



NSSE 2013

Engagement Indicators

University of Maryland, Baltimore County

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 themes as shown at right.

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

Report sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

Responses to each item in a given EI are displayed for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of current-year participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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 Institutional 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 Web site: nsse.iub.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year (FY) Students

Theme	Engagement Indicator	Your FY students compared with Mid East Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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 Mid East Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	▽	--	--
	Reflective and 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

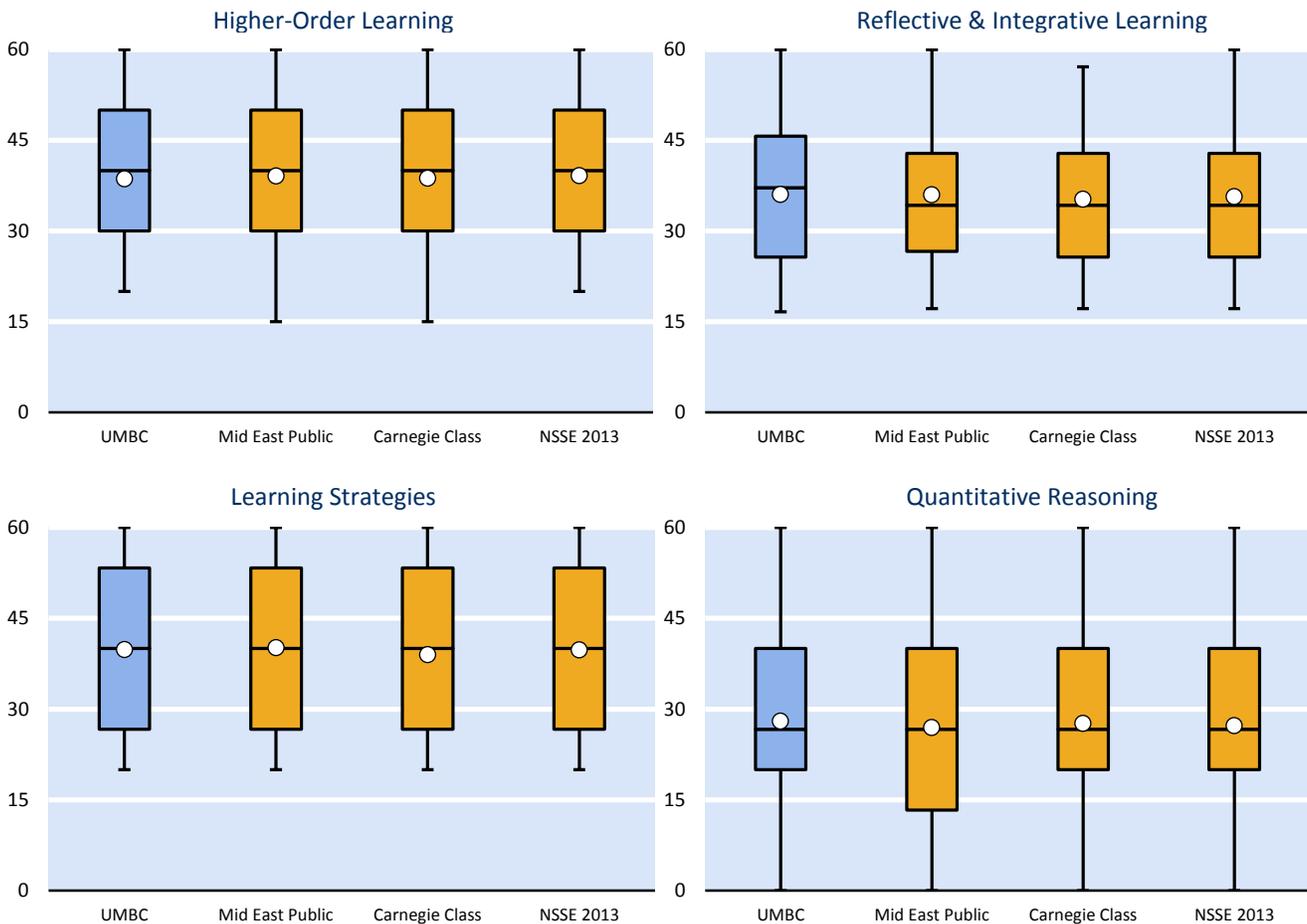
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UMBC Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.6	39.1	-.03	38.7	-.01	39.1	-.04
Reflective & Integrative Learning	36.0	36.0	.00	35.2	.06	35.7	.03
Learning Strategies	39.8	40.1	-.02	39.0	.06	39.8	.01
Quantitative Reasoning	28.0	26.9	.07	27.6	.03	27.3	.05

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	UMBC	Mid East Public	Carnegie Class	NSSE 2013
<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 	72 	75 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72 	72 	72 	73 
4d. Evaluating a point of view, decision, or information source	61 	71 	67 	70 
4e. Forming a new idea or understanding from various pieces of information	68 	70 	67 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62 	58 	56 	56 
2b. Connected your learning to societal problems or issues	51 	54 	51 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	52 	49 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	63 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	66 	65 	66 
2f. Learned something that changed the way you understand an issue or concept	63 	68 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	79 	77 	77 	78 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	82 	80 	81 
9b. Reviewed your notes after class	60 	68 	65 	66 
9c. Summarized what you learned in class or from course materials	65 	65 	62 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	50 	53 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37 	39 	38 	38 
6c. Evaluated what others have concluded from numerical information	42 	36 	38 	37 

