NSSE 2024
Engagement Indicators

The University of Baltimore

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

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

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

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

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

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

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

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

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

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Retention Peer Group	Your first-year students compared with NonRes Higher PT	Your first-year students compared with IPEDS Peer Group
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	▲	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Retention Peer Group	Your seniors compared with NonRes Higher PT	Your seniors compared with IPEDS Peer Group
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▲	▽
	Discussions with Diverse Others	--	▲	--
Experiences with Faculty	Student-Faculty Interaction	--	▲	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▲	--	▲
	Supportive Environment	▲	▲	▲

NSSE 2024 Engagement Indicators

Academic Challenge
The University of Baltimore

## 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

| | UB | Your first-year students compared with | | | | | |
| | | Retention Peer Group | | NonRes Higher PT | | IPEDS Peer Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	38.1	.00	39.0	-.06	37.6	.05
Reflective & Integrative Learning	35.5	35.4	.00	37.0	-.12	34.9	.05
Learning Strategies	41.8	37.9	.28	41.1	.05	38.7	.23
Quantitative Reasoning	24.8	28.8	-.26	24.7	.01	27.4	-.17

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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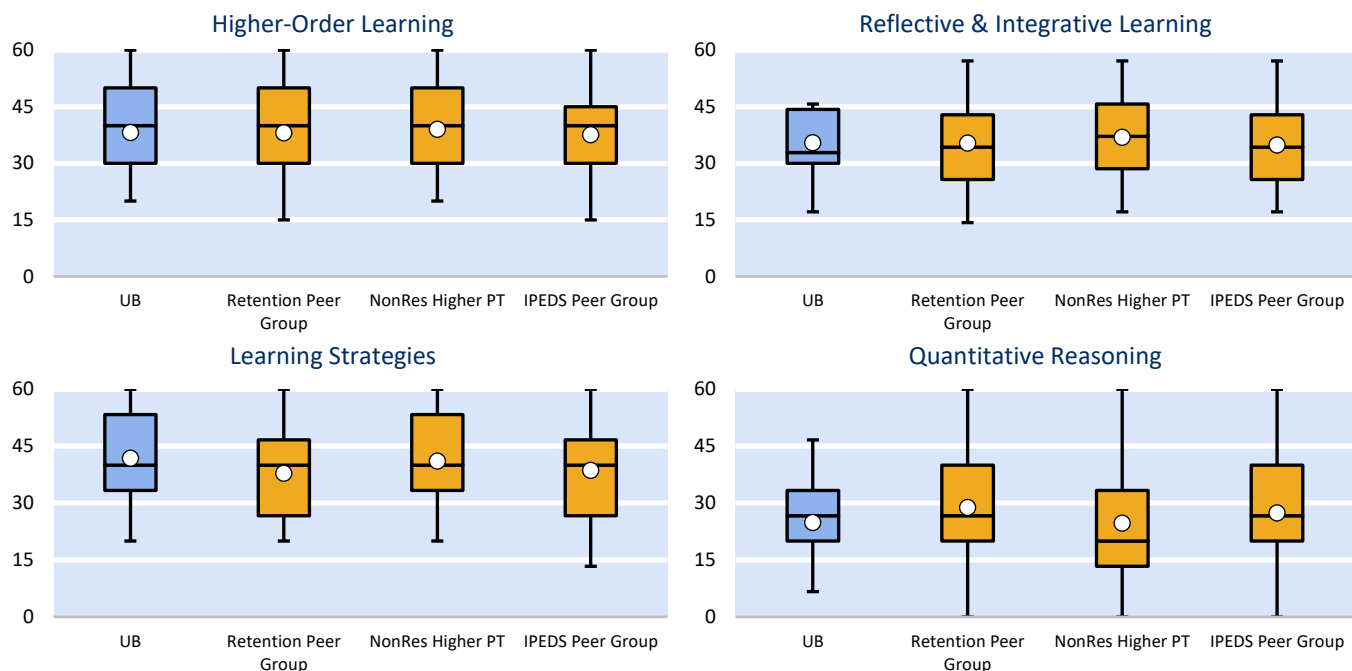
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	UB	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Retention Peer Group	NonRes Higher PT	IPEDS Peer Group
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	64	-4	-6	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	55	-15	-15	-16
4d. Evaluating a point of view, decision, or information source	64	-7	-9	-6
4e. Forming a new idea or understanding from various pieces of information	82	+10	+9	+11
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	43	-10	-4	-7
2b. Connected your learning to societal problems or issues	54	+1	-1	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+13	+12	+15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	+12	+6	+14
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	67	-4	-7	-4
2f. Learned something that changed the way you understand an issue or concept	67	+0	-5	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-0	-9	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	82	+10	+2	+8
9b. Reviewed your notes after class	64	-2	-9	-5
9c. Summarized what you learned in class or from course materials	82	+17	+9	+16
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	36	-15	-7	-13
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+2	+12	+7
6c. Evaluated what others have concluded from numerical information	27	-15	-4	-11

