Appendix M

NSSE Data for
2013, 2014, 2015

NSSE 2013 Engagement Indicators
Campus Environment
Montana State University- Northern

First-Year Students

Sent to 208 students, 22 responded for 11%

Summary of Indicator Items	MSUN	Rocky Mt Public	Carnegie Class	NSSE 2013
Quality of Interactions				
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	73	54	58	60
13b. Academic advisors	55	46	49	49
13c. Faculty	66	53	53	51
13d. Student services staff (career services, student activities, housing, etc.)	33	42	43	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	42	43	42
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	77	73	75	78
14c. Using learning support services (tutoring services, writing center, etc.)	72	74	76	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	51	57	58
14e. Providing opportunities to be involved socially	72	64	69	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	65	66	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	35	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	60	65	68
14i. Attending events that address important social, economic, or political issues	54	49	51	53

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

Senior Students

Sent to 300 students, 39 responded for 13%

Summary of Indicator Items	MSUN	Rocky Mt Public	Carnegie Class	NSSE 2013
Quality of Interactions				
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	66	60	65	65
13b. Academic advisors	42	49	58	53
13c. Faculty	51	61	64	61
13d. Student services staff (career services, student activities, housing, etc.)	45	39	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	38	44	43
Supportive Environment				

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	52	68	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	51	62	69	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	36	44	52	52
14e. Providing opportunities to be involved socially	63	58	65	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	43	56	59	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	14	24	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	50	56	56
14i. Attending events that address important social, economic, or political issues	12	43	46	45

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

NSSE 2014 Engagement Indicators
Campus Environment
Montana State University – Northern

First-Year Students

Sent to 140 students, 15 responded for 11%

Summary of Indicator Items	MSUN	Rocky Mt Public	Carnegie Class	NSSE 2013 & 2014
Quality of Interactions				
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	50	56	63	61
13b. Academic advisors	45	49	52	49
13c. Faculty	25	54	55	51
13d. Student services staff (career services, student activities, housing, etc.)	50	43	47	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	43	45	42
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	58	77	79	79
14c. Using learning support services (tutoring services, writing center, etc.)	67	78	79	79
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	54	60	60
14e. Providing opportunities to be involved socially	58	67	75	74
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	42	69	71	73
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	38	48	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	64	72	70
14i. Attending events that address important social, economic, or political issues	25	50	55	55

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

Senior Students

Sent to 299 students, 53 responded for 18%

Summary of Indicator Items	MSUN	Rocky Mt Public	Carnegie Class	NSSE 2013 & 2014
Quality of Interactions				
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	55	62	66	65
13b. Academic advisors	51	51	60	53
13c. Faculty	53	62	66	61
13d. Student services staff (career services, student activities, housing, etc.)	53	39	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	39	46	42
Supportive Environment				

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	53	71	77	74
14c. Using learning support services (tutoring services, writing center, etc.)	58	64	72	68
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	38	44	54	53
14e. Providing opportunities to be involved socially	58	59	70	67
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	59	63	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	26	36	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	51	62	59
14i. Attending events that address important social, economic, or political issues	30	43	48	47

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

NSSE 2015
Engagement Indicators

Montana State University-Northern

IPEDS: 180522

NSSE 2015 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be

How Engagement Indicators are Computed

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

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

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

NSSE 2015 Engagement Indicators

Overview

Montana State University-Northern

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	*Engagement Indicator*	**Your first-year students** compared with Rocky Mt Public	**Your first-year students** compared with MT Colleges	**Your first-year students** compared with Group 3
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▲	▲	▲
	Quantitative Reasoning	--	--	▲
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with Rocky Mt Public	**Your seniors** compared with MT Colleges	**Your seniors** compared with Group 3
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 2015 Engagement Indicators

Academic Challenge

Montana State University-Northern

Academic Challenge: First-year students

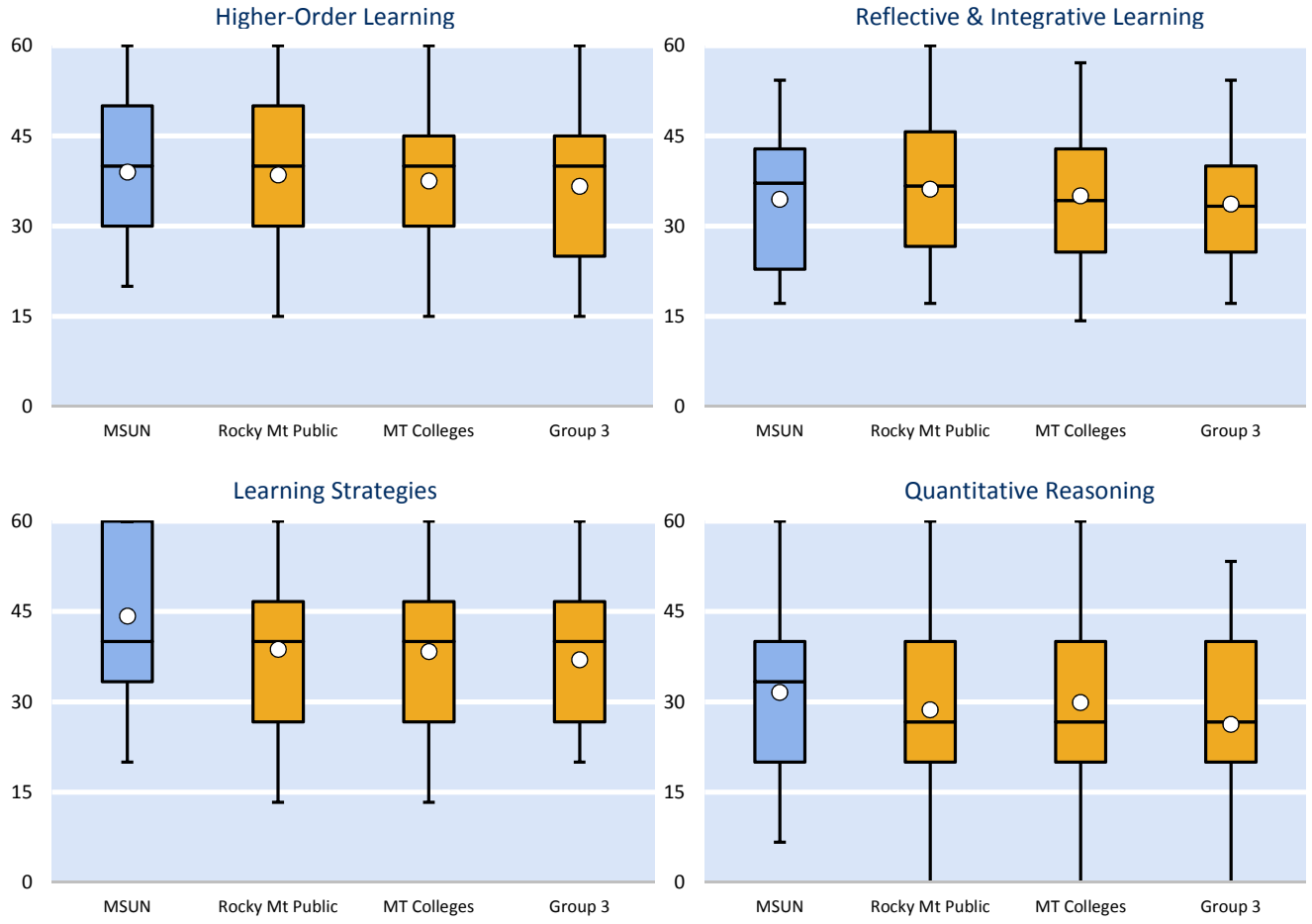
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

