



NSSE 2021

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 2020 and 2021 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peer List	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2020 & 2021
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	--	--	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	--
	Discussions with Diverse Others	▽	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	▽	▽
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	▽	▽

Seniors

Theme	Engagement Indicator	Your seniors compared with Peer List	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2020 & 2021
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▼	▽
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	--	▽	▽

Academic Challenge: First-year students

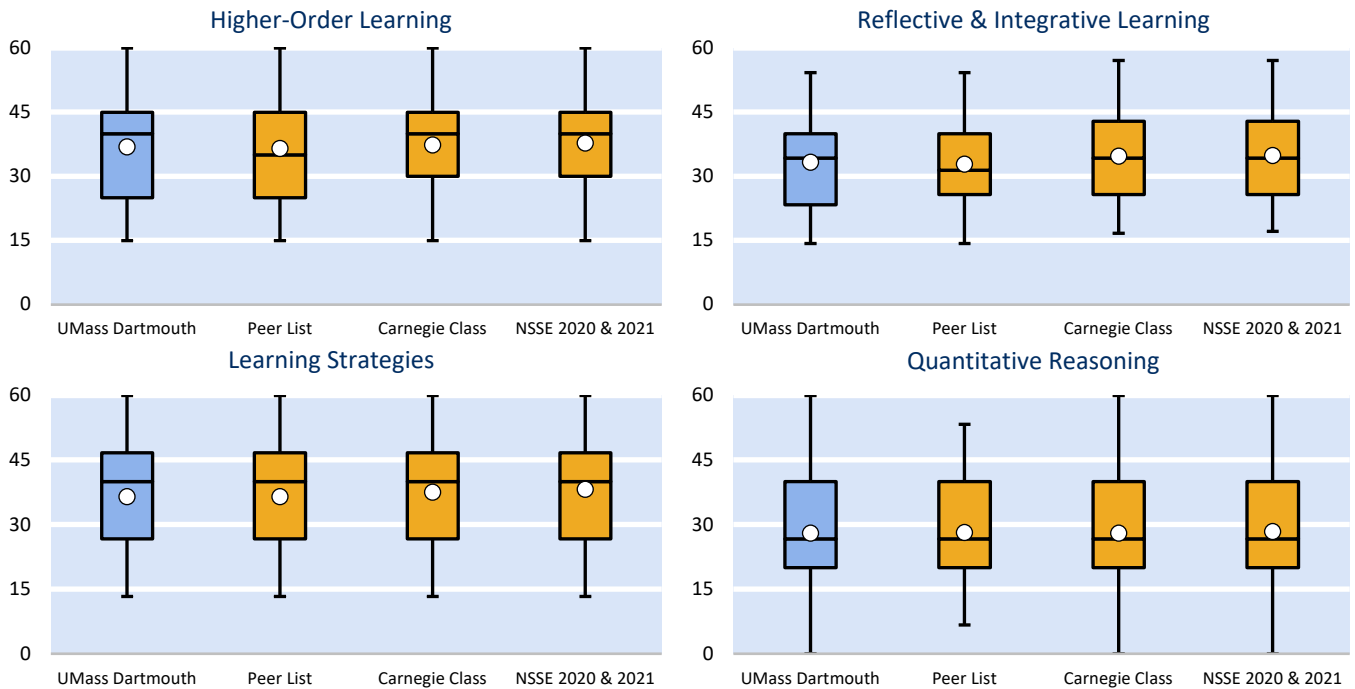
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UMass Dartmouth <i>Mean</i>	Your first-year students compared with					
		Peer List		Carnegie Class		NSSE 2020 & 2021	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Higher-Order Learning	36.9	36.6	.02	37.4	-.03	37.8	-.07
Reflective & Integrative Learning	33.4	32.9	.04	34.7 *	-.11	34.9 *	-.12
Learning Strategies	36.5	36.5	.00	37.5	-.08	38.2 *	-.12
Quantitative Reasoning	28.0	28.1	-.01	28.0	.00	28.4	-.02

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

Score Distributions



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 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 ^a between your FY students and		
		Peer List	Carnegie Class	NSSE 2020 & 2021
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	69	-1	+0	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-2	-4	-5
4d. Evaluating a point of view, decision, or information source	69	+5	+1	-1
4e. Forming a new idea or understanding from various pieces of information	61	-3	-7	-8
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	44	-2	-6	-6
2b. Connected your learning to societal problems or issues	46	+3	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+10	-0	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	+1	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-3	-6	-6
2f. Learned something that changed the way you understand an issue or concept	59	-2	-6	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	69	-6	-7	-7
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-1	-4	-5
9b. Reviewed your notes after class	62	-2	-3	-4
9c. Summarized what you learned in class or from course materials	62	+4	+0	-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.)	53	-2	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-2	-4	-5
6c. Evaluated what others have concluded from numerical information	37	-4	-3	-3

