



NSSE 2014

Engagement Indicators

University of Minnesota Duluth

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 UMD Peers	Your first-year students compared with Competitors	Your first-year students compared with National Comparison
<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 UMD Peers	Your seniors compared with Competitors	Your seniors compared with National Comparison
<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

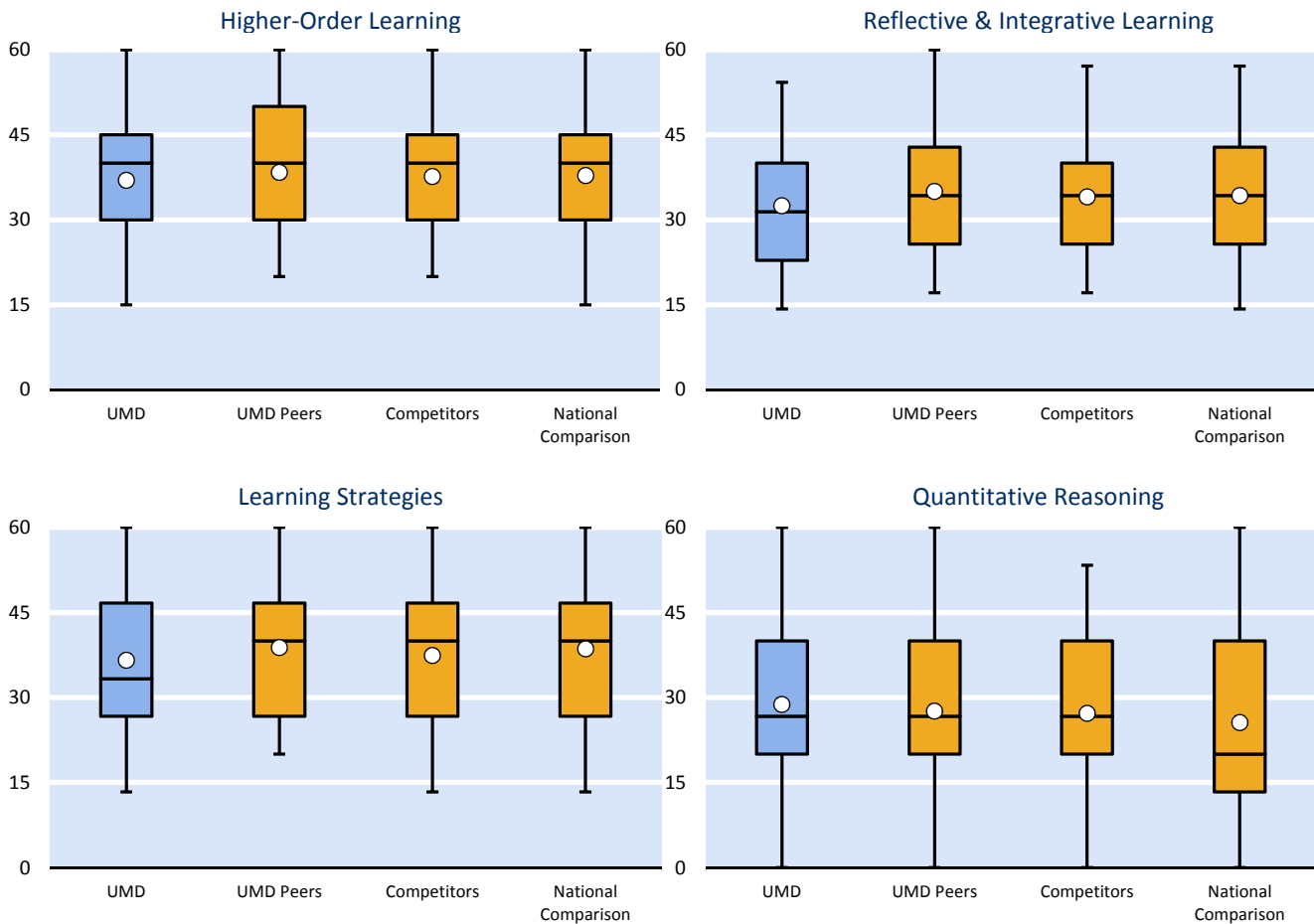
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UMD Mean	Your first-year students compared with					
		UMD Peers		Competitors		National Comparison	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	38.3 **	-.10	37.6	-.05	37.8	-.06
Reflective & Integrative Learning	32.5	35.0 ***	-.21	34.1 ***	-.13	34.3 ***	-.15
Learning Strategies	36.6	38.8 ***	-.16	37.5	-.06	38.6 ***	-.14
Quantitative Reasoning	28.8	27.6	.07	27.2 *	.10	25.6 ***	.20

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

	UMD	UMD Peers	Competitors	National Comparison
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	76 	75 	74 	70 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 	72 	71 	70 
4d. Evaluating a point of view, decision, or information source	61 	66 	65 	68 
4e. Forming a new idea or understanding from various pieces of information	61 	66 	65 	66 
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 	56 	56 	52 
2b. Connected your learning to societal problems or issues	41 	50 	49 	50 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	36 	47 	44 	47 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	51 	60 	57 	59 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	58 	66 	61 	63 
2f. Learned something that changed the way you understand an issue or concept	60 	64 	63 	63 
2g. Connected ideas from your courses to your prior experiences and knowledge	72 	76 	76 	74 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77 	80 	78 	79 
9b. Reviewed your notes after class	59 	64 	60 	66 
9c. Summarized what you learned in class or from course materials	55 	62 	59 	61 
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 	52 	52 	47 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	38 	37 	35 
6c. Evaluated what others have concluded from numerical information	40 	37 	36 	33 

