NSSE 2014
Engagement Indicators

University of Maine at Machias

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 UMM Peers Swain	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 UMM Peers Swain	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	--	--	--

NSSE 2014 Engagement Indicators
Academic Challenge
University of Maine at Machias

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

| | UMM | Your first-year students compared with | | | | | |
| | | UMM Peers Swain | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	37.7	38.0	-.02	41.2	-.27	39.0	-.10
Reflective & Integrative Learning	35.1	34.8	.03	37.8	-.22	35.6	-.04
Learning Strategies	38.4	39.2	-.05	40.4	-.15	39.5	-.08
Quantitative Reasoning	23.0	27.2	-.26	28.1	-.31	27.4	-.27

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

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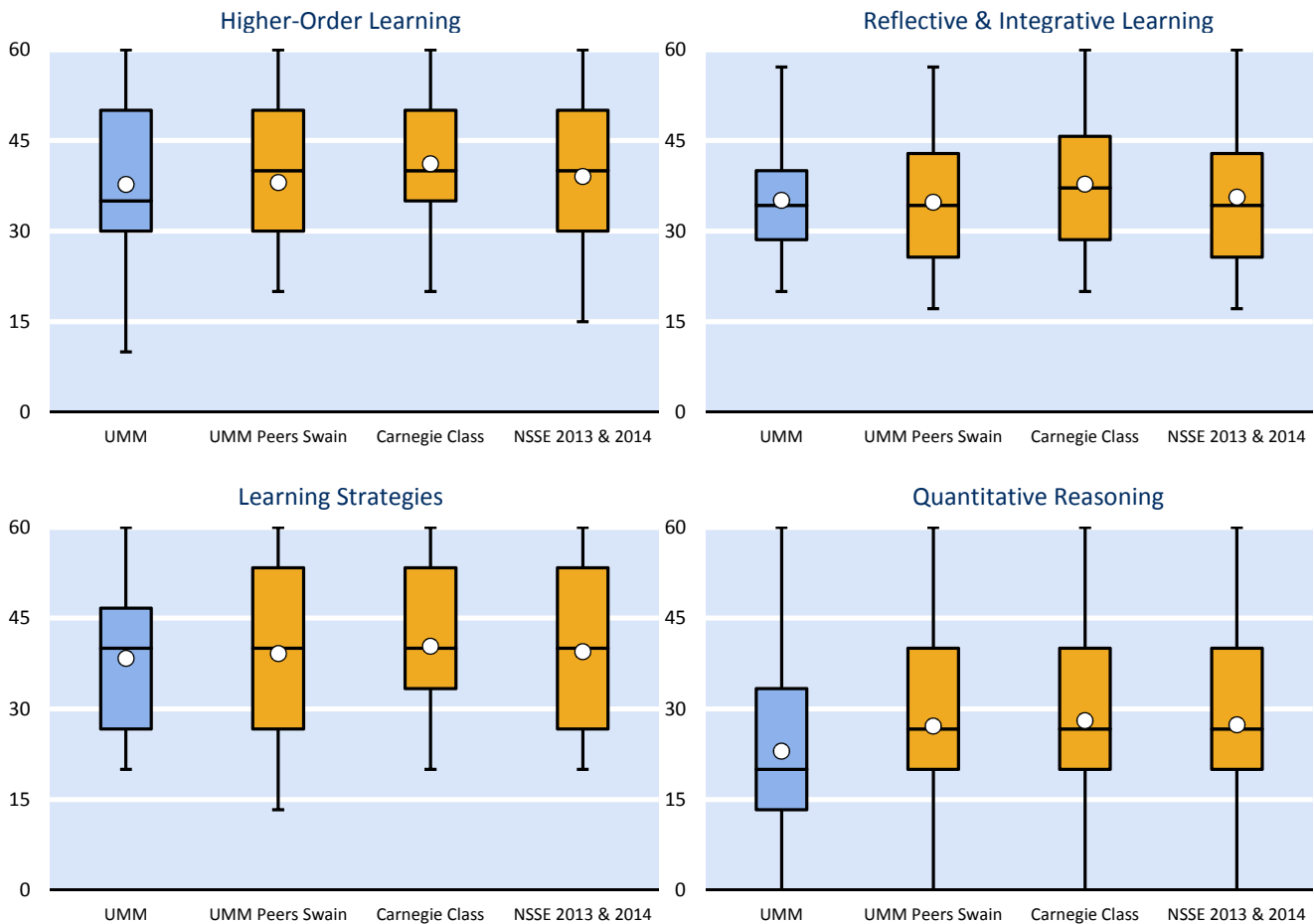
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	UMM	UMM Peers Swain	Carnegie Class	NSSE 2013 & 2014