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

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

Academic Challenge: Seniors

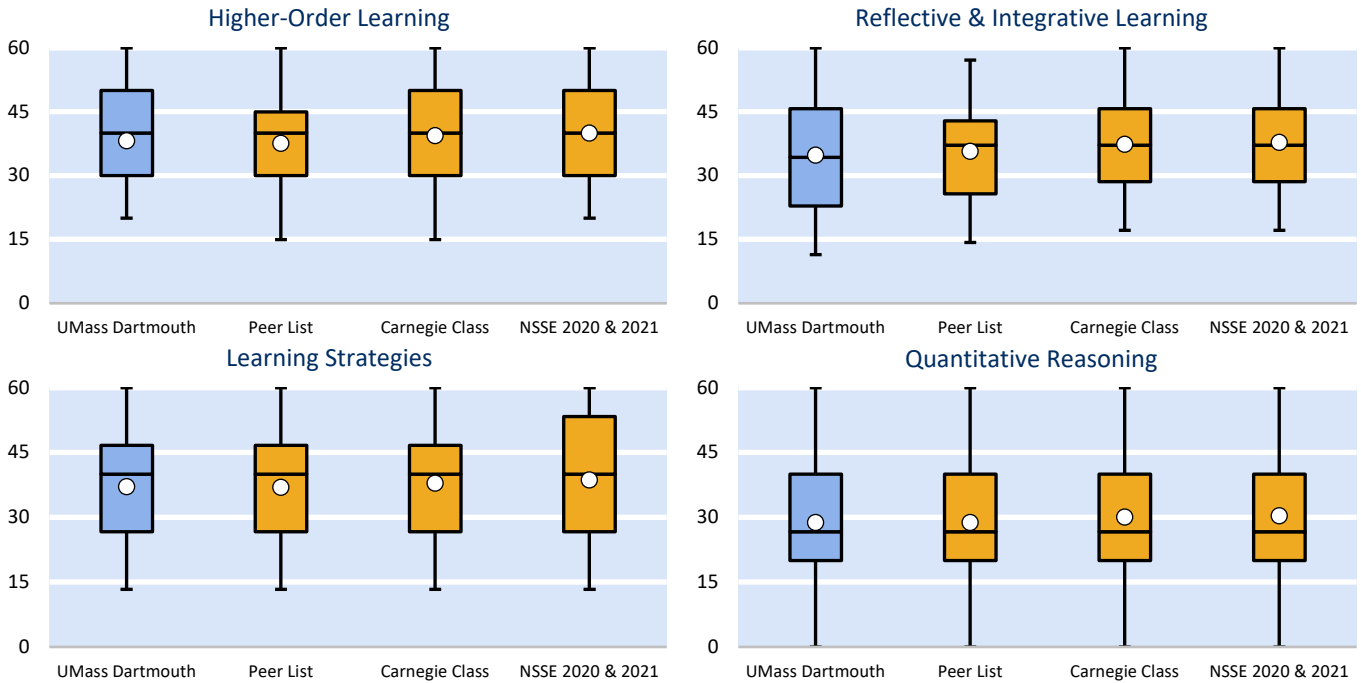
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		Peer List		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	37.5	.05	39.4	-.09	39.9	-.13
Reflective & Integrative Learning	34.8	35.7	-.07	37.4 **	-.20	37.8 **	-.23
Learning Strategies	37.1	37.0	.01	37.9	-.05	38.6	-.10
Quantitative Reasoning	28.8	28.8	.00	30.1	-.08	30.4	-.10

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: Seniors (continued)

Performance on Indicator Items

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

Higher-Order Learning	UMass Dartmouth	Percentage point difference ^a between your seniors and		
		Peer List	Carnegie Class	NSSE 2020 & 2021
<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	73	-1	-3	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-1	-4	-5
4d. Evaluating a point of view, decision, or information source	66	+4	-2	-5
4e. Forming a new idea or understanding from various pieces of information	67	+1	-4	-6
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	59	-6	-8	-7
2b. Connected your learning to societal problems or issues	57	+4	-2	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+6	+1	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-4	-8	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-1	-5	-6
2f. Learned something that changed the way you understand an issue or concept	59	-7	-11	-12
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-5	-7	-8
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-0	-3	-5
9b. Reviewed your notes after class	60	-1	-2	-3
9c. Summarized what you learned in class or from course materials	62	+1	-1	-3
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.)	46	-9	-9	-9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+3	-2	-3
6c. Evaluated what others have concluded from numerical information	42	-1	-3	-4

