



NSSE 2023

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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Great Lakes Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2022 & 2023
<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 Great Lakes Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2022 & 2023
<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

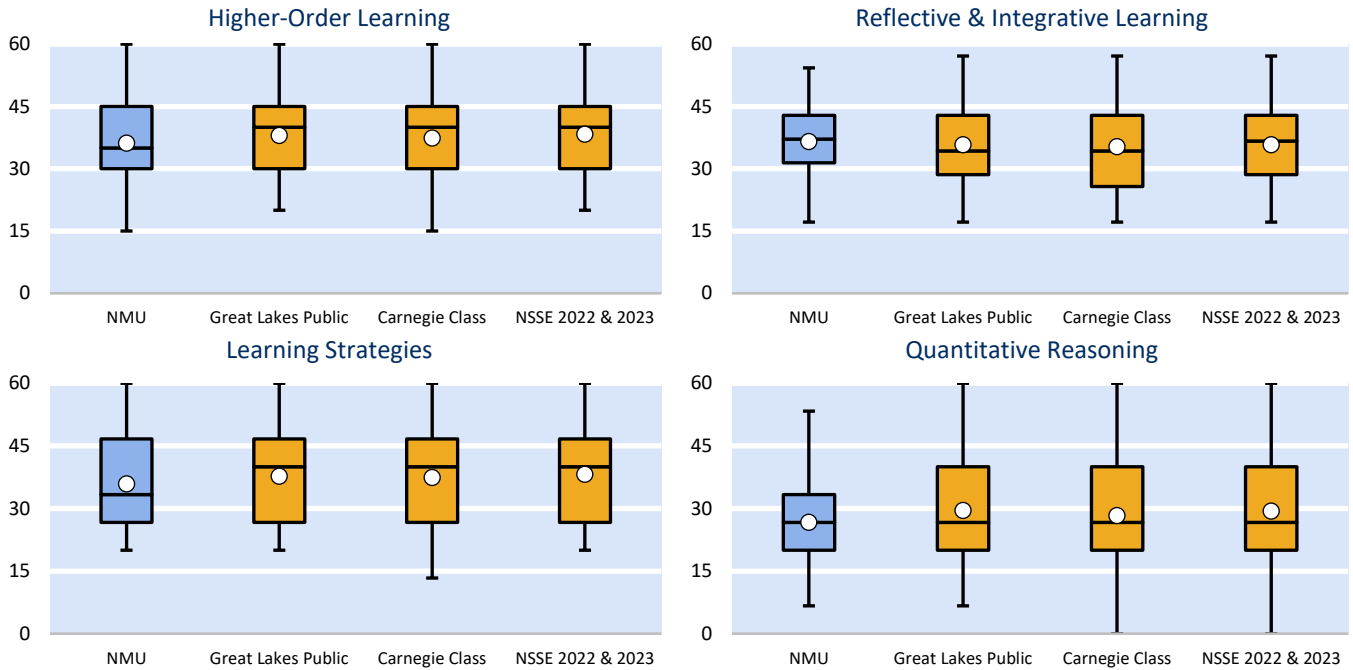
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Great Lakes Public Mean	Great Lakes Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Higher-Order Learning	36.2	38.0	-.14	37.4	-.09	38.3	-.16
Reflective & Integrative Learning	36.6	35.8	.07	35.3	.11	35.8	.06
Learning Strategies	35.9	37.7	-.14	37.5	-.12	38.2	-.17
Quantitative Reasoning	26.7	29.5 *	-.18	28.3	-.10	29.4 *	-.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.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	NMU	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2022 & 2023
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	62	-10	-5	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-1	+1	-2
4d. Evaluating a point of view, decision, or information source	68	-0	-1	-2
4e. Forming a new idea or understanding from various pieces of information	70	+0	+1	-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	56	+0	+3	+3
2b. Connected your learning to societal problems or issues	54	+2	+2	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+7	+7	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-0	+1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+1	+1	+1
2f. Learned something that changed the way you understand an issue or concept	68	+1	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-1	+2	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-4	-3	-5
9b. Reviewed your notes after class	59	-6	-5	-7
9c. Summarized what you learned in class or from course materials	57	-7	-6	-8
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.)	46	-9	-5	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-6	-3	-5
6c. Evaluated what others have concluded from numerical information	30	-14	-9	-13