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

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

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

| | UB | Your seniors compared with | | | | | |
| | | Retention Peer Group | | NonRes Higher PT | | IPEDS Peer Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.3	41.5	.06	42.3	.00	41.5	.06
Reflective & Integrative Learning	39.0	39.5	-.03	38.8	.01	39.5	-.04
Learning Strategies	43.6	41.3	.16	42.7	.06	41.0	.18
Quantitative Reasoning	29.8	31.5	-.10	27.3	.15	29.2	.04

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions
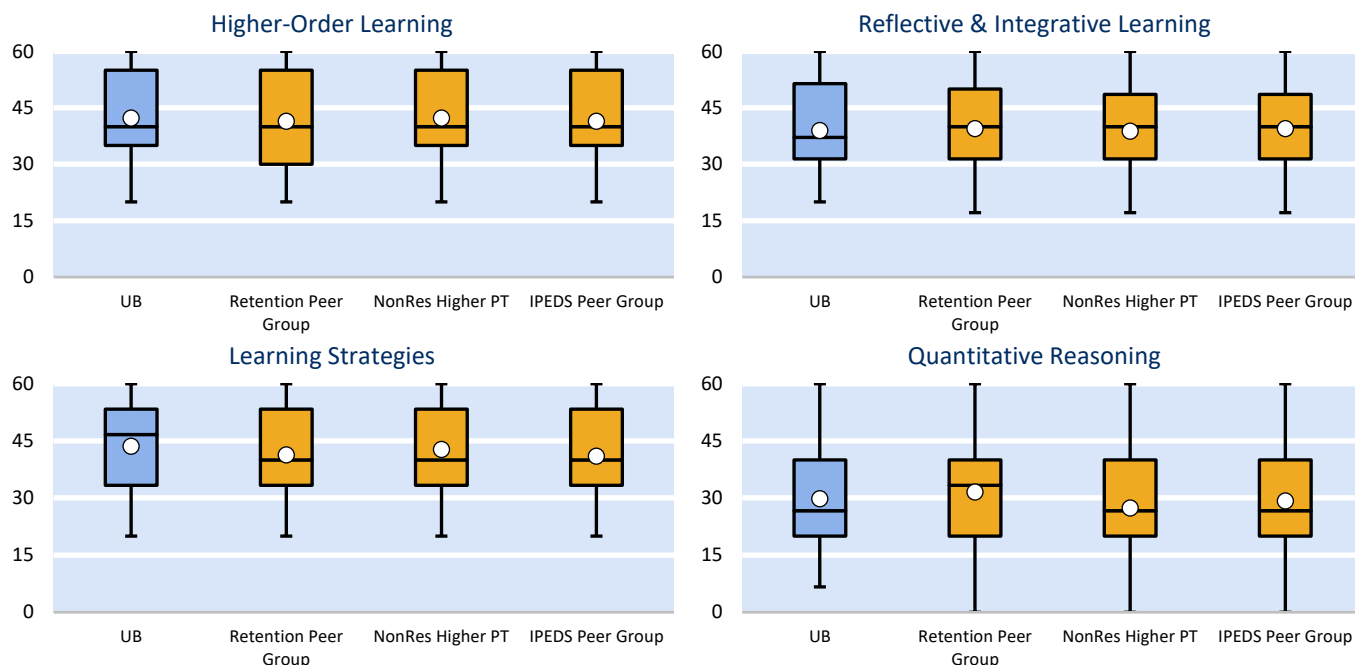
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UB	Retention Peer Group	NonRes Higher PT	IPEDS Peer Group
Higher-Order Learning		Percentage point difference [a] between your seniors and		
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+2	-5	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	-3	-1
4d. Evaluating a point of view, decision, or information source	81	+8	+2	+6
4e. Forming a new idea or understanding from various pieces of information	78	+3	-1	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	60	-5	+1	-11
2b. Connected your learning to societal problems or issues	66	+1	-0	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+4	+3	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+7	+3	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	79	+4	+5	+4
2f. Learned something that changed the way you understand an issue or concept	67	-7	-6	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-4	-9	-7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	77	-3	-9	-5
9b. Reviewed your notes after class	77	+8	+2	+9
9c. Summarized what you learned in class or from course materials	77	+4	+0	+7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-5	+7	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-4	+5	+1
6c. Evaluated what others have concluded from numerical information	42	-5	+7	-3

