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# **NSSE 2014**

## **Engagement Indicators**

University of Puerto Rico-Mayaguez

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### About Your Engagement Indicators Report

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

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

### Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting comparisons

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

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

### How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your first-year students</b> compared with Comparison Group 1	<b>Your first-year students</b> compared with Carnegie Class	<b>Your first-year students</b> compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	--	△
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▼	▼
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	--	▽	▽
	Supportive Environment	△	△	△

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your seniors</b> compared with Comparison Group 1	<b>Your seniors</b> compared with Carnegie Class	<b>Your seniors</b> compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	▽	▼	▽
	Quantitative Reasoning	△	△	△
<i>Learning with Peers</i>	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	▲	△
	Effective Teaching Practices	--	▽	--
<i>Campus Environment</i>	Quality of Interactions	--	▽	▽
	Supportive Environment	▽	--	--

### Academic Challenge: First-year students

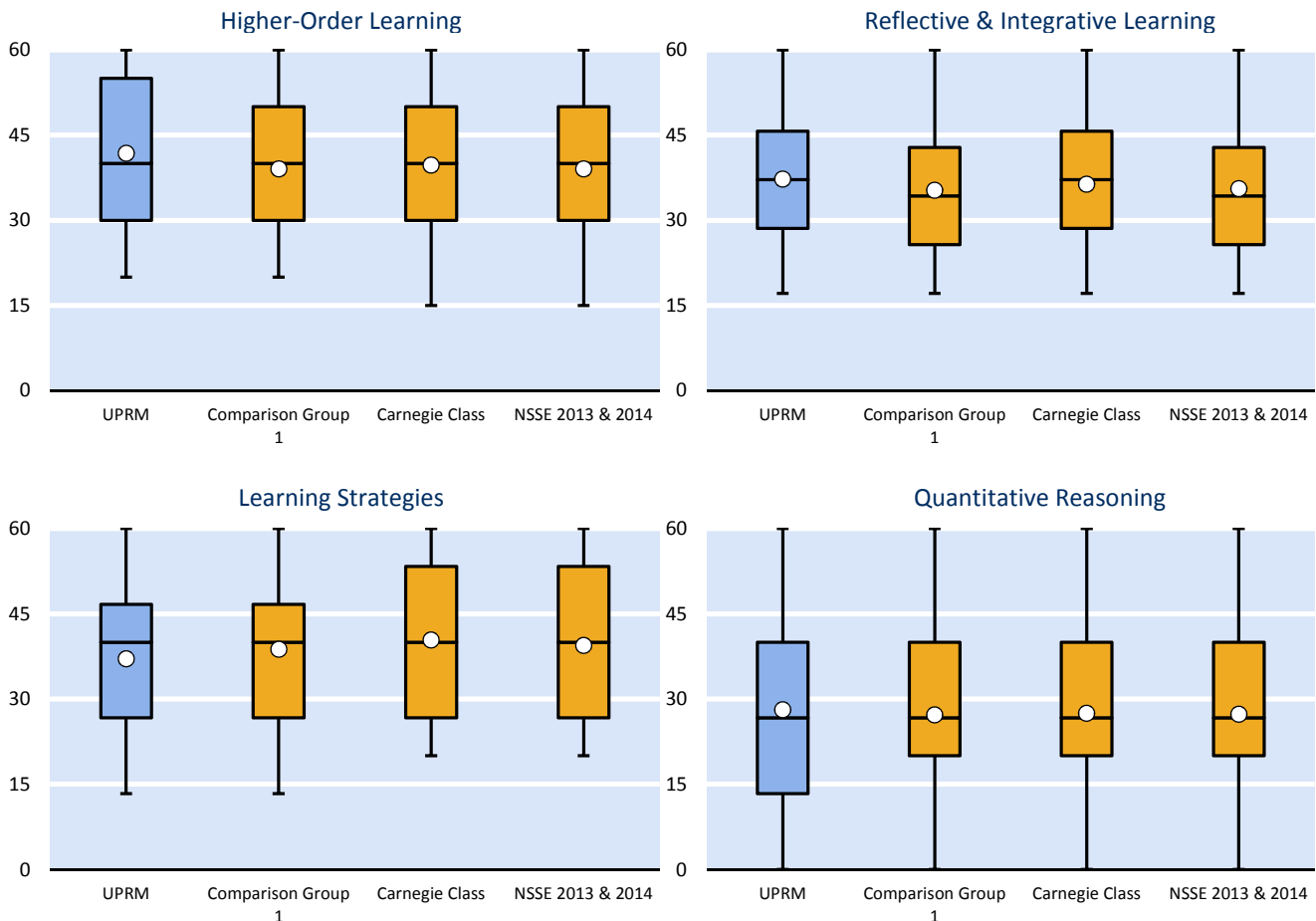
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UPRM Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	39.0 ***	.21	39.7 ***	.15	39.0 ***	.20
Reflective & Integrative Learning	37.3	35.3 ***	.16	36.4	.07	35.6 **	.13
Learning Strategies	37.1	38.8 **	-.12	40.4 ***	-.24	39.5 ***	-.17
Quantitative Reasoning	28.1	27.2	.06	27.5	.04	27.4	.05