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

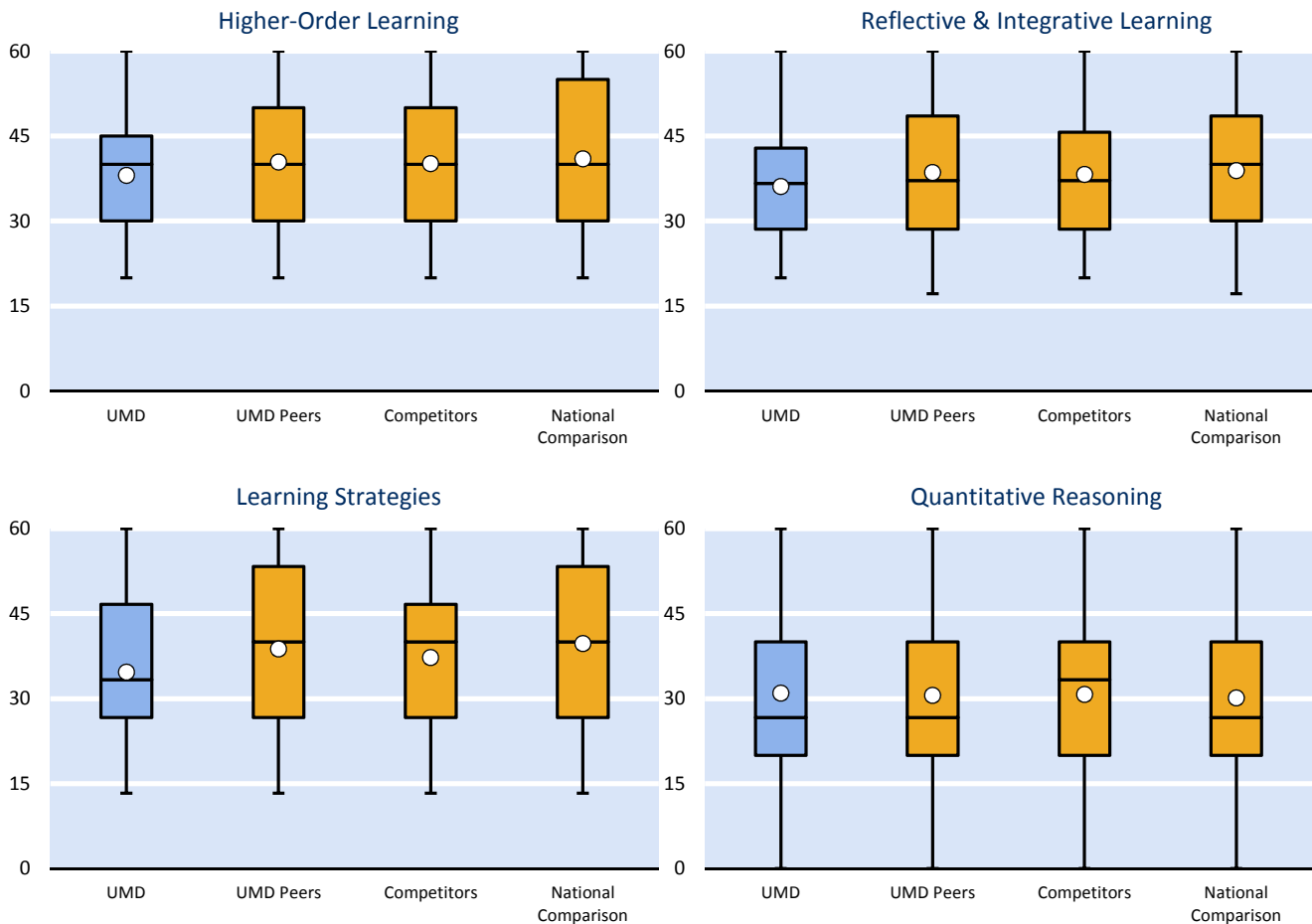
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UMD Mean	Your seniors compared with					
		UMD Peers		Competitors		National Comparison	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	40.4 ***	-.17	40.1 ***	-.15	41.0 ***	-.21
Reflective & Integrative Learning	36.1	38.6 ***	-.19	38.2 ***	-.17	38.9 ***	-.22
Learning Strategies	34.7	38.8 ***	-.28	37.3 ***	-.18	39.7 ***	-.35
Quantitative Reasoning	31.0	30.6	.02	30.7	.01	30.1	.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

	UMD	UMD Peers	Competitors	National Comparison
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	77 	80 	82 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72 	77 	77 	77 
4d. Evaluating a point of view, decision, or information source	59 	68 	66 	71 
4e. Forming a new idea or understanding from various pieces of information	65 	70 	68 	73 
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	74 	74 	74 	73 
2b. Connected your learning to societal problems or issues	57 	63 	63 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41 	52 	52 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57 	64 	62 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	69 	67 	71 
2f. Learned something that changed the way you understand an issue or concept	66 	70 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	84 	85 	85 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75 	81 	79 	83 
9b. Reviewed your notes after class	49 	60 	54 	62 
9c. Summarized what you learned in class or from course materials	53 	63 	58 	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.)	59 	56 	57 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43 	45 	45 	46 
6c. Evaluated what others have concluded from numerical information	45 	46 	47 	45 

