
University of Minnesota Duluth

NSSE 2014 Major Field Report, Part II

Comparisons to Other Institutions

Engineering

*Comparing your students majoring in the fields shown below to those
in the same fields at your comparison group institutions*

The Major Field Report category 'Engineering' includes the following majors: Engineering (general); Aero-, astronautical engineering; Bioengineering; Biomedical engineering; Chemical engineering; Civil engineering; Computer engineering and technology; Electrical or electronic engineering; Industrial engineering; Materials engineering; Mechanical engineering; Petroleum engineering; Software engineering; Other engineering.

Note:

The Major Field Report was formatted for printing. When viewing on screen in Excel, some content may appear truncated or oddly formatted. This is normal. Increasing the zoom level or viewing the report in Print Preview will improve on-screen display.

About Your Major Field Report, Part II

NSSE data serve to identify institutional strengths and weaknesses in reference to selected comparison institutions, yet institution-level comparisons may not capture important variation in student engagement that can be found within key subpopulations such as major. This report displays selected results for students at your institution and at your selected comparison institutions in the major category: Engineering.

NSSE results included in MFR, Part II

- Engagement Indicators
- High-Impact Practices
- Frequencies and Statistical Comparisons
- Respondent Profile

Majors

Self-reported majors (first major given, if two were reported) were identified from the survey. Your institution had the option to customize how these were grouped, using up to ten related-major categories. Institutions choosing not to customize their major categories receive NSSE's ten major field categories. The majors used in this report are listed on the cover page of this report.

Sample

This report is based on information from all randomly selected or census-administered students in the indicated group of majors for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students are not included.

Class

Results are presented separately by institution-reported class level. First-year students' majors may include undeclared but intended majors and much of the first-year experience may take place outside of the major field. As a result, first-year results should be interpreted with caution.

Technical Requirements

Major categories with fewer than 20 respondents in a given class are not reported (columns are blank). Comparison groups must also contain at least 20 respondents in the major category, or they remain blank. Although 20 is a minimum requirement, keep in mind that any statistical result requires a sufficient number of respondents per category to produce a reliable estimate. Due to the disaggregation of results by student-reported major, the Major Field Report results are unweighted.

Report Sections

Engagement Indicators (pp. 3-7)	Results on NSSE's ten Engagement Indicators (EIs) organized into four themes adapted from the former Benchmarks of Effective Educational Practice. See your <i>Engagement Indicators</i> report for more details.
High-Impact Practices (p. 8)	Results on student participation in six High-Impact Practices (HIPs). See your <i>High-Impact Practices</i> report for more details.
Frequencies and Statistical Comparisons (pp. 9-44)	Response frequencies and statistical comparisons (including tests of significance and effect sizes) for all survey items except the demographics for your institution and your three core comparison groups.
Respondent Profile (pp. 45-51)	Response frequencies for all demographic questions for your institution and your three core comparison groups.

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 themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores^a for your students in this related-major category with students in your comparison groups within the same category.

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.

Theme	Engagement Indicator	First-Year Students in Engineering			Seniors in Engineering		
		Your first-year students compared with UMD Peers	Your first-year students compared with Competitors	Your first-year students compared with National Comparison	Your seniors compared with UMD Peers	Your seniors compared with Competitors	Your seniors compared with National Comparison
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 2014 Major Field Report, Part II: Comparisons to Other Institutions

Engagement Indicators: Engineering

University of Minnesota Duluth

First-year students^a in Engineering

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UMD (N = 106)	36.5	13.1	1.27	15	25	35	45	60				
UMD Peers	39.2	13.1	.65	20	30	40	50	60	513	-2.7		-.208
Competitors	37.6	12.7	.65	20	30	40	45	60	489	-1.1		-.087
National Comparison	37.3	13.6	1.23	15	30	40	45	60	226	-.9		-.065
Reflective & Integrative Learning												
UMD (N = 107)	28.4	10.1	.98	14	20	29	34	43				
UMD Peers	33.3	11.6	.57	17	26	31	40	54	523	-5.0	***	-.440
Competitors	31.2	11.4	.58	14	23	31	40	51	496	-2.8	*	-.254
National Comparison	31.8	12.2	1.09	13	23	31	37	54	230	-3.5	*	-.305
Learning Strategies												
UMD (N = 107)	32.0	14.1	1.37	7	20	33	40	53				
UMD Peers	36.6	13.4	.66	13	27	40	47	60	520	-4.5	**	-.335
Competitors	34.6	13.9	.70	13	27	33	47	60	495	-2.5		-.182
National Comparison	38.6	13.1	1.20	13	27	40	47	60	225	-6.6	***	-.484
Quantitative Reasoning												
UMD (N = 106)	32.5	15.2	1.48	7	20	33	40	60				
UMD Peers	32.0	14.9	.73	10	20	33	40	60	524	.5		.032
Competitors	31.0	14.8	.75	7	20	33	40	60	496	1.5		.100
National Comparison	29.9	16.1	1.44	0	20	30	40	60	228	2.6		.164
Learning with Peers												
Collaborative Learning												
UMD (N = 106)	37.1	14.7	1.43	15	25	35	50	60				
UMD Peers	36.7	13.0	.64	15	30	40	45	60	150	.4		.027
Competitors	35.9	13.5	.69	15	25	35	45	60	492	1.2		.086
National Comparison	31.2	13.5	1.22	10	20	30	40	55	227	5.9	**	.415
Discussions with Diverse Others												
UMD (N = 108)	37.2	13.5	1.30	20	30	40	45	60				
UMD Peers	41.6	15.5	.76	15	30	40	60	60	188	-4.4	**	-.289
Competitors	38.3	14.7	.74	15	30	40	50	60	497	-1.1		-.074
National Comparison	38.6	16.9	1.52	10	20	40	55	60	227	-1.4		-.091

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Engagement Indicators: Engineering

University of Minnesota Duluth

First-year students^a in Engineering

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UMD (N = 107)	15.1	12.5	1.21	0	5	15	20	40				
UMD Peers	18.8	13.4	.66	0	10	15	25	45	518	-3.7	*	-.276
Competitors	16.1	12.1	.61	0	5	15	20	40	496	-1.0		-.085
National Comparison	15.9	13.1	1.18	0	5	15	25	40	229	-.8		-.065
Effective Teaching Practices												
UMD (N = 107)	38.0	12.1	1.17	16	28	40	44	60				
UMD Peers	38.0	11.9	.58	20	32	40	44	60	526	.0		.003
Competitors	36.5	11.6	.58	20	28	36	44	60	499	1.5		.131
National Comparison	39.5	13.1	1.17	20	30	40	48	60	230	-1.4		-.113
Campus Environment												
Quality of Interactions												
UMD (N = 102)	41.2	13.0	1.29	16	34	43	50	60				
UMD Peers	42.3	11.4	.57	20	36	43	50	60	493	-1.1		-.098
Competitors	40.5	11.2	.58	20	34	42	48	56	470	.6		.054
National Comparison	40.7	12.2	1.11	16	36	42	48	60	222	.5		.036
Supportive Environment												
UMD (N = 107)	34.2	12.1	1.17	15	25	35	40	55				
UMD Peers	36.1	13.5	.66	15	26	35	45	60	524	-1.8		-.139
Competitors	35.9	12.6	.64	18	28	35	45	60	496	-1.7		-.134
National Comparison	36.1	14.1	1.28	10	25	38	45	58	226	-1.9		-.143

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Engagement Indicators: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UMD (N = 105)	40.0	12.0	1.17	20	30	40	50	60				
UMD Peers	39.8	13.2	.58	20	30	40	50	60	629	.2		.012
Competitors	38.9	12.6	.51	20	30	40	50	60	707	1.0		.083
National Comparison	40.9	13.7	.83	15	30	40	50	60	378	-1.0		-.072
Reflective & Integrative Learning												
UMD (N = 110)	31.1	9.6	.91	17	23	31	37	46				
UMD Peers	32.6	11.5	.50	14	25	31	40	53	179	-1.6		-.139
Competitors	32.1	11.4	.46	14	26	31	40	54	169	-1.1		-.096
National Comparison	34.7	12.3	.73	17	26	34	43	60	254	-3.6	**	-.313
Learning Strategies												
UMD (N = 108)	31.3	14.3	1.37	7	20	33	40	60				
UMD Peers	35.7	14.7	.64	13	27	33	47	60	637	-4.4	**	-.300
Competitors	35.2	14.1	.57	13	27	33	47	60	714	-3.9	**	-.276
National Comparison	40.8	13.5	.81	20	33	40	53	60	387	-9.5	***	-.695
Quantitative Reasoning												
UMD (N = 109)	40.5	14.0	1.35	20	33	40	53	60				
UMD Peers	38.1	15.9	.69	7	27	40	53	60	642	2.4		.155
Competitors	37.8	14.6	.59	13	27	40	47	60	718	2.7		.187
National Comparison	39.5	16.5	.98	7	27	40	53	60	391	1.0		.061
Learning with Peers												
Collaborative Learning												
UMD (N = 108)	39.4	14.5	1.39	15	30	40	50	60				
UMD Peers	39.9	13.5	.58	15	30	40	50	60	637	-.5		-.039
Competitors	39.6	14.8	.60	15	30	40	50	60	714	-.2		-.013
National Comparison	36.9	14.6	.88	15	25	35	50	60	383	2.5		.171
Discussions with Diverse Others												
UMD (N = 109)	37.2	14.8	1.42	15	25	40	50	60				
UMD Peers	40.7	15.5	.67	15	30	40	55	60	640	-3.5	*	-.225
Competitors	38.0	15.9	.64	15	25	40	50	60	723	-.7		-.046
National Comparison	42.0	16.3	.97	20	30	40	60	60	391	-4.7	**	-.298

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Engagement Indicators: Engineering

University of Minnesota Duluth

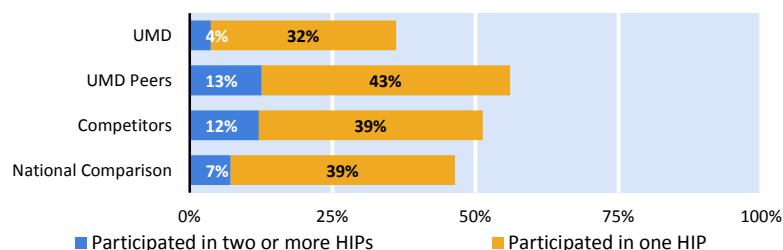
Seniors^a in Engineering

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UMD (N = 109)	24.5	14.2	1.36	5	15	20	35	50				
UMD Peers	22.9	15.2	.67	0	10	20	35	50	632	1.6		.104
Competitors	21.0	14.2	.58	0	10	20	30	45	714	3.5	*	.250
National Comparison	24.1	16.4	.98	0	10	20	35	55	386	.4		.028
Effective Teaching Practices												
UMD (N = 109)	39.0	11.8	1.13	16	32	40	48	60				
UMD Peers	39.6	13.5	.58	16	32	40	48	60	646	-.6		-.042
Competitors	36.7	12.5	.50	16	28	36	44	60	724	2.3		.187
National Comparison	43.1	13.1	.78	20	36	44	56	60	215	-4.1	**	-.322
Campus Environment												
Quality of Interactions												
UMD (N = 105)	42.6	11.4	1.11	18	38	44	50	58				
UMD Peers	41.4	11.4	.50	20	34	43	50	60	623	1.1		.100
Competitors	40.7	10.2	.42	22	34	42	48	55	696	1.9		.180
National Comparison	43.3	12.9	.79	20	35	46	54	60	213	-.8		-.063
Supportive Environment												
UMD (N = 110)	29.9	12.4	1.18	8	23	30	40	50				
UMD Peers	30.6	13.8	.60	8	20	30	40	55	644	-.8		-.056
Competitors	31.0	13.1	.53	10	23	33	40	55	721	-1.1		-.088
National Comparison	33.2	14.2	.85	10	23	33	43	60	228	-3.3	*	-.240

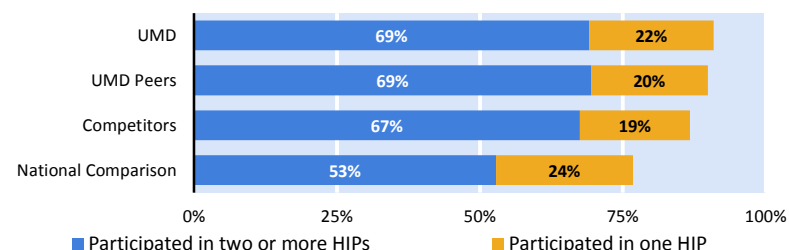
Overall HIP Participation^a

The figures below display the percentage^h of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

First-Year Students in Engineering



Seniors in Engineering



Statistical Comparisons^a

The table below compares the percentage^h of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	UMD			UMD Peers			Competitors			National Comparison		
	%			% ⁱ		Effect size ^j	% ⁱ		Effect size ^j	% ⁱ		Effect size ^j
<i>First-Year Students in Engineering</i>												
11c. Learning community	6			20 ***		-.42	14 *		-.25	11		-.17
12. Service-learning	33			47 *		-.27	44 *		-.22	42		-.18
11e. Research with faculty	1			4		-.23	7 *		-.36	2		-.12
Participated in at least one	36			56 ***		-.40	51 **		-.31	46		-.21
Participated in two or more	4			13 **		-.34	12 *		-.32	7		-.16
<i>Seniors in Engineering</i>												
11c. Learning community	33			28		.12	22 *		.25	24		.21
12. Service-learning	44			49		-.09	43		.02	46		-.04
11e. Research with faculty	29			28		.03	32		-.06	22		.17
11a. Internship or field exp.	66			60		.13	61		.10	43 ***		.46
11d. Study abroad	8			6		.08	14		-.19	8		.00
11f. Culminating senior exp.	50			66 **		-.33	55		-.09	42		.16
Participated in at least one	91			90		.04	87		.13	77 **		.39
Participated in two or more	69			69		-.01	67		.03	53 **		.34