Mean Comparisons

	MSUN	*Your first-year students compared with*					
		Rocky Mt Public		MT Colleges		Group 3	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.0	38.5	.03	37.5	.11	36.6	.18
Reflective & Integrative Learning	34.4	36.1	-.13	35.1	-.05	33.7	.07
Learning Strategies	44.3	38.7 *	.38	38.4 *	.41	37.0 **	.52
Quantitative Reasoning	31.6	28.7	.18	29.9	.11	26.3 *	.35

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	MSUN	Rocky Mt Public	MT Colleges	Group 3
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	71	74	79	68
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	71	69	69
4d. Evaluating a point of view, decision, or information source	64	68	65	66
4e. Forming a new idea or understanding from various pieces of information	67	68	65	66
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	60	59	58	56
2b. Connected your learning to societal problems or issues	45	54	51	47
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	50	45	44
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	64	61	54
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	59	68	65	61
2f. Learned something that changed the way you understand an issue or concept	64	66	59	59
2g. Connected ideas from your courses to your prior experiences and knowledge	74	79	77	74
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	74	78	78	79
9b. Reviewed your notes after class	70	64	61	57
9c. Summarized what you learned in class or from course materials	81	61	61	58
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	57	62	48
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	41	41	37
6c. Evaluated what others have concluded from numerical information	48	40	42	36

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

NSSE 2015 Engagement Indicators

Academic Challenge

Montana State University-Northern

Academic Challenge: Seniors

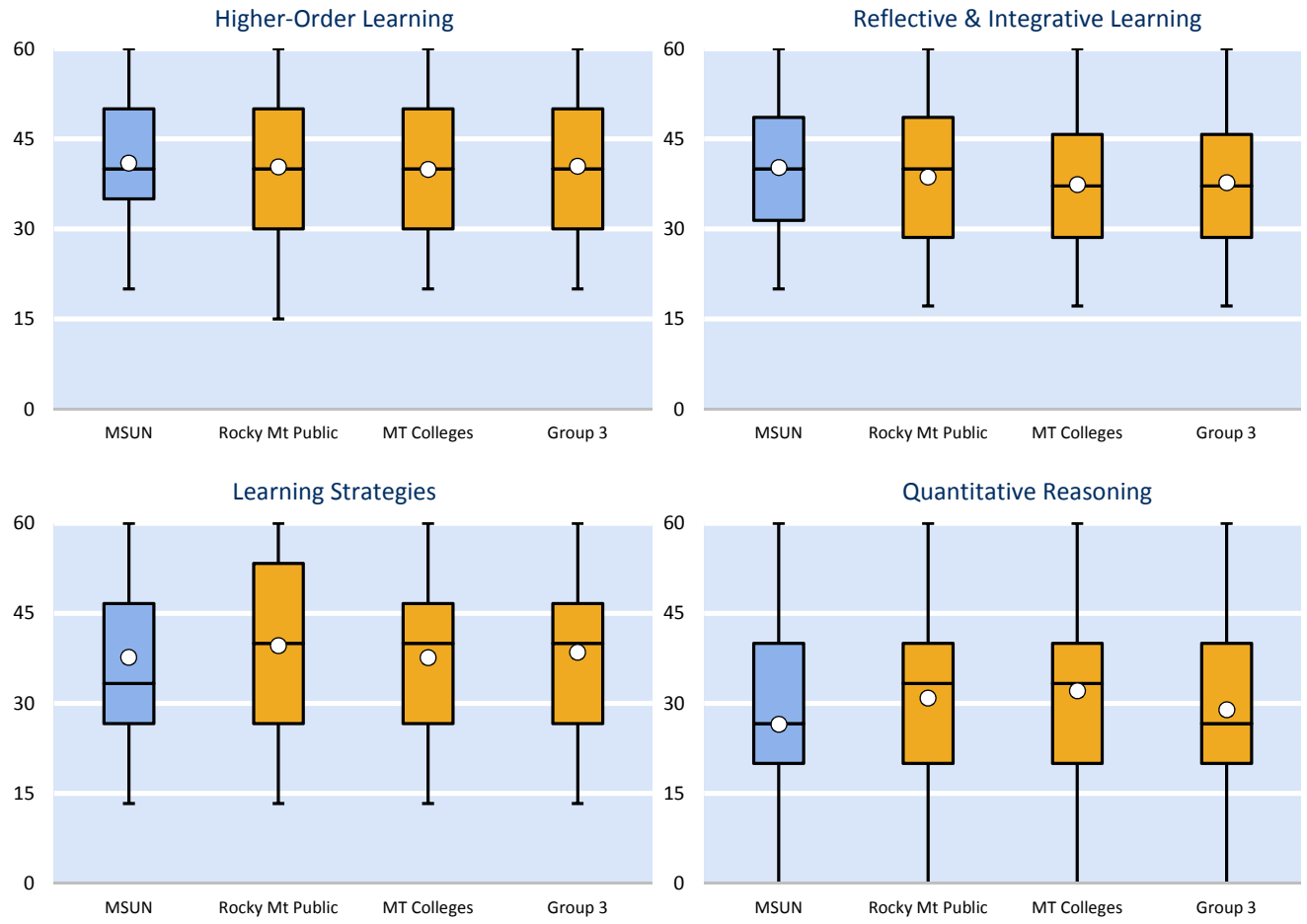
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

