



NSSE 2014

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 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 displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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 Web site: nsse.iub.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 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 New Peers 2014	Your first-year students compared with Carnegie Class	Your first-year students compared with Community Engagement
<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 New Peers 2014	Your seniors compared with Carnegie Class	Your seniors compared with Community Engagement
<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

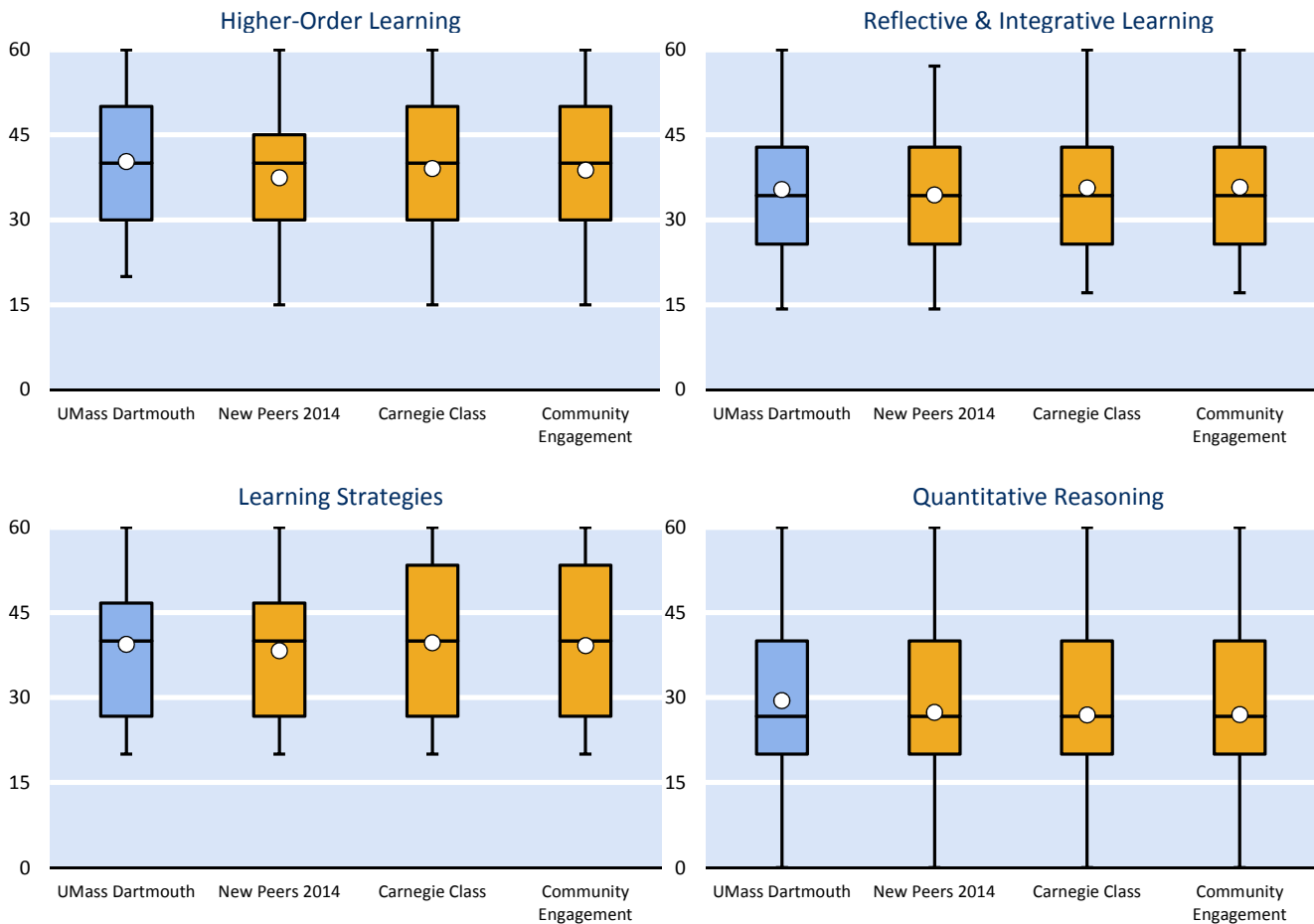
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		New Peers 2014		Carnegie Class		Community Engagement	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	37.4 **	.21	39.0	.09	38.8	.11
Reflective & Integrative Learning	35.3	34.4	.08	35.6	-.02	35.7	-.03
Learning Strategies	39.4	38.3	.08	39.7	-.02	39.2	.02
Quantitative Reasoning	29.5	27.4 *	.13	27.0 *	.15	27.0 *	.15

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





































































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

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
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	72 	70 	72 	71 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	69 	72 	72 
4d. Evaluating a point of view, decision, or information source	68 	66 	71 	71 
4e. Forming a new idea or understanding from various pieces of information	75 	65 	69 	68 
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	62 	54 	55 	56 
2b. Connected your learning to societal problems or issues	50 	48 	53 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47 	46 	51 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58 	61 	63 	62 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	65 	67 	67 
2f. Learned something that changed the way you understand an issue or concept	66 	62 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	79 	75 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	77 	81 	80 
9b. Reviewed your notes after class	66 	63 	66 	65 
9c. Summarized what you learned in class or from course materials	62 	61 	64 	62 
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.)	63 	52 	50 	50 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42 	38 	38 	37 
6c. Evaluated what others have concluded from numerical information	43 	37 	36 	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 Web site.

