Report on 2014 NSSE Survey Results

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Institutional Research, Planning and Assessment
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Overview: UMD recently participated in the 2014 National Survey of Student Engagement (NSSE). The survey asks students at hundreds of postsecondary institutions about their "participation in programs and activities that institutions provide for [students'] learning and personal development."[1] The 2014 NSSE results indicate that opportunities for student engagement through conversations with diverse others and service-learning are a strength of UMD while encouraging student-faculty interactions and academic challenges are areas to improve. The survey was administered to first-year (4,130 invited, 516 responded, 13% response rate) and senior (3,746 invited, 602 responded, 16% response rate) students in Spring 2014. Findings in this memo and attached reports include comparisons between the UMD and Association of American Universities Date Exchange (AAUDE) Institutions.[2]

Summary of Engagement Indicators: NSSE groups individual survey questions into four broad themes – academic challenge, learning with peers, experiences with faculty, and campus environment. The themes are further broken down into "Engagement Indicators" to provide information about distinct aspects of student engagement such as discussions with diverse others and student-faculty interactions. When compared to AAUDE peers, first-year UMD respondents engaged in discussions with diverse others more often but had student-faculty interactions and experienced effective teaching practices less often. Senior UMD respondents were more likely to engage in discussions with diverse others and experience a supportive campus environment compared to AAUDE peers. However, UMD senior respondents were less likely to report academic challenge in higher-order learning, reflective and integrative learning, and learning strategies.

Summary of High-Impact Practices: UMD is a leader among AAUDE institutions in activities that promote student learning and retention, which NSSE calls "high-impact practices." These practices demand considerable time and effort and include participation in learning communities, service-learning, research with faculty, internships and field experience, study abroad and culminating senior experiences. First-year UMD respondents reported higher rates of participation in service-learning and learning communities when compared to AAUDE peers. First-year UMD students were also more likely to participate in two or more of these practices. Senior UMD respondents reported higher rates of participation in internships, learning communities and study abroad. High-Impact practices that demonstrate opportunities for improvement include academic challenge and experiences with faculty.

Attachments: Copies of the Engagement Indicators and High-Impact Practices follow. Complete results are available through IRPA.

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[1] http://nsse.iub.edu/html/about.cfm
[2] NSSE compared UMD to twelve institutions in the Association of American Universities Date Exchange (AAUDE) including: Boston University, Iowa State University, Michigan State University, Stony Brook University, The Ohio State University, Tulane University of Louisiana, University of Colorado Bolder, University of Illinois at Urbana-Champaign, University of Kansas, University of Nebraska at Lincoln, University of Washington-Seattle, and University of Wisconsin-Madison.

NSSE 2014
Engagement Indicators

University of Maryland

About Your *Engagement Indicators* Report

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

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

Report sections

Overview (p. 3)

Displays how average EI scores for your 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**

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

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

## Academic Challenge: First-year students

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

Mean Comparisons

| | UMD | *Your first-year students compared with* | | | | | |
| | | AAUDE | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.2	38.5	-.10	38.6 *	-.10	39.0 **	-.13
Reflective & Integrative Learning	34.2	34.7	-.04	34.8	-.05	35.6 *	-.11
Learning Strategies	36.5	37.9	-.10	38.5 **	-.14	39.5 ***	-.21
Quantitative Reasoning	27.8	28.7	-.06	28.5	-.05	27.4	.02

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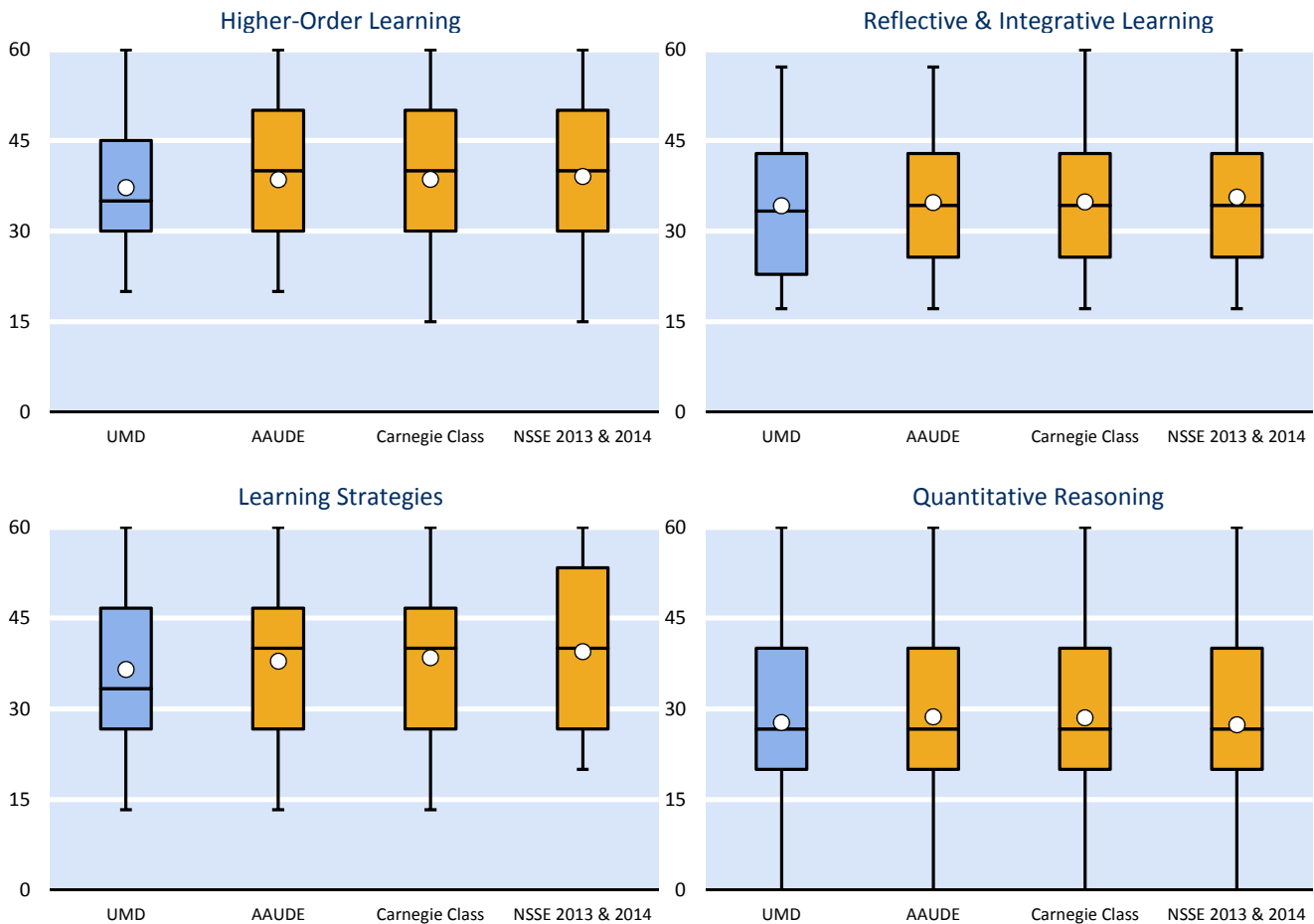
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
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	77	77	76	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	73	72	72
4d. Evaluating a point of view, decision, or information source	59	64	65	70
4e. Forming a new idea or understanding from various pieces of information	59	65	66	69

