NSSE 2023
Engagement Indicators
University of Minnesota Duluth

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with UMD Peers	Your first-year students compared with UMD Competitors	Your first-year students compared with NSSE Carnegie
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 UMD Peers	Your seniors compared with UMD Competitors	Your seniors compared with NSSE Carnegie
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	▽	▽	▽

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

| | UMD | Your first-year students compared with | | | | | |
| | | UMD Peers | | UMD Competitors | | NSSE Carnegie | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	37.7 **	-.10	37.1	-.06	38.1 ***	-.13
Reflective & Integrative Learning	35.0	35.2	-.02	34.3	.06	35.4	-.03
Learning Strategies	36.0	36.9	-.06	36.6	-.04	37.9 **	-.14
Quantitative Reasoning	29.8	29.2	.04	29.1	.05	29.5	.02

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
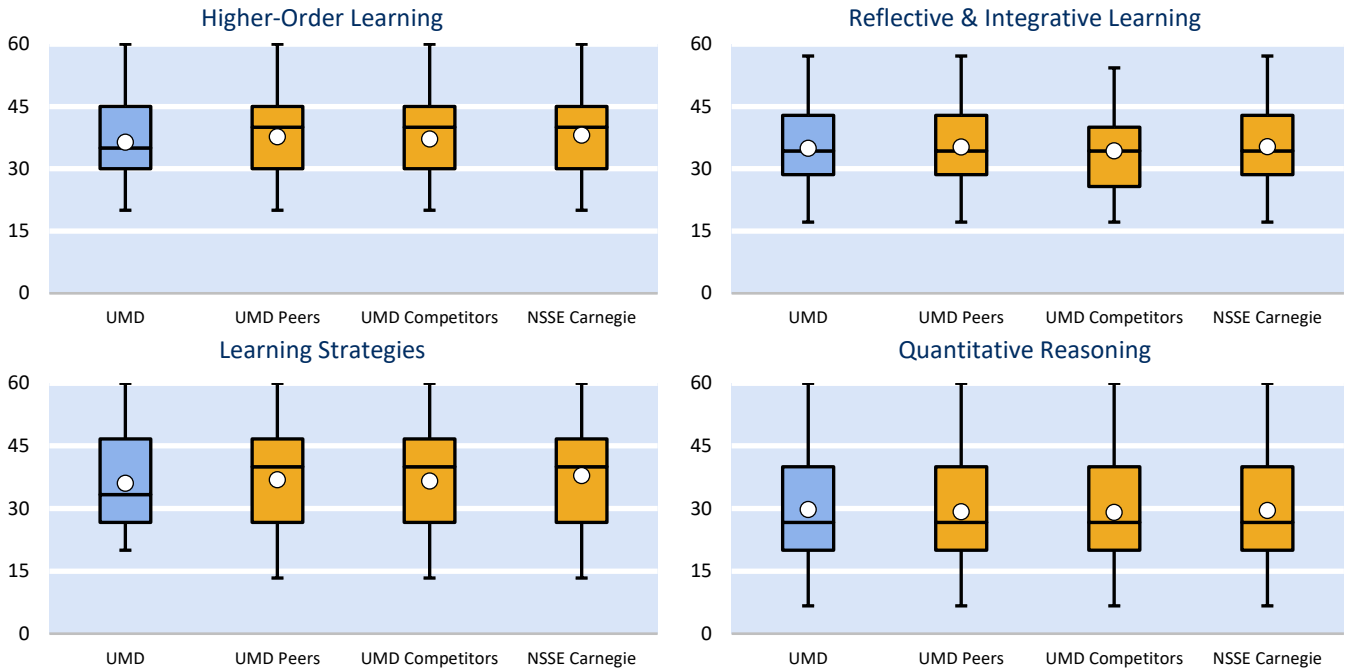
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Academic Challenge: First-year students (continued)

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.

	UMD	Percentage point difference [a] between your FY students and		
		UMD Peers	UMD Competitors	NSSE Carnegie
Higher-Order Learning				
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	69	-1	-2	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-2	-1	-3
4d. Evaluating a point of view, decision, or information source	60	-8	-6	-10
4e. Forming a new idea or understanding from various pieces of information	68	-2	+1	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	56	+3	+3	+3
2b. Connected your learning to societal problems or issues	48	-3	+0	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-5	+1	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-1	+1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+2	+3	+2
2f. Learned something that changed the way you understand an issue or concept	68	+1	+3	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+1	+2	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	67	-4	-2	-7
9b. Reviewed your notes after class	61	-2	-3	-5
9c. Summarized what you learned in class or from course materials	62	-1	+0	-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.)	56	+2	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-0	+3	-2
6c. Evaluated what others have concluded from numerical information	42	-1	-0	-2