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

Academic Challenge: Seniors

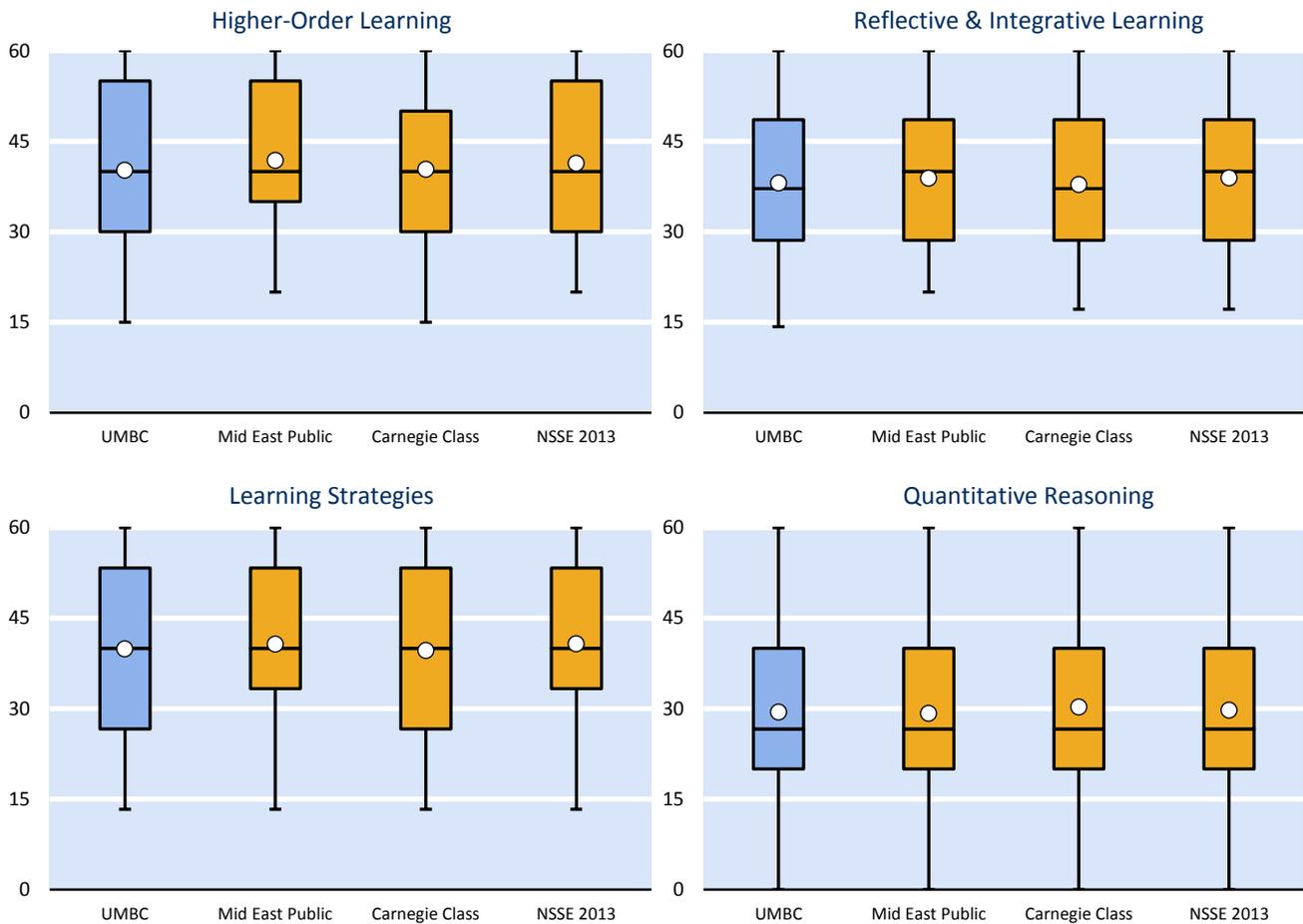
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UMBC Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	41.8 **	-.12	40.4	-.01	41.3	-.08
Reflective & Integrative Learning	38.1	38.9	-.06	37.8	.02	38.9	-.06
Learning Strategies	39.9	40.7	-.06	39.6	.02	40.7	-.06
Quantitative Reasoning	29.4	29.2	.01	30.2	-.05	29.7	-.02