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

Learning with Peers: First-year students

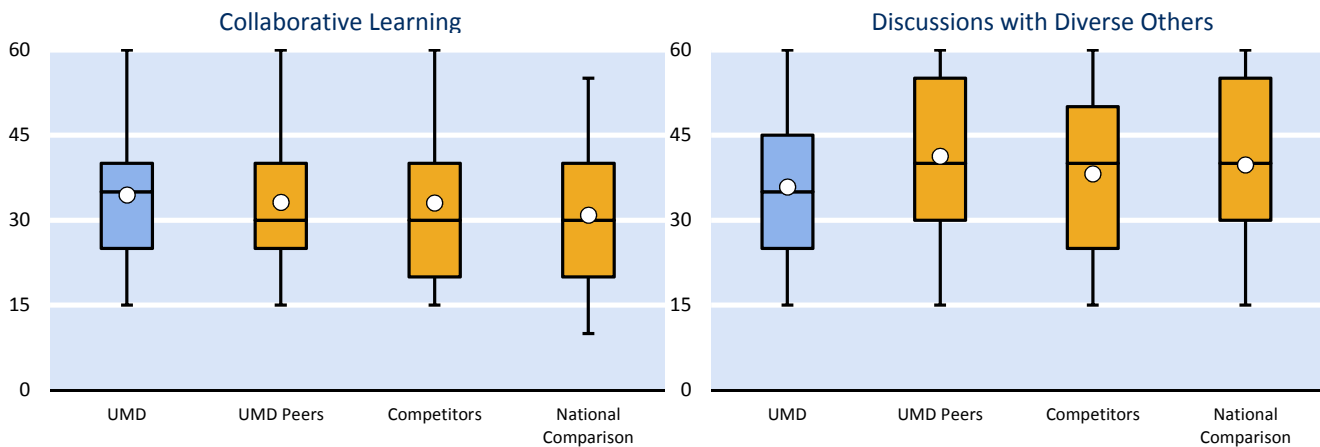
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UMD Mean	Your first-year students compared with					
		UMD Peers		Competitors		National Comparison	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.4	33.1 *	.10	33.0 **	.10	30.9 ***	.26
Discussions with Diverse Others	35.8	41.2 ***	-.35	38.1 ***	-.15	39.7 ***	-.25

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"...

	UMD	UMD Peers	Competitors	National Comparison
1e. Asked another student to help you understand course material	58	54	55	47
1f. Explained course material to one or more students	60	58	58	54
1g. Prepared for exams by discussing or working through course material with other students	54	50	50	45
1h. Worked with other students on course projects or assignments	56	55	52	48

Discussions with Diverse Others

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

	UMD	UMD Peers	Competitors	National Comparison
8a. People from a race or ethnicity other than your own	52	72	56	66
8b. People from an economic background other than your own	65	75	68	71
8c. People with religious beliefs other than your own	62	71	66	68
8d. People with political views other than your own	65	70	69	68

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

Learning with Peers: Seniors

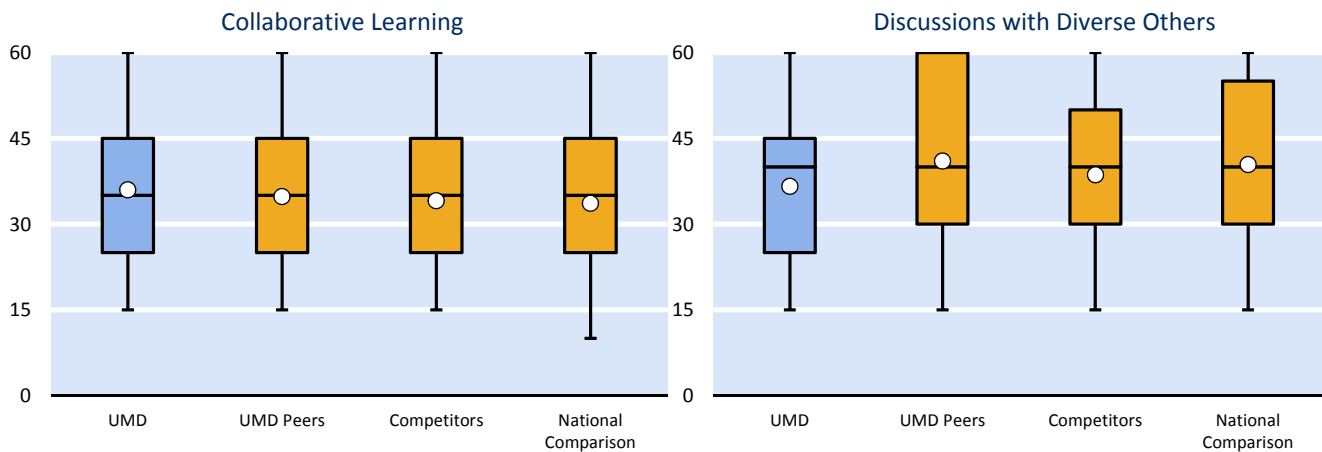
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UMD Mean	Your seniors compared with					
		UMD Peers		Competitors		National Comparison	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.0	34.8 *	.08	34.1 ***	.14	33.7 ***	.17
Discussions with Diverse Others	36.6	41.1 ***	-.29	38.6 ***	-.13	40.4 ***	-.25

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"...

