



NSSE 2017

Engagement Indicators

University of Massachusetts Dartmouth

About Your Engagement Indicators Report

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

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 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 released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peer List	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▼	▼
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	▼	▼	▼
	Supportive Environment	--	▼	▼

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peer List	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▼	--	▼
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	▼	▼
	Supportive Environment	--	▼	▼

Academic Challenge: First-year students

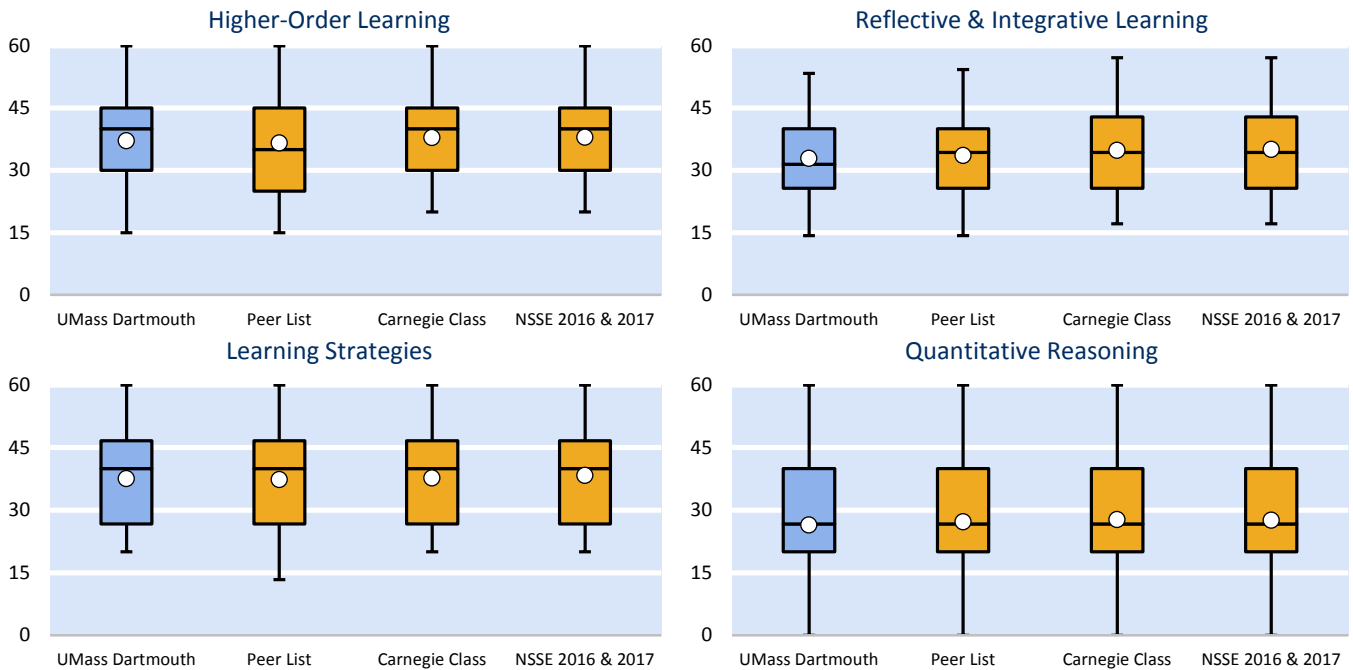
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your first-year students compared with					
		Peer List Mean	Peer List Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Higher-Order Learning	37.1	36.6	.04	37.9	-.06	37.9	-.06
Reflective & Integrative Learning	32.9	33.5	-.05	34.8 *	-.16	35.0 *	-.18
Learning Strategies	37.6	37.3	.02	37.7	-.01	38.3	-.05
Quantitative Reasoning	26.4	27.2	-.05	27.8	-.09	27.6	-.08

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

Score Distributions



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)

Performance^a on Indicator Items

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

	UMass Dartmouth	Percentage point difference between your FY students and		
		Peer List	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+1	-1	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+1	-4	-3
4d. Evaluating a point of view, decision, or information source	73	+10	+5	+4
4e. Forming a new idea or understanding from various pieces of information	68	+5	+1	+0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	+0	-3	-3
2b. Connected your learning to societal problems or issues	43	-2	-7	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-3	-8	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-2	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-0	-3	-3
2f. Learned something that changed the way you understand an issue or concept	65	+3	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-4	-5	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+4	+1	-0
9b. Reviewed your notes after class	72	+8	+8	+7
9c. Summarized what you learned in class or from course materials	64	+3	+2	+1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-1	-3	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-2	-5	-5
6c. Evaluated what others have concluded from numerical information	35	-1	-3	-3