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

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

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | UMD | Your seniors compared with | | | | | |
| | | UMD Peers | | UMD Competitors | | NSSE Carnegie | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	39.3 *	-.09	39.8 **	-.12	40.7 ***	-.19
Reflective & Integrative Learning	37.3	37.7	-.04	37.3	.00	39.3 ***	-.16
Learning Strategies	34.9	38.1 ***	-.22	37.0 ***	-.15	39.9 ***	-.35
Quantitative Reasoning	30.9	31.1	-.01	30.8	.00	31.1	-.02

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
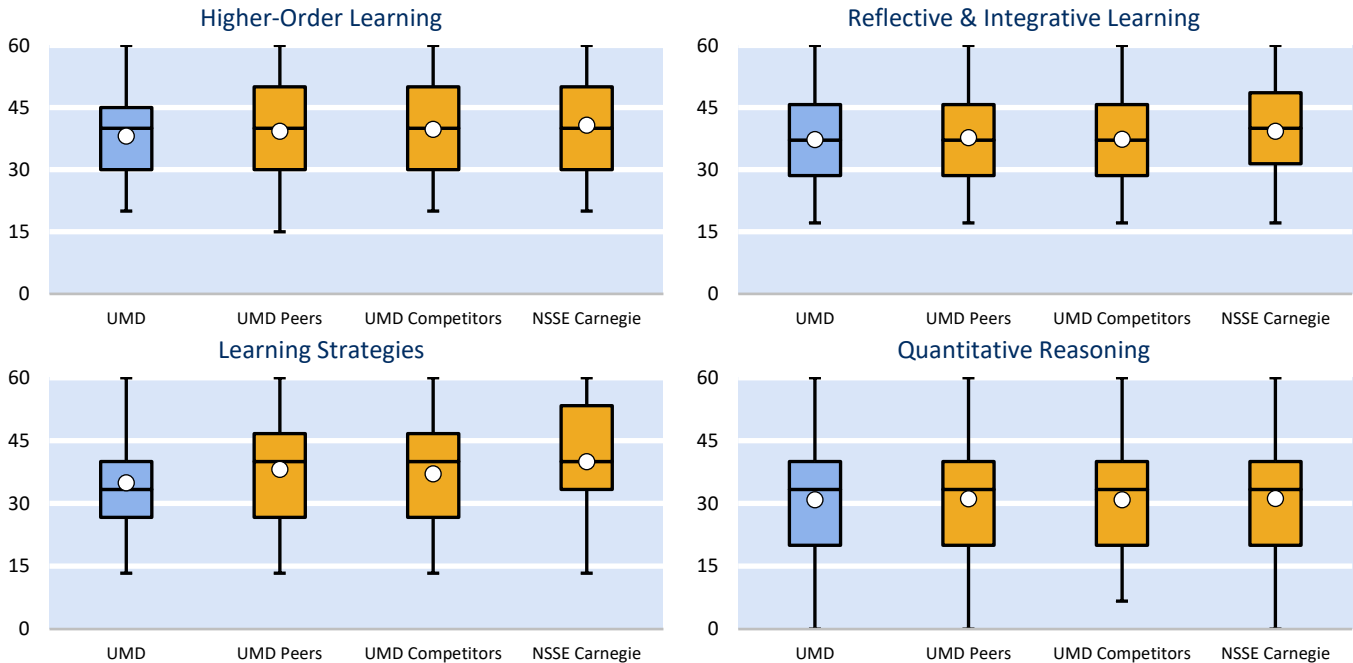
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Academic Challenge: Seniors (continued)

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.

| | UMD | Percentage point difference [a] between your seniors and | | |
		UMD Peers	UMD Competitors	NSSE Carnegie
Higher-Order Learning				
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	76	-1	-5	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+2	-0	-1
4d. Evaluating a point of view, decision, or information source	66	-3	-1	-8
4e. Forming a new idea or understanding from various pieces of information	69	-2	-3	-6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	74	+5	+2	+3
2b. Connected your learning to societal problems or issues	57	-3	-3	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-4	-1	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-0	+2	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	-3	-0	-4
2f. Learned something that changed the way you understand an issue or concept	69	-2	-1	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1	-1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	66	-6	-6	-11
9b. Reviewed your notes after class	53	-11	-7	-16
9c. Summarized what you learned in class or from course materials	58	-7	-4	-10
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.)	55	-2	-2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-3	-2	-3
6c. Evaluated what others have concluded from numerical information	50	+2	+2	+2

