NSSE 2019
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
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

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

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

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15) — Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 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, 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. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE 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.

First-Year Students

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

Seniors

Theme	Engagement Indicator	Your seniors compared with Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with One UND
Academic Challenge	Higher-Order Learning	--	▽	--
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	▽	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▽	▼	▽
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	--	--
	Supportive Environment	▽	▽	▽

NSSE 2019 Engagement Indicators
Academic Challenge
University of North Dakota

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

	UND	Plains Public		Carnegie Class		One UND	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	36.2	36.4	-.02	37.7 **	-.11	36.4	-.01
Reflective & Integrative Learning	31.9	34.2 ***	-.20	35.1 ***	-.27	34.0 ***	-.18
Learning Strategies	35.0	36.4 **	-.10	37.5 ***	-.18	35.5	-.03
Quantitative Reasoning	27.6	27.3	.02	27.9	-.02	27.7	-.01

Your first-year students compared with

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
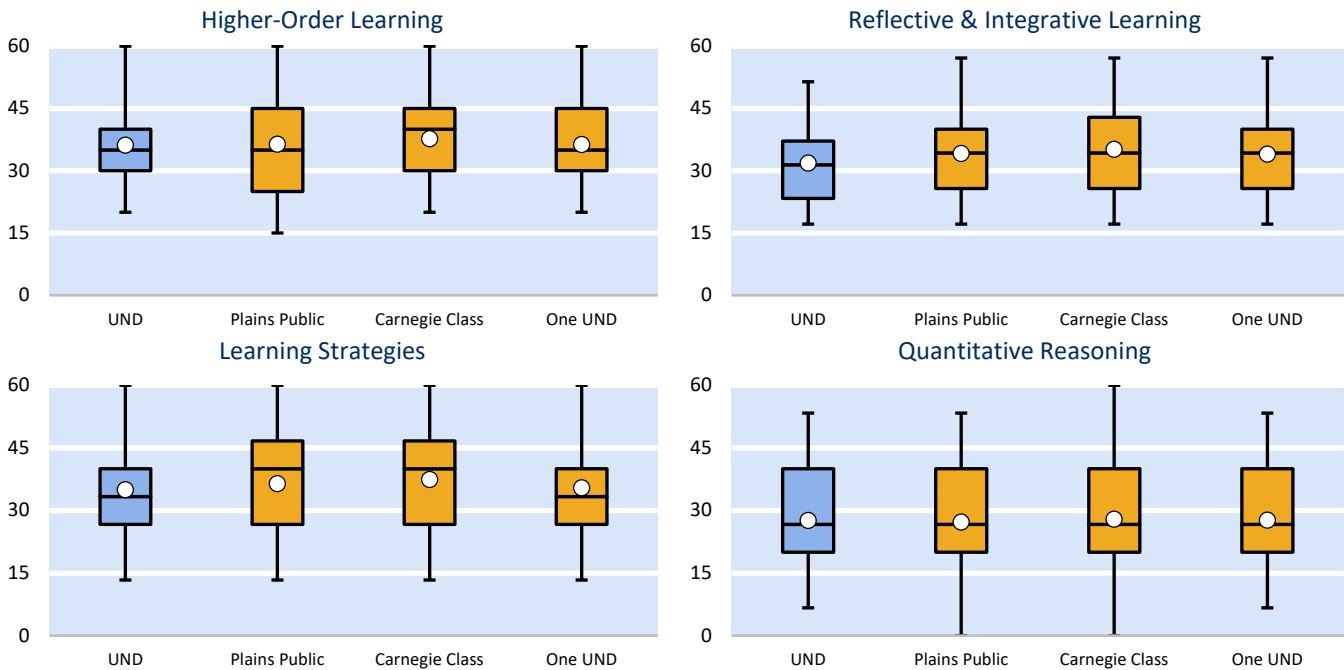
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Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

Percentage point difference [a] between your FY students and

Higher-Order Learning	UND	Plains Public	Carnegie Class	One UND
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+3	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-0	-3	-2
4d. Evaluating a point of view, decision, or information source	65	+0	-3	-0
4e. Forming a new idea or understanding from various pieces of information	64	-0	-3	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	49	-2	-3	-2
2b. Connected your learning to societal problems or issues	39	-9	-12	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-10	-13	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-4	-6	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-6	-9	-5
2f. Learned something that changed the way you understand an issue or concept	60	-4	-6	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2	-3	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	65	-6	-8	-5
9b. Reviewed your notes after class	61	-1	-2	+3
9c. Summarized what you learned in class or from course materials	58	-2	-3	+1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+3	-0	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	+0	-2	+0
6c. Evaluated what others have concluded from numerical information	38	+1	-2	+0