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

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

Academic Challenge: Seniors

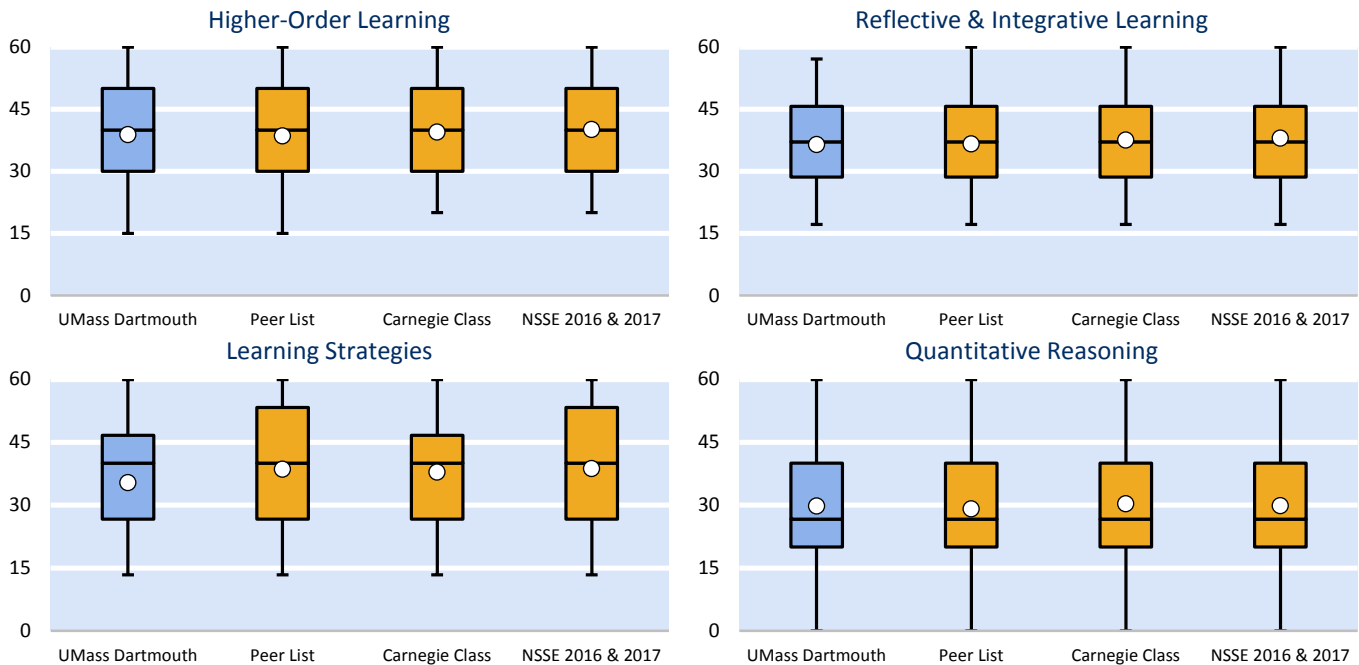
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Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		Peer List		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.8	38.5	.02	39.5	-.05	40.0	-.09
Reflective & Integrative Learning	36.4	36.6	-.02	37.5	-.09	38.0	-.13
Learning Strategies	35.4	38.6 *	-.22	37.9	-.18	38.7 **	-.23
Quantitative Reasoning	29.7	29.0	.04	30.3	-.03	29.9	-.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



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Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

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

	UMass Dartmouth	Percentage point difference between your seniors and		
		Peer List	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-1	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+1	-1	-2
4d. Evaluating a point of view, decision, or information source	65	+2	-2	-5
4e. Forming a new idea or understanding from various pieces of information	62	-5	-7	-9
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70	+2	-0	+1
2b. Connected your learning to societal problems or issues	56	-0	-3	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-1	-4	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-3	-4	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	+0	-1
2f. Learned something that changed the way you understand an issue or concept	64	-5	-6	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-1	-3	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-5	-6	-8
9b. Reviewed your notes after class	57	-6	-3	-5
9c. Summarized what you learned in class or from course materials	53	-10	-8	-11
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+3	+1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-2	-5	-5
6c. Evaluated what others have concluded from numerical information	45	+2	-1	+0

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

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Learning with Peers: First-year students