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

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

Academic Challenge: Seniors

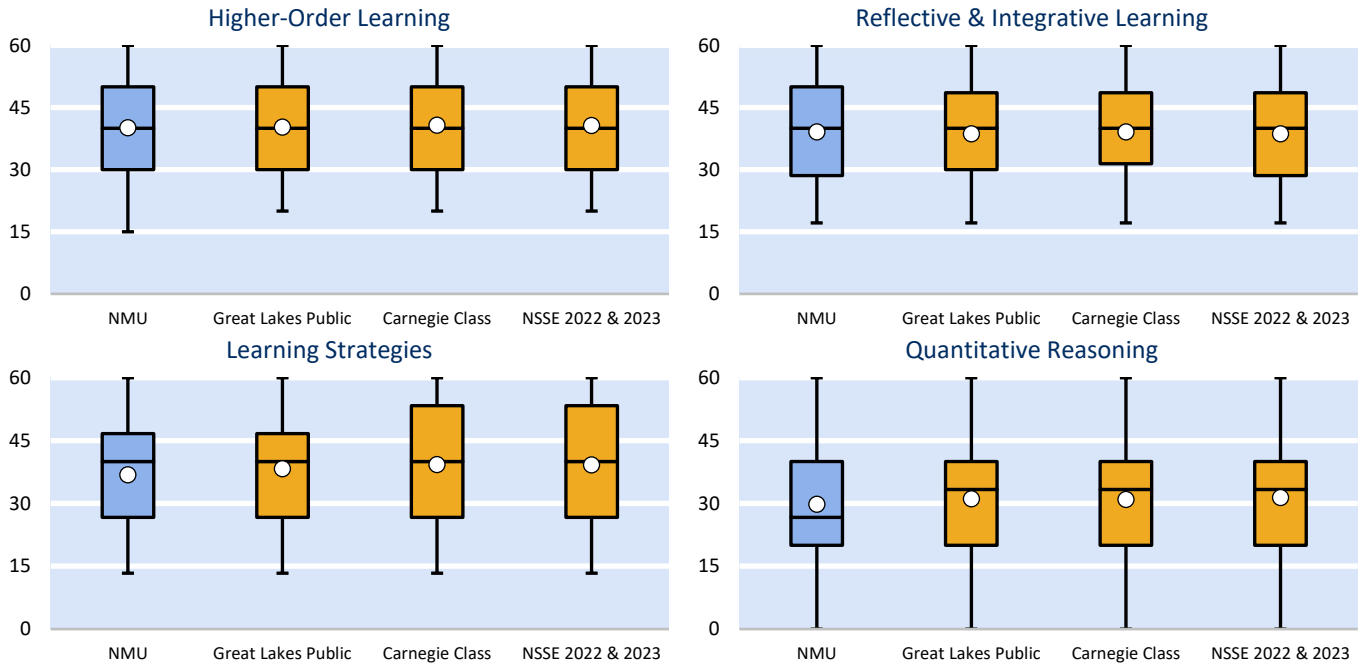
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Great Lakes Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	40.3	-.01	40.8	-.04	40.7	-.04
Reflective & Integrative Learning	39.1	38.6	.04	39.1	.00	38.7	.04
Learning Strategies	36.8	38.3	-.10	39.2 **	-.17	39.2 **	-.16
Quantitative Reasoning	29.7	31.0	-.08	30.9	-.07	31.4	-.10

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	NMU	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2022 & 2023
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	78	-1	+0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-1	-2	-2
4d. Evaluating a point of view, decision, or information source	69	-1	-5	-4
4e. Forming a new idea or understanding from various pieces of information	73	-1	-3	-2
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	+2	+3	+4
2b. Connected your learning to societal problems or issues	63	+2	-2	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-3	-6	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-1	-3	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	-2	-3	-2
2f. Learned something that changed the way you understand an issue or concept	69	-3	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-0	-0	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-5	-7	-7
9b. Reviewed your notes after class	62	-0	-3	-3
9c. Summarized what you learned in class or from course materials	62	-4	-6	-6
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.)	57	+1	+1	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-5	-5	-6
6c. Evaluated what others have concluded from numerical information	45	-4	-2	-4

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

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Learning with Peers: First-year students