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	UMBC	Mid East Public	Carnegie Class	NSSE 2013
<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	80 	80 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	78 	76 	78 
4d. Evaluating a point of view, decision, or information source	65 	74 	68 	72 
4e. Forming a new idea or understanding from various pieces of information	68 	74 	70 	73 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69 	71 	72 	71 
2b. Connected your learning to societal problems or issues	58 	64 	61 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	57 	50 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	66 	63 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69 	70 	67 	70 
2f. Learned something that changed the way you understand an issue or concept	70 	71 	68 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	84 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82 	84 	82 	84 
9b. Reviewed your notes after class	61 	65 	63 	65 
9c. Summarized what you learned in class or from course materials	64 	67 	63 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	53 	56 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42 	44 	44 	44 
6c. Evaluated what others have concluded from numerical information	46 	43 	45 	44 

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

Learning with Peers: First-year students

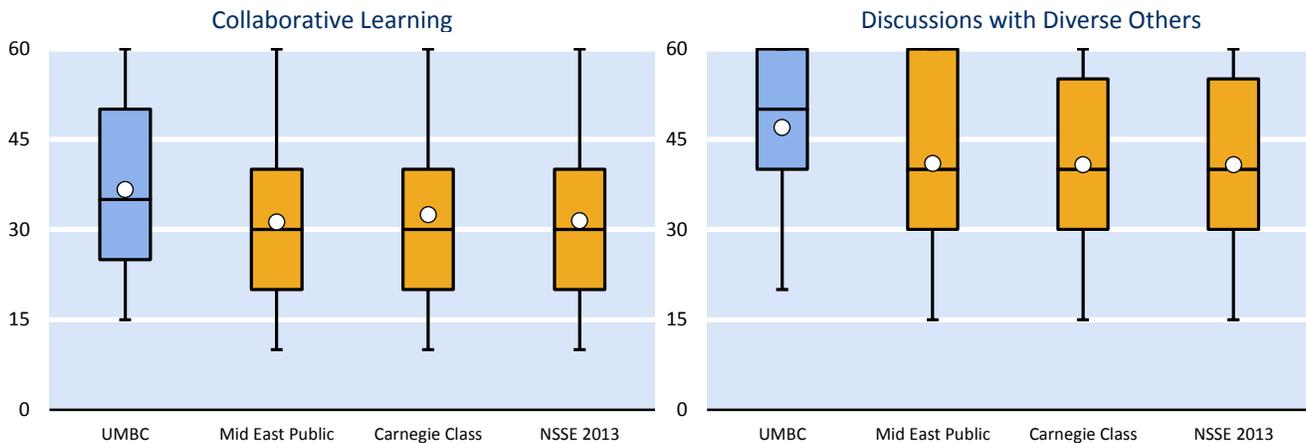
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UMBC Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.6	31.2 ***	.40	32.4 ***	.30	31.4 ***	.36
Discussions with Diverse Others	46.9	40.9 ***	.37	40.7 ***	.40	40.7 ***	.39

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Collaborative Learning

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	60	45	51	48
1f. Explained course material to one or more students	70	55	58	56
1g. Prepared for exams by discussing or working through course material with other students	60	47	50	48
1h. Worked with other students on course projects or assignments	58	50	51	50

Discussions with Diverse Others

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	88	72	70	70
8b. People from an economic background other than your own	81	73	73	73
8c. People with religious beliefs other than your own	82	71	68	68
8d. People with political views other than your own	73	69	71	70

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

Learning with Peers: Seniors

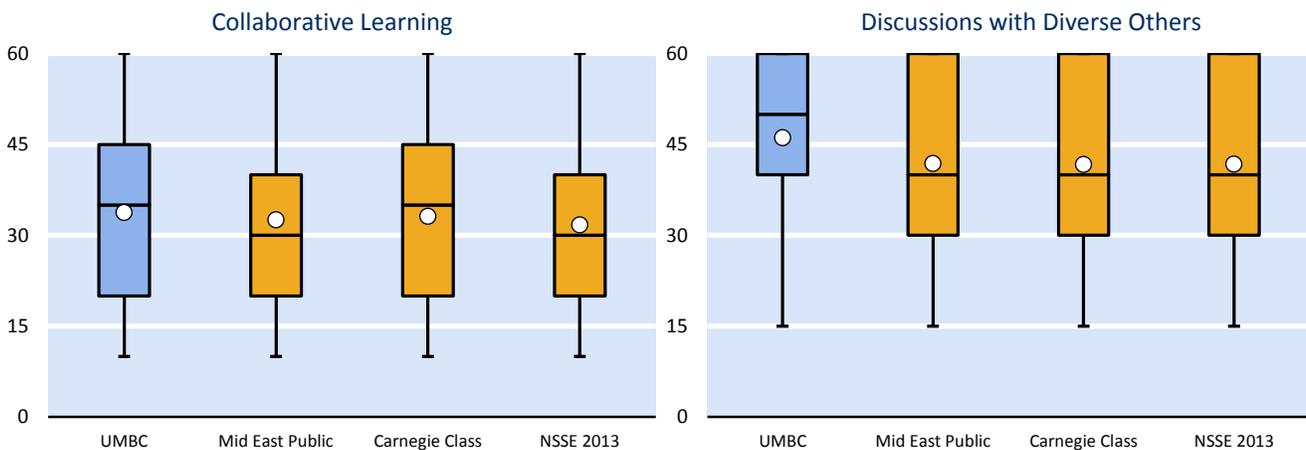
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UMBC Mean	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.8	32.6 *	.08	33.2	.04	31.7 ***	.14
Discussions with Diverse Others	46.1	41.9 ***	.27	41.7 ***	.28	41.8 ***	.27