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

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

NSSE 2023 Engagement Indicators
Learning with Peers
University of Minnesota Duluth
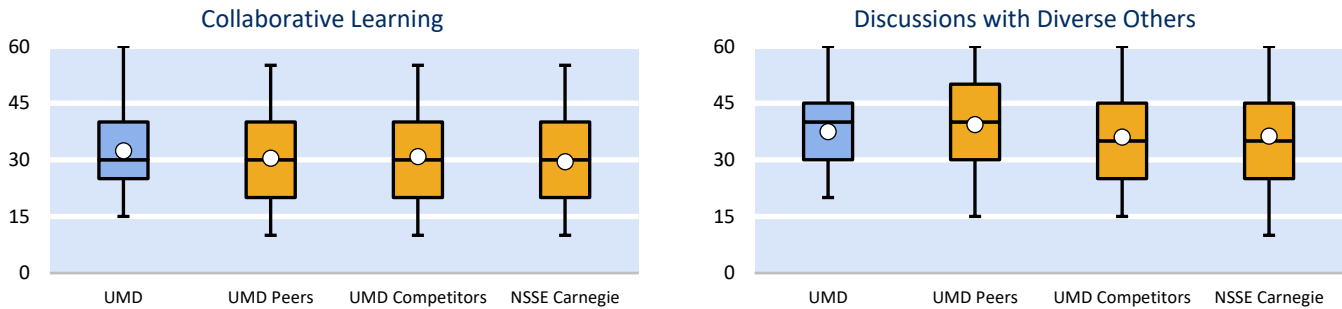
Learning with Peers: First-year students

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

Mean Comparisons

| | UMD | Your first-year students compared with | | | | | |
| | | UMD Peers | | UMD Competitors | | NSSE Carnegie | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.3	30.4 ***	.14	30.8 **	.11	29.4 ***	.22
Discussions with Diverse Others	37.5	39.3 **	-.12	36.0 *	.10	36.2 *	.08

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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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.

| Collaborative Learning | UMD | Percentage point difference [a] between your FY students and | | |
		UMD Peers	UMD Competitors	NSSE Carnegie
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	54	+7	+4	+8
1c. Explained course material to one or more students	53	+2	+1	+6
1d. Prepared for exams by discussing or working through course material with other students	44	+3	+2	+5
1e. Worked with other students on course projects or assignments	58	+5	+7	+8

Discussions with Diverse Others	UMD	UMD Peers	UMD Competitors	NSSE Carnegie
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	58	-12	+2	-3
8b. People from economic backgrounds other than your own	70	-0	+5	+5
8c. People with religious beliefs other than your own	69	+1	+8	+8
8d. People with political views other than your own	65	+0	+4	+9

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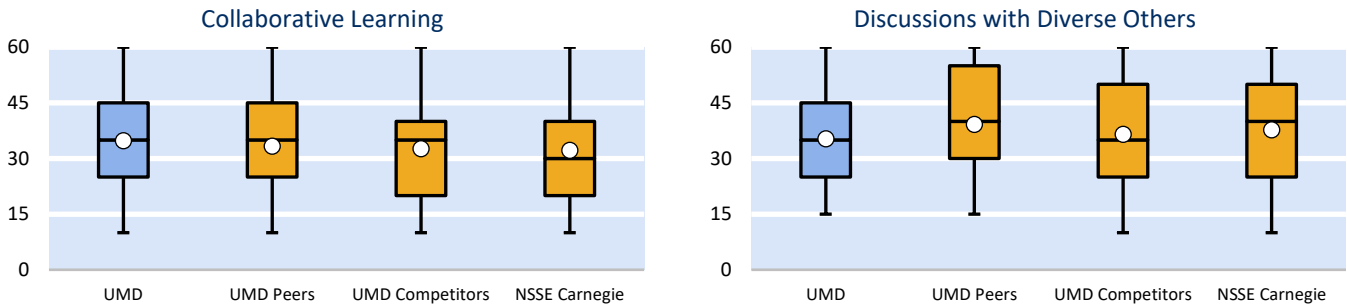
Learning with Peers: Seniors

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

Mean Comparisons

	UMD	*Your seniors compared with*					
		UMD Peers		UMD Competitors		NSSE Carnegie	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	33.3 **	.10	32.7 ***	.15	32.2 ***	.18
Discussions with Diverse Others	35.4	39.2 ***	-.25	36.5	-.08	37.8 ***	-.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

Collaborative Learning

Discussions with Diverse Others

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

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		Percentage point difference [a] between your seniors and		
Collaborative Learning	UMD	UMD Peers	UMD Competitors	NSSE Carnegie
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	55	+7	+8	+11
1c. Explained course material to one or more students	63	+5	+7	+6
1d. Prepared for exams by discussing or working through course material with other students	45	-1	+2	+4
1e. Worked with other students on course projects or assignments	77	+10	+9	+12
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	49	-20	-6	-16
8b. People from economic backgrounds other than your own	63	-9	-2	-5
8c. People with religious beliefs other than your own	61	-7	-0	-2
8d. People with political views other than your own	59	-6	-3	+0

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NSSE 2023 Engagement Indicators
Experiences with Faculty
University of Minnesota Duluth

