



---

# **NSSE 2015**

## **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
<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 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 2014 and 2015 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

### 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](http://nsse.indiana.edu)

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

## 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 Carnegie Class	Your first-year students compared with Public 4-Year Inst.	Your first-year students compared with NSSE All U.S.
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 Carnegie Class	Your seniors compared with Public 4-Year Inst.	Your seniors compared with NSSE All U.S.
Academic Challenge	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	△	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	▼	▼
	Supportive Environment	--	▽	▽

### Academic Challenge: First-year students

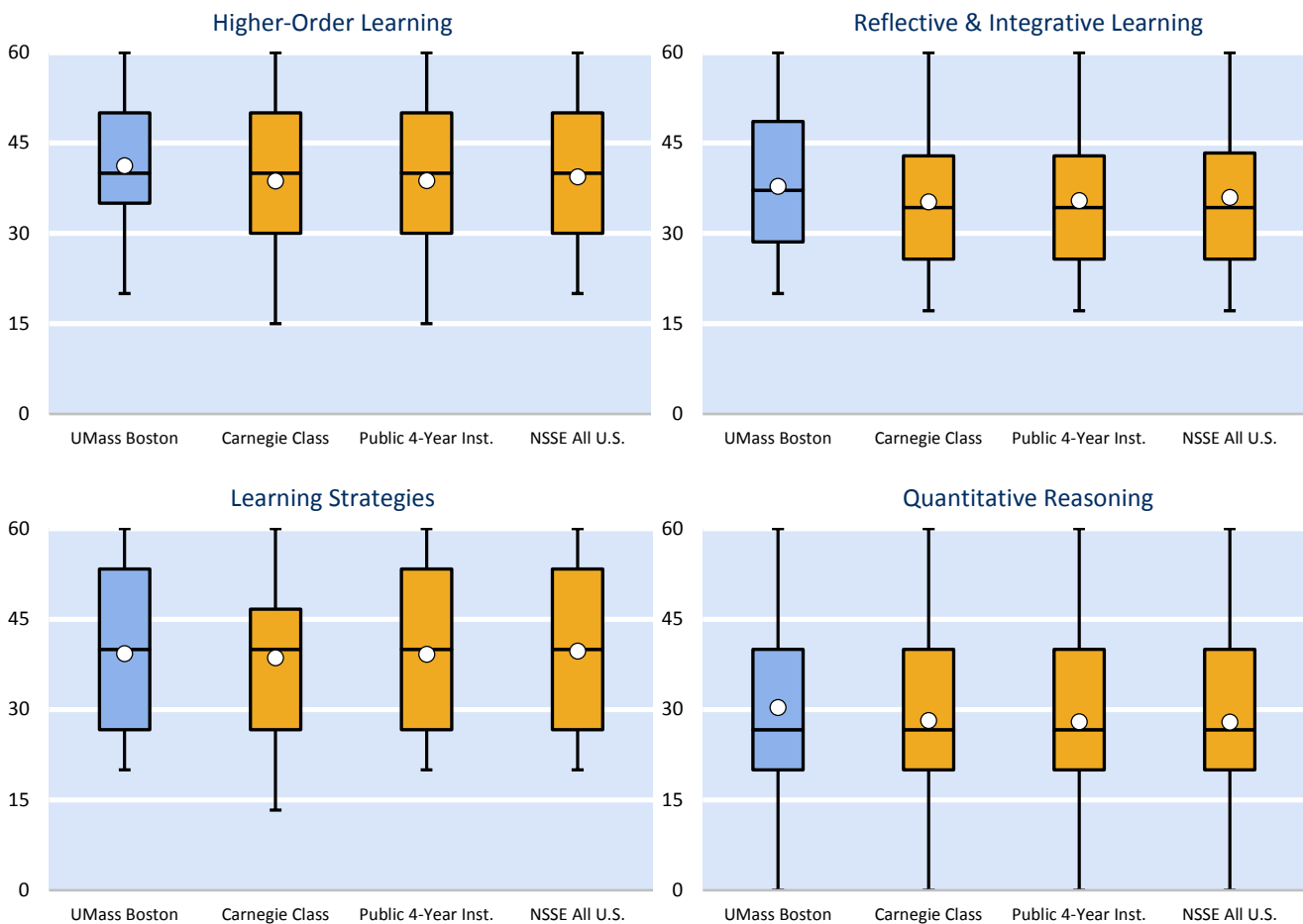
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UMass Boston Mean	Your first-year students compared with					
		Carnegie Class		Public 4-Year Inst.		NSSE All U.S.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	38.7 **	.18	38.7 **	.18	39.3 *	.13
Reflective & Integrative Learning	37.8	35.2 ***	.20	35.4 **	.19	36.0 *	.14
Learning Strategies	39.3	38.6	.05	39.2	.01	39.7	-.03
Quantitative Reasoning	30.4	28.2 *	.13	28.0 *	.14	27.9 *	.15

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)

### Summary of Indicator Items

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72 	73 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	72 	71 	73 
4d. Evaluating a point of view, decision, or information source	79 	68 	69 	71 
4e. Forming a new idea or understanding from various pieces of information	77 	67 	68 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	59 	55 	56 	56 
2b. Connected your learning to societal problems or issues	57 	51 	52 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60 	48 	50 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68 	61 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	66 	67 	68 
2f. Learned something that changed the way you understand an issue or concept	66 	64 	64 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	76 	76 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	78 	79 	81 
9b. Reviewed your notes after class	58 	64 	66 	66 
9c. Summarized what you learned in class or from course materials	57 	61 	63 	64 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58 	54 	53 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47 	39 	39 	39 
6c. Evaluated what others have concluded from numerical information	43 	40 	39 	39 

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.