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

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

NSSE 2019 Engagement Indicators
Academic Challenge
University of North Dakota

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

| | UND | Your seniors compared with | | | | | |
| | | Plains Public | | Carnegie Class | | One UND | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	38.5	-.03	39.4 **	-.10	37.5	.04
Reflective & Integrative Learning	34.7	37.2 ***	-.20	37.6 ***	-.23	36.6 ***	-.16
Learning Strategies	35.8	36.6	-.06	37.7 ***	-.13	35.3	.03
Quantitative Reasoning	30.2	29.1	.07	29.8	.02	30.1	.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
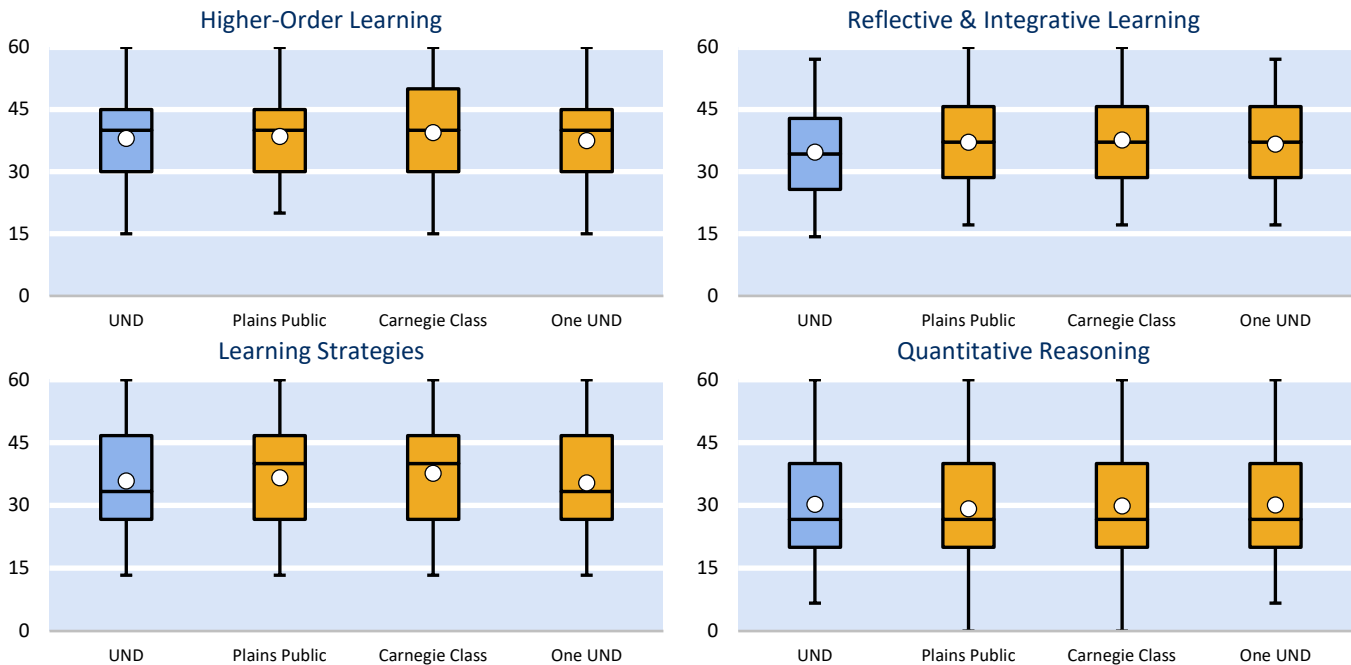
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UND	Percentage point difference[a] between your seniors and		
Higher-Order Learning		Plains Public	Carnegie Class	One UND
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-2	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-0	-2	+1
4d. Evaluating a point of view, decision, or information source	64	-3	-4	+0
4e. Forming a new idea or understanding from various pieces of information	69	+1	-1	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	-0	-0	-1
2b. Connected your learning to societal problems or issues	50	-8	-9	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-12	-12	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-4	-6	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	-11	-12	-9
2f. Learned something that changed the way you understand an issue or concept	66	-3	-4	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	-1	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	72	-3	-5	-2
9b. Reviewed your notes after class	56	-1	-4	+3
9c. Summarized what you learned in class or from course materials	57	-3	-4	+2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+4	+1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+3	+2	+2
6c. Evaluated what others have concluded from numerical information	46	+3	+2	-1

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

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NSSE 2019 Engagement Indicators