	UMD	UMD Peers	Competitors	National Comparison
1e. Asked another student to help you understand course material	51	47	48	43
1f. Explained course material to one or more students	65	64	62	62
1g. Prepared for exams by discussing or working through course material with other students	52	50	47	48
1h. Worked with other students on course projects or assignments	76	70	69	67

Discussions with Diverse Others

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

	UMD	UMD Peers	Competitors	National Comparison
8a. People from a race or ethnicity other than your own	53	67	59	66
8b. People from an economic background other than your own	66	73	68	72
8c. People with religious beliefs other than your own	62	71	67	70
8d. People with political views other than your own	68	71	70	71

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

Experiences with Faculty: First-year students

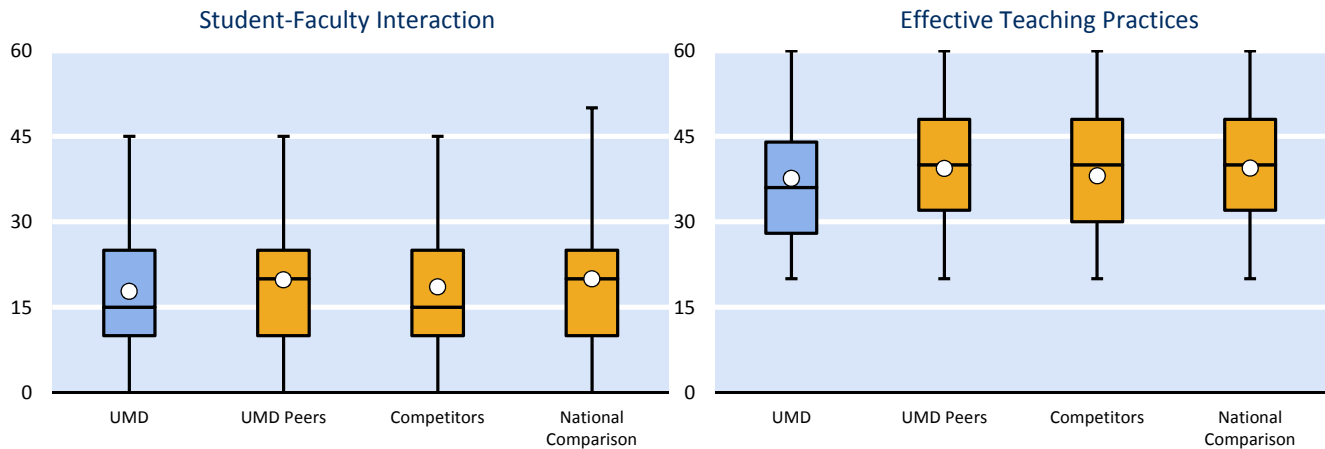
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Your first-year students compared with						
	UMD	UMD Peers		Competitors		National Comparison	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.8	19.8 ***	-.15	18.6	-.06	20.0 ***	-.16
Effective Teaching Practices	37.6	39.4 ***	-.14	38.1	-.04	39.4 ***	-.14

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

Student-Faculty Interaction

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

	UMD	UMD Peers	Competitors	National Comparison
3a. Talked about career plans with a faculty member	26	31	28	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	18	16	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	24	21	23
3d. Discussed your academic performance with a faculty member	19	28	20	27

Effective Teaching Practices

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

	UMD	UMD Peers	Competitors	National Comparison
5a. Clearly explained course goals and requirements	79	81	80	81
5b. Taught course sessions in an organized way	75	79	79	78
5c. Used examples or illustrations to explain difficult points	75	78	77	76
5d. Provided feedback on a draft or work in progress	56	62	58	64
5e. Provided prompt and detailed feedback on tests or completed assignments	56	60	56	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

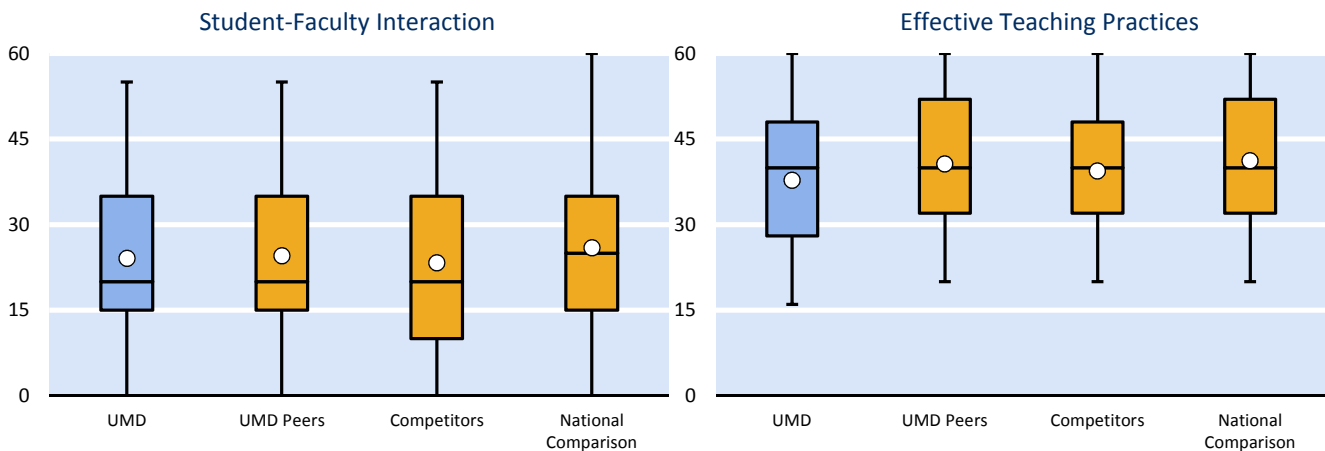
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		UMD Peers		Competitors		National Comparison	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.0	24.5	-.03	23.3	.05	25.9 ***	-.12
Effective Teaching Practices	37.7	40.6 ***	-.22	39.4 ***	-.13	41.2 ***	-.26

