NSSE 2017
Engagement Indicators

University of Massachusetts Boston

About Your *Engagement Indicators* Report

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

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

Report Sections

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

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

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

NSSE 2017 Engagement Indicators

Overview

University of Massachusetts Boston

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 Presidential Peers	Your first-year students compared with Urban Peers	Your first-year students compared with 4-year Public Inst.
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 Presidential Peers	Your seniors compared with Urban Peers	Your seniors compared with 4-year Public Inst.
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

| | UMass Boston | Your first-year students compared with | | | | | |
| | | Presidential Peers | | Urban Peers | | 4-year Public Inst. | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	38.4	.03	38.0	.07	37.5	.10
Reflective & Integrative Learning	37.0	34.9 **	.17	35.3 *	.14	34.6 ***	.20
Learning Strategies	40.0	38.0 *	.14	37.8 **	.16	37.8 **	.16
Quantitative Reasoning	28.6	27.8	.05	27.2	.09	27.7	.06

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

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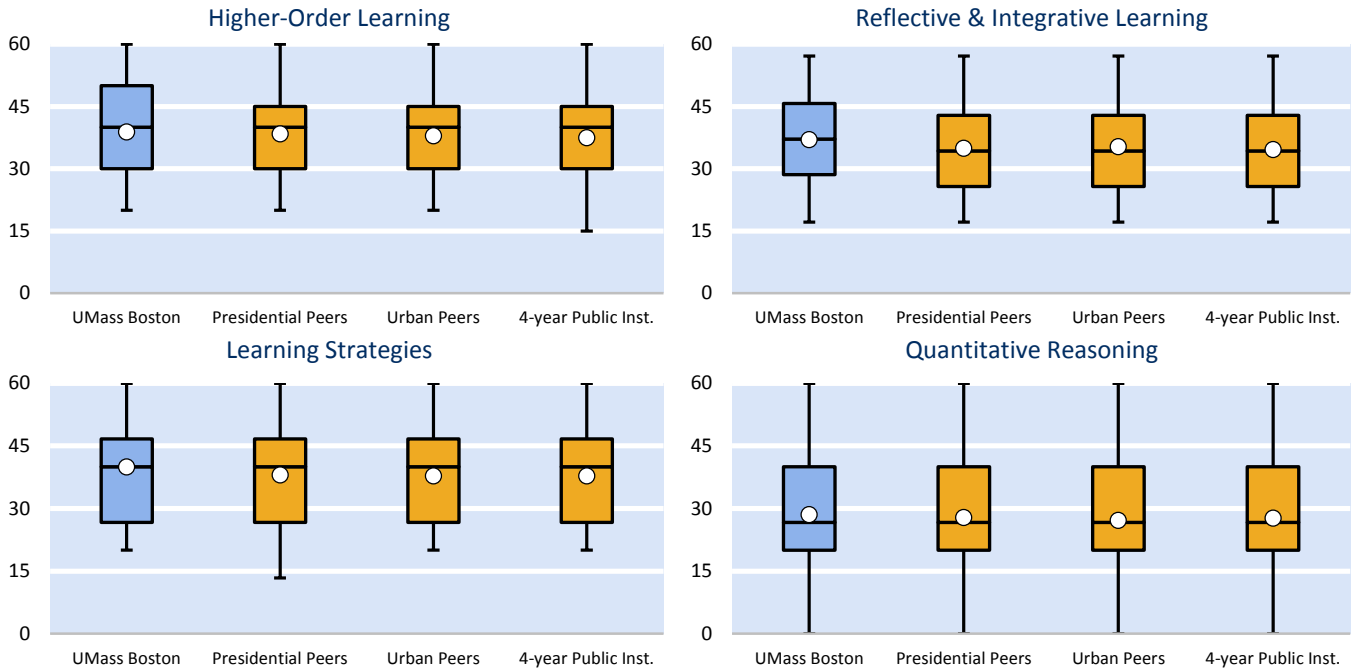
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance[a] on Indicator Items

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

	UMass Boston	Percentage point difference between your FY students and		
		Presidential Peers	Urban Peers	4-year Public Inst.
Higher-Order Learning	%			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…				
4b. Applying facts, theories, or methods to practical problems or new situations	66	-5	-4	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+2	+4	+4
4d. Evaluating a point of view, decision, or information source	73	+2	+3	+5
4e. Forming a new idea or understanding from various pieces of information	70	+1	+2	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	53	+2	-0	+1
2b. Connected your learning to societal problems or issues	58	+8	+5	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+10	+9	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3	+3	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	+2	+3
2f. Learned something that changed the way you understand an issue or concept	71	+6	+4	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+5	+3	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	84	+6	+8	+9
9b. Reviewed your notes after class	68	+4	+4	+4
9c. Summarized what you learned in class or from course materials	67	+5	+5	+5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-1	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+8	+7	+7
6c. Evaluated what others have concluded from numerical information	40	+2	+3	+2

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

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

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

	UMass Boston	Your seniors compared with					
		Presidential Peers		Urban Peers		4-year Public Inst.	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	40.6	39.5	.07	40.1	.04	39.6	.07
Reflective & Integrative Learning	39.7	36.8 ***	.22	38.0 *	.13	37.6 **	.17
Learning Strategies	40.0	38.8	.08	39.1	.06	38.4 *	.11
Quantitative Reasoning	28.8	30.4	-.09	29.7	-.05	29.9	-.06

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).