Mean Comparisons

	MSUN	*Your seniors compared with*					
		Rocky Mt Public		MT Colleges		Group 3	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.0	40.3	.04	39.9	.08	40.5	.04
Reflective & Integrative Learning	40.2	38.6	.12	37.4 *	.23	37.7	.20
Learning Strategies	37.6	39.6	-.13	37.6	.00	38.5	-.06
Quantitative Reasoning	26.5	30.9 *	-.25	32.1 **	-.34	29.0	-.14

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

Score Distributions



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NSSE 2015 Engagement Indicators

Academic Challenge

Montana State University-Northern

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	MSUN	Rocky Mt Public	MT Colleges	Group 3
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	84	80	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	76	76	78
4d. Evaluating a point of view, decision, or information source	78	68	64	72
4e. Forming a new idea or understanding from various pieces of information	82	70	68	74
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	71	74	76	74
2b. Connected your learning to societal problems or issues	73	62	60	62
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	53	46	53
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	66	62	64
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	70	67	67
2f. Learned something that changed the way you understand an issue or concept	72	70	66	65
2g. Connected ideas from your courses to your prior experiences and knowledge	93	85	84	83
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	87	80	77	82
9b. Reviewed your notes after class	51	64	57	59
9c. Summarized what you learned in class or from course materials	61	63	58	63
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	58	61	49
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	46	49	42
6c. Evaluated what others have concluded from numerical information	33	47	50	42

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

NSSE 2015 Engagement Indicators

Learning with Peers

Montana State University-Northern

Learning with Peers: First-year students

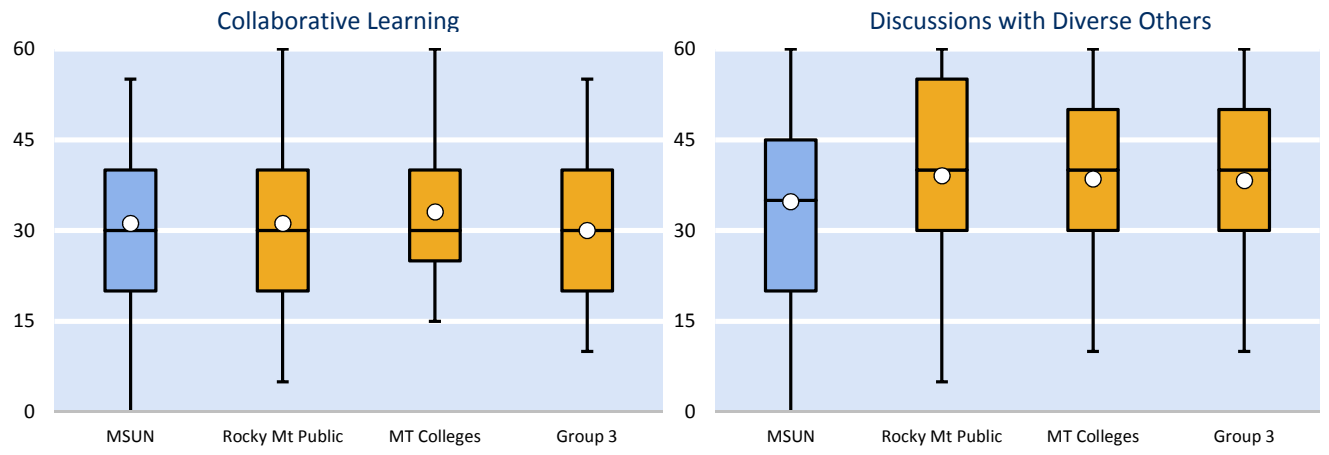
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

		Your first-year students compared with					
	MSUN	**Rocky Mt Public**		**MT Colleges**		**Group 3**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	31.2	31.1	.00	33.1	-.14	30.0	.09
Discussions with Diverse Others	34.8	39.0	-.25	38.5	-.24	38.2	-.22

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning	**MSUN**	**Rocky Mt Public**	**MT Colleges**	**Group 3**
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	47	48	53	45
1f. Explained course material to one or more students	59	57	61	48
1g. Prepared for exams by discussing or working through course material with other students	47	44	50	42
1h. Worked with other students on course projects or assignments	46	51	56	49
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	59	62	50	61
8b. People from an economic background other than your own	62	69	73	70
8c. People with religious beliefs other than your own	58	69	72	67
8d. People with political views other than your own	71	68	73	67

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

NSSE 2015 Engagement Indicators

Learning with Peers

Montana State University-Northern

Learning with Peers: Seniors

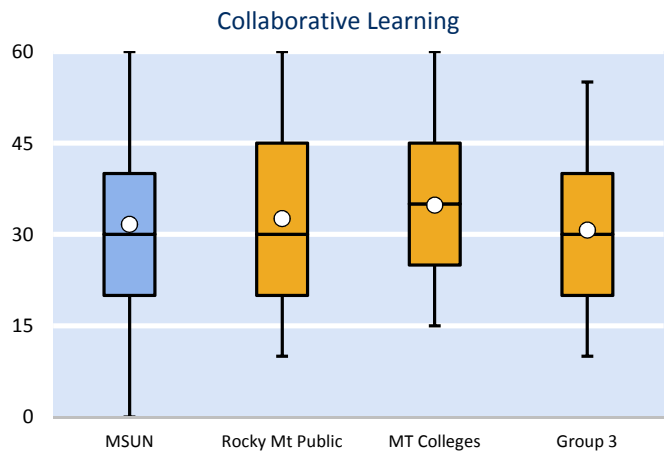
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