Learning with Peers
University of North Dakota
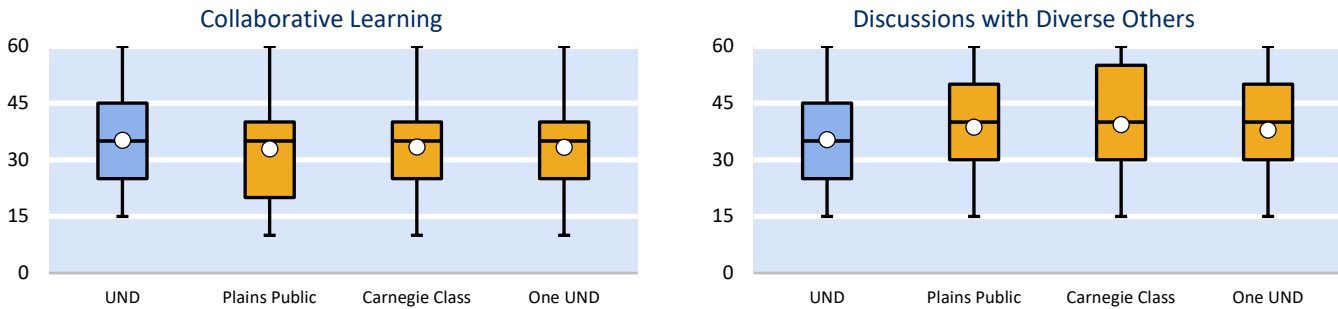
Learning with Peers: First-year students

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

	UND	Plains Public		Carnegie Class		One UND	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	35.1	32.9 ***	.16	33.4 ***	.12	33.3 ***	.13
Discussions with Diverse Others	35.3	38.6 ***	-.22	39.3 ***	-.26	37.9 ***	-.17

Your first-year students compared with

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Performance on Indicator Items

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

Percentage point difference [a] between your FY students and

Collaborative Learning	UND	Plains Public	Carnegie Class	One UND
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	61	+6	+6	+3
1f. Explained course material to one or more students	64	+5	+4	+6
1g. Prepared for exams by discussing or working through course material with other students	59	+9	+8	+7
1h. Worked with other students on course projects or assignments	62	+8	+6	+6

Discussions with Diverse Others	UND	Plains Public	Carnegie Class	One UND
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	52	-14	-18	-9
8b. People from an economic background other than your own	62	-7	-9	-6
8c. People with religious beliefs other than your own	56	-11	-10	-13
8d. People with political views other than your own	65	-2	+0	-2

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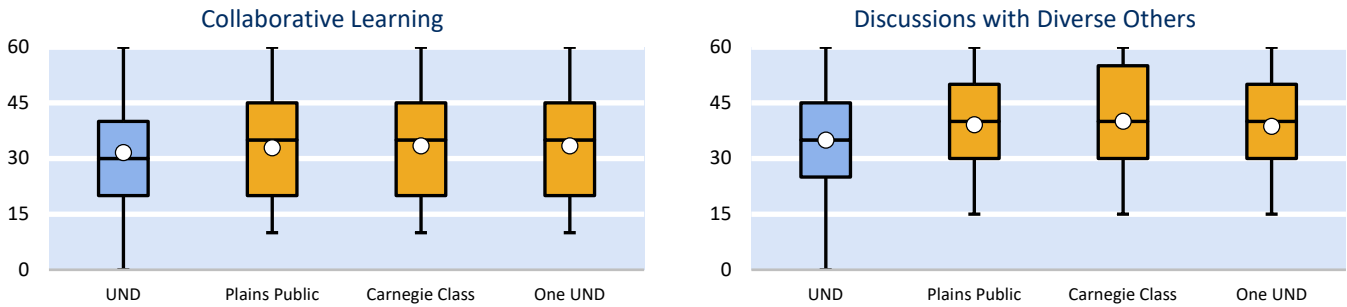
Learning with Peers: Seniors

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Mean Comparisons

	UND	Plains Public		Carnegie Class		One UND	
				Your seniors compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	32.9 *	-.09	33.5 **	-.12	33.4 **	-.12
Discussions with Diverse Others	35.0	39.1 ***	-.27	40.1 ***	-.32	38.7 ***	-.25

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	UND	Percentage point difference [a] between your seniors and		
Collaborative Learning		Plains Public	Carnegie Class	One UND
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	46	-1	+0	-2
1f. Explained course material to one or more students	56	-3	-5	-4
1g. Prepared for exams by discussing or working through course material with other students	46	-1	-2	-2
1h. Worked with other students on course projects or assignments	65	-0	-1	-2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	53	-13	-18	-9
8b. People from an economic background other than your own	61	-9	-11	-9
8c. People with religious beliefs other than your own	59	-8	-8	-9
8d. People with political views other than your own	65	-3	-1	-4