### Academic Challenge: Seniors

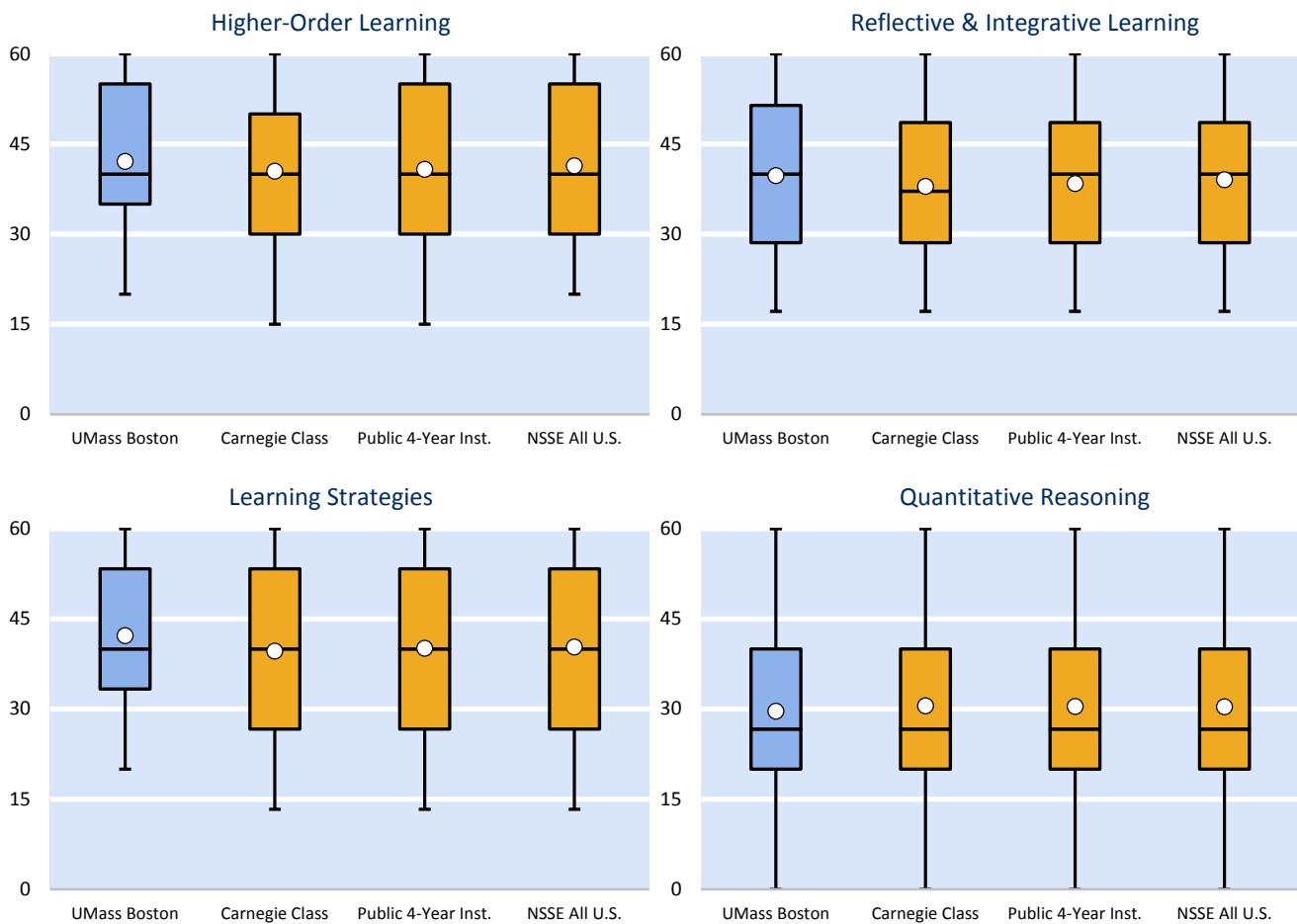
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UMass Boston Mean	Your seniors compared with					
		Carnegie Class		Public 4-Year Inst.		NSSE All U.S.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.1	40.5 *	.11	40.8	.09	41.4	.05
Reflective & Integrative Learning	39.7	38.0 *	.13	38.4	.10	39.0	.05
Learning Strategies	42.2	39.6 **	.17	40.1 *	.14	40.3 *	.13
Quantitative Reasoning	29.6	30.5	-.05	30.4	-.05	30.4	-.04

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





































































#### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
<b>Higher-Order Learning</b>				
<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 	79 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	76 	77 	78 
4d. Evaluating a point of view, decision, or information source	74 	68 	70 	72 
4e. Forming a new idea or understanding from various pieces of information	74 	71 	71 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71 	72 	72 	72 
2b. Connected your learning to societal problems or issues	70 	61 	63 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61 	51 	53 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68 	64 	65 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	69 	70 	71 
2f. Learned something that changed the way you understand an issue or concept	73 	68 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	82 	83 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	81 	82 	83 
9b. Reviewed your notes after class	71 	63 	64 	63 
9c. Summarized what you learned in class or from course materials	71 	64 	65 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53 	57 	56 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47 	46 	45 	46 
6c. Evaluated what others have concluded from numerical information	47 	46 	46 	46 

