NSSE 2020
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 2019 and 2020 participating institutions.

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder 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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment,* *13* (Summer/Fall), pp. 22-38.

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

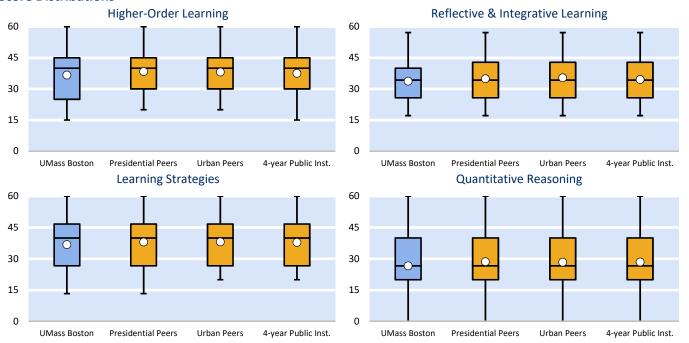| Theme	Engagement Indicator	Your seniors compared with Presidential Peers	Your seniors compared with Urban Peers	Your seniors compared with 4-year Public Inst.
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
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	36.7	38.4 *	-.13	38.2 *	-.11	37.6	-.07
Reflective & Integrative Learning	33.8	34.9	-.10	35.4 **	-.14	34.6	-.07
Learning Strategies	36.8	38.1	-.09	38.1	-.10	37.9	-.08
Quantitative Reasoning	26.6	28.6 *	-.13	28.4 *	-.12	28.4 *	-.12

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

Score Distributions

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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

| | UMass Boston | Percentage point difference [a] 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	63	-6	-7	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-5	-4	-3
4d. Evaluating a point of view, decision, or information source	66	-4	-4	-2
4e. Forming a new idea or understanding from various pieces of information	65	-6	-5	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	49	+0	-3	-1
2b. Connected your learning to societal problems or issues	46	-5	-6	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-6	-6	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-5	-6	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-4	-4	-3
2f. Learned something that changed the way you understand an issue or concept	62	-4	-6	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-5	-5	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	+2	+3	+4
9b. Reviewed your notes after class	62	-3	-4	-4
9c. Summarized what you learned in class or from course materials	59	-4	-5	-4
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.)	46	-8	-7	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-8	-6	-6
6c. Evaluated what others have concluded from numerical information	36	-5	-4	-5

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

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

NSSE 2020 Engagement Indicators
Academic Challenge
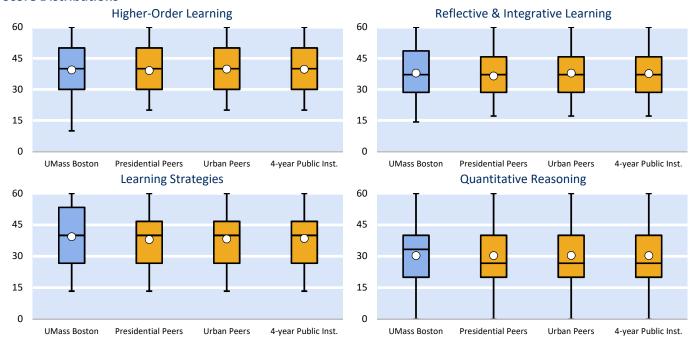## University of Massachusetts Boston

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.		
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	39.4	39.2	.02	39.8	-.03	39.7	-.02
Reflective & Integrative Learning	37.9	36.5	.10	37.9	.00	37.6	.02
Learning Strategies	39.4	37.9	.10	38.3	.08	38.4	.06
Quantitative Reasoning	30.3	30.3	.00	30.4	-.01	30.3	.00

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

Score Distributions

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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UMass Boston	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Presidential Peers	Urban Peers	4-year Public Inst.
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	71	-5	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1	+1	+1
4d. Evaluating a point of view, decision, or information source	73	+6	+3	+3
4e. Forming a new idea or understanding from various pieces of information	74	+4	+2	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	63	-3	-6	-5
2b. Connected your learning to societal problems or issues	64	+9	+4	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+8	+3	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+0	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+2	-1	-1
2f. Learned something that changed the way you understand an issue or concept	71	+1	-1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+3	-0	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	+6	+5	+5
9b. Reviewed your notes after class	65	+2	+2	+1
9c. Summarized what you learned in class or from course materials	61	-2	-2	-3
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	-4	-2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+5	+4	+5
6c. Evaluated what others have concluded from numerical information	44	-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 available on the NSSE website.