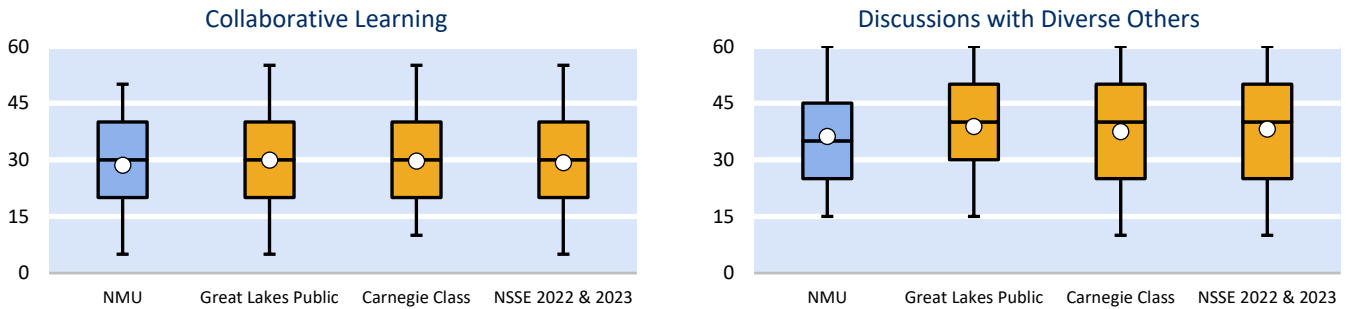
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NMU Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.6	29.9	-.09	29.6	-.08	29.2	-.04
Discussions with Diverse Others	36.1	38.8	-.18	37.4	-.09	38.1	-.13

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	NMU	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2022 & 2023
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	42	-3	-1	-2
1c. Explained course material to one or more students	45	-6	-4	-3
1d. Prepared for exams by discussing or working through course material with other students	39	-2	-1	-2
1e. Worked with other students on course projects or assignments	52	+1	+1	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	50	-19	-16	-19
8b. People from economic backgrounds other than your own	66	-5	-4	-4
8c. People with religious beliefs other than your own	63	-4	+1	-2
8d. People with political views other than your own	64	+1	+4	+5

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Learning with Peers: Seniors

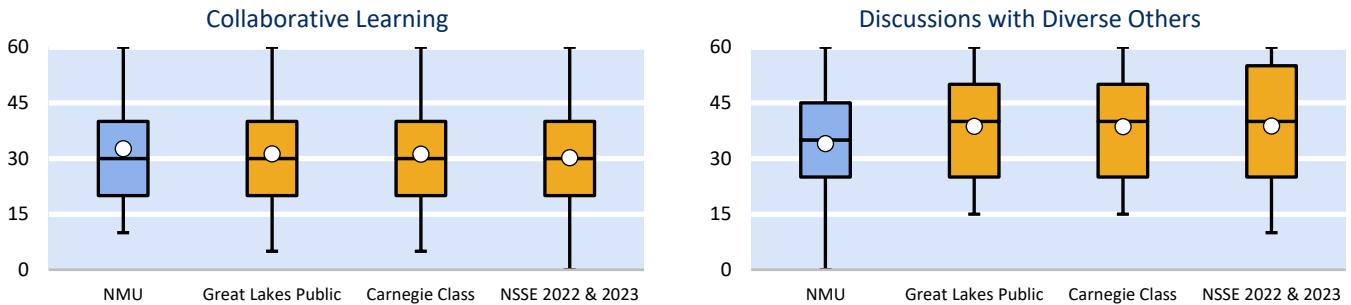
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Mean Comparisons

Engagement Indicator	NMU Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.6	31.3	.09	31.2	.09	30.3 **	.15
Discussions with Diverse Others	34.0	38.7 ***	-.30	38.6 ***	-.29	38.8 ***	-.30

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	NMU	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2022 & 2023
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	47	+4	+6	+6
1c. Explained course material to one or more students	62	+8	+8	+10
1d. Prepared for exams by discussing or working through course material with other students	39	-0	-2	-1
1e. Worked with other students on course projects or assignments	67	+3	+6	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	43	-24	-23	-27
8b. People from economic backgrounds other than your own	65	-5	-5	-5
8c. People with religious beliefs other than your own	56	-9	-8	-9
8d. People with political views other than your own	52	-9	-10	-8

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Experiences with Faculty: First-year students