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

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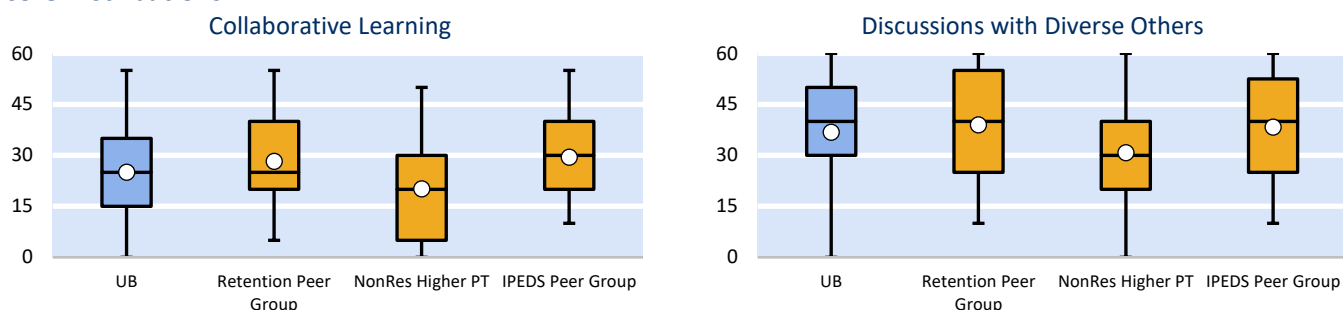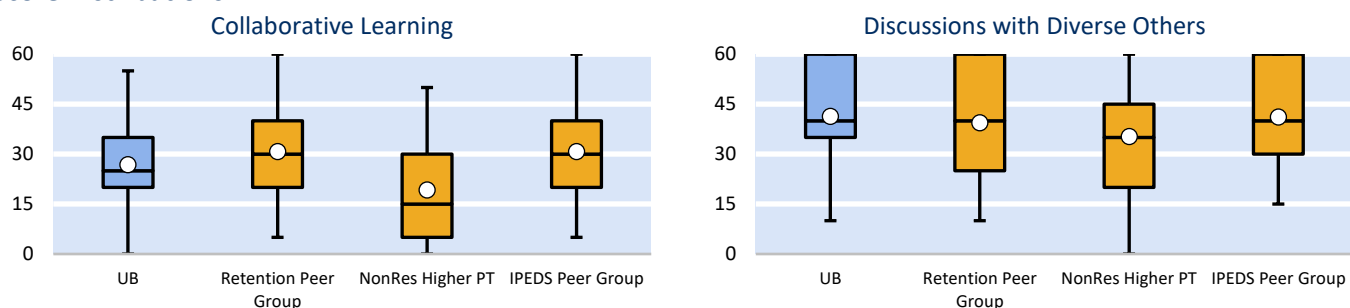## Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	UB	Retention Peer Group		NonRes Higher PT		IPEDS Peer Group	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	25.0	28.2	-.23	20.1	.29	29.4	-.33
Discussions with Diverse Others	36.8	39.0	-.13	30.7	.38	38.3	-.09

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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Performance on Indicator Items

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

	UB	Retention Peer Group	NonRes Higher PT	IPEDS Peer Group
		Percentage point difference [a] between your FY students and		
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	36	-5	+10	-6
1c. Explained course material to one or more students	57	+13	+26	+6
1d. Prepared for exams by discussing or working through course material with other students	21	-15	-4	-18
1e. Worked with other students on course projects or assignments	50	+3	+17	-1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	91	+16	+41	+19
8b. People from economic backgrounds other than your own	73	+2	+20	+3
8c. People with religious beliefs other than your own	73	+7	+29	+10
8d. People with political views other than your own	55	+1	+13	-4

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

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Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

| | UB | Your seniors compared with | | | | | |
| | | Retention Peer Group | | NonRes Higher PT | | IPEDS Peer Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.8	30.8 *	-.25	19.2 ***	.49	30.8 *	-.27
Discussions with Diverse Others	41.3	39.5	.11	35.3 **	.36	41.2	.01

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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| | UB | Percentage point difference [a] between your seniors and | | |
		Retention Peer Group	NonRes Higher PT	IPEDS Peer Group
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"…				
1b. Asked another student to help you understand course material	23	-17	+3	-16
1c. Explained course material to one or more students	46	-8	+17	-7
1d. Prepared for exams by discussing or working through course material with other students	26	-14	+5	-14
1e. Worked with other students on course projects or assignments	63	+4	+30	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	80	+7	+20	+2
8b. People from economic backgrounds other than your own	81	+11	+17	+5
8c. People with religious beliefs other than your own	74	+8	+21	+7
8d. People with political views other than your own	60	+2	+5	-3

