75	20	31	40	49	60				
Great Lakes Public	38.0	13.0	.09	17	29	37	49	60	21,312	1.8	.016	.141
Carnegie Class	39.1	12.9	.11	17	31	40	49	60	14,450	.7	.361	.054
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	207,552	.9	.218	.072
Top 50%	41.1	12.6	.05	20	31	40	51	60	76,106	-1.3	.083	-.101
Top 10%	43.1	12.6	.09	20	34	43	54	60	20,774	-3.2	.000	-.256
Learning Strategies												
NMU (N = 283)	40.3	13.9	.83	20	33	40	53	60				
Great Lakes Public	39.2	14.9	.11	13	27	40	53	60	292	1.1	.204	.071
Carnegie Class	41.5	14.6	.13	20	33	40	53	60	13,349	-1.3	.143	-.088
NSSE 2013	40.7	14.7	.03	13	33	40	53	60	190,057	-.5	.603	-.031
Top 50%	43.2	14.4	.05	20	33	40	60	60	284	-2.9	.001	-.202
Top 10%	45.4	14.0	.09	20	40	47	60	60	26,863	-5.1	.000	-.366
Quantitative Reasoning												
NMU (N = 293)	30.1	17.6	1.03	0	20	27	40	60				
Great Lakes Public	29.3	17.2	.12	0	20	27	40	60	20,949	.8	.451	.044
Carnegie Class	29.9	17.0	.14	0	20	27	40	60	14,182	.2	.857	.011
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	203,497	.4	.690	.023
Top 50%	31.1	17.2	.05	0	20	33	40	60	113,132	-1.0	.300	-.061
Top 10%	32.5	17.0	.10	0	20	33	40	60	31,056	-2.4	.015	-.143
Learning with Peers												
Collaborative Learning												
NMU (N = 300)	33.1	13.5	.78	15	25	30	40	60				
Great Lakes Public	32.5	14.2	.10	10	20	30	40	60	21,601	.6	.435	.045
Carnegie Class	31.5	14.5	.12	10	20	30	40	60	14,544	1.6	.059	.110
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	209,979	1.4	.092	.097
Top 50%	35.0	13.8	.05	15	25	35	45	60	86,185	-1.9	.020	-.135
Top 10%	37.5	13.5	.12	15	25	40	50	60	13,120	-4.4	.000	-.324
Discussions with Diverse Others												
NMU (N = 286)	36.7	14.8	.88	15	25	35	50	60				
Great Lakes Public	40.7	16.1	.12	15	30	40	60	60	19,722	-4.0	.000	-.251
Carnegie Class	40.7	16.1	.14	15	30	40	60	60	13,461	-4.0	.000	-.249
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	286	-5.1	.000	-.315
Top 50%	44.1	15.9	.05	20	35	45	60	60	287	-7.4	.000	-.466
Top 10%	45.8	15.6	.09	20	40	50	60	60	291	-9.1	.000	-.583

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^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 = 293)	26.6	16.4	.96	0	15	25	35	60				
Great Lakes Public	23.5	16.1	.11	0	10	20	35	55	20,949	3.1	.001	.194
Carnegie Class	23.9	16.5	.14	0	10	20	35	60	14,186	2.8	.005	.167
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	203,620	3.5	.000	.212
Top 50%	29.7	16.1	.08	5	20	30	40	60	42,900	-3.0	.001	-.187
Top 10%	34.6	16.0	.22	10	20	35	45	60	5,435	-7.9	.000	-.495
Effective Teaching Practices												
NMU (N = 292)	41.5	13.8	.81	16	32	44	52	60				
Great Lakes Public	40.0	13.7	.09	16	32	40	52	60	21,124	1.5	.057	.112
Carnegie Class	41.9	13.8	.12	20	32	40	52	60	14,347	-.4	.594	-.031
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	205,446	.4	.602	.031
Top 50%	43.3	13.7	.05	20	36	44	56	60	74,046	-1.8	.029	-.128
Top 10%	45.3	13.5	.12	20	36	48	60	60	13,294	-3.8	.000	-.281
Campus Environment												
Quality of Interactions												
NMU (N = 278)	42.4	11.3	.68	22	36	44	50	60				
Great Lakes Public	41.4	11.5	.09	20	34	42	50	60	18,707	1.0	.142	.089
Carnegie Class	43.9	11.9	.11	22	38	46	53	60	12,808	-1.5	.036	-.127
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	183,262	-.4	.575	-.034
Top 50%	45.8	11.5	.05	24	40	48	55	60	60,933	-3.4	.000	-.294
Top 10%	47.6	11.6	.09	24	42	50	58	60	17,785	-5.3	.000	-.453
Supportive Environment												
NMU (N = 276)	34.5	13.5	.81	10	25	35	43	60				
Great Lakes Public	32.2	14.2	.10	10	23	33	40	58	18,670	2.3	.007	.162
Carnegie Class	32.6	14.5	.13	8	23	33	43	60	289	1.9	.024	.129
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	276	1.5	.076	.101
Top 50%	36.2	13.7	.05	13	28	38	45	60	67,584	-1.7	.044	-.121
Top 10%	39.1	13.1	.13	18	30	40	50	60	10,872	-4.6	.000	-.353

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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.