



NSSE 2017

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 broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & 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 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 2016 and 2017 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. 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, 2015). 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. The Report Builder—Institution Version 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 website: nsse.indiana.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 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.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with State Peers	Your first-year students compared with State and Regional	Your first-year students compared with Crngie Size/Setting
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & 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 State Peers	Your seniors compared with State and Regional	Your seniors compared with Crngie Size/Setting
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & 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

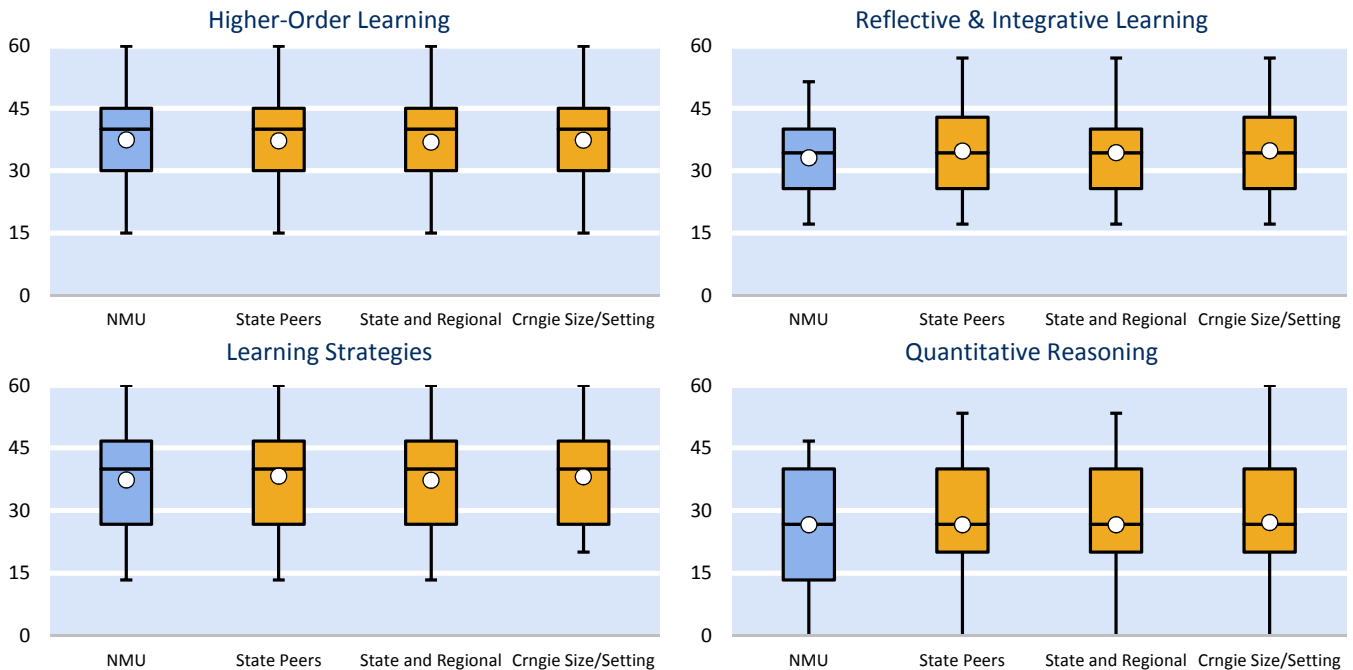
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		State Peers		State and Regional		Crngie Size/Setting	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.5	37.2	.02	36.9	.05	37.4	.01
Reflective & Integrative Learning	33.1	34.8 *	-.14	34.3	-.11	34.8 *	-.14
Learning Strategies	37.3	38.3	-.07	37.2	.01	38.1	-.06
Quantitative Reasoning	26.6	26.5	.00	26.6	.00	27.1	-.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).

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^a 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.

	NMU	Percentage point difference between your FY students and		
		State Peers	State and Regional	Crngie Size/Setting
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	74	+4 	+4 	+6 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+1 	+2 	+0 
4d. Evaluating a point of view, decision, or information source	70	+3 	+4 	+2 
4e. Forming a new idea or understanding from various pieces of information	67	+2 	+2 	-0 
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	50	-3 	-3 	-2 
2b. Connected your learning to societal problems or issues	50	-0 	+0 	-1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-7 	-6 	-8 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-1 	-1 	-3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2 	-1 	-2 
2f. Learned something that changed the way you understand an issue or concept	64	-1 	-1 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+2 	+2 	+3 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+4 	+4 	+3 
9b. Reviewed your notes after class	63	-4 	-1 	-3 
9c. Summarized what you learned in class or from course materials	63	+2 	+4 	+0 
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.)	54	+3 	+4 	+3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+5 	+5 	+3 
6c. Evaluated what others have concluded from numerical information	37	+2 	+2 	-1 

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 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.