Reflective & Integrative Learning

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	56	56	55	56
2b. Connected your learning to societal problems or issues	47	51	50	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	46	47	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	59	60	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	56	63	64	66
2f. Learned something that changed the way you understand an issue or concept	61	65	63	65
2g. Connected ideas from your courses to your prior experiences and knowledge	76	78	77	77

Learning Strategies

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	79	79	80
9b. Reviewed your notes after class	57	61	62	65
9c. Summarized what you learned in class or from course materials	53	59	61	63

Quantitative Reasoning

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
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.)	52	56	55	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	40	39	38
6c. Evaluated what others have concluded from numerical information	40	41	40	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.

NSSE 2014 Engagement Indicators
Academic Challenge
University of Maryland

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

	UMD	AAUDE		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.5	39.0 *	-.11	39.7 ***	-.16	41.2 ***	-.27
Reflective & Integrative Learning	36.1	37.6 *	-.11	37.7 **	-.12	38.9 ***	-.22
Learning Strategies	35.1	37.1 **	-.13	38.6 ***	-.23	40.4 ***	-.35
Quantitative Reasoning	30.8	31.3	-.03	30.9	-.01	29.9	.05

Your seniors compared with

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
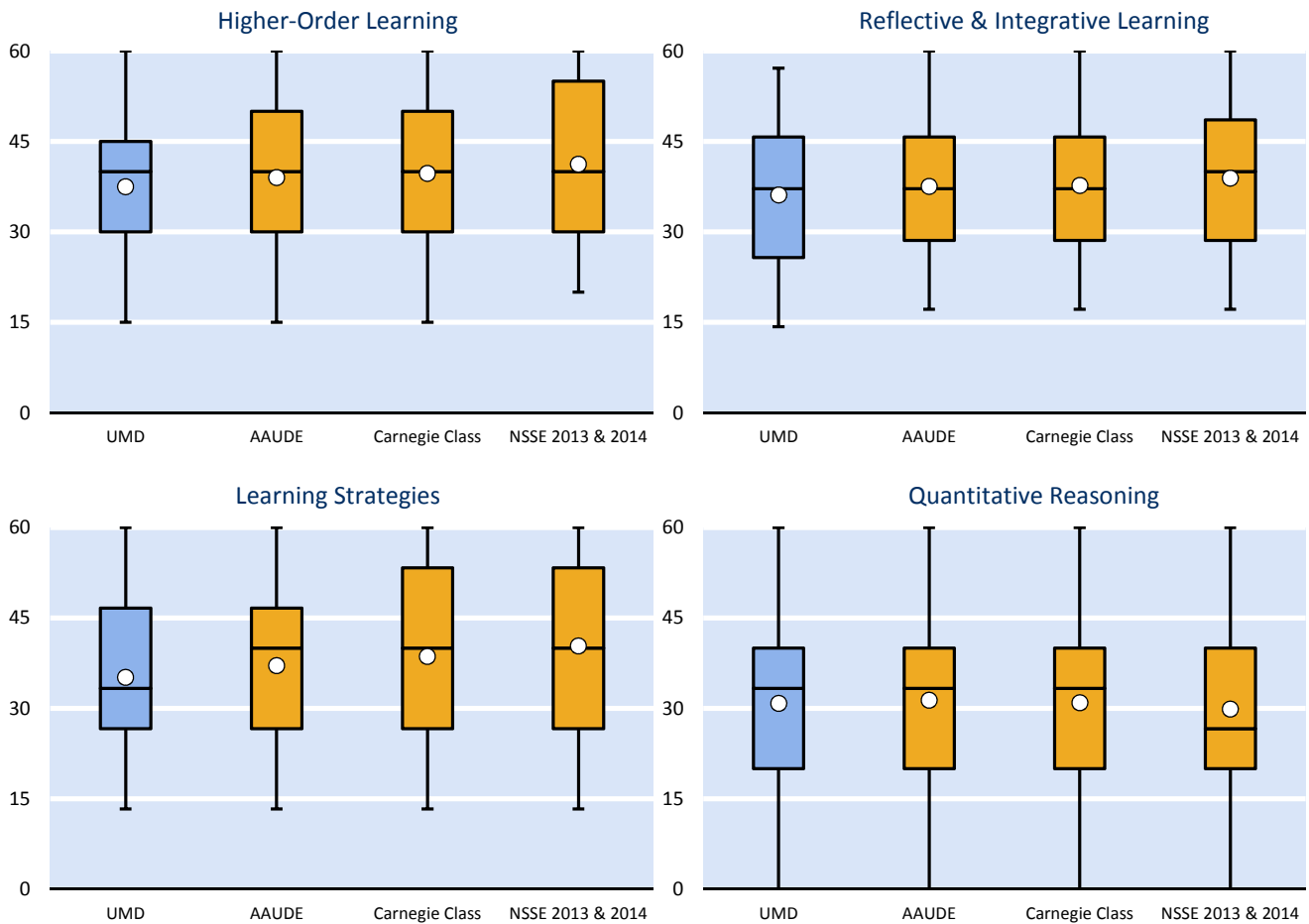
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
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	76	78	79	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	74	75	78
4d. Evaluating a point of view, decision, or information source	56	62	65	72
4e. Forming a new idea or understanding from various pieces of information	62	66	68	73

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	73	73	72
2b. Connected your learning to societal problems or issues	55	60	60	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	48	49	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	61	62	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	65	67	70
2f. Learned something that changed the way you understand an issue or concept	69	69	68	70
2g. Connected ideas from your courses to your prior experiences and knowledge	83	83	83	84

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	80	80	83
9b. Reviewed your notes after class	50	53	59	64
9c. Summarized what you learned in class or from course materials	52	57	61	66

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.)	59	58	57	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	46	45	45
6c. Evaluated what others have concluded from numerical information	50	49	48	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

	UMD	AAUDE		Carnegie Class		NSSE 2013 & 2014	
		Your first-year students compared with					
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.2	34.3	.07	33.7 *	.11	32.0 ***	.22
Discussions with Diverse Others	46.2	41.6 ***	.31	42.2 ***	.26	40.9 ***	.33

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

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	58	58	55	49
1f. Explained course material to one or more students	64	63	61	57
1g. Prepared for exams by discussing or working through course material with other students	55	55	53	49
1h. Worked with other students on course projects or assignments	59	53	52	52

Discussions with Diverse Others

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	89	72	73	71
8b. People from an economic background other than your own	79	74	75	73
8c. People with religious beliefs other than your own	81	73	73	69
8d. People with political views other than your own	75	71	72	69

