



NSSE 2015

Engagement Indicators

University of North Dakota

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are 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 2014 and 2015 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

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., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 Plains Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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 Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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

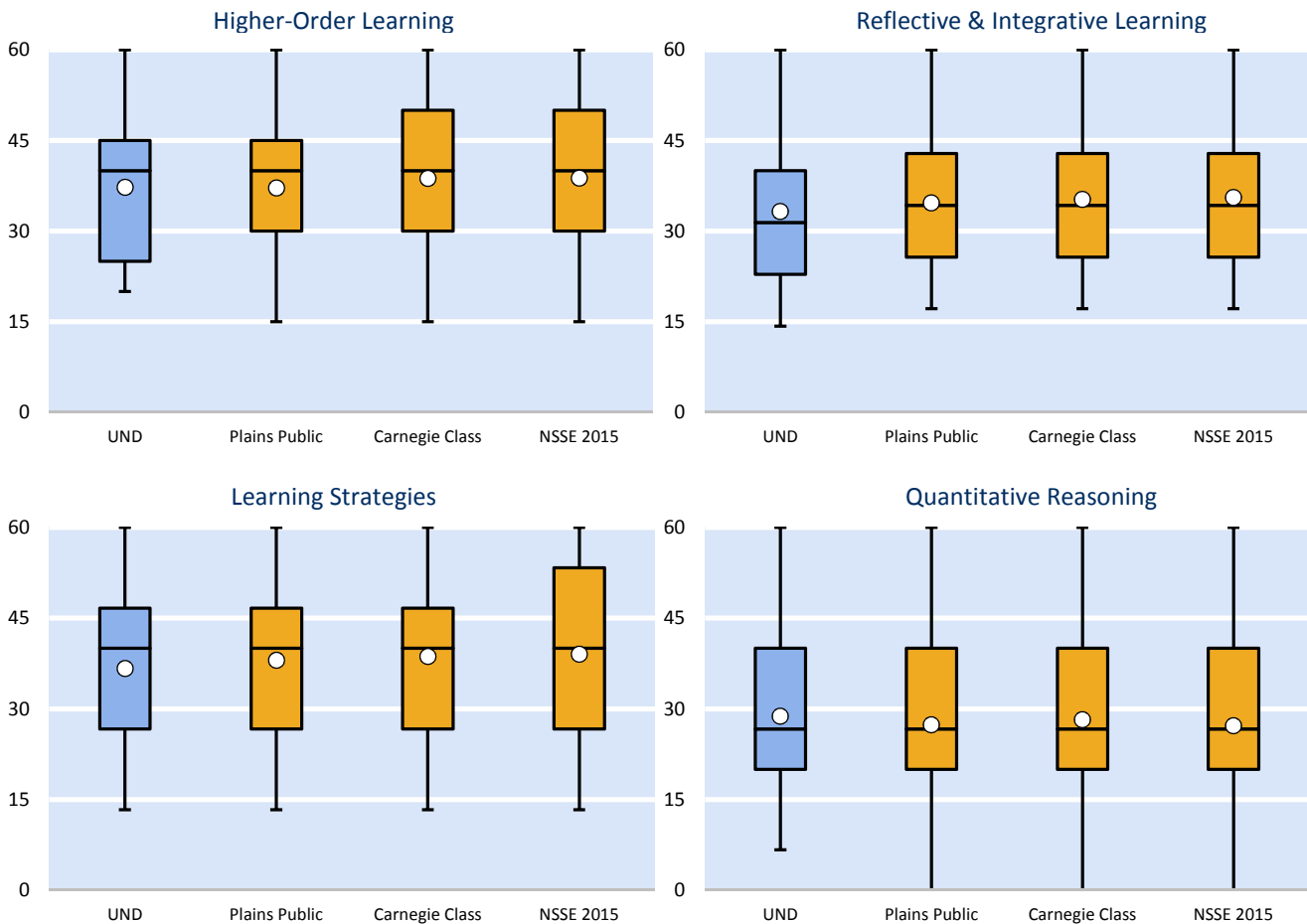
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UND Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2015	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.3	37.1	.01	38.7	-.10	38.8	-.11
Reflective & Integrative Learning	33.2	34.7 *	-.11	35.2 **	-.16	35.6 ***	-.18
Learning Strategies	36.7	38.1	-.10	38.7 *	-.14	39.0 **	-.16
Quantitative Reasoning	28.8	27.4	.09	28.2	.03	27.2	.10

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	UND	Plains Public	Carnegie Class	NSSE 2015
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	72 	70 	73 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68 	69 	72 	72 
4d. Evaluating a point of view, decision, or information source	66 	66 	68 	68 
4e. Forming a new idea or understanding from various pieces of information	65 	65 	67 	68 
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	57 	55 	55 	56 
2b. Connected your learning to societal problems or issues	44 	49 	51 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38 	47 	49 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55 	60 	61 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	58 	66 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	59 	63 	64 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	69 	75 	76 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74 	76 	78 	80 
9b. Reviewed your notes after class	61 	63 	64 	63 
9c. Summarized what you learned in class or from course materials	56 	60 	61 	63 
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 	52 	54 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	38 	40 	38 
6c. Evaluated what others have concluded from numerical information	38 	37 	40 	37 