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

## Learning with Peers: First-year students

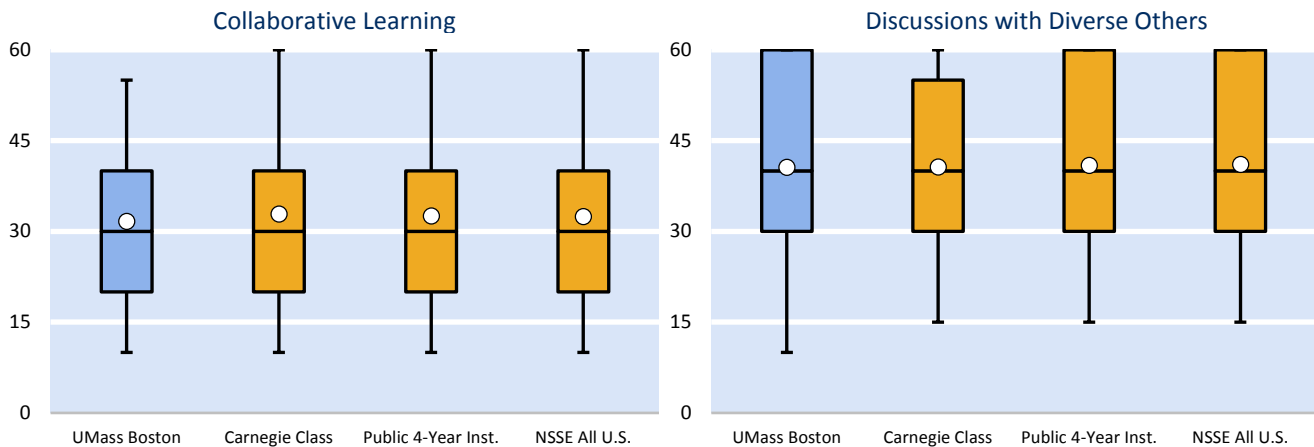
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UMass Boston Mean	Your first-year students compared with					
		Carnegie Class		Public 4-Year Inst.		NSSE All U.S.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	32.8	-.09	32.5	-.06	32.4	-.06
Discussions with Diverse Others	40.5	40.6	.00	40.9	-.02	41.1	-.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



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

### Summary of Indicator Items

#### Collaborative Learning

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
1e. Asked another student to help you understand course material	42	52	51	50
1f. Explained course material to one or more students	58	59	58	57
1g. Prepared for exams by discussing or working through course material with other students	46	50	49	50
1h. Worked with other students on course projects or assignments	52	53	53	53

#### Discussions with Diverse Others

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
8a. People from a race or ethnicity other than your own	78	71	72	73
8b. People from an economic background other than your own	67	73	73	74
8c. People with religious beliefs other than your own	68	69	70	69
8d. People with political views other than your own	63	68	68	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 website.



## Learning with Peers: Seniors

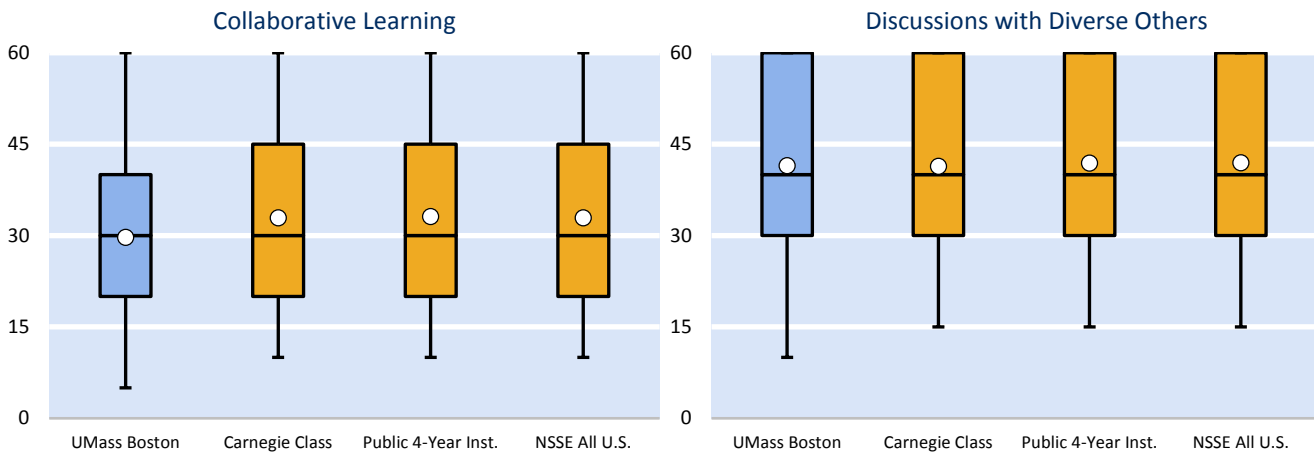
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UMass Boston Mean	Your seniors compared with					
		Carnegie Class		Public 4-Year Inst.		NSSE All U.S.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.7	32.9 ***	-.21	33.2 ***	-.23	32.9 ***	-.22
Discussions with Diverse Others	41.5	41.4	.01	41.9	-.03	42.0	-.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



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

### Summary of Indicator Items

#### Collaborative Learning

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
1e. Asked another student to help you understand course material	36	42	43	41
1f. Explained course material to one or more students	57	59	60	59
1g. Prepared for exams by discussing or working through course material with other students	36	47	47	47
1h. Worked with other students on course projects or assignments	52	64	65	65

#### Discussions with Diverse Others

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
8a. People from a race or ethnicity other than your own	77	72	73	74
8b. People from an economic background other than your own	71	74	75	75
8c. People with religious beliefs other than your own	68	69	71	71
8d. People with political views other than your own	66	70	71	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 website.