Academic Challenge: Seniors

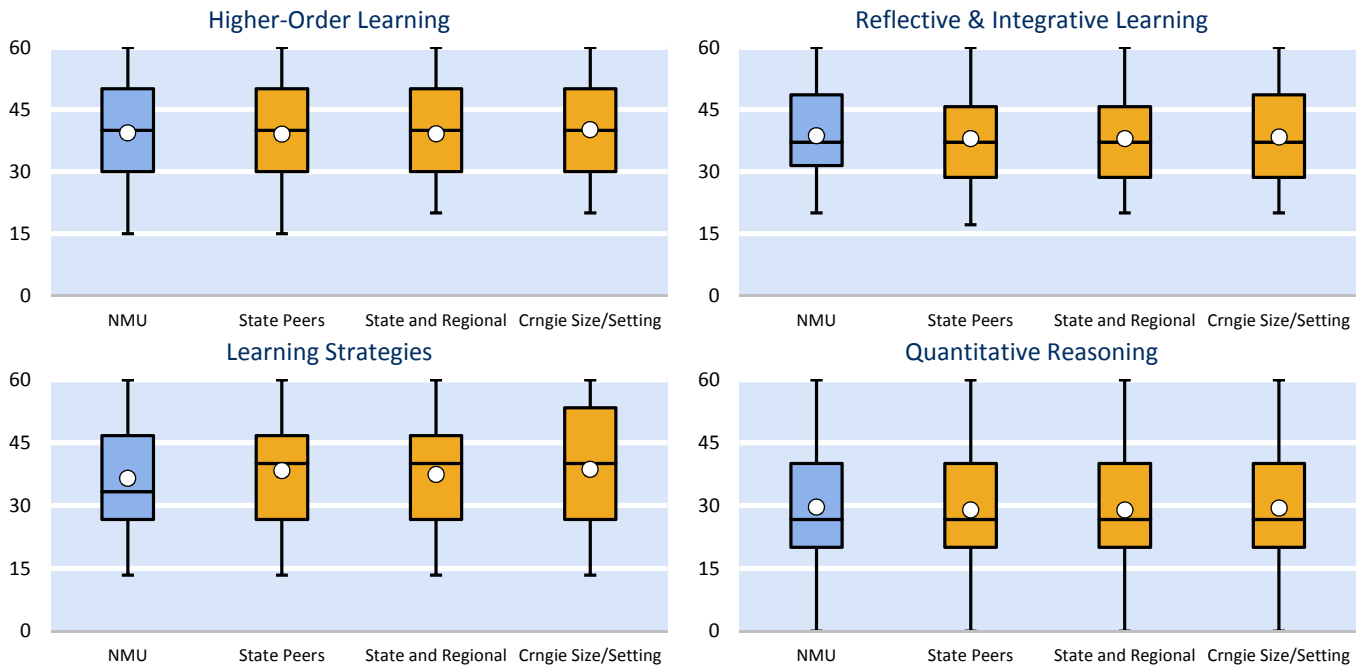
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		State Peers		State and Regional		Crngie Size/Setting	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	39.1	.02	39.2	.02	40.2	-.06
Reflective & Integrative Learning	38.7	38.0	.05	38.0	.05	38.4	.03
Learning Strategies	36.5	38.3 *	-.13	37.4	-.06	38.6 **	-.15
Quantitative Reasoning	29.6	28.9	.04	28.9	.04	29.4	.01

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: Seniors (continued)

Performance^a 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.

Higher-Order Learning	NMU	Percentage point difference between your seniors and		
		State Peers	State and Regional	Cmgie Size/Setting
<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	79	+2	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+2	+1	-1
4d. Evaluating a point of view, decision, or information source	67	-1	-1	-4
4e. Forming a new idea or understanding from various pieces of information	71	+3	+3	-1
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	74	+3	+2	+4
2b. Connected your learning to societal problems or issues	65	+4	+3	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-5	-5	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+4	+4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+2	+2	+0
2f. Learned something that changed the way you understand an issue or concept	73	+4	+4	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+0	+1	-1
9b. Reviewed your notes after class	53	-8	-5	-9
9c. Summarized what you learned in class or from course materials	59	-3	-1	-4
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.)	53	+0	+1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+1	+1	-0
6c. Evaluated what others have concluded from numerical information	43	+1	+1	-0

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 website.