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





































































#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77 	76 	74 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	73 	73 	72 
4d. Evaluating a point of view, decision, or information source	78 	69 	72 	70 
4e. Forming a new idea or understanding from various pieces of information	75 	67 	71 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54 	57 	56 	56 
2b. Connected your learning to societal problems or issues	60 	52 	55 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53 	49 	53 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	61 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	66 	68 	66 
2f. Learned something that changed the way you understand an issue or concept	76 	65 	66 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	78 	77 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	80 	82 	80 
9b. Reviewed your notes after class	56 	63 	67 	65 
9c. Summarized what you learned in class or from course materials	58 	61 	65 	63 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57 	52 	51 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40 	36 	40 	38 
6c. Evaluated what others have concluded from numerical information	37 	37 	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

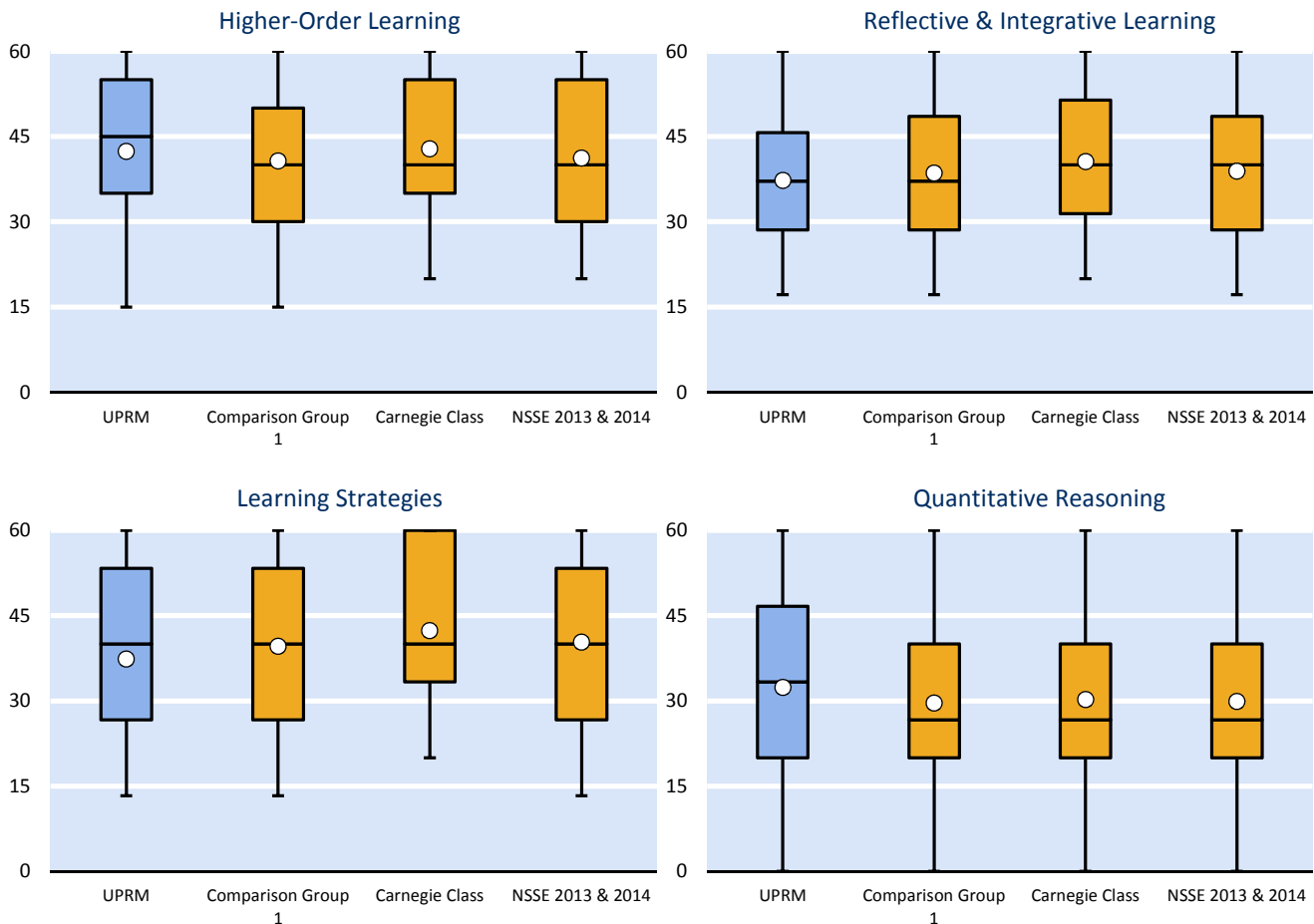
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#### Mean Comparisons

Engagement Indicator	UPRM Mean	Your seniors compared with					
		Comparison Group 1		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.4	40.7 *	.12	42.9	-.03	41.2	.08
Reflective & Integrative Learning	37.3	38.6 *	-.10	40.6 ***	-.26	38.9 **	-.13
Learning Strategies	37.4	39.6 **	-.15	42.4 ***	-.34	40.3 ***	-.20
Quantitative Reasoning	32.4	29.6 ***	.16	30.2 **	.12	29.9 **	.14