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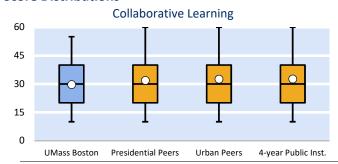
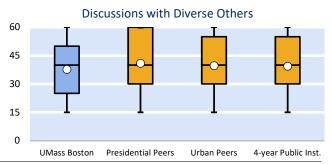## Learning with Peers: First-year students

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

Mean Comparisons

	UMass Boston	Presidential Peers		Urban Peers		4-year Public Inst.	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	29.7	31.9 ***	-.15	32.5 ***	-.20	32.6 ***	-.21
Discussions with Diverse Others	37.7	40.9 ***	-.20	39.6 *	-.12	39.4 *	-.11

Your first-year students compared with

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 — UMass Boston, Presidential Peers, Urban Peers, 4-year Public Inst.

Discussions with Diverse Others — UMass Boston, Presidential Peers, Urban Peers, 4-year Public Inst.

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

Performance on Indicator Items

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

Percentage point difference [a] between your FY students and

Collaborative Learning	UMass Boston	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	45	-6	-8	-8
1f. Explained course material to one or more students	49	-7	-8	-8
1g. Prepared for exams by discussing or working through course material with other students	42	-6	-7	-8
1h. Worked with other students on course projects or assignments	49	-2	-6	-7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	71	-5	-1	+1
8b. People from an economic background other than your own	67	-7	-5	-5
8c. People with religious beliefs other than your own	63	-8	-6	-4
8d. People with political views other than your own	51	-10	-11	-12

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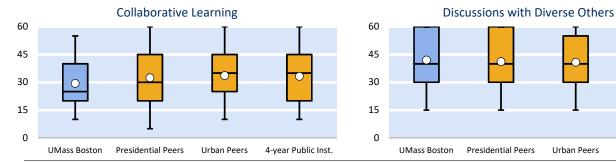
Learning with Peers: Seniors

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Mean Comparisons

	UMass Boston	Presidential Peers		Urban Peers		4-year Public Inst.	
			Your seniors compared with				
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	29.5	32.5 ***	-.19	33.7 ***	-.29	33.3 ***	-.26
Discussions with Diverse Others	42.1	41.2	.05	40.9	.08	40.5	.10

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

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Performance on Indicator Items

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	UMass Boston	Percentage point difference [a] 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	34	-10	-12	-12
1f. Explained course material to one or more students	53	-6	-7	-6
1g. Prepared for exams by discussing or working through course material with other students	40	-8	-9	-9
1h. Worked with other students on course projects or assignments	52	-10	-16	-14
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	78	+2	+4	+6
8b. People from an economic background other than your own	74	-0	+0	+0
8c. People with religious beliefs other than your own	75	+4	+4	+5
8d. People with political views other than your own	62	-1	-2	-3

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Experiences with Faculty
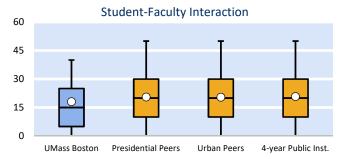## University of Massachusetts Boston

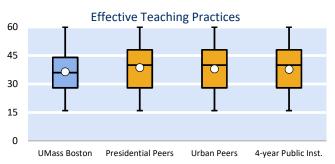## Experiences with Faculty: First-year students