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Learning with Peers: First-year students

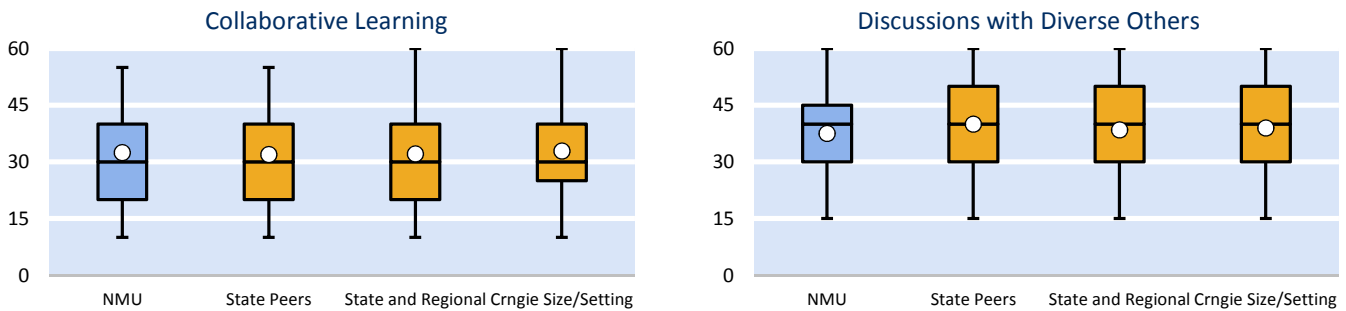
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		State Peers		State and Regional		Crngie Size/Setting	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.4	31.9	.04	32.1	.02	32.9	-.04
Discussions with Diverse Others	37.5	40.0 *	-.17	38.4	-.06	38.9	-.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).

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Collaborative Learning	NMU	Percentage point difference between your FY students and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	52	+0	-1	-2
1f. Explained course material to one or more students	63	+4	+5	+4
1g. Prepared for exams by discussing or working through course material with other students	51	+6	+5	+0
1h. Worked with other students on course projects or assignments	53	-1	-2	-3
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	59	-10	-3	-9
8b. People from an economic background other than your own	67	-5	-1	-3
8c. People with religious beliefs other than your own	69	-1	+2	+4
8d. People with political views other than your own	75	+5	+6	+9

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Learning with Peers: Seniors

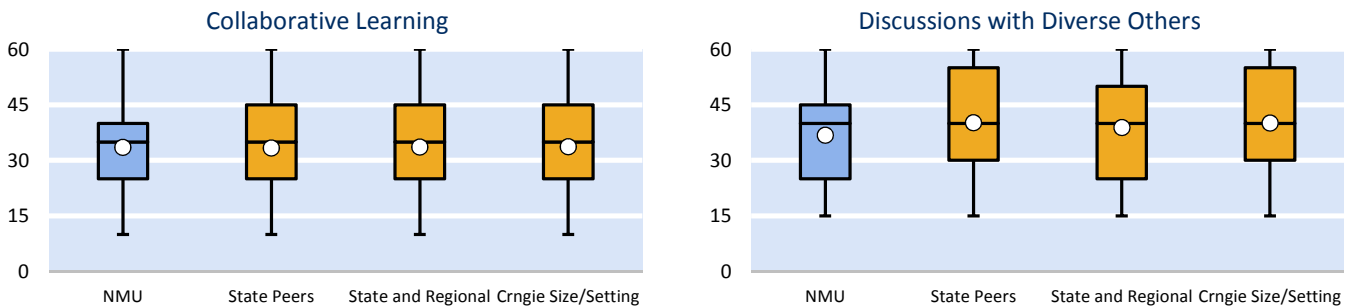
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NMU Mean	Your seniors compared with					
		State Peers Effect size		State and Regional Effect size		Crngie Size/Setting Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	33.4	.01	33.6	.00	33.7	-.01
Discussions with Diverse Others	36.8	40.2 ***	-.22	38.8 **	-.13	40.1 ***	-.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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Performance^a on Indicator Items

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Collaborative Learning	NMU %	Percentage point difference between your seniors and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	47	+4	+2	+1
1f. Explained course material to one or more students	66	+4	+4	+3
1g. Prepared for exams by discussing or working through course material with other students	45	-1	-1	-4
1h. Worked with other students on course projects or assignments	65	-4	-4	-1
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	51	-17	-11	-19
8b. People from an economic background other than your own	68	-3	-1	-4
8c. People with religious beliefs other than your own	64	-5	-2	-3
8d. People with political views other than your own	68	-2	-1	+0

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Experiences with Faculty: First-year students