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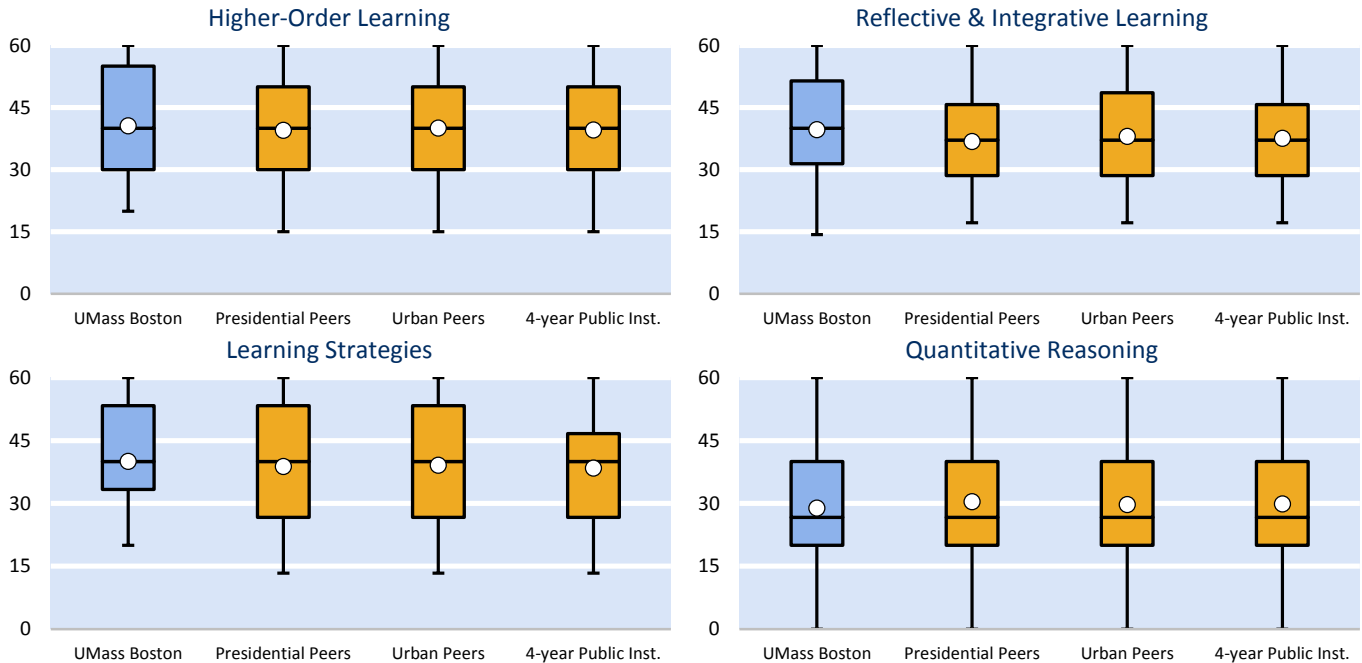
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Academic Challenge: Seniors (continued)

Performance[a] on Indicator Items

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

| | UMass Boston | Percentage point difference between your seniors and | | |
		Presidential Peers	Urban Peers	4-year Public Inst.
Higher-Order Learning	%			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…				
4b. Applying facts, theories, or methods to practical problems or new situations	76	-2	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-0	-2	-1
4d. Evaluating a point of view, decision, or information source	70	+2	-0	+2
4e. Forming a new idea or understanding from various pieces of information	70	+3	-1	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	67	+0	-3	-3
2b. Connected your learning to societal problems or issues	66	+9	+4	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+13	+10	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+8	+5	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+6	+4	+5
2f. Learned something that changed the way you understand an issue or concept	70	+2	-1	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+3	+1	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	86	+8	+6	+8
9b. Reviewed your notes after class	67	+3	+2	+5
9c. Summarized what you learned in class or from course materials	68	+5	+4	+5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-8	-5	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+3	+5	+5
6c. Evaluated what others have concluded from numerical information	44	-2	+0	-0

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

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.