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k								
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with						
Item wording or description		Variable name ^j		Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
1. During the current school year, about how often have you done the following?																				
a. Asked questions or contributed to course discussions in other ways		askquest		1	Never	8	7	23	5	21	5	2	2	2.6	2.7	-.16	2.7	-.15	2.8 *	▼
				2	Sometimes	50	46	170	40	161	41	48	38							
				3	Often	32	30	142	34	137	35	47	38							
				4	Very often	18	17	86	20	76	19	28	22							
				Total		108	100	421	100	395	100	125	100							
b. Prepared two or more drafts of a paper or assignment before turning it in		drafts		1	Never	25	23	78	19	66	17	15	12	2.1	2.4 **	▼	2.4 **	▼	2.6 ***	▼
				2	Sometimes	52	48	164	39	152	39	48	38							
				3	Often	23	21	120	29	118	30	39	31							
				4	Very often	8	7	58	14	58	15	23	18							
				Total		108	100	420	100	394	100	125	100							
c. Come to class without completing readings or assignments		unpreparedr (Reverse-coded version of unprepared created by NSSE.)		1	Very often	5	5	27	6	17	4	3	2	3.0	3.0	.10	3.0	.00	3.1	-
				2	Often	13	12	59	14	47	12	18	15							
				3	Sometimes	61	57	233	56	233	59	66	53							
				4	Never	28	26	100	24	98	25	37	30							
				Total		107	100	419	100	395	100	124	100							
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)		attendart		1	Never	67	63	156	37	160	41	52	42	1.5	1.9 ***	▼	1.8 ***	▼	1.8 **	▼
				2	Sometimes	29	27	175	42	172	44	52	42							
				3	Often	10	9	68	16	47	12	15	12							
				4	Very often	1	1	22	5	15	4	5	4							
				Total		107	100	421	100	394	100	124	100							
e. Asked another student to help you understand course material		CLaskhelp		1	Never	1	1	20	5	14	4	9	7	2.9	2.8	.03	2.8	.03	2.5 ***	▲
				2	Sometimes	42	39	128	30	133	34	58	46							
				3	Often	37	34	178	42	155	39	46	37							
				4	Very often	28	26	94	22	92	23	12	10							
				Total		108	100	420	100	394	100	125	100							
f. Explained course material to one or more students		CLexplain		1	Never	2	2	11	3	12	3	4	3	3.0	2.9	.18	2.9	.16	2.8 *	▲
				2	Sometimes	31	29	111	26	118	30	47	38							
				3	Often	35	33	206	49	158	40	45	37							
				4	Very often	39	36	91	22	105	27	27	22							
				Total		107	100	419	100	393	100	123	100							

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k									
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with							
Item wording or description		Variable name ⁱ		Values ^m	Response options		Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	12	11	33	8	43	11	28	22	2.7	2.7	.01	2.6	.11	2.4 *	.33			
		2	Sometimes	35	33	142	34	144	37	38	30										
		3	Often	29	27	148	35	120	31	39	31										
		4	Very often	31	29	95	23	86	22	20	16										
		Total	107	100	418	100	393	100	125	100											
h. Worked with other students on course projects or assignments	CLproject	1	Never	7	6	14	3	13	3	14	11	2.7	2.9	-.21	2.8	-.08	2.6	.18			
		2	Sometimes	42	39	112	27	139	35	48	38										
		3	Often	31	29	188	45	154	39	40	32										
		4	Very often	28	26	104	25	90	23	23	18										
		Total	108	100	418	100	396	100	125	100											
i. Gave a course presentation	present	1	Never	54	50	72	17	98	25	27	22	1.7	2.3 ***	-.70	2.0 ***	-.44	2.1 ***	-.49			
		2	Sometimes	35	32	194	46	197	51	66	53										
		3	Often	17	16	118	28	73	19	27	22										
		4	Very often	2	2	36	9	22	6	5	4										
		Total	108	100	420	100	390	100	125	100											
2. During the current school year, about how often have you done the following?																					
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	4	4	21	5	21	5	15	12	2.7	2.7	-.06	2.6	.11	2.5	.23			
		2	Sometimes	42	39	148	35	166	42	46	37										
		3	Often	45	42	175	42	159	40	51	41										
		4	Very often	16	15	76	18	48	12	13	10										
		Total	107	100	420	100	394	100	125	100											
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	25	23	51	12	52	13	18	15	2.1	2.4 ***	-.39	2.3 **	-.29	2.4 **	-.35			
		2	Sometimes	58	54	196	47	207	53	59	48										
		3	Often	16	15	132	32	91	23	31	25										
		4	Very often	8	7	40	10	40	10	16	13										
		Total	107	100	419	100	390	100	124	100											
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	43	40	75	18	74	19	17	14	1.8	2.3 ***	-.56	2.2 ***	-.51	2.4 ***	-.69			
		2	Sometimes	46	43	202	48	194	50	61	49										
		3	Often	16	15	101	24	93	24	31	25										
		4	Very often	2	2	42	10	29	7	15	12										
		Total	107	100	420	100	390	100	124	100											

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k									
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with							
Item wording or description		Variable name ⁱ		Values ^m	Response options		Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	9	9	33	8	34	9	12	10	2.4	2.7 ** ▽	-.30	2.5	-.15	2.6	-.24			
		2	Sometimes	51	49	146	35	162	41	42	34										
		3	Often	38	36	172	41	154	39	54	44										
		4	Very often	7	7	67	16	43	11	16	13										
		Total	105	100	418	100	393	100	124	100											
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	1	Never	9	8	17	4	23	6	6	5	2.4	2.8 *** ▽	-.42	2.7 ** ▽	-.29	2.7 * ▽	-.33			
		2	Sometimes	49	46	138	33	144	37	45	36										
		3	Often	41	38	179	43	160	41	52	42										
		4	Very often	8	7	83	20	64	16	21	17										
		Total	107	100	417	100	391	100	124	100											
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	3	3	12	3	20	5	4	3	2.7	2.8	-.17	2.7	.00	2.7	-.03			
		2	Sometimes	46	43	145	35	152	39	51	41										
		3	Often	41	39	181	43	160	41	48	39										
		4	Very often	16	15	81	19	60	15	20	16										
		Total	106	100	419	100	392	100	123	100											
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	2	2	7	2	7	2	2	2	2.9	3.1 * ▽	-.23	2.9	-.06	2.9	-.06			
		2	Sometimes	32	30	90	22	109	28	36	29										
		3	Often	47	45	188	45	180	46	54	44										
		4	Very often	24	23	132	32	96	24	32	26										
		Total	105	100	417	100	392	100	124	100											
3. During the current school year, about how often have you done the following?																					
a. Talked about career plans with a faculty member	SFcareer	1	Never	40	37	121	29	114	29	48	39	1.8	2.0	-.19	2.0	-.15	1.9	-.04			
		2	Sometimes	48	45	198	48	193	49	49	40										
		3	Often	15	14	72	17	73	19	22	18										
		4	Very often	4	4	25	6	13	3	5	4										
		Total	107	100	416	100	393	100	124	100											
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	66	62	224	54	204	52	71	57	1.6	1.7	-.13	1.6	-.11	1.6	-.01			
		2	Sometimes	26	24	124	30	133	34	38	30										
		3	Often	11	10	46	11	45	11	15	12										
		4	Very often	4	4	21	5	10	3	1	1										
		Total	107	100	415	100	392	100	125	100											

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University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k															
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with													
Item wording or description		Variable name ⁱ		Values ^m		Response options		Count		%		Count		%		Count		%		Mean		Effect size ⁿ		Effect size ⁿ			
c. Discussed course topics, ideas, or concepts with a faculty member outside of class		SFdiscuss		1	Never	35	33	119	29	143	36	52	42	1.9		2.0		-13		1.8		.08		1.9		.03	
		2	Sometimes	53	50	198	48	183	47	45	36																
		3	Often	15	14	79	19	56	14	21	17																
		4	Very often	4	4	19	5	10	3	7	6																
		Total		107	100	415	100	392	100	125	100																
d. Discussed your academic performance with a faculty member		SFperform		1	Never	45	42	108	26	147	38	45	36	1.7		2.1 *** ▼		-42		1.8		-08		1.9		-20	
		2	Sometimes	49	46	189	46	190	48	55	44																
		3	Often	10	9	94	23	45	11	19	15																
		4	Very often	3	3	23	6	10	3	6	5																
		Total		107	100	414	100	392	100	125	100																
4. During the current school year, how much has your coursework emphasized the following?																											
a. Memorizing course material		memorize		1	Very little	3	3	16	4	18	5	4	3	2.8		2.8		-01		2.7		.16		2.9		-10	
		2	Some	37	35	130	31	142	36	31	25																
		3	Quite a bit	43	40	183	43	173	44	63	50																
		4	Very much	24	22	92	22	60	15	27	22																
		Total		107	100	421	100	393	100	125	100																
b. Applying facts, theories, or methods to practical problems or new situations		HOapply		1	Very little	1	1	6	1	6	2	6	5	3.2		3.2		.02		3.3		-04		3.0		.26	
		2	Some	15	14	65	16	48	12	18	14																
		3	Quite a bit	50	47	181	43	180	46	67	54																
		4	Very much	41	38	165	40	159	40	34	27																
		Total		107	100	417	100	393	100	125	100																
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts		HOanalyze		1	Very little	8	7	15	4	22	6	5	4	2.9		3.0		-12		2.9		.00		2.9		.00	
		2	Some	20	19	90	22	92	24	27	22																
		3	Quite a bit	50	47	179	43	167	43	64	51																
		4	Very much	29	27	134	32	110	28	29	23																
		Total		107	100	418	100	391	100	125	100																
d. Evaluating a point of view, decision, or information source		HOevaluate		1	Very little	17	16	30	7	41	11	4	3	2.5		2.7 ** ▼		-30		2.6		-11		2.7 * ▼			
		2	Some	37	35	140	34	150	38	50	40																
		3	Quite a bit	38	36	159	38	140	36	45	36																
		4	Very much	14	13	86	21	59	15	25	20																
		Total		106	100	415	100	390	100	124	100																

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First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k									
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with							
Item wording or description		Variable name ^j		Values ^m	Response options		Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	15	14	23	6	28	7	9	7	2.7	2.8	-.21	2.7	-.09	2.8	-.12			
		2	Some	26	24	115	28	121	31	37	30										
		3	Quite a bit	46	43	181	43	164	42	50	41										
		4	Very much	20	19	98	24	77	20	27	22										
		Total	107	100	417	100	390	100	123	100											
5. During the current school year, to what extent have your instructors done the following?																					
a. Clearly explained course goals and requirements	ETgoals	1	Very little	1	1	5	1	3	1	3	2	3.1	3.0	.08	3.0	.15	3.2	-.08			
		2	Some	21	20	90	21	93	24	18	14										
		3	Quite a bit	51	48	207	49	200	51	60	48										
		4	Very much	34	32	120	28	97	25	44	35										
		Total	107	100	422	100	393	100	125	100											
b. Taught course sessions in an organized way	ETorganize	1	Very little	2	2	8	2	4	1	3	2	3.0	3.0	.04	3.0	.02	3.0	.03			
		2	Some	21	20	85	20	89	23	30	24										
		3	Quite a bit	54	51	222	53	196	50	54	43										
		4	Very much	29	27	104	25	105	27	38	30										
		Total	106	100	419	100	394	100	125	100											
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	1	1	6	1	6	2	0	0	3.1	3.1	.05	3.1	.07	3.1	.03			
		2	Some	19	18	89	21	88	22	33	27										
		3	Quite a bit	53	50	194	46	175	45	46	37										
		4	Very much	33	31	132	31	124	32	44	36										
		Total	106	100	421	100	393	100	123	100											
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	17	16	40	10	48	12	9	7	2.5	2.7	-.18	2.5	.04	2.8 *	▼ -.32			
		2	Some	38	36	140	33	172	44	43	35										
		3	Quite a bit	34	32	164	39	122	31	36	29										
		4	Very much	18	17	77	18	53	13	36	29										
		Total	107	100	421	100	395	100	124	100											
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	11	10	28	7	34	9	7	6	2.8	2.7	.05	2.6	.19	2.8	-.06			
		2	Some	27	26	148	35	147	37	41	33										
		3	Quite a bit	44	42	161	39	160	41	46	37										
		4	Very much	23	22	81	19	53	13	31	25										
		Total	105	100	418	100	394	100	125	100											

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University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	6	6	21	5	24	6	11	9	3.0	2.9	.17	2.9	.17	2.7 **	.37	
		2	Sometimes	21	20	117	28	106	27	40	32								
		3	Often	43	41	172	41	160	41	48	39								
		4	Very often	36	34	111	26	105	27	25	20								
		Total	106	100	421	100	395	100	124	100									
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	21	20	61	14	76	19	21	17	2.4	2.5	-.08	2.4	.02	2.5	-.09	
		2	Sometimes	41	38	167	40	148	38	42	34								
		3	Often	27	25	129	31	117	30	42	34								
		4	Very often	18	17	64	15	53	13	19	15								
		Total	107	100	421	100	394	100	124	100									
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	14	13	51	12	56	14	28	23	2.5	2.4	.01	2.4	.06	2.3	.15	
		2	Sometimes	46	43	189	45	170	43	45	36								
		3	Often	31	29	125	30	119	30	35	28								
		4	Very often	16	15	57	14	48	12	16	13								
		Total	107	100	422	100	393	100	124	100									
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)																			
a. Up to 5 pages	wrshortnum (Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	6	6	15	4	17	4	10	8	8.1	6.6 *	.26	5.7 **	.42	6.3	.26	
		1.5	1-2	26	24	88	21	92	23	28	23								
		4	3-5	24	22	129	31	141	36	36	29								
		8	6-10	21	19	115	28	96	24	28	23								
		13	11-15	10	9	33	8	26	7	11	9								
		18	16-20	9	8	22	5	11	3	4	3								
		23	More than 20	12	11	15	4	11	3	7	6								
		Total	108	100	417	100	394	100	124	100									
b. Between 6 and 10 pages	wrmednum (Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	45	42	141	35	135	36	55	47	1.9	2.0	-.01	1.7	.11	1.5	.15	
		1.5	1-2	43	40	169	42	176	47	46	39								
		4	3-5	12	11	61	15	46	12	11	9								
		8	6-10	1	1	21	5	14	4	3	3								
		13	11-15	4	4	4	1	3	1	1	1								
		18	16-20	2	2	0	0	0	0	0	0								
		23	More than 20	0	0	3	1	1	0	1	1								
		Total	107	100	399	100	375	100	117	100									