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





































































#### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	81 	80 	82 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	77 	80 	78 
4d. Evaluating a point of view, decision, or information source	76 	70 	77 	72 
4e. Forming a new idea or understanding from various pieces of information	74 	71 	77 	72 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69 	73 	72 	72 
2b. Connected your learning to societal problems or issues	63 	64 	69 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43 	53 	62 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	65 	71 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	69 	75 	70 
2f. Learned something that changed the way you understand an issue or concept	73 	70 	73 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	82 	84 	86 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	82 	86 	83 
9b. Reviewed your notes after class	56 	62 	67 	63 
9c. Summarized what you learned in class or from course materials	55 	63 	71 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	66 	54 	55 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53 	44 	46 	44 
6c. Evaluated what others have concluded from numerical information	48 	45 	44 	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

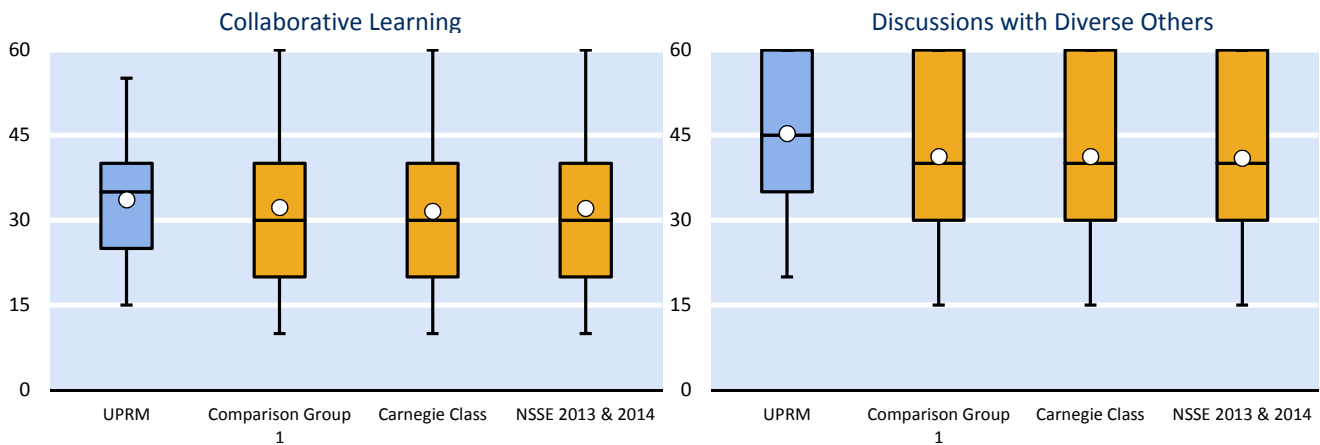
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UPRM Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	32.2 **	.10	31.5 ***	.15	32.1 **	.11
Discussions with Diverse Others	45.3	41.1 ***	.26	41.2 ***	.25	40.9 ***	.27

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

### Score Distributions



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

### Summary of Indicator Items

#### Collaborative Learning

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	43	51	46	50
1f. Explained course material to one or more students	57	57	56	57
1g. Prepared for exams by discussing or working through course material with other students	58	48	47	49
1h. Worked with other students on course projects or assignments	62	53	52	52

#### Discussions with Diverse Others

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	68	71	74	72
8b. People from an economic background other than your own	84	73	73	73
8c. People with religious beliefs other than your own	82	71	67	69
8d. People with political views other than your own	83	69	68	69

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

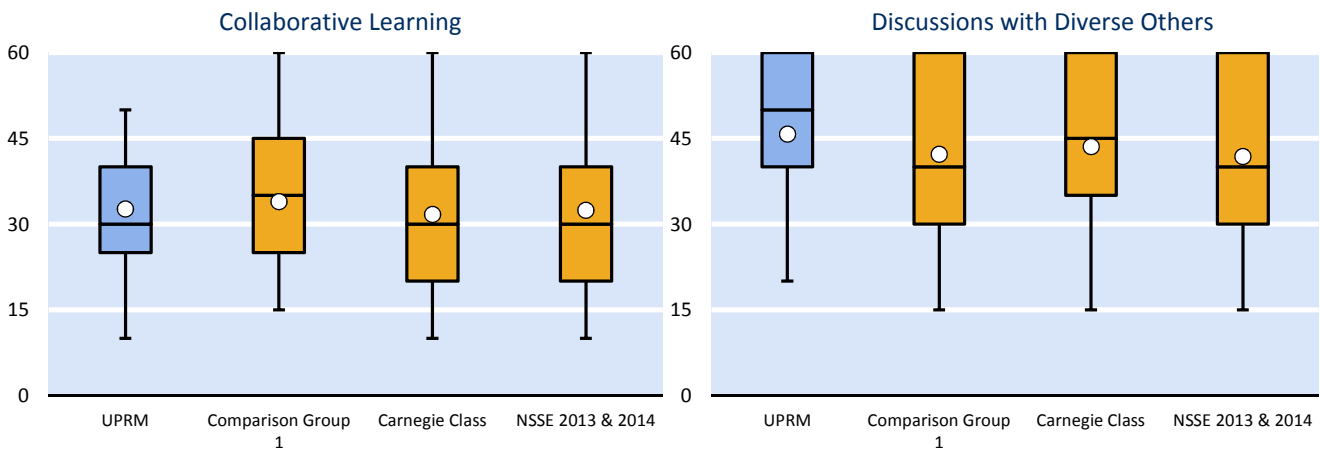
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UPRM Mean	Your seniors compared with					
		Comparison Group 1		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	33.9 *	-.09	31.7	.07	32.4	.02
Discussions with Diverse Others	45.8	42.2 ***	.22	43.6 **	.14	41.8 ***	.25