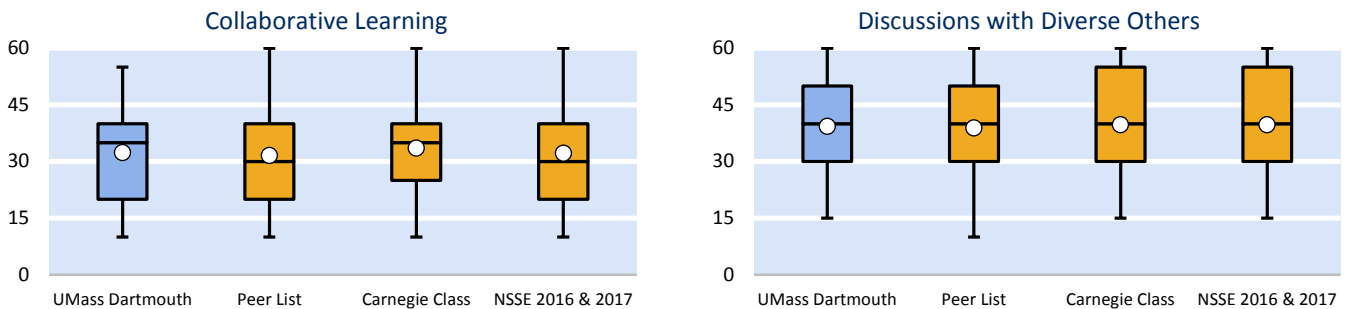
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your first-year students compared with					
		Peer List		Carnegie Class		NSSE 2016 & 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.3	31.6	.05	33.5	-.08	32.2	.01
Discussions with Diverse Others	39.3	38.9	.03	39.7	-.02	39.7	-.02

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Collaborative Learning	UMass Dartmouth %	Percentage point difference between your FY students and		
		Peer List	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	59	+8	+3	+7
1f. Explained course material to one or more students	57	+1	-4	-0
1g. Prepared for exams by discussing or working through course material with other students	51	+3	-2	+1
1h. Worked with other students on course projects or assignments	54	+4	-1	+1
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	73	+9	+4	+3
8b. People from an economic background other than your own	77	+9	+5	+6
8c. People with religious beliefs other than your own	64	-5	-2	-2
8d. People with political views other than your own	67	+1	-1	+0

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Learning with Peers: Seniors

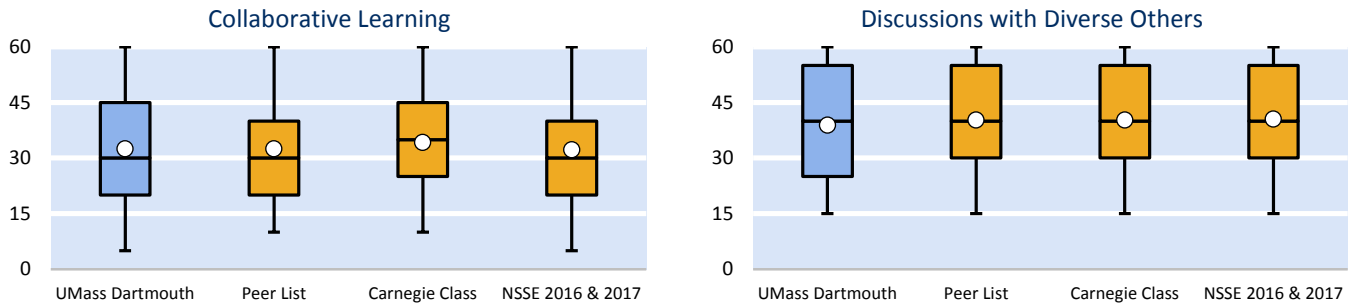
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Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		Peer List		Carnegie Class		NSSE 2016 & 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.5	32.5	.00	34.2	-.11	32.3	.02
Discussions with Diverse Others	38.9	40.2	-.08	40.3	-.08	40.5	-.10

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Collaborative Learning	UMass Dartmouth %	Percentage point difference between your seniors and		
		Peer List	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	46	+1	-2	+3
1f. Explained course material to one or more students	60	+1	-3	+2
1g. Prepared for exams by discussing or working through course material with other students	47	+1	-3	+0
1h. Worked with other students on course projects or assignments	61	-1	-6	-2
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	72	+3	+2	+0
8b. People from an economic background other than your own	70	-2	-3	-3
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Experiences with Faculty: First-year students