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First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k						
				UMD		UMD Peers		Competitors		National Comparison		Your first-year students compared with						
UMD		UMD Peers										Competitors		National Comparison		UMD		UMD Peers
				Count	%	Count	%	Count	%	Count	%							
c. 11 pages or more	wrlongnum	0	None	88	85	272	70	281	77	89	79	.4	.8 **	-.22	.6	-.14	.6	-.15
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	14	13	87	22	66	18	19	17							
		4	3-5	1	1	21	5	11	3	1	1							
		8	6-10	0	0	6	2	4	1	3	3							
		13	11-15	1	1	0	0	2	1	1	1							
		18	16-20	0	0	1	0	0	0	0	0							
		23	More than 20	0	0	2	1	1	0	0	0							
		Total			104	100	389	100	365	100	113							
Estimated number of assigned pages of student writing.	wrpages	(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)										44.6	47.1	-.04	39.5	.10	39.7	.09
8. During the current school year, about how often have you had discussions with people from the following groups?																		
a. People of a race or ethnicity other than your own	DDrace	1	Never	9	8	19	5	23	6	8	6	2.7	3.1 ***	-.49	2.8	-.16	2.9 *	-.29
		2	Sometimes	40	37	96	23	147	37	36	29							
		3	Often	38	35	127	30	110	28	37	30							
		4	Very often	21	19	178	42	115	29	43	35							
		Total	108	100	420	100	395	100	124	100								
b. People from an economic background other than your own	DDeconomic	1	Never	4	4	18	4	20	5	8	7	2.9	3.1 *	-.25	2.9	-.03	2.9	-.06
		2	Sometimes	27	25	86	21	105	27	33	27							
		3	Often	55	51	152	36	160	41	42	34							
		4	Very often	22	20	161	39	109	28	40	33							
		Total	108	100	417	100	394	100	123	100								
c. People with religious beliefs other than your own	DDreligion	1	Never	4	4	20	5	22	6	10	8	2.9	3.1	-.20	3.0	-.04	2.9	-.01
		2	Sometimes	32	30	89	21	100	26	30	24							
		3	Often	40	37	137	33	140	36	41	33							
		4	Very often	32	30	174	41	130	33	42	34							
		Total	108	100	420	100	392	100	123	100								
d. People with political views other than your own	DDpolitical	1	Never	5	5	22	5	21	5	12	10	3.0	3.0	-.02	3.0	.01	2.9	.06
		2	Sometimes	24	22	104	25	107	27	28	23							
		3	Often	47	44	143	34	126	32	40	33							
		4	Very often	32	30	148	35	139	35	43	35							
		Total	108	100	417	100	393	100	123	100								

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				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with					
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	5	5	11	3	12	3	0	0	2.7	3.0 **	-.33	2.9 *	-.25	3.0 **	-.41	
		2	Sometimes	36	33	98	23	108	27	31	25								
		3	Often	51	47	202	48	172	44	58	47								
		4	Very often	16	15	110	26	102	26	35	28								
		Total	108	100	421	100	394	100	124	100									
b. Reviewed your notes after class	LSnotes	1	Never	14	13	20	5	25	6	6	5	2.6	2.8 *	-.23	2.6	-.04	3.0 **	-.41	
		2	Sometimes	36	34	142	34	166	42	29	24								
		3	Often	34	32	149	35	124	32	48	39								
		4	Very often	23	21	109	26	78	20	40	33								
		Total	107	100	420	100	393	100	123	100									
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	13	12	33	8	38	10	8	7	2.5	2.7 *	-.25	2.6	-.17	2.8 *	-.33	
		2	Sometimes	44	41	138	33	149	38	41	34								
		3	Often	37	35	172	41	130	33	45	37								
		4	Very often	13	12	73	18	75	19	27	22								
		Total	107	100	416	100	392	100	121	100									
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
challenge		1	Not at all	1	1	1	0	0	0	2	2	5.4	5.6	-.15	5.6	-.15	5.4	.00	
		2		1	1	6	1	7	2	1	1								
		3		4	4	18	4	10	3	2	2								
		4		7	6	33	8	42	11	12	10								
		5		47	44	130	31	107	27	49	40								
		6		31	29	135	32	152	38	39	31								
		7	Very much	17	16	97	23	78	20	19	15								
		Total	108	100	420	100	396	100	124	100									
11. Which of the following have you done or do you plan to do before you graduate? ^o																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern (Means indicate the percentage who responded "Done or in progress.")	Have not decided	6	6	34	8	31	8	13	10	6%	9%	-.14	6%	-.01	5%	.03		
		Do not plan to do	3	3	5	1	7	2	8	6									
		Plan to do	93	86	341	81	332	84	98	78									
		Done or in progress	6	6	39	9	23	6	6	5									
		Total	108	100	419	100	393	100	125	100									

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First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
														Your first-year students compared with					
				UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ⁱ	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	40	37	115	27	109	28	29	23	6%	14% *	-0.24	10%	-0.13	14%	-0.24	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	32	30	105	25	68	17	46	37									
	Plan to do	29	27	142	34	173	44	32	26										
	Done or in progress	7	6	57	14	39	10	17	14										
	Total	108	100	419	100	389	100	124	100										
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	42	39	118	28	93	24	35	28	6%	20% ***	-0.42	14% *	-0.25	11%	-0.17	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	40	37	130	31	184	47	43	34									
	Plan to do	19	18	84	20	61	16	33	26										
	Done or in progress	7	6	84	20	54	14	14	11										
	Total	108	100	416	100	392	100	125	100										
d. Participate in a study abroad program	abroad		Have not decided	35	33	128	31	102	26	36	29	1%	3%	-0.16	4%	-0.19	5%	-0.25	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	44	41	151	36	115	29	52	42									
	Plan to do	27	25	127	30	161	41	30	24										
	Done or in progress	1	1	13	3	14	4	6	5										
	Total	107	100	419	100	392	100	124	100										
e. Work with a faculty member on a research project	research		Have not decided	50	47	175	42	146	37	45	36	1%	4%	-0.23	7% *	-0.36	2%	-0.12	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	16	15	62	15	51	13	22	18									
	Plan to do	40	37	161	39	166	42	55	44										
	Done or in progress	1	1	18	4	29	7	3	2										
	Total	107	100	416	100	392	100	125	100										
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone		Have not decided	33	31	68	16	112	28	28	22	1%	3%	-0.16	2%	-0.05	2%	-0.12	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	9	8	21	5	19	5	11	9									
	Plan to do	63	59	315	76	256	65	83	66										
	Done or in progress	1	1	13	3	6	2	3	2										
	Total	106	100	417	100	393	100	125	100										
12. About how many of your courses at this institution have included a community-based project (service-learning)?																			
servcourse	1	None	72	67	222	53	218	56	71	58	1.4	1.5 *	-0.23	1.5	-0.15	1.5	-0.10		
	2	Some	31	29	163	39	154	39	46	38									
	3	Most	3	3	26	6	17	4	5	4									
	4	All	2	2	4	1	1	0	0	0									
	Total	108	100	415	100	390	100	122	100										

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with					
		UMD Peers												Competitors		National Comparison			
Item wording or description	Variable name ^j	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent	1	Poor	1	1	5	1	2	1	3	2	5.6	5.7	-.08	5.7	-.10	5.3	.21	
		2		1	1	8	2	10	3	4	3								
		3		1	1	17	4	15	4	10	8								
		4		15	14	21	5	27	7	15	12								
		5		29	27	99	23	76	19	22	18								
		6		31	29	141	33	138	35	39	31								
		7	Excellent	30	28	130	31	124	31	30	24								
		—	Not applicable	0	0	1	0	3	1	2	2								
			Total	108	100	422	100	395	100	125	100								
b. Academic advisors	QIadvisor	1	Poor	5	5	10	2	15	4	5	4	5.0	5.0	-.01	4.8	.12	5.1	-.07	
		2		5	5	20	5	29	7	8	6								
		3		8	7	42	10	45	11	6	5								
		4		16	15	68	16	54	14	19	15								
		5		22	20	74	18	83	21	23	18								
		6		22	20	88	21	88	22	31	25								
		7	Excellent	24	22	90	21	68	17	31	25								
		—	Not applicable	6	6	30	7	13	3	2	2								
			Total	108	100	422	100	395	100	125	100								
c. Faculty	QIfaculty	1	Poor	3	3	2	0	8	2	5	4	4.9	5.3 *	-.24	5.0	-.04	5.2	-.16	
		2		8	7	11	3	13	3	4	3								
		3		6	6	27	7	34	9	5	4								
		4		19	18	60	14	62	16	19	15								
		5		28	26	114	27	117	30	32	26								
		6		25	23	126	30	113	29	34	27								
		7	Excellent	18	17	70	17	43	11	25	20								
		—	Not applicable	0	0	5	1	2	1	1	1								
			Total	107	100	415	100	392	100	125	100								

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with					
Item wording or description		Variable name ⁱ	Values ^m	Response options		Count	%	Count	%	Count	%	Count	%	UMD Peers	Competitors	National Comparison			
																Effect size ⁿ	Effect size ⁿ		
d. Student services staff (career services, student activities, housing, etc.)		Qlstaff	1	Poor	6	6	15	4	14	4	5	4	4.9	5.1	-.10	5.0	-.01	4.9	
			2		6	6	9	2	17	4	9	7							
			3		4	4	35	8	25	6	8	6							
			4		19	18	63	15	60	15	12	10							
			5		21	20	78	19	96	24	30	24							
			6		22	21	94	22	107	27	30	24							
			7	Excellent	20	19	81	19	46	12	18	14							
			—	Not applicable	9	8	43	10	29	7	13	10							
			Total	107	100	418	100	394	100	125	100								
e. Other administrative staff and offices (registrar, financial aid, etc.)		Qladmin	1	Poor	5	5	17	4	17	4	5	4	5.0	5.0	.04	4.8	.14	4.8	
			2		4	4	16	4	20	5	8	6							
			3		9	8	19	5	25	6	9	7							
			4		13	12	69	17	67	17	26	21							
			5		18	17	107	26	85	22	26	21							
			6		21	20	81	19	81	21	30	24							
			7	Excellent	22	21	63	15	46	12	17	14							
			—	Not applicable	15	14	46	11	53	13	4	3							
			Total	107	100	418	100	394	100	125	100								
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work		empstudy	1	Very little	2	2	1	0	1	0	1	1	3.2	3.4 **	-.32	3.3	-.10	3.2	
			2	Some	13	12	42	10	52	13	16	13							
			3	Quite a bit	54	50	158	38	182	46	61	50							
			4	Very much	38	36	220	52	158	40	45	37							
			Total	107	100	421	100	393	100	123	100								
b. Providing support to help students succeed academically		SEacademic	1	Very little	5	5	12	3	13	3	2	2	2.9	3.2 *	-.26	3.0	-.11	3.2 *	
			2	Some	26	24	67	16	84	21	19	15							
			3	Quite a bit	46	43	183	44	170	43	59	48							
			4	Very much	30	28	155	37	124	32	43	35							
			Total	107	100	417	100	391	100	123	100								
c. Using learning support services (tutoring services, writing center, etc.)		SElearnsup	1	Very little	6	6	20	5	15	4	6	5	3.1	3.1	-.01	3.1	.06	3.1	
			2	Some	14	13	66	16	78	20	20	16							
			3	Quite a bit	48	45	178	42	165	42	48	39							
			4	Very much	38	36	157	37	131	34	48	39							
			Total	106	100	421	100	389	100	122	100								

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

First-Year Students^a in Engineering

				Frequency Distributions								Statistical Comparisons ^k					
				UMD		UMD Peers		Competitors		National Comparison		Your first-year students compared with					
												UMD	UMD Peers	Effect size ⁿ	Competitors	Effect size ⁿ	National Comparison
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean		
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	19	18	56	13	46	12	13	11	2.5	2.7	-.21	2.6	-.12	2.7 * ▽
		2	Some	36	34	126	30	146	37	35	28						
		3	Quite a bit	35	33	132	32	127	32	45	37						
		4	Very much	17	16	102	25	73	19	30	24						
		Total		107	100	416	100	392	100	123	100						
e. Providing opportunities to be involved socially	SEsocial	1	Very little	6	6	22	5	13	3	9	7	2.9	3.0	-.10	3.0	-.16	2.9
		2	Some	24	23	103	25	87	22	31	25						
		3	Quite a bit	53	50	162	39	175	45	47	38						
		4	Very much	23	22	132	32	116	30	36	29						
		Total		106	100	419	100	391	100	123	100						
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	2	2	22	5	19	5	11	9	3.0	3.0	-.10	3.0	-.03	2.9
		2	Some	28	26	87	21	90	23	32	26						
		3	Quite a bit	48	45	161	38	159	41	41	34						
		4	Very much	28	26	151	36	124	32	38	31						
		Total		106	100	421	100	392	100	122	100						
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	25	24	83	20	76	20	26	22	2.2	2.4	-.14	2.3	-.07	2.4
		2	Some	44	42	164	39	171	44	40	33						
		3	Quite a bit	26	25	115	27	97	25	35	29						
		4	Very much	11	10	58	14	45	12	19	16						
		Total		106	100	420	100	389	100	120	100						
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	4	4	29	7	20	5	13	11	2.8	2.7	.09	2.9	-.12	2.7
		2	Some	33	31	145	35	99	25	32	26						
		3	Quite a bit	49	46	153	37	167	43	50	41						
		4	Very much	21	20	92	22	105	27	27	22						
		Total		107	100	419	100	391	100	122	100						
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	19	18	87	21	56	14	20	16	2.3	2.4	-.08	2.5	-.20	2.5 * ▽
		2	Some	46	43	154	37	151	38	36	30						
		3	Quite a bit	33	31	107	26	128	33	46	38						
		4	Very much	9	8	69	17	58	15	20	16						
		Total		107	100	417	100	393	100	122	100						