Academic Challenge: Seniors

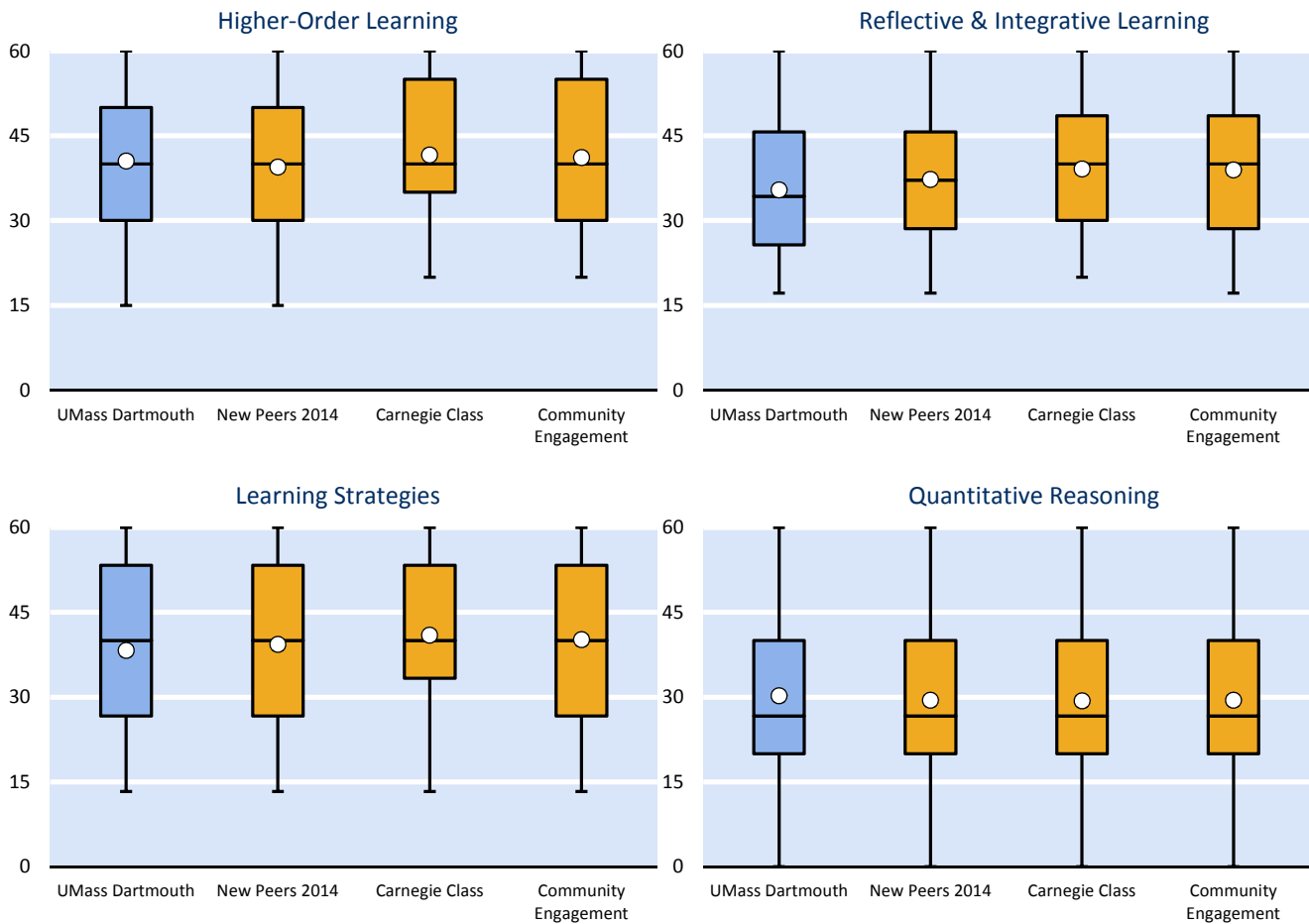
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Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		New Peers 2014		Carnegie Class		Community Engagement	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	39.5	.08	41.6	-.08	41.1	-.04
Reflective & Integrative Learning	35.5	37.3 *	-.14	39.2 ***	-.29	39.0 ***	-.27
Learning Strategies	38.3	39.3	-.07	40.9 **	-.18	40.2	-.13
Quantitative Reasoning	30.2	29.4	.05	29.3	.05	29.4	.05

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





































































Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
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	78 	78 	80 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	74 	78 	77 
4d. Evaluating a point of view, decision, or information source	65 	65 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	73 	67 	74 	72 
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	68 	72 	71 	73 
2b. Connected your learning to societal problems or issues	51 	60 	65 	65 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42 	48 	57 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56 	61 	67 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	66 	71 	71 
2f. Learned something that changed the way you understand an issue or concept	63 	67 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	79 	81 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72 	81 	84 	83 
9b. Reviewed your notes after class	62 	62 	66 	64 
9c. Summarized what you learned in class or from course materials	63 	63 	67 	64 
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 	54 	53 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	43 	44 	44 
6c. Evaluated what others have concluded from numerical information	47 	44 	43 	43 

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.