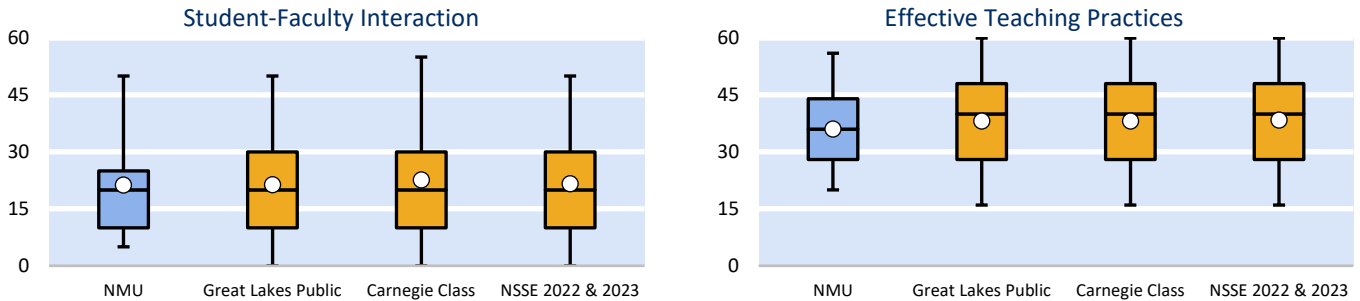
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Great Lakes Public Effect size		Carnegie Class Effect size		NSSE 2022 & 2023 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.3	21.3	.00	22.6	-.09	21.6	-.02
Effective Teaching Practices	36.0	38.1	-.17	38.1	-.16	38.4 *	-.18

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Student-Faculty Interaction	NMU %	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	36	-2	-3	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-4	-6	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-3	-5	-4
3d. Discussed your academic performance with a faculty member	30	+2	-3	-1
<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	74	-5	-2	-3
5b. Taught course sessions in an organized way	67	-6	-4	-6
5c. Used examples or illustrations to explain difficult points	73	-2	-0	-0
5d. Provided feedback on a draft or work in progress	63	+0	-1	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-6	-8	-8

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Experiences with Faculty: Seniors

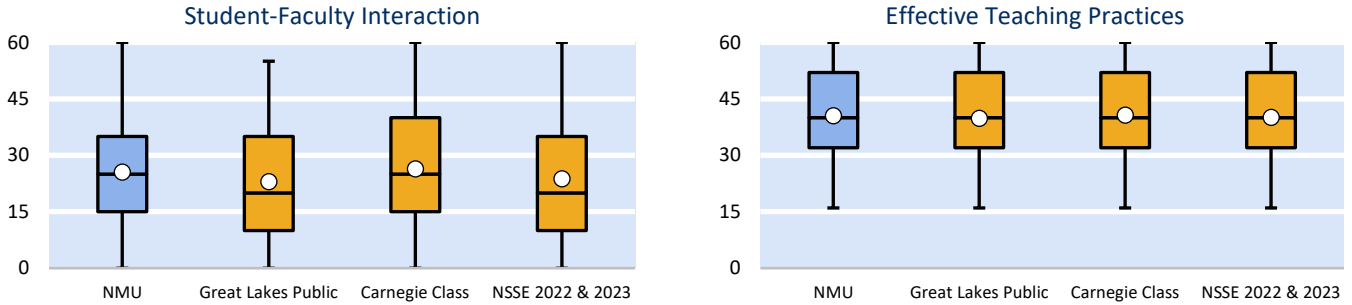
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Student-Faculty Interaction	25.5	23.0 **	.16	26.3	-.05	23.7	.11
Effective Teaching Practices	40.5	39.8	.05	40.6	-.01	40.0	.03

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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	49	+8	+1	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+5	-1	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+4	-2	+3
3d. Discussed your academic performance with a faculty member	32	+2	-7	-2
<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	-0	-0	-0
5b. Taught course sessions in an organized way	74	-3	-3	-2
5c. Used examples or illustrations to explain difficult points	82	+4	+5	+5
5d. Provided feedback on a draft or work in progress	64	+2	-3	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+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 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

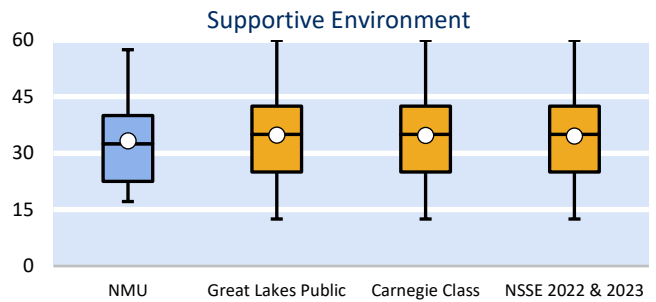
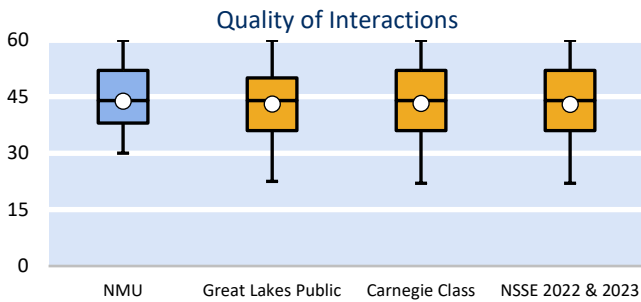
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NMU Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	43.1	.07	43.2	.05	43.0	.07
Supportive Environment	33.3	34.8	-.12	34.8	-.11	34.6	-.10