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

Student-Faculty Interaction

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

	UMD	UMD Peers	Competitors	National Comparison
3a. Talked about career plans with a faculty member	40	43	41	47
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	27	27	30
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	35	32	39
3d. Discussed your academic performance with a faculty member	28	32	27	37

Effective Teaching Practices

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

	UMD	UMD Peers	Competitors	National Comparison
5a. Clearly explained course goals and requirements	77	83	82	83
5b. Taught course sessions in an organized way	78	82	81	82
5c. Used examples or illustrations to explain difficult points	77	81	80	81
5d. Provided feedback on a draft or work in progress	56	61	56	64
5e. Provided prompt and detailed feedback on tests or completed assignments	62	66	63	68

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

Campus Environment: First-year students

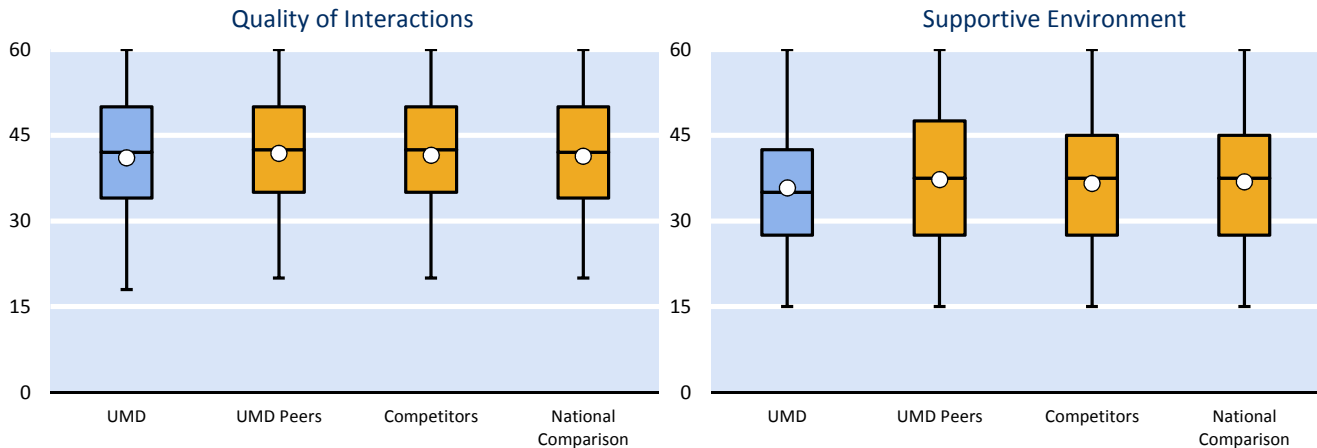
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Your first-year students compared with							
	UMD		UMD Peers		Competitors		National Comparison	
	Mean	Effect size	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0		41.8	-.07	41.5	-.04	41.3	-.02
Supportive Environment	35.8		37.2 **	-.11	36.6	-.06	36.8 *	-.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

Quality of Interactions

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

	UMD	UMD Peers	Competitors	National Comparison
13a. Students	63	61	62	57
13b. Academic advisors	44	48	45	49
13c. Faculty	41	48	45	49
13d. Student services staff (career services, student activities, housing, etc.)	43	44	45	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	40	41	41

Supportive Environment

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

	UMD	UMD Peers	Competitors	National Comparison
14b. Providing support to help students succeed academically	75	80	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	78	78	76	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	57	54	55
14e. Providing opportunities to be involved socially	73	72	74	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	76	75	73
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	45	41	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	67	70	68
14i. Attending events that address important social, economic, or political issues	47	50	50	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

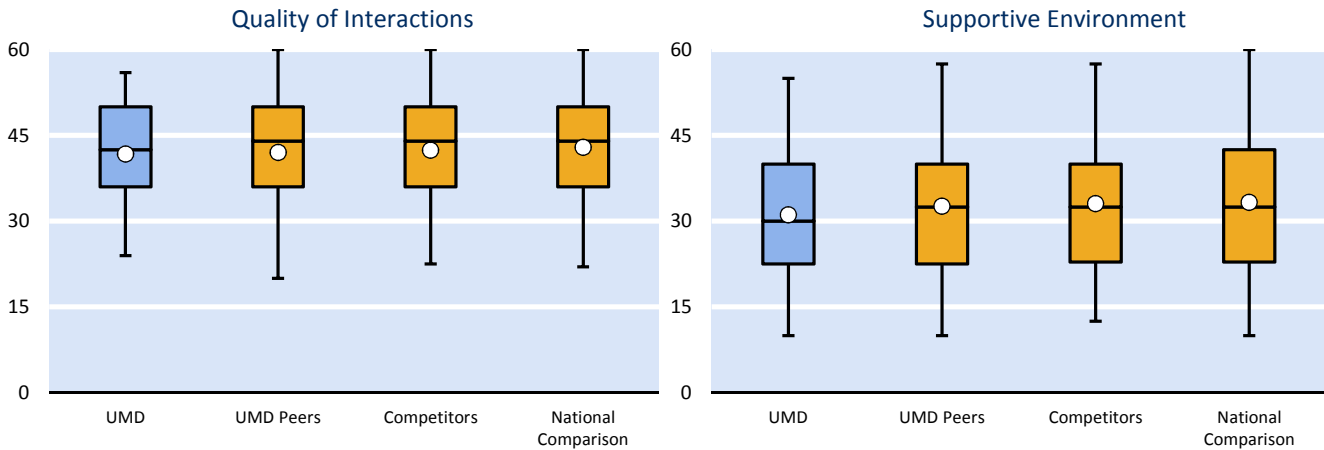
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMD Mean	Your seniors compared with					
		UMD Peers		Competitors		National Comparison	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	42.0	-.02	42.4	-.06	42.9 **	-.10
Supportive Environment	31.1	32.6 **	-.11	33.1 ***	-.15	33.3 ***	-.16