Learning with Peers: First-year students

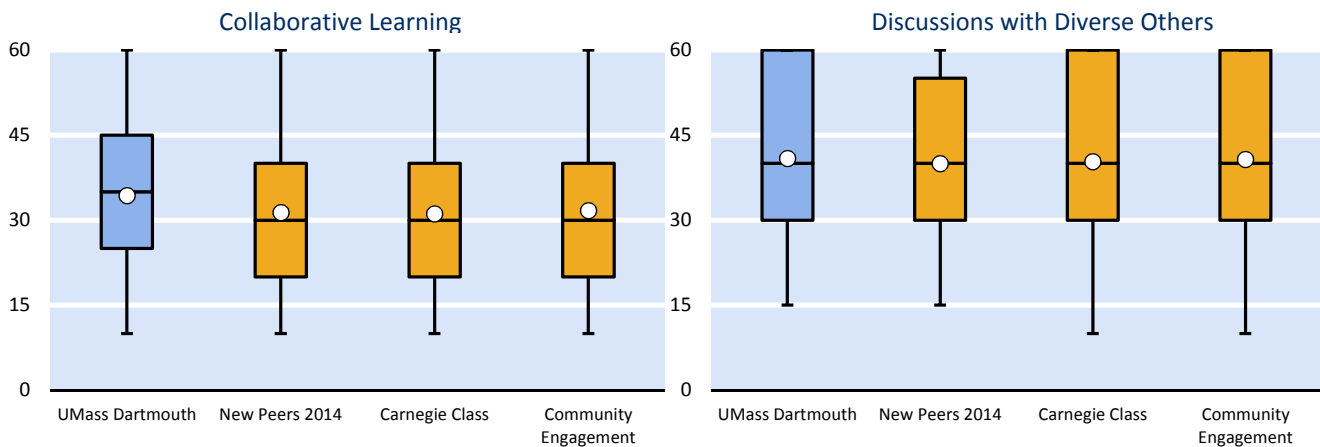
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		New Peers 2014		Carnegie Class		Community Engagement	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.3	31.3 ***	.21	31.1 ***	.23	31.6 **	.20
Discussions with Diverse Others	40.9	40.0	.06	40.3	.03	40.7	.01

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

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

Percentage of students who responded that they "Very often" or "Often"...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
1e. Asked another student to help you understand course material	57	49	47	49
1f. Explained course material to one or more students	63	57	54	56
1g. Prepared for exams by discussing or working through course material with other students	57	46	46	47
1h. Worked with other students on course projects or assignments	60	48	51	51

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
8a. People from a race or ethnicity other than your own	76	66	71	72
8b. People from an economic background other than your own	76	70	72	73
8c. People with religious beliefs other than your own	66	70	67	69
8d. People with political views other than your own	63	69	67	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 Web site.

Learning with Peers: Seniors

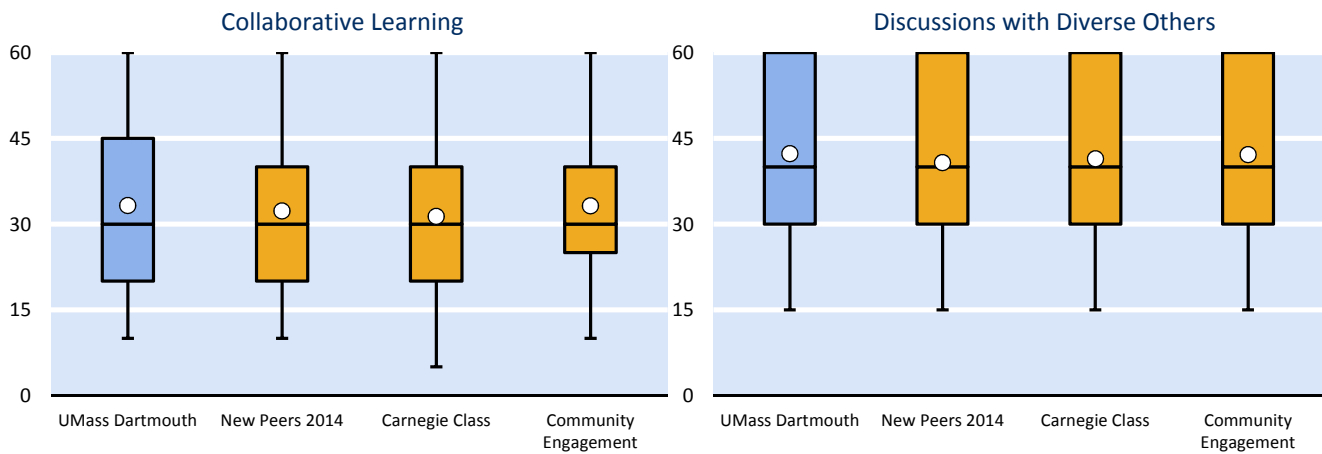
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		New Peers 2014		Carnegie Class		Community Engagement	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	32.3	.06	31.3 *	.13	33.2	.00
Discussions with Diverse Others	42.3	40.8	.10	41.4	.05	42.1	.01

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

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
1e. Asked another student to help you understand course material	40	42	38	43
1f. Explained course material to one or more students	60	59	56	60
1g. Prepared for exams by discussing or working through course material with other students	45	45	44	46
1h. Worked with other students on course projects or assignments	68	61	62	66

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
8a. People from a race or ethnicity other than your own	71	67	73	75
8b. People from an economic background other than your own	75	72	74	75
8c. People with religious beliefs other than your own	70	70	69	71
8d. People with political views other than your own	74	71	70	70

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.