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

Academic Challenge: Seniors

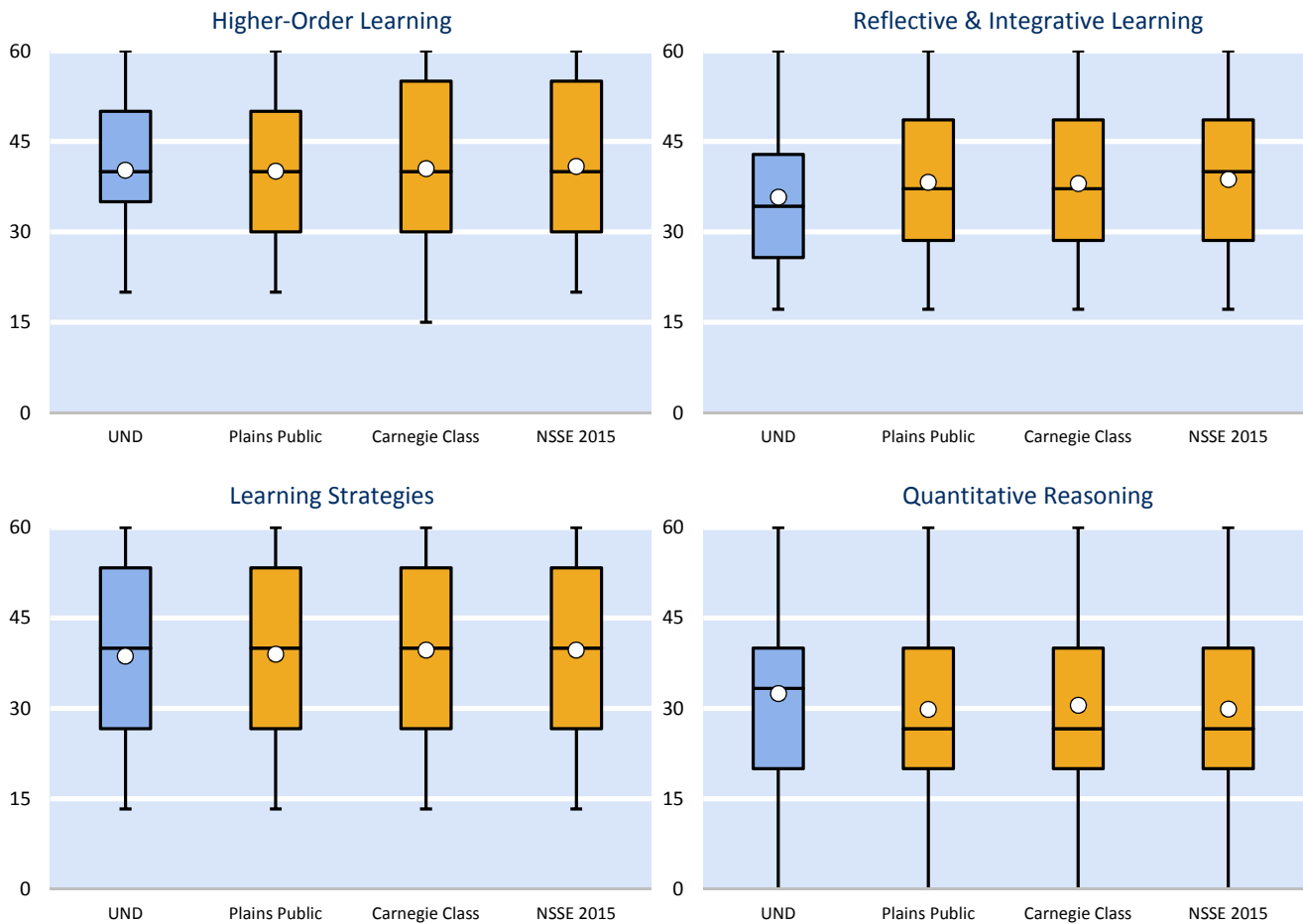
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Mean Comparisons

Engagement Indicator	UND Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	40.1	.01	40.5	-.02	40.9	-.04
Reflective & Integrative Learning	35.8	38.2 ***	-.19	38.0 ***	-.17	38.7 ***	-.22
Learning Strategies	38.7	39.0	-.02	39.7	-.07	39.7	-.07
Quantitative Reasoning	32.5	29.8 ***	.16	30.5 *	.11	29.9 ***	.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



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	UND	Plains Public	Carnegie Class	NSSE 2015
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	83 	79 	79 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	75 	76 	77 
4d. Evaluating a point of view, decision, or information source	61 	69 	69 	71 
4e. Forming a new idea or understanding from various pieces of information	71 	71 	71 	72 
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	70 	73 	72 	72 
2b. Connected your learning to societal problems or issues	56 	63 	61 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41 	53 	51 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56 	64 	64 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	69 	69 	70 
2f. Learned something that changed the way you understand an issue or concept	62 	68 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	83 	82 	83 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78 	81 	81 	82 
9b. Reviewed your notes after class	61 	59 	63 	61 
9c. Summarized what you learned in class or from course materials	62 	63 	64 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	62 	54 	57 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52 	44 	45 	44 
6c. Evaluated what others have concluded from numerical information	49 	43 	46 	45 