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...

	UMD	UMD Peers	Competitors	National Comparison
13a. Students	67	64	66	63
13b. Academic advisors	43	47	48	54
13c. Faculty	52	60	55	61
13d. Student services staff (career services, student activities, housing, etc.)	40	39	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	39	41	43

Supportive Environment

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

	UMD	UMD Peers	Competitors	National Comparison
14b. Providing support to help students succeed academically	65	73	71	73
14c. Using learning support services (tutoring services, writing center, etc.)	61	64	65	68
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	47	45	49
14e. Providing opportunities to be involved socially	65	67	69	68
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	66	68	66
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	27	28	30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	57	62	59
14i. Attending events that address important social, economic, or political issues	42	42	46	48

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		UMD	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>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.0	40.6 ***	-.27		42.7 ***	-.42		
	Reflective and Integrative Learning	32.5	37.3 ***	-.39		39.3 ***	-.54		
	Learning Strategies	36.6	41.2 ***	-.33		43.4 ***	-.49		
	Quantitative Reasoning	28.8	28.8	.00	✓	30.6 **	-.11		
<i>Learning with Peers</i>	Collaborative Learning	34.4	34.7	-.02	✓	37.0 ***	-.19		
	Discussions with Diverse Others	35.8	43.2 ***	-.48		45.6 ***	-.66		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.8	23.3 ***	-.37		26.9 ***	-.57		
	Effective Teaching Practices	37.6	42.4 ***	-.36		44.6 ***	-.53		
<i>Campus Environment</i>	Quality of Interactions	41.0	44.0 ***	-.26		46.0 ***	-.43		
	Supportive Environment	35.8	39.4 ***	-.27		41.4 ***	-.43		

Seniors		UMD	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>	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.1	43.3 ***	-.38		45.3 ***	-.53		
	Reflective and Integrative Learning	36.1	41.1 ***	-.39		43.1 ***	-.55		
	Learning Strategies	34.7	42.5 ***	-.54		44.9 ***	-.72		
	Quantitative Reasoning	31.0	31.3	-.02	✓	33.0 ***	-.12		
<i>Learning with Peers</i>	Collaborative Learning	36.0	35.4	.04	✓	37.7 ***	-.13		
	Discussions with Diverse Others	36.6	43.9 ***	-.46		45.8 ***	-.60		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.0	29.5 ***	-.34		34.4 ***	-.64		
	Effective Teaching Practices	37.7	43.0 ***	-.39		45.1 ***	-.55		
<i>Campus Environment</i>	Quality of Interactions	41.8	45.3 ***	-.31		47.4 ***	-.48		
	Supportive Environment	31.1	36.1 ***	-.36		39.0 ***	-.59		