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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

	UMD	AAUDE		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.0	34.6	-.04	33.6	.03	32.4 **	.11
Discussions with Diverse Others	44.7	42.0 ***	.18	42.8 **	.12	41.8 ***	.18

Your seniors compared with

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

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Summary of Indicator Items

Collaborative Learning	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	42	48	45	40
1f. Explained course material to one or more students	59	64	61	58
1g. Prepared for exams by discussing or working through course material with other students	50	49	48	46
1h. Worked with other students on course projects or assignments	66	67	65	64

Discussions with Diverse Others	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	82	71	74	73
8b. People from an economic background other than your own	76	74	75	75
8c. People with religious beliefs other than your own	80	73	74	70
8d. People with political views other than your own	71	71	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

	UMD						
		AAUDE		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.8	19.3 *	-.11	19.3 *	-.10	20.3 ***	-.17
Effective Teaching Practices	36.7	38.2 *	-.13	38.5 **	-.15	40.2 ***	-.26

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

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Summary of Indicator Items

Student-Faculty Interaction	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	23	29	30	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	18	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	24	23	25
3d. Discussed your academic performance with a faculty member	18	23	24	29
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	81	80	81
5b. Taught course sessions in an organized way	79	79	80	79
5c. Used examples or illustrations to explain difficult points	77	79	77	77
5d. Provided feedback on a draft or work in progress	44	56	57	65
5e. Provided prompt and detailed feedback on tests or completed assignments	51	56	56	63

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

Experiences with Faculty: Seniors

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

Mean Comparisons

	UMD						
		AAUDE		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.6	22.8	-.08	22.7	-.07	23.8 **	-.13
Effective Teaching Practices	37.3	38.5 *	-.09	39.3 ***	-.15	40.9 ***	-.26

Your seniors compared with

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

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Summary of Indicator Items

Student-Faculty Interaction

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	35	38	39	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	28	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	31	31	34
3d. Discussed your academic performance with a faculty member	22	25	28	33

Effective Teaching Practices

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	82	82	83
5b. Taught course sessions in an organized way	77	81	80	81
5c. Used examples or illustrations to explain difficult points	77	81	79	79
5d. Provided feedback on a draft or work in progress	48	50	54	62
5e. Provided prompt and detailed feedback on tests or completed assignments	52	59	61	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.
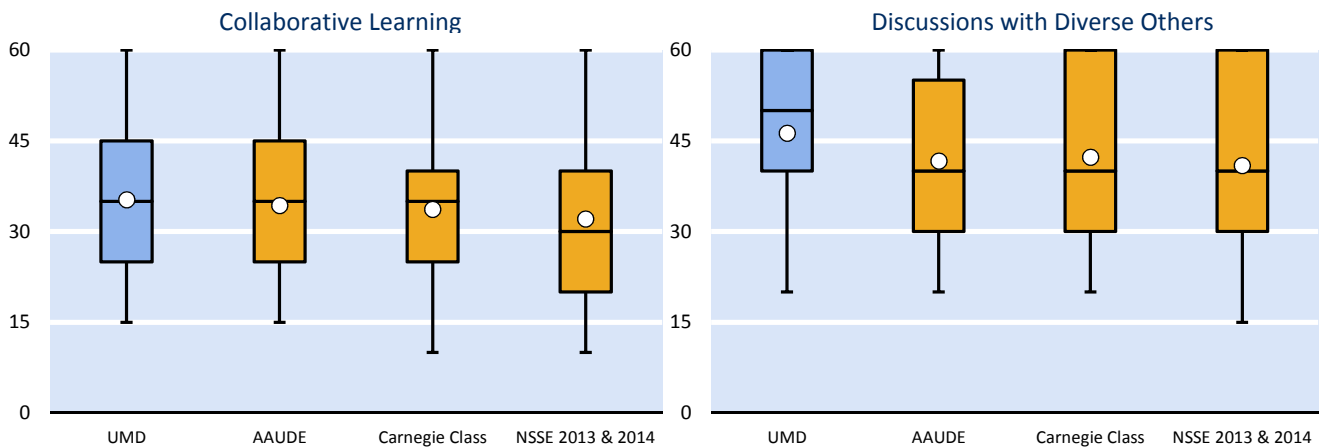
NSSE 2014 Engagement Indicators
Campus Environment
University of Maryland

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

	UMD	Your first-year students compared with					
		AAUDE		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0	41.2	-.02	41.1	-.01	41.5	-.05
Supportive Environment	37.7	37.3	.04	37.8	.00	37.3	.03

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	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	64	60	60	59
13b. Academic advisors	44	46	46	48
13c. Faculty	39	44	45	50
13d. Student services staff (career services, student activities, housing, etc.)	38	41	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	37	37	41

Supportive Environment	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	76	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	82	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	59	59	59
14e. Providing opportunities to be involved socially	78	75	76	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	76	76	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	41	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	71	73	68
14i. Attending events that address important social, economic, or political issues	54	53	54	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.
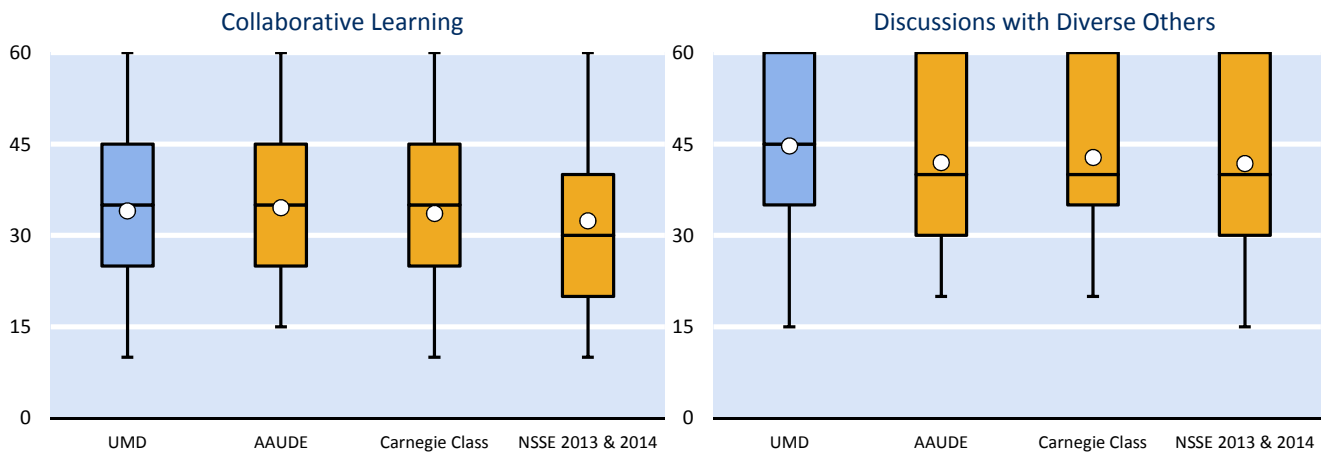
Campus Environment: Seniors