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

Learning with Peers: First-year students

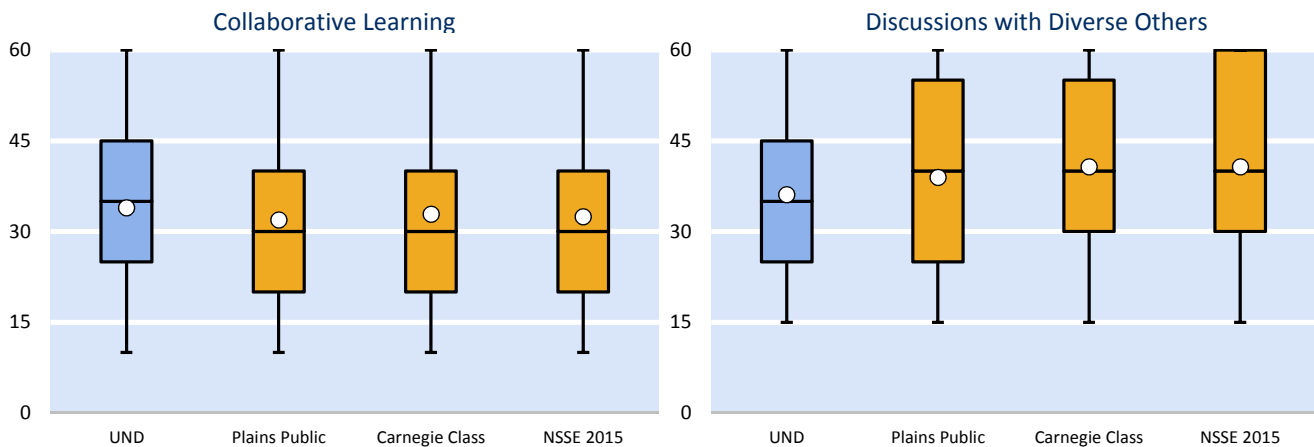
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UND Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	31.9 **	.14	32.8	.08	32.4 *	.11
Discussions with Diverse Others	36.1	38.9 **	-.18	40.7 ***	-.29	40.7 ***	-.28

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.

Summary of Indicator Items

Collaborative Learning

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

	UND	Plains Public	Carnegie Class	NSSE 2015
1e. Asked another student to help you understand course material	58	51	52	50
1f. Explained course material to one or more students	61	56	59	57
1g. Prepared for exams by discussing or working through course material with other students	53	48	50	50
1h. Worked with other students on course projects or assignments	55	51	53	53

Discussions with Diverse Others

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

	UND	Plains Public	Carnegie Class	NSSE 2015
8a. People from a race or ethnicity other than your own	52	64	71	72
8b. People from an economic background other than your own	64	69	73	73
8c. People with religious beliefs other than your own	60	68	69	68
8d. People with political views other than your own	65	67	68	67

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.

Learning with Peers: Seniors

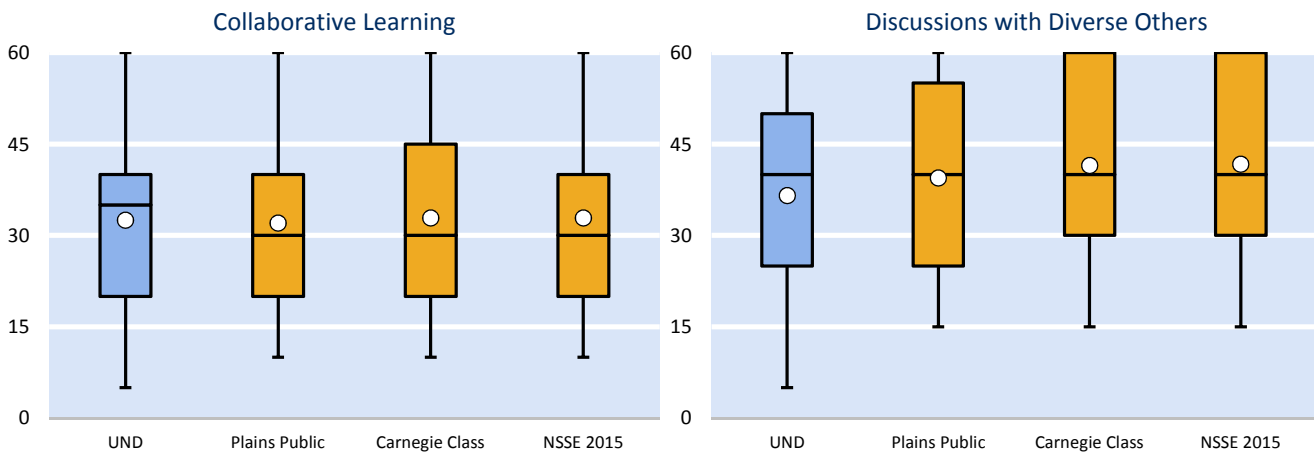
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Mean Comparisons

Engagement Indicator	UND Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.5	32.0	.04	32.9	-.02	32.9	-.02
Discussions with Diverse Others	36.5	39.5 ***	-.18	41.5 ***	-.30	41.7 ***	-.32

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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Summary of Indicator Items

Collaborative Learning

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

	UND	Plains Public	Carnegie Class	NSSE 2015
1e. Asked another student to help you understand course material	46	42	42	41
1f. Explained course material to one or more students	56	58	59	59
1g. Prepared for exams by discussing or working through course material with other students	45	44	47	47
1h. Worked with other students on course projects or assignments	65	63	64	65

Discussions with Diverse Others

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

	UND	Plains Public	Carnegie Class	NSSE 2015
8a. People from a race or ethnicity other than your own	54	64	72	73
8b. People from an economic background other than your own	64	70	74	74
8c. People with religious beliefs other than your own	61	67	69	70
8d. People with political views other than your own	68	70	70	70