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	18.1	20.5 **	-.17	20.4 **	-.16	20.8 ***	-.18
Effective Teaching Practices	36.5	38.6 **	-.16	37.9 *	-.11	37.7	-.09

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 on Indicator Items

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	UMass Boston	*Percentage point difference [a] 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	27	-10	-9	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-4	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-6	-5	-6
3d. Discussed your academic performance with a faculty member	23	-6	-6	-6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	72	-3	-4	-4
5b. Taught course sessions in an organized way	67	-5	-5	-6
5c. Used examples or illustrations to explain difficult points	65	-7	-8	-8
5d. Provided feedback on a draft or work in progress	61	-6	-0	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-3	-1	-0

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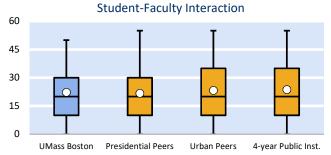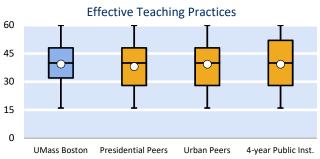
Experiences with Faculty: Seniors

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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	22.2	21.7	.03	23.2	-.06	23.6	-.09
Effective Teaching Practices	39.4	38.0	.10	39.2	.01	39.3	.00

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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| Student-Faculty Interaction | UMass Boston | Percentage point difference[a] 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	+2	-1	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-1	-4	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+2	-1	-1
3d. Discussed your academic performance with a faculty member	32	+2	-0	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	+3	+1	+1
5b. Taught course sessions in an organized way	78	+6	+3	+3
5c. Used examples or illustrations to explain difficult points	78	+4	+1	+1
5d. Provided feedback on a draft or work in progress	60	+4	+1	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+8	+5	+4

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

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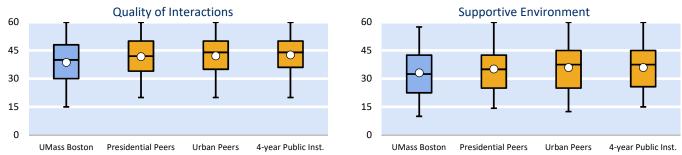
Campus Environment: First-year students

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	38.7	41.7 ***	-.25	42.1 ***	-.28	42.6 ***	-.33
Supportive Environment	33.1	35.2 **	-.15	35.9 ***	-.20	35.9 ***	-.21

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

Score Distributions

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

Performance on Indicator Items

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

	UMass Boston	Percentage point difference [a] between your FY students 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	40	-9	-11	-12
13b. Academic advisors	42	-10	-9	-10
13c. Faculty	32	-16	-16	-17
13d. Student services staff (career services, student activities, housing, etc.)	33	-8	-12	-14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-4	-5	-6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	65	-8	-9	-9
14c. Using learning support services (tutoring services, writing center, etc.)	71	-5	-4	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-5	-5	-3
14e. Providing opportunities to be involved socially	60	-7	-10	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-4	-7	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-2	-5	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-12	-14	-16
14i. Attending events that address important social, economic, or political issues	45	+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 available on the NSSE website.

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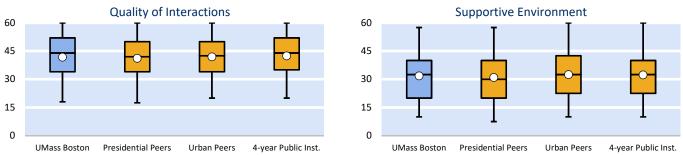
Campus Environment: Seniors

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

Mean Comparisons

	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	41.7	41.2	.05	41.9	-.02	42.4	-.06
Supportive Environment	31.9	31.0	.06	32.5	-.05	32.3	-.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.