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Collaborative Learning

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	45	39	43	38
1f. Explained course material to one or more students	64	60	60	57
1g. Prepared for exams by discussing or working through course material with other students	49	46	48	44
1h. Worked with other students on course projects or assignments	61	64	64	63

Discussions with Diverse Others

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	85	73	72	72
8b. People from an economic background other than your own	81	75	75	74
8c. People with religious beliefs other than your own	81	72	69	70
8d. People with political views other than your own	77	72	72	72

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

Experiences with Faculty: First-year students

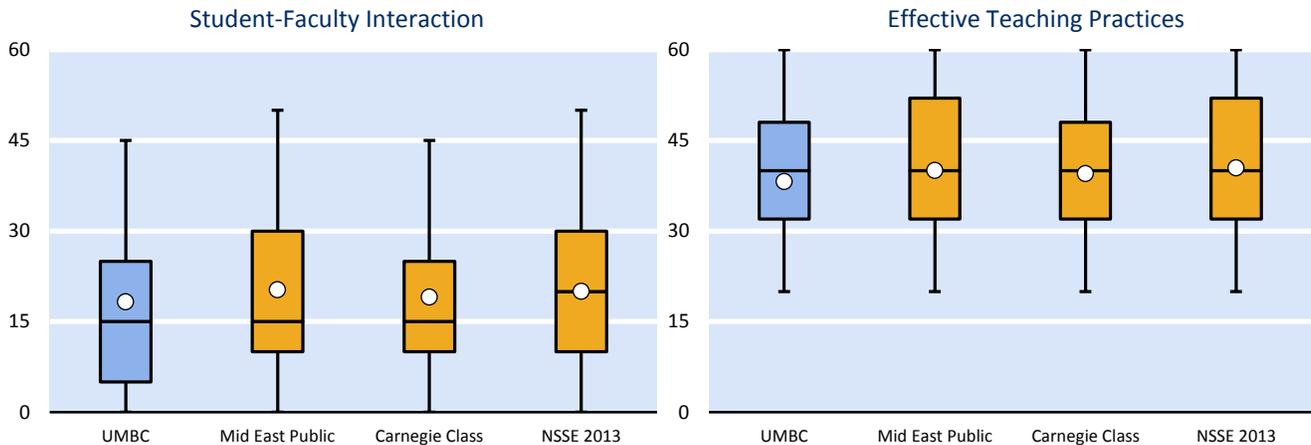
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UMBC Mean	Your first-year students compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	18.3	20.3 **	-.13	19.0	-.05	20.0 *	-.12
Effective Teaching Practices	38.2	40.0 **	-.14	39.5 *	-.10	40.4 ***	-.17

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Student-Faculty Interaction

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	26	32	29	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	19	17	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	25	22	24
3d. Discussed your academic performance with a faculty member	23	30	25	28

Effective Teaching Practices

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	83	81	81	82
5b. Taught course sessions in an organized way	84	78	80	80
5c. Used examples or illustrations to explain difficult points	76	78	78	78
5d. Provided feedback on a draft or work in progress	45	65	61	65
5e. Provided prompt and detailed feedback on tests or completed assignments	53	62	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 Web site.

Experiences with Faculty: Seniors

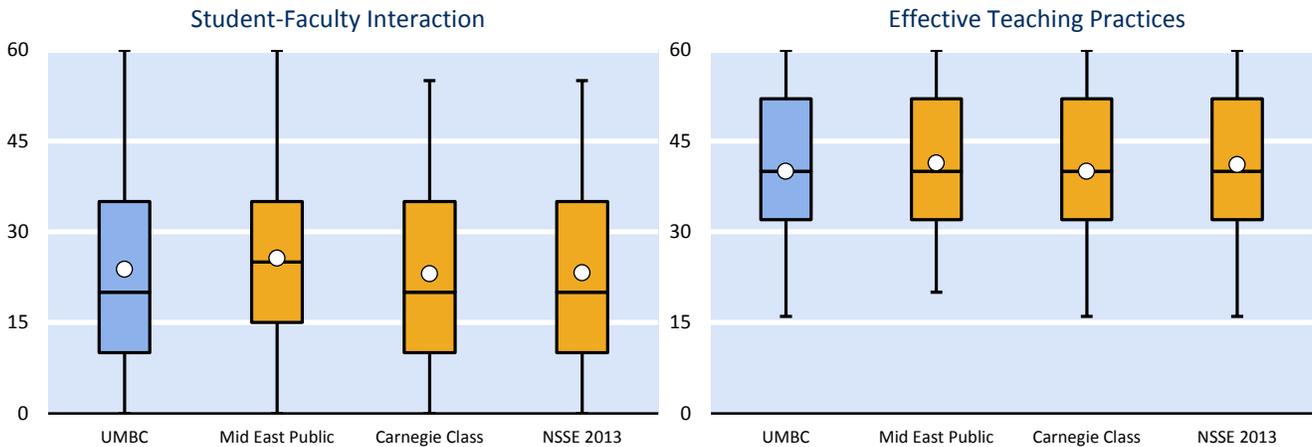
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UMBC Mean	Your seniors compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	23.8	25.6 **	-.11	23.1	.04	23.2	.04
Effective Teaching Practices	40.0	41.4 *	-.10	40.0	.00	41.1 *	-.08