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Experiences with Faculty

The University of Baltimore

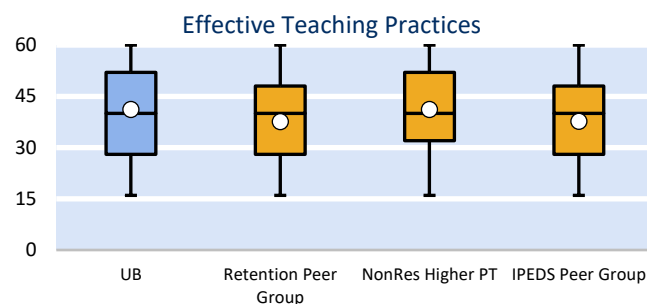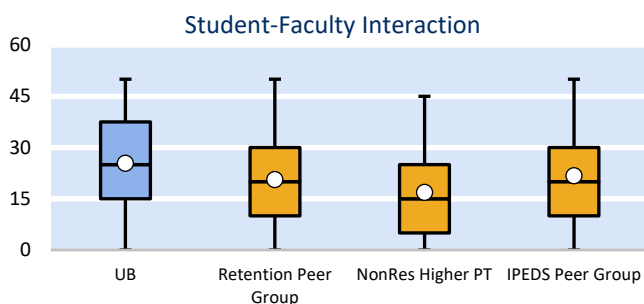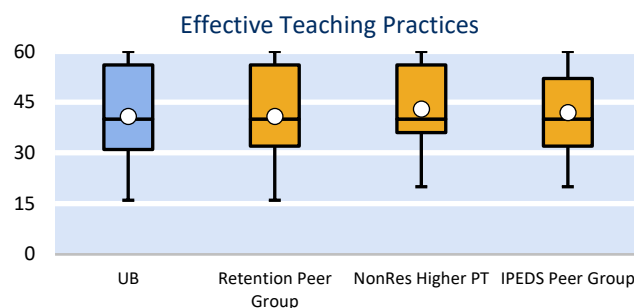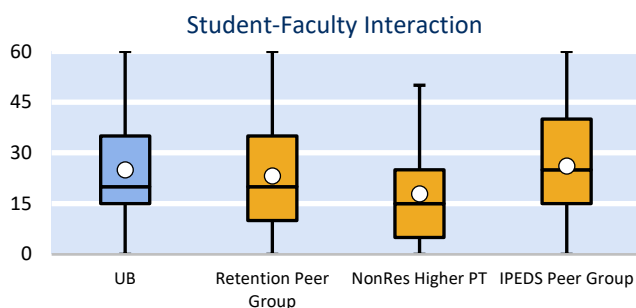## Experiences with Faculty: First-year students

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

| | UB | Your first-year students compared with | | | | | |
| | | Retention Peer Group | | NonRes Higher PT | | IPEDS Peer Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.4	20.6	.33	16.9 *	.59	21.7	.26
Effective Teaching Practices	41.1	37.6	.26	41.2	.00	37.7	.26

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Performance on Indicator Items

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| | UB | Percentage point difference [a] between your FY students and | | |
Student-Faculty Interaction		Retention Peer Group	NonRes Higher PT	IPEDS Peer Group
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	46	+8	+19	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	42	+23	+26	+22
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+9	+15	+8
3d. Discussed your academic performance with a faculty member	33	+2	+10	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	+7	+0	+10
5b. Taught course sessions in an organized way	73	+3	-7	+4
5c. Used examples or illustrations to explain difficult points	73	+2	-2	+3
5d. Provided feedback on a draft or work in progress	64	-0	-6	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+6	-9	+4

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

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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

| | UB | Your seniors compared with | | | | | |
| | | Retention Peer Group | | NonRes Higher PT | | IPEDS Peer Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.9	23.1	.11	17.8 ***	.45	26.1	-.07
Effective Teaching Practices	40.8	40.8	.00	42.9	-.16	41.9	-.08

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| | | Percentage point difference [a] between your seniors and | | |
Student-Faculty Interaction	UB	Retention Peer Group	NonRes Higher PT	IPEDS Peer Group
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	52	+12	+20	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-1	+8	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-2	+8	-8
3d. Discussed your academic performance with a faculty member	41	+6	+19	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-3	-9	-4
5b. Taught course sessions in an organized way	73	-4	-12	-6
5c. Used examples or illustrations to explain difficult points	79	+2	+3	+0
5d. Provided feedback on a draft or work in progress	65	+0	-7	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+6	-3	+2

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

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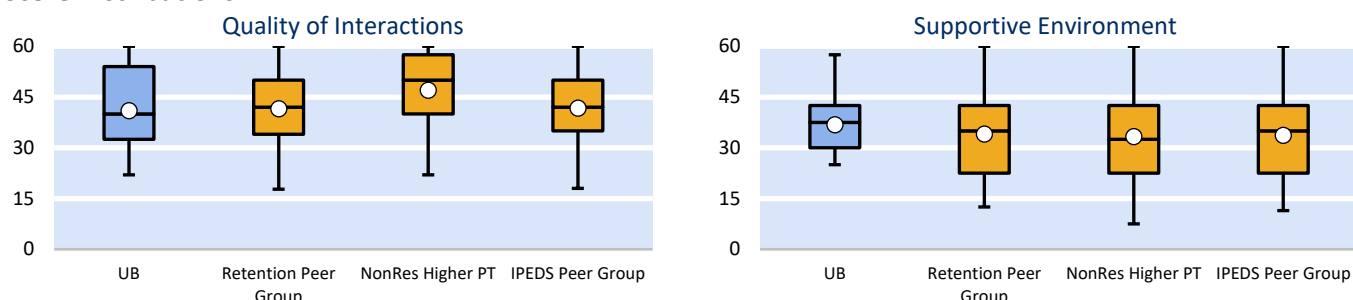
Campus Environment: First-year students