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												
UMD (N = 722)	37.0	12.9	.48	15	30	40	45	60				
UMD Peers	38.3	13.4	.14	20	30	40	50	60	10,029	-1.4	.007	-.104
Competitors	37.6	13.2	.15	20	30	40	45	60	8,906	-.7	.181	-.052
National Comparison	37.8	13.9	.14	15	30	40	45	60	851	-.9	.085	-.062
Top 50%	40.6	13.6	.03	20	30	40	50	60	198,926	-3.6	.000	-.266
Top 10%	42.7	13.6	.07	20	35	40	55	60	752	-5.7	.000	-.422
Reflective & Integrative Learning												
UMD (N = 747)	32.5	11.7	.43	14	23	31	40	54				
UMD Peers	35.0	12.3	.12	17	26	34	43	60	10,494	-2.5	.000	-.206
Competitors	34.1	12.1	.13	17	26	34	40	57	9,244	-1.6	.000	-.134
National Comparison	34.3	12.4	.12	14	26	34	43	57	10,832	-1.8	.000	-.145
Top 50%	37.3	12.5	.03	17	29	37	46	60	752	-4.9	.000	-.387
Top 10%	39.3	12.6	.06	20	31	40	49	60	776	-6.8	.000	-.543
Learning Strategies												
UMD (N = 700)	36.6	14.0	.53	13	27	33	47	60				
UMD Peers	38.8	13.9	.15	20	27	40	47	60	9,419	-2.2	.000	-.160
Competitors	37.5	13.8	.16	13	27	40	47	60	8,342	-.9	.108	-.063
National Comparison	38.6	14.0	.15	13	27	40	47	60	9,661	-2.0	.000	-.143
Top 50%	41.2	14.0	.03	20	33	40	53	60	175,826	-4.6	.000	-.330
Top 10%	43.4	14.0	.07	20	33	40	60	60	37,795	-6.8	.000	-.487
Quantitative Reasoning												
UMD (N = 735)	28.8	15.6	.58	0	20	27	40	60				
UMD Peers	27.6	16.1	.17	0	20	27	40	60	10,191	1.2	.060	.072
Competitors	27.2	15.1	.17	0	20	27	40	53	860	1.5	.010	.102
National Comparison	25.6	16.1	.16	0	13	20	40	60	10,519	3.2	.000	.198
Top 50%	28.8	16.3	.03	0	20	27	40	60	255,236	.0	.995	.000
Top 10%	30.6	16.2	.07	0	20	27	40	60	58,930	-1.9	.002	-.114
Learning with Peers												
Collaborative Learning												
UMD (N = 763)	34.4	13.3	.48	15	25	35	40	60				
UMD Peers	33.1	13.5	.13	15	25	30	40	60	10,755	1.3	.010	.096
Competitors	33.0	13.4	.14	15	20	30	40	60	9,430	1.4	.006	.104
National Comparison	30.9	13.5	.13	10	20	30	40	55	11,154	3.5	.000	.262
Top 50%	34.7	13.7	.03	15	25	35	45	60	241,280	-.3	.545	-.022
Top 10%	37.0	13.6	.06	15	25	35	45	60	55,742	-2.6	.000	-.194
Discussions with Diverse Others												
UMD (N = 703)	35.8	14.7	.55	15	25	35	45	60				
UMD Peers	41.2	15.3	.16	15	30	40	55	60	828	-5.4	.000	-.355
Competitors	38.1	14.8	.17	15	25	40	50	60	8,422	-2.3	.000	-.155
National Comparison	39.7	16.0	.17	15	30	40	55	60	836	-3.9	.000	-.246
Top 50%	43.2	15.4	.03	20	35	45	60	60	706	-7.4	.000	-.482
Top 10%	45.6	14.8	.07	20	40	50	60	60	723	-9.8	.000	-.661

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												
UMD (N = 731)	17.8	13.1	.49	0	10	15	25	45				
UMD Peers	19.8	14.1	.14	0	10	20	25	45	864	-2.0	.000	-.145
Competitors	18.6	13.2	.14	0	10	15	25	45	9,066	-.8	.120	-.060
National Comparison	20.0	14.2	.14	0	10	20	25	50	863	-2.2	.000	-.156
Top 50%	23.3	15.0	.04	0	10	20	30	55	740	-5.6	.000	-.371
Top 10%	26.9	16.2	.11	5	15	25	40	60	801	-9.2	.000	-.569
Effective Teaching Practices												
UMD (N = 741)	37.6	12.1	.45	20	28	36	44	60				
UMD Peers	39.4	12.4	.13	20	32	40	48	60	10,308	-1.8	.000	-.142
Competitors	38.1	12.3	.13	20	30	40	48	60	9,134	-.5	.315	-.039
National Comparison	39.4	13.1	.13	20	32	40	48	60	874	-1.8	.000	-.138
Top 50%	42.4	13.2	.03	20	32	44	52	60	748	-4.7	.000	-.361
Top 10%	44.6	13.3	.07	20	36	44	56	60	782	-7.0	.000	-.528
Campus Environment												
Quality of Interactions												
UMD (N = 688)	41.0	12.2	.46	18	34	42	50	60				
UMD Peers	41.8	11.5	.13	20	35	43	50	60	9,045	-.8	.084	-.069
Competitors	41.5	11.2	.13	20	35	43	50	60	797	-.5	.332	-.042
National Comparison	41.3	12.2	.13	20	34	42	50	60	9,449	-.3	.568	-.023
Top 50%	44.0	11.4	.03	22	38	46	52	60	136,285	-3.0	.000	-.259
Top 10%	46.0	11.6	.07	24	40	48	55	60	28,785	-5.0	.000	-.430
Supportive Environment												
UMD (N = 674)	35.8	12.4	.48	15	28	35	43	60				
UMD Peers	37.2	13.4	.15	15	28	38	48	60	809	-1.4	.005	-.107
Competitors	36.6	12.8	.15	15	28	38	45	60	7,927	-.8	.125	-.062
National Comparison	36.8	13.3	.15	15	28	38	45	60	805	-1.0	.038	-.078
Top 50%	39.4	13.2	.03	18	30	40	50	60	679	-3.6	.000	-.273
Top 10%	41.4	12.8	.07	20	33	40	53	60	39,424	-5.6	.000	-.434