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Student-Faculty Interaction

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	39	46	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	29	26	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	37	32	32
3d. Discussed your academic performance with a faculty member	33	39	30	32

Effective Teaching Practices

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	80	83	82	83
5b. Taught course sessions in an organized way	81	80	80	82
5c. Used examples or illustrations to explain difficult points	80	80	80	79
5d. Provided feedback on a draft or work in progress	57	65	58	62
5e. Provided prompt and detailed feedback on tests or completed assignments	61	68	65	68

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

Campus Environment: First-year students

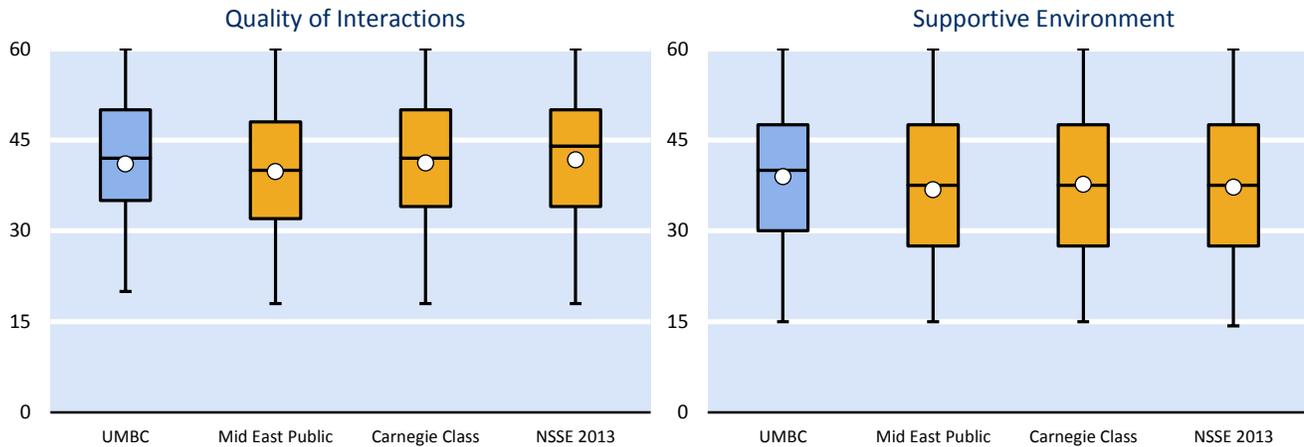
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMBC Mean	Your first-year students compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Quality of Interactions	41.0	39.8	.10	41.2	-.01	41.7	-.06
Supportive Environment	38.9	36.8 **	.16	37.6	.10	37.2 **	.13

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

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...

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
13a. Students	62	57	60	60
13b. Academic advisors	41	43	46	49
13c. Faculty	47	45	48	51
13d. Student services staff (career services, student activities, housing, etc.)	41	37	42	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	34	39	42

Supportive Environment

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	88	75	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	86	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	76	58	57	58
14e. Providing opportunities to be involved socially	74	72	74	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	73	75	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	45	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	67	70	68
14i. Attending events that address important social, economic, or political issues	54	53	53	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 Web site.

Campus Environment: Seniors

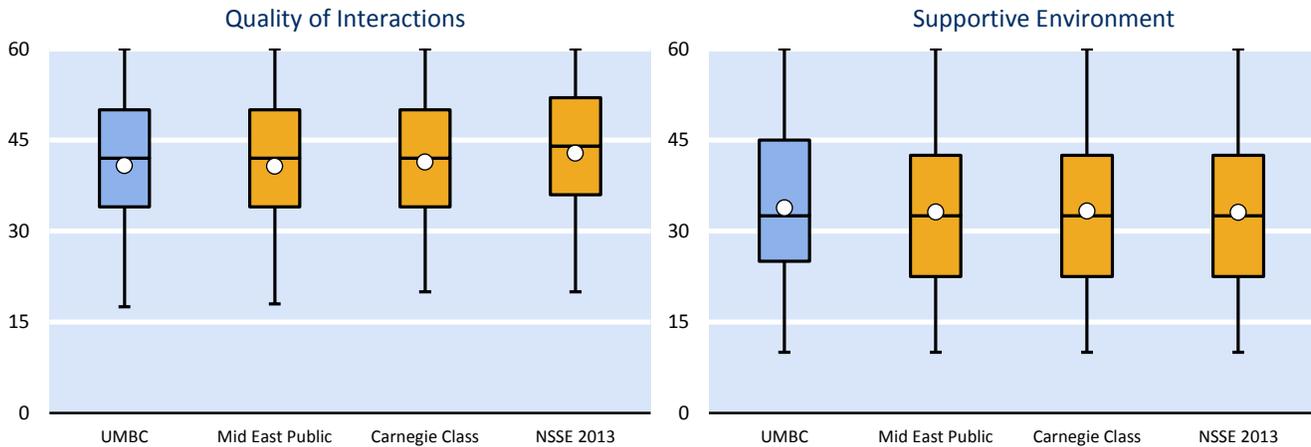
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMBC Mean	Your seniors compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Quality of Interactions	40.8	40.7	.01	41.4	-.05	42.8 ***	-.17
Supportive Environment	33.8	33.1	.05	33.3	.04	33.1	.05

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

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...