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

Experiences with Faculty: First-year students

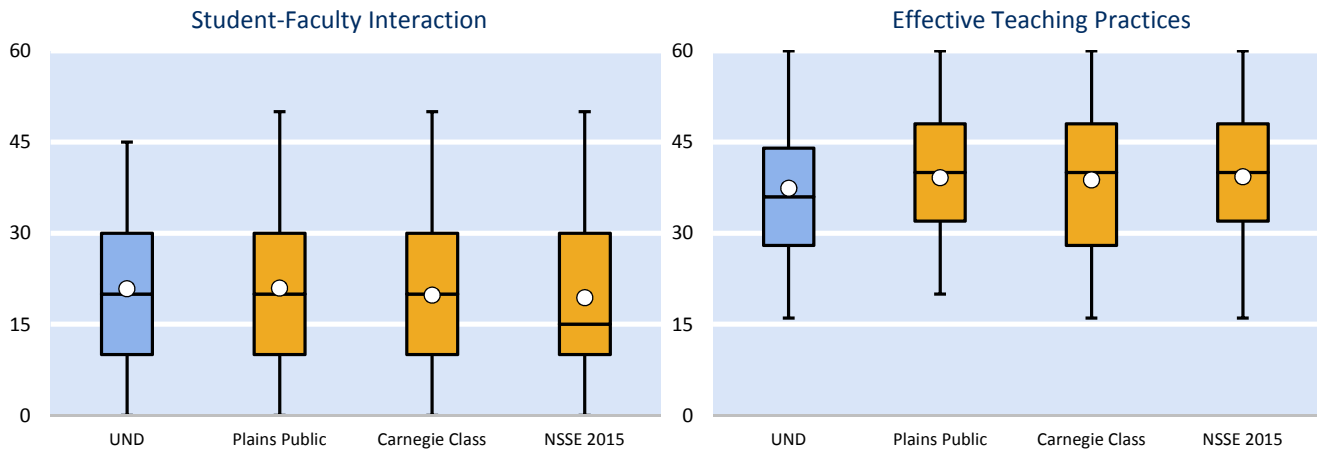
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UND Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	20.9	-.01	19.8	.07	19.3	.10
Effective Teaching Practices	37.4	39.1 *	-.13	38.8	-.10	39.3 **	-.14

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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Summary of Indicator Items

Student-Faculty Interaction

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

	UND	Plains Public	Carnegie Class	NSSE 2015
3a. Talked about career plans with a faculty member	38	35	31	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	21	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	24	24	25
3d. Discussed your academic performance with a faculty member	27	28	27	27

Effective Teaching Practices

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

	UND	Plains Public	Carnegie Class	NSSE 2015
5a. Clearly explained course goals and requirements	73	80	79	80
5b. Taught course sessions in an organized way	75	79	77	78
5c. Used examples or illustrations to explain difficult points	74	76	75	76
5d. Provided feedback on a draft or work in progress	59	61	61	61
5e. Provided prompt and detailed feedback on tests or completed assignments	58	60	58	60

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.

Experiences with Faculty: Seniors

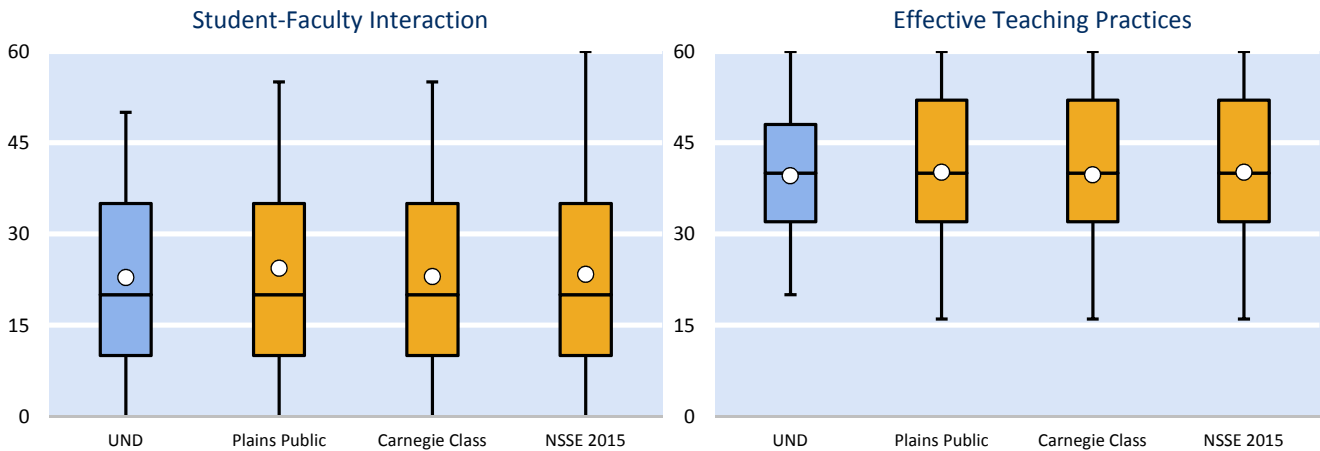
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.8	24.4 *	-.10	23.0	-.01	23.3	-.03
Effective Teaching Practices	39.6	40.1	-.04	39.7	-.01	40.2	-.04

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.