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University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
15. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ttmprephrs	0	0 hrs	1	1	2	0	1	0	0	0	17.4	17.3	.01	17.7	-.03	14.7 *	.32	
	(Recorded version of ttmprep created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	7	6	30	7	20	5	12	10								
	8	6-10 hrs	16	15	80	19	60	15	31	25									
	13	11-15 hrs	28	26	80	19	95	24	34	28									
	18	16-20 hrs	17	16	77	18	86	22	20	16									
	23	21-25 hrs	18	17	64	15	56	14	9	7									
	28	26-30 hrs	10	9	49	12	32	8	9	7									
	33	More than 30 hrs	11	10	39	9	44	11	8	7									
	Total		108	100	421	100	394	100	123	100									
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	21	20	144	34	90	23	48	40	5.8	4.8	.17	5.4	.06	3.9 *	.30	
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	48	45	136	32	163	41	45	37								
	8	6-10 hrs	24	23	84	20	88	22	15	12									
	13	11-15 hrs	2	2	33	8	26	7	8	7									
	18	16-20 hrs	7	7	13	3	15	4	3	2									
	23	21-25 hrs	0	0	5	1	5	1	0	0									
	28	26-30 hrs	1	1	3	1	3	1	1	1									
	33	More than 30 hrs	3	3	2	0	4	1	1	1									
	Total		106	100	420	100	394	100	121	100									
c. Working for pay on campus	tmworkonhrs	0	0 hrs	86	80	332	79	288	73	108	88	2.0	2.2	-.05	2.8	-.16	1.5	.09	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	11	10	16	4	16	4	5	4								
	8	6-10 hrs	3	3	25	6	46	12	1	1									
	13	11-15 hrs	3	3	32	8	23	6	4	3									
	18	16-20 hrs	2	2	11	3	16	4	3	2									
	23	21-25 hrs	2	2	1	0	2	1	0	0									
	28	26-30 hrs	0	0	1	0	1	0	2	2									
	33	More than 30 hrs	1	1	0	0	1	0	0	0									
	Total		108	100	418	100	393	100	123	100									

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	85	79	328	79	317	81	80	65	3.0	2.6	.06	2.3	.10	6.3 **	▼	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	6	6	20	5	22	6	8	7								
		8	6-10 hrs	2	2	24	6	15	4	7	6								
		13	11-15 hrs	5	5	18	4	17	4	6	5								
		18	16-20 hrs	4	4	14	3	7	2	3	2								
		23	21-25 hrs	1	1	6	1	4	1	5	4								
		28	26-30 hrs	2	2	2	0	2	1	3	2								
		33	More than 30 hrs	2	2	4	1	7	2	11	9								
		Total			107	100	416	100	391	100	123								100
Estimated number of hours working for pay	tmworkhrs											4.9	4.6	.04	5.1	-.03	7.8	-	
	(Continuous variable created by NSSE)																		
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	74	72	267	65	247	64	85	69	2.0	1.8	.04	1.6	.10	1.5	.11	
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	20	19	105	26	117	30	32	26								
		8	6-10 hrs	4	4	25	6	12	3	1	1								
		13	11-15 hrs	2	2	7	2	7	2	4	3								
		18	16-20 hrs	0	0	1	0	3	1	0	0								
		23	21-25 hrs	1	1	1	0	0	0	0	0								
		28	26-30 hrs	1	1	2	0	1	0	1	1								
		33	More than 30 hrs	1	1	1	0	0	0	0	0								
		Total			103	100	409	100	387	100	123								100
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	0	0	2	0	3	1	4	3	14.6	13.8	.09	14.0	.08	13.8	.08	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	13	12	68	16	56	14	20	17								
		8	6-10 hrs	28	26	96	23	94	24	34	28								
		13	11-15 hrs	21	20	102	25	87	22	24	20								
		18	16-20 hrs	20	19	60	15	73	19	10	8								
		23	21-25 hrs	12	11	39	9	36	9	6	5								
		28	26-30 hrs	8	7	17	4	20	5	10	8								
		33	More than 30 hrs	5	5	29	7	21	5	13	11								
		Total			107	100	413	100	390	100	121								100

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First-Year Students^a in Engineering

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				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with					
Item wording or description		Variable name ^l		Values ^m	Response options	Count	%	Count	%	Count	%	Count	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	96	89	350	84	350	90	91	75	1.0	1.5	-.11	1.1	-.03	3.2 **	▼	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	7	6	25	6	16	4	12	10								
		8	6-10 hrs	2	2	21	5	8	2	7	6								
		13	11-15 hrs	1	1	12	3	5	1	3	2								
		18	16-20 hrs	0	0	4	1	4	1	2	2								
		23	21-25 hrs	1	1	1	0	1	0	0	0								
		28	26-30 hrs	0	0	1	0	2	1	2	2								
		33	More than 30 hrs	1	1	3	1	3	1	5	4								
		Total	108	100	417	100	389	100	122	100									
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	65	60	164	39	158	40	51	42	2.4	3.0	-.14	3.0	-.13	3.3	-.18	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	31	29	185	44	171	44	47	39								
		8	6-10 hrs	6	6	50	12	43	11	15	12								
		13	11-15 hrs	2	2	15	4	12	3	6	5								
		18	16-20 hrs	2	2	2	0	6	2	1	1								
		23	21-25 hrs	0	0	1	0	1	0	2	2								
		28	26-30 hrs	1	1	2	0	1	0	0	0								
		33	More than 30 hrs	1	1	0	0	0	0	0	0								
		Total	108	100	419	100	392	100	122	100									
16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																			
reading		1	Very little	34	31	65	20	59	25	12	12	2.0	2.2	-.20	2.3 *	-.23	2.5 ***	▼	
(Revised for 2014. Comparison data are limited to NSSE 2014 participating institutions.)		2	Some	44	41	161	50	91	39	40	40								
		3	About half	22	20	60	19	52	22	34	34								
		4	Most	8	7	27	8	23	10	13	13								
		5	Almost all	0	0	7	2	8	3	1	1								
			Total	108	100	320	100	233	100	100	100								
tmreadinghrs												5.2	5.9	-.15	6.6 *	-.26	5.7	- .11	
(Continuous variable created by NSSE. Calculated as a proportion of tmprphrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)																			

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University of Minnesota Duluth

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				UMD		UMD Peers		Competitors		National Comparison		UMD	Your first-year students compared with					
Item wording or description	Variable name ⁱ	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
	tmreadinghrscol	1	0 hrs	1	1	1	0	0	0	0	0							
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	67	62	168	53	126	54	58	58							
		3	More than 5, up to 10 hrs	28	26	107	33	56	24	29	29							
		4	More than 10, up to 15 hrs	7	6	23	7	25	11	7	7							
		5	More than 15, up to 20 hrs	2	2	11	3	14	6	3	3							
		6	More than 20, up to 25 hrs	3	3	7	2	10	4	3	3							
		7	More than 25 hrs	0	0	3	1	1	0	0	0							
		Total		108	100	320	100	232	100	100	100							
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																		
a. Writing clearly and effectively	pgwrite	1	Very little	24	22	51	12	61	16	13	11	2.3	2.6 *	-.27	2.5	-.17	2.7 **	-.40
	2	Some	35	32	143	34	135	34	33	27								
	3	Quite a bit	38	35	163	39	140	36	55	45								
	4	Very much	11	10	65	15	56	14	22	18								
	Total		108	100	422	100	392	100	123	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	26	24	60	14	81	21	24	20	2.2	2.5 **	-.34	2.3	-.12	2.5 *	-.29
	2	Some	43	40	142	34	142	37	31	25								
	3	Quite a bit	26	24	142	34	121	31	50	41								
	4	Very much	12	11	73	18	45	12	18	15								
	Total		107	100	417	100	389	100	123	100								
c. Thinking critically and analytically	pgthink	1	Very little	3	3	14	3	7	2	10	8	3.1	3.0	.12	3.2	-.01	2.9	.24
	2	Some	17	16	89	21	74	19	23	19								
	3	Quite a bit	49	45	182	43	160	41	54	44								
	4	Very much	39	36	137	32	149	38	36	29								
	Total		108	100	422	100	390	100	123	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	5	5	22	5	13	3	11	9	3.2	3.0	.21	3.0	.15	2.9 **	.34
	2	Some	13	12	98	23	100	26	32	26								
	3	Quite a bit	49	46	167	40	138	35	44	36								
	4	Very much	40	37	132	32	139	36	36	29								
	Total		107	100	419	100	390	100	123	100								

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First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k								
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with						
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ		Mean	Effect size ⁿ		Mean	Effect size ⁿ
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	13	12	43	10	34	9	20	16	2.5	2.7 *	-0.25	2.7 *	-0.21	2.6	-0.07		
		2	Some	42	39	121	29	135	35	35	28									
		3	Quite a bit	38	35	159	38	131	34	45	37									
		4	Very much	15	14	98	23	88	23	23	19									
		Total	108	100	421	100	388	100	123	100										
f. Working effectively with others	pgothers	1	Very little	6	6	19	5	22	6	16	13	2.7	3.0 **	-0.30	2.8	-0.16	2.7	-0.04		
		2	Some	40	37	104	25	113	29	26	21									
		3	Quite a bit	43	40	178	42	165	42	56	46									
		4	Very much	19	18	121	29	91	23	25	20									
		Total	108	100	422	100	391	100	123	100										
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	18	17	61	14	76	19	26	21	2.4	2.6	-0.14	2.4	0.05	2.5	-0.04		
		2	Some	40	37	142	34	140	36	32	26									
		3	Quite a bit	33	31	132	31	118	30	44	36									
		4	Very much	16	15	86	20	56	14	20	16									
		Total	107	100	421	100	390	100	122	100										
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	25	24	72	17	58	15	19	16	2.2	2.5 **	-0.30	2.4	-0.20	2.5 *	-0.32		
		2	Some	47	44	141	33	164	42	34	28									
		3	Quite a bit	20	19	132	31	121	31	55	45									
		4	Very much	14	13	77	18	46	12	13	11									
		Total	106	100	422	100	389	100	121	100										
i. Solving complex real-world problems	pgprobsolve	1	Very little	14	13	41	10	24	6	12	10	2.6	2.7	-0.14	2.7	-0.18	2.7	-0.14		
		2	Some	35	33	130	31	142	36	34	28									
		3	Quite a bit	41	38	167	40	143	37	57	46									
		4	Very much	17	16	83	20	82	21	20	16									
		Total	107	100	421	100	391	100	123	100										
j. Being an informed and active citizen	pgcitizen	1	Very little	21	20	71	17	68	18	23	19	2.3	2.4	-0.17	2.4	-0.12	2.5	-0.26		
		2	Some	48	45	159	38	151	39	33	27									
		3	Quite a bit	28	26	133	32	129	33	49	40									
		4	Very much	10	9	55	13	39	10	17	14									
		Total	107	100	418	100	387	100	122	100										

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

First-Year Students^a in Engineering

First-Year Students ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your first-year students compared with					
		UMD Peers												Competitors		National Comparison			
Item wording or description	Variable name ^j	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
18. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	2	2	6	1	5	1	2	2	3.1	3.3	-.19	3.3 *	-.23	3.2	-.10	
		2	Fair	13	12	40	10	37	9	15	12								
		3	Good	61	56	209	50	187	48	63	50								
		4	Excellent	32	30	166	39	163	42	45	36								
		Total		108	100	421	100	392	100	125	100								
19. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	4	4	10	2	5	1	5	4	3.3	3.3	-.04	3.4 *	-.22	3.3	.00	
		2	Probably no	6	6	45	11	29	7	15	12								
		3	Probably yes	56	52	178	42	159	40	47	38								
		4	Definitely yes	42	39	188	45	200	51	57	46								
		Total		108	100	421	100	393	100	124	100								

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

Seniors ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	4	4	18	3	17	3	9	3	2.7	2.9	-.16	2.9	-.15	3.1 ***	-.43	
		2	Sometimes	42	38	192	36	223	36	66	23								
		3	Often	43	39	170	31	206	33	95	33								
		4	Very often	21	19	160	30	172	28	114	40								
		Total		110	100	540	100	618	100	284	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	31	28	122	23	137	22	57	20	2.1	2.3	-.17	2.3	-.15	2.5 **	-.33	
		2	Sometimes	45	41	209	39	253	41	96	34								
		3	Often	23	21	139	26	151	24	74	26								
		4	Very often	11	10	68	13	77	12	57	20								
		Total		110	100	538	100	618	100	284	100								
c. Come to class without completing readings or assignments	unpreparedr (Reverse-coded version of unprepared created by NSSE.)	1	Very often	5	5	39	7	40	6	12	4	3.1	2.9 *	.24	2.9	.19	3.0	.09	
		2	Often	13	12	88	16	105	17	43	15								
		3	Sometimes	61	55	308	57	336	55	157	56								
		4	Never	31	28	103	19	135	22	68	24								
		Total		110	100	538	100	616	100	280	100								
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	attendart	1	Never	64	60	258	48	315	51	138	49	1.5	1.7 *	-.26	1.6 *	-.22	1.7 **	-.29	
		2	Sometimes	37	35	219	41	227	37	105	37								
		3	Often	5	5	48	9	56	9	30	11								
		4	Very often	1	1	12	2	16	3	10	4								
		Total		107	100	537	100	614	100	283	100								
e. Asked another student to help you understand course material	CLaskhelp	1	Never	7	6	27	5	46	8	25	9	2.7	2.8	-.09	2.9	-.16	2.6	.13	
		2	Sometimes	46	42	187	35	167	27	122	43								
		3	Often	28	25	189	35	226	37	80	28								
		4	Very often	29	26	133	25	174	28	58	20								
		Total		110	100	536	100	613	100	285	100								
f. Explained course material to one or more students	CLexplain	1	Never	3	3	9	2	21	3	7	2	3.1	3.0	.02	3.0	.07	2.9	.17	
		2	Sometimes	26	24	139	26	150	24	84	30								
		3	Often	43	39	216	40	257	42	116	41								
		4	Very often	38	35	176	33	189	31	74	26								
		Total		110	100	540	100	617	100	281	100								

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

Seniors ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	12	11	46	9	74	12	33	12	2.8	2.8	-.01	2.8	.06	2.7	.16	
		2	Sometimes	32	29	168	31	173	28	102	36								
		3	Often	27	25	147	27	191	31	71	25								
		4	Very often	38	35	177	33	180	29	77	27								
		Total	109	100	538	100	618	100	283	100									
h. Worked with other students on course projects or assignments	CLproject	1	Never	1	1	8	1	23	4	8	3	3.3	3.3	-.04	3.3	.01	3.2	.13	
		2	Sometimes	19	17	78	14	91	15	54	19								
		3	Often	37	34	191	35	196	32	101	36								
		4	Very often	52	48	263	49	307	50	120	42								
		Total	109	100	540	100	617	100	283	100									
i. Gave a course presentation	present	1	Never	9	8	47	9	76	12	42	15	2.7	2.7	-.03	2.6	.13	2.5	.17	
		2	Sometimes	37	34	180	33	236	38	106	37								
		3	Often	42	38	185	34	175	28	75	27								
		4	Very often	22	20	126	23	128	21	60	21								
		Total	110	100	538	100	615	100	283	100									
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	2	2	13	2	9	1	3	1	3.1	3.0	.05	3.0	.08	3.1	-.01	
		2	Sometimes	24	22	119	22	160	26	68	24								
		3	Often	46	42	239	44	258	42	111	39								
		4	Very often	37	34	170	31	189	31	100	35								
		Total	109	100	541	100	616	100	282	100									
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	14	13	65	12	76	12	33	12	2.4	2.4	-.02	2.4	-.07	2.5	-.15	
		2	Sometimes	49	45	251	47	270	44	121	43								
		3	Often	38	35	164	30	190	31	76	27								
		4	Very often	9	8	58	11	79	13	51	18								
		Total	110	100	538	100	615	100	281	100									
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	33	30	175	33	194	32	70	25	1.9	2.0	-.08	2.0	-.07	2.1 *	▽	
		2	Sometimes	60	55	235	44	291	47	139	49								
		3	Often	12	11	98	18	91	15	50	18								
		4	Very often	5	5	30	6	38	6	24	8								
		Total	110	100	538	100	614	100	283	100									