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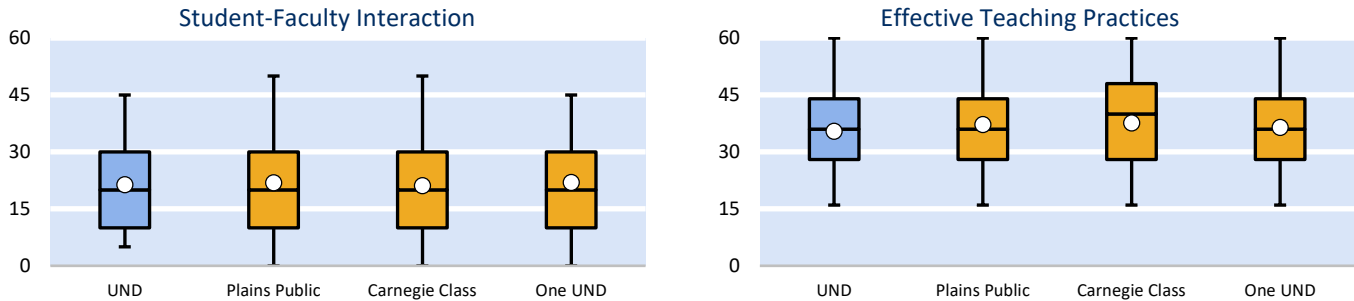
Experiences with Faculty: First-year students

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

	UND	Plains Public		Carnegie Class		One UND	
			Your first-year students compared with				
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.3	21.8	-.04	21.1	.02	21.9	-.04
Effective Teaching Practices	35.5	37.2 ***	-.14	37.6 ***	-.17	36.5	-.08

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	UND	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Plains Public	Carnegie Class	One UND
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	41	+0	+4	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-4	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-2	-3	-3
3d. Discussed your academic performance with a faculty member	25	-4	-4	-5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	72	-4	-4	-2
5b. Taught course sessions in an organized way	70	-4	-3	-3
5c. Used examples or illustrations to explain difficult points	70	-3	-3	-2
5d. Provided feedback on a draft or work in progress	58	-2	-4	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	48	-7	-8	-7

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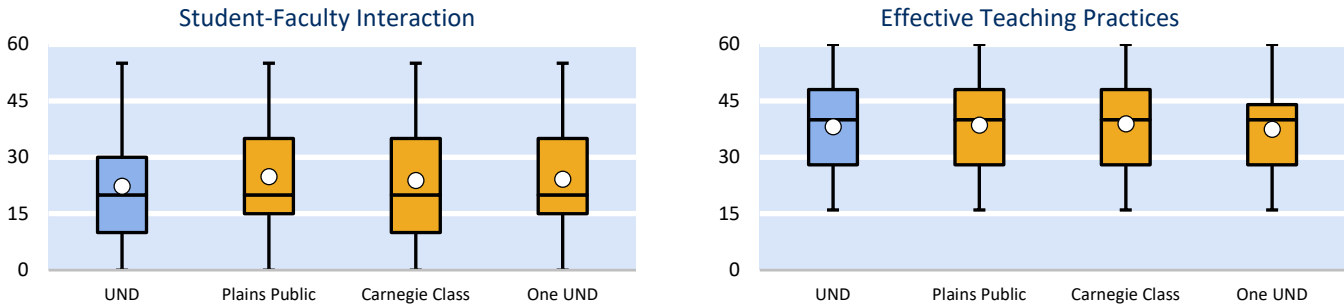
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Mean Comparisons

	UND						
		Your seniors compared with					
		Plains Public		**Carnegie Class**		**One UND**	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Student-Faculty Interaction	22.3	24.8 ***	-.16	23.8 *	-.09	24.1 **	-.12
Effective Teaching Practices	38.1	38.5	-.03	38.9	-.05	37.4	.05

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Student-Faculty Interaction	UND	Percentage point difference [a] between your seniors and		
		Plains Public	**Carnegie Class**	**One UND**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	41	-5	-2	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-4	-1	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-4	-4	-3
3d. Discussed your academic performance with a faculty member	28	-6	-4	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	78	-1	-1	+2
5b. Taught course sessions in an organized way	78	+0	+2	+1
5c. Used examples or illustrations to explain difficult points	76	-0	-0	+0
5d. Provided feedback on a draft or work in progress	55	-3	-3	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-5	-4	-1

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

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

NSSE 2019 Engagement Indicators

Campus Environment
University of North Dakota

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

| | UND | Your first-year students compared with | | | | | |
| | | Plains Public | | Carnegie Class | | One UND | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	42.7	-.04	41.7	.05	42.7	-.04
Supportive Environment	32.2	35.5 ***	-.25	35.7 ***	-.26	35.6 ***	-.26

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.