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

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

Learning with Peers: First-year students

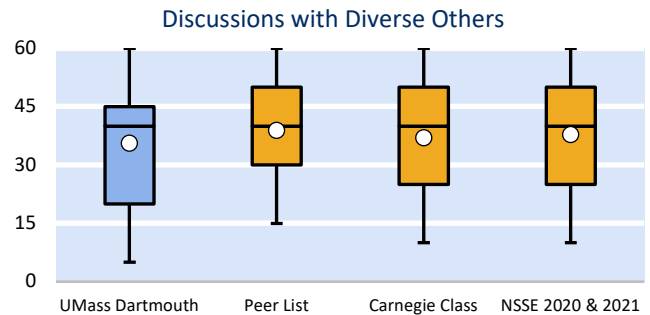
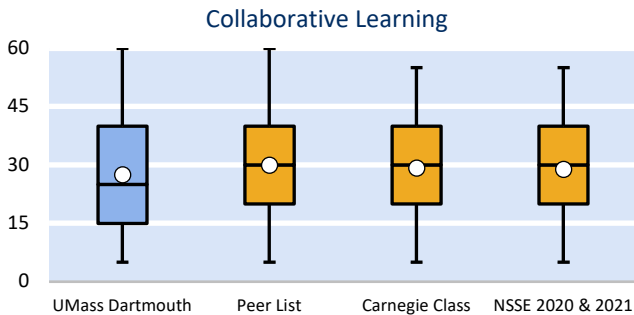
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.6	30.0 **	-.16	29.2 *	-.11	29.0	-.09
Discussions with Diverse Others	35.6	39.0 ***	-.22	37.1	-.09	37.9 **	-.14

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

Score Distributions



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

Performance on Indicator Items

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

	UMass Dartmouth %	Percentage point difference ^a between your FY students and		
		Peer List	Carnegie Class	NSSE 2020 & 2021
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	41	-7	-5	-4
1c. Explained course material to one or more students	42	-10	-7	-6
1d. Prepared for exams by discussing or working through course material with other students	39	-5	-3	-3
1e. Worked with other students on course projects or assignments	42	-5	-5	-5
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	65	-2	+1	-3
8b. People from an economic background other than your own	63	-6	-4	-5
8c. People with religious beliefs other than your own	55	-13	-5	-7
8d. People with political views other than your own	55	-9	-6	-6

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

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

Learning with Peers: Seniors

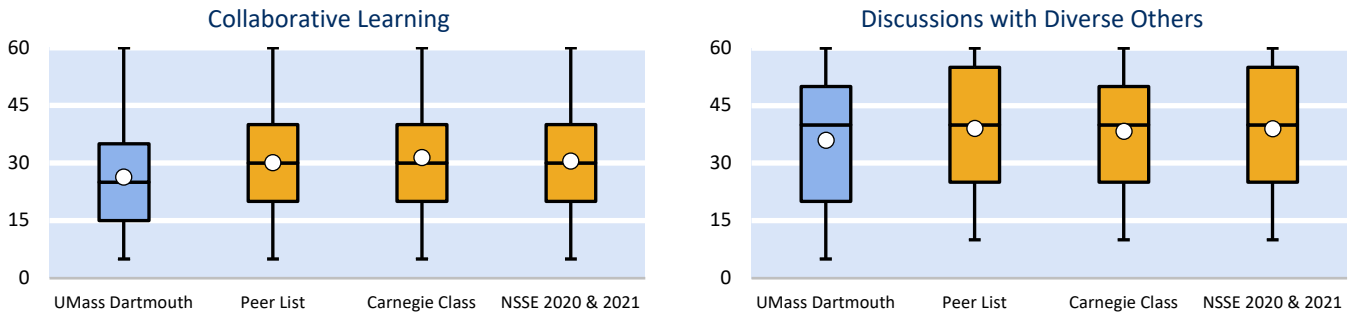
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Peer List		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.4	30.2 ***	-.24	31.5 ***	-.33	30.6 ***	-.26
Discussions with Diverse Others	36.0	39.1 **	-.19	38.3 *	-.14	39.0 **	-.19

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

Score Distributions



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

Performance on Indicator Items

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

	UMass Dartmouth %	Percentage point difference ^a between your seniors and		
		Peer List	Carnegie Class	NSSE 2020 & 2021
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	33	-7	-10	-8
1c. Explained course material to one or more students	42	-9	-13	-11
1d. Prepared for exams by discussing or working through course material with other students	33	-9	-11	-10
1e. Worked with other students on course projects or assignments	50	-9	-11	-10
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	66	-1	+0	-4
8b. People from an economic background other than your own	65	-3	-4	-5
8c. People with religious beliefs other than your own	57	-12	-7	-9
8d. People with political views other than your own	53	-9	-9	-9