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Collaborative Learning

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	33	44	32	40
1f. Explained course material to one or more students	55	61	52	58
1g. Prepared for exams by discussing or working through course material with other students	54	48	41	46
1h. Worked with other students on course projects or assignments	70	69	72	64

##### Discussions with Diverse Others

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	66	73	77	73
8b. People from an economic background other than your own	85	75	78	75
8c. People with religious beliefs other than your own	86	73	73	70
8d. People with political views other than your own	88	72	74	71

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

### Experiences with Faculty: First-year students

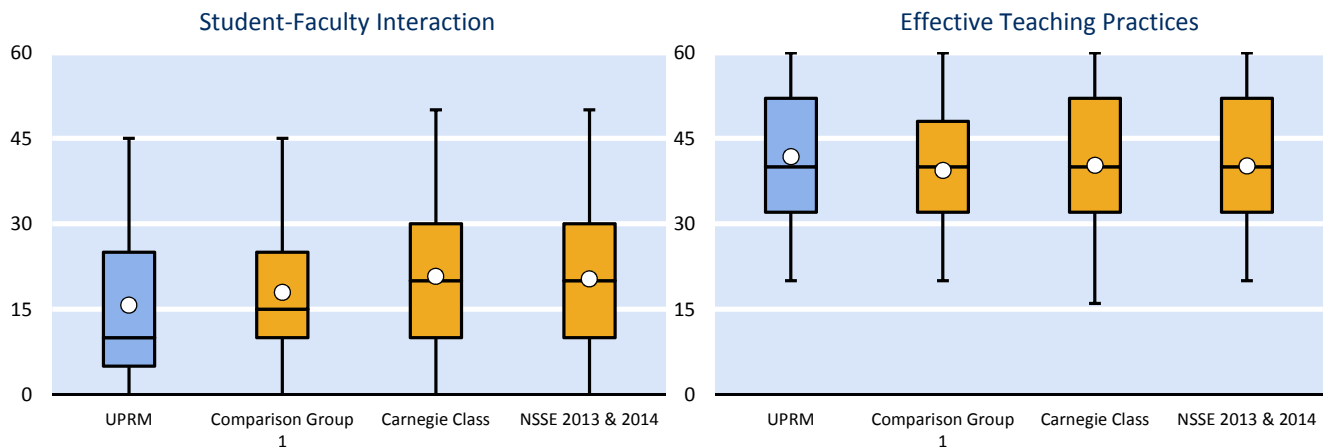
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	UPRM Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.7	18.0 ***	-.16	20.7 ***	-.34	20.3 ***	-.31
Effective Teaching Practices	41.8	39.4 ***	.19	40.3 *	.11	40.1 **	.12

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

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#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	26	27	34	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	14	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	22	25	25
3d. Discussed your academic performance with a faculty member	19	23	31	29

##### Effective Teaching Practices

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	85	82	80	81
5b. Taught course sessions in an organized way	87	80	78	79
5c. Used examples or illustrations to explain difficult points	84	78	75	77
5d. Provided feedback on a draft or work in progress	61	62	66	65
5e. Provided prompt and detailed feedback on tests or completed assignments	67	58	63	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

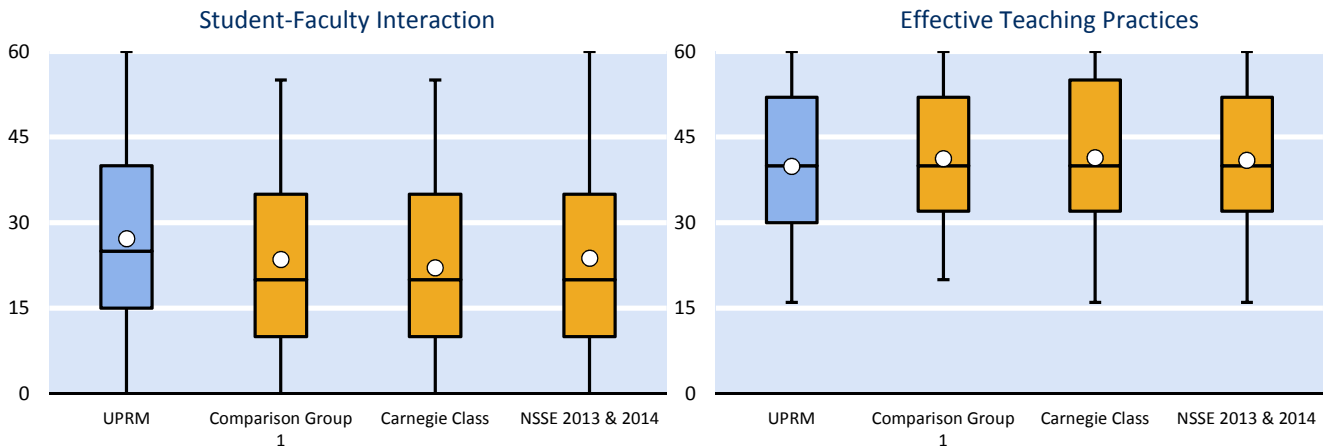
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Student-Faculty Interaction	27.2	23.5 ***	.23	22.1 ***	.31	23.7 ***	.21
Effective Teaching Practices	39.8	41.2	-.10	41.3 *	-.11	40.9	-.08