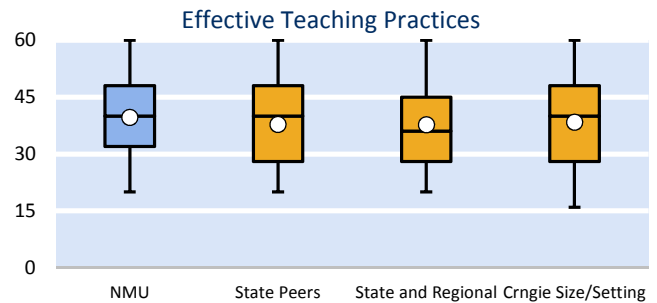
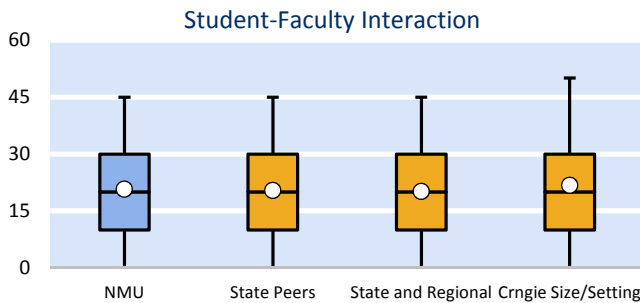
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		State Peers		State and Regional		Crngie Size/Setting	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.7	20.4	.02	20.1	.05	21.8	-.07
Effective Teaching Practices	39.6	37.8 *	.15	37.6 **	.16	38.3	.10

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Student-Faculty Interaction	NMU %	Percentage point difference between your FY students and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	+4	+5	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+1	+1	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-1	+0	-4
3d. Discussed your academic performance with a faculty member	32	+5	+7	+0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+3	+2	+4
5b. Taught course sessions in an organized way	78	+3	+2	+4
5c. Used examples or illustrations to explain difficult points	77	+4	+3	+4
5d. Provided feedback on a draft or work in progress	70	+8	+8	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+8	+9	+4

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Experiences with Faculty: Seniors

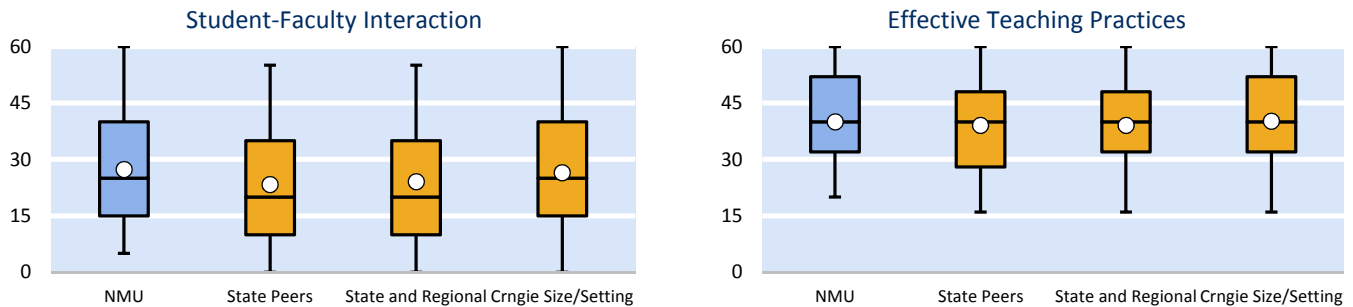
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Student-Faculty Interaction	27.3	23.3 ***	.25	24.0 ***	.21	26.5	.05
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	52	+10	+9	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+8	+6	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+8	+7	+2
3d. Discussed your academic performance with a faculty member	39	+7	+7	-0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	+4	+4	+2
5b. Taught course sessions in an organized way	80	+4	+3	+2
5c. Used examples or illustrations to explain difficult points	78	+1	-0	-0
5d. Provided feedback on a draft or work in progress	61	+1	+1	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+5	+5	+1

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 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.