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

	UB	Retention Peer Group		NonRes Higher PT		IPEDS Peer Group	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0	41.5	-.05	47.0	-.51	41.7	-.06
Supportive Environment	36.9	34.1	.20	33.3	.23	33.7	.23

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	UB	Retention Peer Group	NonRes Higher PT	IPEDS Peer Group
			Percentage point difference [a] between your FY students and	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	45	-2	-19	+1
13b. Academic advisors	36	-16	-28	-15
13c. Faculty	55	+8	-10	+4
13d. Student services staff (career services, student activities, housing, etc.)	44	+4	-18	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+5	-17	+1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	91	+22	+15	+22
14c. Using learning support services (tutoring services, writing center, etc.)	82	+13	+10	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+1	+14	+8
14e. Providing opportunities to be involved socially	91	+23	+33	+24
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+10	+7	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-8	-12	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+7	+15	+3
14i. Attending events that address important social, economic, or political issues	55	+10	+12	+13

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

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

Campus Environment: Seniors

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

Mean Comparisons

	UB	Retention Peer Group		NonRes Higher PT		IPEDS Peer Group	
				Your seniors compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	48.4	41.0 ***	.54	47.4	.09	43.5 **	.39
Supportive Environment	38.1	31.5 ***	.43	32.3 **	.38	33.2 **	.33

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	UB	Retention Peer Group	NonRes Higher PT	IPEDS Peer Group
		Percentage point difference [a] between your seniors and		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	59	+2	-6	+0
13b. Academic advisors	71	+25	+7	+17
13c. Faculty	68	+13	-2	+7
13d. Student services staff (career services, student activities, housing, etc.)	69	+28	+8	+19
13e. Other administrative staff and offices (registrar, financial aid, etc.)	70	+28	+5	+23
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	76	+11	+2	+6
14c. Using learning support services (tutoring services, writing center, etc.)	87	+24	+19	+19
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+12	+15	+12
14e. Providing opportunities to be involved socially	74	+16	+12	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+17	+12	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+16	+12	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+17	+21	+6
14i. Attending events that address important social, economic, or political issues	55	+15	+16	+14

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

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

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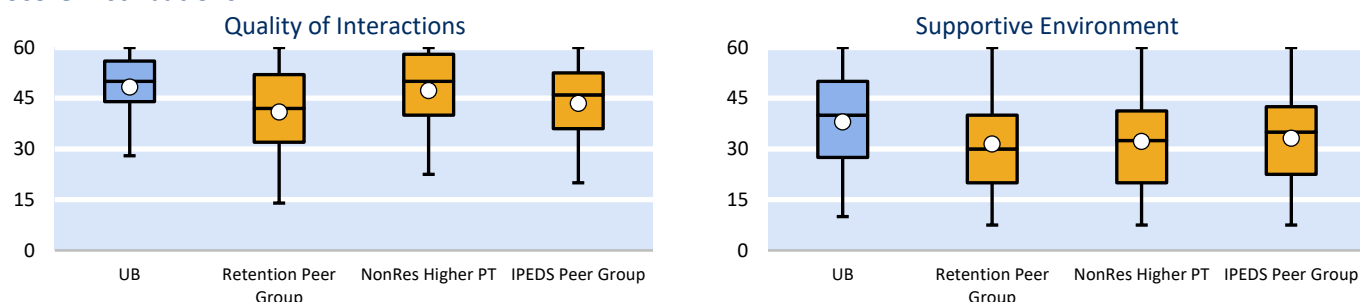
NSSE 2024 Engagement Indicators
Comparisons with High-Performing Institutions
The University of Baltimore

Comparisons with Top 50% and Top 10% Institutions

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

    (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
    (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students

| | | UB | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.2	39.9	-.13		42.4	-.34	
Academic Challenge	Reflective and Integrative Learning	35.5	37.6	-.18		40.1	-.40	
	Learning Strategies	41.8	40.3	.11	✓	43.1	-.09	✓
	Quantitative Reasoning	24.8	30.6	-.37		33.2	-.54	
Learning with Peers	Collaborative Learning	25.0	33.6 *	-.62		36.6 **	-.85	
	Discussions with Diverse Others	36.8	40.7	-.26		44.2	-.54	
Experiences with Faculty	Student-Faculty Interaction	25.4	25.7	-.02	✓	29.7	-.28	
	Effective Teaching Practices	41.1	40.7	.03	✓	43.9	-.20	
Campus Environment	Quality of Interactions	41.0	45.7	-.43		48.5 *	-.64	
	Supportive Environment	36.9	37.4	-.04	✓	40.5	-.29	