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	NMU	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	50	+0	+1	-0
13b. Academic advisors	69	+13	+13	+14
13c. Faculty	53	+4	+1	+1
13d. Student services staff (career services, student activities, housing, etc.)	45	-2	-3	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-3	-6	-4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	-2	-0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	75	+2	+2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-11	-9	-10
14e. Providing opportunities to be involved socially	71	-0	+1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-8	-5	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-11	-12	-14
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+2	+0	+3
14i. Attending events that address important social, economic, or political issues	40	-5	-7	-5

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

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

Campus Environment: Seniors

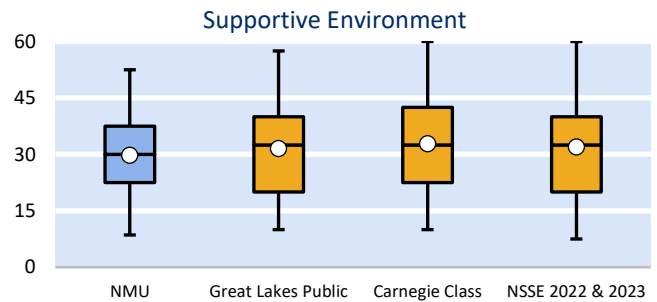
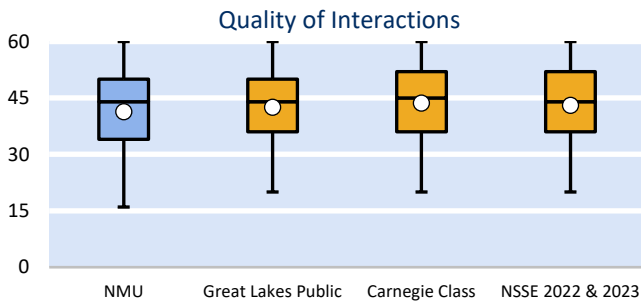
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NMU Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.3	42.5	-.10	43.7 **	-.20	43.0 *	-.14
Supportive Environment	29.8	31.5 *	-.13	32.9 ***	-.22	32.0 **	-.15

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	NMU	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	-2	-2	-2
13b. Academic advisors	49	-0	-7	-4
13c. Faculty	61	+7	+2	+4
13d. Student services staff (career services, student activities, housing, etc.)	45	+2	-1	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-6	-9	-8
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	61	-5	-9	-7
14c. Using learning support services (tutoring services, writing center, etc.)	65	+3	-1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	37	-15	-18	-17
14e. Providing opportunities to be involved socially	67	+3	+0	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	-10	-12	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-8	-12	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+8	+5	+9
14i. Attending events that address important social, economic, or political issues	32	-7	-12	-9

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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	✓
	Higher-Order Learning	36.2	39.5 **	-.25		42.2 ***	-.47	
Academic	Reflective and Integrative Learning	36.6	37.2	-.05	✓	39.8 **	-.28	
Challenge	Learning Strategies	35.9	39.8 **	-.28		42.8 ***	-.49	
	Quantitative Reasoning	26.7	30.7 **	-.26		33.4 ***	-.43	
Learning with Peers	Collaborative Learning	28.6	33.2 ***	-.34		36.5 ***	-.58	
	Discussions with Diverse Others	36.1	40.5 **	-.30		43.6 ***	-.54	
Experiences with Faculty	Student-Faculty Interaction	21.3	25.4 ***	-.27		29.3 ***	-.52	
	Effective Teaching Practices	36.0	40.1 ***	-.31		43.3 ***	-.55	
Campus Environment	Quality of Interactions	43.8	45.3	-.13		48.1 ***	-.36	
	Supportive Environment	33.3	36.8 **	-.27		39.6 ***	-.50	