Campus Environment: First-year students

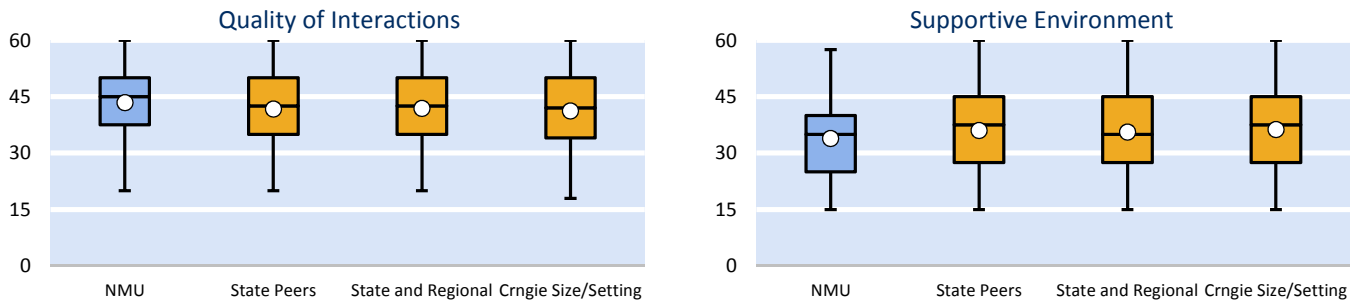
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NMU Mean	Your first-year students compared with					
		State Peers Mean	Effect size	State and Regional Mean	Effect size	Crngie Size/Setting Mean	Effect size
Quality of Interactions	43.5	41.7	.15	41.9	.14	41.2 **	.18
Supportive Environment	33.9	36.1 *	-.17	35.6	-.14	36.3 *	-.18

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^a 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.

Quality of Interactions	NMU %	Percentage point difference between your FY students and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	48	-1	-2	-1
13b. Academic advisors	61	+11	+12	+13
13c. Faculty	52	+5	+6	+5
13d. Student services staff (career services, student activities, housing, etc.)	47	+3	+3	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+10	+10	+10
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	-4	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	71	-7	-6	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-9	-8	-10
14e. Providing opportunities to be involved socially	67	-4	-4	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-4	-5	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+4	+4	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	-1	-0	-2
14i. Attending events that address important social, economic, or political issues	45	-5	-5	-8

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 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.

Campus Environment: Seniors

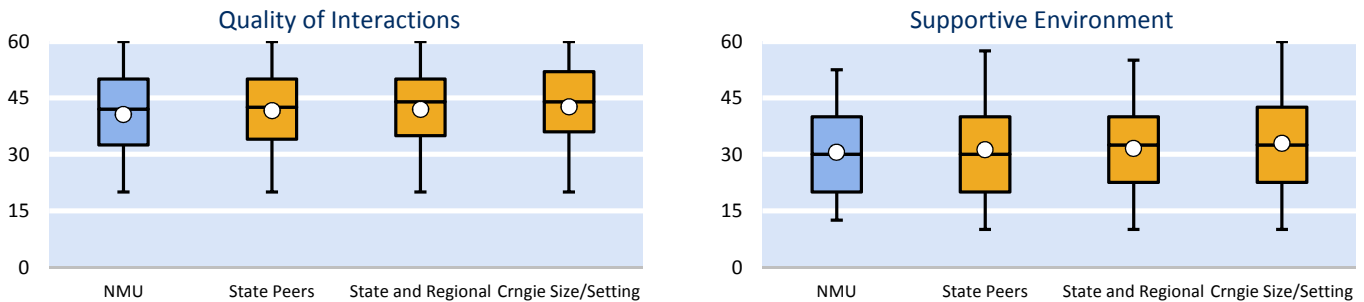
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NMU Mean	Your seniors compared with					
		State Peers		State and Regional		Crngie Size/Setting	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.6	41.6	-.09	42.0 *	-.12	42.6 ***	-.17
Supportive Environment	30.6	31.3	-.05	31.6	-.07	33.0 ***	-.17

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^a 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.

Quality of Interactions	NMU %	Percentage point difference between your seniors and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-4	-5	-5
13b. Academic advisors	45	-1	-2	-8
13c. Faculty	54	-1	-1	-4
13d. Student services staff (career services, student activities, housing, etc.)	39	-2	-2	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-6	-7	-8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-2	-3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	64	-1	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	-8	-7	-12
14e. Providing opportunities to be involved socially	64	+1	-0	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-1	-4	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-0	-2	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+5	+5	+1
14i. Attending events that address important social, economic, or political issues	39	-4	-4	-7

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 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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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), 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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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

Theme	Engagement Indicator	NMU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.5	39.2 *	-.13		41.2 ***	-.28	
	Reflective and Integrative Learning	33.1	36.6 ***	-.29		38.3 ***	-.42	
	Learning Strategies	37.3	39.8 *	-.18		41.9 ***	-.33	
	Quantitative Reasoning	26.6	28.8 *	-.15		30.4 ***	-.25	
<i>Learning with Peers</i>	Collaborative Learning	32.4	35.2 **	-.21		37.1 ***	-.35	
	Discussions with Diverse Others	37.5	41.7 ***	-.29		43.8 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.7	23.8 **	-.21		27.2 ***	-.42	
	Effective Teaching Practices	39.6	40.7	-.08	✓	42.6 ***	-.22	
<i>Campus Environment</i>	Quality of Interactions	43.5	43.8	-.03	✓	46.1 **	-.22	
	Supportive Environment	33.9	38.2 ***	-.33		40.0 ***	-.47	