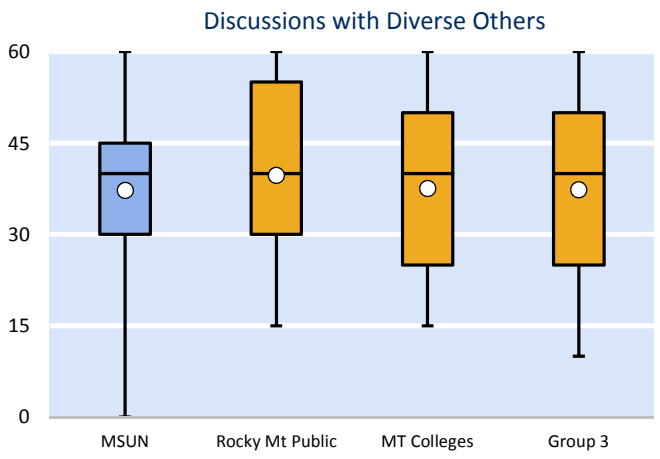
Mean Comparisons

	MSUN	*Your seniors compared with*					
		Rocky Mt Public		MT Colleges		Group 3	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	31.7	32.6	-.06	34.8	-.23	30.7	.07
Discussions with Diverse Others	37.2	39.7	-.15	37.6	-.02	37.3	-.01

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

Score Distributions





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

Summary of Indicator Items

Collaborative Learning	MSUN	Rocky Mt Public	MT Colleges	Group 3
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	44	43	47	37
1f. Explained course material to one or more students	59	61	67	58
1g. Prepared for exams by discussing or working through course material with other students	44	44	53	42
1h. Worked with other students on course projects or assignments	50	64	69	60
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	57	62	48	49
8b. People from an economic background other than your own	76	70	68	66
8c. People with religious beliefs other than your own	59	70	69	67
8d. People with political views other than your own	69	70	70	71

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

NSSE 2015 Engagement Indicators

Experiences with Faculty

Montana State University-Northern

Experiences with Faculty: First-year students

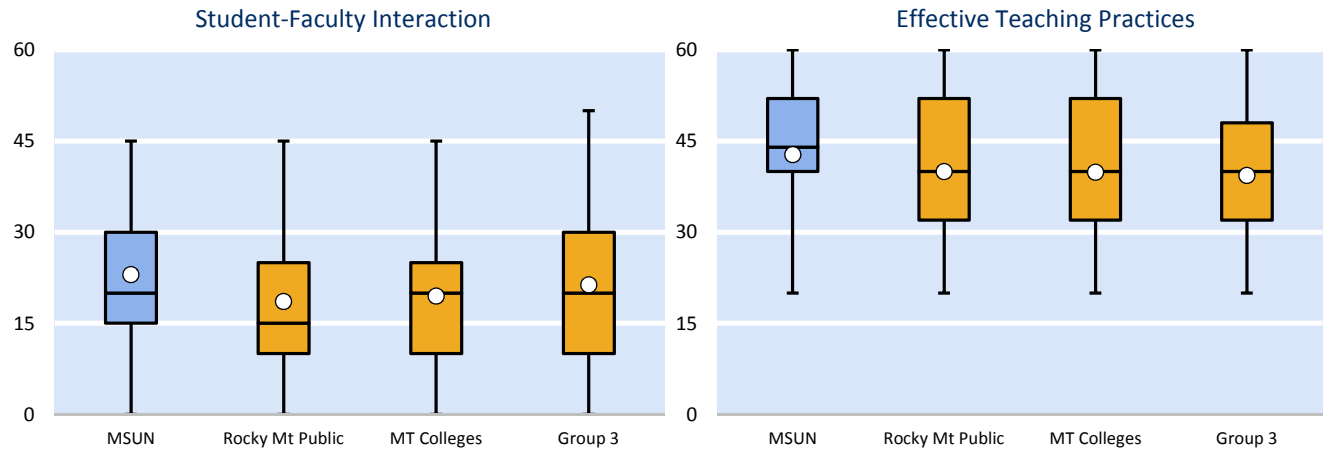
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	MSUN	*Your first-year students compared with*					
		Rocky Mt Public		MT Colleges		Group 3	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	23.0	18.6	.31	19.5	.26	21.3	.13
Effective Teaching Practices	42.8	39.9	.22	39.9	.22	39.3	.28

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction	MSUN	Rocky Mt Public	MT Colleges	Group 3
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	40	29	27	36
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	16	15	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	23	24	25
3d. Discussed your academic performance with a faculty member	42	26	27	29
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	89	81	81	79
5b. Taught course sessions in an organized way	84	81	84	80
5c. Used examples or illustrations to explain difficult points	80	77	78	76
5d. Provided feedback on a draft or work in progress	69	62	58	68
5e. Provided prompt and detailed feedback on tests or completed assignments	76	62	63	63