NSSE 2017 Engagement Indicators

Learning with Peers
University of Massachusetts Boston

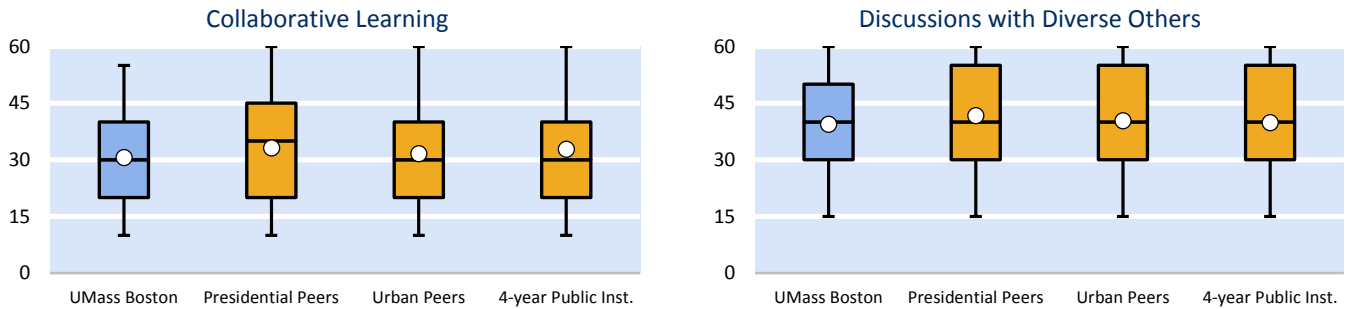## Learning with Peers: First-year students

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

| | UMass Boston | Your first-year students compared with | | | | | |
| | | Presidential Peers | | Urban Peers | | 4-year Public Inst. | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	33.1 **	-.18	31.6	-.07	32.8 **	-.16
Discussions with Diverse Others	39.4	41.7 *	-.16	40.3	-.06	39.8	-.03

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

Score Distributions

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Performance[a] on Indicator Items

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| | UMass Boston | Percentage point difference between your FY students and | | |
Collaborative Learning		Presidential Peers	Urban Peers	4-year Public Inst.
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	48	-8	-2	-6
1f. Explained course material to one or more students	53	-9	-3	-6
1g. Prepared for exams by discussing or working through course material with other students	46	-5	-2	-4
1h. Worked with other students on course projects or assignments	50	-3	-2	-4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	77	-2	+3	+6
8b. People from an economic background other than your own	71	-7	-1	-0
8c. People with religious beliefs other than your own	67	-4	-2	-1
8d. People with political views other than your own	57	-9	-10	-11

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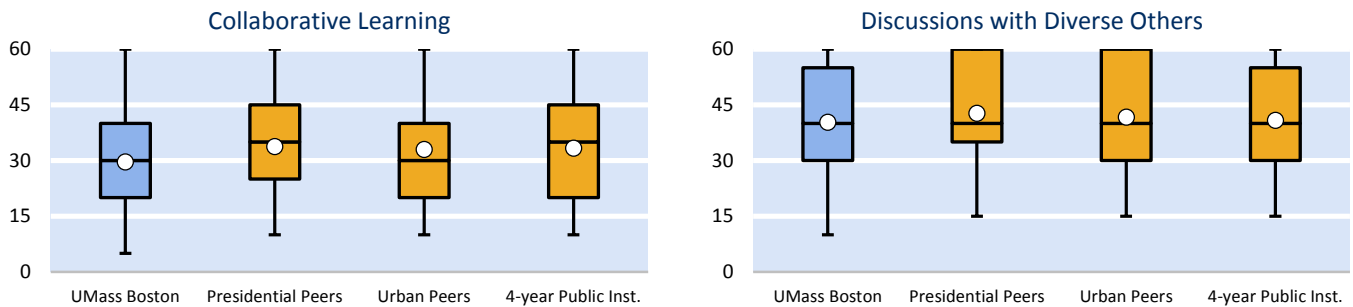
Learning with Peers: Seniors

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

	UMass Boston	*Your seniors compared with*					
		Presidential Peers		Urban Peers		4-year Public Inst.	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	29.6	33.8 ***	-.28	33.0 ***	-.23	33.3 ***	-.25
Discussions with Diverse Others	40.4	42.7 *	-.15	41.8	-.09	40.8	-.03

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

Collaborative Learning

Discussions with Diverse Others

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Performance[a] on Indicator Items

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

| | UMass Boston | *Percentage point difference between your seniors and* | | |
Collaborative Learning		Presidential Peers	Urban Peers	4-year Public Inst.
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	33	-14	-10	-13
1f. Explained course material to one or more students	54	-7	-6	-7
1g. Prepared for exams by discussing or working through course material with other students	41	-8	-6	-7
1h. Worked with other students on course projects or assignments	51	-14	-14	-15
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	77	-3	+1	+5
8b. People from an economic background other than your own	71	-6	-4	-2
8c. People with religious beliefs other than your own	72	-3	-0	+2
8d. People with political views other than your own	56	-12	-12	-12

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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.