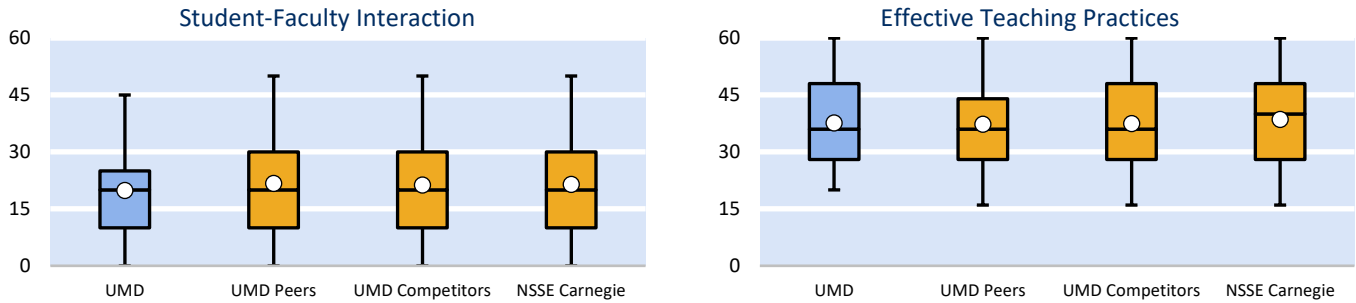## Experiences with Faculty: First-year students

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

	UMD	*Your first-year students compared with*					
		UMD Peers		UMD Competitors		NSSE Carnegie	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.8	21.6 **	-.13	21.3 *	-.10	21.4 **	-.11
Effective Teaching Practices	37.6	37.3	.03	37.4	.01	38.5	-.07

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Student-Faculty Interaction	UMD	Percentage point difference [a] between your FY students and		
		UMD Peers	UMD Competitors	NSSE Carnegie
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	33	-5	-6	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-3	-3	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-3	-1	-3
3d. Discussed your academic performance with a faculty member	23	-9	-5	-7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	78	+2	+0	-0
5b. Taught course sessions in an organized way	74	+2	+0	+2
5c. Used examples or illustrations to explain difficult points	76	+4	+2	+3
5d. Provided feedback on a draft or work in progress	60	-2	-1	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-0	+1	-4

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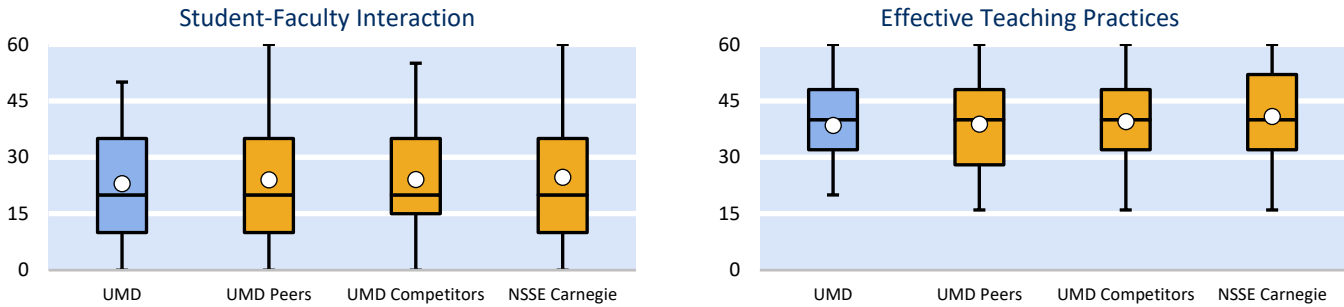
Experiences with Faculty: Seniors

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Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.0	23.9	-.06	24.0	-.07	24.6 *	-.10
Effective Teaching Practices	38.4	38.8	-.03	39.4	-.08	40.8 ***	-.17

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

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| | UMD | Percentage point difference [a] between your seniors and | | |
| | | UMD Peers | UMD Competitors | NSSE Carnegie |
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	39	-4	-2	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-1	-3	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+1	+1	-1
3d. Discussed your academic performance with a faculty member	28	-5	-4	-8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	+2	-0	-1
5b. Taught course sessions in an organized way	74	+0	-5	-4
5c. Used examples or illustrations to explain difficult points	77	+2	-1	-0
5d. Provided feedback on a draft or work in progress	66	+4	+4	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+0	+1	-4

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

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

Campus Environment: First-year students

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

Mean Comparisons

| | UMD | Your first-year students compared with | | | | | |
| | | UMD Peers | | UMD Competitors | | NSSE Carnegie | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.5	42.3 **	.11	43.4	.01	42.8	.06
Supportive Environment	32.8	34.3 **	-.12	34.6 **	-.14	34.8 ***	-.15