Summary of Indicator Items

Student-Faculty Interaction

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

	UND	Plains Public	Carnegie Class	NSSE 2015
3a. Talked about career plans with a faculty member	38	44	39	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	28	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	35	32	33
3d. Discussed your academic performance with a faculty member	28	33	31	32

Effective Teaching Practices

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

	UND	Plains Public	Carnegie Class	NSSE 2015
5a. Clearly explained course goals and requirements	82	82	80	81
5b. Taught course sessions in an organized way	78	80	79	80
5c. Used examples or illustrations to explain difficult points	81	78	78	79
5d. Provided feedback on a draft or work in progress	58	62	58	60
5e. Provided prompt and detailed feedback on tests or completed assignments	65	66	64	65

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.

Campus Environment: First-year students

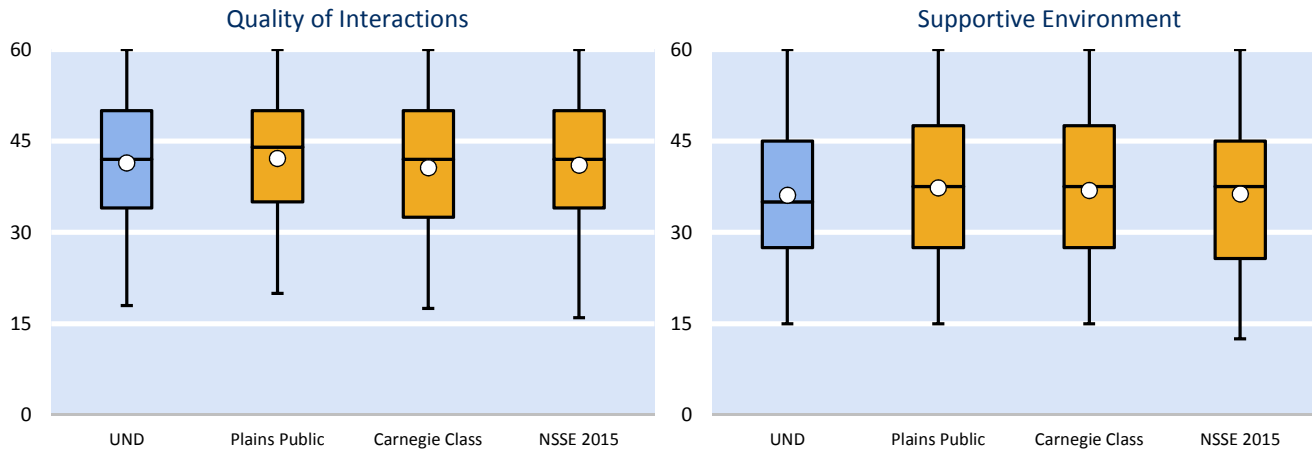
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UND Mean	Your first-year students compared with					
		Plains Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 Mean	Effect size
Quality of Interactions	41.4	42.1	-.06	40.6	.06	41.0	.03
Supportive Environment	36.1	37.3	-.09	36.9	-.06	36.3	-.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.

Summary of Indicator Items

Quality of Interactions

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

	UND	Plains Public	Carnegie Class	NSSE 2015
13a. Students	62	58	57	58
13b. Academic advisors	48	51	47	47
13c. Faculty	41	49	46	48
13d. Student services staff (career services, student activities, housing, etc.)	44	45	41	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	43	38	41

Supportive Environment

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

	UND	Plains Public	Carnegie Class	NSSE 2015
14b. Providing support to help students succeed academically	74	77	76	76
14c. Using learning support services (tutoring services, writing center, etc.)	71	77	76	75
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	57	58	58
14e. Providing opportunities to be involved socially	70	73	73	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	73	71	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	43	43	43
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	71	68	65
14i. Attending events that address important social, economic, or political issues	47	54	52	51

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.

Campus Environment: Seniors

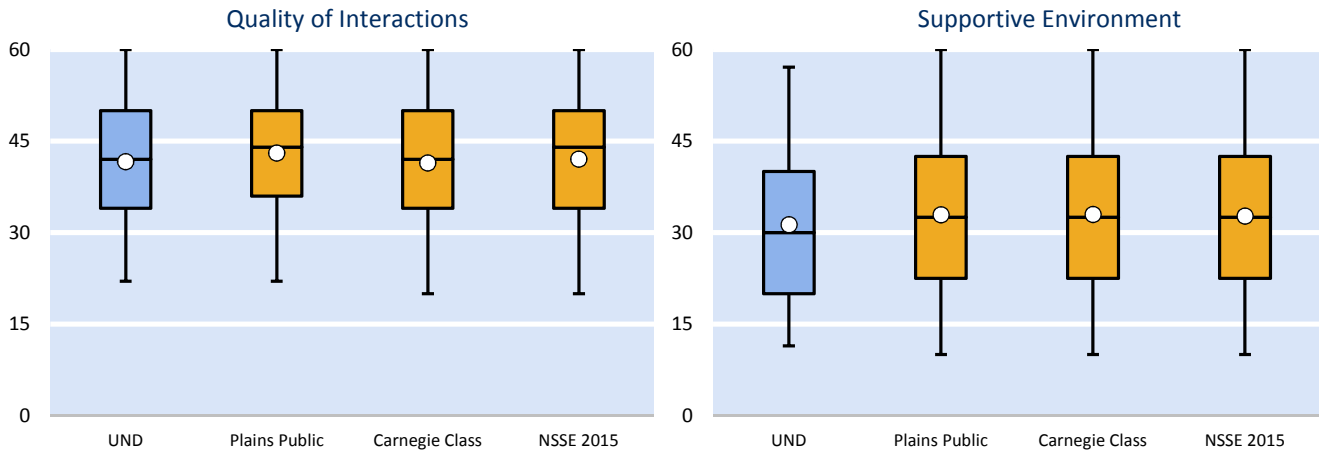
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UND Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	43.1 **	-.13	41.4	.02	42.0	-.04
Supportive Environment	31.3	32.9 *	-.12	33.0 **	-.12	32.7 *	-.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.