NSSE 2017 Engagement Indicators
Experiences with Faculty
University of Massachusetts Boston

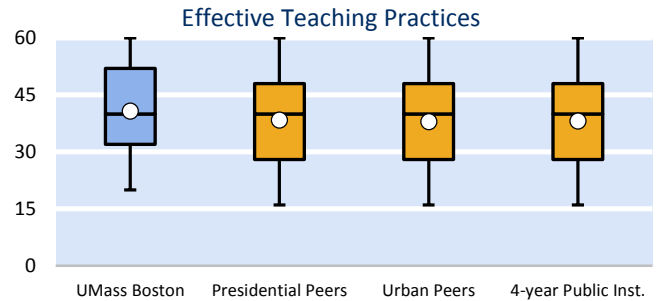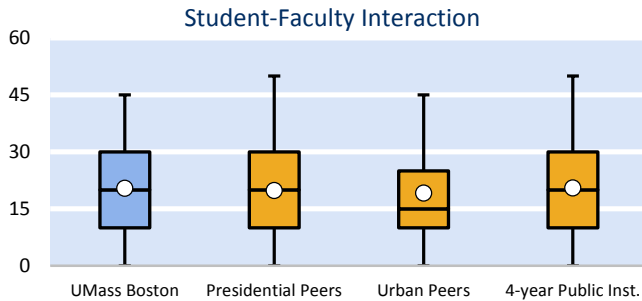## Experiences with Faculty: First-year students

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

| | UMass Boston | Your first-year students compared with | | | | | |
| | | Presidential Peers | | Urban Peers | | 4-year Public Inst. | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.4	19.8	.04	19.1	.09	20.5	.00
Effective Teaching Practices	40.7	38.4 **	.18	38.0 ***	.21	38.1 ***	.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).

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Performance[a] on Indicator Items

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| | UMass Boston | Percentage point difference between your FY students and | | |
Student-Faculty Interaction		Presidential Peers	Urban Peers	4-year Public Inst.
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	33	-1	+1	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	+0	-0	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+3	+3	+2
3d. Discussed your academic performance with a faculty member	34	+5	+8	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	76	+0	-1	-1
5b. Taught course sessions in an organized way	74	-1	+0	-1
5c. Used examples or illustrations to explain difficult points	73	+1	-0	-1
5d. Provided feedback on a draft or work in progress	77	+10	+16	+15
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+8	+12	+11

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

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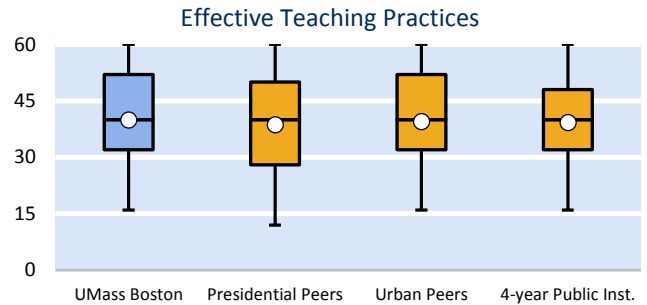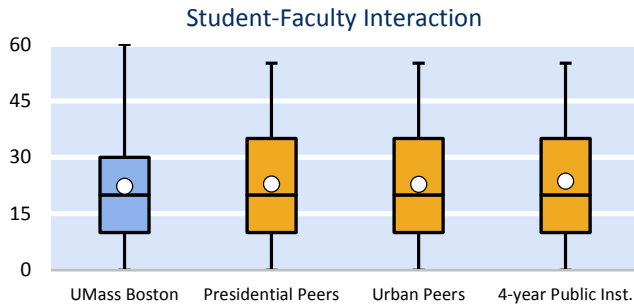
Experiences with Faculty: Seniors

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Mean Comparisons

| | UMass Boston | Your seniors compared with | | | | | |
| | | Presidential Peers | | Urban Peers | | 4-year Public Inst. | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.3	22.9	-.04	22.8	-.03	23.6	-.09
Effective Teaching Practices	39.9	38.6	.09	39.4	.03	39.2	.05

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).

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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 Boston | Percentage point difference between your seniors and | | |
		Presidential Peers	Urban Peers	4-year Public Inst.
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	39	-1	-1	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-6	-4	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-3	-2	-3
3d. Discussed your academic performance with a faculty member	35	+4	+3	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	+1	-1	-1
5b. Taught course sessions in an organized way	77	+2	-1	-1
5c. Used examples or illustrations to explain difficult points	77	+2	+0	-0
5d. Provided feedback on a draft or work in progress	61	+3	+2	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+5	+5	+5

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

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

Campus Environment: First-year students

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

Mean Comparisons

	UMass Boston	Your first-year students compared with					
		Presidential Peers		Urban Peers		4-year Public Inst.	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0	40.5	-.04	39.7	.02	41.1	-.09
Supportive Environment	35.3	36.2	-.06	35.4	.00	36.4	-.08