## Experiences with Faculty: First-year students

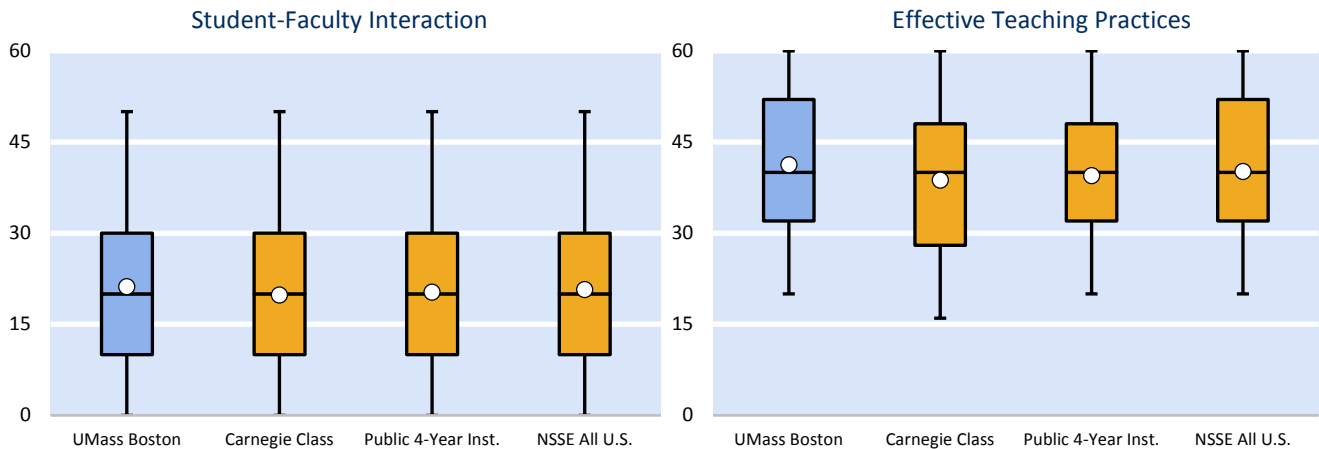
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	UMass Boston Mean	Your first-year students compared with					
		Carnegie Class		Public 4-Year Inst.		NSSE All U.S.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.2	19.8	.10	20.3	.06	20.7	.03
Effective Teaching Practices	41.2	38.7 **	.19	39.5 *	.13	40.1	.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.

### Summary of Indicator Items

Student-Faculty Interaction	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	30	31	32	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	18	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	24	25	26
3d. Discussed your academic performance with a faculty member	38	27	29	30
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	79	80	80
5b. Taught course sessions in an organized way	71	78	78	79
5c. Used examples or illustrations to explain difficult points	69	75	76	77
5d. Provided feedback on a draft or work in progress	79	61	63	65
5e. Provided prompt and detailed feedback on tests or completed assignments	66	58	60	63

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.

## Experiences with Faculty: Seniors

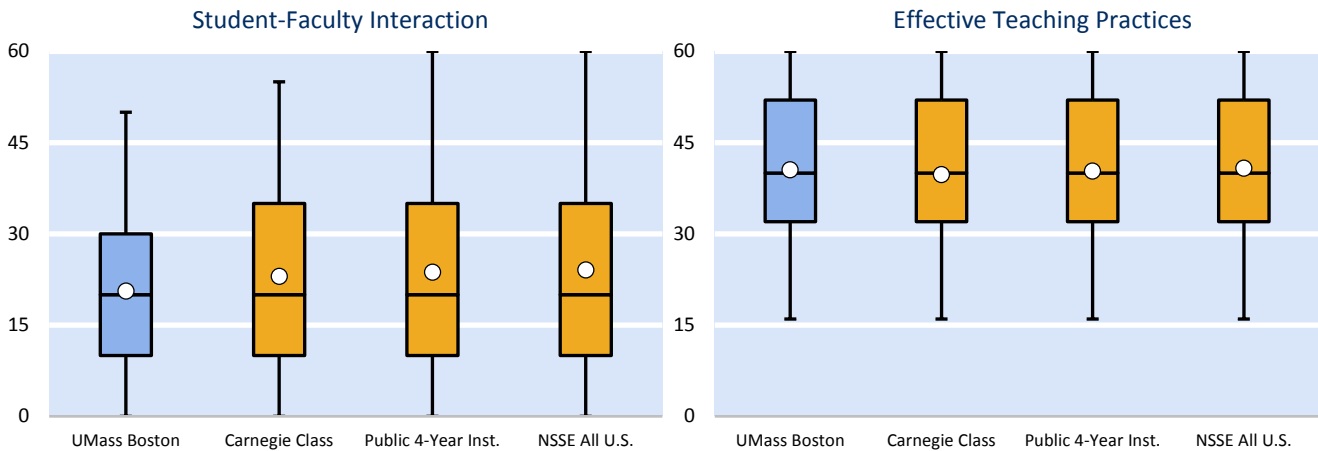
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	UMass Boston Mean	Your seniors compared with					
		Carnegie Class		Public 4-Year Inst.		NSSE All U.S.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.6	23.0 **	-.15	23.7 ***	-.19	24.1 ***	-.21
Effective Teaching Practices	40.5	39.7	.06	40.3	.01	40.8	-.02