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Item wording or description		Variable name ^l		Values ^m	Response options		Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	12	11	46	9	56	9	26	9	2.3	2.5 ** ▽	-.28	2.5 * ▽	-.23	2.6 *** ▽	-.36			
		2	Sometimes	57	52	237	44	273	45	108	38										
		3	Often	37	34	180	33	213	35	101	36										
		4	Very often	4	4	75	14	70	11	46	16										
		Total	110	100	538	100	612	100	281	100											
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	1	Never	9	8	38	7	55	9	16	6	2.5	2.6 * ▽	-.22	2.5	-.11	2.8 ** ▽	-.36			
		2	Sometimes	50	46	213	40	245	40	99	35										
		3	Often	40	37	197	37	233	38	105	37										
		4	Very often	9	8	91	17	78	13	62	22										
		Total	108	100	539	100	611	100	282	100											
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	6	5	19	4	24	4	5	2	2.7	2.8	-.13	2.7	-.08	2.9 * ▽	-.27			
		2	Sometimes	43	39	188	35	229	37	100	35										
		3	Often	44	40	233	43	255	42	104	37										
		4	Very often	17	15	97	18	105	17	74	26										
		Total	110	100	537	100	613	100	283	100											
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	1	1	5	1	7	1	2	1	3.1	3.1	.04	3.1	.05	3.2	-.15			
		2	Sometimes	18	16	116	22	123	20	46	16										
		3	Often	59	54	247	46	294	48	122	43										
		4	Very often	32	29	168	31	183	30	112	40										
		Total	110	100	536	100	607	100	282	100											
3. During the current school year, about how often have you done the following?																					
a. Talked about career plans with a faculty member	SFcareer	1	Never	17	15	103	19	146	24	53	19	2.4	2.2	.15	2.2 * △	.23	2.4	.02			
		2	Sometimes	48	44	261	49	279	46	117	41										
		3	Often	32	29	109	20	126	21	73	26										
		4	Very often	13	12	60	11	61	10	40	14										
		Total	110	100	533	100	612	100	283	100											
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	42	38	216	41	280	46	123	44	2.1	2.0	.12	1.9 * △	.25	1.9	.16			
		2	Sometimes	29	26	165	31	183	30	84	30										
		3	Often	24	22	90	17	95	16	42	15										
		4	Very often	15	14	59	11	52	9	32	11										
		Total	110	100	530	100	610	100	281	100											

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Item wording or description		Variable name ⁱ		Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	12	11	94	18	139	23	67	24	2.5	2.3	.14	2.2 **	.28	2.3	.18		
		2	Sometimes	48	44	237	45	263	43	104	37									
		3	Often	37	34	127	24	147	24	73	26									
		4	Very often	13	12	73	14	61	10	39	14									
		Total	110	100	531	100	610	100	283	100										
d. Discussed your academic performance with a faculty member	SFperform	1	Never	30	28	151	28	178	29	67	24	2.0	2.1	-.12	2.0	.00	2.2 **	-.29		
		2	Sometimes	57	52	243	46	308	50	121	43									
		3	Often	19	17	92	17	98	16	60	21									
		4	Very often	3	3	44	8	26	4	34	12									
		Total	109	100	530	100	610	100	282	100										
4. During the current school year, how much has your coursework emphasized the following?																				
a. Memorizing course material	memorize	1	Very little	10	9	63	12	82	13	30	11	2.5	2.4	.09	2.4	.12	2.5	.04		
		2	Some	47	43	247	46	259	42	117	41									
		3	Quite a bit	37	34	154	29	204	33	104	37									
		4	Very much	15	14	73	14	67	11	33	12									
		Total	109	100	537	100	612	100	284	100										
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	1	1	10	2	7	1	5	2	3.5	3.4	.10	3.4	.12	3.3	.19		
		2	Some	10	9	54	10	63	10	34	12									
		3	Quite a bit	34	31	179	33	223	36	105	37									
		4	Very much	65	59	294	55	323	52	140	49									
		Total	110	100	537	100	616	100	284	100										
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	0	0	20	4	17	3	8	3	3.2	3.2	.03	3.2	.06	3.2	.05		
		2	Some	26	24	92	17	108	18	53	19									
		3	Quite a bit	33	31	187	35	244	40	102	37									
		4	Very much	49	45	234	44	245	40	116	42									
		Total	108	100	533	100	614	100	279	100										
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	18	17	77	14	90	15	30	11	2.4	2.5	-.11	2.4	-.04	2.7 **	-.35		
		2	Some	46	42	203	38	255	42	91	32									
		3	Quite a bit	29	27	167	31	178	29	88	31									
		4	Very much	16	15	89	17	87	14	74	26									
		Total	109	100	536	100	610	100	283	100										

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Seniors ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with					
Item wording or description	Variable name ^j	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	5	5	32	6	48	8	21	7	2.9	2.9	.05	2.8	.14	2.9	-.05	
		2	Some	30	28	152	28	183	30	60	21								
		3	Quite a bit	44	41	214	40	245	40	118	42								
		4	Very much	29	27	138	26	139	23	85	30								
		Total	108	100	536	100	615	100	284	100									
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	1	1	12	2	12	2	5	2	3.1	3.2	-.07	3.0	.17	3.3 *	-0.26	
		2	Some	17	16	86	16	146	24	35	12								
		3	Quite a bit	59	54	241	45	295	48	111	39								
		4	Very much	32	29	201	37	165	27	134	47								
		Total	109	100	540	100	618	100	285	100									
b. Taught course sessions in an organized way	ETorganize	1	Very little	2	2	17	3	12	2	4	1	3.0	3.1	-.11	3.0	.01	3.2 **	-0.30	
		2	Some	23	21	78	14	121	20	33	12								
		3	Quite a bit	54	50	270	50	327	53	135	48								
		4	Very much	30	28	173	32	157	25	111	39								
		Total	109	100	538	100	617	100	283	100									
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	1	1	16	3	14	2	3	1	3.1	3.2	-.14	3.1	.04	3.3 *	-0.26	
		2	Some	22	21	65	12	113	18	35	12								
		3	Quite a bit	46	43	233	43	288	47	113	40								
		4	Very much	38	36	225	42	203	33	134	47								
		Total	107	100	539	100	618	100	285	100									
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	15	14	78	14	94	15	29	10	2.6	2.6	.02	2.4	.17	2.9 **	-0.31	
		2	Some	32	29	186	35	249	40	67	24								
		3	Quite a bit	44	40	158	29	180	29	92	33								
		4	Very much	18	17	116	22	92	15	95	34								
		Total	109	100	538	100	615	100	283	100									
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	3	3	44	8	58	9	15	5	2.9	2.8	.10	2.6 **	.30	3.0	-0.14	
		2	Some	28	26	150	28	207	34	69	24								
		3	Quite a bit	57	52	214	40	256	42	100	35								
		4	Very much	21	19	126	24	93	15	100	35								
		Total	109	100	534	100	614	100	284	100									

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				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	0	0	15	3	9	1	11	4	3.4	3.3	.13	3.3	.09	3.2	.16	
		2	Sometimes	16	15	82	15	85	14	44	15								
		3	Often	39	35	191	36	243	39	99	35								
		4	Very often	55	50	248	46	280	45	130	46								
		Total	110	100	536	100	617	100	284	100									
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	11	10	80	15	87	14	30	11	2.9	2.7	.14	2.7	.15	2.9	-.05	
		2	Sometimes	27	25	155	29	177	29	68	24								
		3	Often	38	35	140	26	179	29	83	29								
		4	Very often	34	31	164	30	171	28	103	36								
		Total	110	100	539	100	614	100	284	100									
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	4	4	52	10	61	10	28	10	2.8	2.7	.12	2.7	.19	2.8	.06	
		2	Sometimes	36	33	171	32	205	33	80	28								
		3	Often	42	39	182	34	221	36	99	35								
		4	Very often	27	25	133	25	126	21	77	27								
		Total	109	100	538	100	613	100	284	100									
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)																			
a. Up to 5 pages	wrshortnum (Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	6	6	37	7	44	7	33	12	7.5	6.9	.08	6.2	.20	5.9 *	.26	
		1.5	1-2	27	25	128	25	155	26	55	20								
		4	3-5	22	21	131	25	174	29	88	32								
		8	6-10	22	21	116	22	119	20	49	18								
		13	11-15	15	14	43	8	48	8	24	9								
		18	16-20	6	6	24	5	29	5	12	4								
		23	More than 20	8	8	42	8	31	5	11	4								
		Total	106	100	521	100	600	100	272	100									
b. Between 6 and 10 pages	wrmednum (Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	32	31	119	23	148	25	86	32	2.7	3.9 **	-.28	3.3	-.16	3.1	-.10	
		1.5	1-2	32	31	168	32	212	36	88	33								
		4	3-5	30	29	104	20	129	22	49	18								
		8	6-10	5	5	83	16	66	11	23	9								
		13	11-15	2	2	28	5	22	4	11	4								
		18	16-20	1	1	5	1	10	2	4	2								
		23	More than 20	1	1	11	2	6	1	4	2								
		Total	103	100	518	100	593	100	265	100									

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

				Frequency Distributions								Statistical Comparisons ^k					
				UMD		UMD Peers		Competitors		National Comparison		Your seniors compared with					
Item wording or description	Variable name ^l	Values ^m	Response options	UMD		UMD Peers		Competitors		National Comparison		UMD	UMD Peers		Competitors	National Comparison	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean
c. 11 pages or more	wrlongnum	0	None	39	37	148	28	213	36	114	43	2.6	3.1	-.12	2.4	.05	1.8
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	37	35	206	40	234	39	104	39						
		4	3-5	16	15	81	16	79	13	30	11						
		8	6-10	10	10	49	9	43	7	10	4						
		13	11-15	0	0	23	4	19	3	3	1						
		18	16-20	0	0	4	1	4	1	2	1						
		23	More than 20	3	3	9	2	4	1	2	1						
	Total			105	100	520	100	596	100	265	100						
Estimated number of assigned pages of student writing.	wrpages											75.2	94.8 *	-.21	79.9	-.06	67.8
	(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)												▽				.09
8. During the current school year, about how often have you had discussions with people from the following groups?																	
a. People of a race or ethnicity other than your own	DDrace	1	Never	6	5	25	5	52	8	13	5	2.7	3.1 ***	-.37	2.8	-.12	3.1 ***
		2	Sometimes	42	38	141	26	199	32	60	21						
		3	Often	39	35	152	28	166	27	84	29						
		4	Very often	23	21	223	41	201	33	128	45						
		Total		110	100	541	100	618	100	285	100						
																	▽
b. People from an economic background other than your own	DDeconomic	1	Never	6	5	21	4	39	6	15	5	2.9	3.1 *	-.21	2.9	-.02	3.1 **
		2	Sometimes	30	27	123	23	168	27	50	18						
		3	Often	46	42	201	37	230	37	101	35						
		4	Very often	28	25	194	36	181	29	119	42						
		Total		110	100	539	100	618	100	285	100						
																	▽
c. People with religious beliefs other than your own	DDreligion	1	Never	5	5	28	5	39	6	15	5	2.9	3.0	-.11	2.9	.03	3.1
		2	Sometimes	31	28	125	23	177	29	63	22						
		3	Often	40	36	182	34	205	33	96	34						
		4	Very often	34	31	202	38	197	32	111	39						
		Total		110	100	537	100	618	100	285	100						
																	-.14
d. People with political views other than your own	DDpolitical	1	Never	7	6	26	5	34	6	16	6	2.9	3.0	-.08	3.0	-.04	3.0
		2	Sometimes	29	27	130	24	158	26	63	22						
		3	Often	39	36	202	38	226	37	99	35						
		4	Very often	34	31	176	33	198	32	106	37						
		Total		109	100	534	100	616	100	284	100						
																	-.13

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University of Minnesota Duluth

Seniors^a in Engineering

Seniors ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k								
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with						
Item wording or description		Variable name ^l		Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
9. During the current school year, about how often have you done the following?																				
a. Identified key information from reading assignments	LSreading	1	Never	7	6	25	5	24	4	6	2	2.7	2.9 *	-0.26	2.9 *	-0.21	3.2 ***	-0.59		
		2	Sometimes	40	36	149	28	183	30	47	16									
		3	Often	41	37	200	37	249	40	121	42									
		4	Very often	22	20	164	30	160	26	111	39									
		Total	110	100	538	100	616	100	285	100										
b. Reviewed your notes after class	LSnotes	1	Never	10	9	34	6	53	9	13	5	2.5	2.8 **	-0.31	2.8 *	-0.26	3.0 ***	-0.56		
		2	Sometimes	54	49	183	34	205	33	67	24									
		3	Often	26	24	181	34	199	32	110	39									
		4	Very often	20	18	138	26	159	26	92	33									
		Total	110	100	536	100	616	100	282	100										
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	16	15	59	11	49	8	9	3	2.5	2.6	-0.19	2.6	-0.20	3.0 ***	-0.57		
		2	Sometimes	41	38	190	36	237	39	78	27									
		3	Often	36	33	170	32	210	34	114	40									
		4	Very often	15	14	115	22	114	19	83	29									
		Total	108	100	534	100	610	100	284	100										
10. During the current school year, to what extent have your courses challenged you to do your best work?																				
challenge		1	Not at all	0	0	3	1	3	0	1	0	5.8	5.7	0.02	5.6	0.13	5.8	-0.06		
		2	1	1	10	2	9	1	2	1										
		3	4	4	13	2	22	4	10	4										
		4	4	4	46	9	42	7	20	7										
		5	29	26	127	24	175	28	61	21										
		6	46	42	169	31	233	38	97	34										
		7	Very much	26	24	170	32	132	21	94	33									
		Total	110	100	538	100	616	100	285	100										
11. Which of the following have you done or do you plan to do before you graduate? ^o																				
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided		5	5	26	5	25	4	20	7	66%	60%	0.13	61%	0.10	43% ***	0.46		
		Do not plan to do		9	8	58	11	70	11	42	15									
		Plan to do		23	21	135	25	144	23	98	35									
		Done or in progress		72	66	324	60	378	61	123	43									
		Total		109	100	543	100	617	100	283	100									
		(Means indicate the percentage who responded "Done or in progress.")																		