Performance on Indicator Items

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

Quality of Interactions	UMass Boston	Percentage point difference [a] between your seniors 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	51	-2	-5	-7
13b. Academic advisors	53	+5	+5	+3
13c. Faculty	54	+3	+0	-1
13d. Student services staff (career services, student activities, housing, etc.)	43	+2	+1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+1	-0	-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	69	+3	+1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	67	+4	+3	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+7	+5	+7
14e. Providing opportunities to be involved socially	55	-3	-9	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-1	-7	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+2	-1	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-7	-12	-13
14i. Attending events that address important social, economic, or political issues	46	+7	+3	+6

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

   (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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	36.7	39.3 ***	-.20		41.4 ***	-.37	
	Reflective and Integrative Learning	33.8	36.7 ***	-.25		39.0 ***	-.44	
	Learning Strategies	36.8	39.9 ***	-.23		42.3 ***	-.39	
	Quantitative Reasoning	26.6	29.4 ***	-.18		31.4 ***	-.31	
Learning with Peers	Collaborative Learning	29.7	35.2 ***	-.40		37.4 ***	-.57	
	Discussions with Diverse Others	37.7	41.5 ***	-.25		43.6 ***	-.41	
Experiences with Faculty	Student-Faculty Interaction	18.1	24.5 ***	-.43		28.1 ***	-.65	
	Effective Teaching Practices	36.5	40.5 ***	-.31		42.3 ***	-.41	
Campus Environment	Quality of Interactions	38.7	45.2 ***	-.58		47.2 ***	-.73	
	Supportive Environment	33.1	37.9 ***	-.36		40.0 ***	-.53	

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	39.4	41.7 **	-.17		43.2 ***	-.28	
	Reflective and Integrative Learning	37.9	39.8 **	-.16		41.8 ***	-.32	
	Learning Strategies	39.4	40.7	-.09	✓	42.7 ***	-.23	
	Quantitative Reasoning	30.3	31.4	-.07	✓	33.4 **	-.19	
Learning with Peers	Collaborative Learning	29.5	35.9 ***	-.46		38.4 ***	-.66	
	Discussions with Diverse Others	42.1	42.1	.00	✓	43.8	-.11	
Experiences with Faculty	Student-Faculty Interaction	22.2	29.7 ***	-.47		33.2 ***	-.70	
	Effective Teaching Practices	39.4	41.8 **	-.18		43.7 ***	-.32	
Campus Environment	Quality of Interactions	41.7	45.2 ***	-.30		47.4 ***	-.47	
	Supportive Environment	31.9	34.6 **	-.20		36.8 ***	-.35	

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 2019 and 2020 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 2020 Engagement Indicators