| | UND | Percentage point difference [a] between your FY students and | | |
Quality of Interactions		Plains Public	Carnegie Class	One UND
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	53	+2	+4	+3
13b. Academic advisors	53	+1	+3	-2
13c. Faculty	43	-6	-5	-4
13d. Student services staff (career services, student activities, housing, etc.)	42	-4	-1	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-3	-0	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	68	-6	-6	-4
14c. Using learning support services (tutoring services, writing center, etc.)	61	-13	-16	-12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	-20	-19	-18
14e. Providing opportunities to be involved socially	68	-4	-3	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	-1	+1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-2	-1	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+2	+3	-2
14i. Attending events that address important social, economic, or political issues	37	-10	-10	-12

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

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

Campus Environment
University of North Dakota
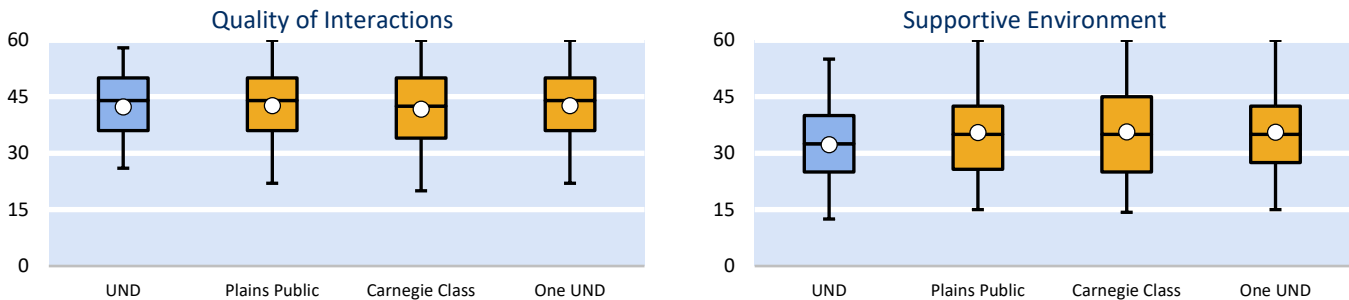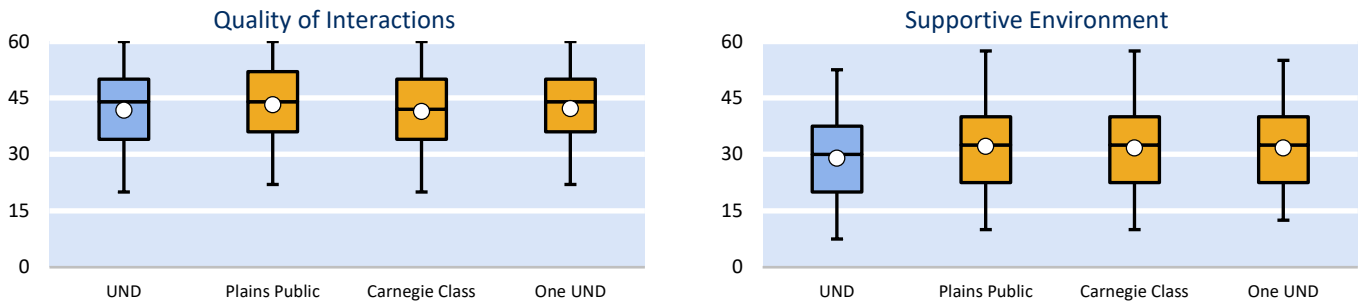
Campus Environment: Seniors

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

	UND							
				Your seniors compared with				
		Plains Public		Carnegie Class		One UND		
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	41.8	43.3 **	-.13	41.5	.03	42.2	-.04
Supportive Environment	29.1	32.2 ***	-.23	31.7 ***	-.19	31.7 ***	-.21

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

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.

	UND	Plains Public	Carnegie Class	One UND
		Percentage point difference [a] between your seniors and		
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	59	+1	+4	+3
13b. Academic advisors	49	-4	+2	-1
13c. Faculty	47	-7	-6	-5
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	+3	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-4	+2	+1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	60	-10	-9	-8
14c. Using learning support services (tutoring services, writing center, etc.)	53	-11	-12	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	-14	-12	-7
14e. Providing opportunities to be involved socially	58	-8	-6	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-1	+2	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-4	-3	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+1	+2	-2
14i. Attending events that address important social, economic, or political issues	33	-8	-8	-7

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

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

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NSSE 2019 Engagement Indicators
Comparisons with High-Performing Institutions
University of North Dakota

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/links/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 2018 and 2019 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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 | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.2	39.3 ***	-.24		41.0 ***	-.37	
	Reflective and Integrative Learning	31.9	36.8 ***	-.42		38.8 ***	-.59	
	Learning Strategies	35.0	39.9 ***	-.36		42.5 ***	-.53	
	Quantitative Reasoning	27.6	29.3 **	-.11		30.8 ***	-.21	
Learning with Peers	Collaborative Learning	35.1	35.4	-.02	✓	37.7 ***	-.19	
	Discussions with Diverse Others	35.3	41.3 ***	-.40		43.2 ***	-.55	
Experiences with Faculty	Student-Faculty Interaction	21.3	24.9 ***	-.24		28.0 ***	-.43	
	Effective Teaching Practices	35.5	40.6 ***	-.39		42.7 ***	-.52	
Campus Environment	Quality of Interactions	42.3	44.9 ***	-.23		47.1 ***	-.41	
	Supportive Environment	32.2	38.1 ***	-.45		40.1 ***	-.60	