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

Score Distributions

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

Performance on Indicator Items

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

| | UMD | Percentage point difference [a] between your FY students and | | |
Quality of Interactions		UMD Peers	UMD Competitors	NSSE Carnegie
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	49	-1	-2	+1
13b. Academic advisors	52	-1	-4	-4
13c. Faculty	49	+2	+1	-0
13d. Student services staff (career services, student activities, housing, etc.)	48	+5	-2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+0	-6	-4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	66	-6	-6	-7
14c. Using learning support services (tutoring services, writing center, etc.)	64	-9	-11	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-4	+0	-6
14e. Providing opportunities to be involved socially	69	+1	-3	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+2	-3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	-4	-2	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-2	-3	+1
14i. Attending events that address important social, economic, or political issues	40	-4	-7	-10

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

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

NSSE 2023 Engagement Indicators
Campus Environment
University of Minnesota Duluth
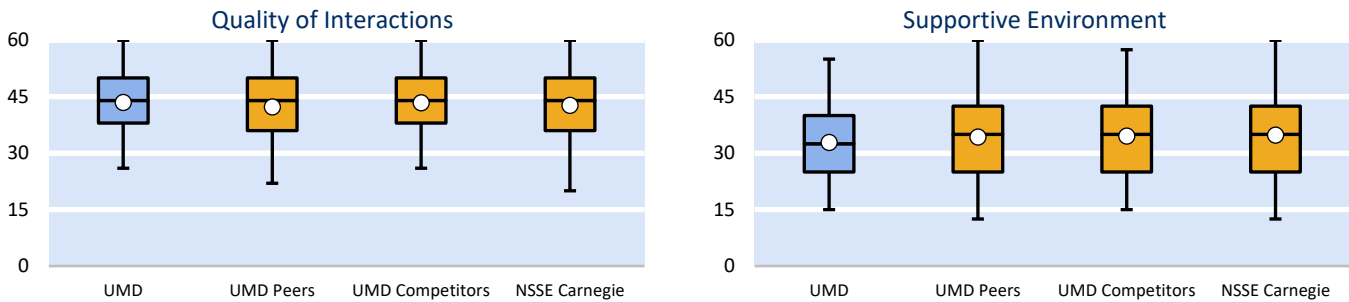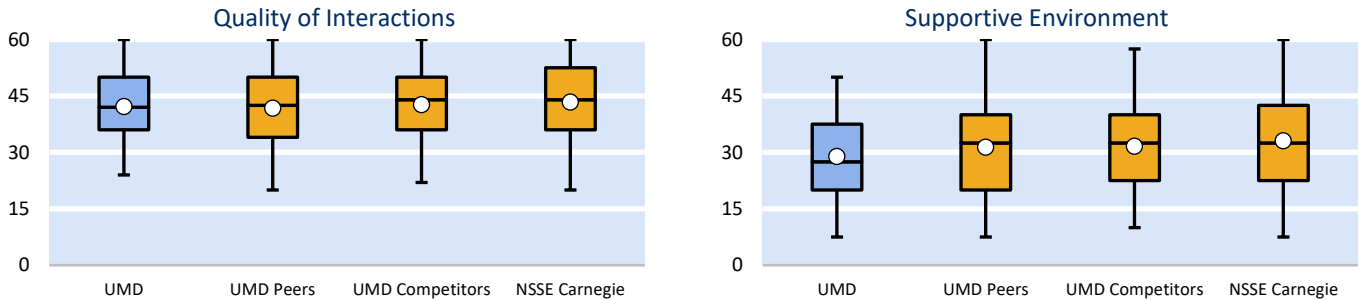
Campus Environment: Seniors

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

	UMD	Your seniors compared with					
		UMD Peers		UMD Competitors		NSSE Carnegie	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	41.8	.03	42.7	-.04	43.4 *	-.09
Supportive Environment	29.0	31.4 ***	-.18	31.7 ***	-.20	33.1 ***	-.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.

Performance on Indicator Items

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

Quality of Interactions	UMD	Percentage point difference [a] between your seniors and		
		UMD Peers	UMD Competitors	NSSE Carnegie
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	57	-1	-1	-3
13b. Academic advisors	44	-3	-6	-9
13c. Faculty	52	+1	-2	-6
13d. Student services staff (career services, student activities, housing, etc.)	45	+2	-1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-1	-3	-4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	64	-0	-4	-5
14c. Using learning support services (tutoring services, writing center, etc.)	55	-7	-9	-11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-10	-6	-12
14e. Providing opportunities to be involved socially	62	-1	-2	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-2	-4	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-8	-7	-13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-7	-7	-5
14i. Attending events that address important social, economic, or political issues	31	-9	-11	-14