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

Score Distributions

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

Performance[a] on Indicator Items

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

Quality of Interactions	UMass Boston	Percentage point difference between your FY students and		
		Presidential Peers	Urban Peers	4-year Public Inst.
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	47	-3	-2	-3
13b. Academic advisors	45	-3	+1	-3
13c. Faculty	47	+2	+4	+1
13d. Student services staff (career services, student activities, housing, etc.)	45	+8	+6	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	+2	+3	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	74	-1	+1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	73	-4	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	71	+9	+9	+10
14e. Providing opportunities to be involved socially	62	-6	-7	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-5	-2	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+1	+2	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	43	-19	-16	-22
14i. Attending events that address important social, economic, or political issues	53	-0	+3	+2

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

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

NSSE 2017 Engagement Indicators

Campus Environment
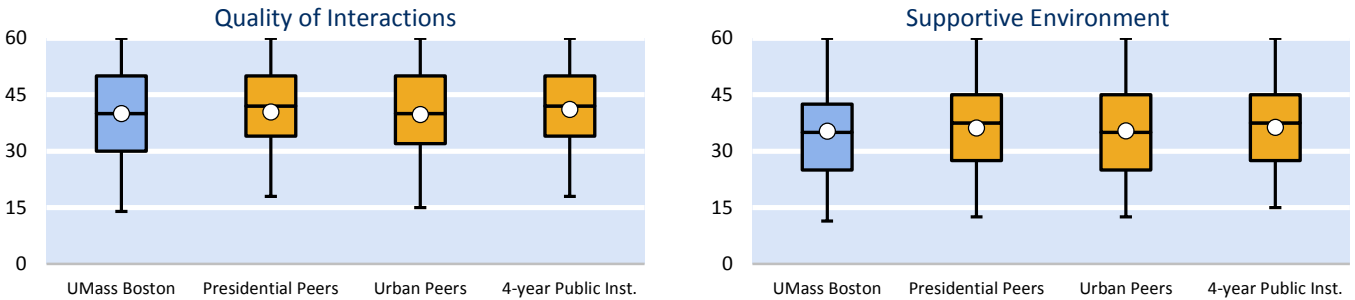### University of Massachusetts Boston
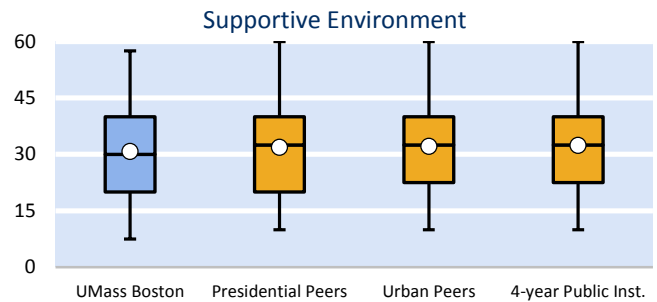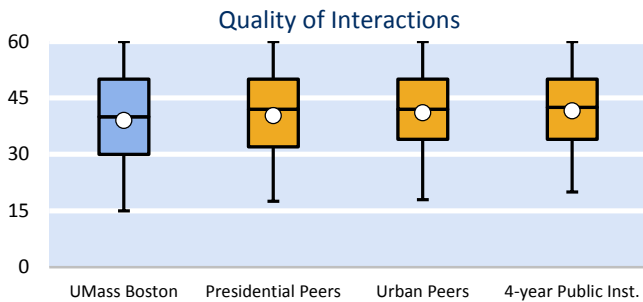
Campus Environment: Seniors

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

	UMass Boston	Your seniors compared with					
		Presidential Peers		Urban Peers		4-year Public Inst.	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.0	40.3	-.10	41.1 *	-.16	41.6 **	-.21
Supportive Environment	30.8	31.9	-.07	32.1	-.09	32.4 *	-.11

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

Score Distributions

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

Performance[a] on Indicator Items

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

	UMass Boston	Percentage point difference between your seniors and		
Quality of Interactions		Presidential Peers	Urban Peers	4-year Public Inst.
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	51	-5	-6	-6
13b. Academic advisors	45	-1	-1	-3
13c. Faculty	47	-4	-7	-7
13d. Student services staff (career services, student activities, housing, etc.)	38	+0	-2	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	+1	-2	-4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	61	-6	-7	-8
14c. Using learning support services (tutoring services, writing center, etc.)	57	-7	-8	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+8	+6	+9
14e. Providing opportunities to be involved socially	56	-5	-7	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-3	-3	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-1	-0	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-9	-9	-14
14i. Attending events that address important social, economic, or political issues	46	+3	+1	+2

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

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

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NSSE 2017 Engagement Indicators

Comparisons with High-Performing Institutions
University of Massachusetts Boston

Comparisons with Top 50% and Top 10% Institutions

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

    (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and

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

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

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

First-Year Students

| | | UMass Boston | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.9	39.2	-.02	✓	41.2 **	-.17	
	Reflective and Integrative Learning	37.0	36.6	.04	✓	38.3	-.10	
	Learning Strategies	40.0	39.8	.01	✓	41.9 **	-.14	
	Quantitative Reasoning	28.6	28.8	-.02	✓	30.4 *	-.12	
Learning with Peers	Collaborative Learning	30.6	35.2 ***	-.34		37.1 ***	-.48	
	Discussions with Diverse Others	39.4	41.7 **	-.16		43.8 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	20.4	23.8 ***	-.23		27.2 ***	-.44	
	Effective Teaching Practices	40.7	40.7	.00	✓	42.6 *	-.14	
Campus Environment	Quality of Interactions	40.0	43.8 ***	-.33		46.1 ***	-.51	
	Supportive Environment	35.3	38.2 ***	-.22		40.0 ***	-.36	