Your first-year students compared with

Seniors

| | | UND | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.1	41.8 ***	-.27		43.0 ***	-.37	
	Reflective and Integrative Learning	34.7	39.9 ***	-.42		41.6 ***	-.56	
	Learning Strategies	35.8	40.8 ***	-.35		42.6 ***	-.47	
	Quantitative Reasoning	30.2	31.3	-.07	✓	32.7 ***	-.16	
Learning with Peers	Collaborative Learning	31.6	36.1 ***	-.32		38.6 ***	-.51	
	Discussions with Diverse Others	35.0	42.0 ***	-.45		43.5 ***	-.56	
Experiences with Faculty	Student-Faculty Interaction	22.3	29.9 ***	-.48		33.9 ***	-.74	
	Effective Teaching Practices	38.1	41.8 ***	-.27		43.5 ***	-.40	
Campus Environment	Quality of Interactions	41.8	45.2 ***	-.28		47.4 ***	-.46	
	Supportive Environment	29.1	34.8 ***	-.41		37.0 ***	-.57	

Your seniors compared with

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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
University of North Dakota

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												
UND (N = 642)	36.2	11.9	.47	20	30	35	40	60				
Plains Public	36.4	12.8	.10	15	25	35	45	60	694	-.2	.674	-.016
Carnegie Class	37.7	13.1	.05	20	30	40	45	60	657	-1.5	.002	-.115
One UND	36.4	12.2	.21	20	30	35	45	60	4,113	-.2	.751	-.014
Top 50%	39.3	13.0	.03	20	30	40	50	60	646	-3.2	.000	-.242
Top 10%	41.0	13.0	.06	20	35	40	50	60	662	-4.8	.000	-.371
Reflective & Integrative Learning												
UND (N = 663)	31.9	10.3	.40	17	23	31	37	51				
Plains Public	34.2	11.7	.09	17	26	34	40	57	723	-2.3	.000	-.200
Carnegie Class	35.1	11.9	.05	17	26	34	43	57	680	-3.3	.000	-.274
One UND	34.0	11.7	.19	17	26	34	40	57	994	-2.1	.000	-.185
Top 50%	36.8	11.8	.03	17	29	37	46	57	668	-4.9	.000	-.417
Top 10%	38.8	11.8	.06	20	31	40	46	60	694	-6.9	.000	-.587
Learning Strategies												
UND (N = 626)	35.0	13.3	.53	13	27	33	40	60				
Plains Public	36.4	13.6	.10	13	27	40	47	60	17,933	-1.4	.010	-.105
Carnegie Class	37.5	13.8	.06	13	27	40	47	60	58,502	-2.5	.000	-.179
One UND	35.5	13.1	.23	13	27	33	40	60	3,911	-.5	.430	-.034
Top 50%	39.9	13.7	.04	20	33	40	53	60	150,650	-4.9	.000	-.355
Top 10%	42.5	14.0	.08	20	33	40	53	60	650	-7.5	.000	-.532
Quantitative Reasoning												
UND (N = 632)	27.6	13.7	.54	7	20	27	40	53				
Plains Public	27.3	14.7	.11	0	20	27	40	53	684	.3	.544	.023
Carnegie Class	27.9	15.3	.06	0	20	27	40	60	648	-.3	.527	-.023
One UND	27.7	14.3	.25	7	20	27	40	53	3,976	-.1	.898	-.006
Top 50%	29.3	15.2	.04	7	20	27	40	60	636	-1.7	.002	-.110
Top 10%	30.8	15.2	.07	7	20	33	40	60	651	-3.2	.000	-.209
Learning with Peers												
Collaborative Learning												
UND (N = 679)	35.1	12.9	.50	15	25	35	45	60				
Plains Public	32.9	14.1	.10	10	20	35	40	60	735	2.3	.000	.162
Carnegie Class	33.4	14.0	.05	10	25	35	40	60	694	1.8	.000	.125
One UND	33.3	13.9	.22	10	25	35	40	60	971	1.8	.001	.134
Top 50%	35.4	13.7	.03	15	25	35	45	60	684	-.3	.583	-.020
Top 10%	37.7	13.6	.07	15	30	40	50	60	704	-2.5	.000	-.186
Discussions with Diverse Others												
UND (N = 626)	35.3	14.8	.59	15	25	35	45	60				
Plains Public	38.6	15.2	.11	15	30	40	50	60	18,040	-3.3	.000	-.219
Carnegie Class	39.3	15.4	.06	15	30	40	55	60	59,011	-4.0	.000	-.259
One UND	37.9	14.7	.25	15	30	40	50	60	3,942	-2.6	.000	-.175
Top 50%	41.3	14.9	.04	20	30	40	55	60	180,727	-6.0	.000	-.402
Top 10%	43.2	14.4	.07	20	35	40	60	60	41,026	-7.9	.000	-.548