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

	UMD	AAUDE		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.6	40.8	-.02	41.1	-.04	42.5 ***	-.16
Supportive Environment	34.6	33.3 *	.10	33.6	.07	33.3 *	.09

Your seniors compared with

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

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	62	61	63	64
13b. Academic advisors	48	45	46	52
13c. Faculty	48	52	53	60
13d. Student services staff (career services, student activities, housing, etc.)	36	36	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	33	35	42

Supportive Environment

	UMD	AAUDE	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	63	69	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	64	63	64	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	47	50	53
14e. Providing opportunities to be involved socially	73	69	69	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	69	68	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	28	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	65	65	57
14i. Attending events that address important social, economic, or political issues	48	47	47	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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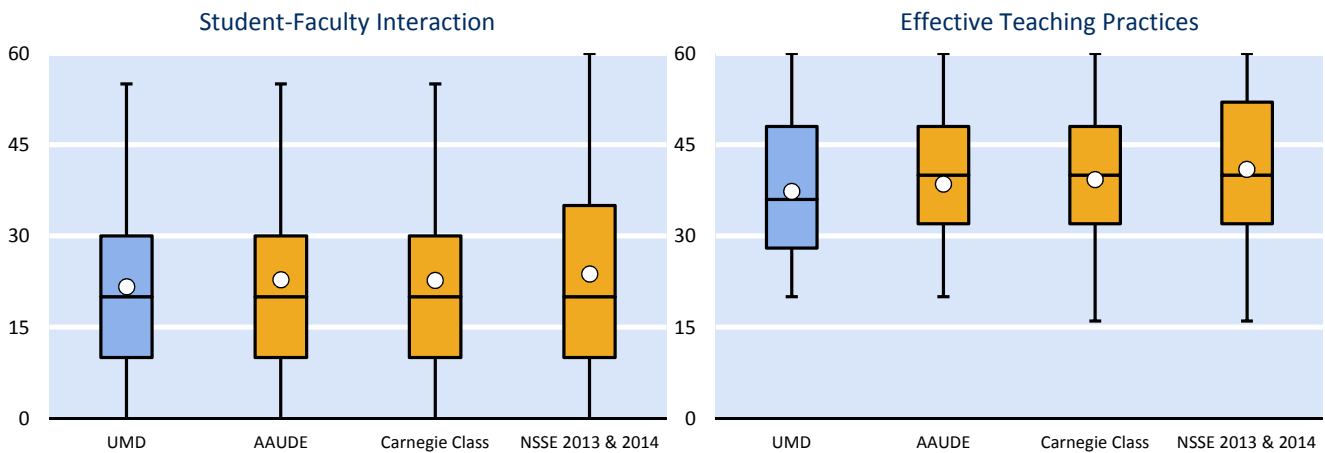
Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and

(b) 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[b] 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	UMD Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.2	40.6 ***	-.25		42.7 ***	-.40	
	Reflective and Integrative Learning	34.2	37.3 ***	-.25		39.3 ***	-.40	
	Learning Strategies	36.5	41.2 ***	-.33		43.4 ***	-.49	
	Quantitative Reasoning	27.8	28.8	-.06	✓	30.6 ***	-.18	
Learning with Peers	Collaborative Learning	35.2	34.7	.04	✓	37.1 **	-.14	
	Discussions with Diverse Others	46.2	43.2 ***	.20	✓	45.6	.04	✓
Experiences with Faculty	Student-Faculty Interaction	17.8	23.3 ***	-.37		26.9 ***	-.57	
	Effective Teaching Practices	36.7	42.4 ***	-.43		44.6 ***	-.60	
Campus Environment	Quality of Interactions	41.0	44.0 ***	-.27		46.0 ***	-.44	
	Supportive Environment	37.7	39.4 *	-.13		41.4 ***	-.28	

Seniors

Theme	Engagement Indicator	UMD Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.5	43.3 ***	-.42		45.3 ***	-.57	
	Reflective and Integrative Learning	36.1	41.1 ***	-.39		43.1 ***	-.55	
	Learning Strategies	35.1	42.5 ***	-.51		44.9 ***	-.69	
	Quantitative Reasoning	30.8	31.3	-.03	✓	33.0 **	-.13	
Learning with Peers	Collaborative Learning	34.0	35.4 *	-.10		37.7 ***	-.27	
	Discussions with Diverse Others	44.7	43.9	.05	✓	45.9	-.08	✓
Experiences with Faculty	Student-Faculty Interaction	21.6	29.5 ***	-.49		34.4 ***	-.79	
	Effective Teaching Practices	37.3	43.0 ***	-.42		45.1 ***	-.58	
Campus Environment	Quality of Interactions	40.6	45.3 ***	-.41		47.4 ***	-.58	
	Supportive Environment	34.6	36.1 *	-.11		39.0 ***	-.33	

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.

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
University of Maryland

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UMD (N = 427)	37.2	13.5	.65	20	30	35	45	60				
AAUDE	38.5	13.1	.16	20	30	40	50	60	7,366	-1.3	.053	-.096
Carnegie Class	38.6	13.5	.10	15	30	40	50	60	20,594	-1.3	.042	-.099
NSSE 2013 & 2014	39.0	13.8	.04	15	30	40	50	60	120,210	-1.8	.006	-.132
Top 50%	40.6	13.6	.06	20	30	40	50	60	59,775	-3.4	.000	-.247
Top 10%	42.7	13.6	.13	20	35	40	55	60	11,401	-5.5	.000	-.402
Reflective & Integrative Learning												
UMD (N = 443)	34.2	12.5	.59	17	23	33	43	57				
AAUDE	34.7	12.1	.14	17	26	34	43	57	7,650	-.5	.365	-.044
Carnegie Class	34.8	12.5	.09	17	26	34	43	60	21,410	-.6	.299	-.050
NSSE 2013 & 2014	35.6	12.6	.04	17	26	34	43	60	125,462	-1.4	.019	-.112
Top 50%	37.3	12.5	.05	17	29	37	46	60	60,210	-3.1	.000	-.249
Top 10%	39.3	12.6	.11	20	31	40	49	60	13,236	-5.1	.000	-.405
Learning Strategies												
UMD (N = 379)	36.5	14.0	.72	13	27	33	47	60				
AAUDE	37.9	14.0	.17	13	27	40	47	60	6,852	-1.4	.060	-.099
Carnegie Class	38.5	14.1	.10	13	27	40	47	60	18,999	-2.0	.007	-.140
NSSE 2013 & 2014	39.5	14.2	.04	20	27	40	53	60	111,399	-3.0	.000	-.208
Top 50%	41.2	14.0	.06	20	33	40	53	60	52,816	-4.7	.000	-.335
Top 10%	43.4	14.0	.13	20	33	40	60	60	11,485	-6.9	.000	-.492
Quantitative Reasoning												
UMD (N = 430)	27.8	15.2	.73	0	20	27	40	60				
AAUDE	28.7	15.5	.18	0	20	27	40	60	7,476	-.9	.223	-.061
Carnegie Class	28.5	15.9	.11	0	20	27	40	60	20,853	-.8	.327	-.048
NSSE 2013 & 2014	27.4	16.4	.05	0	20	27	40	60	433	.4	.578	.025
Top 50%	28.8	16.3	.06	0	20	27	40	60	435	-1.0	.161	-.063
Top 10%	30.6	16.2	.12	0	20	27	40	60	454	-2.9	.000	-.177
Learning with Peers												
Collaborative Learning												
UMD (N = 474)	35.2	14.2	.65	15	25	35	45	60				
AAUDE	34.3	13.6	.16	15	25	35	45	60	7,889	.9	.148	.069
Carnegie Class	33.7	13.9	.09	10	25	35	40	60	22,082	1.6	.017	.111
NSSE 2013 & 2014	32.0	14.1	.04	10	20	30	40	60	128,531	3.2	.000	.224
Top 50%	34.7	13.7	.05	15	25	35	45	60	72,247	.5	.411	.038
Top 10%	37.1	13.6	.11	15	25	35	45	60	16,461	-1.9	.003	-.138
Discussions with Diverse Others												
UMD (N = 386)	46.2	13.9	.71	20	40	50	60	60				
AAUDE	41.6	14.9	.18	20	30	40	55	60	6,945	4.6	.000	.309
Carnegie Class	42.2	15.4	.11	20	30	40	60	60	405	4.0	.000	.259
NSSE 2013 & 2014	40.9	16.0	.05	15	30	40	60	60	389	5.3	.000	.334
Top 50%	43.2	15.4	.06	20	35	45	60	60	391	3.0	.000	.195
Top 10%	45.6	14.8	.13	20	40	50	60	60	13,808	.6	.426	.041