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

NSSE 2015 Engagement Indicators

Experiences with Faculty

Montana State University-Northern

Experiences with Faculty: Seniors

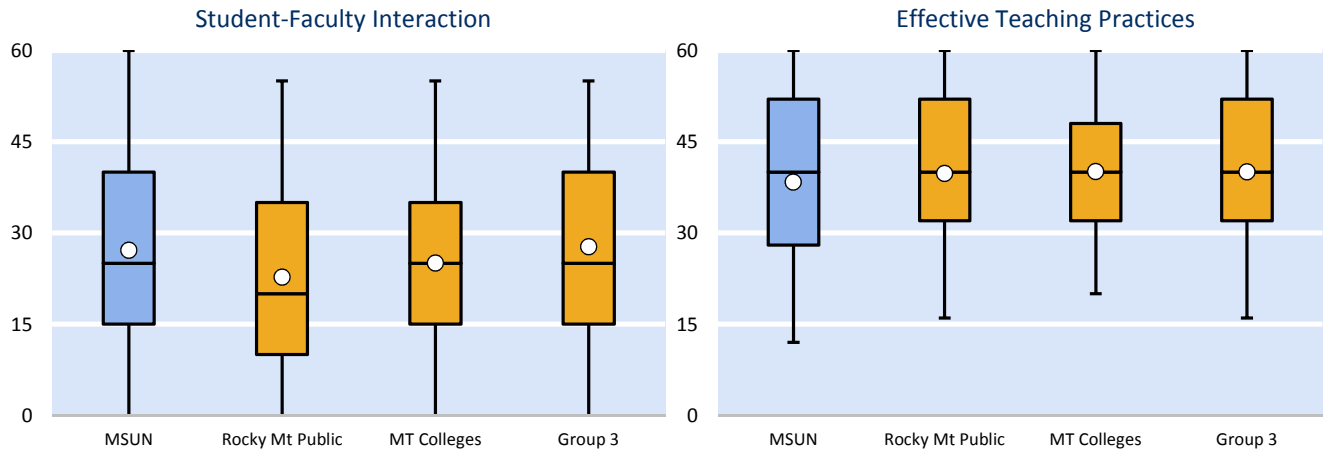
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	MSUN	*Your seniors compared with*					
		Rocky Mt Public		MT Colleges		Group 3	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	27.1	22.8 *	.27	25.1	.14	27.7	-.04
Effective Teaching Practices	38.3	39.8	-.11	40.1	-.13	40.1	-.12

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction	MSUN	Rocky Mt Public	MT Colleges	Group 3
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	53	40	45	52
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	25	30	35
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	32	38	44
3d. Discussed your academic performance with a faculty member	48	31	32	41
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	73	81	83	80
5b. Taught course sessions in an organized way	62	81	83	80
5c. Used examples or illustrations to explain difficult points	69	79	84	76
5d. Provided feedback on a draft or work in progress	63	58	56	64
5e. Provided prompt and detailed feedback on tests or completed assignments	67	65	66	68

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

NSSE 2015 Engagement Indicators

Campus Environment

Montana State University-Northern

Campus Environment: First-year students

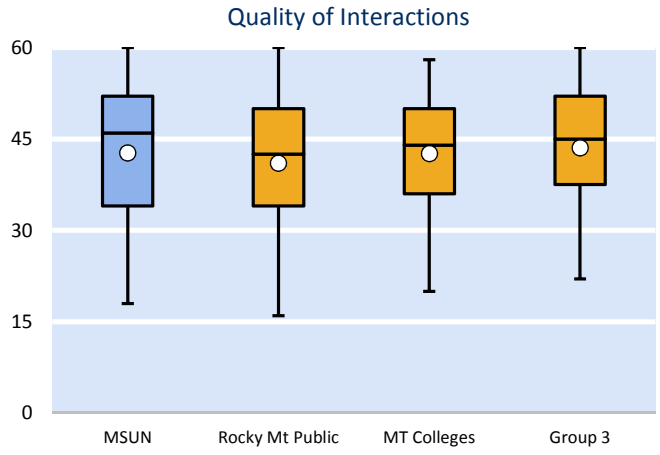
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

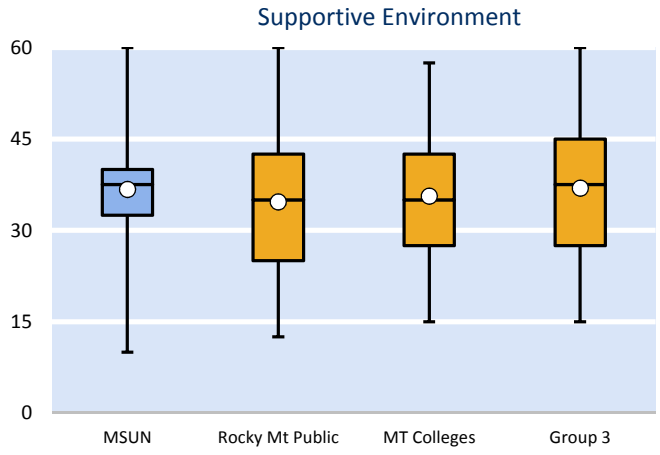
Mean Comparisons

	MSUN	*Your first-year students compared with*					
		Rocky Mt Public		MT Colleges		Group 3	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	42.7	41.0	.13	42.6	.01	43.6	-.07
Supportive Environment	36.7	34.7	.15	35.6	.09	36.9	-.01

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

Score Distributions





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

Summary of Indicator Items

Quality of Interactions	MSUN	Rocky Mt Public	MT Colleges	Group 3
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	56	54	59	54
13b. Academic advisors	54	49	50	58
13c. Faculty	63	53	57	53
13d. Student services staff (career services, student activities, housing, etc.)	45	42	45	49
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	43	48	49
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	69	76	80	78
14c. Using learning support services (tutoring services, writing center, etc.)	72	77	83	80
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	52	49	55
14e. Providing opportunities to be involved socially	79	67	70	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	68	72	73
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	37	39	42
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	60	67	68
14i. Attending events that address important social, economic, or political issues	53	46	43	56