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

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#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	49	41	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	43	26	23	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	33	29	33
3d. Discussed your academic performance with a faculty member	36	32	33	33

##### Effective Teaching Practices

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	84	84	82	83
5b. Taught course sessions in an organized way	78	82	81	81
5c. Used examples or illustrations to explain difficult points	79	82	76	79
5d. Provided feedback on a draft or work in progress	59	62	63	62
5e. Provided prompt and detailed feedback on tests or completed assignments	61	67	70	67

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

### Campus Environment: First-year students

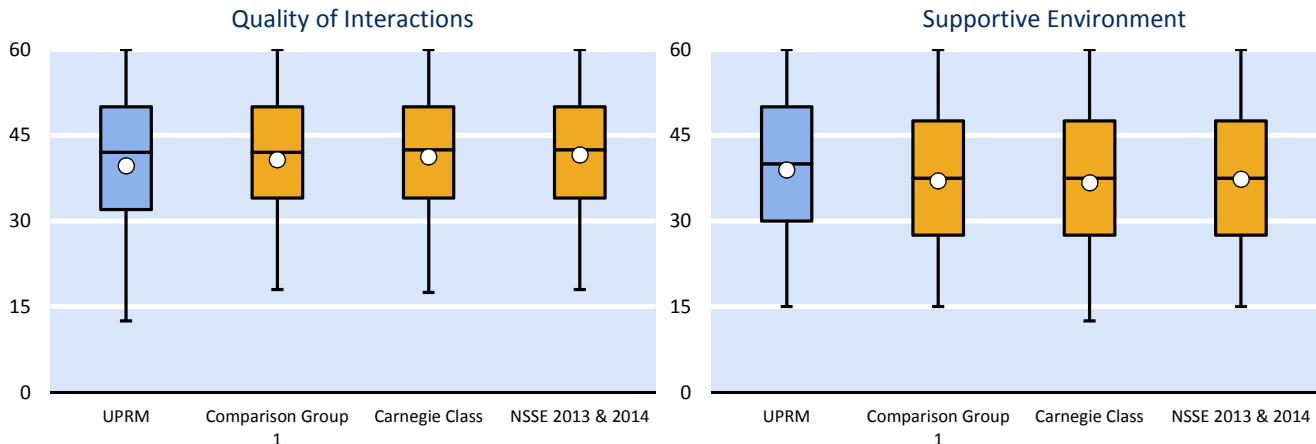
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UPRM Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.6	40.7	-.09	41.2 *	-.12	41.5 **	-.15
Supportive Environment	38.9	37.0 **	.14	36.7 ***	.16	37.3 **	.12

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
13a. Students	64	59	57	59
13b. Academic advisors	41	46	50	48
13c. Faculty	39	47	49	50
13d. Student services staff (career services, student activities, housing, etc.)	41	42	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	38	40	41

##### Supportive Environment

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	80	79	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	78	81	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	57	59	59
14e. Providing opportunities to be involved socially	73	73	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	75	69	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	42	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	66	65	68
14i. Attending events that address important social, economic, or political issues	62	50	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

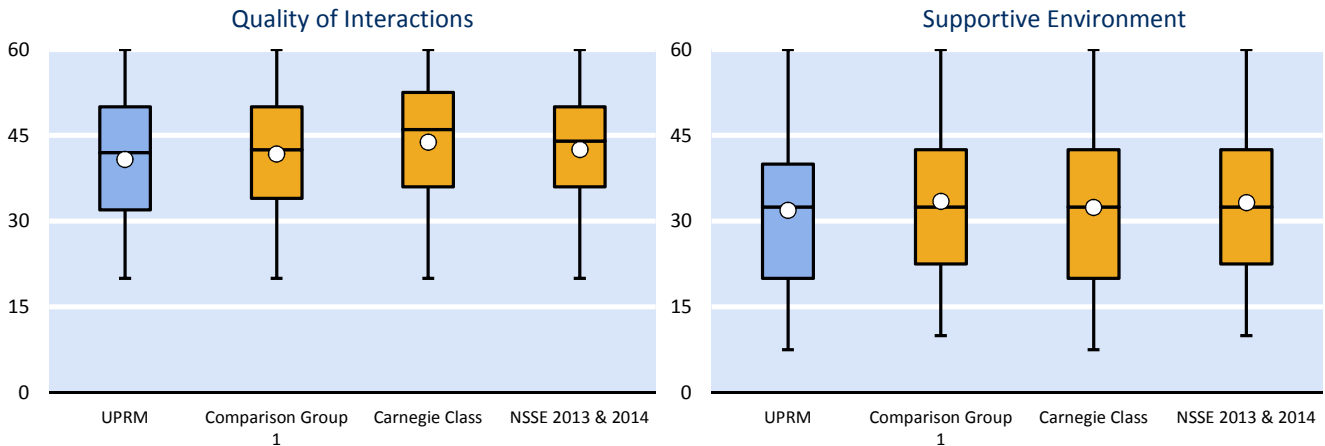
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UPRM Mean	Your seniors compared with					
		Comparison Group 1		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	41.8	-.08	43.8 ***	-.24	42.5 **	-.14
Supportive Environment	31.9	33.4 *	-.11	32.4	-.03	33.3	-.10