Higher-Order Learning

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

	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	83	70	77	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	69	78	72
4d. Evaluating a point of view, decision, or information source	80	70	76	70
4e. Forming a new idea or understanding from various pieces of information	60	68	74	69

Reflective & Integrative Learning

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

2a. Combined ideas from different courses when completing assignments	42	53	59	56
2b. Connected your learning to societal problems or issues	50	50	60	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	48	59	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	61	68	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	65	70	66
2f. Learned something that changed the way you understand an issue or concept	52	63	71	65
2g. Connected ideas from your courses to your prior experiences and knowledge	83	74	82	77

Learning Strategies

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

9a. Identified key information from reading assignments	81	80	87	80
9b. Reviewed your notes after class	61	64	64	65
9c. Summarized what you learned in class or from course materials	58	62	64	63

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.)	39	49	52	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	23	38	39	38
6c. Evaluated what others have concluded from numerical information	22	35	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.

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

| | UMM | *Your seniors compared with* | | | | | |
| | | UMM Peers Swain | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	40.7	42.2	-.11	43.0	-.18	41.2	-.04
Reflective & Integrative Learning	38.7	39.4	-.05	41.4	-.22	38.9	-.02
Learning Strategies	41.7	40.9	.06	39.7	.14	40.3	.10
Quantitative Reasoning	23.6	29.1 *	-.32	30.7 **	-.40	29.9 *	-.36

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

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	UMM	UMM Peers Swain	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	79	81	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	79	82	78
4d. Evaluating a point of view, decision, or information source	76	75	78	72
4e. Forming a new idea or understanding from various pieces of information	80	75	77	72

Reflective & Integrative Learning	UMM	UMM Peers Swain	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	74	73	76	72
2b. Connected your learning to societal problems or issues	73	64	71	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	57	64	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	67	72	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	72	75	70
2f. Learned something that changed the way you understand an issue or concept	69	70	76	70
2g. Connected ideas from your courses to your prior experiences and knowledge	85	85	88	84

Learning Strategies	UMM	UMM Peers Swain	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	87	84	88	83
9b. Reviewed your notes after class	69	64	56	63
9c. Summarized what you learned in class or from course materials	73	68	63	66

Quantitative Reasoning	UMM	UMM Peers Swain	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.)	37	52	54	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	28	43	45	45
6c. Evaluated what others have concluded from numerical information	26	42	49	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

| | UMM | Your first-year students compared with | | | | | |
| | | UMM Peers Swain | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.9	31.6	-.26	34.6 **	-.50	32.1	-.30
Discussions with Diverse Others	36.6	38.3	-.10	43.0 *	-.45	40.9	-.27

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	UMM	UMM Peers Swain	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	40	49	56	49
1f. Explained course material to one or more students	42	57	62	57
1g. Prepared for exams by discussing or working through course material with other students	34	47	56	49
1h. Worked with other students on course projects or assignments	50	49	57	52

Discussions with Diverse Others	UMM	UMM Peers Swain	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	35	63	75	72
8b. People from an economic background other than your own	55	68	79	73
8c. People with religious beliefs other than your own	73	65	74	69
8d. People with political views other than your own	76	65	70	69