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

NSSE 2015 Engagement Indicators

Campus Environment

Montana State University-Northern

Campus Environment: Seniors

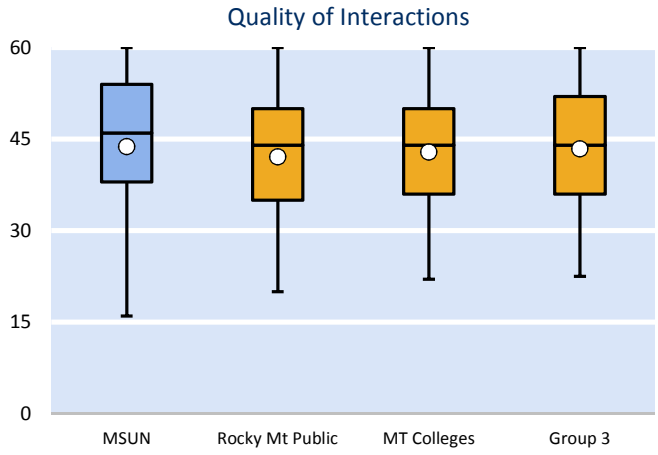
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

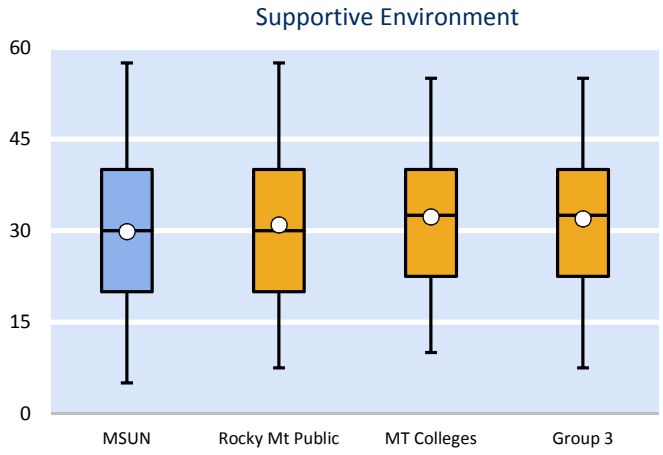
Mean Comparisons

	MSUN	*Your seniors compared with*					
		Rocky Mt Public		MT Colleges		Group 3	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.8	42.1	.14	42.9	.08	43.4	.04
Supportive Environment	29.8	30.9	-.08	32.2	-.18	31.9	-.15

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

Score Distributions





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

Summary of Indicator Items

Quality of Interactions	MSUN	Rocky Mt Public	MT Colleges	Group 3
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	59	61	64	57
13b. Academic advisors	61	52	56	58
13c. Faculty	58	61	60	63
13d. Student services staff (career services, student activities, housing, etc.)	56	41	41	45
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	41	42	45
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	68	69	75	72
14c. Using learning support services (tutoring services, writing center, etc.)	69	64	71	70
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	45	37	41
14e. Providing opportunities to be involved socially	63	58	63	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	60	67	61
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	26	30	29
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	50	59	61
14i. Attending events that address important social, economic, or political issues	35	42	40	44

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

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NSSE 2015 Engagement Indicators

Comparisons with High-Performing Institutions

Montana State University-Northern

Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

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

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

First-Year Students

			Your first-year students compared with					
		MSUN	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	39.0	41.0	-.14		43.0	-.29	
	Reflective and Integrative Learning	34.4	37.6	-.25		39.6 *	-.40	
	Learning Strategies	44.3	41.6	.19	✓	44.4	-.01	✓
	Quantitative Reasoning	31.6	29.4	.13	✓	31.5	.01	✓
Learning with Peers	Collaborative Learning	31.2	35.1	-.29		37.3 **	-.44	
	Discussions with Diverse Others	34.8	43.3 **	-.56		45.5 ***	-.73	
Experiences with Faculty	Student-Faculty Interaction	23.0	24.0	-.07	✓	27.2	-.26	
	Effective Teaching Practices	42.8	42.3	.03	✓	44.6	-.14	
Campus Environment	Quality of Interactions	42.7	44.0	-.11		45.8	-.26	
	Supportive Environment	36.7	39.4	-.20		41.3	-.35	

Seniors

			Your seniors compared with					
		MSUN	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	41.0	43.5	-.18		45.3 **	-.32	
	Reflective and Integrative Learning	40.2	41.3	-.08	✓	43.1 *	-.23	
	Learning Strategies	37.6	42.5 **	-.33		44.8 ***	-.51	
	Quantitative Reasoning	26.5	31.8 **	-.30		33.6 ***	-.42	
Learning with Peers	Collaborative Learning	31.7	35.7 *	-.29		38.2 ***	-.48	
	Discussions with Diverse Others	37.2	43.9 ***	-.42		45.9 ***	-.56	
Experiences with Faculty	Student-Faculty Interaction	27.1	29.8	-.16		34.1 ***	-.42	
	Effective Teaching Practices	38.3	43.1 *	-.35		45.1 ***	-.51	
Campus Environment	Quality of Interactions	43.8	45.0	-.10		46.7 *	-.25	
	Supportive Environment	29.8	36.1 ***	-.45		38.8 ***	-.65	

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

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

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

NSSE 2015 Engagement Indicators

Detailed Statistics[a]