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
University of Maryland

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UMD (N = 431)	17.8	12.5	.60	0	10	15	25	40				
AAUDE	19.3	13.9	.17	0	10	15	25	45	497	-1.5	.015	-.110
Carnegie Class	19.3	14.1	.10	0	10	15	25	45	453	-1.5	.017	-.104
NSSE 2013 & 2014	20.3	14.6	.04	0	10	20	30	50	434	-2.5	.000	-.169
Top 50%	23.3	15.0	.07	0	10	20	30	55	442	-5.5	.000	-.368
Top 10%	26.9	16.2	.19	5	15	25	40	60	522	-9.1	.000	-.570
Effective Teaching Practices												
UMD (N = 433)	36.7	11.6	.56	20	28	36	44	60				
AAUDE	38.2	12.3	.15	20	32	40	48	60	7,544	-1.5	.011	-.126
Carnegie Class	38.5	12.7	.09	20	30	40	48	60	454	-1.8	.001	-.146
NSSE 2013 & 2014	40.2	13.3	.04	20	32	40	52	60	436	-3.5	.000	-.262
Top 50%	42.4	13.2	.06	20	32	44	52	60	442	-5.7	.000	-.431
Top 10%	44.6	13.3	.14	20	36	44	56	60	485	-7.9	.000	-.599
Campus Environment												
Quality of Interactions												
UMD (N = 353)	41.0	11.3	.60	20	34	42	50	60				
AAUDE	41.2	11.4	.14	20	34	42	50	60	6,551	-.2	.751	-.017
Carnegie Class	41.1	11.7	.09	20	34	42	50	60	18,334	-.2	.802	-.013
NSSE 2013 & 2014	41.5	12.4	.04	18	34	43	50	60	355	-.6	.342	-.046
Top 50%	44.0	11.4	.06	22	38	46	52	60	40,955	-3.0	.000	-.265
Top 10%	46.0	11.6	.13	24	40	48	55	60	8,765	-5.1	.000	-.437
Supportive Environment												
UMD (N = 357)	37.7	12.2	.65	18	30	38	45	60				
AAUDE	37.3	12.9	.16	18	28	38	46	60	404	.5	.483	.037
Carnegie Class	37.8	13.1	.10	18	30	38	48	60	373	-.1	.931	-.004
NSSE 2013 & 2014	37.3	13.8	.04	15	28	38	48	60	359	.4	.500	.032
Top 50%	39.4	13.2	.06	18	30	40	50	60	362	-1.7	.010	-.126
Top 10%	41.4	12.8	.12	20	33	40	53	60	381	-3.6	.000	-.283

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 +/- 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.

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
University of Maryland

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UMD (N = 525)	37.5	13.8	.60	15	30	40	45	60				
AAUDE	39.0	13.8	.21	15	30	40	50	60	4,948	-1.5	.017	-.110
Carnegie Class	39.7	14.0	.11	15	30	40	50	60	15,817	-2.2	.000	-.158
NSSE 2013 & 2014	41.2	14.1	.05	20	30	40	55	60	91,901	-3.8	.000	-.267
Top 50%	43.3	13.7	.07	20	35	40	55	60	37,056	-5.8	.000	-.421
Top 10%	45.3	13.6	.14	20	40	45	60	60	9,503	-7.8	.000	-.572
Reflective & Integrative Learning												
UMD (N = 543)	36.1	12.9	.55	14	26	37	46	57				
AAUDE	37.6	12.8	.19	17	29	37	46	60	5,127	-1.5	.012	-.114
Carnegie Class	37.7	13.0	.10	17	29	37	46	60	16,435	-1.6	.005	-.123
NSSE 2013 & 2014	38.9	13.0	.04	17	29	40	49	60	95,592	-2.8	.000	-.217
Top 50%	41.1	12.6	.07	20	31	40	51	60	36,327	-4.9	.000	-.391
Top 10%	43.1	12.5	.14	20	34	43	54	60	8,387	-6.9	.000	-.554
Learning Strategies												
UMD (N = 481)	35.1	15.0	.69	13	27	33	47	60				
AAUDE	37.1	14.6	.23	13	27	40	47	60	4,666	-2.0	.005	-.135
Carnegie Class	38.6	14.8	.12	13	27	40	53	60	14,891	-3.5	.000	-.234
NSSE 2013 & 2014	40.4	14.8	.05	13	27	40	53	60	86,947	-5.2	.000	-.354
Top 50%	42.5	14.5	.07	20	33	40	60	60	45,318	-7.3	.000	-.506
Top 10%	44.9	14.1	.13	20	33	47	60	60	11,925	-9.7	.000	-.687
Quantitative Reasoning												
UMD (N = 532)	30.8	16.7	.72	0	20	33	40	60				
AAUDE	31.3	17.0	.25	0	20	33	40	60	5,023	-.5	.510	-.030
Carnegie Class	30.9	17.2	.14	0	20	33	40	60	16,069	-.1	.909	-.005
NSSE 2013 & 2014	29.9	17.4	.06	0	20	27	40	60	93,640	.9	.219	.053
Top 50%	31.3	17.2	.07	0	20	33	40	60	56,742	-.5	.516	-.028
Top 10%	33.0	16.9	.14	0	20	33	47	60	14,694	-2.2	.003	-.130
Learning with Peers												
Collaborative Learning												
UMD (N = 569)	34.0	14.1	.59	10	25	35	45	60				
AAUDE	34.6	14.0	.20	15	25	35	45	60	5,267	-.5	.419	-.036
Carnegie Class	33.6	14.5	.11	10	25	35	45	60	16,787	.5	.467	.031
NSSE 2013 & 2014	32.4	14.6	.05	10	20	30	40	60	96,781	1.7	.007	.114
Top 50%	35.4	13.8	.06	15	25	35	45	60	47,827	-1.4	.020	-.098
Top 10%	37.7	13.6	.14	15	30	40	50	60	10,124	-3.7	.000	-.270
Discussions with Diverse Others												
UMD (N = 486)	44.7	15.1	.68	15	35	45	60	60				
AAUDE	42.0	15.0	.23	20	30	40	60	60	4,713	2.7	.000	.181
Carnegie Class	42.8	15.6	.13	20	35	40	60	60	15,036	1.9	.009	.121
NSSE 2013 & 2014	41.8	16.1	.05	15	30	40	60	60	491	2.9	.000	.179
Top 50%	43.9	15.8	.07	20	35	45	60	60	495	.8	.261	.049
Top 10%	45.9	15.4	.13	20	40	50	60	60	14,231	-1.2	.097	-.077