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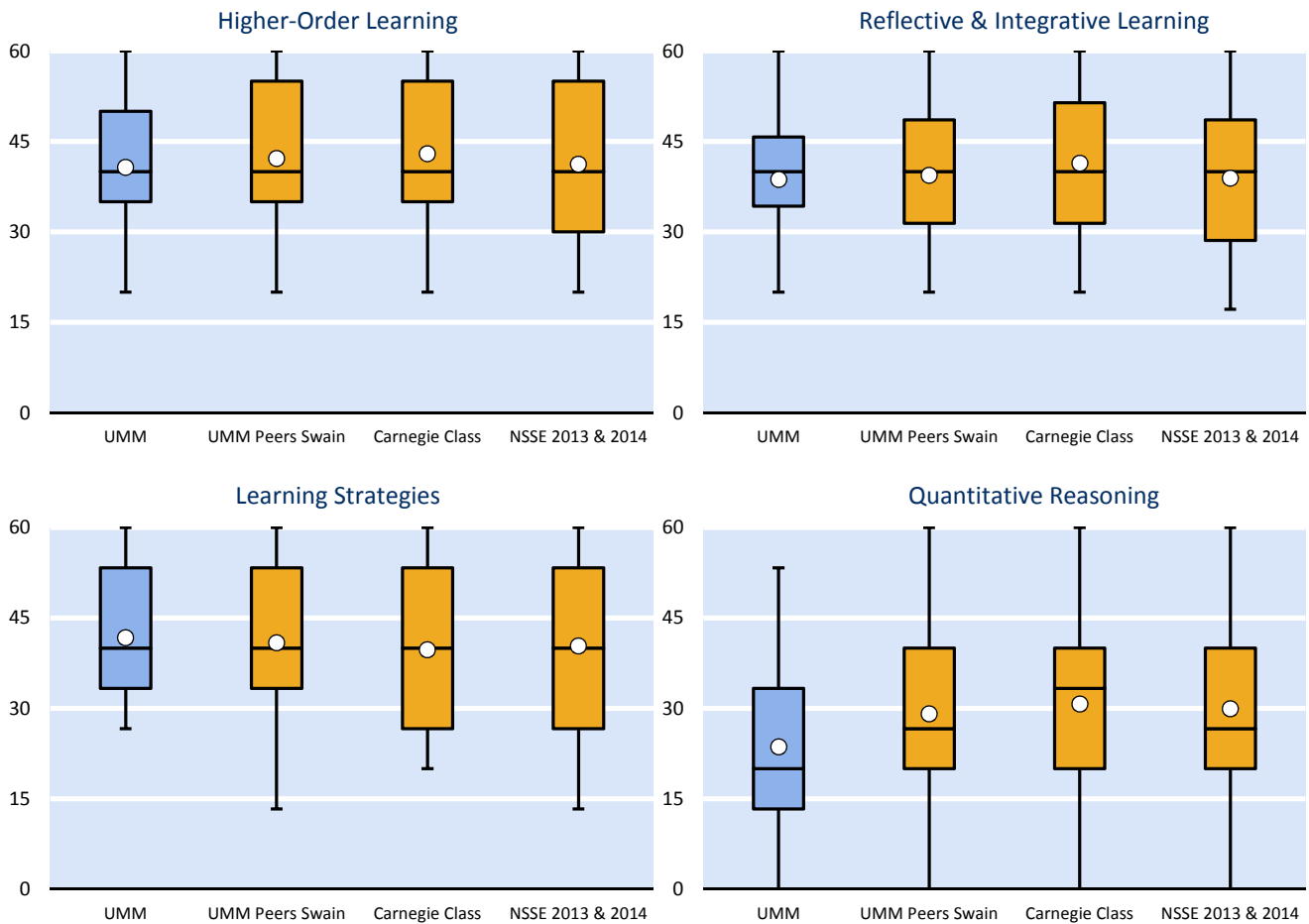
Learning with Peers: Seniors

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

Mean Comparisons

| | UMM | Your seniors compared with | | | | | |
| | | UMM Peers Swain | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	23.2	30.8 ***	-.50	35.1 ***	-.87	32.4 ***	-.63
Discussions with Diverse Others	31.4	39.3 **	-.49	42.1 ***	-.73	41.8 ***	-.65

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	UMM	UMM Peers Swain	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	20	38	47	40
1f. Explained course material to one or more students	36	57	66	58
1g. Prepared for exams by discussing or working through course material with other students	24	44	54	46
1h. Worked with other students on course projects or assignments	35	56	66	64

Discussions with Diverse Others	UMM	UMM Peers Swain	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	49	61	71	73
8b. People from an economic background other than your own	53	70	77	75
8c. People with religious beliefs other than your own	58	67	72	70
8d. People with political views other than your own	50	69	69	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.

![NSSE national survey of student engagement]

NSSE 2014 Engagement Indicators
Experiences with Faculty
University of Maine at Machias

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

| | UMM | Your first-year students compared with | | | | | |
| | | UMM Peers Swain | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.1	20.7 *	.36	23.4	.19	20.3 *	.40
Effective Teaching Practices	44.6	40.0	.34	42.4	.18	40.2	.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

Student-Faculty Interaction / **Effective Teaching Practices**

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

Student-Faculty Interaction	UMM	UMM Peers Swain	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	40	32	36	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	21	22	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	25	33	25
3d. Discussed your academic performance with a faculty member	44	31	36	29