Montana State University-Northern

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
MSUN (N = 35)	39.0	13.8	2.34	20	30	40	50	60				
Rocky Mt Public	38.5	13.6	.17	15	30	40	50	60	6,699	.5	.841	.034
MT Colleges	37.5	12.8	.35	15	30	40	45	60	1,399	1.4	.510	.113
Group 3	36.6	12.9	.53	15	25	40	45	60	619	2.4	.291	.184
Top 50%	41.0	13.7	.04	20	30	40	50	60	117,404	-2.0	.393	-.144
Top 10%	43.0	13.8	.09	20	35	40	55	60	23,609	-4.1	.081	-.295
Reflective & Integrative Learning												
MSUN (N = 34)	34.4	12.7	2.18	17	23	37	43	54				
Rocky Mt Public	36.1	12.7	.15	17	27	37	46	60	6,943	-1.7	.442	-.132
MT Colleges	35.1	12.4	.33	14	26	34	43	57	1,435	-.6	.780	-.048
Group 3	33.7	11.6	.47	17	26	33	40	54	644	.8	.702	.068
Top 50%	37.6	12.7	.04	17	29	37	46	60	125,649	-3.2	.148	-.248
Top 10%	39.6	12.8	.08	20	31	40	49	60	25,182	-5.1	.020	-.401
Learning Strategies												
MSUN (N = 29)	44.3	14.9	2.75	20	33	40	60	60				
Rocky Mt Public	38.7	14.4	.18	13	27	40	47	60	6,284	5.5	.038	.383
MT Colleges	38.4	14.3	.40	13	27	40	47	60	1,299	5.9	.028	.412
Group 3	37.0	13.8	.59	20	27	40	47	60	580	7.3	.006	.523
Top 50%	41.6	14.1	.04	20	33	40	53	60	105,513	2.7	.303	.190
Top 10%	44.4	14.0	.09	20	33	47	60	60	23,919	-.1	.966	-.008
Quantitative Reasoning												
MSUN (N = 35)	31.6	15.6	2.64	7	20	33	40	60				
Rocky Mt Public	28.7	16.3	.20	0	20	27	40	60	6,828	2.9	.296	.177
MT Colleges	29.9	15.8	.42	0	20	27	40	60	1,420	1.7	.532	.107
Group 3	26.3	15.0	.61	0	20	27	40	53	630	5.3	.041	.355
Top 50%	29.4	16.6	.04	0	20	27	40	60	154,344	2.2	.427	.134
Top 10%	31.5	16.5	.09	0	20	33	40	60	30,595	.1	.972	.006
Learning with Peers												
Collaborative Learning												
MSUN (N = 36)	31.2	14.1	2.36	0	20	30	40	55				
Rocky Mt Public	31.1	14.8	.18	5	20	30	40	60	7,116	.0	.991	.002
MT Colleges	33.1	13.4	.35	15	25	30	40	60	1,466	-1.9	.403	-.141
Group 3	30.0	13.1	.52	10	20	30	40	55	659	1.2	.605	.089
Top 50%	35.1	13.8	.04	15	25	35	45	60	141,471	-4.0	.084	-.288
Top 10%	37.3	13.8	.08	15	25	35	50	60	31,169	-6.1	.008	-.442
Discussions with Diverse Others												
MSUN (N = 30)	34.8	17.8	3.24	0	20	35	45	60				
Rocky Mt Public	39.0	16.8	.21	5	30	40	55	60	6,311	-4.2	.165	-.253
MT Colleges	38.5	15.5	.43	10	30	40	50	60	1,325	-3.8	.190	-.241
Group 3	38.2	15.7	.66	10	30	40	50	60	594	-3.5	.236	-.221
Top 50%	43.3	15.4	.04	20	35	45	60	60	130,422	-8.6	.002	-.558
Top 10%	45.5	14.8	.09	20	40	50	60	60	30,221	-10.8	.000	-.726

NSSE 2015 Engagement Indicators

Detailed Statistics[a]

Montana State University-Northern

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
MSUN (N = 35)	23.0	13.1	2.22	0	15	20	30	45				
Rocky Mt Public	18.6	14.5	.18	0	10	15	25	45	6,842	4.4	.071	.305
MT Colleges	19.5	13.6	.37	0	10	20	25	45	1,410	3.6	.125	.262
Group 3	21.3	13.2	.54	0	10	20	30	50	632	1.7	.456	.130
Top 50%	24.0	15.2	.05	0	15	20	35	55	81,469	-1.0	.687	-.068
Top 10%	27.2	16.1	.14	5	15	25	40	60	13,886	-4.2	.122	-.262
Effective Teaching Practices												
MSUN (N = 35)	42.8	12.7	2.14	20	40	44	52	60				
Rocky Mt Public	39.9	13.1	.16	20	32	40	52	60	6,888	2.8	.202	.216
MT Colleges	39.9	13.1	.35	20	32	40	52	60	1,431	2.9	.195	.222
Group 3	39.3	12.3	.50	20	32	40	48	60	636	3.4	.111	.278
Top 50%	42.3	13.2	.04	20	32	40	52	60	93,430	.4	.844	.033
Top 10%	44.6	13.3	.10	20	36	44	56	60	18,651	-1.9	.406	-.141
Campus Environment												
Quality of Interactions												
MSUN (N = 29)	42.7	13.2	2.45	18	34	46	52	60				
Rocky Mt Public	41.0	12.7	.17	16	34	43	50	60	5,952	1.7	.476	.133
MT Colleges	42.6	11.4	.32	20	36	44	50	58	1,319	.1	.959	.010
Group 3	43.6	11.3	.48	22	38	45	52	60	572	-.8	.698	-.074
Top 50%	44.0	11.7	.04	22	38	46	52	60	82,089	-1.3	.560	-.108
Top 10%	45.8	11.9	.09	23	40	48	55	60	17,383	-3.1	.157	-.263
Supportive Environment												
MSUN (N = 28)	36.7	13.5	2.55	10	33	38	40	60				
Rocky Mt Public	34.7	13.7	.18	13	25	35	43	60	5,817	2.1	.425	.151
MT Colleges	35.6	12.4	.35	15	28	35	43	58	1,255	1.1	.636	.090
Group 3	36.9	13.1	.57	15	28	38	45	60	548	-.2	.944	-.014
Top 50%	39.4	13.4	.04	18	30	40	50	60	104,041	-2.7	.283	-.202
Top 10%	41.3	13.0	.09	20	33	40	53	60	22,723	-4.6	.062	-.352

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

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NSSE 2015 Engagement Indicators

Detailed Statistics[a]