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
13a. Students	77	63	64	64
13b. Academic advisors	42	45	59	52
13c. Faculty	48	59	63	60
13d. Student services staff (career services, student activities, housing, etc.)	35	41	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	38	48	42

##### Supportive Environment

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

	UPRM	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	57	73	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	55	67	70	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	50	58	53
14e. Providing opportunities to be involved socially	62	68	62	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	67	56	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	31	34	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	56	48	57
14i. Attending events that address important social, economic, or political issues	53	45	42	46

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

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#### Comparisons with Top 50% and Top 10% Institutions

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

- institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<sup>b</sup> 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

Theme	Engagement Indicator	UPRM Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.8	40.6 *	.09	✓	42.7	-.07	✓
	Reflective and Integrative Learning	37.3	37.3	.00	✓	39.3 ***	-.16	
	Learning Strategies	37.1	41.2 ***	-.30		43.4 ***	-.45	
	Quantitative Reasoning	28.1	28.8	-.04	✓	30.6 ***	-.16	
Learning with Peers	Collaborative Learning	33.6	34.7 *	-.08		37.0 ***	-.25	
	Discussions with Diverse Others	45.3	43.2 **	.13	✓	45.6	-.02	✓
Experiences with Faculty	Student-Faculty Interaction	15.7	23.3 ***	-.51		26.9 ***	-.70	
	Effective Teaching Practices	41.8	42.4	-.05	✓	44.6 ***	-.22	
Campus Environment	Quality of Interactions	39.6	44.0 ***	-.38		46.0 ***	-.55	
	Supportive Environment	38.9	39.4	-.03	✓	41.4 ***	-.19	

#### Seniors

Theme	Engagement Indicator	UPRM Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.4	43.3	-.06	✓	45.3 ***	-.21	
	Reflective and Integrative Learning	37.3	41.1 ***	-.30		43.1 ***	-.46	
	Learning Strategies	37.4	42.5 ***	-.35		44.9 ***	-.53	
	Quantitative Reasoning	32.4	31.3	.06	✓	33.0	-.04	✓
Learning with Peers	Collaborative Learning	32.7	35.4 ***	-.20		37.7 ***	-.37	
	Discussions with Diverse Others	45.8	43.9 **	.12	✓	45.8	.00	✓
Experiences with Faculty	Student-Faculty Interaction	27.2	29.6 **	-.15		34.4 ***	-.44	
	Effective Teaching Practices	39.8	43.0 ***	-.24		45.1 ***	-.39	
Campus Environment	Quality of Interactions	40.8	45.3 ***	-.39		47.4 ***	-.56	
	Supportive Environment	31.9	36.1 ***	-.30		39.0 ***	-.53	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UPRM (N = 557)	41.8	13.8	.58	20	30	40	55	60				
Comparison Group 1	39.0	13.4	.13	20	30	40	50	60	11,631	2.7	.000	.205
Carnegie Class	39.7	14.2	.09	15	30	40	50	60	25,949	2.1	.001	.147
NSSE 2013 & 2014	39.0	13.8	.02	15	30	40	50	60	328,985	2.7	.000	.198
Top 50%	40.6	13.6	.03	20	30	40	50	60	162,423	1.2	.037	.088
Top 10%	42.7	13.6	.08	20	35	40	55	60	30,594	-.9	.119	-.067
<b>Reflective &amp; Integrative Learning</b>												
UPRM (N = 573)	37.3	12.1	.51	17	29	37	46	60				
Comparison Group 1	35.3	12.3	.11	17	26	34	43	60	12,100	2.0	.000	.161
Carnegie Class	36.4	12.7	.08	17	29	37	46	60	27,146	.9	.092	.071
NSSE 2013 & 2014	35.6	12.6	.02	17	26	34	43	60	343,358	1.7	.001	.133
Top 50%	37.3	12.5	.03	17	29	37	46	60	163,569	.0	.932	-.004
Top 10%	39.3	12.6	.07	20	31	40	49	60	35,587	-2.0	.000	-.159
<b>Learning Strategies</b>												
UPRM (N = 526)	37.1	14.4	.63	13	27	40	47	60				
Comparison Group 1	38.8	14.1	.14	13	27	40	47	60	10,611	-1.7	.006	-.122
Carnegie Class	40.4	14.2	.09	20	27	40	53	60	23,944	-3.4	.000	-.236
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	304,873	-2.4	.000	-.169
Top 50%	41.2	14.0	.04	20	33	40	53	60	144,037	-4.2	.000	-.296
Top 10%	43.4	14.0	.08	20	33	40	60	60	30,925	-6.4	.000	-.452
<b>Quantitative Reasoning</b>												
UPRM (N = 553)	28.1	17.2	.73	0	13	27	40	60				
Comparison Group 1	27.2	16.0	.15	0	20	27	40	60	601	.9	.222	.057
Carnegie Class	27.5	16.9	.11	0	20	27	40	60	26,388	.6	.395	.037
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	554	.8	.299	.046
Top 50%	28.8	16.3	.04	0	20	27	40	60	555	-.7	.356	-.041
Top 10%	30.6	16.2	.07	0	20	27	40	60	564	-2.5	.001	-.155
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UPRM (N = 591)	33.6	12.5	.52	15	25	35	40	55				
Comparison Group 1	32.2	13.6	.12	10	20	30	40	60	661	1.4	.009	.102
Carnegie Class	31.5	14.2	.09	10	20	30	40	60	623	2.1	.000	.145
NSSE 2013 & 2014	32.1	14.1	.02	10	20	30	40	60	593	1.5	.003	.107
Top 50%	34.7	13.7	.03	15	25	35	45	60	594	-1.1	.029	-.083
Top 10%	37.0	13.6	.06	15	25	35	45	60	608	-3.5	.000	-.255
<b>Discussions with Diverse Others</b>												
UPRM (N = 534)	45.3	14.4	.62	20	35	45	60	60				
Comparison Group 1	41.1	15.9	.16	15	30	40	60	60	603	4.1	.000	.260
Carnegie Class	41.2	16.3	.11	15	30	40	60	60	564	4.1	.000	.252
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	535	4.4	.000	.274
Top 50%	43.2	15.4	.04	20	35	45	60	60	536	2.0	.001	.133
Top 10%	45.6	14.8	.08	20	40	50	60	60	37,792	-.4	.584	-.024