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Seniors ^a in Engineering			Frequency Distributions								Statistical Comparisons ^k							
			UMD		UMD Peers		Competitors		National Comparison		Your seniors compared with							
											UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ⁱ	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	14	13	42	8	53	9	40	14	43%	44%	-.01	43%	.01	36%	.14
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	42	39	224	41	258	42	116	41								
	Plan to do	6	6	39	7	41	7	25	9									
	Done or in progress	47	43	236	44	264	43	102	36									
	Total	109	100	541	100	616	100	283	100									
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	13	12	39	7	45	7	41	15	33%	28%	.12	22% *	.25	24%	.21
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	56	52	322	60	400	65	145	51								
	Plan to do	3	3	30	6	35	6	29	10									
	Done or in progress	36	33	149	28	137	22	67	24									
	Total	108	100	540	100	617	100	282	100									
d. Participate in a study abroad program	abroad		Have not decided	10	9	45	8	44	7	40	14	8%	6%	.08	14%	-.19	8%	.00
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	88	81	440	81	451	74	198	70								
	Plan to do	1	1	21	4	30	5	22	8									
	Done or in progress	9	8	34	6	88	14	24	8									
	Total	108	100	540	100	613	100	284	100									
e. Work with a faculty member on a research project	research		Have not decided	24	23	79	15	82	13	56	20	29%	28%	.03	32%	-.06	22%	.17
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	44	42	219	41	248	41	88	31								
	Plan to do	7	7	88	16	86	14	77	27									
	Done or in progress	31	29	150	28	195	32	62	22									
	Total	106	100	536	100	611	100	283	100									
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone		Have not decided	3	3	14	3	11	2	14	5	50%	66% **	-.33	55%	-.09	42%	.16
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	5	5	21	4	34	6	21	7								
	Plan to do	46	43	146	27	234	38	130	46									
	Done or in progress	54	50	356	66	336	55	119	42									
	Total	108	100	537	100	615	100	284	100									

12. About how many of your courses at this institution have included a community-based project (service-learning)?

servcourse	1	None	61	56	278	51	350	57	151	54	1.5	1.5	-.06	1.5	.03	1.5	-.02
	2	Some	42	39	238	44	236	38	117	42							
	3	Most	5	5	21	4	23	4	11	4							
	4	All	1	1	4	1	6	1	2	1							
	Total		109	100	541	100	615	100	281	100							

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Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

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				Frequency Distributions								Statistical Comparisons ^k									
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with							
Item wording or description		Variable name ⁱ		Values ^m	Response options		Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
13. Indicate the quality of your interactions with the following people at your institution.																					
a. Students	QIstudent	1	Poor	1	1	8	1	6	1	2	1	5.8	5.8	.00	5.8	.00	5.9	-.07			
		2	2	4	1	10	2	4	1												
		3	5	5	10	2	14	2	6	2											
		4	7	6	38	7	34	6	27	10											
		5	19	17	117	22	126	20	41	14											
		6	34	31	176	33	213	35	84	30											
		7	Excellent	42	38	185	34	203	33	117	41										
		—	Not applicable	0	0	3	1	11	2	2	1										
		Total	110	100	541	100	617	100	283	100											
b. Academic advisors	QIadvisor	1	Poor	6	5	31	6	28	5	15	5	5.0	5.0	-.04	4.9	.05	5.4 *	- .24			
		2	5	5	23	4	38	6	13	5											
		3	12	11	50	9	57	9	17	6											
		4	10	9	69	13	99	16	23	8											
		5	27	25	103	19	135	22	44	16											
		6	24	22	113	21	136	22	63	22											
		7	Excellent	23	21	136	25	115	19	102	36										
		—	Not applicable	3	3	15	3	7	1	6	2										
		Total	110	100	540	100	615	100	283	100											
c. Faculty	QIfaculty	1	Poor	2	2	12	2	8	1	5	2	5.5	5.5	.06	5.2 **	.27	5.7	-.12			
		2	1	1	14	3	25	4	6	2											
		3	4	4	21	4	35	6	13	5											
		4	9	8	41	8	87	14	26	9											
		5	31	28	159	29	185	30	48	17											
		6	39	35	165	31	177	29	79	28											
		7	Excellent	24	22	126	23	98	16	105	37										
		—	Not applicable	0	0	1	0	0	0	0	0										
		Total	110	100	539	100	615	100	282	100											

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				UMD		UMD Peers		Competitors		National Comparison		Your seniors compared with						
												UMD		UMD Peers		Competitors		National Comparison
Item wording or description	Variable name ⁱ	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ
d. Student services staff (career services, student activities, housing, etc.)	Qlstaff	1	Poor	3	3	26	5	22	4	20	7	5.1	4.7 *	.22	4.7 *	.23	4.9	.11
		2		5	5	33	6	31	5	14	5							
		3		6	5	56	10	59	10	18	6							
		4		18	16	68	13	103	17	38	13							
		5		20	18	126	23	143	23	47	17							
		6		30	27	90	17	129	21	54	19							
		7	Excellent	16	15	72	13	55	9	53	19							
		—	Not applicable	12	11	68	13	76	12	38	13							
		Total		110	100	539	100	618	100	282	100							
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	6	5	37	7	31	5	18	6	4.9	4.6	.15	4.7	.12	4.7	.10
		2		3	3	39	7	37	6	25	9							
		3		10	9	44	8	47	8	22	8							
		4		16	15	83	15	108	18	43	15							
		5		26	24	125	23	141	23	56	20							
		6		26	24	108	20	142	23	45	16							
		7	Excellent	16	15	73	14	61	10	57	20							
		—	Not applicable	7	6	29	5	49	8	13	5							
		Total		110	100	538	100	616	100	279	100							
14. How much does your institution emphasize the following?																		
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	1	1	3	1	7	1	4	1	3.3	3.4	-.16	3.3	-.08	3.3	.03
		2	Some	10	9	52	10	63	10	31	11							
		3	Quite a bit	55	50	210	39	255	41	131	47							
		4	Very much	44	40	276	51	292	47	115	41							
		Total		110	100	541	100	617	100	281	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	6	6	30	6	31	5	15	5	2.9	2.9	-.10	2.9	-.01	3.0	-.19
		2	Some	25	23	121	22	162	26	54	19							
		3	Quite a bit	56	51	235	44	279	45	119	43							
		4	Very much	22	20	152	28	143	23	91	33							
		Total		109	100	538	100	615	100	279	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	15	14	54	10	65	11	23	8	2.6	2.8	-.11	2.7	-.06	2.8	-.19
		2	Some	30	27	156	29	186	30	74	27							
		3	Quite a bit	44	40	195	36	232	38	109	39							
		4	Very much	21	19	131	24	130	21	71	26							
		Total		110	100	536	100	613	100	277	100							

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				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	19	17	114	21	138	22	38	14	2.3	2.4	-.06	2.3	.02	2.7 ***	-0.38	
		2	Some	47	43	189	35	233	38	81	29								
		3	Quite a bit	34	31	155	29	164	27	96	34								
		4	Very much	10	9	81	15	80	13	66	23								
		Total	110	100	539	100	615	100	281	100									
e. Providing opportunities to be involved socially	SEsocial	1	Very little	6	5	52	10	46	7	24	9	2.8	2.8	.08	2.8	.05	2.8	.01	
		2	Some	28	25	149	28	176	29	76	27								
		3	Quite a bit	54	49	214	40	253	41	104	37								
		4	Very much	22	20	125	23	139	23	75	27								
		Total	110	100	540	100	614	100	279	100									
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	10	9	60	11	61	10	25	9	2.7	2.7	-.07	2.8	-.12	2.7	-.09	
		2	Some	33	30	158	29	161	26	85	30								
		3	Quite a bit	51	46	190	35	249	41	107	38								
		4	Very much	16	15	132	24	142	23	63	23								
		Total	110	100	540	100	613	100	280	100									
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	41	37	195	36	216	35	86	31	1.9	1.9	-.04	1.9	-.04	2.2 *	-.25	
		2	Some	41	37	207	38	236	39	92	33								
		3	Quite a bit	24	22	104	19	133	22	71	26								
		4	Very much	4	4	32	6	26	4	29	10								
		Total	110	100	538	100	611	100	278	100									
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	13	12	74	14	71	12	44	16	2.5	2.5	-.05	2.7 *	-.25	2.5	-.07	
		2	Some	42	38	181	34	174	29	85	31								
		3	Quite a bit	44	40	204	38	223	37	102	37								
		4	Very much	11	10	76	14	142	23	47	17								
		Total	110	100	535	100	610	100	278	100									
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	20	19	126	24	117	19	49	18	2.2	2.2	.03	2.3	-.12	2.4 *	-0.23	
		2	Some	50	46	229	43	247	40	99	36								
		3	Quite a bit	33	31	132	25	185	30	83	31								
		4	Very much	5	5	48	9	63	10	41	15								
		Total	108	100	535	100	612	100	272	100									

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				Frequency Distributions								Statistical Comparisons ^k													
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with											
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ							
15. About how many hours do you spend in a typical 7-day week doing the following?																									
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ttmprephrs <i>(Recorded version of ttmprep created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33 Total	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	0 7 11 13 27 19 16 17 110	0 6 10 12 25 17 15 15 100	2 37 73 83 110 71 62 101 539	0 7 14 15 20 13 12 19 100	3 49 78 79 107 94 68 135 613	0 8 13 13 17 15 11 22 100	1 32 73 50 40 28 24 36 284	0 11 26 18 14 10 8 13 100	20.1	19.4	.07	20.0	.01	16.0 *** ▲	.43							
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs <i>(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33 Total	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	31 46 16 5 7 3 0 1 109	28 42 15 5 6 3 0 1 100	208 165 73 39 23 17 6 4 535	39 31 14 7 4 3 1 1 100	180 258 85 41 25 8 5 7 609	30 42 14 7 4 1 1 1 100	129 85 30 17 8 6 3 5 283	46 30 11 6 3 2 1 2 100														
c. Working for pay on campus	tmworkonhrs <i>(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33 Total	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	78 4 7 8 7 3 0 1 108	72 4 6 7 6 3 0 1 100	376 19 50 52 31 2 1 3 534	70 4 9 10 6 0 0 1 100	419 29 62 58 29 6 3 2 608	69 5 10 10 5 1 0 0 100	221 10 17 13 11 4 2 3 281	79 4 6 5 4 1 1 1 100														
																			3.7	3.5	.03	3.5	.03	2.8	.14

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

				Frequency Distributions								Statistical Comparisons ^k					
				UMD		UMD Peers		Competitors		National Comparison		Your seniors compared with					
Item wording or description	Variable name ^l	Values ^m	Response options									UMD	UMD Peers		Competitors	National Comparison	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	57	53	301	56	343	57	98	35	7.9	8.0	-.01	8.1	-.02	15.4 *** ▼
	(Recorded version of tmworkoff created by NSSE.	3	1-5 hrs	1	1	21	4	26	4	12	4						
		8	6-10 hrs	11	10	30	6	40	7	16	6						
		13	11-15 hrs	9	8	40	8	50	8	18	6						
	Values are estimated number of hours per week.)	18	16-20 hrs	21	19	58	11	49	8	17	6						
		23	21-25 hrs	1	1	27	5	19	3	23	8						
		28	26-30 hrs	4	4	11	2	20	3	18	6						
		33	More than 30 hrs	4	4	45	8	60	10	78	28						
	Total			108	100	533	100	607	100	280	100						
	Estimated number of hours working for pay	tmworkhrs										11.4	11.3	.01	11.4	.00	17.9 *** ▼
	(Continuous variable created by NSSE)																
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	73	67	352	66	386	64	165	59						
	(Recorded version of tmservice created by NSSE.	3	1-5 hrs	30	28	149	28	184	30	88	31						
		8	6-10 hrs	2	2	11	2	19	3	15	5						
	Values are estimated number of hours per week.)	13	11-15 hrs	3	3	15	3	8	1	5	2						
		18	16-20 hrs	1	1	3	1	4	1	3	1						
		23	21-25 hrs	0	0	2	0	3	0	4	1						
		28	26-30 hrs	0	0	0	0	3	0	0	0						
		33	More than 30 hrs	0	0	0	0	0	0	0	0						
	Total			109	100	532	100	607	100	280	100						
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	4	4	14	3	12	2	13	5	12.8	11.8	.12	11.9	.11	9.6 *** ▲
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	15	14	115	22	109	18	88	31						
		8	6-10 hrs	29	27	152	28	182	30	79	28						
		13	11-15 hrs	25	23	109	20	129	21	52	18						
		18	16-20 hrs	22	20	70	13	107	18	29	10						
		23	21-25 hrs	5	5	28	5	33	5	8	3						
		28	26-30 hrs	4	4	20	4	13	2	3	1						
		33	More than 30 hrs	5	5	26	5	22	4	11	4						
	Total			109	100	534	100	607	100	283	100						