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

### Score Distributions



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

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
3a. Talked about career plans with a faculty member	35	39	41	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	26	27	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	32	33	34
3d. Discussed your academic performance with a faculty member	33	31	33	34

#### Effective Teaching Practices

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
5a. Clearly explained course goals and requirements	80	80	82	82
5b. Taught course sessions in an organized way	78	79	79	80
5c. Used examples or illustrations to explain difficult points	77	78	79	79
5d. Provided feedback on a draft or work in progress	64	58	60	62
5e. Provided prompt and detailed feedback on tests or completed assignments	67	64	65	67

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

### Campus Environment: First-year students

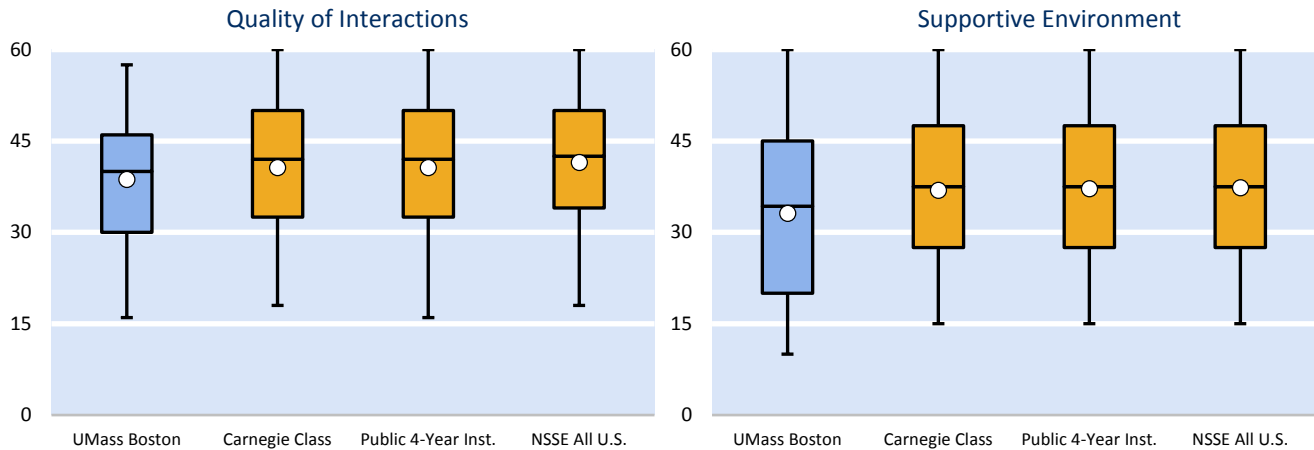
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UMass Boston Mean	Your first-year students compared with					
		Carnegie Class		Public 4-Year Inst.		NSSE All U.S.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.7	40.6 *	-.16	40.6 *	-.16	41.5 ***	-.22
Supportive Environment	33.1	36.9 ***	-.27	37.1 ***	-.29	37.3 ***	-.30

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.

#### Summary of Indicator Items

##### Quality of Interactions

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
13a. Students	48	57	56	58
13b. Academic advisors	41	47	47	49
13c. Faculty	37	46	46	50
13d. Student services staff (career services, student activities, housing, etc.)	33	41	42	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	38	38	41

##### Supportive Environment

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
14b. Providing support to help students succeed academically	65	76	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	69	76	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	58	59	60
14e. Providing opportunities to be involved socially	55	73	73	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	72	72	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	43	44	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	68	68	67
14i. Attending events that address important social, economic, or political issues	49	52	52	53

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.

### Campus Environment: Seniors

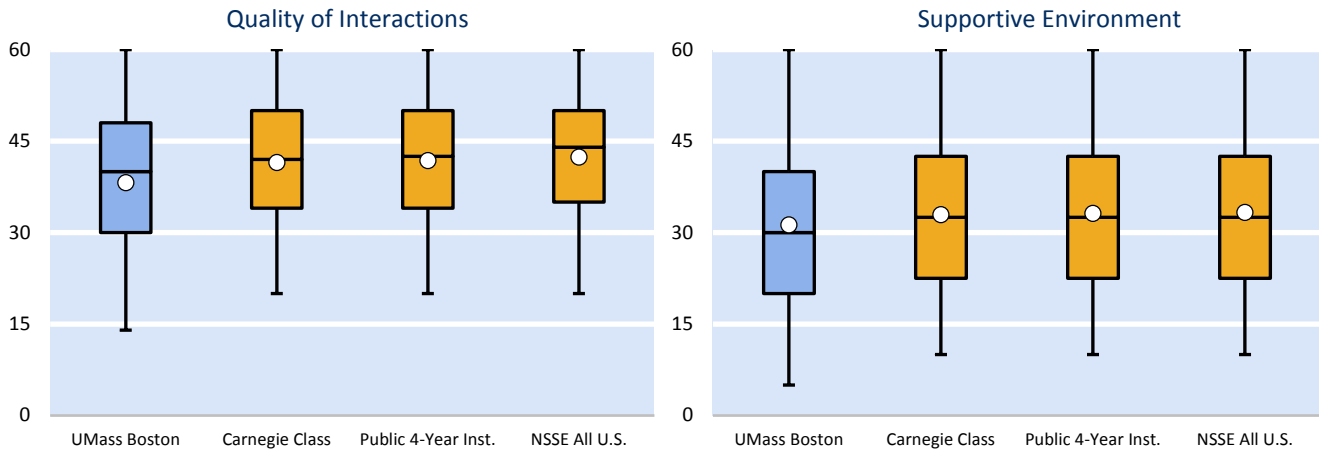
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UMass Boston Mean	Your seniors compared with					
		Carnegie Class		Public 4-Year Inst.		NSSE All U.S.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.2	41.5 ***	-.27	41.8 ***	-.30	42.4 ***	-.35
Supportive Environment	31.3	33.0	-.12	33.1 *	-.13	33.3 *	-.14