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

    (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

| | | UMD | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.4	39.5 ***	-.24		42.2 ***	-.46	
	Reflective and Integrative Learning	35.0	37.2 ***	-.19		39.8 ***	-.41	
	Learning Strategies	36.0	39.8 ***	-.27		42.8 ***	-.48	
	Quantitative Reasoning	29.8	30.7	-.06	✓	33.4 ***	-.24	
Learning with Peers	Collaborative Learning	32.3	33.2	-.07	✓	36.5 ***	-.31	
	Discussions with Diverse Others	37.5	40.5 ***	-.21		43.6 ***	-.45	
Experiences with Faculty	Student-Faculty Interaction	19.8	25.4 ***	-.36		29.3 ***	-.62	
	Effective Teaching Practices	37.6	40.1 ***	-.19		43.3 ***	-.43	
Campus Environment	Quality of Interactions	43.5	45.3 ***	-.16		48.1 ***	-.39	
	Supportive Environment	32.8	36.8 ***	-.30		39.6 ***	-.53	

Seniors

| | | UMD | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.2	42.1 ***	-.29		44.7 ***	-.51	
	Reflective and Integrative Learning	37.3	40.6 ***	-.26		43.1 ***	-.49	
	Learning Strategies	34.9	40.9 ***	-.42		43.6 ***	-.61	
	Quantitative Reasoning	30.9	32.7 *	-.11		36.3 ***	-.33	
Learning with Peers	Collaborative Learning	34.8	34.7	.01	✓	38.1 ***	-.24	
	Discussions with Diverse Others	35.4	41.1 ***	-.37		43.9 ***	-.58	
Experiences with Faculty	Student-Faculty Interaction	23.0	29.6 ***	-.41		34.3 ***	-.71	
	Effective Teaching Practices	38.4	42.1 ***	-.27		44.7 ***	-.47	
Campus Environment	Quality of Interactions	42.2	45.4 ***	-.26		47.9 ***	-.45	
	Supportive Environment	29.0	34.5 ***	-.39		37.7 ***	-.63	

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

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

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

NSSE 2023 Engagement Indicators
Detailed Statistics[a]
University of Minnesota Duluth

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												
UMD (N = 644)	36.4	11.8	.46	20	30	35	45	60				
UMD Peers	37.7	13.0	.17	20	30	40	45	60	834	-1.3	.009	-.102
UMD Competitors	37.1	12.8	.21	20	30	40	45	60	921	-.8	.140	-.059
NSSE Carnegie	38.1	13.1	.19	20	30	40	45	60	878	-1.7	.001	-.130
Top 50%	39.5	13.2	.03	20	30	40	50	60	648	-3.1	.000	-.238
Top 10%	42.2	12.8	.09	20	35	40	55	60	687	-5.8	.000	-.458
Reflective & Integrative Learning												
UMD (N = 685)	35.0	11.4	.44	17	29	34	43	57				
UMD Peers	35.2	11.8	.15	17	29	34	43	57	6,633	-.3	.590	-.022
UMD Competitors	34.3	11.3	.18	17	26	34	40	54	4,827	.6	.168	.057
NSSE Carnegie	35.4	11.7	.16	17	29	34	43	57	5,746	-.4	.415	-.033
Top 50%	37.2	12.0	.03	20	29	37	46	60	174,023	-2.3	.000	-.190
Top 10%	39.8	11.8	.08	20	31	40	49	60	23,226	-4.9	.000	-.415
Learning Strategies												
UMD (N = 602)	36.0	13.0	.53	20	27	33	47	60				
UMD Peers	36.9	13.6	.19	13	27	40	47	60	5,801	-.8	.150	-.062
UMD Competitors	36.6	13.6	.23	13	27	40	47	60	4,002	-.6	.356	-.041
NSSE Carnegie	37.9	13.8	.21	13	27	40	47	60	4,779	-1.8	.002	-.135
Top 50%	39.8	13.9	.04	20	27	40	53	60	148,897	-3.7	.000	-.270
Top 10%	42.8	14.0	.08	20	33	40	60	60	629	-6.8	.000	-.484
Quantitative Reasoning												
UMD (N = 610)	29.8	14.4	.58	7	20	27	40	60				
UMD Peers	29.2	14.8	.20	7	20	27	40	60	5,862	.5	.403	.036
UMD Competitors	29.1	14.2	.24	7	20	27	40	60	4,101	.7	.272	.048
NSSE Carnegie	29.5	14.6	.22	7	20	27	40	60	4,871	.3	.672	.018
Top 50%	30.7	15.3	.04	7	20	27	40	60	614	-.9	.126	-.058
Top 10%	33.4	15.4	.09	7	20	33	40	60	639	-3.6	.000	-.236
Learning with Peers												
Collaborative Learning												
UMD (N = 723)	32.3	12.8	.48	15	25	30	40	60				
UMD Peers	30.4	13.6	.17	10	20	30	40	55	917	2.0	.000	.145
UMD Competitors	30.8	13.5	.20	10	20	30	40	55	5,226	1.5	.005	.113
NSSE Carnegie	29.4	13.5	.18	10	20	30	40	55	6,261	2.9	.000	.215
Top 50%	33.2	14.0	.03	10	25	35	40	60	728	-.9	.056	-.066
Top 10%	36.5	13.7	.07	15	25	35	45	60	752	-4.2	.000	-.308
Discussions with Diverse Others												
UMD (N = 605)	37.5	13.5	.55	20	30	40	45	60				
UMD Peers	39.3	15.2	.21	15	30	40	50	60	790	-1.9	.002	-.123
UMD Competitors	36.0	14.4	.25	15	25	35	45	60	863	1.5	.013	.105
NSSE Carnegie	36.2	15.6	.24	10	25	35	45	60	851	1.2	.040	.080
Top 50%	40.5	14.8	.04	20	30	40	55	60	609	-3.1	.000	-.207
Top 10%	43.6	13.9	.10	20	35	40	60	60	644	-6.2	.000	-.445