Montana State University-Northern

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
MSUN (N = 74)	41.0	11.8	1.37	20	35	40	50	60				
Rocky Mt Public	40.3	14.0	.14	15	30	40	50	60	75	.6	.661	.043
MT Colleges	39.9	13.4	.36	20	30	40	50	60	1,454	1.0	.526	.076
Group 3	40.5	13.2	.52	20	30	40	50	60	725	.5	.764	.037
Top 50%	43.5	13.8	.04	20	35	40	55	60	73	-2.5	.068	-.183
Top 10%	45.3	13.6	.07	20	40	45	60	60	73	-4.3	.002	-.320
Reflective & Integrative Learning												
MSUN (N = 78)	40.2	11.3	1.28	20	31	40	49	60				
Rocky Mt Public	38.6	13.0	.13	17	29	40	49	60	10,795	1.6	.277	.124
MT Colleges	37.4	12.5	.33	17	29	37	46	60	1,490	2.8	.050	.229
Group 3	37.7	12.7	.49	17	29	37	46	60	746	2.5	.095	.200
Top 50%	41.3	12.7	.04	20	31	40	51	60	126,292	-1.0	.475	-.081
Top 10%	43.1	12.5	.07	20	34	43	54	60	31,364	-2.9	.044	-.229
Learning Strategies												
MSUN (N = 69)	37.6	14.5	1.74	13	27	33	47	60				
Rocky Mt Public	39.6	14.9	.15	13	27	40	53	60	9,919	-2.0	.270	-.133
MT Colleges	37.6	14.7	.40	13	27	40	47	60	1,408	.1	.977	.004
Group 3	38.5	14.8	.60	13	27	40	47	60	682	-.8	.650	-.058
Top 50%	42.5	14.6	.04	20	33	40	60	60	160,203	-4.8	.006	-.331
Top 10%	44.8	14.2	.07	20	33	47	60	60	41,995	-7.2	.000	-.506
Quantitative Reasoning												
MSUN (N = 74)	26.5	16.8	1.95	0	20	27	40	60				
Rocky Mt Public	30.9	17.3	.17	0	20	33	40	60	10,591	-4.4	.030	-.253
MT Colleges	32.1	16.3	.43	0	20	33	40	60	1,471	-5.5	.004	-.341
Group 3	29.0	17.3	.67	0	20	27	40	60	733	-2.4	.251	-.141
Top 50%	31.8	17.3	.04	0	20	33	40	60	213,437	-5.2	.009	-.302
Top 10%	33.6	16.9	.08	0	20	33	47	60	47,158	-7.1	.000	-.419
Learning with Peers												
Collaborative Learning												
MSUN (N = 76)	31.7	16.1	1.84	0	20	30	40	60				
Rocky Mt Public	32.6	14.9	.14	10	20	30	45	60	10,994	-1.0	.572	-.065
MT Colleges	34.8	13.6	.36	15	25	35	45	60	81	-3.2	.097	-.229
Group 3	30.7	13.7	.52	10	20	30	40	55	758	.9	.577	.067
Top 50%	35.7	13.9	.03	15	25	35	45	60	178,652	-4.0	.011	-.291
Top 10%	38.2	13.7	.07	15	30	40	50	60	35,674	-6.5	.000	-.477
Discussions with Diverse Others												
MSUN (N = 71)	37.2	15.7	1.86	0	30	40	45	60				
Rocky Mt Public	39.7	16.2	.16	15	30	40	55	60	9,998	-2.5	.203	-.152
MT Colleges	37.6	15.0	.41	15	25	40	50	60	1,415	-.3	.852	-.023
Group 3	37.3	15.7	.63	10	25	40	50	60	701	-.1	.959	-.006
Top 50%	43.9	15.9	.04	20	35	45	60	60	205,101	-6.7	.000	-.421
Top 10%	45.9	15.4	.07	20	40	50	60	60	49,222	-8.7	.000	-.564

NSSE 2015 Engagement Indicators

Detailed Statistics[a]

Montana State University-Northern

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
MSUN (N = 76)	27.1	17.2	1.97	0	15	25	40	60				
Rocky Mt Public	22.8	16.0	.16	0	10	20	35	55	10,593	4.4	.018	.273
MT Colleges	25.1	15.1	.40	0	15	25	35	55	81	2.1	.306	.137
Group 3	27.7	16.0	.62	0	15	25	40	55	736	-.6	.761	-.037
Top 50%	29.8	16.2	.06	5	20	30	40	60	81,821	-2.6	.158	-.162
Top 10%	34.1	16.5	.15	5	20	35	45	60	12,171	-7.0	.000	-.422
Effective Teaching Practices												
MSUN (N = 77)	38.3	15.9	1.81	12	28	40	52	60				
Rocky Mt Public	39.8	13.7	.13	16	32	40	52	60	77	-1.5	.427	-.106
MT Colleges	40.1	12.8	.34	20	32	40	48	60	81	-1.7	.349	-.134
Group 3	40.1	13.9	.54	16	32	40	52	60	89	-1.7	.365	-.122
Top 50%	43.1	13.6	.04	20	36	44	56	60	76	-4.7	.011	-.347
Top 10%	45.1	13.4	.09	20	36	48	60	60	76	-6.8	.000	-.506
Campus Environment												
Quality of Interactions												
MSUN (N = 66)	43.8	12.9	1.59	16	38	46	54	60				
Rocky Mt Public	42.1	12.0	.12	20	35	44	50	60	9,438	1.7	.250	.142
MT Colleges	42.9	10.9	.30	22	36	44	50	60	1,387	.9	.523	.081
Group 3	43.4	11.2	.45	23	36	44	52	60	675	.4	.784	.036
Top 50%	45.0	11.4	.03	24	38	46	54	60	108,211	-1.2	.396	-.105
Top 10%	46.7	11.8	.07	24	40	50	56	60	27,400	-2.9	.044	-.248
Supportive Environment												
MSUN (N = 65)	29.8	15.3	1.91	5	20	30	40	58				
Rocky Mt Public	30.9	14.0	.14	8	20	30	40	58	9,455	-1.1	.525	-.079
MT Colleges	32.2	13.1	.37	10	23	33	40	55	1,329	-2.4	.151	-.183
Group 3	31.9	13.6	.56	8	23	33	40	55	651	-2.1	.247	-.152
Top 50%	36.1	13.9	.04	13	26	38	45	60	121,752	-6.3	.000	-.450
Top 10%	38.8	13.7	.09	15	30	40	50	60	22,749	-8.9	.000	-.652

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t* -tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

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