Detailed Statistics[a]
University of Massachusetts Boston

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UMass Boston (N = 386)	36.7	13.1	.67	15	25	40	45	60				
Presidential Peers	38.4	13.2	.24	20	30	40	45	60	3,355	-1.8	.014	-.133
Urban Peers	38.2	13.2	.07	20	30	40	45	60	33,753	-1.5	.029	-.112
4-year Public Inst.	37.6	13.3	.04	15	30	40	45	60	96,850	-.9	.193	-.066
Top 50%	39.3	13.1	.04	20	30	40	50	60	137,118	-2.6	.000	-.202
Top 10%	41.4	12.8	.08	20	35	40	50	60	26,590	-4.7	.000	-.367
Reflective & Integrative Learning												
UMass Boston (N = 436)	33.8	12.0	.57	17	26	34	40	57				
Presidential Peers	34.9	11.9	.21	17	26	34	43	57	3,684	-1.2	.056	-.097
Urban Peers	35.4	12.0	.06	17	26	34	43	57	36,513	-1.7	.004	-.139
4-year Public Inst.	34.6	12.0	.04	17	26	34	43	57	106,223	-.8	.160	-.067
Top 50%	36.7	11.8	.03	17	29	37	46	57	133,946	-2.9	.000	-.248
Top 10%	39.0	11.7	.08	20	31	40	49	60	21,400	-5.2	.000	-.443
Learning Strategies												
UMass Boston (N = 364)	36.8	13.5	.71	13	27	40	47	60				
Presidential Peers	38.1	14.0	.26	13	27	40	47	60	3,164	-1.3	.106	-.090
Urban Peers	38.1	13.7	.08	20	27	40	47	60	31,839	-1.3	.068	-.096
4-year Public Inst.	37.9	13.8	.05	20	27	40	47	60	90,708	-1.1	.137	-.078
Top 50%	39.9	13.7	.04	20	33	40	53	60	116,252	-3.1	.000	-.226
Top 10%	42.3	14.1	.09	20	33	40	53	60	25,896	-5.5	.000	-.391
Quantitative Reasoning												
UMass Boston (N = 376)	26.6	15.5	.80	0	20	27	40	60				
Presidential Peers	28.6	15.2	.28	0	20	27	40	60	3,229	-2.0	.015	-.133
Urban Peers	28.4	15.3	.09	0	20	27	40	60	32,315	-1.8	.025	-.116
4-year Public Inst.	28.4	15.3	.05	0	20	27	40	60	92,447	-1.8	.021	-.119
Top 50%	29.4	15.2	.04	7	20	27	40	60	151,098	-2.8	.000	-.184
Top 10%	31.4	15.3	.09	7	20	33	40	60	32,171	-4.8	.000	-.311
Learning with Peers												
Collaborative Learning												
UMass Boston (N = 495)	29.7	12.9	.58	10	20	30	40	55				
Presidential Peers	31.9	14.5	.25	10	20	30	40	60	687	-2.2	.001	-.153
Urban Peers	32.5	14.1	.07	10	20	30	40	60	510	-2.8	.000	-.201
4-year Public Inst.	32.6	14.1	.04	10	20	30	40	60	499	-3.0	.000	-.209
Top 50%	35.2	13.7	.03	15	25	35	45	60	174,298	-5.5	.000	-.402
Top 10%	37.4	13.5	.07	15	30	40	45	60	36,888	-7.7	.000	-.571
Discussions with Diverse Others												
UMass Boston (N = 367)	37.7	15.8	.82	15	25	40	50	60				
Presidential Peers	40.9	15.9	.30	15	30	40	60	60	3,199	-3.2	.000	-.202
Urban Peers	39.6	15.7	.09	15	30	40	55	60	32,086	-1.9	.021	-.121
4-year Public Inst.	39.4	15.7	.05	15	30	40	55	60	91,493	-1.7	.040	-.108
Top 50%	41.5	15.0	.04	20	30	40	55	60	154,723	-3.7	.000	-.250
Top 10%	43.6	14.5	.08	20	35	45	60	60	373	-5.9	.000	-.406

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UMass Boston (N = 409)	18.1	13.9	.69	0	5	15	25	40				
Presidential Peers	20.5	14.8	.27	0	10	20	30	50	3,492	-2.4	.002	-.166
Urban Peers	20.4	14.5	.08	0	10	20	30	50	34,954	-2.3	.001	-.159
4-year Public Inst.	20.8	14.7	.05	0	10	20	30	50	100,913	-2.7	.000	-.185
Top 50%	24.5	14.7	.05	5	15	20	35	55	412	-6.4	.000	-.435
Top 10%	28.1	15.5	.14	5	15	25	40	60	444	-10.0	.000	-.651
Effective Teaching Practices												
UMass Boston (N = 389)	36.5	13.5	.68	16	28	36	44	60				
Presidential Peers	38.6	13.3	.24	16	28	40	48	60	3,355	-2.1	.003	-.160
Urban Peers	37.9	13.2	.07	16	28	40	48	60	33,560	-1.5	.030	-.111
4-year Public Inst.	37.7	13.2	.04	16	28	40	48	60	96,229	-1.2	.063	-.094
Top 50%	40.5	13.2	.04	20	32	40	52	60	100,461	-4.1	.000	-.309
Top 10%	42.3	14.1	.09	16	32	44	56	60	27,955	-5.8	.000	-.412
Campus Environment												
Quality of Interactions												
UMass Boston (N = 336)	38.7	12.8	.70	15	30	40	48	60				
Presidential Peers	41.7	12.1	.24	20	34	42	50	60	2,943	-3.0	.000	-.247
Urban Peers	42.1	12.2	.07	20	35	44	50	60	29,565	-3.4	.000	-.283
4-year Public Inst.	42.6	11.9	.04	20	36	44	50	60	84,642	-3.9	.000	-.332
Top 50%	45.2	11.2	.04	24	38	46	54	60	337	-6.5	.000	-.581
Top 10%	47.2	11.6	.08	25	40	50	58	60	343	-8.5	.000	-.732
Supportive Environment												
UMass Boston (N = 347)	33.1	13.8	.74	10	23	33	43	58				
Presidential Peers	35.2	13.4	.26	14	25	35	43	60	3,067	-2.1	.007	-.154
Urban Peers	35.9	13.7	.08	13	25	38	45	60	30,808	-2.8	.000	-.202
4-year Public Inst.	35.9	13.5	.05	15	26	38	45	60	87,597	-2.8	.000	-.207
Top 50%	37.9	13.1	.04	18	30	38	48	60	348	-4.7	.000	-.362
Top 10%	40.0	12.9	.09	18	33	40	50	60	356	-6.9	.000	-.534