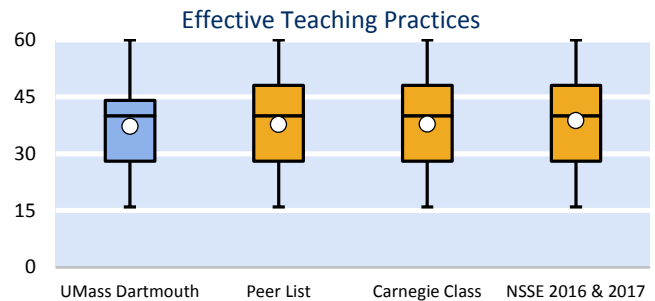
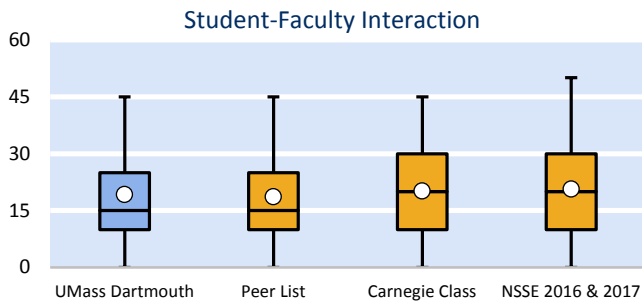
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your first-year students compared with					
		Peer List Mean	Peer List Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Student-Faculty Interaction	19.2	18.7	.04	20.1	-.07	20.6	-.10
Effective Teaching Practices	37.2	37.7	-.04	37.8	-.04	38.7	-.11

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Student-Faculty Interaction	UMass Dartmouth %	Percentage point difference between your FY students and		
		Peer List	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	30	+0	-3	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-3	-4	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	+0	-3	-4
3d. Discussed your academic performance with a faculty member	30	+6	+3	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	72	-4	-5	-6
5b. Taught course sessions in an organized way	75	+0	-0	-1
5c. Used examples or illustrations to explain difficult points	69	-4	-5	-5
5d. Provided feedback on a draft or work in progress	66	+7	+6	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+3	+2	-1

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Experiences with Faculty: Seniors

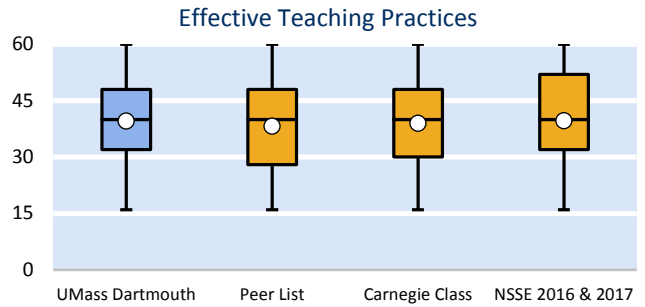
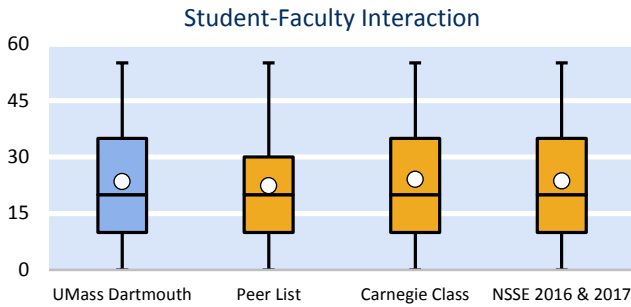
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3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+0	-3	-2
3d. Discussed your academic performance with a faculty member	38	+9	+6	+6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	+4	+4	+3
5b. Taught course sessions in an organized way	80	+4	+3	+2
5c. Used examples or illustrations to explain difficult points	77	+1	-1	-0
5d. Provided feedback on a draft or work in progress	60	+6	+3	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+7	+4	+2

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

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

Campus Environment: First-year students

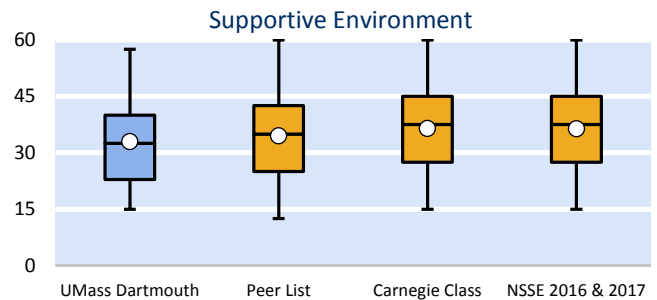
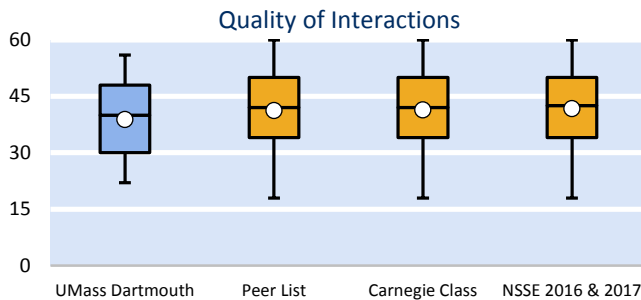
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your first-year students compared with					
		Peer List		Carnegie Class		NSSE 2016 & 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.8	41.2 *	-.20	41.4 *	-.21	41.8 **	-.24
Supportive Environment	33.0	34.5	-.11	36.4 **	-.26	36.4 **	-.25