Experiences with Faculty: First-year students

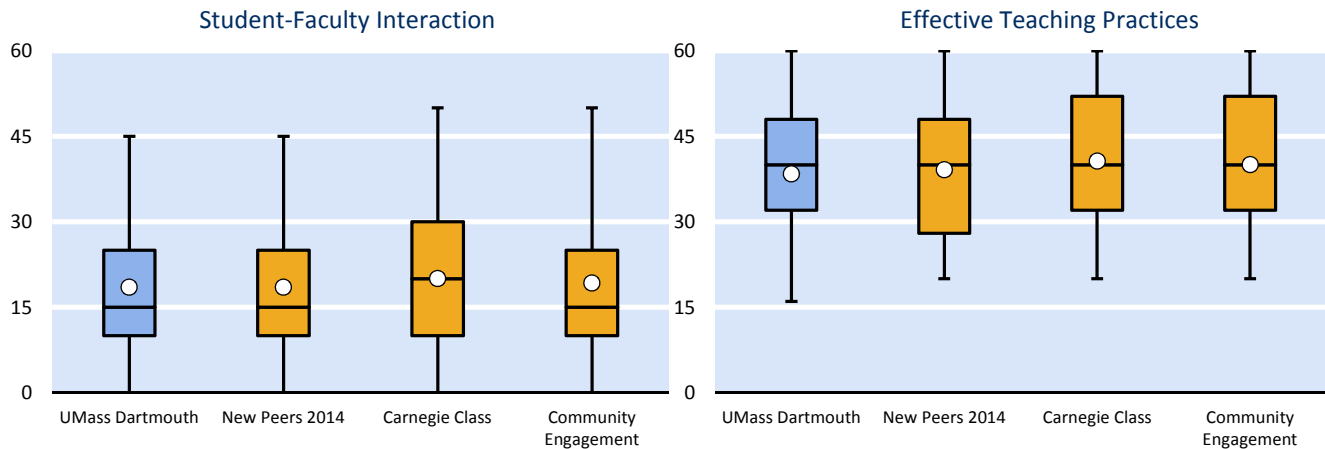
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		New Peers 2014 Mean	Effect size	Carnegie Class Mean	Effect size	Community Engagement Mean	Effect size
Student-Faculty Interaction	18.5	18.5	.00	20.0	-.10	19.3	-.05
Effective Teaching Practices	38.4	39.1	-.06	40.7 **	-.17	40.0 *	-.13

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
3a. Talked about career plans with a faculty member	24	29	32	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	16	18	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	21	25	23
3d. Discussed your academic performance with a faculty member	27	24	29	27

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
5a. Clearly explained course goals and requirements	78	80	81	81
5b. Taught course sessions in an organized way	73	79	79	79
5c. Used examples or illustrations to explain difficult points	69	76	77	77
5d. Provided feedback on a draft or work in progress	63	62	67	66
5e. Provided prompt and detailed feedback on tests or completed assignments	57	59	64	62

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.

Experiences with Faculty: Seniors

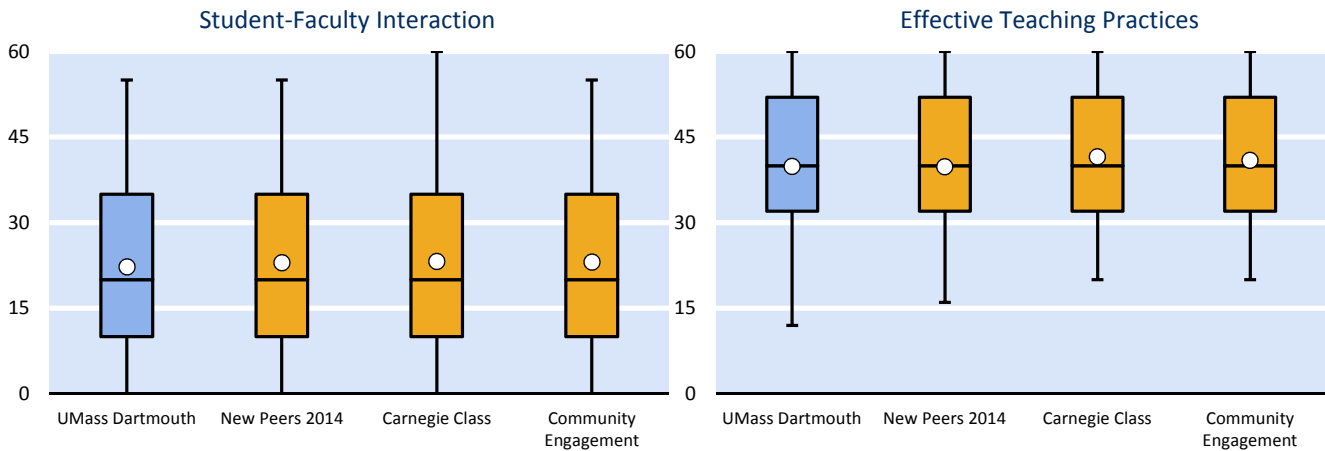
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Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		New Peers 2014		Carnegie Class		Community Engagement	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.2	22.9	-.04	23.2	-.06	23.0	-.05
Effective Teaching Practices	39.8	39.8	.00	41.5	-.12	40.9	-.08

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

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

Percentage of students who responded that they "Very often" or "Often"...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
3a. Talked about career plans with a faculty member	35	39	41	40
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	24	25	24
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	33	32	32
3d. Discussed your academic performance with a faculty member	31	30	33	32

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
5a. Clearly explained course goals and requirements	80	82	83	83
5b. Taught course sessions in an organized way	77	80	81	80
5c. Used examples or illustrations to explain difficult points	77	79	79	80
5d. Provided feedback on a draft or work in progress	61	57	64	63
5e. Provided prompt and detailed feedback on tests or completed assignments	68	64	69	66

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.