Seniors

| | | UB | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	42.3	42.6	-.02	✓	44.8	-.20	
Academic Challenge	Reflective and Integrative Learning	39.0	41.0	-.16		43.3 **	-.36	
	Learning Strategies	43.6	41.4	.15	✓	44.2	-.05	✓
	Quantitative Reasoning	29.8	32.7	-.18		35.8 **	-.37	
Learning with Peers	Collaborative Learning	26.8	34.9 ***	-.57		38.2 ***	-.84	
	Discussions with Diverse Others	41.3	41.5	-.01	✓	44.1	-.19	
Experiences with Faculty	Student-Faculty Interaction	24.9	30.3 **	-.33		34.8 ***	-.62	
	Effective Teaching Practices	40.8	42.7	-.15		45.3 **	-.34	
Campus Environment	Quality of Interactions	48.4	45.4 *	.25	✓	48.1	.02	✓
	Supportive Environment	38.1	34.9	.23	✓	37.9	.01	✓

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD* [b]	*SE* [c]	5th	25th	50th	75th	95th	*Deg. of freedom* [e]	*Mean diff.*	*Sig.* [f]	*Effect size* [g]
Academic Challenge												
Higher-Order Learning												
UB (N = 11)	38.2	14.0	4.23	20	30	40	50	60				
Retention Peer Group	38.1	13.9	.43	15	30	40	50	60	1,065	.0	.992	.003
NonRes Higher PT	39.0	13.4	.74	20	30	40	50	60	340	-.8	.839	-.062
IPEDS Peer Group	37.6	13.3	.47	15	30	40	45	60	795	.6	.878	.047
Top 50%	39.9	13.0	.04	20	30	40	50	60	103,903	-1.8	.655	-.135
Top 10%	42.4	12.4	.11	20	35	40	55	60	12,956	-4.3	.255	-.343
Reflective & Integrative Learning												
UB (N = 12)	35.5	9.1	2.62	17	30	33	44	46				
Retention Peer Group	35.4	12.6	.37	14	26	34	43	57	1,205	.1	.986	.005
NonRes Higher PT	37.0	12.4	.65	17	29	37	46	57	372	-1.5	.684	-.120
IPEDS Peer Group	34.9	12.0	.41	17	26	34	43	57	878	.6	.859	.052
Top 50%	37.6	11.8	.04	20	29	37	46	60	93,668	-2.1	.540	-.177
Top 10%	40.1	11.5	.10	20	31	40	49	60	12,934	-4.6	.167	-.399
Learning Strategies												
UB (N = 11)	41.8	12.3	3.72	20	33	40	53	60				
Retention Peer Group	37.9	13.8	.45	20	27	40	47	60	961	3.9	.350	.283
NonRes Higher PT	41.1	13.8	.79	20	33	40	53	60	316	.7	.862	.053
IPEDS Peer Group	38.7	13.5	.51	13	27	40	47	60	723	3.2	.442	.234
Top 50%	40.3	13.8	.05	20	33	40	53	60	81,563	1.5	.722	.107
Top 10%	43.1	14.2	.11	20	33	40	60	60	16,609	-1.3	.760	-.092
Quantitative Reasoning												
UB (N = 11)	24.8	10.8	3.25	7	20	27	33	47				
Retention Peer Group	28.8	15.3	.49	0	20	27	40	60	986	-4.0	.390	-.260
NonRes Higher PT	24.7	16.9	.94	0	13	20	33	60	330	.2	.976	.009
IPEDS Peer Group	27.4	15.3	.57	0	20	27	40	60	735	-2.6	.578	-.169
Top 50%	30.6	15.5	.05	7	20	27	40	60	97,759	-5.8	.214	-.374
Top 10%	33.2	15.3	.11	7	20	33	40	60	21,116	-8.3	.072	-.543
Learning with Peers												
Collaborative Learning												
UB (N = 14)	25.0	17.2	4.60	0	15	25	35	55				
Retention Peer Group	28.2	14.2	.38	5	20	25	40	55	1,388	-3.2	.401	-.225
NonRes Higher PT	20.1	16.5	.85	0	5	20	30	50	390	4.9	.281	.294
IPEDS Peer Group	29.4	13.5	.44	10	20	30	40	55	976	-4.4	.227	-.326
Top 50%	33.6	13.9	.04	10	25	35	40	60	128,797	-8.6	.020	-.620
Top 10%	36.6	13.7	.08	15	25	35	45	60	27,594	-11.6	.002	-.847
Discussions with Diverse Others												
UB (N = 11)	36.8	16.3	4.92	0	30	40	50	60				
Retention Peer Group	39.0	16.4	.53	10	25	40	55	60	975	-2.1	.667	-.131
NonRes Higher PT	30.7	15.8	.90	0	20	30	40	60	320	6.1	.212	.384
IPEDS Peer Group	38.3	16.0	.59	10	25	40	53	60	733	-1.5	.761	-.092
Top 50%	40.7	14.8	.05	20	30	40	55	60	101,720	-3.9	.387	-.261
Top 10%	44.2	13.7	.13	20	35	45	60	60	10,380	-7.3	.076	-.535