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UPRM (N = 556)	15.7	14.8	.63	0	5	10	25	45				
Comparison Group 1	18.0	13.6	.13	0	10	15	25	45	602	-2.2	.000	-.164
Carnegie Class	20.7	14.8	.09	0	10	20	30	50	26,557	-5.0	.000	-.340
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	335,527	-4.6	.000	-.314
Top 50%	23.3	15.0	.04	0	10	20	30	55	119,103	-7.6	.000	-.509
Top 10%	26.9	16.2	.12	5	15	25	40	60	594	-11.2	.000	-.695
<b>Effective Teaching Practices</b>												
UPRM (N = 566)	41.8	13.1	.55	20	32	40	52	60				
Comparison Group 1	39.4	12.5	.12	20	32	40	48	60	618	2.4	.000	.190
Carnegie Class	40.3	13.8	.09	16	32	40	52	60	26,772	1.5	.011	.108
NSSE 2013 & 2014	40.1	13.3	.02	20	32	40	52	60	338,268	1.6	.004	.122
Top 50%	42.4	13.2	.04	20	32	44	52	60	131,519	-.6	.284	-.045
Top 10%	44.6	13.3	.08	20	36	44	56	60	26,730	-2.9	.000	-.216
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UPRM (N = 452)	39.6	13.8	.65	13	32	42	50	60				
Comparison Group 1	40.7	12.4	.13	18	34	42	50	60	486	-1.1	.098	-.088
Carnegie Class	41.2	12.7	.08	18	34	43	50	60	466	-1.6	.017	-.123
NSSE 2013 & 2014	41.5	12.4	.02	18	34	43	50	60	452	-1.9	.003	-.154
Top 50%	44.0	11.4	.03	22	38	46	52	60	453	-4.4	.000	-.381
Top 10%	46.0	11.6	.08	24	40	48	55	60	463	-6.4	.000	-.549
<b>Supportive Environment</b>												
UPRM (N = 490)	38.9	14.0	.63	15	30	40	50	60				
Comparison Group 1	37.0	13.5	.14	15	28	38	48	60	9,745	1.9	.002	.140
Carnegie Class	36.7	14.4	.10	13	28	38	48	60	22,248	2.3	.001	.159
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	284,226	1.6	.009	.119
Top 50%	39.4	13.2	.03	18	30	40	50	60	492	-.5	.469	-.035
Top 10%	41.4	12.8	.07	20	33	40	53	60	502	-2.4	.000	-.188