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												
UMD (N = 656)	19.8	13.8	.54	0	10	20	25	45				
UMD Peers	21.6	14.6	.19	0	10	20	30	50	831	-1.8	.002	-.125
UMD Competitors	21.3	14.2	.22	0	10	20	30	50	897	-1.4	.015	-.101
NSSE Carnegie	21.4	14.8	.21	0	10	20	30	50	871	-1.6	.007	-.107
Top 50%	25.4	15.3	.05	5	15	25	35	60	665	-5.5	.000	-.362
Top 10%	29.3	15.3	.13	5	20	25	40	60	732	-9.4	.000	-.618
Effective Teaching Practices												
UMD (N = 639)	37.6	11.8	.47	20	28	36	48	60				
UMD Peers	37.3	12.7	.17	16	28	36	44	60	818	.3	.519	.025
UMD Competitors	37.4	12.6	.21	16	28	36	48	60	4,395	.2	.735	.014
NSSE Carnegie	38.5	13.2	.19	16	28	40	48	60	874	-.9	.063	-.072
Top 50%	40.1	13.5	.04	16	32	40	52	60	647	-2.5	.000	-.187
Top 10%	43.3	13.3	.10	20	36	44	56	60	702	-5.7	.000	-.427
Campus Environment												
Quality of Interactions												
UMD (N = 568)	43.5	9.6	.40	26	38	44	50	60				
UMD Peers	42.3	11.1	.16	22	36	44	50	60	759	1.2	.006	.109
UMD Competitors	43.4	10.2	.18	26	38	44	50	60	3,760	.1	.885	.007
NSSE Carnegie	42.8	11.7	.19	20	36	44	50	60	836	.7	.114	.062
Top 50%	45.3	11.5	.04	24	38	46	54	60	576	-1.8	.000	-.157
Top 10%	48.1	12.1	.09	24	42	50	60	60	622	-4.7	.000	-.389
Supportive Environment												
UMD (N = 587)	32.8	11.7	.48	15	25	33	40	55				
UMD Peers	34.3	13.0	.18	13	25	35	43	60	766	-1.5	.004	-.116
UMD Competitors	34.6	12.2	.21	15	25	35	43	58	3,892	-1.7	.001	-.143
NSSE Carnegie	34.8	13.4	.21	13	25	35	43	60	827	-2.0	.000	-.150
Top 50%	36.8	13.1	.04	15	28	38	45	60	594	-3.9	.000	-.301
Top 10%	39.6	12.8	.11	20	30	40	50	60	651	-6.8	.000	-.535