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
13a. Students	61	62	64	65
13b. Academic advisors	49	48	46	53
13c. Faculty	57	57	57	61
13d. Student services staff (career services, student activities, housing, etc.)	36	36	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	33	38	43

Supportive Environment

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

	UMBC	Mid East Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	75	70	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	74	66	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	52	50	52
14e. Providing opportunities to be involved socially	61	68	67	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	64	65	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	33	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	56	60	56
14i. Attending events that address important social, economic, or political issues	44	47	46	45

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

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students		UMBC Mean	Your first-year students compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.6	40.9 ***	-.16		42.7 ***	-.30	
	Reflective and Integrative Learning	36.0	37.6 **	-.13		39.4 ***	-.27	
	Learning Strategies	39.8	41.8 **	-.14		44.3 ***	-.31	
	Quantitative Reasoning	28.0	28.8	-.05	✓	30.5 **	-.15	
Learning with Peers	Collaborative Learning	36.6	34.4 **	.16	✓	37.1	-.04	✓
	Discussions with Diverse Others	46.9	43.2 ***	.24	✓	45.7	.09	✓
Experiences with Faculty	Student-Faculty Interaction	18.3	23.4 ***	-.34		26.7 ***	-.51	
	Effective Teaching Practices	38.2	42.8 ***	-.35		44.7 ***	-.47	
Campus Environment	Quality of Interactions	41.0	44.3 ***	-.29		46.3 ***	-.44	
	Supportive Environment	38.9	39.5	-.05	✓	41.4 ***	-.19	
Seniors		UMBC Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.2	43.5 ***	-.24		45.3 ***	-.37	
	Reflective and Integrative Learning	38.1	41.1 ***	-.24		43.1 ***	-.40	
	Learning Strategies	39.9	43.2 ***	-.23		45.4 ***	-.39	
	Quantitative Reasoning	29.4	31.1 *	-.10		32.5 ***	-.18	
Learning with Peers	Collaborative Learning	33.8	35.0 *	-.09		37.5 ***	-.28	
	Discussions with Diverse Others	46.1	44.1 **	.13	✓	45.8	.02	✓
Experiences with Faculty	Student-Faculty Interaction	23.8	29.7 ***	-.37		34.6 ***	-.67	
	Effective Teaching Practices	40.0	43.3 ***	-.24		45.3 ***	-.39	
Campus Environment	Quality of Interactions	40.8	45.8 ***	-.43		47.6 ***	-.59	
	Supportive Environment	33.8	36.2 ***	-.17		39.1 ***	-.40	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UMBC (N = 429)	38.6	13.9	.67	20	30	40	50	60				
Mid East Public	39.1	13.9	.14	15	30	40	50	60	10,666	-.5	.512	-.032
Carnegie Class	38.7	13.8	.07	15	30	40	50	60	36,537	-.1	.865	-.008
NSSE 2013	39.1	13.8	.03	20	30	40	50	60	172,111	-.5	.436	-.038
Top 50%	40.9	13.6	.05	20	30	40	50	60	78,186	-2.2	.001	-.165
Top 10%	42.7	13.7	.10	20	35	40	55	60	18,377	-4.1	.000	-.302
Reflective and Integrative Learning												
UMBC (N = 449)	36.0	13.2	.62	17	26	37	46	60				
Mid East Public	36.0	12.6	.12	17	27	34	43	60	11,131	.0	.966	.002
Carnegie Class	35.2	12.5	.06	17	26	34	43	57	38,083	.8	.180	.064
NSSE 2013	35.7	12.6	.03	17	26	34	43	60	179,215	.3	.560	.027
Top 50%	37.6	12.4	.04	17	29	37	46	60	77,039	-1.6	.008	-.126
Top 10%	39.4	12.5	.09	20	31	40	49	60	19,598	-3.4	.000	-.270
Learning Strategies												
UMBC (N = 406)	39.8	14.8	.73	20	27	40	53	60				
Mid East Public	40.1	13.9	.14	20	27	40	53	60	435	-.3	.707	-.020
Carnegie Class	39.0	14.1	.08	20	27	40	53	60	33,811	.9	.224	.061
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	160,263	.1	.910	.006
Top 50%	41.8	14.1	.05	20	33	40	53	60	68,617	-2.0	.005	-.141
Top 10%	44.3	14.2	.11	20	33	47	60	60	15,718	-4.5	.000	-.315
Quantitative Reasoning												
UMBC (N = 434)	28.0	16.5	.79	0	20	27	40	60				
Mid East Public	26.9	16.5	.16	0	13	27	40	60	10,875	1.1	.177	.066
Carnegie Class	27.6	16.1	.08	0	20	27	40	60	37,121	.4	.603	.025
NSSE 2013	27.3	16.4	.04	0	20	27	40	60	174,941	.8	.337	.046
Top 50%	28.8	16.3	.05	0	20	27	40	60	98,403	-.8	.308	-.049
Top 10%	30.5	16.2	.11	0	20	27	40	60	21,358	-2.5	.002	-.152
Learning with Peers												
Collaborative Learning												
UMBC (N = 465)	36.6	14.5	.67	15	25	35	50	60				
Mid East Public	31.2	13.6	.13	10	20	30	40	60	499	5.4	.000	.397
Carnegie Class	32.4	13.9	.07	10	20	30	40	60	39,102	4.2	.000	.304
NSSE 2013	31.4	14.2	.03	10	20	30	40	60	183,373	5.2	.000	.364
Top 50%	34.4	13.7	.05	15	25	35	45	60	468	2.2	.001	.159
Top 10%	37.1	13.6	.11	15	25	35	45	60	488	-.5	.474	-.036
Discussions with Diverse Others												
UMBC (N = 407)	46.9	14.2	.71	20	40	50	60	60				
Mid East Public	40.9	16.1	.16	15	30	40	60	60	450	6.0	.000	.374
Carnegie Class	40.7	15.7	.09	15	30	40	55	60	34,155	6.2	.000	.395
NSSE 2013	40.7	16.0	.04	15	30	40	55	60	408	6.2	.000	.387
Top 50%	43.2	15.4	.05	20	35	45	60	60	411	3.7	.000	.243
Top 10%	45.7	15.0	.12	20	40	50	60	60	16,071	1.3	.090	.085