Campus Environment: First-year students

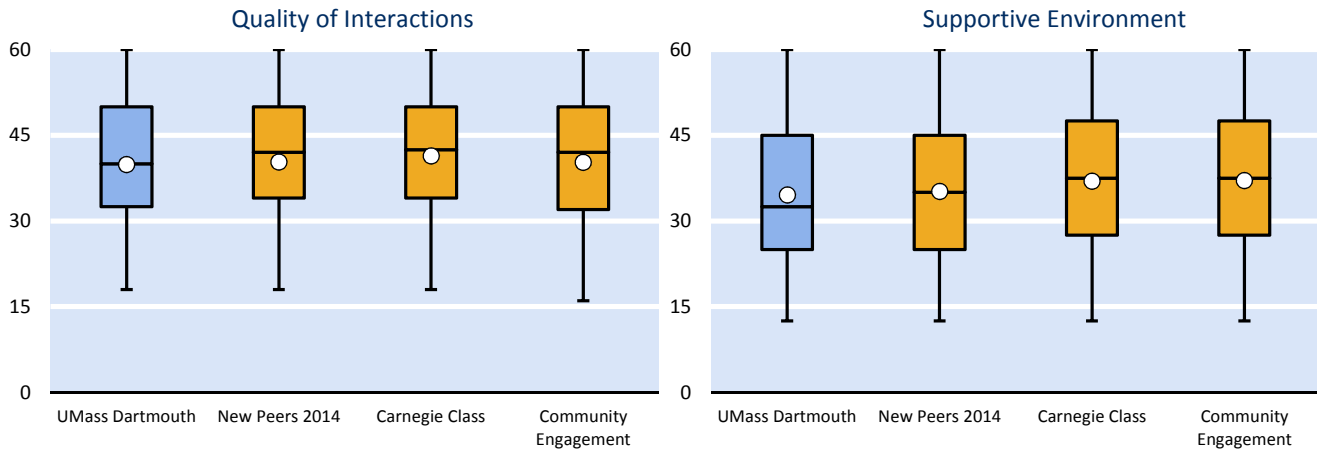
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your first-year students compared with					
		New Peers 2014		Carnegie Class		Community Engagement	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.8	40.3	-.04	41.4	-.12	40.3	-.03
Supportive Environment	34.6	35.2	-.05	37.0 *	-.17	37.1 **	-.18

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

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

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
13a. Students	60	55	59	57
13b. Academic advisors	40	45	48	44
13c. Faculty	41	45	50	46
13d. Student services staff (career services, student activities, housing, etc.)	40	40	43	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	37	42	38

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
14b. Providing support to help students succeed academically	73	75	77	76
14c. Using learning support services (tutoring services, writing center, etc.)	75	73	78	76
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	54	59	60
14e. Providing opportunities to be involved socially	66	69	71	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	70	71	73
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	39	45	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	64	65	66
14i. Attending events that address important social, economic, or political issues	51	49	52	52

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.

Campus Environment: Seniors

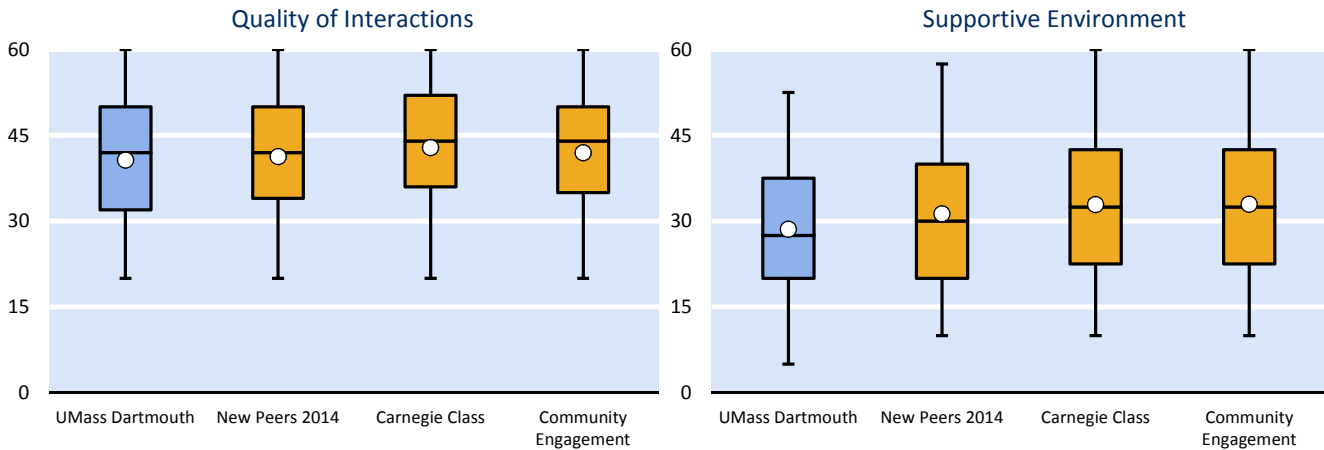
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		New Peers 2014		Carnegie Class		Community Engagement	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.7	41.3	-.05	42.9 **	-.18	42.0	-.11
Supportive Environment	28.6	31.3 **	-.19	32.9 ***	-.29	33.0 ***	-.31