Seniors

Theme	Engagement Indicator	NMU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.4	41.8 ***	-.18		43.3 ***	-.29	
	Reflective and Integrative Learning	38.7	40.0 *	-.11		42.0 ***	-.27	
	Learning Strategies	36.5	40.7 ***	-.29		42.9 ***	-.45	
	Quantitative Reasoning	29.6	31.1 *	-.10		33.0 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.8 ***	-.16		37.9 ***	-.32	
	Discussions with Diverse Others	36.8	42.3 ***	-.35		44.3 ***	-.49	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.3	29.2 **	-.12		33.0 ***	-.36	
	Effective Teaching Practices	40.0	41.8 **	-.13		43.8 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	40.6	44.8 ***	-.36		46.9 ***	-.52	
	Supportive Environment	30.6	34.8 ***	-.30		37.2 ***	-.48	

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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 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 significant and positive, or non-significant with an effect size > -.10.

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 = 227)	37.5	12.5	.83	15	30	40	45	60				
State Peers	37.2	13.0	.19	15	30	40	45	60	4,778	.2	.781	.019
State and Regional	36.9	12.8	.15	15	30	40	45	60	7,744	.6	.496	.046
Crngie Size/Setting	37.4	13.2	.07	15	30	40	45	60	32,619	.1	.915	.007
Top 50%	39.2	13.1	.04	20	30	40	50	60	139,260	-1.7	.048	-.131
Top 10%	41.2	13.3	.08	20	35	40	50	60	25,921	-3.7	.000	-.280
Reflective & Integrative Learning												
NMU (N = 240)	33.1	10.8	.70	17	26	34	40	51				
State Peers	34.8	12.0	.17	17	26	34	43	57	4,984	-1.7	.033	-.141
State and Regional	34.3	11.6	.13	17	26	34	40	57	8,052	-1.3	.100	-.108
Crngie Size/Setting	34.8	11.9	.06	17	26	34	43	57	34,074	-1.7	.026	-.145
Top 50%	36.6	12.0	.03	17	29	37	46	57	129,582	-3.5	.000	-.292
Top 10%	38.3	12.3	.07	20	29	37	46	60	244	-5.2	.000	-.422
Learning Strategies												
NMU (N = 194)	37.3	13.9	1.00	13	27	40	47	60				
State Peers	38.3	13.7	.22	13	27	40	47	60	4,239	-.9	.363	-.067
State and Regional	37.2	13.5	.16	13	27	40	47	60	6,926	.1	.897	.009
Crngie Size/Setting	38.1	13.7	.08	20	27	40	47	60	28,816	-.8	.437	-.056
Top 50%	39.8	13.7	.04	20	27	40	53	60	107,630	-2.5	.012	-.181
Top 10%	41.9	14.1	.09	20	33	40	53	60	27,422	-4.6	.000	-.327
Quantitative Reasoning												
NMU (N = 222)	26.6	14.6	.98	0	13	27	40	47				
State Peers	26.5	14.9	.22	0	20	27	40	53	4,801	.1	.952	.004
State and Regional	26.6	14.7	.17	0	20	27	40	53	7,742	.0	.978	.002
Crngie Size/Setting	27.1	15.2	.08	0	20	27	40	60	32,430	-.5	.610	-.034
Top 50%	28.8	15.2	.04	0	20	27	40	60	150,184	-2.2	.030	-.146
Top 10%	30.4	15.2	.08	7	20	27	40	60	36,719	-3.8	.000	-.250
Learning with Peers												
Collaborative Learning												
NMU (N = 249)	32.4	14.0	.88	10	20	30	40	55				
State Peers	31.9	13.5	.19	10	20	30	40	55	5,197	.5	.575	.036
State and Regional	32.1	13.4	.15	10	20	30	40	60	8,395	.3	.755	.020
Crngie Size/Setting	32.9	13.7	.07	10	25	30	40	60	35,447	-.5	.580	-.035
Top 50%	35.2	13.6	.03	15	25	35	45	60	150,727	-2.8	.001	-.207
Top 10%	37.1	13.4	.07	15	25	40	45	60	37,103	-4.7	.000	-.351
Discussions with Diverse Others												
NMU (N = 193)	37.5	13.6	.98	15	30	40	45	60				
State Peers	40.0	14.7	.23	15	30	40	50	60	4,303	-2.5	.020	-.171
State and Regional	38.4	14.5	.18	15	30	40	50	60	7,021	-.9	.379	-.064
Crngie Size/Setting	38.9	15.5	.09	15	30	40	50	60	196	-1.5	.135	-.095
Top 50%	41.7	14.9	.04	20	30	40	55	60	193	-4.3	.000	-.286
Top 10%	43.8	14.5	.08	20	35	45	60	60	195	-6.3	.000	-.436