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	UMass Dartmouth %	Percentage point difference between your FY students and		
		Peer List	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	41	-8	-11	-10
13b. Academic advisors	48	+0	+0	-2
13c. Faculty	37	-9	-10	-12
13d. Student services staff (career services, student activities, housing, etc.)	36	-8	-8	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-11	-10	-12
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-6	-9	-9
14c. Using learning support services (tutoring services, writing center, etc.)	77	+3	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+5	+1	-0
14e. Providing opportunities to be involved socially	64	-3	-7	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-3	-7	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+2	-3	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-15	-18	-17
14i. Attending events that address important social, economic, or political issues	41	-3	-10	-11

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

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

Campus Environment: Seniors

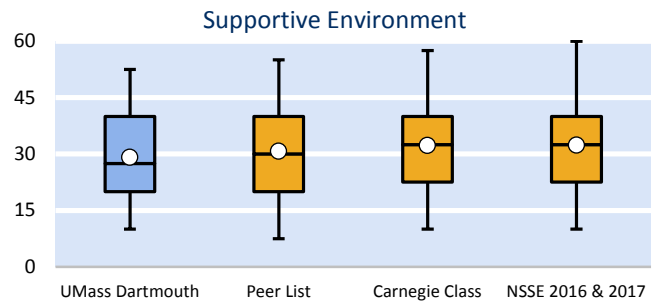
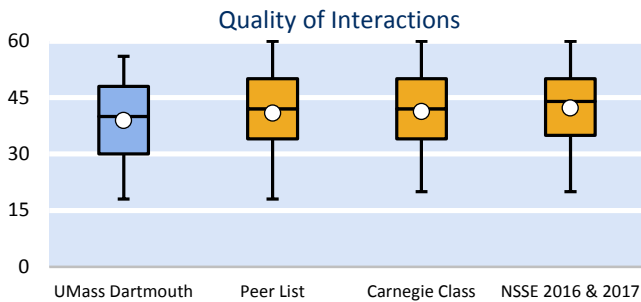
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		Peer List Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Quality of Interactions	38.9	40.9	-.16	41.3 *	-.20	42.3 **	-.27
Supportive Environment	29.1	30.7	-.12	32.3 *	-.23	32.3 *	-.23

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	UMass Dartmouth %	Percentage point difference between your seniors and		
		Peer List	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-9	-12	-12
13b. Academic advisors	40	-5	-6	-11
13c. Faculty	49	-5	-5	-8
13d. Student services staff (career services, student activities, housing, etc.)	36	-4	-2	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	27	-12	-11	-15
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	57	-8	-13	-14
14c. Using learning support services (tutoring services, writing center, etc.)	62	+1	-2	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-5	-6	-9
14e. Providing opportunities to be involved socially	56	-5	-10	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-7	-11	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	+1	-3	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-3	-8	-6
14i. Attending events that address important social, economic, or political issues	37	-1	-6	-6

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

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

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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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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

Theme	Engagement Indicator	UMass Dartmouth Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.1	39.2 *	-.16		41.2 ***	-.30	
	Reflective and Integrative Learning	32.9	36.6 ***	-.31		38.3 ***	-.44	
	Learning Strategies	37.6	39.8 *	-.16		41.9 ***	-.31	
	Quantitative Reasoning	26.4	28.8 *	-.16		30.4 ***	-.26	
<i>Learning with Peers</i>	Collaborative Learning	32.3	35.2 **	-.21		37.1 ***	-.35	
	Discussions with Diverse Others	39.3	41.7 *	-.16		43.8 ***	-.31	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.2	23.8 ***	-.31		27.2 ***	-.52	
	Effective Teaching Practices	37.2	40.7 ***	-.27		42.6 ***	-.40	
<i>Campus Environment</i>	Quality of Interactions	38.8	43.8 ***	-.43		46.1 ***	-.62	
	Supportive Environment	33.0	38.2 ***	-.40		40.0 ***	-.54	