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

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

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
13a. Students	62	60	64	63
13b. Academic advisors	47	49	53	48
13c. Faculty	55	56	62	58
13d. Student services staff (career services, student activities, housing, etc.)	31	39	43	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	38	43	40

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UMass Dartmouth	New Peers 2014	Carnegie Class	Community Engagement
14b. Providing support to help students succeed academically	65	68	73	71
14c. Using learning support services (tutoring services, writing center, etc.)	64	62	67	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	36	47	54	53
14e. Providing opportunities to be involved socially	56	63	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	61	61	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	27	33	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	54	53	54
14i. Attending events that address important social, economic, or political issues	37	40	45	46

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.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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		UMass Dartmouth	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>	<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
	Higher-Order Learning	40.3	40.6	-.02	✓	42.7 **	-.18	
<i>Academic Challenge</i>	Reflective and Integrative Learning	35.3	37.3 *	-.16		39.3 ***	-.31	
	Learning Strategies	39.4	41.2 *	-.13		43.4 ***	-.29	
	Quantitative Reasoning	29.5	28.8	.04	✓	30.6	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	34.3	34.7	-.03	✓	37.0 **	-.20	
	Discussions with Diverse Others	40.9	43.2 *	-.15		45.6 ***	-.32	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.5	23.3 ***	-.32		26.9 ***	-.52	
	Effective Teaching Practices	38.4	42.4 ***	-.30		44.6 ***	-.47	
<i>Campus Environment</i>	Quality of Interactions	39.8	44.0 ***	-.36		46.0 ***	-.53	
	Supportive Environment	34.6	39.4 ***	-.37		41.4 ***	-.53	

Seniors		UMass Dartmouth	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>	<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
	Higher-Order Learning	40.6	43.3 **	-.20		45.3 ***	-.35	
<i>Academic Challenge</i>	Reflective and Integrative Learning	35.5	41.1 ***	-.44		43.1 ***	-.61	
	Learning Strategies	38.3	42.5 ***	-.29		44.9 ***	-.47	
	Quantitative Reasoning	30.2	31.3	-.06	✓	33.0 *	-.17	
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.4 *	-.15		37.7 ***	-.33	
	Discussions with Diverse Others	42.3	43.9	-.10		45.8 ***	-.23	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.2	29.5 ***	-.45		34.4 ***	-.74	
	Effective Teaching Practices	39.8	43.0 ***	-.24		45.1 ***	-.40	
<i>Campus Environment</i>	Quality of Interactions	40.7	45.3 ***	-.41		47.4 ***	-.58	
	Supportive Environment	28.6	36.1 ***	-.54		39.0 ***	-.78	

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

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 2013 and 2014 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.

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 = 249)	40.3	13.1	.83	20	30	40	50	60				
New Peers 2014	37.4	13.9	.24	15	30	40	45	60	3,603	2.9	.002	.208
Carnegie Class	39.0	14.0	.06	15	30	40	50	60	56,114	1.2	.170	.087
Community Engagement	38.8	13.9	.13	15	30	40	50	60	12,044	1.5	.093	.108
Top 50%	40.6	13.6	.05	20	30	40	50	60	90,993	-.3	.718	-.023
Top 10%	42.7	13.6	.10	20	35	40	55	60	17,075	-2.4	.005	-.178
Reflective & Integrative Learning												
UMass Dartmouth (N = 262)	35.3	12.7	.78	14	26	34	43	60				
New Peers 2014	34.4	12.5	.21	14	26	34	43	57	3,771	1.0	.232	.077
Carnegie Class	35.6	12.7	.05	17	26	34	43	60	58,639	-.3	.718	-.022
Community Engagement	35.7	12.6	.11	17	26	34	43	60	12,587	-.4	.639	-.029
Top 50%	37.3	12.5	.04	17	29	37	46	60	91,897	-2.0	.011	-.157
Top 10%	39.3	12.6	.09	20	31	40	49	60	19,877	-3.9	.000	-.312
Learning Strategies												
UMass Dartmouth (N = 245)	39.4	13.0	.83	20	27	40	47	60				
New Peers 2014	38.3	14.3	.25	20	27	40	47	60	3,372	1.1	.223	.081
Carnegie Class	39.7	14.2	.06	20	27	40	53	60	52,065	-.3	.745	-.021
Community Engagement	39.2	14.2	.14	20	27	40	53	60	11,095	.2	.802	.016
Top 50%	41.2	14.0	.05	20	33	40	53	60	80,643	-1.8	.043	-.130
Top 10%	43.4	14.0	.11	20	33	40	60	60	252	-4.0	.000	-.287
Quantitative Reasoning												
UMass Dartmouth (N = 259)	29.5	15.9	.99	0	20	27	40	60				
New Peers 2014	27.4	16.2	.28	0	20	27	40	60	3,666	2.1	.049	.127
Carnegie Class	27.0	16.6	.07	0	20	27	40	60	57,050	2.5	.016	.150
Community Engagement	27.0	16.4	.15	0	20	27	40	60	12,228	2.5	.016	.151
Top 50%	28.8	16.3	.05	0	20	27	40	60	117,176	.7	.505	.042
Top 10%	30.6	16.2	.10	0	20	27	40	60	26,975	-1.2	.246	-.072
Learning with Peers												
Collaborative Learning												
UMass Dartmouth (N = 266)	34.3	14.1	.87	10	25	35	45	60				
New Peers 2014	31.3	14.2	.24	10	20	30	40	60	3,854	3.0	.001	.211
Carnegie Class	31.1	14.3	.06	10	20	30	40	60	59,830	3.3	.000	.229
Community Engagement	31.6	13.7	.12	10	20	30	40	60	12,906	2.7	.002	.196
Top 50%	34.7	13.7	.04	15	25	35	45	60	110,769	-.4	.656	-.027
Top 10%	37.0	13.6	.09	15	25	35	45	60	25,506	-2.7	.001	-.199
Discussions with Diverse Others												
UMass Dartmouth (N = 250)	40.9	15.8	1.00	15	30	40	60	60				
New Peers 2014	40.0	16.2	.29	15	30	40	55	60	3,415	.9	.400	.055
Carnegie Class	40.3	16.3	.07	10	30	40	60	60	52,700	.6	.588	.034
Community Engagement	40.7	16.3	.16	10	30	40	60	60	11,197	.2	.868	.011
Top 50%	43.2	15.4	.05	20	35	45	60	60	101,551	-2.4	.015	-.154
Top 10%	45.6	14.8	.10	20	40	50	60	60	21,421	-4.8	.000	-.320