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

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

Experiences with Faculty: First-year students

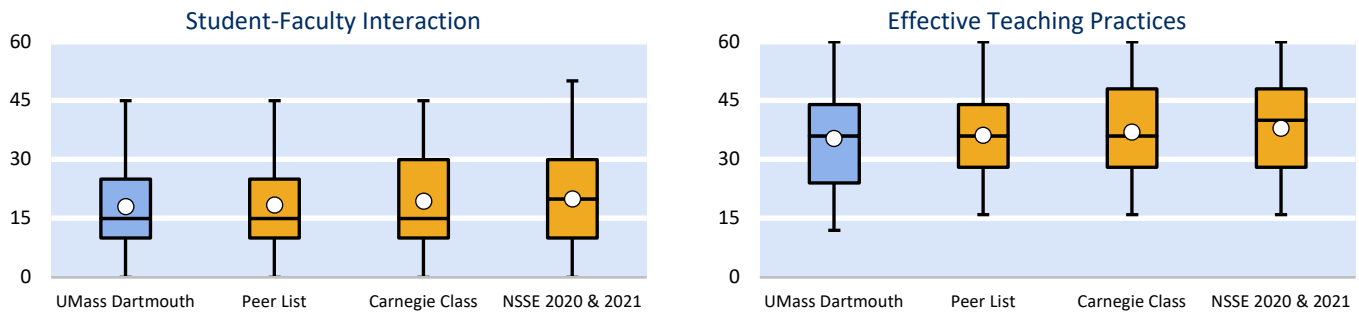
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.1	18.4	-.02	19.5 *	-.10	20.0 **	-.13
Effective Teaching Practices	35.4	36.2	-.06	37.0 *	-.12	38.0 ***	-.20

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	UMass Dartmouth %	Percentage point difference ^a between your FY students and		
		Peer List	Carnegie Class	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	24	-7	-10	-11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-1	-3	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	+0	-2	-3
3d. Discussed your academic performance with a faculty member	24	+0	-3	-4
<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	69	-5	-5	-7
5b. Taught course sessions in an organized way	63	-10	-8	-9
5c. Used examples or illustrations to explain difficult points	62	-9	-9	-10
5d. Provided feedback on a draft or work in progress	58	+5	-1	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	49	-2	-5	-9

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

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

Experiences with Faculty: Seniors

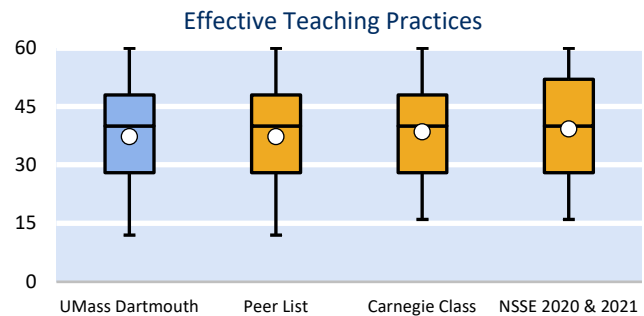
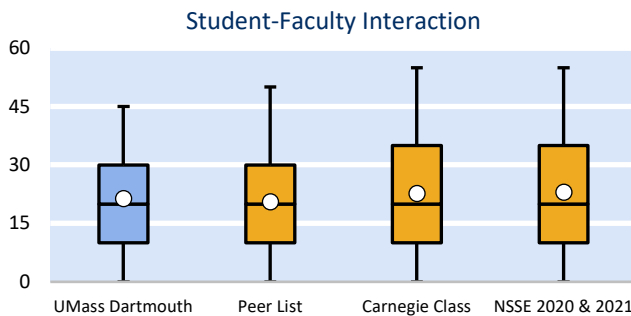
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		Peer List		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.3	20.5	.05	22.7	-.09	23.0	-.10
Effective Teaching Practices	37.3	37.3	.00	38.5	-.09	39.2 *	-.14

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	UMass Dartmouth %	Percentage point difference ^a between your seniors and		
		Peer List	Carnegie Class	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	+3	-2	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-2	-6	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+1	-2	-3
3d. Discussed your academic performance with a faculty member	27	+2	-3	-4
<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	75	-2	-2	-4
5b. Taught course sessions in an organized way	73	-2	-0	-2
5c. Used examples or illustrations to explain difficult points	69	-4	-5	-6
5d. Provided feedback on a draft or work in progress	57	+5	-2	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+5	-0	-2