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 = 232)	20.7	13.7	.90	0	10	20	30	45				
State Peers	20.4	14.1	.21	0	10	20	30	45	4,851	.3	.728	.023
State and Regional	20.1	13.7	.16	0	10	20	30	45	7,854	.6	.499	.045
Crngie Size/Setting	21.8	14.5	.08	0	10	20	30	50	33,171	-1.0	.279	-.071
Top 50%	23.8	14.7	.05	0	15	20	35	55	87,189	-3.1	.001	-.210
Top 10%	27.2	15.6	.13	5	15	25	40	60	241	-6.5	.000	-.420
Effective Teaching Practices												
NMU (N = 227)	39.6	11.4	.76	20	32	40	48	60				
State Peers	37.8	12.5	.18	20	28	40	48	60	254	1.9	.015	.152
State and Regional	37.6	12.2	.14	20	28	36	45	60	242	2.0	.009	.165
Crngie Size/Setting	38.3	13.2	.07	16	28	40	48	60	231	1.3	.088	.099
Top 50%	40.7	13.0	.04	20	32	40	52	60	228	-1.0	.167	-.081
Top 10%	42.6	13.6	.09	20	36	44	56	60	233	-2.9	.000	-.217
Campus Environment												
Quality of Interactions												
NMU (N = 181)	43.5	10.9	.81	20	38	45	50	60				
State Peers	41.7	11.7	.19	20	35	43	50	60	3,976	1.7	.051	.148
State and Regional	41.9	11.3	.14	20	35	43	50	60	6,567	1.6	.063	.140
Crngie Size/Setting	41.2	12.4	.07	18	34	42	50	60	183	2.2	.007	.181
Top 50%	43.8	11.5	.04	22	38	46	52	60	90,073	-.4	.680	-.031
Top 10%	46.1	11.7	.09	24	40	48	56	60	15,566	-2.6	.003	-.221
Supportive Environment												
NMU (N = 177)	33.9	12.5	.94	15	25	35	40	58				
State Peers	36.1	13.1	.21	15	28	38	45	60	3,893	-2.2	.029	-.168
State and Regional	35.6	12.8	.16	15	28	35	45	60	6,454	-1.8	.070	-.138
Crngie Size/Setting	36.3	13.4	.08	15	28	38	45	60	26,670	-2.4	.017	-.179
Top 50%	38.2	13.1	.04	18	30	40	48	60	110,407	-4.4	.000	-.333
Top 10%	40.0	13.0	.08	18	31	40	50	60	26,370	-6.1	.000	-.472

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 SEM) 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.