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
University of Maryland

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UMD (N = 531)	21.6	15.2	.66	0	10	20	30	55				
AAUDE	22.8	15.2	.23	0	10	20	30	55	5,029	-1.2	.092	-.077
Carnegie Class	22.7	15.7	.13	0	10	20	30	55	16,097	-1.0	.132	-.067
NSSE 2013 & 2014	23.8	16.3	.05	0	10	20	35	60	537	-2.1	.001	-.130
Top 50%	29.5	16.1	.11	5	20	30	40	60	559	-7.9	.000	-.491
Top 10%	34.4	16.4	.30	10	20	35	45	60	760	-12.8	.000	-.788
Effective Teaching Practices												
UMD (N = 533)	37.3	13.1	.57	20	28	36	48	60				
AAUDE	38.5	12.6	.19	20	32	40	48	60	5,070	-1.2	.039	-.095
Carnegie Class	39.3	13.2	.11	16	32	40	48	60	16,236	-1.9	.001	-.147
NSSE 2013 & 2014	40.9	13.7	.04	16	32	40	52	60	94,601	-3.6	.000	-.263
Top 50%	43.0	13.6	.07	20	36	44	56	60	34,422	-5.7	.000	-.421
Top 10%	45.1	13.4	.18	20	36	48	60	60	6,271	-7.8	.000	-.582
Campus Environment												
Quality of Interactions												
UMD (N = 474)	40.6	11.7	.54	20	33	40	50	60				
AAUDE	40.8	10.9	.17	22	34	42	48	58	4,540	-.2	.698	-.019
Carnegie Class	41.1	11.5	.10	20	34	42	50	60	14,438	-.5	.375	-.041
NSSE 2013 & 2014	42.5	11.9	.04	20	36	44	52	60	84,116	-1.9	.001	-.160
Top 50%	45.3	11.3	.07	24	38	48	54	60	29,873	-4.6	.000	-.410
Top 10%	47.4	11.6	.13	24	40	50	58	60	8,333	-6.7	.000	-.579
Supportive Environment												
UMD (N = 452)	34.6	13.6	.64	10	25	35	43	60				
AAUDE	33.3	13.2	.21	13	25	33	43	58	4,462	1.3	.045	.099
Carnegie Class	33.6	13.8	.12	10	23	33	43	60	14,137	1.0	.147	.069
NSSE 2013 & 2014	33.3	14.4	.05	10	23	33	43	60	457	1.3	.038	.093
Top 50%	36.1	13.8	.07	13	28	38	45	60	34,789	-1.5	.021	-.110
Top 10%	39.0	13.3	.17	17	30	40	50	60	6,292	-4.4	.000	-.328

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 +/- 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.

NSSE 2014
High-Impact Practices
University of Maryland

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)	Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation
Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons
Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)	Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.
Participation by Student Characteristics (p. 8)	Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports 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.

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.
National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007.* Bloomington, IN: Indiana University Center for Postsecondary Research.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

First-year

Senior
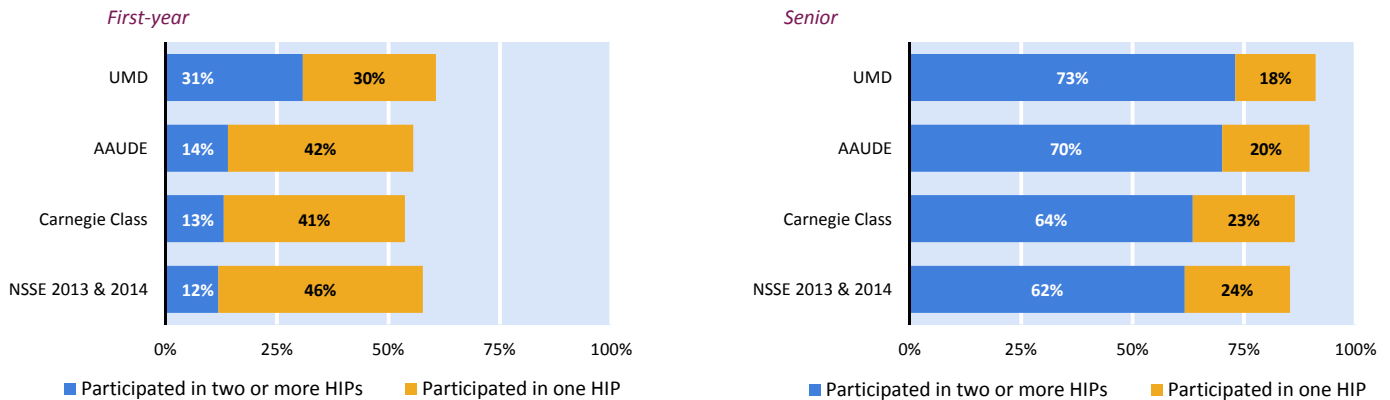
Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	UMD		AAUDE			Carnegie Class			NSSE 2013 & 2014		
First-year	*%*		*%*		*Effect size [a]*	*%*		*Effect size [a]*	*%*		*Effect size [a]*
11c. **Learning Community**	37		21 ***		.36	19 ***		.41	15 ***		.51
12. **Service-Learning**	52		45 **		.15	44 **		.16	51		.01
11e. **Research with Faculty**	5		6		-.04	6		-.03	5		-.01
Participated in at least one	61		56 *		.10	54 **		.14	58		.06
Participated in two or more	31		14 ***		.41	13 ***		.44	12 ***		.47
Senior											
11c. **Learning Community**	37		28 ***		.20	25 ***		.27	24 ***		.29
12. **Service-Learning**	45		50 *		-.10	52 **		-.14	61 ***		-.32
11e. **Research with Faculty**	36		35		.03	29 ***		.17	24 ***		.26
11a. **Internship or Field Exp.**	71		62 ***		.19	55 ***		.34	50 ***		.44
11d. **Study Abroad**	29		24 *		.11	18 ***		.27	14 ***		.37
11f. **Culminating Senior Exp.**	44		46		-.04	43		.01	46		-.05
Participated in at least one	91		90		.04	86 **		.15	85 ***		.18
Participated in two or more	73		70		.07	64 ***		.21	62 ***		.24