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
13a. Students	52	62	62	63
13b. Academic advisors	48	48	50	52
13c. Faculty	51	56	57	59
13d. Student services staff (career services, student activities, housing, etc.)	32	40	41	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	39	39	41

##### Supportive Environment

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

	UMass Boston	Carnegie Class	Public 4-Year Inst.	NSSE All U.S.
14b. Providing support to help students succeed academically	67	70	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	63	66	65	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	51	52	53
14e. Providing opportunities to be involved socially	55	66	66	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	63	63	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	31	32	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	59	58	58
14i. Attending events that address important social, economic, or political issues	50	45	46	46

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

This page intentionally left blank.

### 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](http://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<sup>a</sup> for their high average levels of student engagement:

- institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- institutions with average scores placing them in the top 10% of all 2014 and 2015 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<sup>b</sup> 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.

<b>First-Year Students</b>		UMass Boston Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.2	41.0	.02	✓	43.0 *	-.13	
	Reflective and Integrative Learning	37.8	37.6	.01	✓	39.6 *	-.14	
	Learning Strategies	39.3	41.6 *	-.16		44.4 ***	-.36	
	Quantitative Reasoning	30.4	29.4	.06	✓	31.5	-.07 ✓	
Learning with Peers	Collaborative Learning	31.6	35.1 ***	-.25		37.3 ***	-.41	
	Discussions with Diverse Others	40.5	43.3 *	-.18		45.5 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	21.2	24.0 **	-.19		27.2 ***	-.38	
	Effective Teaching Practices	41.2	42.3	-.08	✓	44.6 ***	-.26	
Campus Environment	Quality of Interactions	38.7	44.0 ***	-.45		45.8 ***	-.60	
	Supportive Environment	33.1	39.4 ***	-.47		41.3 ***	-.63	
<b>Seniors</b>		UMass Boston Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.1	43.5	-.10	✓	45.3 ***	-.23	
	Reflective and Integrative Learning	39.7	41.3 *	-.12		43.1 ***	-.27	
	Learning Strategies	42.2	42.5	-.02	✓	44.8 ***	-.19	
	Quantitative Reasoning	29.6	31.8 *	-.12		33.6 ***	-.24	
Learning with Peers	Collaborative Learning	29.7	35.7 ***	-.43		38.2 ***	-.62	
	Discussions with Diverse Others	41.5	43.9 *	-.15		45.9 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	20.6	29.8 ***	-.56		34.1 ***	-.82	
	Effective Teaching Practices	40.5	43.1 ***	-.19		45.1 ***	-.34	
Campus Environment	Quality of Interactions	38.2	45.0 ***	-.60		46.7 ***	-.72	
	Supportive Environment	31.3	36.1 ***	-.35		38.8 ***	-.54	

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 2014 and 2015 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UMass Boston (N = 257)	41.2	13.2	.82	20	35	40	50	60				
Carnegie Class	38.7	13.9	.09	15	30	40	50	60	22,514	2.5	.004	.182
Public 4-Year Inst.	38.7	14.0	.04	15	30	40	50	60	99,371	2.5	.005	.177
NSSE All U.S.	39.3	13.9	.04	20	30	40	50	60	146,819	1.8	.034	.133
Top 50%	41.0	13.7	.05	20	30	40	50	60	72,171	.2	.791	.017
Top 10%	43.0	13.8	.11	20	35	40	55	60	266	-1.8	.027	-.134
<b>Reflective &amp; Integrative Learning</b>												
UMass Boston (N = 275)	37.8	12.8	.77	20	29	37	49	60				
Carnegie Class	35.2	12.7	.08	17	26	34	43	60	23,584	2.6	.001	.204
Public 4-Year Inst.	35.4	12.7	.04	17	26	34	43	60	103,890	2.4	.002	.187
NSSE All U.S.	36.0	12.7	.03	17	26	34	43	60	153,557	1.8	.018	.143
Top 50%	37.6	12.7	.05	17	29	37	46	60	77,242	.2	.810	.014
Top 10%	39.6	12.8	.10	20	31	40	49	60	15,738	-1.8	.021	-.140
<b>Learning Strategies</b>												
UMass Boston (N = 248)	39.3	14.0	.89	20	27	40	53	60				
Carnegie Class	38.6	14.3	.10	13	27	40	47	60	20,780	.7	.456	.048
Public 4-Year Inst.	39.2	14.3	.05	20	27	40	53	60	92,000	.1	.920	.006
NSSE All U.S.	39.7	14.3	.04	20	27	40	53	60	136,344	-.4	.656	-.028
Top 50%	41.6	14.1	.06	20	33	40	53	60	65,128	-2.3	.011	-.161
Top 10%	44.4	14.0	.12	20	33	47	60	60	14,937	-5.1	.000	-.363
<b>Quantitative Reasoning</b>												
UMass Boston (N = 270)	30.4	16.4	1.00	0	20	27	40	60				
Carnegie Class	28.2	16.4	.11	0	20	27	40	60	22,970	2.2	.033	.131
Public 4-Year Inst.	28.0	16.5	.05	0	20	27	40	60	101,127	2.3	.020	.142
NSSE All U.S.	27.9	16.6	.04	0	20	27	40	60	149,432	2.4	.017	.146
Top 50%	29.4	16.6	.05	0	20	27	40	60	94,908	1.0	.333	.059
Top 10%	31.5	16.5	.12	0	20	33	40	60	18,791	-1.2	.250	-.071
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UMass Boston (N = 290)	31.6	14.0	.82	10	20	30	40	55				
Carnegie Class	32.8	14.0	.09	10	20	30	40	60	24,526	-1.2	.147	-.086
Public 4-Year Inst.	32.5	14.1	.04	10	20	30	40	60	107,128	-.9	.277	-.064
NSSE All U.S.	32.4	14.3	.04	10	20	30	40	60	158,134	-.8	.337	-.056
Top 50%	35.1	13.8	.05	15	25	35	45	60	87,259	-3.5	.000	-.254
Top 10%	37.3	13.8	.10	15	25	35	50	60	19,433	-5.6	.000	-.408
<b>Discussions with Diverse Others</b>												
UMass Boston (N = 245)	40.5	17.0	1.08	10	30	40	60	60				
Carnegie Class	40.6	16.0	.11	15	30	40	55	60	21,053	-.1	.942	-.005
Public 4-Year Inst.	40.9	16.2	.05	15	30	40	60	60	93,131	-.4	.729	-.022
NSSE All U.S.	41.1	16.1	.04	15	30	40	60	60	138,002	-.5	.615	-.032
Top 50%	43.3	15.4	.05	20	35	45	60	60	245	-2.8	.010	-.182
Top 10%	45.5	14.8	.11	20	40	50	60	60	249	-5.0	.000	-.335