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UMBC (N = 440)	18.3	14.3	.68	0	5	15	25	45				
Mid East Public	20.3	15.0	.15	0	10	15	30	50	10,905	-2.0	.006	-.133
Carnegie Class	19.0	14.1	.07	0	10	15	25	45	37,217	-.8	.263	-.054
NSSE 2013	20.0	14.5	.03	0	10	20	30	50	175,535	-1.7	.012	-.119
Top 50%	23.4	15.0	.06	0	10	20	35	55	447	-5.1	.000	-.340
Top 10%	26.7	16.4	.18	0	15	25	40	60	501	-8.4	.000	-.513
Effective Teaching Practices												
UMBC (N = 441)	38.2	12.4	.59	20	32	40	48	60				
Mid East Public	40.0	13.4	.13	20	32	40	52	60	484	-1.8	.002	-.139
Carnegie Class	39.5	13.0	.07	20	32	40	48	60	37,506	-1.3	.040	-.098
NSSE 2013	40.4	13.3	.03	20	32	40	52	60	443	-2.2	.000	-.168
Top 50%	42.8	13.3	.05	20	35	44	56	60	447	-4.6	.000	-.346
Top 10%	44.7	13.8	.11	20	36	48	60	60	470	-6.5	.000	-.469
Campus Environment												
Quality of Interactions												
UMBC (N = 384)	41.0	11.8	.60	20	35	42	50	60				
Mid East Public	39.8	12.4	.13	18	32	40	48	60	9,746	1.2	.054	.100
Carnegie Class	41.2	12.3	.07	18	34	42	50	60	32,678	-.2	.772	-.015
NSSE 2013	41.7	12.5	.03	18	34	44	50	60	155,144	-.7	.263	-.057
Top 50%	44.3	11.6	.05	22	38	46	53	60	53,381	-3.3	.000	-.287
Top 10%	46.3	12.0	.10	23	40	48	56	60	14,918	-5.3	.000	-.439
Supportive Environment												
UMBC (N = 387)	38.9	12.8	.65	15	30	40	48	60				
Mid East Public	36.8	13.8	.15	15	28	38	48	60	425	2.1	.001	.156
Carnegie Class	37.6	13.5	.08	15	28	38	48	60	397	1.3	.050	.095
NSSE 2013	37.2	14.0	.04	14	28	38	48	60	388	1.8	.007	.126
Top 50%	39.5	13.2	.05	18	30	40	50	60	69,697	-.6	.352	-.047
Top 10%	41.4	12.9	.11	20	33	43	53	60	14,116	-2.5	.000	-.194