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UPRM (N = 424)	42.4	14.7	.71	15	35	45	55	60				
Comparison Group 1	40.7	14.0	.11	15	30	40	50	60	16,611	1.7	.014	.120
Carnegie Class	42.9	14.2	.07	20	35	40	55	60	42,272	-.5	.490	-.034
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	463,369	1.2	.086	.083
Top 50%	43.3	13.7	.03	20	35	40	55	60	184,194	-.9	.190	-.064
Top 10%	45.3	13.6	.06	20	40	45	60	60	45,699	-2.9	.000	-.210
<b>Reflective &amp; Integrative Learning</b>												
UPRM (N = 444)	37.3	13.1	.62	17	29	37	46	60				
Comparison Group 1	38.6	13.0	.10	17	29	37	49	60	17,324	-1.3	.040	-.099
Carnegie Class	40.6	13.0	.06	20	31	40	51	60	44,030	-3.3	.000	-.257
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	481,977	-1.6	.008	-.127
Top 50%	41.1	12.6	.03	20	31	40	51	60	180,869	-3.8	.000	-.299
Top 10%	43.1	12.5	.06	20	34	43	54	60	40,002	-5.8	.000	-.462
<b>Learning Strategies</b>												
UPRM (N = 411)	37.4	14.9	.73	13	27	40	53	60				
Comparison Group 1	39.6	14.8	.12	13	27	40	53	60	15,515	-2.2	.003	-.151
Carnegie Class	42.4	14.6	.07	20	33	40	60	60	40,139	-5.0	.000	-.340
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	438,388	-2.9	.000	-.200
Top 50%	42.5	14.5	.03	20	33	40	60	60	226,482	-5.1	.000	-.351
Top 10%	44.9	14.1	.06	20	33	47	60	60	58,117	-7.5	.000	-.529
<b>Quantitative Reasoning</b>												
UPRM (N = 440)	32.4	18.2	.87	0	20	33	47	60				
Comparison Group 1	29.6	17.4	.14	0	20	27	40	60	16,936	2.8	.001	.159
Carnegie Class	30.2	17.4	.08	0	20	27	40	60	43,140	2.2	.010	.124
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	472,136	2.5	.003	.142
Top 50%	31.3	17.2	.03	0	20	33	40	60	286,100	1.1	.194	.062
Top 10%	33.0	16.9	.06	0	20	33	47	60	444	-.7	.452	-.039
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UPRM (N = 441)	32.7	12.3	.59	10	25	30	40	50				
Comparison Group 1	33.9	13.7	.10	15	25	35	45	60	468	-1.3	.036	-.092
Carnegie Class	31.7	13.7	.07	10	20	30	40	60	451	.9	.111	.069
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	441	.3	.659	.018
Top 50%	35.4	13.8	.03	15	25	35	45	60	442	-2.7	.000	-.197
Top 10%	37.7	13.6	.06	15	30	40	50	60	450	-5.1	.000	-.372
<b>Discussions with Diverse Others</b>												
UPRM (N = 420)	45.8	13.7	.67	20	40	50	60	60				
Comparison Group 1	42.2	15.9	.13	15	30	40	60	60	451	3.6	.000	.224
Carnegie Class	43.6	16.1	.08	15	35	45	60	60	432	2.2	.001	.137
NSSE 2013 & 2014	41.8	16.1	.02	15	30	40	60	60	420	3.9	.000	.245
Top 50%	43.9	15.8	.03	20	35	45	60	60	421	1.8	.006	.117
Top 10%	45.8	15.4	.06	20	40	50	60	60	426	-.1	.924	-.004

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UPRM (N = 438)	27.2	17.1	.82	0	15	25	40	60				
Comparison Group 1	23.5	15.9	.12	0	10	20	35	55	457	3.7	.000	.230
Carnegie Class	22.1	16.5	.08	0	10	20	35	55	43,032	5.1	.000	.309
NSSE 2013 & 2014	23.7	16.3	.02	0	10	20	35	60	437	3.4	.000	.211
Top 50%	29.6	16.1	.05	5	20	30	40	60	440	-2.4	.004	-.148
Top 10%	34.4	16.4	.13	10	20	35	45	60	15,906	-7.2	.000	-.441
<b>Effective Teaching Practices</b>												
UPRM (N = 448)	39.8	14.3	.68	16	30	40	52	60				
Comparison Group 1	41.2	13.5	.10	20	32	40	52	60	468	-1.3	.053	-.098
Carnegie Class	41.3	14.4	.07	16	32	40	55	60	43,626	-1.5	.027	-.105
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	476,981	-1.1	.092	-.080
Top 50%	43.0	13.6	.03	20	36	44	56	60	171,323	-3.2	.000	-.237
Top 10%	45.1	13.4	.08	20	36	48	60	60	29,387	-5.3	.000	-.394
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UPRM (N = 404)	40.8	12.3	.61	20	32	42	50	60				
Comparison Group 1	41.8	11.8	.10	20	34	43	50	60	15,040	-.9	.115	-.079
Carnegie Class	43.8	12.3	.06	20	36	46	53	60	38,473	-3.0	.000	-.242
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	424,117	-1.7	.004	-.143
Top 50%	45.3	11.3	.03	24	38	48	54	60	405	-4.5	.000	-.393
Top 10%	47.4	11.6	.06	24	40	50	58	60	411	-6.6	.000	-.563
<b>Supportive Environment</b>												
UPRM (N = 399)	31.9	14.8	.74	8	20	33	40	60				
Comparison Group 1	33.4	14.0	.12	10	23	33	43	60	14,596	-1.5	.030	-.110
Carnegie Class	32.4	15.0	.08	8	20	33	43	60	38,284	-.5	.511	-.033
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	417,728	-1.4	.056	-.096
Top 50%	36.1	13.8	.03	13	28	38	45	60	400	-4.2	.000	-.304
Top 10%	39.0	13.3	.08	17	30	40	50	60	407	-7.1	.000	-.530

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

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

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

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

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

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

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