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 2023 Engagement Indicators

Detailed Statistics[a]
University of Minnesota Duluth

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												
UMD (N = 575)	38.2	12.0	.50	20	30	40	45	60				
UMD Peers	39.3	13.8	.18	15	30	40	50	60	733	-1.2	.030	-.085
UMD Competitors	39.8	13.1	.21	20	30	40	50	60	781	-1.6	.003	-.125
NSSE Carnegie	40.7	13.7	.18	20	30	40	50	60	733	-2.6	.000	-.190
Top 50%	42.1	13.7	.03	20	35	40	55	60	579	-3.9	.000	-.286
Top 10%	44.7	12.8	.11	20	40	45	60	60	626	-6.6	.000	-.512
Reflective & Integrative Learning												
UMD (N = 607)	37.3	12.0	.49	17	29	37	46	60				
UMD Peers	37.7	12.8	.16	17	29	37	46	60	6,743	-.4	.409	-.035
UMD Competitors	37.3	12.4	.19	17	29	37	46	60	4,950	.0	.952	-.003
NSSE Carnegie	39.3	12.8	.16	17	31	40	49	60	6,714	-2.0	.000	-.158
Top 50%	40.6	12.5	.03	20	31	40	51	60	140,077	-3.3	.000	-.264
Top 10%	43.1	11.8	.10	23	34	43	54	60	14,747	-5.8	.000	-.487
Learning Strategies												
UMD (N = 538)	34.9	13.2	.57	13	27	33	40	60				
UMD Peers	38.1	14.5	.20	13	27	40	47	60	671	-3.2	.000	-.220
UMD Competitors	37.0	14.1	.23	13	27	40	47	60	722	-2.2	.000	-.153
NSSE Carnegie	39.9	14.4	.20	13	33	40	53	60	5,937	-5.0	.000	-.352
Top 50%	40.9	14.5	.04	20	33	40	53	60	541	-6.1	.000	-.418
Top 10%	43.6	14.1	.09	20	33	40	60	60	565	-8.7	.000	-.615
Quantitative Reasoning												
UMD (N = 540)	30.9	15.9	.68	0	20	33	40	60				
UMD Peers	31.1	16.0	.22	0	20	33	40	60	6,087	-.2	.761	-.014
UMD Competitors	30.8	15.4	.25	7	20	33	40	60	4,416	.1	.936	.004
NSSE Carnegie	31.1	16.7	.23	0	20	33	40	60	6,002	-.3	.721	-.016
Top 50%	32.7	16.5	.04	7	20	33	40	60	194,365	-1.8	.011	-.110
Top 10%	36.3	16.2	.13	7	20	40	47	60	16,081	-5.4	.000	-.334
Learning with Peers												
Collaborative Learning												
UMD (N = 621)	34.8	13.4	.54	10	25	35	45	60				
UMD Peers	33.3	14.7	.18	10	25	35	45	60	770	1.5	.010	.101
UMD Competitors	32.7	14.5	.21	10	20	35	40	60	827	2.1	.000	.149
NSSE Carnegie	32.2	14.6	.18	10	20	30	40	60	768	2.6	.000	.177
Top 50%	34.7	14.2	.04	10	25	35	45	60	626	.1	.869	.006
Top 10%	38.1	13.6	.09	15	30	40	50	60	21,588	-3.3	.000	-.243
Discussions with Diverse Others												
UMD (N = 540)	35.4	14.1	.61	15	25	35	45	60				
UMD Peers	39.2	15.8	.21	15	30	40	55	60	679	-3.9	.000	-.247
UMD Competitors	36.5	15.5	.25	10	25	35	50	60	736	-1.2	.076	-.076
NSSE Carnegie	37.8	16.2	.22	10	25	40	50	60	688	-2.4	.000	-.150
Top 50%	41.1	15.6	.04	15	30	40	55	60	543	-5.7	.000	-.366
Top 10%	43.9	14.8	.11	20	35	45	60	60	574	-8.6	.000	-.582

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												
UMD (N = 586)	23.0	14.9	.61	0	10	20	35	50				
UMD Peers	23.9	16.0	.21	0	10	20	35	60	726	-1.0	.142	-.060
UMD Competitors	24.0	15.5	.24	0	15	20	35	55	4,744	-1.0	.125	-.068
NSSE Carnegie	24.6	16.5	.22	0	10	20	35	60	737	-1.7	.011	-.101
Top 50%	29.6	16.2	.06	5	20	30	40	60	596	-6.6	.000	-.407
Top 10%	34.3	15.8	.17	10	20	35	45	60	680	-11.3	.000	-.714
Effective Teaching Practices												
UMD (N = 565)	38.4	12.0	.51	20	32	40	48	60				
UMD Peers	38.8	14.0	.18	16	28	40	48	60	721	-.4	.491	-.027
UMD Competitors	39.4	13.4	.21	16	32	40	48	60	773	-1.0	.061	-.078
NSSE Carnegie	40.8	14.2	.19	16	32	40	52	60	728	-2.4	.000	-.173
Top 50%	42.1	13.8	.04	20	32	40	56	60	571	-3.7	.000	-.272
Top 10%	44.7	13.4	.10	20	36	44	56	60	609	-6.3	.000	-.472
Campus Environment												
Quality of Interactions												
UMD (N = 500)	42.2	10.6	.47	24	36	42	50	60				
UMD Peers	41.8	12.1	.17	20	34	43	50	60	636	.4	.417	.034
UMD Competitors	42.7	11.4	.19	22	36	44	50	60	680	-.5	.351	-.042
NSSE Carnegie	43.4	12.4	.18	20	36	44	53	60	651	-1.2	.022	-.094
Top 50%	45.4	12.1	.03	22	38	48	55	60	505	-3.2	.000	-.262
Top 10%	47.9	12.5	.07	22	40	50	60	60	523	-5.7	.000	-.454
Supportive Environment												
UMD (N = 534)	29.0	12.1	.52	8	20	28	38	50				
UMD Peers	31.4	14.1	.19	8	20	33	40	60	683	-2.5	.000	-.176
UMD Competitors	31.7	13.5	.22	10	23	33	40	58	736	-2.7	.000	-.203
NSSE Carnegie	33.1	14.9	.21	8	23	33	43	60	707	-4.1	.000	-.284
Top 50%	34.5	14.3	.04	10	25	35	45	60	540	-5.6	.000	-.389
Top 10%	37.7	13.9	.13	15	28	38	48	60	605	-8.7	.000	-.629

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.