Seniors

| | | UMass Boston | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.6	41.8	-.10	✓	43.3 ***	-.20	
	Reflective and Integrative Learning	39.7	40.0	-.03	✓	42.0 ***	-.19	
	Learning Strategies	40.0	40.7	-.05	✓	42.9 ***	-.20	
	Quantitative Reasoning	28.8	31.1 **	-.14		33.0 ***	-.26	
Learning with Peers	Collaborative Learning	29.6	35.8 ***	-.45		37.9 ***	-.62	
	Discussions with Diverse Others	40.4	42.3 *	-.13		44.3 ***	-.25	
Experiences with Faculty	Student-Faculty Interaction	22.3	29.2 ***	-.44		33.0 ***	-.67	
	Effective Teaching Practices	39.9	41.8 **	-.14		43.8 ***	-.29	
Campus Environment	Quality of Interactions	39.0	44.8 ***	-.50		46.9 ***	-.65	
	Supportive Environment	30.8	34.8 ***	-.29		37.2 ***	-.46	

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

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

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

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
University of Massachusetts Boston

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UMass Boston (N = 331)	38.9	13.2	.73	20	30	40	50	60				
Presidential Peers	38.4	13.4	.31	20	30	40	45	60	2,229	.4	.585	.033
Urban Peers	38.0	13.2	.09	20	30	40	45	60	22,836	.9	.221	.068
4-year Public Inst.	37.5	13.3	.04	15	30	40	45	60	137,069	1.4	.062	.103
Top 50%	39.2	13.1	.04	20	30	40	50	60	113,332	-.3	.687	-.022
Top 10%	41.2	13.3	.09	20	35	40	50	60	21,274	-2.3	.002	-.172
Reflective & Integrative Learning												
UMass Boston (N = 336)	37.0	12.2	.67	17	29	37	46	57				
Presidential Peers	34.9	12.1	.27	17	26	34	43	57	2,314	2.1	.004	.172
Urban Peers	35.3	12.0	.08	17	26	34	43	57	23,756	1.7	.010	.141
4-year Public Inst.	34.6	12.0	.03	17	26	34	43	57	142,857	2.4	.000	.198
Top 50%	36.6	12.0	.04	17	29	37	46	57	105,433	.4	.497	.037
Top 10%	38.3	12.3	.08	20	29	37	46	60	23,215	-1.2	.066	-.101
Learning Strategies												
UMass Boston (N = 294)	40.0	12.7	.74	20	27	40	47	60				
Presidential Peers	38.0	13.7	.33	13	27	40	47	60	1,988	2.0	.023	.144
Urban Peers	37.8	13.6	.10	20	27	40	47	60	303	2.2	.004	.159
4-year Public Inst.	37.8	13.7	.04	20	27	40	47	60	295	2.1	.004	.156
Top 50%	39.8	13.7	.05	20	27	40	53	60	87,576	.1	.858	.010
Top 10%	41.9	14.1	.09	20	33	40	53	60	303	-2.0	.009	-.140
Quantitative Reasoning												
UMass Boston (N = 328)	28.6	15.8	.87	0	20	27	40	60				
Presidential Peers	27.8	15.6	.36	0	20	27	40	60	2,226	.7	.434	.047
Urban Peers	27.2	15.4	.10	0	20	27	40	60	22,807	1.4	.109	.089
4-year Public Inst.	27.7	15.3	.04	0	20	27	40	60	136,492	.9	.313	.056
Top 50%	28.8	15.2	.04	0	20	27	40	60	122,242	-.3	.740	-.018
Top 10%	30.4	15.2	.09	7	20	27	40	60	30,079	-1.9	.028	-.122
Learning with Peers												
Collaborative Learning												
UMass Boston (N = 353)	30.6	13.6	.72	10	20	30	40	55				
Presidential Peers	33.1	14.2	.32	10	20	35	45	60	2,361	-2.5	.002	-.175
Urban Peers	31.6	14.0	.09	10	20	30	40	60	24,516	-1.0	.179	-.072
4-year Public Inst.	32.8	14.0	.04	10	20	30	40	60	148,365	-2.2	.003	-.156
Top 50%	35.2	13.6	.04	15	25	35	45	60	123,014	-4.6	.000	-.337
Top 10%	37.1	13.4	.08	15	25	40	45	60	30,393	-6.5	.000	-.482
Discussions with Diverse Others												
UMass Boston (N = 300)	39.4	15.6	.90	15	30	40	50	60				
Presidential Peers	41.7	15.1	.37	15	30	40	55	60	2,005	-2.4	.013	-.155
Urban Peers	40.3	15.6	.11	15	30	40	55	60	20,773	-1.0	.292	-.061
4-year Public Inst.	39.8	15.4	.04	15	30	40	55	60	122,712	-.5	.588	-.031
Top 50%	41.7	14.9	.04	20	30	40	55	60	112,211	-2.4	.006	-.159
Top 10%	43.8	14.5	.09	20	35	45	60	60	26,623	-4.4	.000	-.306