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

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

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

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

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

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

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

NSSE 2020 Engagement Indicators

Detailed Statistics[a]

University of Massachusetts Boston

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UMass Boston (N = 291)	39.4	14.4	.84	10	30	40	50	60				
Presidential Peers	39.2	13.4	.25	20	30	40	50	60	3,158	.3	.748	.020
Urban Peers	39.8	13.7	.07	20	30	40	50	60	37,230	-.4	.600	-.031
4-year Public Inst.	39.7	13.7	.04	20	30	40	50	60	99,140	-.3	.700	-.023
Top 50%	41.7	13.4	.04	20	35	40	55	60	100,033	-2.3	.004	-.170
Top 10%	43.2	13.3	.09	20	35	40	55	60	24,543	-3.7	.000	-.281
Reflective & Integrative Learning												
UMass Boston (N = 310)	37.9	13.0	.74	14	29	37	49	60				
Presidential Peers	36.5	12.9	.23	17	29	37	46	60	3,360	1.3	.080	.104
Urban Peers	37.9	12.6	.06	17	29	37	46	60	39,579	.0	.956	-.003
4-year Public Inst.	37.6	12.6	.04	17	29	37	46	60	106,016	.3	.726	.020
Top 50%	39.8	12.2	.04	20	31	40	49	60	99,349	-1.9	.005	-.159
Top 10%	41.8	12.0	.10	20	34	40	51	60	16,282	-3.9	.000	-.323
Learning Strategies												
UMass Boston (N = 273)	39.4	15.3	.92	13	27	40	53	60				
Presidential Peers	37.9	14.5	.28	13	27	40	47	60	3,021	1.4	.121	.099
Urban Peers	38.3	14.5	.08	13	27	40	47	60	35,610	1.1	.211	.076
4-year Public Inst.	38.4	14.7	.05	13	27	40	47	60	94,342	.9	.309	.062
Top 50%	40.7	14.5	.04	20	33	40	53	60	110,513	-1.3	.131	-.091
Top 10%	42.7	14.4	.08	20	33	40	60	60	35,841	-3.3	.000	-.229
Quantitative Reasoning												
UMass Boston (N = 282)	30.3	16.3	.97	0	20	33	40	60				
Presidential Peers	30.3	15.8	.30	0	20	27	40	60	3,062	.0	.975	.002
Urban Peers	30.4	16.2	.09	0	20	27	40	60	36,098	-.1	.918	-.006
4-year Public Inst.	30.3	16.2	.05	0	20	27	40	60	95,669	.0	.999	.000
Top 50%	31.4	16.1	.04	0	20	33	40	60	141,323	-1.1	.246	-.069
Top 10%	33.4	15.9	.10	7	20	33	40	60	27,938	-3.1	.001	-.192
Learning with Peers												
Collaborative Learning												
UMass Boston (N = 324)	29.5	14.3	.79	10	20	25	40	55				
Presidential Peers	32.5	15.5	.28	5	20	30	45	60	405	-3.0	.000	-.194
Urban Peers	33.7	14.4	.07	10	25	35	45	60	41,350	-4.2	.000	-.292
4-year Public Inst.	33.3	14.9	.04	10	20	35	45	60	111,990	-3.8	.000	-.257
Top 50%	35.9	14.0	.04	15	25	35	45	60	131,446	-6.5	.000	-.464
Top 10%	38.4	13.6	.09	15	30	40	50	60	23,133	-8.9	.000	-.657
Discussions with Diverse Others												
UMass Boston (N = 274)	42.1	15.7	.95	15	30	40	60	60				
Presidential Peers	41.2	16.3	.31	15	30	40	60	60	3,038	.8	.420	.051
Urban Peers	40.9	15.9	.08	15	30	40	55	60	35,714	1.2	.208	.076
4-year Public Inst.	40.5	15.9	.05	15	30	40	55	60	94,866	1.5	.113	.096
Top 50%	42.1	15.5	.04	15	30	40	60	60	140,484	.0	.990	.001
Top 10%	43.8	15.3	.08	20	35	45	60	60	35,538	-1.7	.066	-.112