NSSE 2019 Engagement Indicators
Detailed Statistics[a]
University of North Dakota

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												
UND (N = 651)	21.3	12.9	.51	5	10	20	30	45				
Plains Public	21.8	14.1	.10	0	10	20	30	50	705	-.5	.339	-.035
Carnegie Class	21.1	14.6	.06	0	10	20	30	50	667	.3	.606	.018
One UND	21.9	13.5	.23	0	10	20	30	45	932	-.6	.292	-.043
Top 50%	24.9	14.8	.04	5	15	20	35	55	659	-3.6	.000	-.242
Top 10%	28.0	15.5	.11	5	15	25	40	60	717	-6.6	.000	-.429
Effective Teaching Practices												
UND (N = 644)	35.5	12.5	.49	16	28	36	44	60				
Plains Public	37.2	12.6	.09	16	28	36	44	60	18,669	-1.7	.001	-.138
Carnegie Class	37.6	13.0	.05	16	28	40	48	60	61,704	-2.2	.000	-.166
One UND	36.5	12.4	.21	16	28	36	44	60	4,092	-1.0	.061	-.080
Top 50%	40.6	13.2	.04	20	32	40	52	60	132,281	-5.2	.000	-.391
Top 10%	42.7	14.0	.08	20	32	44	56	60	673	-7.2	.000	-.518
Campus Environment												
Quality of Interactions												
UND (N = 599)	42.3	10.3	.42	26	36	44	50	58				
Plains Public	42.7	11.6	.09	22	36	44	50	60	654	-.4	.328	-.037
Carnegie Class	41.7	12.0	.05	20	34	43	50	60	616	.6	.181	.047
One UND	42.7	10.9	.19	22	36	44	50	60	3,762	-.4	.395	-.038
Top 50%	44.9	11.4	.03	24	38	46	54	60	605	-2.6	.000	-.227
Top 10%	47.1	11.8	.07	24	40	50	58	60	629	-4.8	.000	-.410
Supportive Environment												
UND (N = 615)	32.2	12.1	.49	13	25	33	40	55				
Plains Public	35.5	13.0	.10	15	26	35	43	60	667	-3.2	.000	-.249
Carnegie Class	35.7	13.3	.06	14	25	35	45	60	631	-3.4	.000	-.259
One UND	35.6	13.0	.23	15	28	35	43	60	906	-3.3	.000	-.260
Top 50%	38.1	13.2	.03	18	30	40	48	60	621	-5.9	.000	-.446
Top 10%	40.1	13.2	.08	18	30	40	50	60	645	-7.8	.000	-.596

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.