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UMass Boston (N = 266)	21.2	14.7	.90	0	10	20	30	50				
Carnegie Class	19.8	14.6	.10	0	10	20	30	50	23,042	1.4	.122	.095
Public 4-Year Inst.	20.3	14.9	.05	0	10	20	30	50	101,572	.9	.314	.062
NSSE All U.S.	20.7	14.9	.04	0	10	20	30	50	150,131	.5	.611	.031
Top 50%	24.0	15.2	.07	0	15	20	35	55	50,362	-2.9	.002	-.188
Top 10%	27.2	16.1	.17	5	15	25	40	60	285	-6.0	.000	-.376
<b>Effective Teaching Practices</b>												
UMass Boston (N = 274)	41.2	14.3	.86	20	32	40	52	60				
Carnegie Class	38.7	13.2	.09	16	28	40	48	60	279	2.5	.004	.190
Public 4-Year Inst.	39.5	13.4	.04	20	32	40	48	60	275	1.8	.043	.131
NSSE All U.S.	40.1	13.4	.03	20	32	40	52	60	274	1.1	.203	.082
Top 50%	42.3	13.2	.06	20	32	40	52	60	276	-1.1	.199	-.084
Top 10%	44.6	13.3	.12	20	36	44	56	60	285	-3.4	.000	-.256
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UMass Boston (N = 227)	38.7	12.3	.82	16	30	40	46	58				
Carnegie Class	40.6	12.5	.09	18	33	42	50	60	20,022	-2.0	.019	-.157
Public 4-Year Inst.	40.6	12.7	.04	16	33	42	50	60	88,829	-2.0	.020	-.155
NSSE All U.S.	41.5	12.6	.03	18	34	43	50	60	132,021	-2.8	.001	-.223
Top 50%	44.0	11.7	.05	22	38	46	52	60	50,704	-5.3	.000	-.454
Top 10%	45.8	11.9	.11	23	40	48	55	60	10,898	-7.2	.000	-.604
<b>Supportive Environment</b>												
UMass Boston (N = 228)	33.1	15.6	1.03	10	20	34	45	60				
Carnegie Class	36.9	13.8	.10	15	28	38	48	60	231	-3.8	.000	-.274
Public 4-Year Inst.	37.1	13.9	.05	15	28	38	48	60	228	-4.0	.000	-.289
NSSE All U.S.	37.3	13.9	.04	15	28	38	48	60	227	-4.2	.000	-.301
Top 50%	39.4	13.4	.05	18	30	40	50	60	228	-6.3	.000	-.472
Top 10%	41.3	13.0	.11	20	33	40	53	60	232	-8.2	.000	-.627