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h:* The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

*p<.05, **p<.01, ***p<.001 (z-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

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First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
UMD	37%	16%	21%	25%
AAUDE	21%	23%	25%	31%
Carnegie Class	19%	23%	27%	31%
NSSE 2013 & 2014	15%	25%	31%	28%

Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?

	Most or all	Some	None
UMD	2%	50%	48%
AAUDE	5%	40%	55%
Carnegie Class	5%	39%	56%
NSSE 2013 & 2014	7%	44%	49%

Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
UMD	5%	41%	38%	16%
AAUDE	6%	43%	33%	18%
Carnegie Class	6%	40%	35%	20%
NSSE 2013 & 2014	5%	34%	38%	23%

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

Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
UMD	37%	5%	5%	53%
AAUDE	28%	5%	7%	60%
Carnegie Class	25%	7%	10%	58%
NSSE 2013 & 2014	24%	9%	12%	55%

Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?

	Most or all	Some	None
UMD	3%	42%	55%
AAUDE	5%	45%	50%
Carnegie Class	7%	45%	48%
NSSE 2013 & 2014	11%	50%	39%

Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
UMD	36%	9%	9%	45%
AAUDE	35%	11%	10%	45%
Carnegie Class	29%	13%	13%	45%
NSSE 2013 & 2014	24%	13%	15%	48%

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

Seniors (continued)
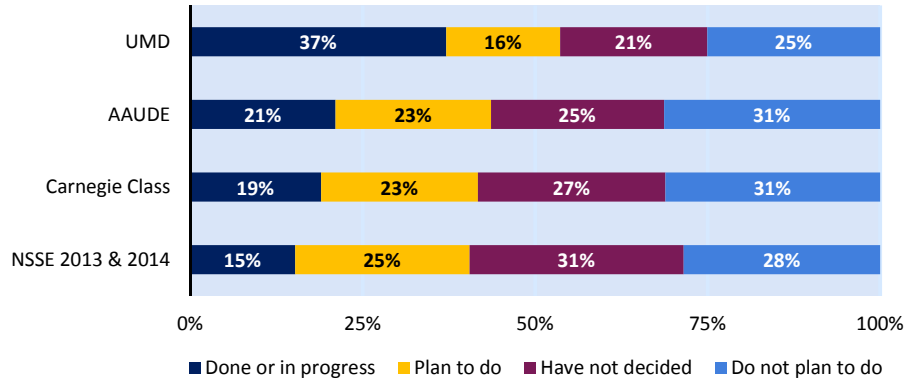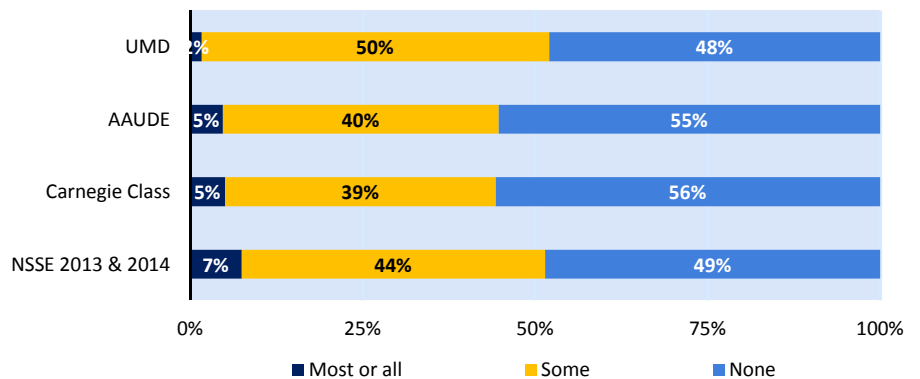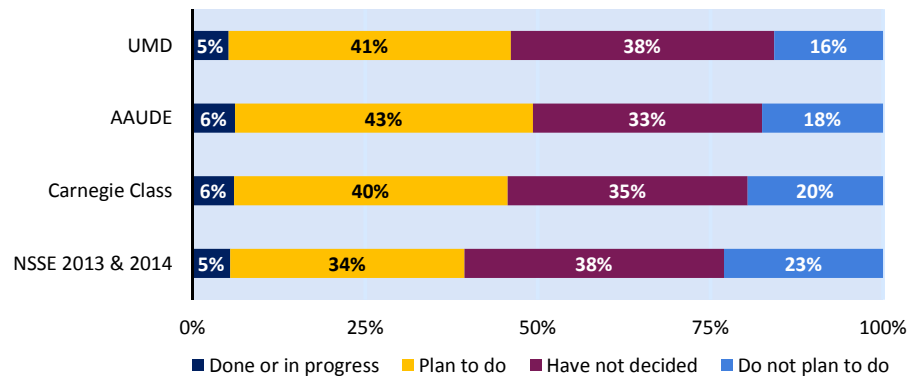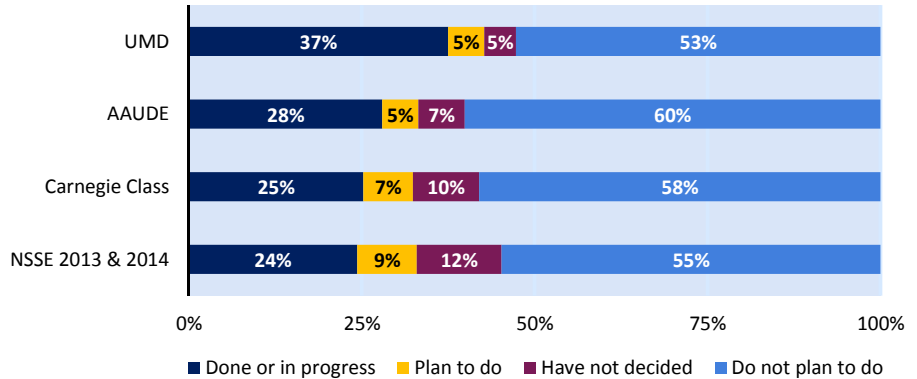
The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience
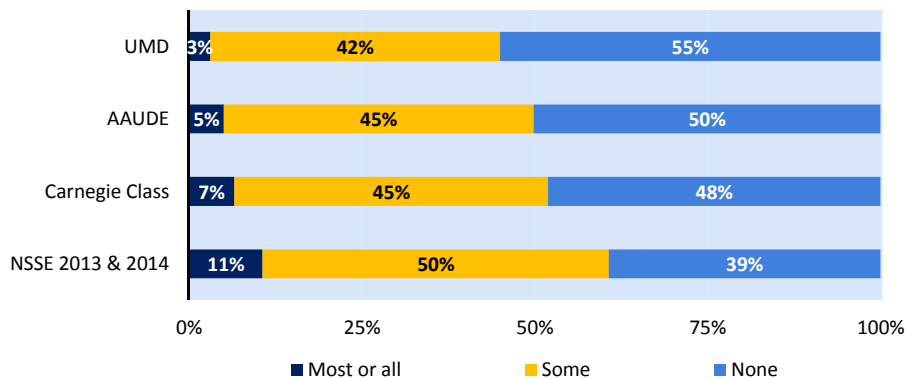
Which of the following have you done or do you plan to do before you graduate?