Effective Teaching Practices	UMM	UMM Peers Swain	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	90	80	85	81
5b. Taught course sessions in an organized way	88	77	84	79
5c. Used examples or illustrations to explain difficult points	92	74	82	77
5d. Provided feedback on a draft or work in progress	78	69	72	65
5e. Provided prompt and detailed feedback on tests or completed assignments	70	65	71	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

| | UMM | Your seniors compared with | | | | | |
| | | UMM Peers Swain | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.8	26.9	-.25	30.6 ***	-.50	23.7	-.06
Effective Teaching Practices	39.1	42.5	-.24	43.4 *	-.35	40.9	-.13

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

Student-Faculty Interaction

Effective Teaching Practices

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

Student-Faculty Interaction

	UMM	UMM Peers Swain	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	37	49	58	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	32	39	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	42	51	33
3d. Discussed your academic performance with a faculty member	19	40	42	33

Effective Teaching Practices

	UMM	UMM Peers Swain	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	84	87	83
5b. Taught course sessions in an organized way	76	82	86	81
5c. Used examples or illustrations to explain difficult points	80	81	85	79
5d. Provided feedback on a draft or work in progress	66	68	70	62
5e. Provided prompt and detailed feedback on tests or completed assignments	59	73	76	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.
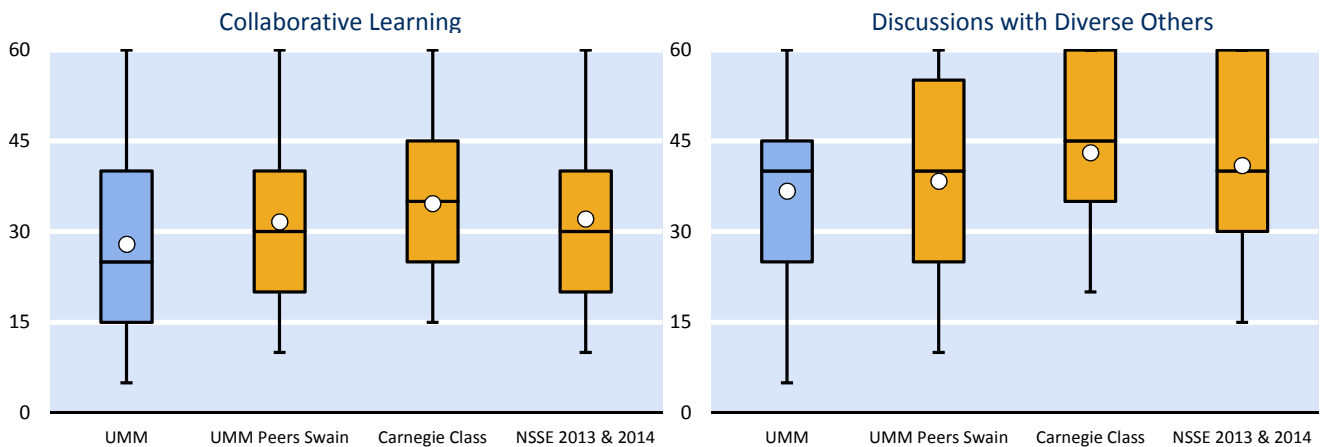
NSSE 2014 Engagement Indicators
Campus Environment
University of Maine at Machias

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

| | UMM | Your first-year students compared with | | | | | |
| | | UMM Peers Swain | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	42.0	.03	44.0	-.14	41.5	.07
Supportive Environment	38.0	35.4	.18	39.8	-.14	37.3	.05

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions

	UMM	UMM Peers Swain	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	42	57	64	59
13b. Academic advisors	60	49	53	48
13c. Faculty	61	53	61	50
13d. Student services staff (career services, student activities, housing, etc.)	52	45	49	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	58	46	47	41