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
University of North Dakota

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												
UND (N = 682)	38.1	13.3	.51	15	30	40	45	60				
Plains Public	38.5	13.2	.10	20	30	40	45	60	16,910	-.4	.405	-.033
Carnegie Class	39.4	13.7	.06	15	30	40	50	60	52,234	-1.4	.010	-.100
One UND	37.5	13.0	.24	15	30	40	45	60	3,695	.5	.323	.042
Top 50%	41.8	13.5	.04	20	35	40	55	60	118,489	-3.7	.000	-.275
Top 10%	43.0	13.5	.08	20	35	40	55	60	32,793	-5.0	.000	-.367
Reflective & Integrative Learning												
UND (N = 707)	34.7	12.2	.46	14	26	34	43	57				
Plains Public	37.2	12.1	.09	17	29	37	46	60	17,601	-2.4	.000	-.200
Carnegie Class	37.6	12.5	.05	17	29	37	46	60	55,099	-2.9	.000	-.232
One UND	36.6	11.9	.21	17	29	37	46	57	3,859	-1.9	.000	-.157
Top 50%	39.9	12.2	.04	20	31	40	49	60	113,219	-5.2	.000	-.423
Top 10%	41.6	12.2	.08	20	34	40	51	60	22,680	-6.8	.000	-.561
Learning Strategies												
UND (N = 672)	35.8	14.5	.56	13	27	33	47	60				
Plains Public	36.6	14.3	.11	13	27	40	47	60	16,437	-.8	.161	-.055
Carnegie Class	37.7	14.6	.07	13	27	40	47	60	50,034	-1.9	.001	-.128
One UND	35.3	13.9	.26	13	27	33	47	60	3,584	.5	.423	.034
Top 50%	40.8	14.4	.04	20	33	40	53	60	123,851	-5.0	.000	-.346
Top 10%	42.6	14.3	.07	20	33	40	60	60	39,948	-6.8	.000	-.473
Quantitative Reasoning												
UND (N = 679)	30.2	15.7	.60	7	20	27	40	60				
Plains Public	29.1	15.6	.12	0	20	27	40	60	16,576	1.1	.076	.070
Carnegie Class	29.8	16.2	.07	0	20	27	40	60	50,658	.4	.528	.024
One UND	30.1	15.2	.28	7	20	27	40	60	3,612	.1	.854	.008
Top 50%	31.3	16.0	.04	7	20	33	40	60	151,527	-1.1	.081	-.067
Top 10%	32.7	15.8	.08	7	20	33	40	60	42,694	-2.5	.000	-.160
Learning with Peers												
Collaborative Learning												
UND (N = 724)	31.6	16.3	.60	0	20	30	40	60				
Plains Public	32.9	14.8	.11	10	20	35	45	60	774	-1.3	.036	-.086
Carnegie Class	33.5	14.9	.06	10	20	35	45	60	739	-1.8	.002	-.123
One UND	33.4	14.5	.25	10	20	35	45	60	996	-1.8	.006	-.122
Top 50%	36.1	14.0	.04	15	25	35	45	60	729	-4.5	.000	-.321
Top 10%	38.6	13.5	.09	15	30	40	50	60	758	-7.0	.000	-.514
Discussions with Diverse Others												
UND (N = 670)	35.0	15.5	.60	0	25	35	45	60				
Plains Public	39.1	15.3	.12	15	30	40	50	60	16,486	-4.1	.000	-.268
Carnegie Class	40.1	15.8	.07	15	30	40	55	60	50,250	-5.1	.000	-.324
One UND	38.7	14.4	.27	15	30	40	50	60	949	-3.7	.000	-.254
Top 50%	42.0	15.6	.04	15	30	40	60	60	150,951	-7.1	.000	-.452
Top 10%	43.5	15.4	.08	20	35	45	60	60	40,675	-8.6	.000	-.556

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												
UND (N = 694)	22.3	15.6	.59	0	10	20	30	55				
Plains Public	24.8	15.7	.12	0	15	20	35	55	17,204	-2.5	.000	-.160
Carnegie Class	23.8	15.9	.07	0	10	20	35	55	53,408	-1.5	.015	-.093
One UND	24.1	15.3	.28	0	15	20	35	55	3,768	-1.8	.004	-.120
Top 50%	29.9	15.9	.06	5	20	30	40	60	61,736	-7.6	.000	-.476
Top 10%	33.9	15.8	.16	10	20	35	45	60	9,947	-11.6	.000	-.737
Effective Teaching Practices												
UND (N = 686)	38.1	12.9	.49	16	28	40	48	60				
Plains Public	38.5	13.2	.10	16	28	40	48	60	16,928	-.4	.424	-.031
Carnegie Class	38.9	13.7	.06	16	28	40	48	60	705	-.7	.134	-.054
One UND	37.4	12.6	.23	16	28	40	44	60	3,696	.7	.205	.054
Top 50%	41.8	13.6	.04	20	32	40	52	60	695	-3.6	.000	-.267
Top 10%	43.5	13.5	.08	20	36	44	56	60	724	-5.4	.000	-.400
Campus Environment												
Quality of Interactions												
UND (N = 618)	41.8	11.7	.47	20	34	44	50	60				
Plains Public	43.3	11.3	.09	22	36	44	52	60	15,447	-1.4	.002	-.127
Carnegie Class	41.5	12.3	.06	20	34	42	50	60	46,726	.4	.466	.029
One UND	42.2	10.9	.21	22	36	44	50	60	873	-.4	.420	-.038
Top 50%	45.2	11.8	.04	23	38	48	54	60	110,012	-3.3	.000	-.283
Top 10%	47.4	12.0	.06	24	40	50	58	60	36,329	-5.5	.000	-.464
Supportive Environment												
UND (N = 664)	29.1	12.9	.50	8	20	30	38	53				
Plains Public	32.2	13.4	.11	10	23	33	40	58	16,187	-3.1	.000	-.231
Carnegie Class	31.7	13.9	.06	10	23	33	40	58	684	-2.7	.000	-.193
One UND	31.7	12.7	.24	13	23	33	40	55	3,516	-2.6	.000	-.208
Top 50%	34.8	13.9	.04	13	25	35	45	60	673	-5.7	.000	-.409
Top 10%	37.0	14.0	.10	13	28	38	48	60	716	-7.9	.000	-.565

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.