Participate in an internship, co-op, field experience, student teaching, or clinical placement.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
UMD	71%	13%	6%	10%
AAUDE	62%	18%	5%	15%
Carnegie Class	55%	23%	6%	16%
NSSE 2013 & 2014	50%	23%	8%	19%

Study Abroad

Which of the following have you done or do you plan to do before you graduate?

Participate in a study abroad program.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
UMD	29%	5%	6%	61%
AAUDE	24%	6%	7%	63%
Carnegie Class	18%	8%	10%	65%
NSSE 2013 & 2014	14%	7%	12%	67%
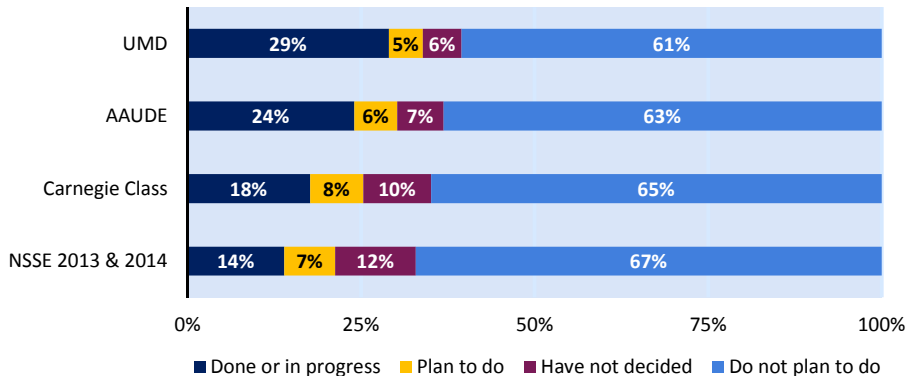
Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).

	Done or in progress	Plan to do	Have not decided	Do not plan to do
UMD	44%	11%	7%	39%
AAUDE	46%	18%	7%	29%
Carnegie Class	43%	22%	8%	26%
NSSE 2013 & 2014	46%	23%	9%	21%

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
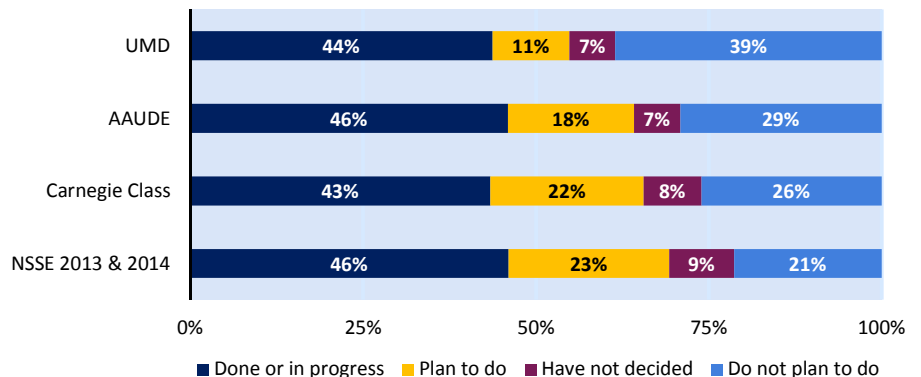
NSSE 2014 High-Impact Practices
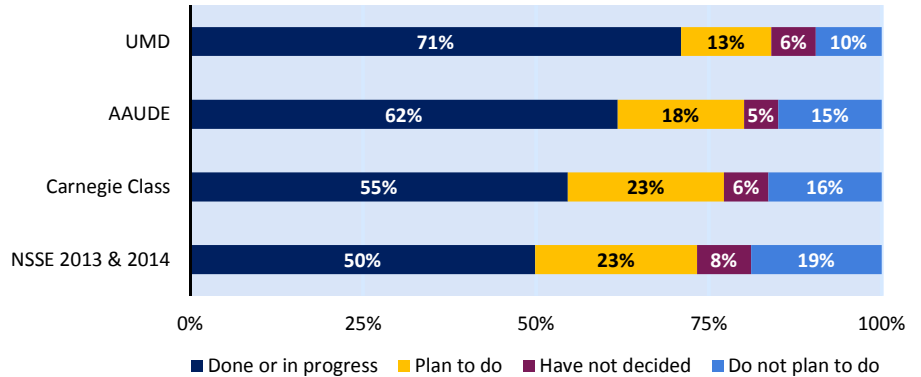## Participation by Student Characteristics
University of Maryland

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex[a]	%	%	%	%	%	%	%	%	%
Female	38	50	4	45	49	39	74	38	41
Male	37	54	6	34	41	36	72	23	47
Race/ethnicity or international[a]									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25):	37	51	4	43	45	40	76	33	47
Nontraditional (FY 21+, Seniors 25+)	—	—	—	3	39	21	46	11	31
First-generation[b]									
Not first-generation	40	52	5	44	45	40	77	33	47
First-generation	22	52	2	23	44	32	59	24	38
Enrollment status[a]									
Not full-time	—	—	—	15	41	21	47	13	38
Full-time	37	51	5	41	45	39	75	31	45
Residence									
Living off campus	13	45	6	33	43	36	70	27	44
Living on campus	41	53	4	54	50	45	80	41	49
Major category[c]									
Arts & humanities	38	42	4	31	47	31	48	43	35
Biological sciences, agriculture, natural res.	44	58	5	47	51	59	78	21	43
Physical sciences, math, computer science	35	52	8	40	33	42	74	14	21
Social sciences	16	26	3	34	42	38	66	29	19
Business	53	59	2	62	48	7	83	54	50
Communications, media, public relations	32	26	11	52	48	36	84	44	44
Education	0	60	0	—	—	—	—	—	—
Engineering	48	66	2	45	43	53	79	27	73
Health professions	19	38	0	22	61	33	85	28	73
Social service professions	—	—	—	20	10	20	40	10	10
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	37	52	5	37	45	36	71	29	44

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."