Supportive Environment

	UMM	UMM Peers Swain	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	81	74	83	78
14c. Using learning support services (tutoring services, writing center, etc.)	88	76	82	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	53	62	59
14e. Providing opportunities to be involved socially	79	69	77	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	83	64	77	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	40	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	66	74	68
14i. Attending events that address important social, economic, or political issues	45	51	65	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.
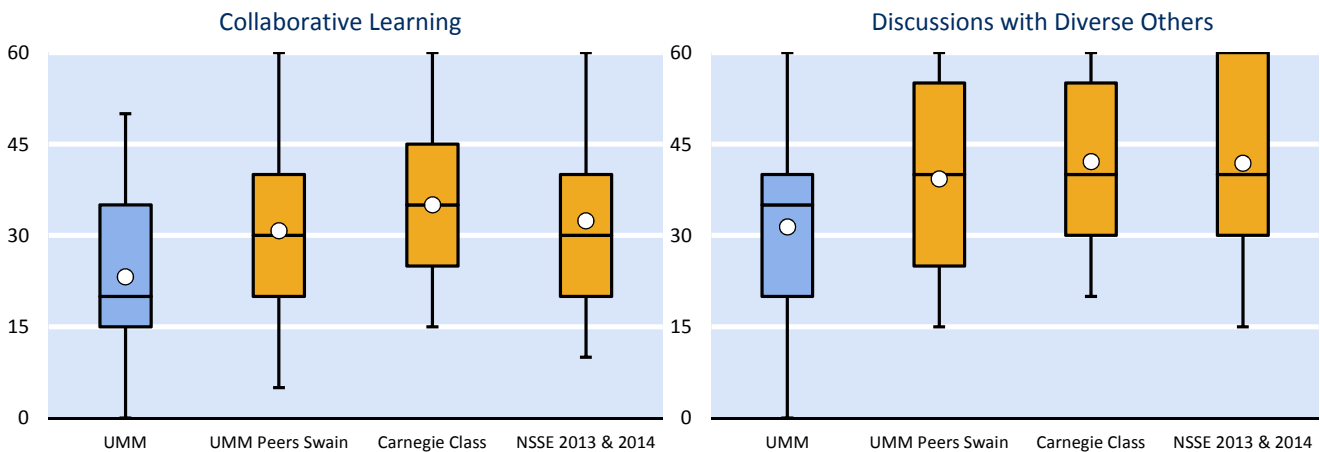
Campus Environment: Seniors

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

	UMM	Your seniors compared with					
		UMM Peers Swain		Carnegie Class		NSSE 2013 & 2014	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	45.5	44.8	.06	44.3	.11	42.5	.25
Supportive Environment	33.1	33.6	-.04	36.6	-.27	33.3	-.01

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	UMM	UMM Peers Swain	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	58	63	65	64
13b. Academic advisors	74	65	63	52
13c. Faculty	67	67	70	60
13d. Student services staff (career services, student activities, housing, etc.)	57	49	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	49	41	42

Supportive Environment	UMM	UMM Peers Swain	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	62	74	80	72
14c. Using learning support services (tutoring services, writing center, etc.)	67	69	74	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	50	54	53
14e. Providing opportunities to be involved socially	66	66	73	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	59	70	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	32	34	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	62	68	57
14i. Attending events that address important social, economic, or political issues	46	48	60	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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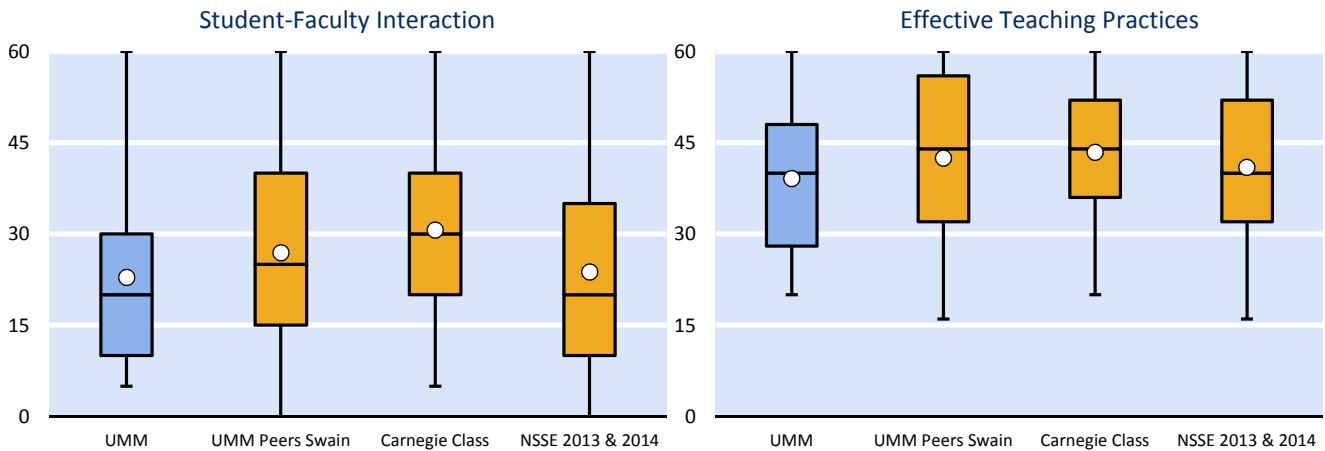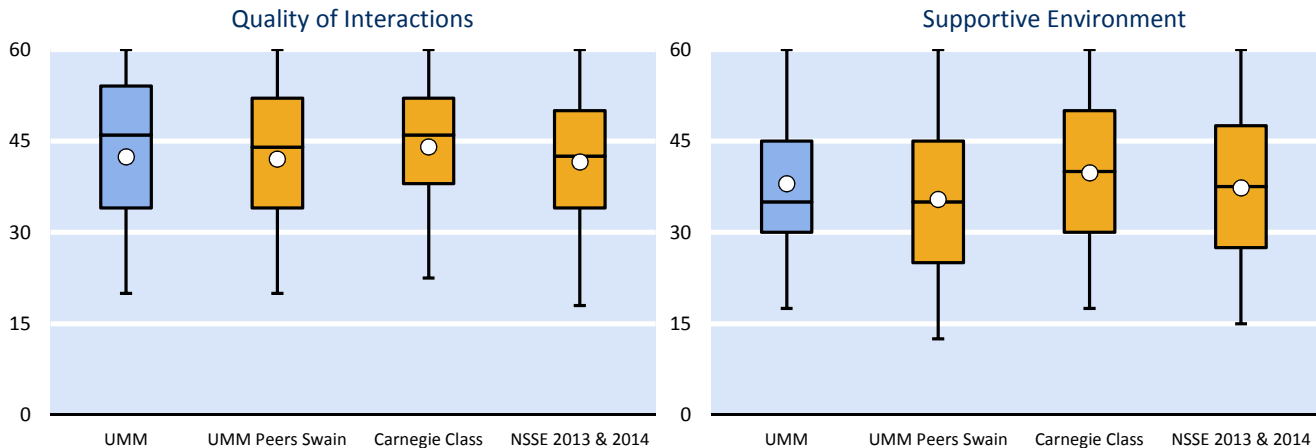
Comparisons with Top 50% and Top 10% Institutions