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

Seniors ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		Your seniors compared with							
				UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^l	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	94	86	420	79	491	81	173	61	1.7	3.0 *	-.18	2.8	-.15	6.4 ***	-.49	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	4	4	36	7	41	7	33	12								
		8	6-10 hrs	5	5	16	3	17	3	13	5								
		13	11-15 hrs	1	1	16	3	12	2	13	5								
		18	16-20 hrs	2	2	13	2	13	2	15	5								
		23	21-25 hrs	2	2	9	2	6	1	2	1								
		28	26-30 hrs	0	0	6	1	6	1	3	1								
		33	More than 30 hrs	1	1	16	3	22	4	32	11								
		Total		109	100	532	100	608	100	284	100								
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	3	3	38	7	104	17	21	7	4.2	4.7	-.12	3.8	.12	5.5 **	-.28	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	82	75	347	65	396	65	163	57								
		8	6-10 hrs	21	19	115	21	85	14	69	24								
		13	11-15 hrs	1	1	24	4	17	3	18	6								
		18	16-20 hrs	2	2	8	1	6	1	7	2								
		23	21-25 hrs	0	0	0	0	0	0	4	1								
		28	26-30 hrs	0	0	4	1	2	0	0	0								
		33	More than 30 hrs	0	0	0	0	2	0	2	1								
		Total		109	100	536	100	612	100	284	100								
16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																			
reading		1	Very little	45	41	135	36	94	32	49	21	1.8	2.0	-.17	2.0 *	-.25	2.4 ***	-.57	
(Revised for 2014. Comparison data are limited to NSSE 2014 participating institutions.)		2	Some	48	44	155	41	128	44	92	40								
		3	About half	11	10	55	15	45	15	52	23								
		4	Most	3	3	26	7	23	8	32	14								
		5	Almost all	2	2	4	1	4	1	5	2								
		Total		109	100	375	100	294	100	230	100								
tmreadinghrs												4.9	5.3	-.08	5.9	-.21	5.4	-.10	
(Continuous variable created by NSSE. Calculated as a proportion of tmprphrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)																			

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

Seniors ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ⁱ	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
	tmreadinghrscol	1	0 hrs	0	0	0	0	2	1	1	0								
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	69	63	228	61	153	52	140	61								
		3	More than 5, up to 10 hrs	31	28	106	28	102	35	55	24								
		4	More than 10, up to 15 hrs	6	6	19	5	16	5	14	6								
		5	More than 15, up to 20 hrs	1	1	12	3	13	4	15	7								
		6	More than 20, up to 25 hrs	1	1	8	2	6	2	4	2								
		7	More than 25 hrs	1	1	0	0	2	1	0	0								
		Total		109	100	373	100	294	100	229	100								
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																			
a. Writing clearly and effectively	pgwrite	1	Very little	8	7	55	10	48	8	17	6	2.8	2.8	.06	2.8	.01	3.0	-.17	
		2	Some	27	25	152	28	171	28	70	25								
		3	Quite a bit	51	46	194	36	236	39	98	35								
		4	Very much	24	22	140	26	156	26	98	35								
		Total		110	100	541	100	611	100	283	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	13	12	63	12	69	11	27	10	2.6	2.8	-.20	2.7	-.19	2.9 **	-0.36	
		2	Some	36	33	138	26	156	26	64	23								
		3	Quite a bit	45	41	200	37	247	41	98	35								
		4	Very much	15	14	136	25	137	22	92	33								
		Total		109	100	537	100	609	100	281	100								
c. Thinking critically and analytically	pgthink	1	Very little	1	1	16	3	9	1	5	2	3.4	3.4	.00	3.5	-.11	3.5	-.14	
		2	Some	17	15	67	12	53	9	27	10								
		3	Quite a bit	30	27	147	27	191	31	74	26								
		4	Very much	62	56	309	57	359	59	176	62								
		Total		110	100	539	100	612	100	282	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	2	2	10	2	11	2	2	1	3.5	3.4	.08	3.5	.01	3.5	.03	
		2	Some	12	11	59	11	52	9	34	12								
		3	Quite a bit	25	23	156	29	175	29	73	26								
		4	Very much	70	64	315	58	372	61	172	61								
		Total		109	100	540	100	610	100	281	100								

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

				Frequency Distributions								Statistical Comparisons ^k					
				UMD		UMD Peers		Competitors		National Comparison		Your seniors compared with					
Item wording or description	Variable name ^l	Values ^m	Response options									UMD	UMD Peers		Competitors	National Comparison	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	3	3	44	8	39	6	12	4	3.1	3.1	.00	3.1	-.01	3.2
		2	Some	20	18	89	16	106	17	56	20						
		3	Quite a bit	50	45	179	33	216	35	73	26						
		4	Very much	37	34	229	42	249	41	143	50						
		Total		110	100	541	100	610	100	284	100						
f. Working effectively with others	pgothers	1	Very little	3	3	23	4	33	5	17	6	3.1	3.2	-.08	3.1	.05	3.2
		2	Some	18	17	92	17	122	20	47	17						
		3	Quite a bit	53	49	202	37	235	39	88	31						
		4	Very much	34	31	224	41	219	36	130	46						
		Total		108	100	541	100	609	100	282	100						
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	13	12	83	15	98	16	37	13	2.6	2.7	-.07	2.5	.10	2.8
		2	Some	40	36	154	29	217	36	76	27						
		3	Quite a bit	34	31	154	29	176	29	86	30						
		4	Very much	23	21	148	27	118	19	85	30						
		Total		110	100	539	100	609	100	284	100						
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	24	22	118	22	122	20	42	15	2.2	2.4	-.14	2.3	-.10	2.6 ** ▼
		2	Some	51	46	195	36	247	40	101	36						
		3	Quite a bit	21	19	134	25	167	27	72	26						
		4	Very much	14	13	92	17	74	12	65	23						
		Total		110	100	539	100	610	100	280	100						
i. Solving complex real-world problems	pgprobsolve	1	Very little	5	5	41	8	44	7	15	5	3.0	3.1	-.05	3.1	-.01	3.2
		2	Some	26	24	98	18	119	19	43	15						
		3	Quite a bit	38	35	170	32	206	34	86	30						
		4	Very much	41	37	229	43	242	40	140	49						
		Total		110	100	538	100	611	100	284	100						
j. Being an informed and active citizen	pgcitizen	1	Very little	18	17	128	24	121	20	46	16	2.4	2.3	.02	2.4	-.03	2.6 * ▼
		2	Some	47	44	187	35	228	37	77	27						
		3	Quite a bit	29	27	129	24	163	27	100	35						
		4	Very much	14	13	92	17	98	16	60	21						
		Total		108	100	536	100	610	100	283	100						

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Frequencies and Statistical Comparisons: Engineering

University of Minnesota Duluth

Seniors^a in Engineering

Seniors ^a in Engineering				Frequency Distributions								Statistical Comparisons ^k							
				UMD		UMD Peers		Competitors		National Comparison		UMD		Your seniors compared with					
														UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name ^j	Values ^m	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ⁿ	Mean	Effect size ⁿ	Mean	Effect size ⁿ	
18. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	1	1	23	4	16	3	3	1	3.2	3.2	-.03	3.3	-.15	3.4 **	▼	
		2	Fair	11	10	65	12	57	9	18	6								
		3	Good	64	58	230	42	267	43	116	41								
		4	Excellent	34	31	226	42	275	45	147	52								
		Total		110	100	544	100	615	100	284	100								
19. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	2	2	29	5	18	3	7	2	3.1	3.2	-.16	3.4 ***	-.36	3.4 ***	▼	
		2	Probably no	18	16	64	12	55	9	28	10								
		3	Probably yes	59	54	209	38	236	38	98	35								
		4	Definitely yes	31	28	241	44	309	50	151	53								
		Total		110	100	543	100	618	100	284	100								

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Respondent Profile: Engineering

University of Minnesota Duluth

Engineering

			First-Year Students ^a								Seniors ^a							
			UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
20a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	99	92	390	92	341	86	113	90	105	95	510	94	539	87	260	91
		More than one	9	8	33	8	55	14	12	10	5	5	34	6	81	13	25	9
		Total	108	100	423	100	396	100	125	100	110	100	544	100	620	100	285	100
First major or expected first major, in NSSE's default related-major categories. (Does not reflect any customization made for the Major Field Report)	MAJfirstcol (Recoded from MAJfirst)	Arts & Humanities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Biological Sci., Agriculture, & Natural Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Physical Sci., Mathematics, & Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Social Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Business	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Communications, Media, & Public Relations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Engineering	108	100	423	100	396	100	125	100	110	100	544	100	620	100	285	100
		Health Professions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Social Service Professions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		All Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Undecided, Undeclared	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	108	100	423	100	396	100	125	100	110	100	544	100	620	100	285	100
Second major or expected second major, in NSSE's default related-major categories. (Does not reflect any customization made for the Major Field Report)	MAJsecondcol (Recoded from MAJsecond)	Arts & Humanities	1	11	1	3	10	18	1	8	0	0	1	3	8	10	1	4
		Biological Sci., Agriculture, & Natural Resources	0	0	1	3	2	4	1	8	0	0	0	0	5	6	0	0
		Physical Sci., Mathematics, & Computer Science	3	33	8	25	32	58	0	0	4	80	6	18	52	64	5	20
		Social Sciences	0	0	0	0	4	7	0	0	1	20	1	3	2	2	0	0
		Business	0	0	1	3	3	5	1	8	0	0	5	15	4	5	3	12
		Communications, Media, & Public Relations	0	0	0	0	0	0	1	8	0	0	2	6	0	0	0	0
		Education	0	0	0	0	0	0	1	8	0	0	0	0	0	0	0	0
		Engineering	5	56	19	59	4	7	3	25	0	0	17	50	7	9	11	44
		Health Professions	0	0	0	0	0	0	1	8	0	0	0	0	0	0	1	4
		Social Service Professions	0	0	0	0	0	0	2	17	0	0	0	0	0	0	2	8
		All Other	0	0	1	3	0	0	0	0	0	0	1	3	0	0	2	8
		Undecided, Undeclared	0	0	1	3	0	0	1	8	0	0	1	3	3	4	0	0
		Total	9	100	32	100	55	100	12	100	5	100	34	100	81	100	25	100

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Respondent Profile: Engineering

University of Minnesota Duluth

Engineering

			First-Year Students ^a								Seniors ^a							
			UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
21. What is your class level?	class	Freshman/First-year	103	95	383	92	364	93	90	73	1	1	4	1	4	1	1	0
		Sophomore	4	4	25	6	19	5	27	22	1	1	6	1	10	2	3	1
		Junior	1	1	6	1	5	1	1	1	20	18	53	10	120	19	39	14
		Senior	0	0	4	1	3	1	4	3	85	77	462	86	467	76	226	80
		Unclassified	0	0	0	0	2	1	1	1	3	3	15	3	15	2	13	5
		Total	108	100	418	100	393	100	123	100	110	100	540	100	616	100	282	100
22. Thinking about this current academic term, are you a full-time student?	fulltime	No	1	1	4	1	7	2	12	10	7	6	107	20	87	14	83	30
		Yes	107	99	414	99	384	98	111	90	103	94	428	80	529	86	197	70
		Total	108	100	418	100	391	100	123	100	110	100	535	100	616	100	280	100
23a. How many courses are you taking for credit this current academic term?	coursenum	0	0	0	1	0	0	0	1	1	0	0	21	4	4	1	21	7
		1	0	0	0	0	0	0	0	0	1	1	8	1	16	3	8	3
		2	0	0	2	0	4	1	2	2	4	4	37	7	32	5	30	11
		3	7	6	31	7	28	7	14	11	4	4	70	13	38	6	32	11
		4	40	37	169	40	163	41	46	38	33	30	171	32	160	26	69	25
		5	47	44	138	33	128	32	37	30	45	41	132	24	221	36	69	25
		6	9	8	55	13	47	12	12	10	17	15	53	10	94	15	25	9
		7 or more	5	5	25	6	26	7	10	8	6	5	49	9	53	9	27	10
		Total	108	100	421	100	396	100	122	100	110	100	541	100	618	100	281	100
b. Of these, how many are entirely online?	onlinenum	0	105	98	405	96	362	91	104	85	97	88	505	94	475	77	235	83
		1	2	2	9	2	23	6	10	8	10	9	27	5	91	15	27	10
		2	0	0	2	0	6	2	4	3	1	1	4	1	24	4	7	2
		3	0	0	3	1	3	1	2	2	2	2	2	0	14	2	4	1
		4	0	0	1	0	1	0	0	0	0	0	1	0	6	1	5	2
		5	0	0	0	0	1	0	1	1	0	0	1	0	2	0	3	1
		6	0	0	0	0	0	0	0	0	0	0	0	0	4	1	1	0
		7 or more	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0
		Total	107	100	421	100	396	100	122	100	110	100	540	100	617	100	282	100
Collapsed recode of courses taken online (Based on responses to coursenum and onlinenum)	onlinecrscol	No courses taken online	105	98	405	96	362	91	103	85	97	88	505	94	474	77	234	83
		Some courses taken online	2	2	15	4	30	8	15	12	13	12	32	6	89	14	39	14
		All courses taken online	0	0	1	0	4	1	3	2	0	0	3	1	53	9	8	3
		Total	107	100	421	100	396	100	121	100	110	100	540	100	616	100	281	100

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Respondent Profile: Engineering

University of Minnesota Duluth

Engineering

Engineering			First-Year Students ^a								Seniors ^a							
			UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
24. What have most of your grades been up to now at this institution?	grades	C- or lower	3	3	5	1	5	1	2	2	0	0	3	1	1	0	1	0
		C	5	5	14	3	8	2	3	2	1	1	13	2	9	1	6	2
		C+	9	8	30	7	17	4	5	4	3	3	45	8	19	3	26	9
		B-	10	9	39	9	27	7	9	7	14	13	89	16	56	9	28	10
		B	23	21	87	21	88	22	26	21	27	25	116	21	158	26	75	27
		B+	22	20	85	20	67	17	26	21	26	24	96	18	132	21	46	16
		A-	22	20	86	20	68	17	28	23	21	19	80	15	106	17	37	13
		A	14	13	74	18	115	29	24	20	18	16	98	18	137	22	63	22
Total		108	100	420	100	395	100	123	100	110	100	540	100	618	100	282	100	
25. Did you begin college at this institution or elsewhere?	begincol	Started here	94	88	394	94	369	94	105	86	66	60	320	59	407	66	88	31
		Started elsewhere	13	12	24	6	25	6	17	14	44	40	219	41	209	34	194	69
		Total	107	100	418	100	394	100	122	100	110	100	539	100	616	100	282	100
26. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)	attend_voc	Vocational or technical school	2	2	5	1	7	2	11	9	8	7	30	6	54	9	51	18
	attend_com	Community or junior college	6	6	37	9	17	4	5	4	32	29	249	47	136	22	115	41
	attend_col	4-year college or university other than this one	4	4	31	7	25	6	13	11	24	22	109	20	145	24	125	44
	attend_none	None	97	90	337	81	343	87	92	75	58	53	223	42	347	57	68	24
	attend_other	Other	1	1	11	3	14	4	11	9	3	3	15	3	25	4	16	6
27. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree	4	4	13	3	12	3	1	1	1	1	17	3	15	2	13	5
		Bachelor's degree (B.A., B.S., etc.)	50	47	125	30	165	42	48	40	53	49	190	35	266	43	102	36
		Master's degree (M.A., M.S., etc.)	40	38	230	55	155	39	55	45	47	43	276	51	256	42	127	45
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	12	11	51	12	63	16	17	14	8	7	53	10	77	13	39	14
		Total	106	100	419	100	395	100	121	100	109	100	536	100	614	100	281	100