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UMass Boston (N = 297)	22.2	14.8	.86	0	10	20	30	50				
Presidential Peers	21.7	15.5	.29	0	10	20	30	55	3,244	.5	.605	.031
Urban Peers	23.2	15.9	.08	0	10	20	35	55	302	-1.0	.239	-.064
4-year Public Inst.	23.6	16.1	.05	0	10	20	35	55	298	-1.4	.096	-.089
Top 50%	29.7	15.9	.07	5	20	30	40	60	300	-7.5	.000	-.472
Top 10%	33.2	16.0	.17	10	20	35	45	60	319	-11.1	.000	-.695
Effective Teaching Practices												
UMass Boston (N = 291)	39.4	13.9	.81	16	32	40	48	60				
Presidential Peers	38.0	14.0	.26	16	28	40	48	60	3,162	1.4	.107	.099
Urban Peers	39.2	13.8	.07	16	28	40	48	60	37,197	.1	.881	.009
4-year Public Inst.	39.3	13.9	.04	16	28	40	52	60	98,881	.1	.946	.004
Top 50%	41.8	13.7	.05	20	32	40	52	60	85,401	-2.4	.003	-.176
Top 10%	43.7	13.4	.10	20	36	44	56	60	18,971	-4.3	.000	-.323
Campus Environment												
Quality of Interactions												
UMass Boston (N = 259)	41.7	13.1	.81	18	34	44	52	60				
Presidential Peers	41.2	12.7	.25	18	34	42	50	60	2,778	.6	.487	.045
Urban Peers	41.9	12.4	.07	20	34	43	50	60	32,993	-.2	.796	-.016
4-year Public Inst.	42.4	12.3	.04	20	35	44	52	60	87,239	-.7	.366	-.056
Top 50%	45.2	11.7	.04	24	38	48	54	60	259	-3.5	.000	-.298
Top 10%	47.4	12.0	.07	24	40	50	58	60	28,988	-5.6	.000	-.469
Supportive Environment												
UMass Boston (N = 267)	31.9	14.6	.90	10	20	33	40	58				
Presidential Peers	31.0	14.4	.28	8	20	30	40	58	2,957	.9	.333	.062
Urban Peers	32.5	14.3	.08	10	23	33	43	60	34,681	-.7	.445	-.047
4-year Public Inst.	32.3	14.3	.05	10	23	33	40	60	91,774	-.5	.588	-.033
Top 50%	34.6	14.0	.05	13	25	35	45	60	93,858	-2.8	.001	-.197
Top 10%	36.8	14.1	.11	13	28	38	48	60	17,022	-5.0	.000	-.352

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

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

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

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

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

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

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