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UMass Boston (N = 355)	42.1	14.8	.78	20	35	40	55	60				
Carnegie Class	40.5	14.3	.08	15	30	40	50	60	33,050	1.6	.032	.115
Public 4-Year Inst.	40.8	14.3	.04	15	30	40	55	60	138,165	1.3	.084	.092
NSSE All U.S.	41.4	14.2	.03	20	30	40	55	60	192,657	.8	.302	.055
Top 50%	43.5	13.8	.05	20	35	40	55	60	72,448	-1.4	.063	-.099
Top 10%	45.3	13.6	.10	20	40	45	60	60	19,816	-3.2	.000	-.233
<b>Reflective &amp; Integrative Learning</b>												
UMass Boston (N = 368)	39.7	13.5	.70	17	29	40	51	60				
Carnegie Class	38.0	13.3	.07	17	29	37	49	60	34,418	1.8	.011	.134
Public 4-Year Inst.	38.4	13.2	.03	17	29	40	49	60	143,774	1.3	.059	.099
NSSE All U.S.	39.0	13.1	.03	17	29	40	49	60	200,508	.7	.306	.053
Top 50%	41.3	12.7	.05	20	31	40	51	60	72,283	-1.5	.020	-.122
Top 10%	43.1	12.5	.09	20	34	43	54	60	18,275	-3.4	.000	-.269
<b>Learning Strategies</b>												
UMass Boston (N = 329)	42.2	14.1	.78	20	33	40	53	60				
Carnegie Class	39.6	15.0	.09	13	27	40	53	60	336	2.6	.001	.170
Public 4-Year Inst.	40.1	14.9	.04	13	27	40	53	60	129,725	2.1	.010	.142
NSSE All U.S.	40.3	14.8	.03	13	27	40	53	60	181,782	1.9	.022	.127
Top 50%	42.5	14.6	.05	20	33	40	60	60	330	-.3	.729	-.019
Top 10%	44.8	14.2	.09	20	33	47	60	60	24,324	-2.6	.001	-.186
<b>Quantitative Reasoning</b>												
UMass Boston (N = 362)	29.6	17.6	.93	0	20	27	40	60				
Carnegie Class	30.5	17.5	.10	0	20	27	40	60	33,709	-.9	.318	-.053
Public 4-Year Inst.	30.4	17.4	.05	0	20	27	40	60	140,688	-.8	.377	-.047
NSSE All U.S.	30.4	17.4	.04	0	20	27	40	60	196,294	-.8	.395	-.045
Top 50%	31.8	17.3	.05	0	20	33	40	60	122,481	-2.1	.018	-.124
Top 10%	33.6	16.9	.10	0	20	33	47	60	27,309	-4.0	.000	-.238
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UMass Boston (N = 383)	29.7	14.5	.74	5	20	30	40	60				
Carnegie Class	32.9	14.9	.08	10	20	30	45	60	35,381	-3.2	.000	-.214
Public 4-Year Inst.	33.2	14.6	.04	10	20	30	45	60	146,774	-3.4	.000	-.234
NSSE All U.S.	32.9	14.6	.03	10	20	30	45	60	204,398	-3.2	.000	-.218
Top 50%	35.7	13.9	.04	15	25	35	45	60	102,591	-5.9	.000	-.428
Top 10%	38.2	13.7	.10	15	30	40	50	60	20,757	-8.4	.000	-.616
<b>Discussions with Diverse Others</b>												
UMass Boston (N = 332)	41.5	17.2	.94	10	30	40	60	60				
Carnegie Class	41.4	16.3	.09	15	30	40	60	60	31,217	.1	.915	.006
Public 4-Year Inst.	41.9	16.3	.04	15	30	40	60	60	131,182	-.4	.636	-.026
NSSE All U.S.	42.0	16.1	.04	15	30	40	60	60	332	-.5	.622	-.029
Top 50%	43.9	15.9	.05	20	35	45	60	60	333	-2.4	.011	-.152
Top 10%	45.9	15.4	.09	20	40	50	60	60	337	-4.4	.000	-.286

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UMass Boston (N = 363)	20.6	14.8	.78	0	10	20	30	50				
Carnegie Class	23.0	16.2	.09	0	10	20	35	55	371	-2.4	.002	-.148
Public 4-Year Inst.	23.7	16.4	.04	0	10	20	35	60	364	-3.1	.000	-.190
NSSE All U.S.	24.1	16.4	.04	0	10	20	35	60	363	-3.4	.000	-.210
Top 50%	29.8	16.2	.08	5	20	30	40	60	368	-9.2	.000	-.564
Top 10%	34.1	16.5	.20	5	20	35	45	60	410	-13.5	.000	-.820
<b>Effective Teaching Practices</b>												
UMass Boston (N = 363)	40.5	14.6	.77	16	32	40	52	60				
Carnegie Class	39.7	13.9	.08	16	32	40	52	60	34,006	.8	.276	.057
Public 4-Year Inst.	40.3	13.9	.04	16	32	40	52	60	142,121	.2	.785	.014
NSSE All U.S.	40.8	13.9	.03	16	32	40	52	60	198,277	-.3	.716	-.019
Top 50%	43.1	13.6	.05	20	36	44	56	60	67,345	-2.6	.000	-.187
Top 10%	45.1	13.4	.12	20	36	48	60	60	12,837	-4.6	.000	-.344
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UMass Boston (N = 330)	38.2	13.5	.75	14	30	40	48	60				
Carnegie Class	41.5	12.1	.07	20	34	42	50	60	335	-3.3	.000	-.272
Public 4-Year Inst.	41.8	12.1	.03	20	34	43	50	60	331	-3.6	.000	-.301
NSSE All U.S.	42.4	12.0	.03	20	35	44	50	60	330	-4.2	.000	-.350
Top 50%	45.0	11.4	.05	24	38	46	54	60	332	-6.8	.000	-.597
Top 10%	46.7	11.8	.09	24	40	50	56	60	340	-8.5	.000	-.725
<b>Supportive Environment</b>												
UMass Boston (N = 318)	31.3	15.6	.87	5	20	30	40	60				
Carnegie Class	33.0	14.4	.08	10	23	33	43	60	323	-1.7	.055	-.117
Public 4-Year Inst.	33.1	14.4	.04	10	23	33	43	60	319	-1.9	.035	-.128
NSSE All U.S.	33.3	14.5	.03	10	23	33	43	60	318	-2.0	.020	-.141
Top 50%	36.1	13.9	.05	13	26	38	45	60	320	-4.8	.000	-.346
Top 10%	38.8	13.7	.12	15	30	40	50	60	329	-7.5	.000	-.545

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.