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 = 252)	18.5	13.2	.83	0	10	15	25	45				
New Peers 2014	18.5	13.9	.24	0	10	15	25	45	3,670	.0	.994	.000
Carnegie Class	20.0	14.8	.06	0	10	20	30	50	254	-1.5	.067	-.104
Community Engagement	19.3	14.5	.13	0	10	15	25	50	264	-.8	.368	-.053
Top 50%	23.3	15.0	.06	0	10	20	30	55	254	-4.8	.000	-.323
Top 10%	26.9	16.2	.16	5	15	25	40	60	269	-8.4	.000	-.524
Effective Teaching Practices												
UMass Dartmouth (N = 259)	38.4	13.0	.81	16	32	40	48	60				
New Peers 2014	39.1	13.0	.22	20	28	40	48	60	3,706	-.8	.370	-.058
Carnegie Class	40.7	13.4	.06	20	32	40	52	60	57,768	-2.3	.007	-.169
Community Engagement	40.0	13.1	.12	20	32	40	52	60	12,407	-1.6	.046	-.125
Top 50%	42.4	13.2	.05	20	32	44	52	60	73,939	-4.0	.000	-.301
Top 10%	44.6	13.3	.11	20	36	44	56	60	14,916	-6.3	.000	-.469
Campus Environment												
Quality of Interactions												
UMass Dartmouth (N = 244)	39.8	12.7	.81	18	33	40	50	60				
New Peers 2014	40.3	12.2	.22	18	34	42	50	60	3,252	-.5	.551	-.040
Carnegie Class	41.4	12.7	.06	18	34	43	50	60	50,360	-1.5	.063	-.119
Community Engagement	40.3	12.8	.13	16	32	42	50	60	10,624	-.4	.609	-.033
Top 50%	44.0	11.4	.05	22	38	46	52	60	244	-4.1	.000	-.363
Top 10%	46.0	11.6	.10	24	40	48	55	60	13,142	-6.2	.000	-.532
Supportive Environment												
UMass Dartmouth (N = 228)	34.6	13.4	.89	13	25	33	45	60				
New Peers 2014	35.2	13.6	.25	13	25	35	45	60	3,164	-.6	.501	-.046
Carnegie Class	37.0	14.1	.06	13	28	38	48	60	48,451	-2.4	.010	-.170
Community Engagement	37.1	14.1	.14	13	28	38	48	60	10,245	-2.5	.007	-.179
Top 50%	39.4	13.2	.05	18	30	40	50	60	81,732	-4.8	.000	-.366
Top 10%	41.4	12.8	.10	20	33	40	53	60	18,017	-6.8	.000	-.530

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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