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UB (N = 12)	25.4	16.8	4.86	0	15	25	38	50				
Retention Peer Group	20.6	14.6	.43	0	10	20	30	50	1,134	4.8	.258	.328
NonRes Higher PT	16.9	14.4	.78	0	5	15	25	45	353	8.6	.045	.591
IPEDS Peer Group	21.7	14.2	.49	0	10	20	30	50	838	3.7	.369	.262
Top 50%	25.7	15.3	.06	5	15	25	35	60	65,332	-.3	.945	-.020
Top 10%	29.7	15.5	.15	5	20	30	40	60	11,373	-4.3	.333	-.280
Effective Teaching Practices												
UB (N = 11)	41.1	14.4	4.35	16	28	40	52	60				
Retention Peer Group	37.6	13.7	.42	16	28	40	48	60	1,066	3.5	.399	.256
NonRes Higher PT	41.2	13.7	.75	16	32	40	52	60	346	-.1	.987	-.005
IPEDS Peer Group	37.7	13.3	.48	16	28	40	48	60	787	3.4	.396	.258
Top 50%	40.7	13.1	.05	20	32	40	52	60	71,339	.4	.924	.029
Top 10%	43.9	13.6	.13	20	36	44	56	60	11,207	-2.8	.497	-.205
Campus Environment												
Quality of Interactions												
UB (N = 11)	41.0	12.1	3.66	22	33	40	54	60				
Retention Peer Group	41.5	12.4	.42	18	34	42	50	60	889	-.6	.879	-.046
NonRes Higher PT	47.0	11.9	.72	22	40	50	58	60	284	-6.1	.098	-.510
IPEDS Peer Group	41.7	12.3	.48	18	35	42	50	60	666	-.8	.838	-.062
Top 50%	45.7	11.1	.05	26	40	48	54	60	56,068	-4.7	.156	-.427
Top 10%	48.5	11.8	.11	24	42	50	60	60	10,783	-7.6	.033	-.642
Supportive Environment												
UB (N = 11)	36.9	9.2	2.79	25	30	38	43	58				
Retention Peer Group	34.1	13.9	.46	13	23	35	43	60	930	2.8	.511	.199
NonRes Higher PT	33.3	15.1	.88	8	23	33	43	60	12	3.5	.253	.234
IPEDS Peer Group	33.7	13.4	.51	11	23	35	43	60	702	3.1	.440	.235
Top 50%	37.4	12.9	.05	18	28	38	45	60	72,097	-.5	.897	-.039
Top 10%	40.5	12.5	.15	20	33	40	50	60	7,236	-3.7	.334	-.291

a. Due to nonstandard sampling or response issues, all results are unweighted.