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

| | | UMM | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.7	40.6	-.21		42.7 *	-.37	
	Reflective and Integrative Learning	35.1	37.3	-.18		39.3	-.33	
	Learning Strategies	38.4	41.2	-.20		43.4	-.36	
	Quantitative Reasoning	23.0	28.8 *	-.36		30.6 **	-.47	
Learning with Peers	Collaborative Learning	27.9	34.7 **	-.50		37.0 ***	-.67	
	Discussions with Diverse Others	36.6	43.2 *	-.43		45.6 **	-.60	
Experiences with Faculty	Student-Faculty Interaction	26.1	23.3	.19	✓	26.9	-.05	✓
	Effective Teaching Practices	44.6	42.4	.17	✓	44.6	.00	✓
Campus Environment	Quality of Interactions	42.4	44.0	-.14		46.0	-.31	
	Supportive Environment	38.0	39.4	-.11		41.4	-.26	

Seniors

| | | UMM | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.7	43.3	-.19		45.3 **	-.34	
	Reflective and Integrative Learning	38.7	41.1	-.19		43.1 *	-.35	
	Learning Strategies	41.7	42.5	-.05	✓	44.9	-.22	
	Quantitative Reasoning	23.6	31.3 **	-.45		33.0 ***	-.55	
Learning with Peers	Collaborative Learning	23.2	35.4 ***	-.88		37.7 ***	-1.07	
	Discussions with Diverse Others	31.4	43.9 ***	-.79		45.8 ***	-.94	
Experiences with Faculty	Student-Faculty Interaction	22.8	29.5 **	-.42		34.4 ***	-.71	
	Effective Teaching Practices	39.1	43.0 *	-.29		45.1 **	-.45	
Campus Environment	Quality of Interactions	45.5	45.3	.02	✓	47.4	-.16	
	Supportive Environment	33.1	36.1	-.22		39.0 **	-.44	