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UMBC (N = 660)	40.2	15.2	.59	15	30	40	55	60				
Mid East Public	41.8	14.0	.13	20	35	40	55	60	721	-1.6	.007	-.116
Carnegie Class	40.4	14.1	.06	15	30	40	50	60	675	-.2	.778	-.012
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	663	-1.1	.057	-.080
Top 50%	43.5	13.7	.05	20	35	40	55	60	668	-3.3	.000	-.241
Top 10%	45.3	13.6	.09	20	40	45	60	60	690	-5.1	.000	-.372
Reflective and Integrative Learning												
UMBC (N = 694)	38.1	13.9	.53	14	29	37	49	60				
Mid East Public	38.9	12.8	.11	20	29	40	49	60	759	-.8	.128	-.064
Carnegie Class	37.8	13.0	.06	17	29	37	49	60	710	.2	.664	.018
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	697	-.8	.112	-.065
Top 50%	41.1	12.6	.05	20	31	40	51	60	704	-3.0	.000	-.240
Top 10%	43.1	12.6	.09	20	34	43	54	60	732	-5.0	.000	-.396
Learning Strategies												
UMBC (N = 627)	39.9	15.1	.60	13	27	40	53	60				
Mid East Public	40.7	14.6	.14	13	33	40	53	60	12,153	-.8	.173	-.056
Carnegie Class	39.6	14.8	.07	13	27	40	53	60	46,208	.3	.653	.018
NSSE 2013	40.7	14.7	.03	13	33	40	53	60	193,309	-.8	.155	-.057
Top 50%	43.2	14.4	.05	20	33	40	60	60	92,114	-3.3	.000	-.228
Top 10%	45.4	14.0	.09	20	40	47	60	60	651	-5.5	.000	-.393
Quantitative Reasoning												
UMBC (N = 673)	29.4	18.1	.70	0	20	27	40	60				
Mid East Public	29.2	17.5	.16	0	20	27	40	60	13,160	.2	.776	.011
Carnegie Class	30.2	17.2	.08	0	20	27	40	60	689	-.8	.245	-.047
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	676	-.3	.684	-.016
Top 50%	31.1	17.2	.05	0	20	33	40	60	679	-1.7	.014	-.100
Top 10%	32.5	17.0	.10	0	20	33	40	60	698	-3.1	.000	-.183
Learning with Peers												
Collaborative Learning												
UMBC (N = 704)	33.8	14.7	.56	10	20	35	45	60				
Mid East Public	32.6	13.8	.12	10	20	30	40	60	771	1.2	.039	.085
Carnegie Class	33.2	14.3	.06	10	20	35	45	60	51,847	.6	.267	.042
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	213,571	2.1	.000	.141
Top 50%	35.0	13.8	.05	15	25	35	45	60	713	-1.3	.025	-.090
Top 10%	37.5	13.5	.12	15	25	40	50	60	768	-3.7	.000	-.276
Discussions with Diverse Others												
UMBC (N = 631)	46.1	15.7	.62	15	40	50	60	60				
Mid East Public	41.9	15.9	.15	15	30	40	60	60	12,282	4.2	.000	.267
Carnegie Class	41.7	16.0	.07	15	30	40	60	60	46,669	4.4	.000	.277
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	194,913	4.4	.000	.271
Top 50%	44.1	15.9	.05	20	35	45	60	60	105,019	2.1	.001	.129
Top 10%	45.8	15.7	.09	20	40	50	60	60	32,000	.3	.627	.020

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UMBC (N = 680)	23.8	16.4	.63	0	10	20	35	60				
Mid East Public	25.6	16.5	.15	0	15	25	35	60	13,129	-1.9	.004	-.113
Carnegie Class	23.1	15.9	.07	0	10	20	35	55	50,033	.7	.258	.044
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	207,104	.6	.355	.035
Top 50%	29.7	16.1	.08	5	20	30	40	60	44,016	-5.9	.000	-.367
Top 10%	34.6	16.0	.22	10	20	35	45	60	5,911	-10.8	.000	-.674
Effective Teaching Practices												
UMBC (N = 679)	40.0	14.2	.55	16	32	40	52	60				
Mid East Public	41.4	13.8	.12	20	32	40	52	60	13,304	-1.4	.010	-.101
Carnegie Class	40.0	13.6	.06	16	32	40	52	60	695	.0	.963	-.002
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	208,960	-1.1	.035	-.081
Top 50%	43.3	13.7	.05	20	36	44	56	60	75,695	-3.3	.000	-.240
Top 10%	45.3	13.5	.12	20	36	48	60	60	13,903	-5.3	.000	-.393
Campus Environment												
Quality of Interactions												
UMBC (N = 606)	40.8	12.7	.51	18	34	42	50	60				
Mid East Public	40.7	12.0	.11	18	34	42	50	60	11,884	.1	.804	.010
Carnegie Class	41.4	11.8	.06	20	34	42	50	60	44,787	-.6	.251	-.047
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	186,397	-2.0	.000	-.168
Top 50%	45.8	11.5	.05	24	40	48	55	60	615	-5.0	.000	-.433
Top 10%	47.6	11.6	.09	24	42	50	58	60	640	-6.8	.000	-.589
Supportive Environment												
UMBC (N = 604)	33.8	14.9	.60	10	25	33	45	60				
Mid East Public	33.1	14.2	.14	10	23	33	43	60	11,487	.7	.247	.048
Carnegie Class	33.3	14.1	.07	10	23	33	43	60	618	.5	.370	.039
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	184,627	.8	.193	.053
Top 50%	36.2	13.7	.05	13	28	38	45	60	612	-2.3	.000	-.171
Top 10%	39.1	13.1	.13	18	30	40	50	60	656	-5.3	.000	-.402

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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