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

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

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

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

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

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

NSSE 2024 Engagement Indicators

Detailed Statistics[a]
The University of Baltimore

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UB (N = 73)	42.3	13.0	1.53	20	35	40	55	60				
Retention Peer Group	41.5	14.5	.37	20	30	40	55	60	1,578	.9	.616	.060
NonRes Higher PT	42.3	13.0	.55	20	35	40	55	60	627	.0	.991	.001
IPEDS Peer Group	41.5	13.9	.44	20	35	40	55	60	1,071	.9	.604	.063
Top 50%	42.6	13.3	.05	20	35	40	55	60	71,578	-.3	.845	-.023
Top 10%	44.8	12.7	.14	20	40	45	60	60	8,437	-2.5	.091	-.199
Reflective & Integrative Learning												
UB (N = 81)	39.0	13.5	1.50	20	31	37	51	60				
Retention Peer Group	39.5	13.2	.33	17	31	40	50	60	1,723	-.5	.762	-.034
NonRes Higher PT	38.8	12.8	.52	17	31	40	49	60	680	.2	.906	.014
IPEDS Peer Group	39.5	12.8	.39	17	31	40	49	60	1,139	-.5	.743	-.038
Top 50%	41.0	12.2	.04	20	31	40	51	60	75,481	-1.9	.154	-.159
Top 10%	43.3	11.7	.13	23	34	43	54	60	8,547	-4.3	.001	-.364
Learning Strategies												
UB (N = 69)	43.6	14.0	1.68	20	33	47	53	60				
Retention Peer Group	41.3	14.4	.39	20	33	40	53	60	1,448	2.3	.194	.160
NonRes Higher PT	42.7	13.7	.59	20	33	40	53	60	598	.9	.628	.062
IPEDS Peer Group	41.0	14.6	.48	20	33	40	53	60	1,008	2.6	.156	.177
Top 50%	41.4	14.4	.05	20	33	40	53	60	84,398	2.2	.206	.152
Top 10%	44.2	14.0	.13	20	33	47	60	60	11,078	-.7	.693	-.048
Quantitative Reasoning												
UB (N = 72)	29.8	16.7	1.97	7	20	27	40	60				
Retention Peer Group	31.5	17.4	.46	0	20	33	40	60	1,479	-1.7	.413	-.099
NonRes Higher PT	27.3	16.1	.70	0	20	27	40	60	600	2.5	.226	.152
IPEDS Peer Group	29.2	17.1	.55	0	20	27	40	60	1,032	.6	.767	.036
Top 50%	32.7	16.5	.05	7	20	33	40	60	95,482	-2.9	.136	-.176
Top 10%	35.8	16.1	.15	7	20	40	47	60	11,716	-6.0	.002	-.370
Learning with Peers												
Collaborative Learning												
UB (N = 88)	26.8	14.4	1.54	0	20	25	35	55				
Retention Peer Group	30.8	15.6	.37	5	20	30	40	60	1,827	-3.9	.021	-.253
NonRes Higher PT	19.2	15.8	.63	0	5	15	30	50	707	7.6	.000	.486
IPEDS Peer Group	30.8	14.8	.44	5	20	30	40	60	1,217	-4.0	.015	-.269
Top 50%	34.9	14.2	.05	10	25	35	45	60	94,550	-8.1	.000	-.575
Top 10%	38.2	13.5	.12	15	30	40	50	60	11,838	-11.4	.000	-.841
Discussions with Diverse Others												
UB (N = 68)	41.3	16.0	1.94	10	35	40	60	60				
Retention Peer Group	39.5	17.0	.46	10	25	40	60	60	1,462	1.8	.381	.109
NonRes Higher PT	35.3	17.1	.74	0	20	35	45	60	599	6.0	.006	.355
IPEDS Peer Group	41.2	15.8	.52	15	30	40	60	60	1,005	.1	.941	.009
Top 50%	41.5	15.4	.05	15	30	40	60	60	90,954	-.1	.942	-.009
Top 10%	44.1	14.4	.14	20	35	45	60	60	10,380	-2.8	.112	-.193

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Experiences with Faculty												
Student-Faculty Interaction												
UB (N = 77)	24.9	17.4	1.98	0	15	20	35	60				
Retention Peer Group	23.1	16.6	.42	0	10	20	35	60	1,647	1.8	.351	.109
NonRes Higher PT	17.8	15.7	.65	0	5	15	25	50	660	7.1	.000	.449
IPEDS Peer Group	26.1	16.7	.52	0	15	25	40	60	1,110	-1.2	.556	-.070
Top 50%	30.3	16.1	.08	5	20	30	40	60	45,643	-5.4	.004	-.332
Top 10%	34.8	15.8	.21	10	20	35	45	60	5,866	-9.9	.000	-.624
Effective Teaching Practices												
UB (N = 72)	40.8	15.0	1.77	16	31	40	56	60				
Retention Peer Group	40.8	14.9	.38	16	32	40	56	60	1,574	.0	.999	.000
NonRes Higher PT	42.9	13.6	.57	20	36	40	56	60	634	-2.2	.205	-.159
IPEDS Peer Group	41.9	13.8	.44	20	32	40	52	60	1,070	-1.2	.493	-.084
Top 50%	42.7	13.5	.05	20	36	44	56	60	64,332	-2.0	.218	-.145
Top 10%	45.3	13.1	.13	20	36	48	60	60	9,739	-4.5	.004	-.344
Campus Environment												
Quality of Interactions												
UB (N = 66)	48.4	10.6	1.30	28	44	50	56	60				
Retention Peer Group	41.0	13.9	.40	14	32	42	52	60	78	7.4	.000	.538
NonRes Higher PT	47.4	12.1	.57	23	40	50	58	60	521	1.0	.513	.086
IPEDS Peer Group	43.5	12.8	.43	20	36	46	53	60	945	4.9	.002	.387
Top 50%	45.4	11.7	.05	24	38	48	54	60	64,650	3.0	.040	.253
Top 10%	48.1	12.0	.11	24	42	50	60	60	12,730	.3	.848	.024
Supportive Environment												
UB (N = 69)	38.1	15.1	1.82	10	28	40	50	60				
Retention Peer Group	31.5	15.2	.42	8	20	30	40	60	1,395	6.5	.001	.430
NonRes Higher PT	32.3	15.2	.67	8	20	33	41	60	583	5.8	.003	.382
IPEDS Peer Group	33.2	14.7	.48	8	23	35	43	60	992	4.8	.009	.326
Top 50%	34.9	14.1	.05	13	25	35	45	60	66,767	3.2	.059	.227
Top 10%	37.9	13.5	.15	15	28	38	48	60	7,645	.1	.939	.009

a. Due to nonstandard sampling or response issues, all results are unweighted.

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

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

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

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to 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.