Summary of Indicator Items

Quality of Interactions

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

	UND	Plains Public	Carnegie Class	NSSE 2015
13a. Students	59	64	62	63
13b. Academic advisors	49	54	48	50
13c. Faculty	54	58	56	58
13d. Student services staff (career services, student activities, housing, etc.)	40	45	40	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	44	38	40

Supportive Environment

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

	UND	Plains Public	Carnegie Class	NSSE 2015
14b. Providing support to help students succeed academically	65	71	70	70
14c. Using learning support services (tutoring services, writing center, etc.)	60	65	66	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	51	52	52
14e. Providing opportunities to be involved socially	61	68	66	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	64	62	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	31	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	59	59	56
14i. Attending events that address important social, economic, or political issues	38	45	45	45

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

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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 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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		UND Mean	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.3	41.0 ***	-.27		43.0 ***	-.42	
	Reflective and Integrative Learning	33.2	37.6 ***	-.34		39.6 ***	-.50	
	Learning Strategies	36.7	41.6 ***	-.35		44.4 ***	-.55	
	Quantitative Reasoning	28.8	29.4	-.04	✓	31.5 ***	-.17	
<i>Learning with Peers</i>	Collaborative Learning	33.9	35.1	-.09	✓	37.3 ***	-.24	
	Discussions with Diverse Others	36.1	43.3 ***	-.47		45.5 ***	-.64	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.9	24.0 ***	-.21		27.2 ***	-.40	
	Effective Teaching Practices	37.4	42.3 ***	-.37		44.6 ***	-.54	
<i>Campus Environment</i>	Quality of Interactions	41.4	44.0 ***	-.22		45.8 ***	-.38	
	Supportive Environment	36.1	39.4 ***	-.25		41.3 ***	-.40	

Seniors		UND Mean	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.3	43.5 ***	-.23		45.3 ***	-.37	
	Reflective and Integrative Learning	35.8	41.3 ***	-.43		43.1 ***	-.59	
	Learning Strategies	38.7	42.5 ***	-.26		44.8 ***	-.44	
	Quantitative Reasoning	32.5	31.8	.04	✓	33.6	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	32.5	35.7 ***	-.23		38.2 ***	-.41	
	Discussions with Diverse Others	36.5	43.9 ***	-.46		45.9 ***	-.61	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.8	29.8 ***	-.43		34.1 ***	-.68	
	Effective Teaching Practices	39.6	43.1 ***	-.26		45.1 ***	-.41	
<i>Campus Environment</i>	Quality of Interactions	41.6	45.0 ***	-.30		46.7 ***	-.43	
	Supportive Environment	31.3	36.1 ***	-.35		38.8 ***	-.55	

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 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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												
UND (N = 330)	37.3	13.3	.73	20	25	40	45	60				
Plains Public	37.1	13.7	.17	15	30	40	45	60	7,042	.1	.881	.008
Carnegie Class	38.7	13.9	.08	15	30	40	50	60	28,309	-1.4	.062	-.103
NSSE 2015	38.8	13.9	.03	15	30	40	50	60	222,963	-1.5	.053	-.107
Top 50%	41.0	13.7	.05	20	30	40	50	60	91,074	-3.7	.000	-.269
Top 10%	43.0	13.8	.10	20	35	40	55	60	18,556	-5.8	.000	-.419
Reflective & Integrative Learning												
UND (N = 339)	33.2	12.8	.70	14	23	31	40	60				
Plains Public	34.7	12.4	.15	17	26	34	43	60	7,306	-1.4	.040	-.114
Carnegie Class	35.2	12.7	.07	17	26	34	43	60	29,654	-2.0	.004	-.158
NSSE 2015	35.6	12.7	.03	17	26	34	43	60	233,044	-2.3	.001	-.182
Top 50%	37.6	12.7	.04	17	29	37	46	60	97,458	-4.4	.000	-.343
Top 10%	39.6	12.8	.09	20	31	40	49	60	19,782	-6.3	.000	-.495
Learning Strategies												
UND (N = 309)	36.7	15.0	.86	13	27	40	47	60				
Plains Public	38.1	14.3	.18	13	27	40	47	60	6,646	-1.4	.102	-.095
Carnegie Class	38.7	14.3	.09	13	27	40	47	60	26,128	-2.0	.017	-.137
NSSE 2015	39.0	14.3	.03	13	27	40	53	60	207,670	-2.3	.004	-.164
Top 50%	41.6	14.1	.05	20	33	40	53	60	81,885	-4.9	.000	-.346
Top 10%	44.4	14.0	.10	20	33	47	60	60	18,778	-7.7	.000	-.549
Quantitative Reasoning												
UND (N = 334)	28.8	14.9	.82	7	20	27	40	60				
Plains Public	27.4	16.2	.20	0	20	27	40	60	372	1.4	.093	.088
Carnegie Class	28.2	16.5	.10	0	20	27	40	60	342	.5	.507	.033
NSSE 2015	27.2	16.6	.03	0	20	27	40	60	334	1.6	.054	.095
Top 50%	29.4	16.6	.05	0	20	27	40	60	335	-.6	.456	-.037
Top 10%	31.5	16.5	.11	0	20	33	40	60	345	-2.7	.001	-.166
Learning with Peers												
Collaborative Learning												
UND (N = 350)	33.9	14.0	.75	10	25	35	45	60				
Plains Public	31.9	14.2	.17	10	20	30	40	60	7,508	2.0	.010	.142
Carnegie Class	32.8	14.0	.08	10	20	30	40	60	30,838	1.1	.146	.078
NSSE 2015	32.4	14.3	.03	10	20	30	40	60	239,315	1.5	.047	.106
Top 50%	35.1	13.8	.04	15	25	35	45	60	109,350	-1.2	.093	-.090
Top 10%	37.3	13.8	.09	15	25	35	50	60	24,420	-3.4	.000	-.243
Discussions with Diverse Others												
UND (N = 311)	36.1	15.0	.85	15	25	35	45	60				
Plains Public	38.9	15.9	.20	15	25	40	55	60	6,715	-2.8	.002	-.179
Carnegie Class	40.7	16.0	.10	15	30	40	55	60	26,471	-4.6	.000	-.287
NSSE 2015	40.7	16.2	.04	15	30	40	60	60	210,039	-4.6	.000	-.282
Top 50%	43.3	15.4	.05	20	35	45	60	60	101,123	-7.3	.000	-.472
Top 10%	45.5	14.8	.10	20	40	50	60	60	23,652	-9.4	.000	-.636