Seniors

Theme	Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.8	41.8 **	-.22		43.3 ***	-.33	
	Reflective and Integrative Learning	36.4	40.0 ***	-.29		42.0 ***	-.46	
	Learning Strategies	35.4	40.7 ***	-.37		42.9 ***	-.53	
	Quantitative Reasoning	29.7	31.1	-.09	✓	33.0 *	-.20	
<i>Learning with Peers</i>	Collaborative Learning	32.5	35.8 **	-.24		37.9 ***	-.40	
	Discussions with Diverse Others	38.9	42.3 *	-.22		44.3 ***	-.35	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.5	29.2 ***	-.37		33.0 ***	-.60	
	Effective Teaching Practices	39.5	41.8 *	-.17		43.8 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	38.9	44.8 ***	-.50		46.9 ***	-.66	
	Supportive Environment	29.1	34.8 ***	-.41		37.2 ***	-.59	

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

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												
UMass Dartmouth (N = 195)	37.1	13.1	.94	15	30	40	45	60				
Peer List	36.6	13.3	.27	15	25	35	45	60	2,670	.5	.587	.040
Carnegie Class	37.9	12.9	.10	20	30	40	45	60	17,822	-.8	.418	-.058
NSSE 2016 & 2017	37.9	13.3	.04	20	30	40	45	60	127,530	-.8	.382	-.063
Top 50%	39.2	13.1	.05	20	30	40	50	60	72,823	-2.1	.029	-.157
Top 10%	41.2	13.3	.12	20	35	40	50	60	13,616	-4.1	.000	-.305
Reflective & Integrative Learning												
UMass Dartmouth (N = 207)	32.9	11.6	.81	14	26	31	40	53				
Peer List	33.5	12.1	.24	14	26	34	40	54	2,792	-.6	.459	-.053
Carnegie Class	34.8	11.8	.09	17	26	34	43	57	18,587	-1.9	.020	-.163
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	132,822	-2.1	.010	-.178
Top 50%	36.6	12.0	.05	17	29	37	46	57	67,773	-3.7	.000	-.307
Top 10%	38.3	12.3	.10	20	29	37	46	60	14,868	-5.4	.000	-.437
Learning Strategies												
UMass Dartmouth (N = 148)	37.6	12.6	1.04	20	27	40	47	60				
Peer List	37.3	13.8	.29	13	27	40	47	60	171	.3	.815	.018
Carnegie Class	37.7	13.6	.11	20	27	40	47	60	15,727	-.1	.914	-.009
NSSE 2016 & 2017	38.3	13.7	.04	20	27	40	47	60	113,559	-.7	.535	-.051
Top 50%	39.8	13.7	.06	20	27	40	53	60	56,270	-2.3	.046	-.165
Top 10%	41.9	14.1	.12	20	33	40	53	60	150	-4.4	.000	-.311
Quantitative Reasoning												
UMass Dartmouth (N = 191)	26.4	15.7	1.14	0	20	27	40	60				
Peer List	27.2	15.2	.31	0	20	27	40	60	2,657	-.7	.517	-.049
Carnegie Class	27.8	15.1	.11	0	20	27	40	60	17,736	-1.3	.227	-.088
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	127,053	-1.2	.300	-.075
Top 50%	28.8	15.2	.05	0	20	27	40	60	78,529	-2.4	.030	-.157
Top 10%	30.4	15.2	.11	7	20	27	40	60	19,256	-4.0	.000	-.261
Learning with Peers												
Collaborative Learning												
UMass Dartmouth (N = 214)	32.3	14.4	.98	10	20	35	40	55				
Peer List	31.6	14.5	.28	10	20	30	40	60	2,923	.8	.463	.052
Carnegie Class	33.5	13.9	.10	10	25	35	40	60	19,334	-1.1	.228	-.083
NSSE 2016 & 2017	32.2	14.5	.04	10	20	30	40	60	137,689	.2	.864	.012
Top 50%	35.2	13.6	.05	15	25	35	45	60	78,821	-2.9	.002	-.210
Top 10%	37.1	13.4	.10	15	25	40	45	60	19,465	-4.8	.000	-.354
Discussions with Diverse Others												
UMass Dartmouth (N = 149)	39.3	14.4	1.18	15	30	40	50	60				
Peer List	38.9	15.7	.33	10	30	40	50	60	173	.4	.727	.027
Carnegie Class	39.7	15.1	.12	15	30	40	55	60	15,872	-.4	.766	-.024
NSSE 2016 & 2017	39.7	15.5	.05	15	30	40	55	60	114,594	-.4	.770	-.024
Top 50%	41.7	14.9	.06	20	30	40	55	60	71,866	-2.4	.046	-.164
Top 10%	43.8	14.5	.11	20	35	45	60	60	17,017	-4.5	.000	-.310