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												
UMD (N = 828)	38.1	13.1	.46	20	30	40	45	60				
UMD Peers	40.4	13.8	.13	20	30	40	50	60	11,564	-2.3	.000	-.170
Competitors	40.1	13.4	.13	20	30	40	50	60	11,433	-2.0	.000	-.153
National Comparison	41.0	13.7	.12	20	30	40	55	60	12,996	-2.9	.000	-.211
Top 50%	43.3	13.7	.03	20	35	40	55	60	835	-5.2	.000	-.377
Top 10%	45.3	13.6	.06	20	40	45	60	60	858	-7.2	.000	-.528
Reflective & Integrative Learning												
UMD (N = 868)	36.1	12.0	.41	20	29	37	43	60				
UMD Peers	38.6	12.7	.12	17	29	37	49	60	1,025	-2.4	.000	-.192
Competitors	38.2	12.6	.12	20	29	37	46	60	11,849	-2.1	.000	-.167
National Comparison	38.9	12.8	.11	17	30	40	49	60	1,006	-2.8	.000	-.218
Top 50%	41.1	12.6	.03	20	31	40	51	60	876	-4.9	.000	-.389
Top 10%	43.1	12.5	.06	20	34	43	54	60	907	-6.9	.000	-.554
Learning Strategies												
UMD (N = 811)	34.7	14.3	.50	13	27	33	47	60				
UMD Peers	38.8	14.5	.14	13	27	40	53	60	10,960	-4.1	.000	-.284
Competitors	37.3	14.5	.14	13	27	40	47	60	10,914	-2.6	.000	-.180
National Comparison	39.7	14.6	.14	13	27	40	53	60	12,204	-5.0	.000	-.346
Top 50%	42.5	14.5	.03	20	33	40	60	60	235,888	-7.8	.000	-.539
Top 10%	44.9	14.1	.06	20	33	47	60	60	60,816	-10.2	.000	-.722
Quantitative Reasoning												
UMD (N = 848)	31.0	16.3	.56	0	20	27	40	60				
UMD Peers	30.6	17.3	.17	0	20	27	40	60	1,002	.4	.513	.022
Competitors	30.7	16.6	.16	0	20	33	40	60	11,620	.2	.703	.014
National Comparison	30.1	17.2	.16	0	20	27	40	60	983	.8	.143	.050
Top 50%	31.3	17.2	.03	0	20	33	40	60	853	-.3	.540	-.020
Top 10%	33.0	16.9	.06	0	20	33	47	60	75,103	-2.1	.000	-.122
Learning with Peers												
Collaborative Learning												
UMD (N = 868)	36.0	13.5	.46	15	25	35	45	60				
UMD Peers	34.8	13.8	.13	15	25	35	45	60	12,169	1.2	.017	.084
Competitors	34.1	14.0	.13	15	25	35	45	60	12,040	1.9	.000	.136
National Comparison	33.7	14.0	.12	10	25	35	45	60	13,584	2.3	.000	.166
Top 50%	35.4	13.8	.03	15	25	35	45	60	250,755	.6	.190	.045
Top 10%	37.7	13.6	.06	15	30	40	50	60	50,971	-1.7	.000	-.128
Discussions with Diverse Others												
UMD (N = 820)	36.6	14.6	.51	15	25	40	45	60				
UMD Peers	41.1	15.5	.15	15	30	40	60	60	973	-4.4	.000	-.286
Competitors	38.6	15.2	.15	15	30	40	50	60	11,043	-2.0	.000	-.132
National Comparison	40.4	15.5	.14	15	30	40	55	60	12,355	-3.8	.000	-.246
Top 50%	43.9	15.8	.03	20	35	45	60	60	825	-7.3	.000	-.463
Top 10%	45.8	15.4	.06	20	40	50	60	60	839	-9.2	.000	-.599

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												
UMD (N = 847)	24.0	14.8	.51	0	15	20	35	55				
UMD Peers	24.5	15.9	.15	0	15	20	35	55	1,004	-.5	.387	-.029
Competitors	23.3	15.2	.15	0	10	20	35	55	11,636	.8	.148	.052
National Comparison	25.9	16.1	.15	0	15	25	35	60	989	-1.9	.000	-.118
Top 50%	29.5	16.1	.05	5	20	30	40	60	861	-5.5	.000	-.342
Top 10%	34.4	16.4	.13	10	20	35	45	60	958	-10.4	.000	-.636
Effective Teaching Practices												
UMD (N = 858)	37.7	12.3	.42	16	28	40	48	60				
UMD Peers	40.6	13.1	.13	20	32	40	52	60	1,017	-2.9	.000	-.219
Competitors	39.4	12.8	.12	20	32	40	48	60	11,734	-1.6	.000	-.129
National Comparison	41.2	13.2	.12	20	32	40	52	60	999	-3.5	.000	-.262
Top 50%	43.0	13.6	.03	20	36	44	56	60	867	-5.3	.000	-.390
Top 10%	45.1	13.4	.08	20	36	48	60	60	917	-7.4	.000	-.551
Campus Environment												
Quality of Interactions												
UMD (N = 793)	41.8	10.3	.37	24	36	43	50	56				
UMD Peers	42.0	11.3	.11	20	36	44	50	60	952	-.3	.469	-.025
Competitors	42.4	10.7	.11	23	36	44	50	60	10,696	-.7	.086	-.063
National Comparison	42.9	11.5	.11	22	36	44	50	60	935	-1.2	.002	-.102
Top 50%	45.3	11.3	.03	24	38	48	54	60	802	-3.5	.000	-.311
Top 10%	47.4	11.6	.06	24	40	50	58	60	832	-5.6	.000	-.484
Supportive Environment												
UMD (N = 790)	31.1	12.6	.45	10	23	30	40	55				
UMD Peers	32.6	13.6	.14	10	23	33	40	58	946	-1.5	.001	-.113
Competitors	33.1	13.0	.13	13	23	33	40	58	10,510	-1.9	.000	-.150
National Comparison	33.3	13.8	.13	10	23	33	43	60	931	-2.2	.000	-.160
Top 50%	36.1	13.8	.03	13	28	38	45	60	797	-5.0	.000	-.361
Top 10%	39.0	13.3	.08	17	30	40	50	60	835	-7.9	.000	-.591

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

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

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