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 Maine at Machias

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												
UMM (N = 29)	37.7	14.3	2.64	10	30	35	50	60				
UMM Peers Swain	38.0	13.9	.29	20	30	40	50	60	2,379	-.3	.902	-.023
Carnegie Class	41.2	13.0	.11	20	35	40	50	60	15,243	-3.5	.149	-.267
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	240,857	-1.3	.601	-.097
Top 50%	40.6	13.6	.04	20	30	40	50	60	118,942	-2.9	.252	-.212
Top 10%	42.7	13.6	.09	20	35	40	55	60	22,019	-5.0	.047	-.367
Reflective & Integrative Learning												
UMM (N = 30)	35.1	10.1	1.85	20	29	34	40	57				
UMM Peers Swain	34.8	12.4	.25	17	26	34	43	57	2,473	.3	.888	.026
Carnegie Class	37.8	12.1	.10	20	29	37	46	60	15,879	-2.7	.229	-.220
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	251,380	-.5	.835	-.038
Top 50%	37.3	12.5	.04	17	29	37	46	60	119,782	-2.2	.336	-.176
Top 10%	39.3	12.6	.08	20	31	40	49	60	25,664	-4.2	.070	-.331
Learning Strategies												
UMM (N = 25)	38.4	14.1	2.82	20	27	40	47	60				
UMM Peers Swain	39.2	14.4	.31	13	27	40	53	60	2,240	-.8	.786	-.055
Carnegie Class	40.4	13.6	.11	20	33	40	53	60	14,367	-2.0	.463	-.147
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	223,204	-1.1	.699	-.077
Top 50%	41.2	14.0	.04	20	33	40	53	60	105,092	-2.9	.310	-.203
Top 10%	43.4	14.0	.09	20	33	40	60	60	22,280	-5.1	.073	-.360
Quantitative Reasoning												
UMM (N = 31)	23.0	16.4	2.94	0	13	20	33	60				
UMM Peers Swain	27.2	15.8	.32	0	20	27	40	60	2,419	-4.2	.144	-.264
Carnegie Class	28.1	16.2	.13	0	20	27	40	60	15,508	-5.1	.082	-.312
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	244,764	-4.4	.138	-.266
Top 50%	28.8	16.3	.04	0	20	27	40	60	153,161	-5.8	.047	-.356
Top 10%	30.6	16.2	.09	0	20	27	40	60	34,945	-7.6	.009	-.471
Learning with Peers												
Collaborative Learning												
UMM (N = 33)	27.9	16.5	2.85	5	15	25	40	60				
UMM Peers Swain	31.6	14.4	.29	10	20	30	40	60	2,527	-3.7	.138	-.259
Carnegie Class	34.6	13.4	.11	15	25	35	45	60	16,199	-6.7	.004	-.501
NSSE 2013 & 2014	32.1	14.1	.03	10	20	30	40	60	257,529	-4.2	.086	-.298
Top 50%	34.7	13.7	.04	15	25	35	45	60	144,790	-6.8	.004	-.500
Top 10%	37.0	13.6	.07	15	25	35	45	60	33,018	-9.2	.000	-.674
Discussions with Diverse Others												
UMM (N = 26)	36.6	15.8	3.08	5	25	40	45	60				
UMM Peers Swain	38.3	16.5	.35	10	25	40	55	60	2,252	-1.6	.614	-.099
Carnegie Class	43.0	14.3	.12	20	35	45	60	60	14,553	-6.4	.022	-.445
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	225,971	-4.2	.173	-.265
Top 50%	43.2	15.4	.04	20	35	45	60	60	132,410	-6.6	.028	-.427
Top 10%	45.6	14.8	.09	20	40	50	60	60	27,694	-9.0	.002	-.604

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												
UMM (N = 30)	26.1	15.0	2.72	10	15	25	35	60				
UMM Peers Swain	20.7	14.9	.31	0	10	20	30	50	2,425	5.4	.048	.363
Carnegie Class	23.4	14.2	.11	5	15	20	30	50	15,543	2.7	.304	.187
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	245,646	5.8	.028	.399
Top 50%	23.3	15.0	.05	0	10	20	30	55	86,790	2.8	.307	.186
Top 10%	26.9	16.2	.14	5	15	25	40	60	14,187	-.8	.779	-.051
Effective Teaching Practices												
UMM (N = 31)	44.6	13.5	2.42	16	40	48	56	60				
UMM Peers Swain	40.0	13.6	.28	16	32	40	52	60	2,450	4.6	.060	.340
Carnegie Class	42.4	12.2	.10	20	36	44	52	60	15,669	2.2	.324	.177
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	247,653	4.4	.063	.333
Top 50%	42.4	13.2	.04	20	32	44	52	60	96,288	2.2	.347	.168
Top 10%	44.6	13.3	.10	20	36	44	56	60	19,186	-.1	.979	-.005
Campus Environment												
Quality of Interactions												
UMM (N = 23)	42.4	13.0	2.71	20	34	46	54	60				
UMM Peers Swain	42.0	12.6	.27	20	34	44	52	60	2,140	.4	.885	.030
Carnegie Class	44.0	11.1	.09	23	38	46	52	60	14,169	-1.6	.492	-.144
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	216,284	.9	.740	.069
Top 50%	44.0	11.4	.04	22	38	46	52	60	81,375	-1.6	.504	-.140
Top 10%	46.0	11.6	.09	24	40	48	55	60	16,879	-3.6	.134	-.313
Supportive Environment												
UMM (N = 22)	38.0	13.5	2.88	18	30	35	45	60				
UMM Peers Swain	35.4	14.0	.31	13	25	35	45	60	2,067	2.5	.398	.182
Carnegie Class	39.8	12.9	.11	18	30	40	50	60	13,690	-1.8	.509	-.141
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	208,088	.7	.823	.048
Top 50%	39.4	13.2	.04	18	30	40	50	60	106,512	-1.4	.611	-.109
Top 10%	41.4	12.8	.08	20	33	40	53	60	23,269	-3.4	.215	-.265