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												
UMass Dartmouth (N = 199)	19.2	13.6	.96	0	10	15	25	45				
Peer List	18.7	14.2	.28	0	10	15	25	45	2,706	.5	.609	.038
Carnegie Class	20.1	14.2	.11	0	10	20	30	45	18,110	-.9	.352	-.066
NSSE 2016 & 2017	20.6	14.5	.04	0	10	20	30	50	129,542	-1.4	.169	-.098
Top 50%	23.8	14.7	.07	0	15	20	35	55	200	-4.6	.000	-.313
Top 10%	27.2	15.6	.18	5	15	25	40	60	212	-8.0	.000	-.518
Effective Teaching Practices												
UMass Dartmouth (N = 196)	37.2	13.9	.99	16	28	40	44	60				
Peer List	37.7	13.3	.27	16	28	40	48	60	2,692	-.5	.611	-.038
Carnegie Class	37.8	12.8	.10	16	28	40	48	60	17,999	-.6	.540	-.044
NSSE 2016 & 2017	38.7	13.1	.04	16	28	40	48	60	128,891	-1.5	.109	-.114
Top 50%	40.7	13.0	.06	20	32	40	52	60	51,178	-3.5	.000	-.269
Top 10%	42.6	13.6	.13	20	36	44	56	60	11,811	-5.4	.000	-.398
Campus Environment												
Quality of Interactions												
UMass Dartmouth (N = 131)	38.8	11.8	1.03	22	30	40	48	56				
Peer List	41.2	12.2	.27	18	34	42	50	60	2,208	-2.4	.029	-.197
Carnegie Class	41.4	12.1	.10	18	34	42	50	60	14,962	-2.6	.016	-.212
NSSE 2016 & 2017	41.8	12.4	.04	18	34	43	50	60	107,551	-2.9	.007	-.237
Top 50%	43.8	11.5	.05	22	38	46	52	60	47,184	-5.0	.000	-.434
Top 10%	46.1	11.7	.13	24	40	48	56	60	8,167	-7.2	.000	-.617
Supportive Environment												
UMass Dartmouth (N = 131)	33.0	12.4	1.08	15	23	33	40	58				
Peer List	34.5	13.4	.30	13	25	35	43	60	2,186	-1.5	.211	-.113
Carnegie Class	36.4	13.2	.11	15	28	38	45	60	14,607	-3.5	.003	-.263
NSSE 2016 & 2017	36.4	13.6	.04	15	28	38	45	60	105,870	-3.4	.004	-.250
Top 50%	38.2	13.1	.05	18	30	40	48	60	57,713	-5.3	.000	-.403
Top 10%	40.0	13.0	.11	18	31	40	50	60	13,814	-7.0	.000	-.542