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UMass Boston (N = 326)	20.4	14.4	.80	0	10	20	30	45				
Presidential Peers	19.8	14.7	.33	0	10	20	30	50	2,258	.6	.499	.040
Urban Peers	19.1	14.5	.10	0	10	15	25	45	23,177	1.3	.111	.089
4-year Public Inst.	20.5	14.5	.04	0	10	20	30	50	139,309	.0	.964	-.002
Top 50%	23.8	14.7	.06	0	15	20	35	55	71,209	-3.4	.000	-.230
Top 10%	27.2	15.6	.15	5	15	25	40	60	347	-6.8	.000	-.438
Effective Teaching Practices												
UMass Boston (N = 332)	40.7	13.3	.73	20	32	40	52	60				
Presidential Peers	38.4	13.2	.30	16	28	40	48	60	2,259	2.3	.003	.175
Urban Peers	38.0	13.1	.09	16	28	40	48	60	23,162	2.7	.000	.209
4-year Public Inst.	38.1	13.0	.03	16	28	40	48	60	138,522	2.6	.000	.198
Top 50%	40.7	13.0	.05	20	32	40	52	60	79,554	.0	.997	.000
Top 10%	42.6	13.6	.10	20	36	44	56	60	18,456	-1.9	.012	-.140
Campus Environment												
Quality of Interactions												
UMass Boston (N = 273)	40.0	13.8	.83	14	30	40	50	60				
Presidential Peers	40.5	12.2	.31	18	34	42	50	60	350	-.4	.617	-.036
Urban Peers	39.7	13.0	.09	15	32	40	50	60	19,171	.3	.720	.022
4-year Public Inst.	41.1	12.4	.04	18	34	42	50	60	274	-1.1	.204	-.086
Top 50%	43.8	11.5	.04	22	38	46	52	60	274	-3.8	.000	-.330
Top 10%	46.1	11.7	.10	24	40	48	56	60	281	-6.0	.000	-.512
Supportive Environment												
UMass Boston (N = 274)	35.3	14.4	.87	11	25	35	43	60				
Presidential Peers	36.2	13.6	.34	13	28	38	45	60	1,872	-.9	.337	-.063
Urban Peers	35.4	13.8	.10	13	25	35	45	60	19,235	-.1	.946	-.004
4-year Public Inst.	36.4	13.5	.04	15	28	38	45	60	113,140	-1.0	.205	-.077
Top 50%	38.2	13.1	.04	18	30	40	48	60	275	-2.9	.001	-.222
Top 10%	40.0	13.0	.09	18	31	40	50	60	279	-4.7	.000	-.359

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

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

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

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

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

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

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

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
University of Massachusetts Boston