Seniors

Theme	Engagement Indicator	NMU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.2	42.1 *	-.14		44.7 ***	-.35	
Academic	Reflective and Integrative Learning	39.1	40.6 *	-.12		43.1 ***	-.33	
Challenge	Learning Strategies	36.8	40.9 ***	-.29		43.6 ***	-.48	
	Quantitative Reasoning	29.7	32.7 **	-.18		36.3 ***	-.40	
Learning with Peers	Collaborative Learning	32.6	34.7 **	-.15		38.1 ***	-.40	
	Discussions with Diverse Others	34.0	41.1 ***	-.45		43.9 ***	-.67	
Experiences with Faculty	Student-Faculty Interaction	25.5	29.6 ***	-.25		34.3 ***	-.55	
	Effective Teaching Practices	40.5	42.1 *	-.12		44.7 ***	-.32	
Campus Environment	Quality of Interactions	41.3	45.4 ***	-.33		47.9 ***	-.52	
	Supportive Environment	29.8	34.5 ***	-.33		37.7 ***	-.57	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NMU (N = 125)	36.2	12.4	1.11	15	30	35	45	60				
Great Lakes Public	38.0	12.9	.10	20	30	40	45	60	17,962	-1.8	.117	-.141
Carnegie Class	37.4	13.3	.13	15	30	40	45	60	9,995	-1.3	.291	-.095
NSSE 2022 & 2023	38.3	13.3	.03	20	30	40	45	60	174,001	-2.1	.076	-.159
Top 50%	39.5	13.2	.04	20	30	40	50	60	111,892	-3.3	.004	-.254
Top 10%	42.2	12.8	.11	20	35	40	55	60	13,680	-6.1	.000	-.474
Reflective & Integrative Learning												
NMU (N = 141)	36.6	11.0	.92	17	31	37	43	54				
Great Lakes Public	35.8	11.8	.08	17	29	34	43	57	19,590	.8	.410	.070
Carnegie Class	35.3	12.0	.11	17	26	34	43	57	11,105	1.3	.214	.105
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	140	.8	.393	.065
Top 50%	37.2	12.0	.04	20	29	37	46	60	104,982	-.7	.519	-.054
Top 10%	39.8	11.8	.10	20	31	40	49	60	13,792	-3.3	.001	-.276
Learning Strategies												
NMU (N = 110)	35.9	12.8	1.22	20	27	33	47	60				
Great Lakes Public	37.7	13.6	.11	20	27	40	47	60	16,528	-1.8	.157	-.135
Carnegie Class	37.5	13.8	.15	13	27	40	47	60	9,133	-1.6	.228	-.116
NSSE 2022 & 2023	38.2	13.9	.03	20	27	40	47	60	160,308	-2.3	.083	-.166
Top 50%	39.8	13.9	.05	20	27	40	53	60	89,924	-3.9	.003	-.281
Top 10%	42.8	14.0	.10	20	33	40	60	60	18,835	-6.9	.000	-.494
Quantitative Reasoning												
NMU (N = 115)	26.7	14.1	1.32	7	20	27	33	53				
Great Lakes Public	29.5	15.0	.12	7	20	27	40	60	16,808	-2.8	.049	-.184
Carnegie Class	28.3	15.1	.16	0	20	27	40	60	9,324	-1.6	.265	-.105
NSSE 2022 & 2023	29.4	15.5	.04	0	20	27	40	60	114	-2.7	.045	-.172
Top 50%	30.7	15.3	.05	7	20	27	40	60	114	-3.9	.003	-.257
Top 10%	33.4	15.4	.12	7	20	33	40	60	17,653	-6.7	.000	-.433
Learning with Peers												
Collaborative Learning												
NMU (N = 160)	28.6	13.1	1.04	5	20	30	40	50				
Great Lakes Public	29.9	14.3	.10	5	20	30	40	55	21,407	-1.4	.232	-.095
Carnegie Class	29.6	13.8	.13	10	20	30	40	55	12,263	-1.1	.323	-.079
NSSE 2022 & 2023	29.2	15.0	.03	5	20	30	40	55	159	-.7	.529	-.044
Top 50%	33.2	13.9	.04	10	25	35	40	60	122,536	-4.7	.000	-.335
Top 10%	36.5	13.7	.09	15	25	35	45	60	24,701	-8.0	.000	-.583
Discussions with Diverse Others												
NMU (N = 117)	36.1	13.5	1.25	15	25	35	45	60				
Great Lakes Public	38.8	15.0	.12	15	30	40	50	60	16,641	-2.6	.058	-.175
Carnegie Class	37.4	15.4	.16	10	25	40	50	60	9,212	-1.3	.357	-.086
NSSE 2022 & 2023	38.1	15.8	.04	10	25	40	50	60	161,492	-2.0	.175	-.125
Top 50%	40.5	14.8	.05	20	30	40	55	60	99,187	-4.4	.001	-.297
Top 10%	43.6	13.9	.13	20	35	40	60	60	11,733	-7.5	.000	-.542