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												
UND (N = 338)	20.9	14.5	.79	0	10	20	30	45				
Plains Public	20.9	14.5	.18	0	10	20	30	50	7,157	-.1	.922	-.005
Carnegie Class	19.8	14.6	.09	0	10	20	30	50	28,972	1.1	.182	.073
NSSE 2015	19.3	14.9	.03	0	10	15	30	50	227,998	1.5	.060	.102
Top 50%	24.0	15.2	.06	0	15	20	35	55	63,326	-3.2	.000	-.209
Top 10%	27.2	16.1	.16	5	15	25	40	60	364	-6.4	.000	-.396
Effective Teaching Practices												
UND (N = 337)	37.4	13.1	.72	16	28	36	44	60				
Plains Public	39.1	12.8	.15	20	32	40	48	60	7,221	-1.7	.018	-.132
Carnegie Class	38.8	13.2	.08	16	28	40	48	60	29,159	-1.4	.062	-.102
NSSE 2015	39.3	13.3	.03	16	32	40	48	60	229,555	-1.9	.010	-.140
Top 50%	42.3	13.2	.05	20	32	40	52	60	72,572	-4.9	.000	-.373
Top 10%	44.6	13.3	.11	20	36	44	56	60	14,729	-7.2	.000	-.544
Campus Environment												
Quality of Interactions												
UND (N = 305)	41.4	12.1	.69	18	34	42	50	60				
Plains Public	42.1	11.9	.15	20	35	44	50	60	6,518	-.7	.284	-.063
Carnegie Class	40.6	12.5	.08	18	33	42	50	60	25,174	.8	.273	.063
NSSE 2015	41.0	12.8	.03	16	34	42	50	60	195,466	.3	.634	.027
Top 50%	44.0	11.7	.05	22	38	46	52	60	63,772	-2.6	.000	-.222
Top 10%	45.8	11.9	.10	23	40	48	55	60	13,722	-4.4	.000	-.375
Supportive Environment												
UND (N = 291)	36.1	13.3	.78	15	28	35	45	60				
Plains Public	37.3	13.5	.18	15	28	38	48	60	6,238	-1.2	.151	-.086
Carnegie Class	36.9	13.9	.09	15	28	38	48	60	24,270	-.8	.346	-.056
NSSE 2015	36.3	14.0	.03	13	26	38	45	60	193,890	-.2	.834	-.012
Top 50%	39.4	13.4	.05	18	30	40	50	60	80,708	-3.3	.000	-.249
Top 10%	41.3	13.0	.10	20	33	40	53	60	17,837	-5.2	.000	-.399