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UMass Boston (N = 379)	40.6	14.4	.74	20	30	40	55	60				
Presidential Peers	39.5	14.4	.28	15	30	40	50	60	2,996	1.1	.174	.075
Urban Peers	40.1	14.0	.08	15	30	40	50	60	386	.5	.510	.035
4-year Public Inst.	39.6	13.8	.03	15	30	40	50	60	380	1.0	.178	.072
Top 50%	41.8	13.5	.04	20	35	40	55	60	381	-1.3	.083	-.095
Top 10%	43.3	13.4	.08	20	35	40	55	60	387	-2.7	.000	-.201
Reflective & Integrative Learning												
UMass Boston (N = 397)	39.7	13.6	.68	14	31	40	51	60				
Presidential Peers	36.8	13.0	.25	17	29	37	46	60	3,106	2.9	.000	.219
Urban Peers	38.0	12.8	.07	17	29	37	49	60	35,130	1.6	.011	.129
4-year Public Inst.	37.6	12.6	.03	17	29	37	46	60	397	2.1	.002	.166
Top 50%	40.0	12.3	.04	20	31	40	49	60	399	-.3	.649	-.025
Top 10%	42.0	12.2	.08	20	34	43	51	60	408	-2.3	.001	-.188
Learning Strategies												
UMass Boston (N = 340)	40.0	13.8	.75	20	33	40	53	60				
Presidential Peers	38.8	14.5	.30	13	27	40	53	60	451	1.2	.132	.084
Urban Peers	39.1	14.4	.08	13	27	40	53	60	347	.9	.227	.064
4-year Public Inst.	38.4	14.5	.04	13	27	40	47	60	340	1.6	.032	.111
Top 50%	40.7	14.4	.04	20	33	40	53	60	341	-.7	.356	-.048
Top 10%	42.9	14.3	.08	20	33	40	60	60	346	-2.8	.000	-.199
Quantitative Reasoning												
UMass Boston (N = 372)	28.8	16.6	.86	0	20	27	40	60				
Presidential Peers	30.4	16.5	.32	0	20	27	40	60	2,994	-1.6	.089	-.094
Urban Peers	29.7	16.5	.09	0	20	27	40	60	33,930	-.8	.333	-.050
4-year Public Inst.	29.9	16.3	.04	0	20	27	40	60	182,594	-1.0	.225	-.063
Top 50%	31.1	16.2	.04	0	20	33	40	60	154,112	-2.3	.006	-.142
Top 10%	33.0	15.9	.09	7	20	33	40	60	34,319	-4.1	.000	-.260
Learning with Peers												
Collaborative Learning												
UMass Boston (N = 408)	29.6	15.3	.76	5	20	30	40	60				
Presidential Peers	33.8	14.6	.28	10	25	35	45	60	3,180	-4.1	.000	-.281
Urban Peers	33.0	14.3	.08	10	20	30	40	60	35,842	-3.4	.000	-.234
4-year Public Inst.	33.3	14.6	.03	10	20	35	45	60	193,875	-3.7	.000	-.254
Top 50%	35.8	13.8	.04	15	25	35	45	60	409	-6.2	.000	-.449
Top 10%	37.9	13.4	.08	15	30	40	50	60	416	-8.3	.000	-.615
Discussions with Diverse Others												
UMass Boston (N = 336)	40.4	16.5	.90	10	30	40	55	60				
Presidential Peers	42.7	16.1	.33	15	35	40	60	60	2,748	-2.4	.012	-.147
Urban Peers	41.8	16.0	.09	15	30	40	60	60	31,124	-1.4	.112	-.087
4-year Public Inst.	40.8	15.8	.04	15	30	40	55	60	166,745	-.5	.579	-.030
Top 50%	42.3	15.6	.04	15	30	40	60	60	155,324	-1.9	.022	-.125
Top 10%	44.3	15.3	.08	20	35	45	60	60	33,810	-3.9	.000	-.255

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
University of Massachusetts Boston

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UMass Boston (N = 386)	22.3	16.2	.82	0	10	20	30	60				
Presidential Peers	22.9	15.6	.30	0	10	20	35	55	3,040	-.6	.467	-.040
Urban Peers	22.8	15.9	.09	0	10	20	35	55	34,349	-.5	.537	-.032
4-year Public Inst.	23.6	15.9	.04	0	10	20	35	55	185,415	-1.4	.089	-.087
Top 50%	29.2	15.7	.06	5	20	30	40	60	62,265	-7.0	.000	-.444
Top 10%	33.0	16.0	.16	10	20	30	45	60	9,912	-10.8	.000	-.672
Effective Teaching Practices												
UMass Boston (N = 382)	39.9	14.1	.72	16	32	40	52	60				
Presidential Peers	38.6	14.5	.28	12	28	40	50	60	3,044	1.3	.094	.092
Urban Peers	39.4	13.9	.08	16	32	40	52	60	34,378	.4	.538	.032
4-year Public Inst.	39.2	13.7	.03	16	32	40	48	60	185,164	.7	.341	.049
Top 50%	41.8	13.5	.05	20	32	40	52	60	88,483	-1.9	.006	-.140
Top 10%	43.8	13.4	.10	20	36	44	56	60	17,900	-3.9	.000	-.293
Campus Environment												
Quality of Interactions												
UMass Boston (N = 320)	39.0	14.1	.79	15	30	40	50	60				
Presidential Peers	40.3	12.4	.26	18	32	42	50	60	392	-1.3	.126	-.101
Urban Peers	41.1	12.5	.07	18	34	42	50	60	325	-2.0	.011	-.162
4-year Public Inst.	41.6	12.2	.03	20	34	43	50	60	320	-2.6	.001	-.210
Top 50%	44.8	11.6	.04	23	38	46	54	60	321	-5.8	.000	-.495
Top 10%	46.9	12.1	.08	23	40	50	58	60	326	-7.8	.000	-.648
Supportive Environment												
UMass Boston (N = 319)	30.8	14.6	.82	8	20	30	40	58				
Presidential Peers	31.9	14.2	.30	10	20	33	40	60	2,607	-1.1	.214	-.074
Urban Peers	32.1	14.3	.08	10	23	33	40	60	29,355	-1.3	.111	-.090
4-year Public Inst.	32.4	14.1	.04	10	23	33	40	60	157,239	-1.6	.045	-.113
Top 50%	34.8	13.7	.04	13	25	35	45	60	320	-3.9	.000	-.285
Top 10%	37.2	13.6	.10	13	28	38	48	60	328	-6.3	.000	-.464

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

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

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

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

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

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

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