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Respondent Profile: Engineering

University of Minnesota Duluth

Engineering

			First-Year Students ^a								Seniors ^a							
			UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
28. What is the highest level of education completed by either of your parents (or those who raised you)?	parented	Did not finish high school	0	0	19	5	4	1	6	5	2	2	31	6	7	1	15	5
		High school diploma or G.E.D.	9	8	52	12	47	12	18	15	15	14	77	14	67	11	61	22
		Attended college, but did not complete degree	9	8	46	11	31	8	13	11	10	9	53	10	42	7	29	10
		Associate's degree (A.A., A.S., etc.)	17	16	32	8	31	8	10	8	18	17	54	10	89	14	29	10
		Bachelor's degree (B.A., B.S., etc.)	46	43	135	32	147	37	45	37	43	39	188	35	228	37	85	30
		Master's degree (M.A., M.S., etc.)	22	20	103	25	104	26	25	20	19	17	98	18	120	20	51	18
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	5	5	32	8	31	8	5	4	2	2	36	7	62	10	12	4
		Total	108	100	419	100	395	100	122	100	109	100	537	100	615	100	282	100
First-generation status (No parent holds a bachelor's degree)	firstgen	Not first-generation	73	68	270	64	282	71	75	61	64	59	322	60	410	67	148	52
	(Recoded from parented)	First-generation	35	32	149	36	113	29	47	39	45	41	215	40	205	33	134	48
		Total	108	100	419	100	395	100	122	100	109	100	537	100	615	100	282	100
29. What is your gender identity? (Revised for 2014; limited to NSSE 2014 institutions)	genderid	Man	92	85	248	78	157	67	86	85	88	80	301	80	207	70	187	82
		Woman	16	15	68	21	74	32	14	14	20	18	71	19	83	28	40	18
		Another gender identity	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0
		I prefer not to respond	0	0	3	1	1	0	1	1	2	2	4	1	5	2	1	0
		Total	108	100	320	100	233	100	101	100	110	100	377	100	295	100	228	100
30. Enter your year of birth (e.g., 1994):	agecat	19 or younger	106	99	389	93	357	91	95	79	1	1	3	1	2	0	1	0
	(Recoded from the information entered in birthyear)	20-23	0	0	21	5	23	6	15	12	91	83	367	69	459	75	119	43
		24-29	1	1	8	2	5	1	3	2	13	12	102	19	81	13	80	29
		30-39	0	0	0	0	5	1	5	4	3	3	46	9	46	8	49	18
		40-55	0	0	1	0	2	1	3	2	1	1	16	3	24	4	22	8
		Over 55	0	0	0	0	0	0	0	0	0	0	1	0	1	0	9	3
		Total	107	100	419	100	392	100	121	100	109	100	535	100	613	100	280	100
31. Are you an international student or foreign national?	internat	No	105	98	386	93	356	90	111	92	105	96	496	93	565	92	238	86
		Yes	2	2	31	7	38	10	10	8	4	4	39	7	46	8	39	14
		Total	107	100	417	100	394	100	121	100	109	100	535	100	611	100	277	100

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Respondent Profile: Engineering

University of Minnesota Duluth

Engineering

			First-Year Students ^a								Seniors ^a							
			UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
32. What is your racial or ethnic identification? (Select all that apply.)	re_amind	American Indian or Alaska Native	0	0	9	2	5	1	2	2	3	3	8	1	5	1	4	1
	re_asian	Asian	1	1	49	12	39	10	13	11	8	7	55	10	48	8	30	11
	re_black	Black or African American	1	1	25	6	14	4	14	11	1	1	16	3	11	2	51	18
	re_latino	Hispanic or Latino	1	1	36	9	10	3	15	12	0	0	47	9	14	2	14	5
	re_pacific	Native Hawaiian or Other Pacific Islander	0	0	3	1	4	1	0	0	0	0	5	1	3	0	3	1
	re_white	White	100	93	297	71	317	80	80	66	98	90	406	75	520	84	176	63
	re_other	Other	4	4	13	3	11	3	3	2	0	0	9	2	8	1	8	3
	re_pnr	I prefer not to respond	3	3	21	5	18	5	5	4	3	3	28	5	34	6	12	4
	re_all	American Indian or Alaska Native	0	0	3	1	1	0	0	0	0	0	2	0	2	0	0	0
	re_all	Asian	1	1	40	10	33	8	12	10	7	6	45	8	41	7	28	10
Racial or ethnic identification (Recoded from re_amind through re_pnr where each student is represented only once)	re_amind	Black or African American	0	0	18	4	7	2	11	9	1	1	15	3	8	1	48	17
	re_latino	Hispanic or Latino	1	1	24	6	6	2	11	9	0	0	34	6	7	1	9	3
	re_pnr	Native Hawaiian/Other Pac. Islander	0	0	1	0	2	1	0	0	0	0	1	0	1	0	1	0
	re_all	White	98	91	272	65	299	76	72	59	94	86	379	70	505	82	163	58
	re_all	Other	3	3	10	2	5	1	2	2	0	0	6	1	2	0	5	2
	re_all	Multiracial	2	2	29	7	23	6	9	7	4	4	29	5	17	3	15	5
	re_all	I prefer not to respond	3	3	21	5	18	5	5	4	3	3	28	5	34	6	12	4
	re_all	Total	108	100	418	100	394	100	122	100	109	100	539	100	617	100	281	100
	re_all	American Indian or Alaska Native	0	0	3	1	1	0	0	0	0	0	2	0	2	0	0	0
	re_all	Asian	1	1	40	10	33	8	12	10	7	6	45	8	41	7	28	10
33. Are you a member of a social fraternity or sorority?	greek	No	104	96	400	95	363	92	113	93	105	96	491	91	565	92	258	92
	greek	Yes	4	4	19	5	32	8	9	7	4	4	46	9	52	8	23	8
	greek	Total	108	100	419	100	395	100	122	100	109	100	537	100	617	100	281	100
34. Which of the following best describes where you are living while attending college?	living	Dormitory or other campus housing (not fraternity or sorority house)	92	85	317	76	314	79	65	53	10	9	64	12	38	6	18	6
	living	Fraternity or sorority house	0	0	1	0	0	0	2	2	0	0	7	1	10	2	1	0
	living	Residence (house, apartment, etc.) within walking distance to the institution	7	6	22	5	44	11	13	11	34	31	172	32	369	60	63	22
	living	Residence (house, apartment, etc.) farther than walking distance to the institution	8	7	69	17	31	8	41	34	65	60	283	53	184	30	185	66
	living	None of the above	1	1	9	2	6	2	1	1	0	0	12	2	17	3	14	5
	living	Total	108	100	418	100	395	100	122	100	109	100	538	100	618	100	281	100
	living	American Indian or Alaska Native	0	0	3	1	1	0	0	0	0	0	2	0	2	0	0	0
35. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	96	89	394	94	368	94	116	96	106	98	526	98	597	97	269	97
	athlete	Yes	12	11	24	6	22	6	5	4	2	2	9	2	18	3	8	3
	athlete	Total	108	100	418	100	390	100	121	100	108	100	535	100	615	100	277	100

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Respondent Profile: Engineering

University of Minnesota Duluth

Engineering

			First-Year Students ^a								Seniors ^a							
			UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
36. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	107	100	409	98	382	98	116	95	101	94	516	96	574	94	249	90
		Yes	0	0	9	2	8	2	6	5	6	6	22	4	37	6	29	10
		Total	107	100	418	100	390	100	122	100	107	100	538	100	611	100	278	100
37a. Have you been diagnosed with any disability or impairment?	disability	No	99	92	375	89	366	93	108	89	99	91	491	91	561	91	254	91
		Yes	7	6	34	8	18	5	8	7	5	5	31	6	37	6	18	6
		I prefer not to respond	2	2	10	2	10	3	5	4	5	5	16	3	17	3	7	3
		Total	108	100	419	100	394	100	121	100	109	100	538	100	615	100	279	100
b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)	dis_sense	A sensory impairment (vision or hearing)	1	14	9	26	5	21	1	13	1	20	8	22	10	21	1	5
	dis_mobility	A mobility impairment	0	0	1	3	1	4	2	25	0	0	4	11	2	4	4	21
	dis_learning	A learning disability (e.g., ADHD, dyslexia)	4	57	14	40	9	38	6	75	1	20	14	39	15	31	8	42
	dis_mental	A mental health disorder	1	14	8	23	4	17	1	13	3	60	8	22	7	15	4	21
	dis_other	A disability or impairment not listed above	1	14	6	17	1	4	1	13	0	0	4	11	8	17	4	21
Disability or impairment	disability_all	A sensory impairment	1	1	8	2	5	1	0	0	1	1	5	1	10	2	1	0
	(Recoded from	A mobility impairment	0	0	0	0	1	0	2	2	0	0	2	0	2	0	3	1
	disability and	A learning disability	4	4	12	3	7	2	4	3	1	1	9	2	11	2	6	2
	dis_sense	A mental health disorder	1	1	6	1	2	1	0	0	3	3	5	1	5	1	2	1
	through	A disability or impairment not listed	1	1	5	1	1	0	0	0	0	0	3	1	5	1	3	1
	dis_other	More than one disability or	0	0	3	1	2	1	2	2	0	0	7	1	4	1	3	1
	where each	impairment	0	0	3	1	2	1	2	2	0	0	7	1	4	1	3	1
	student is	No disability or impairment	99	92	375	89	366	93	108	89	99	91	491	91	561	91	254	91
	represented only once)	Prefer not to respond	2	2	10	2	10	3	5	4	5	5	16	3	17	3	7	3
		Total	108	100	419	100	394	100	121	100	109	100	538	100	615	100	279	100
38. Which of the following best describes your sexual orientation? (Question administered per institution request)	sexorient14	Heterosexual	--	--	227	92	243	95	38	88	--	--	284	90	317	92	73	91
		Gay	--	--	0	0	4	2	0	0	--	--	3	1	5	1	1	1
		Lesbian	--	--	4	2	2	1	1	2	--	--	0	0	0	0	0	0
		Bisexual	--	--	2	1	1	0	0	0	--	--	4	1	6	2	3	4
		Another sexual orientation	--	--	1	0	1	0	0	0	--	--	3	1	0	0	0	0
		Questioning or unsure	--	--	1	0	0	0	0	0	--	--	0	0	0	0	0	0
		I prefer not to respond	--	--	11	4	6	2	4	9	--	--	20	6	16	5	3	4
		Total	--	--	246	100	257	100	43	100	--	--	314	100	344	100	80	100

NSSE 2014 Major Field Report, Part II: Comparisons to Other Institutions

Respondent Profile: Engineering

University of Minnesota Duluth

Engineering

First-Year Students^a

Seniors^a

Item wording or description	Variable name	Response options	First-Year Students ^a								Seniors ^a							
			UMD		UMD Peers		Competitors		National Comparison		UMD		UMD Peers		Competitors		National Comparison	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
Institution-reported information																		
(Variables provided by your institution in your NSSE population file.)																		
Institution-reported sex	IRsex	Female	16	15	72	22	73	31	15	14	20	18	73	19	84	28	40	17
		Male	92	85	253	78	161	69	89	86	90	82	309	81	213	72	191	83
		Total	108	100	325	100	234	100	104	100	110	100	382	100	297	100	231	100
Institution-reported race or ethnicity	IRrace	American Indian or Alaska Native	0	0	1	0	4	1	0	0	2	2	0	0	3	0	0	0
		Asian	1	1	11	4	24	6	8	7	5	5	9	3	17	3	21	8
		Black or African American	1	1	19	8	9	2	10	9	1	1	7	2	6	1	51	19
		Hispanic or Latino	1	1	13	5	9	2	17	15	0	0	11	3	10	2	12	4
		Native Hawaiian/Other Pac. Islander	0	0	0	0	3	1	0	0	0	0	0	0	1	0	1	0
		White	102	94	177	71	302	78	67	59	96	87	256	80	527	86	163	59
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Foreign or nonresident alien	2	2	14	6	31	8	4	4	4	4	20	6	39	6	5	2
		Two or more races/ethnicities	0	0	6	2	4	1	6	5	0	0	4	1	3	0	10	4
		Unknown	1	1	7	3	2	1	2	2	2	2	12	4	10	2	11	4
		Total	108	100	248	100	388	100	114	100	110	100	319	100	616	100	274	100
Institution-reported class level	IRclass	Freshman/First-Year	108	100	423	100	396	100	125	100	0	0	0	0	0	0	0	0
		Sophomore	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Junior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Senior	0	0	0	0	0	0	0	0	110	100	544	100	620	100	285	100
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	108	100	423	100	396	100	125	100	110	100	544	100	620	100	285	100
Institution-reported first-time first-year (FTFY) status	IRftfy	No	2	2	25	6	24	6	35	28	110	100	541	99	620	100	285	100
		Yes	106	98	398	94	372	94	90	72	0	0	3	1	0	0	0	0
		Total	108	100	423	100	396	100	125	100	110	100	544	100	620	100	285	100
Institution-reported enrollment status	IRenrollment	Not full-time	0	0	5	1	5	1	14	11	10	9	64	12	115	19	78	27
		Full-time	108	100	418	99	391	99	111	89	100	91	480	88	505	81	207	73
		Total	108	100	423	100	396	100	125	100	110	100	544	100	620	100	285	100

Endnotes

- a. All results are unweighted.
- 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 * SEM$.
- 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 differ from Ns due to 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: $*p < .05$, $**p < .01$, $***p < .001$ (2-tailed).
- g. Cohen's *d*: The mean difference divided by the pooled standard deviation. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.
- h. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.
- i. $*p < .05$, $**p < .01$, $***p < .001$ (z-test comparing participation rates).
- j. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.
- k. Means calculated from ordered response options (e.g., Very Often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Exceptions are the dichotomous high-impact practice items (11a to 11f) which are compared using a z-test.
- l. Items that make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective and Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- m. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- n. Effect size for independent t-tests uses Cohen's *d*; z-tests use Cohen's *h*.
- o. Statistical comparison uses z-test to compare the percentage who responded "Done or in progress."

Key to symbols:

- ▲ **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.
- ▼ **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.