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 = 474)	39.4	13.7	.63	15	30	40	50	60				
State Peers	39.1	13.9	.16	15	30	40	50	60	8,468	.3	.633	.023
State and Regional	39.2	13.6	.13	20	30	40	50	60	12,146	.2	.742	.015
Crngie Size/Setting	40.2	13.6	.07	20	30	40	50	60	38,898	-.8	.210	-.058
Top 50%	41.8	13.5	.04	20	35	40	55	60	133,958	-2.4	.000	-.181
Top 10%	43.3	13.4	.07	20	35	40	55	60	39,935	-3.9	.000	-.287
Reflective & Integrative Learning												
NMU (N = 485)	38.7	12.2	.55	20	31	37	49	60				
State Peers	38.0	12.6	.14	17	29	37	46	60	8,745	.7	.241	.055
State and Regional	38.0	12.4	.11	20	29	37	46	60	12,519	.6	.264	.052
Crngie Size/Setting	38.4	12.4	.06	20	29	37	49	60	40,117	.3	.582	.025
Top 50%	40.0	12.3	.03	20	31	40	49	60	137,555	-1.3	.017	-.109
Top 10%	42.0	12.2	.07	20	34	43	51	60	29,108	-3.3	.000	-.272
Learning Strategies												
NMU (N = 427)	36.5	13.6	.66	13	27	33	47	60				
State Peers	38.3	14.6	.17	13	27	40	47	60	7,703	-1.8	.012	-.125
State and Regional	37.4	14.5	.14	13	27	40	47	60	11,050	-.9	.196	-.064
Crngie Size/Setting	38.6	14.5	.08	13	27	40	53	60	35,373	-2.1	.003	-.147
Top 50%	40.7	14.4	.04	20	33	40	53	60	161,708	-4.2	.000	-.294
Top 10%	42.9	14.3	.07	20	33	40	60	60	47,381	-6.4	.000	-.447
Quantitative Reasoning												
NMU (N = 469)	29.6	15.8	.73	0	20	27	40	60				
State Peers	28.9	16.4	.18	0	20	27	40	60	8,490	.7	.375	.042
State and Regional	28.9	16.1	.15	0	20	27	40	60	12,140	.7	.382	.041
Crngie Size/Setting	29.4	16.3	.08	0	20	27	40	60	38,740	.2	.773	.013
Top 50%	31.1	16.2	.04	0	20	33	40	60	203,377	-1.5	.038	-.096
Top 10%	33.0	15.9	.08	7	20	33	40	60	45,375	-3.4	.000	-.213
Learning with Peers												
Collaborative Learning												
NMU (N = 495)	33.5	14.3	.64	10	25	35	40	60				
State Peers	33.4	14.2	.15	10	25	35	45	60	8,972	.2	.810	.011
State and Regional	33.6	14.0	.13	10	25	35	45	60	12,818	.0	.953	-.003
Crngie Size/Setting	33.7	14.5	.07	10	25	35	45	60	40,951	-.2	.804	-.011
Top 50%	35.8	13.8	.03	15	25	35	45	60	189,292	-2.3	.000	-.165
Top 10%	37.9	13.4	.07	15	30	40	50	60	38,868	-4.4	.000	-.324
Discussions with Diverse Others												
NMU (N = 430)	36.8	14.2	.69	15	25	40	45	60				
State Peers	40.2	15.9	.19	15	30	40	55	60	494	-3.4	.000	-.215
State and Regional	38.8	15.5	.15	15	25	40	50	60	471	-2.0	.004	-.132
Crngie Size/Setting	40.1	15.6	.08	15	30	40	55	60	442	-3.3	.000	-.210
Top 50%	42.3	15.6	.03	15	30	40	60	60	431	-5.5	.000	-.354
Top 10%	44.3	15.3	.07	20	35	45	60	60	439	-7.5	.000	-.489

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 = 480)	27.3	15.7	.72	5	15	25	40	60				
State Peers	23.3	16.0	.18	0	10	20	35	55	8,598	4.0	.000	.251
State and Regional	24.0	15.8	.15	0	10	20	35	55	12,313	3.3	.000	.208
Crngie Size/Setting	26.5	16.2	.08	0	15	25	40	60	39,335	.9	.248	.053
Top 50%	29.2	15.7	.06	5	20	30	40	60	81,858	-1.9	.007	-.123
Top 10%	33.0	16.0	.14	10	20	30	45	60	13,082	-5.7	.000	-.356
Effective Teaching Practices												
NMU (N = 477)	40.0	13.2	.61	20	32	40	52	60				
State Peers	39.0	13.8	.15	16	28	40	48	60	8,589	.9	.149	.068
State and Regional	39.0	13.4	.12	16	32	40	48	60	12,289	.9	.136	.070
Crngie Size/Setting	40.2	13.7	.07	16	32	40	52	60	39,276	-.2	.755	-.014
Top 50%	41.8	13.5	.04	20	32	40	52	60	117,023	-1.8	.003	-.135
Top 10%	43.8	13.4	.09	20	36	44	56	60	23,652	-3.9	.000	-.288
Campus Environment												
Quality of Interactions												
NMU (N = 415)	40.6	11.8	.58	20	33	42	50	60				
State Peers	41.6	12.0	.15	20	34	43	50	60	7,255	-1.0	.091	-.085
State and Regional	42.0	11.6	.12	20	35	44	50	60	10,465	-1.4	.019	-.118
Crngie Size/Setting	42.6	11.8	.06	20	36	44	52	60	33,886	-2.1	.000	-.175
Top 50%	44.8	11.6	.03	23	38	46	54	60	111,323	-4.2	.000	-.363
Top 10%	46.9	12.1	.07	23	40	50	58	60	30,996	-6.3	.000	-.522
Supportive Environment												
NMU (N = 397)	30.6	12.2	.61	13	20	30	40	53				
State Peers	31.3	14.0	.17	10	20	30	40	58	460	-.6	.309	-.046
State and Regional	31.6	13.7	.14	10	23	33	40	55	437	-1.0	.126	-.070
Crngie Size/Setting	33.0	14.0	.08	10	23	33	43	60	409	-2.4	.000	-.170
Top 50%	34.8	13.7	.04	13	25	35	45	60	400	-4.1	.000	-.302
Top 10%	37.2	13.6	.09	13	28	38	48	60	413	-6.5	.000	-.482

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 SEM) 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.