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

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

Campus Environment: First-year students

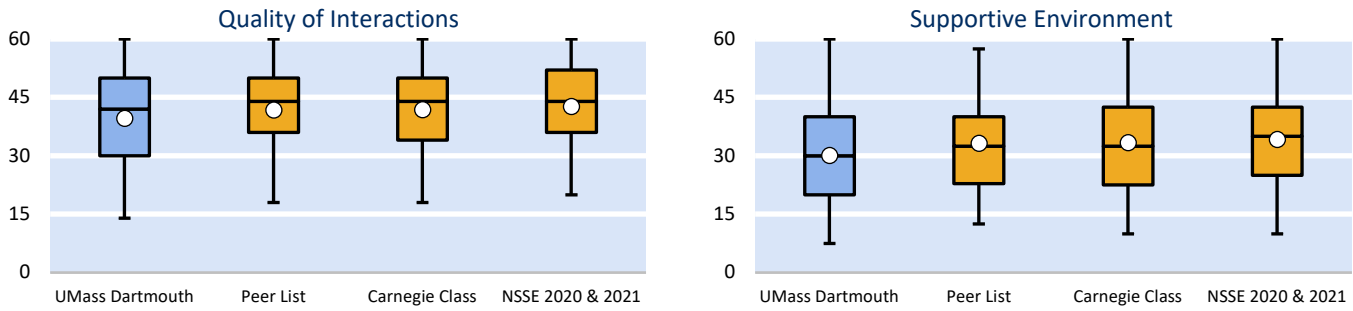
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your first-year students compared with					
		Peer List		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.6	41.7 **	-.18	41.8 **	-.17	42.7 ***	-.25
Supportive Environment	30.1	33.1 ***	-.23	33.4 ***	-.24	34.2 ***	-.29

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UMass Dartmouth %	Percentage point difference ^a between your FY students and		
		Peer List	Carnegie Class	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-5	-4	-6
13b. Academic advisors	48	-2	-5	-6
13c. Faculty	43	-3	-5	-9
13d. Student services staff (career services, student activities, housing, etc.)	44	-1	-1	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-3	-3	-6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	61	-12	-10	-12
14c. Using learning support services (tutoring services, writing center, etc.)	64	-9	-9	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-2	-2	-4
14e. Providing opportunities to be involved socially	57	-7	-6	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-10	-10	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	-1	-4	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37	-18	-17	-19
14i. Attending events that address important social, economic, or political issues	40	+4	-3	-5

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

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

Campus Environment: Seniors

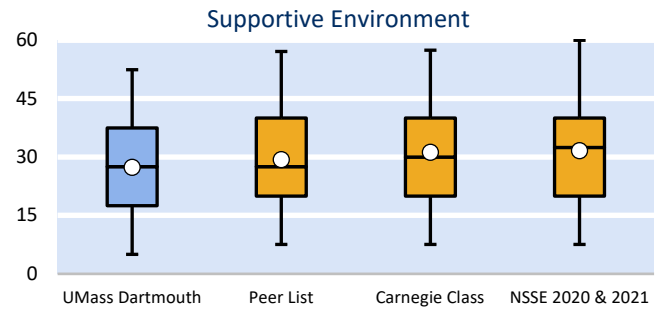
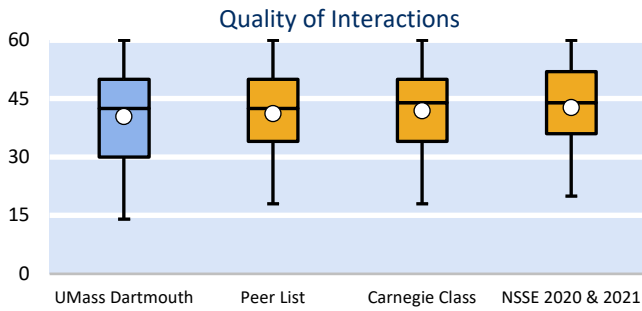
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMass Dartmouth Mean	Your seniors compared with					
		Peer List		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	41.2	-.06	42.0	-.12	42.8 *	-.19
Supportive Environment	27.4	29.4	-.14	31.3 ***	-.27	31.7 ***	-.29

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UMass Dartmouth %	Percentage point difference ^a between your seniors and		
		Peer List	Carnegie Class	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-6	-8	-9
13b. Academic advisors	55	+10	+5	+2
13c. Faculty	49	-4	-6	-8
13d. Student services staff (career services, student activities, housing, etc.)	44	+2	+1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-10	-10	-12
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	62	-1	-4	-6
14c. Using learning support services (tutoring services, writing center, etc.)	56	-5	-8	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	+1	-3	-5
14e. Providing opportunities to be involved socially	46	-11	-16	-16
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	46	-8	-12	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	+1	-4	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	-5	-10	-11
14i. Attending events that address important social, economic, or political issues	37	+5	-3	-4