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NMU (N = 132)	21.3	13.5	1.18	5	10	20	25	50				
Great Lakes Public	21.3	14.8	.11	0	10	20	30	50	133	.0	.969	-.003
Carnegie Class	22.6	14.9	.15	0	10	20	30	55	135	-1.3	.270	-.088
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	131	-.3	.791	-.021
Top 50%	25.4	15.3	.06	5	15	25	35	60	131	-4.1	.001	-.268
Top 10%	29.3	15.3	.17	5	20	25	40	60	136	-8.0	.000	-.522
Effective Teaching Practices												
NMU (N = 126)	36.0	11.6	1.03	20	28	36	44	56				
Great Lakes Public	38.1	12.7	.10	16	28	40	48	60	17,844	-2.1	.064	-.166
Carnegie Class	38.1	13.1	.13	16	28	40	48	60	9,950	-2.1	.068	-.164
NSSE 2022 & 2023	38.4	13.3	.03	16	28	40	48	60	173,266	-2.4	.048	-.176
Top 50%	40.1	13.5	.05	16	32	40	52	60	77,515	-4.1	.001	-.305
Top 10%	43.3	13.3	.13	20	36	44	56	60	129	-7.2	.000	-.546
Campus Environment												
Quality of Interactions												
NMU (N = 103)	43.8	9.5	.94	30	38	44	52	60				
Great Lakes Public	43.1	11.0	.09	23	36	44	50	60	15,345	.7	.502	.066
Carnegie Class	43.2	11.6	.13	22	36	44	52	60	8,529	.6	.594	.053
NSSE 2022 & 2023	43.0	11.8	.03	22	36	44	52	60	102	.8	.405	.067
Top 50%	45.3	11.5	.05	24	38	46	54	60	61,771	-1.4	.204	-.125
Top 10%	48.1	12.1	.11	24	42	50	60	60	105	-4.3	.000	-.358
Supportive Environment												
NMU (N = 106)	33.3	11.8	1.15	17	23	33	40	58				
Great Lakes Public	34.8	13.0	.10	13	25	35	43	60	16,027	-1.6	.221	-.119
Carnegie Class	34.8	13.3	.14	13	25	35	43	60	8,796	-1.5	.251	-.112
NSSE 2022 & 2023	34.6	13.5	.03	13	25	35	43	60	155,074	-1.3	.328	-.095
Top 50%	36.8	13.1	.05	15	28	38	45	60	67,634	-3.5	.006	-.266
Top 10%	39.6	12.8	.14	20	30	40	50	60	8,078	-6.4	.000	-.498