e. Degrees of freedom used to compute the t-tests. Values 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 = 237)	40.6	14.5	.94	15	30	40	50	60				
New Peers 2014	39.5	14.4	.20	15	30	40	50	60	5,607	1.1	.258	.075
Carnegie Class	41.6	14.1	.05	20	35	40	55	60	82,048	-1.1	.238	-.077
Community Engagement	41.1	14.1	.10	20	30	40	55	60	19,756	-.6	.525	-.042
Top 50%	43.3	13.7	.04	20	35	40	55	60	100,088	-2.7	.002	-.197
Top 10%	45.3	13.6	.09	20	40	45	60	60	24,780	-4.7	.000	-.346
Reflective & Integrative Learning												
UMass Dartmouth (N = 244)	35.5	13.3	.85	17	26	34	46	60				
New Peers 2014	37.3	13.2	.18	17	29	37	46	60	5,789	-1.8	.032	-.140
Carnegie Class	39.2	13.0	.04	20	30	40	49	60	85,348	-3.7	.000	-.285
Community Engagement	39.0	13.1	.09	17	29	40	49	60	20,582	-3.5	.000	-.269
Top 50%	41.1	12.6	.04	20	31	40	51	60	98,052	-5.6	.000	-.444
Top 10%	43.1	12.5	.09	20	34	43	54	60	21,687	-7.6	.000	-.608
Learning Strategies												
UMass Dartmouth (N = 228)	38.3	16.0	1.06	13	27	40	53	60				
New Peers 2014	39.3	14.9	.21	13	27	40	53	60	5,316	-1.1	.289	-.072
Carnegie Class	40.9	14.8	.05	13	33	40	53	60	77,732	-2.7	.006	-.182
Community Engagement	40.2	14.7	.11	13	27	40	53	60	232	-1.9	.071	-.131
Top 50%	42.5	14.5	.04	20	33	40	60	60	122,781	-4.2	.000	-.291
Top 10%	44.9	14.1	.08	20	33	47	60	60	230	-6.6	.000	-.467
Quantitative Reasoning												
UMass Dartmouth (N = 239)	30.2	18.4	1.19	0	20	27	40	60				
New Peers 2014	29.4	17.3	.23	0	20	27	40	60	5,677	.8	.481	.047
Carnegie Class	29.3	17.4	.06	0	20	27	40	60	83,641	.9	.428	.051
Community Engagement	29.4	17.4	.12	0	20	27	40	60	20,115	.8	.476	.046
Top 50%	31.3	17.2	.04	0	20	33	40	60	155,094	-1.1	.327	-.063
Top 10%	33.0	16.9	.09	0	20	33	47	60	241	-2.8	.020	-.166
Learning with Peers												
Collaborative Learning												
UMass Dartmouth (N = 247)	33.2	14.2	.90	10	20	30	45	60				
New Peers 2014	32.3	14.5	.19	10	20	30	40	60	5,848	.9	.326	.064
Carnegie Class	31.3	15.0	.05	5	20	30	40	60	86,164	1.9	.046	.127
Community Engagement	33.2	14.1	.10	10	25	30	40	60	20,861	.0	.987	.001
Top 50%	35.4	13.8	.04	15	25	35	45	60	130,973	-2.1	.015	-.155
Top 10%	37.7	13.6	.08	15	30	40	50	60	26,366	-4.5	.000	-.329
Discussions with Diverse Others												
UMass Dartmouth (N = 228)	42.3	16.6	1.10	15	30	40	60	60				
New Peers 2014	40.8	16.1	.23	15	30	40	60	60	5,347	1.6	.154	.096
Carnegie Class	41.4	16.4	.06	15	30	40	60	60	78,376	.9	.420	.053
Community Engagement	42.1	16.2	.12	15	30	40	60	60	18,693	.2	.864	.011
Top 50%	43.9	15.8	.04	20	35	45	60	60	150,681	-1.6	.123	-.102
Top 10%	45.8	15.4	.08	20	40	50	60	60	39,128	-3.5	.001	-.228

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 = 239)	22.2	16.0	1.03	0	10	20	35	55				
New Peers 2014	22.9	15.9	.21	0	10	20	35	55	5,695	-.7	.513	-.043
Carnegie Class	23.2	16.5	.06	0	10	20	35	60	83,543	-.9	.378	-.057
Community Engagement	23.0	16.1	.11	0	10	20	35	55	20,123	-.8	.447	-.049
Top 50%	29.5	16.1	.06	5	20	30	40	60	62,064	-7.3	.000	-.454
Top 10%	34.4	16.4	.18	10	20	35	45	60	8,624	-12.2	.000	-.744
Effective Teaching Practices												
UMass Dartmouth (N = 243)	39.8	14.6	.94	12	32	40	52	60				
New Peers 2014	39.8	13.7	.18	16	32	40	52	60	5,734	.0	.985	.001
Carnegie Class	41.5	13.8	.05	20	32	40	52	60	84,553	-1.7	.058	-.122
Community Engagement	40.9	13.7	.10	20	32	40	52	60	20,350	-1.1	.209	-.081
Top 50%	43.0	13.6	.04	20	36	44	56	60	92,874	-3.2	.000	-.238
Top 10%	45.1	13.4	.11	20	36	48	60	60	15,930	-5.3	.000	-.395
Campus Environment												
Quality of Interactions												
UMass Dartmouth (N = 222)	40.7	11.6	.78	20	32	42	50	60				
New Peers 2014	41.3	11.9	.17	20	34	42	50	60	5,148	-.6	.429	-.054
Carnegie Class	42.9	12.1	.04	20	36	44	52	60	74,772	-2.2	.007	-.181
Community Engagement	42.0	12.0	.09	20	35	44	50	60	17,836	-1.3	.102	-.110
Top 50%	45.3	11.3	.04	24	38	48	54	60	80,579	-4.6	.000	-.406
Top 10%	47.4	11.6	.08	24	40	50	58	60	21,707	-6.7	.000	-.576
Supportive Environment												
UMass Dartmouth (N = 221)	28.6	13.1	.88	5	20	28	38	53				
New Peers 2014	31.3	13.8	.20	10	20	30	40	58	5,052	-2.6	.005	-.192
Carnegie Class	32.9	14.7	.05	10	23	33	43	60	221	-4.3	.000	-.292
Community Engagement	33.0	14.3	.11	10	23	33	43	60	226	-4.4	.000	-.305
Top 50%	36.1	13.8	.04	13	28	38	45	60	95,310	-7.5	.000	-.541
Top 10%	39.0	13.3	.11	17	30	40	50	60	16,186	-10.4	.000	-.776

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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

e. Degrees of freedom used to compute the t-tests. Values 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.