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UMass Dartmouth (N = 142)	38.8	14.6	1.22	15	30	40	50	60				
Peer List	38.5	14.1	.23	15	30	40	50	60	3,955	.3	.776	.024
Carnegie Class	39.5	13.7	.09	20	30	40	50	60	22,737	-.7	.570	-.048
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	176,958	-1.2	.296	-.088
Top 50%	41.8	13.5	.05	20	35	40	55	60	70,344	-3.0	.008	-.221
Top 10%	43.3	13.4	.09	20	35	40	55	60	20,895	-4.4	.000	-.328
Reflective & Integrative Learning												
UMass Dartmouth (N = 152)	36.4	13.2	1.07	17	29	37	46	57				
Peer List	36.6	12.7	.20	17	29	37	46	60	4,086	-.2	.847	-.016
Carnegie Class	37.5	12.5	.08	17	29	37	46	60	23,542	-1.1	.277	-.089
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	182,786	-1.6	.116	-.128
Top 50%	40.0	12.3	.05	20	31	40	49	60	72,495	-3.6	.000	-.291
Top 10%	42.0	12.2	.10	20	34	43	51	60	15,205	-5.6	.000	-.456
Learning Strategies												
UMass Dartmouth (N = 123)	35.4	14.5	1.30	13	27	40	47	60				
Peer List	38.6	14.6	.25	13	27	40	53	60	3,578	-3.2	.017	-.219
Carnegie Class	37.9	14.4	.10	13	27	40	47	60	20,504	-2.5	.052	-.175
NSSE 2016 & 2017	38.7	14.5	.04	13	27	40	53	60	161,046	-3.4	.010	-.232
Top 50%	40.7	14.4	.05	20	33	40	53	60	84,944	-5.4	.000	-.373
Top 10%	42.9	14.3	.09	20	33	40	60	60	24,817	-7.5	.000	-.527
Quantitative Reasoning												
UMass Dartmouth (N = 140)	29.7	16.4	1.38	0	20	27	40	60				
Peer List	29.0	16.2	.26	0	20	27	40	60	3,945	.7	.614	.043
Carnegie Class	30.3	16.2	.11	0	20	27	40	60	22,659	-.5	.708	-.032
NSSE 2016 & 2017	29.9	16.3	.04	0	20	27	40	60	176,566	-.1	.934	-.007
Top 50%	31.1	16.2	.05	0	20	33	40	60	106,960	-1.4	.307	-.086
Top 10%	33.0	15.9	.10	7	20	33	40	60	23,757	-3.2	.016	-.204
Learning with Peers												
Collaborative Learning												
UMass Dartmouth (N = 161)	32.5	15.6	1.23	5	20	30	45	60				
Peer List	32.5	14.6	.23	10	20	30	40	60	4,208	.0	.997	.000
Carnegie Class	34.2	14.5	.09	10	25	35	45	60	24,136	-1.7	.148	-.114
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	186,829	.3	.830	.017
Top 50%	35.8	13.8	.04	15	25	35	45	60	161	-3.3	.008	-.239
Top 10%	37.9	13.4	.09	15	30	40	50	60	162	-5.4	.000	-.400
Discussions with Diverse Others												
UMass Dartmouth (N = 122)	38.9	16.2	1.47	15	25	40	55	60				
Peer List	40.2	15.8	.27	15	30	40	55	60	3,607	-1.3	.369	-.083
Carnegie Class	40.3	15.7	.11	15	30	40	55	60	20,651	-1.3	.352	-.085
NSSE 2016 & 2017	40.5	15.9	.04	15	30	40	55	60	162,049	-1.6	.274	-.099
Top 50%	42.3	15.6	.05	15	30	40	60	60	107,949	-3.4	.017	-.217
Top 10%	44.3	15.3	.10	20	35	45	60	60	23,409	-5.3	.000	-.349

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												
UMass Dartmouth (N = 151)	23.5	15.9	1.30	0	10	20	35	55				
Peer List	22.3	15.3	.25	0	10	20	30	55	4,014	1.1	.368	.075
Carnegie Class	24.0	15.7	.10	0	10	20	35	55	23,067	-.6	.654	-.037
NSSE 2016 & 2017	23.6	16.0	.04	0	10	20	35	55	179,046	-.1	.929	-.007
Top 50%	29.2	15.7	.08	5	20	30	40	60	43,201	-5.8	.000	-.367
Top 10%	33.0	16.0	.20	10	20	30	45	60	6,777	-9.6	.000	-.596
Effective Teaching Practices												
UMass Dartmouth (N = 145)	39.5	13.6	1.13	16	32	40	48	60				
Peer List	38.1	13.7	.22	16	28	40	48	60	3,993	1.4	.238	.100
Carnegie Class	38.9	13.5	.09	16	30	40	48	60	22,994	.6	.595	.044
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	178,969	-.1	.921	-.008
Top 50%	41.8	13.5	.05	20	32	40	52	60	61,439	-2.3	.043	-.168
Top 10%	43.8	13.4	.12	20	36	44	56	60	12,333	-4.3	.000	-.322
Campus Environment												
Quality of Interactions												
UMass Dartmouth (N = 112)	38.9	12.0	1.13	18	30	40	48	56				
Peer List	40.9	12.3	.21	18	34	42	50	60	3,403	-2.0	.096	-.160
Carnegie Class	41.3	11.9	.09	20	34	42	50	60	19,580	-2.3	.039	-.196
NSSE 2016 & 2017	42.3	12.1	.03	20	35	44	50	60	151,750	-3.3	.004	-.272
Top 50%	44.8	11.6	.05	23	38	46	54	60	58,440	-5.8	.000	-.503
Top 10%	46.9	12.1	.10	23	40	50	58	60	16,194	-7.9	.000	-.657
Supportive Environment												
UMass Dartmouth (N = 119)	29.1	13.3	1.22	10	20	28	40	53				
Peer List	30.7	13.8	.24	8	20	30	40	55	3,399	-1.6	.215	-.116
Carnegie Class	32.3	13.8	.10	10	23	33	40	58	19,452	-3.2	.012	-.231
NSSE 2016 & 2017	32.3	14.2	.04	10	23	33	40	60	153,212	-3.2	.013	-.227
Top 50%	34.8	13.7	.05	13	25	35	45	60	69,760	-5.6	.000	-.411
Top 10%	37.2	13.6	.12	13	28	38	48	60	12,708	-8.0	.000	-.591

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.