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

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

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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		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	36.9	39.2 **	-.18		41.9 ***	-.39	
<i>Academic Challenge</i>	Reflective and Integrative Learning	33.4	36.5 ***	-.26		39.1 ***	-.49	
	Learning Strategies	36.5	39.7 ***	-.23		43.0 ***	-.45	
	Quantitative Reasoning	28.0	29.7 *	-.11		32.5 ***	-.29	
<i>Learning with Peers</i>	Collaborative Learning	27.6	33.9 ***	-.45		37.0 ***	-.69	
	Discussions with Diverse Others	35.6	40.6 ***	-.33		43.8 ***	-.57	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.1	23.2 ***	-.35		27.8 ***	-.64	
	Effective Teaching Practices	35.4	40.4 ***	-.37		43.2 ***	-.58	
<i>Campus Environment</i>	Quality of Interactions	39.6	45.1 ***	-.48		47.7 ***	-.65	
	Supportive Environment	30.1	36.8 ***	-.50		39.9 ***	-.76	
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	38.2	41.6 ***	-.25		43.9 ***	-.44	
<i>Academic Challenge</i>	Reflective and Integrative Learning	34.8	39.7 ***	-.40		42.5 ***	-.65	
	Learning Strategies	37.1	40.6 ***	-.24		43.5 ***	-.45	
	Quantitative Reasoning	28.8	31.6 *	-.17		34.8 ***	-.38	
<i>Learning with Peers</i>	Collaborative Learning	26.4	35.0 ***	-.61		38.8 ***	-.92	
	Discussions with Diverse Others	36.0	41.2 ***	-.34		44.2 ***	-.54	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.3	28.5 ***	-.45		33.6 ***	-.78	
	Effective Teaching Practices	37.3	41.5 ***	-.30		44.6 ***	-.55	
<i>Campus Environment</i>	Quality of Interactions	40.5	45.2 ***	-.39		48.2 ***	-.65	
	Supportive Environment	27.4	34.1 ***	-.47		37.2 ***	-.68	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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	SE ^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 = 350)	36.9	14.0	.75	15	25	40	45	60				
Peer List	36.6	13.3	.23	15	25	35	45	60	3,671	.3	.673	.024
Carnegie Class	37.4	13.4	.08	15	30	40	45	60	31,964	-.5	.523	-.034
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	174,658	-.9	.215	-.066
Top 50%	39.2	13.2	.04	20	30	40	50	60	351	-2.3	.002	-.177
Top 10%	41.9	12.9	.12	20	35	40	55	60	366	-5.0	.000	-.385
Reflective & Integrative Learning												
UMass Dartmouth (N = 375)	33.4	12.3	.64	14	23	34	40	54				
Peer List	32.9	11.8	.19	14	26	31	40	54	4,109	.5	.466	.039
Carnegie Class	34.7	12.1	.07	17	26	34	43	57	35,016	-1.4	.028	-.114
NSSE 2020 & 2021	34.9	12.2	.03	17	26	34	43	57	190,747	-1.5	.016	-.125
Top 50%	36.5	12.0	.04	17	29	37	46	57	93,760	-3.1	.000	-.262
Top 10%	39.1	11.8	.11	20	31	40	49	60	11,012	-5.8	.000	-.490
Learning Strategies												
UMass Dartmouth (N = 345)	36.5	14.4	.77	13	27	40	47	60				
Peer List	36.5	13.7	.25	13	27	40	47	60	3,432	.0	.984	-.001
Carnegie Class	37.5	13.9	.08	13	27	40	47	60	29,971	-1.1	.155	-.077
NSSE 2020 & 2021	38.2	14.0	.03	13	27	40	47	60	163,058	-1.7	.024	-.121
Top 50%	39.7	14.0	.05	20	27	40	53	60	85,666	-3.3	.000	-.234
Top 10%	43.0	14.3	.12	20	33	40	60	60	15,507	-6.5	.000	-.455
Quantitative Reasoning												
UMass Dartmouth (N = 344)	28.0	15.7	.84	0	20	27	40	60				
Peer List	28.1	14.4	.26	7	20	27	40	53	408	-.1	.912	-.007
Carnegie Class	28.0	15.2	.09	0	20	27	40	60	30,392	.0	.990	.001
NSSE 2020 & 2021	28.4	15.4	.04	0	20	27	40	60	165,745	-.4	.667	-.023
Top 50%	29.7	15.3	.05	7	20	27	40	60	104,918	-1.7	.042	-.110
Top 10%	32.5	15.5	.13	7	20	33	40	60	14,066	-4.4	.000	-.286
Learning with Peers												
Collaborative Learning												
UMass Dartmouth (N = 398)	27.6	15.2	.76	5	15	25	40	60				
Peer List	30.0	15.0	.23	5	20	30	40	60	4,560	-2.5	.002	-.164
Carnegie Class	29.2	14.7	.08	5	20	30	40	55	38,205	-1.7	.023	-.115
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	207,444	-1.4	.066	-.092
Top 50%	33.9	13.9	.04	10	25	35	45	60	399	-6.3	.000	-.455
Top 10%	37.0	13.6	.08	15	25	40	45	60	407	-9.4	.000	-.691
Discussions with Diverse Others												
UMass Dartmouth (N = 348)	35.6	16.6	.89	5	20	40	45	60				
Peer List	39.0	15.3	.27	15	30	40	50	60	416	-3.3	.000	-.215
Carnegie Class	37.1	15.8	.09	10	25	40	50	60	30,194	-1.5	.086	-.093
NSSE 2020 & 2021	37.9	16.1	.04	10	25	40	50	60	164,239	-2.2	.010	-.138
Top 50%	40.6	15.2	.05	15	30	40	55	60	348	-5.0	.000	-.329
Top 10%	43.8	14.4	.12	20	35	45	60	60	359	-8.2	.000	-.567