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												
UND (N = 480)	40.3	12.8	.59	20	35	40	50	60				
Plains Public	40.1	13.9	.15	20	30	40	50	60	542	.2	.788	.012
Carnegie Class	40.5	14.3	.08	15	30	40	55	60	495	-.2	.674	-.017
NSSE 2015	40.9	14.2	.03	20	30	40	55	60	481	-.6	.306	-.042
Top 50%	43.5	13.8	.05	20	35	40	55	60	486	-3.2	.000	-.233
Top 10%	45.3	13.6	.09	20	40	45	60	60	503	-5.0	.000	-.371
Reflective & Integrative Learning												
UND (N = 498)	35.8	12.9	.58	17	26	34	43	60				
Plains Public	38.2	12.9	.13	17	29	37	49	60	9,617	-2.4	.000	-.190
Carnegie Class	38.0	13.3	.07	17	29	37	49	60	37,650	-2.2	.000	-.168
NSSE 2015	38.7	13.1	.03	17	29	40	49	60	248,520	-2.9	.000	-.222
Top 50%	41.3	12.7	.05	20	31	40	51	60	79,569	-5.5	.000	-.432
Top 10%	43.1	12.5	.09	20	34	43	54	60	20,086	-7.3	.000	-.585
Learning Strategies												
UND (N = 464)	38.7	14.9	.69	13	27	40	53	60				
Plains Public	39.0	14.8	.16	13	27	40	53	60	8,826	-.3	.649	-.022
Carnegie Class	39.7	15.0	.08	13	27	40	53	60	33,805	-1.0	.140	-.069
NSSE 2015	39.7	14.9	.03	13	27	40	53	60	225,892	-1.0	.132	-.070
Top 50%	42.5	14.6	.05	20	33	40	60	60	100,724	-3.8	.000	-.262
Top 10%	44.8	14.2	.09	20	33	47	60	60	26,713	-6.2	.000	-.435
Quantitative Reasoning												
UND (N = 491)	32.5	17.0	.77	0	20	33	40	60				
Plains Public	29.8	16.8	.18	0	20	27	40	60	9,443	2.6	.001	.157
Carnegie Class	30.5	17.5	.09	0	20	27	40	60	36,875	2.0	.013	.113
NSSE 2015	29.9	17.4	.04	0	20	27	40	60	243,393	2.6	.001	.149
Top 50%	31.8	17.3	.05	0	20	33	40	60	133,588	.7	.360	.041
Top 10%	33.6	16.9	.10	0	20	33	47	60	29,479	-1.2	.125	-.070
Learning with Peers												
Collaborative Learning												
UND (N = 510)	32.5	15.6	.69	5	20	35	40	60				
Plains Public	32.0	14.6	.15	10	20	30	40	60	558	.5	.467	.035
Carnegie Class	32.9	14.8	.08	10	20	30	45	60	38,704	-.4	.584	-.024
NSSE 2015	32.9	14.5	.03	10	20	30	40	60	510	-.3	.627	-.023
Top 50%	35.7	13.9	.04	15	25	35	45	60	512	-3.2	.000	-.227
Top 10%	38.2	13.7	.09	15	30	40	50	60	526	-5.6	.000	-.411
Discussions with Diverse Others												
UND (N = 468)	36.5	16.2	.75	5	25	40	50	60				
Plains Public	39.5	16.2	.18	15	25	40	55	60	8,917	-2.9	.000	-.181
Carnegie Class	41.5	16.3	.09	15	30	40	60	60	34,149	-4.9	.000	-.302
NSSE 2015	41.7	16.1	.03	15	30	40	60	60	228,164	-5.2	.000	-.321
Top 50%	43.9	15.9	.04	20	35	45	60	60	128,838	-7.4	.000	-.464
Top 10%	45.9	15.4	.09	20	40	50	60	60	31,241	-9.4	.000	-.608

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												
UND (N = 488)	22.8	15.6	.71	0	10	20	35	50				
Plains Public	24.4	16.1	.17	0	10	20	35	55	9,443	-1.5	.038	-.096
Carnegie Class	23.0	16.2	.09	0	10	20	35	55	36,804	-.2	.818	-.010
NSSE 2015	23.3	16.3	.03	0	10	20	35	60	243,393	-.5	.473	-.033
Top 50%	29.8	16.2	.07	5	20	30	40	60	51,716	-6.9	.000	-.428
Top 10%	34.1	16.5	.19	5	20	35	45	60	560	-11.3	.000	-.684
Effective Teaching Practices												
UND (N = 493)	39.6	12.8	.58	20	32	40	48	60				
Plains Public	40.1	13.5	.14	16	32	40	52	60	9,521	-.5	.382	-.040
Carnegie Class	39.7	14.0	.07	16	32	40	52	60	508	-.1	.810	-.010
NSSE 2015	40.2	13.9	.03	16	32	40	52	60	494	-.6	.311	-.042
Top 50%	43.1	13.6	.05	20	36	44	56	60	499	-3.5	.000	-.256
Top 10%	45.1	13.4	.11	20	36	48	60	60	532	-5.5	.000	-.415
Campus Environment												
Quality of Interactions												
UND (N = 447)	41.6	11.0	.52	22	34	42	50	60				
Plains Public	43.1	11.3	.13	22	36	44	50	60	8,537	-1.5	.008	-.129
Carnegie Class	41.4	12.2	.07	20	34	42	50	60	461	.2	.725	.015
NSSE 2015	42.0	12.1	.03	20	34	44	50	60	448	-.4	.408	-.036
Top 50%	45.0	11.4	.04	24	38	46	54	60	68,198	-3.4	.000	-.296
Top 10%	46.7	11.8	.09	24	40	50	56	60	17,560	-5.1	.000	-.434
Supportive Environment												
UND (N = 450)	31.3	13.3	.63	11	20	30	40	57				
Plains Public	32.9	13.9	.15	10	23	33	43	60	8,469	-1.6	.015	-.117
Carnegie Class	33.0	14.4	.08	10	23	33	43	60	464	-1.7	.008	-.117
NSSE 2015	32.7	14.4	.03	10	23	33	43	60	451	-1.4	.026	-.097
Top 50%	36.1	13.9	.05	13	26	38	45	60	76,639	-4.8	.000	-.346
Top 10%	38.8	13.7	.11	15	30	40	50	60	14,653	-7.5	.000	-.546

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.