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NMU (N = 314)	40.2	14.0	.79	15	30	40	50	60				
Great Lakes Public	40.3	13.6	.08	20	30	40	50	60	29,910	-.1	.902	-.007
Carnegie Class	40.8	13.7	.11	20	30	40	50	60	15,134	-.6	.444	-.044
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	284,387	-.5	.518	-.036
Top 50%	42.1	13.7	.04	20	35	40	55	60	132,403	-1.9	.014	-.139
Top 10%	44.7	12.8	.11	20	40	45	60	60	12,946	-4.6	.000	-.354
Reflective & Integrative Learning												
NMU (N = 335)	39.1	13.1	.72	17	29	40	50	60				
Great Lakes Public	38.6	12.8	.07	17	30	40	49	60	31,975	.5	.490	.038
Carnegie Class	39.1	12.7	.10	17	31	40	49	60	16,282	.0	.996	.000
NSSE 2022 & 2023	38.7	12.9	.02	17	29	40	49	60	303,570	.5	.512	.036
Top 50%	40.6	12.5	.04	20	31	40	51	60	120,013	-1.5	.032	-.117
Top 10%	43.1	11.8	.11	23	34	43	54	60	349	-3.9	.000	-.332
Learning Strategies												
NMU (N = 284)	36.8	14.2	.84	13	27	40	47	60				
Great Lakes Public	38.3	14.7	.09	13	27	40	47	60	28,094	-1.4	.101	-.098
Carnegie Class	39.2	14.6	.12	13	27	40	53	60	14,120	-2.4	.006	-.166
NSSE 2022 & 2023	39.2	14.6	.03	13	27	40	53	60	267,433	-2.3	.007	-.161
Top 50%	40.9	14.5	.04	20	33	40	53	60	141,775	-4.1	.000	-.285
Top 10%	43.6	14.1	.10	20	33	40	60	60	20,847	-6.8	.000	-.478
Quantitative Reasoning												
NMU (N = 288)	29.7	16.0	.94	0	20	27	40	60				
Great Lakes Public	31.0	16.3	.10	0	20	33	40	60	28,415	-1.3	.179	-.080
Carnegie Class	30.9	16.6	.14	0	20	33	40	60	14,357	-1.2	.233	-.071
NSSE 2022 & 2023	31.4	16.6	.03	0	20	33	40	60	271,103	-1.7	.092	-.099
Top 50%	32.7	16.5	.04	7	20	33	40	60	166,607	-2.9	.003	-.178
Top 10%	36.3	16.2	.14	7	20	40	47	60	13,623	-6.5	.000	-.403
Learning with Peers												
Collaborative Learning												
NMU (N = 345)	32.6	13.9	.75	10	20	30	40	60				
Great Lakes Public	31.3	15.2	.08	5	20	30	40	60	353	1.3	.079	.088
Carnegie Class	31.2	15.4	.12	5	20	30	40	60	362	1.4	.058	.094
NSSE 2022 & 2023	30.3	16.0	.03	0	20	30	40	60	345	2.4	.002	.148
Top 50%	34.7	14.2	.04	10	25	35	45	60	133,251	-2.1	.006	-.147
Top 10%	38.1	13.6	.10	15	30	40	50	60	18,337	-5.5	.000	-.403
Discussions with Diverse Others												
NMU (N = 283)	34.0	15.8	.94	0	25	35	45	60				
Great Lakes Public	38.7	15.6	.09	15	25	40	50	60	28,183	-4.7	.000	-.299
Carnegie Class	38.6	15.8	.13	15	25	40	50	60	14,236	-4.6	.000	-.292
NSSE 2022 & 2023	38.8	16.2	.03	10	25	40	55	60	268,786	-4.8	.000	-.297
Top 50%	41.1	15.6	.04	15	30	40	55	60	146,435	-7.1	.000	-.453
Top 10%	43.9	14.8	.12	20	35	45	60	60	15,838	-9.9	.000	-.672

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NMU (N = 327)	25.5	16.1	.89	0	15	25	35	60				
Great Lakes Public	23.0	16.0	.09	0	10	20	35	55	30,824	2.6	.004	.160
Carnegie Class	26.3	16.5	.13	0	15	25	40	60	15,683	-.8	.391	-.048
NSSE 2022 & 2023	23.7	16.5	.03	0	10	20	35	60	293,136	1.8	.051	.108
Top 50%	29.6	16.2	.06	5	20	30	40	60	64,056	-4.0	.000	-.250
Top 10%	34.3	15.8	.19	10	20	35	45	60	7,583	-8.7	.000	-.551
Effective Teaching Practices												
NMU (N = 315)	40.5	14.2	.80	16	32	40	52	60				
Great Lakes Public	39.8	13.8	.08	16	32	40	52	60	29,819	.7	.389	.049
Carnegie Class	40.6	14.0	.12	16	32	40	52	60	15,091	-.2	.848	-.011
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	283,863	.4	.601	.029
Top 50%	42.1	13.8	.04	20	32	40	56	60	98,371	-1.7	.030	-.123
Top 10%	44.7	13.4	.11	20	36	44	56	60	15,646	-4.3	.000	-.317
Campus Environment												
Quality of Interactions												
NMU (N = 264)	41.3	12.5	.77	16	34	44	50	60				
Great Lakes Public	42.5	11.9	.08	20	36	44	50	60	25,509	-1.2	.100	-.102
Carnegie Class	43.7	11.9	.11	20	36	45	52	60	13,108	-2.3	.002	-.196
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	243,523	-1.7	.024	-.139
Top 50%	45.4	12.1	.04	22	38	48	55	60	105,654	-4.0	.000	-.335
Top 10%	47.9	12.5	.08	22	40	50	60	60	26,375	-6.6	.000	-.523
Supportive Environment												
NMU (N = 272)	29.8	12.6	.77	9	23	30	38	53				
Great Lakes Public	31.5	13.9	.08	10	20	33	40	58	278	-1.7	.024	-.125
Carnegie Class	32.9	14.3	.12	10	23	33	43	60	286	-3.1	.000	-.217
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	272	-2.2	.005	-.151
Top 50%	34.5	14.3	.05	10	25	35	45	60	273	-4.8	.000	-.332
Top 10%	37.7	13.9	.14	15	28	38	48	60	291	-7.9	.000	-.567

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.