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UMass Dartmouth (N = 371)	18.1	13.1	.68	0	10	15	25	45				
Peer List	18.4	13.9	.23	0	10	15	25	45	3,877	-.3	.660	-.024
Carnegie Class	19.5	14.3	.08	0	10	15	30	45	380	-1.4	.045	-.096
NSSE 2020 & 2021	20.0	14.5	.03	0	10	20	30	50	372	-1.9	.005	-.133
Top 50%	23.2	14.7	.06	0	10	20	30	50	375	-5.1	.000	-.345
Top 10%	27.8	15.2	.18	5	15	25	40	60	422	-9.7	.000	-.641
Effective Teaching Practices												
UMass Dartmouth (N = 359)	35.4	14.1	.75	12	24	36	44	60				
Peer List	36.2	12.9	.23	16	28	36	44	60	426	-.8	.279	-.065
Carnegie Class	37.0	13.4	.08	16	28	36	48	60	31,812	-1.7	.020	-.123
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	173,738	-2.6	.000	-.195
Top 50%	40.4	13.5	.05	20	32	40	52	60	68,835	-5.0	.000	-.373
Top 10%	43.2	13.4	.14	20	36	44	56	60	9,791	-7.8	.000	-.581
Campus Environment												
Quality of Interactions												
UMass Dartmouth (N = 306)	39.6	13.8	.79	14	30	42	50	60				
Peer List	41.7	11.8	.22	18	36	44	50	60	356	-2.1	.010	-.177
Carnegie Class	41.8	12.4	.08	18	34	44	50	60	311	-2.2	.006	-.175
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	306	-3.1	.000	-.246
Top 50%	45.1	11.5	.05	24	38	46	54	60	308	-5.5	.000	-.476
Top 10%	47.7	12.3	.11	24	40	50	58	60	317	-8.1	.000	-.653
Supportive Environment												
UMass Dartmouth (N = 325)	30.1	14.5	.80	8	20	30	40	60				
Peer List	33.1	13.2	.24	13	23	33	40	58	3,308	-3.1	.000	-.230
Carnegie Class	33.4	14.0	.08	10	23	33	43	60	28,993	-3.3	.000	-.235
NSSE 2020 & 2021	34.2	14.0	.04	10	25	35	43	60	157,629	-4.1	.000	-.293
Top 50%	36.8	13.5	.05	15	28	38	45	60	74,002	-6.8	.000	-.502
Top 10%	39.9	12.8	.13	18	33	40	50	60	342	-9.8	.000	-.763

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UMass Dartmouth (N = 225)	38.2	13.8	.92	20	30	40	50	60				
Peer List	37.5	14.1	.21	15	30	40	45	60	4,838	.6	.509	.045
Carnegie Class	39.4	14.0	.08	15	30	40	50	60	33,478	-1.2	.199	-.086
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	191,330	-1.8	.056	-.128
Top 50%	41.6	13.6	.05	20	35	40	55	60	80,806	-3.4	.000	-.250
Top 10%	43.9	13.0	.14	20	35	40	55	60	9,053	-5.7	.000	-.438
Reflective & Integrative Learning												
UMass Dartmouth (N = 247)	34.8	14.2	.91	11	23	34	46	60				
Peer List	35.7	12.8	.18	14	26	37	43	57	266	-.9	.352	-.067
Carnegie Class	37.4	12.9	.07	17	29	37	46	60	248	-2.5	.005	-.198
NSSE 2020 & 2021	37.8	12.8	.03	17	29	37	46	60	246	-3.0	.001	-.235
Top 50%	39.7	12.4	.04	20	31	40	49	60	247	-4.9	.000	-.399
Top 10%	42.5	11.7	.15	23	34	43	51	60	258	-7.7	.000	-.649
Learning Strategies												
UMass Dartmouth (N = 217)	37.1	15.2	1.03	13	27	40	47	60				
Peer List	37.0	15.1	.23	13	27	40	47	60	4,586	.1	.894	.009
Carnegie Class	37.9	14.9	.08	13	27	40	47	60	31,591	-.8	.423	-.055
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	181,238	-1.5	.122	-.105
Top 50%	40.6	14.6	.05	20	33	40	53	60	92,229	-3.5	.000	-.237
Top 10%	43.5	14.2	.13	20	33	40	60	60	12,194	-6.4	.000	-.448
Quantitative Reasoning												
UMass Dartmouth (N = 220)	28.8	16.6	1.12	0	20	27	40	60				
Peer List	28.8	16.0	.24	0	20	27	40	60	4,653	.0	.976	.002
Carnegie Class	30.1	16.4	.09	0	20	27	40	60	32,053	-1.3	.246	-.078
NSSE 2020 & 2021	30.4	16.4	.04	0	20	27	40	60	183,610	-1.6	.156	-.096
Top 50%	31.6	16.3	.05	0	20	33	40	60	112,601	-2.8	.011	-.172
Top 10%	34.8	15.8	.15	7	20	33	47	60	11,296	-6.0	.000	-.382
Learning with Peers												
Collaborative Learning												
UMass Dartmouth (N = 251)	26.4	16.5	1.04	5	15	25	35	60				
Peer List	30.2	15.7	.22	5	20	30	40	60	5,545	-3.8	.000	-.242
Carnegie Class	31.5	15.5	.08	5	20	30	40	60	38,010	-5.1	.000	-.327
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	215,413	-4.2	.000	-.265
Top 50%	35.0	14.2	.04	10	25	35	45	60	251	-8.7	.000	-.611
Top 10%	38.8	13.4	.12	15	30	40	50	60	257	-12.5	.000	-.925
Discussions with Diverse Others												
UMass Dartmouth (N = 218)	36.0	17.2	1.17	5	20	40	50	60				
Peer List	39.1	16.5	.25	10	25	40	55	60	4,610	-3.1	.006	-.189
Carnegie Class	38.3	16.2	.09	10	25	40	50	60	31,752	-2.3	.034	-.144
NSSE 2020 & 2021	39.0	16.3	.04	10	25	40	55	60	182,045	-3.0	.006	-.186
Top 50%	41.2	15.6	.05	15	30	40	60	60	217	-5.3	.000	-.336
Top 10%	44.2	15.0	.11	20	35	45	60	60	221	-8.2	.000	-.544

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UMass Dartmouth (N = 236)	21.3	14.6	.95	0	10	20	30	45				
Peer List	20.5	15.3	.22	0	10	20	30	50	4,988	.8	.439	.052
Carnegie Class	22.7	16.1	.09	0	10	20	35	55	239	-1.4	.152	-.085
NSSE 2020 & 2021	23.0	16.0	.04	0	10	20	35	55	236	-1.7	.080	-.104
Top 50%	28.5	16.0	.08	5	15	25	40	60	239	-7.2	.000	-.451
Top 10%	33.6	15.9	.22	10	20	35	45	60	261	-12.3	.000	-.776
Effective Teaching Practices												
UMass Dartmouth (N = 232)	37.3	14.6	.96	12	28	40	48	60				
Peer List	37.3	13.9	.20	12	28	40	48	60	4,841	.0	.998	.000
Carnegie Class	38.5	14.3	.08	16	28	40	48	60	33,395	-1.2	.188	-.087
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	190,841	-1.9	.037	-.137
Top 50%	41.5	13.9	.05	16	32	40	52	60	68,503	-4.2	.000	-.305
Top 10%	44.6	13.3	.15	20	36	44	56	60	8,528	-7.3	.000	-.545
Campus Environment												
Quality of Interactions												
UMass Dartmouth (N = 201)	40.5	13.7	.97	14	30	43	50	60				
Peer List	41.2	12.7	.20	18	34	43	50	60	218	-.7	.480	-.055
Carnegie Class	42.0	12.5	.07	18	34	44	50	60	203	-1.5	.126	-.119
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	201	-2.3	.018	-.186
Top 50%	45.2	11.9	.05	22	38	48	54	60	201	-4.7	.000	-.393
Top 10%	48.2	11.9	.10	25	42	50	60	60	204	-7.7	.000	-.646
Supportive Environment												
UMass Dartmouth (N = 212)	27.4	14.1	.97	5	18	28	38	53				
Peer List	29.4	14.2	.22	8	20	28	40	57	4,453	-1.9	.055	-.135
Carnegie Class	31.3	14.4	.08	8	20	30	40	58	30,733	-3.9	.000	-.269
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	176,536	-4.2	.000	-.293
Top 50%	34.1	14.2	.05	10	23	35	43	60	71,046	-6.7	.000	-.471
Top 10%	37.2	14.3	.15	13	28	38	48	60	9,303	-9.7	.000	-.683

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

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

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

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

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

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

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