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 Maine at Machias

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												
UMM (N = 50)	40.7	11.8	1.67	20	35	40	50	60				
UMM Peers Swain	42.2	14.1	.28	20	35	40	55	60	52	-1.5	.383	-.106
Carnegie Class	43.0	12.9	.10	20	35	40	55	60	17,554	-2.3	.208	-.178
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	395,737	-.5	.790	-.038
Top 50%	43.3	13.7	.03	20	35	40	55	60	49	-2.6	.129	-.188
Top 10%	45.3	13.6	.07	20	40	45	60	60	49	-4.6	.009	-.336
Reflective & Integrative Learning												
UMM (N = 50)	38.7	11.4	1.62	20	34	40	46	60				
UMM Peers Swain	39.4	12.9	.25	20	31	40	49	60	2,718	-.7	.706	-.054
Carnegie Class	41.4	12.4	.09	20	31	40	51	60	18,168	-2.7	.124	-.218
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	411,629	-.2	.898	-.018
Top 50%	41.1	12.6	.03	20	31	40	51	60	154,140	-2.4	.185	-.187
Top 10%	43.1	12.5	.07	20	34	43	54	60	33,833	-4.4	.014	-.349
Learning Strategies												
UMM (N = 45)	41.7	11.6	1.73	27	33	40	53	60				
UMM Peers Swain	40.9	14.6	.30	13	33	40	53	60	2,467	.8	.699	.058
Carnegie Class	39.7	14.1	.11	20	27	40	53	60	16,922	2.0	.338	.143
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	374,403	1.4	.522	.095
Top 50%	42.5	14.5	.03	20	33	40	60	60	44	-.7	.673	-.051
Top 10%	44.9	14.1	.06	20	33	47	60	60	44	-3.1	.077	-.222
Quantitative Reasoning												
UMM (N = 49)	23.6	15.1	2.15	0	13	20	33	53				
UMM Peers Swain	29.1	17.1	.33	0	20	27	40	60	2,668	-5.4	.027	-.318
Carnegie Class	30.7	17.8	.13	0	20	33	40	60	49	-7.1	.002	-.400
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	403,225	-6.3	.011	-.361
Top 50%	31.3	17.2	.03	0	20	33	40	60	244,391	-7.7	.002	-.446
Top 10%	33.0	16.9	.07	0	20	33	47	60	61,036	-9.4	.000	-.555
Learning with Peers												
Collaborative Learning												
UMM (N = 48)	23.2	14.6	2.11	0	15	20	35	50				
UMM Peers Swain	30.8	15.1	.29	5	20	30	40	60	2,719	-7.6	.001	-.502
Carnegie Class	35.1	13.6	.10	15	25	35	45	60	18,335	-11.9	.000	-.869
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	416,750	-9.2	.000	-.632
Top 50%	35.4	13.8	.03	15	25	35	45	60	205,998	-12.2	.000	-.884
Top 10%	37.7	13.6	.07	15	30	40	50	60	41,199	-14.5	.000	-1.066
Discussions with Diverse Others												
UMM (N = 45)	31.4	17.8	2.65	0	20	35	40	60				
UMM Peers Swain	39.3	16.1	.33	15	25	40	55	60	2,499	-7.9	.001	-.487
Carnegie Class	42.1	14.6	.11	20	30	40	55	60	44	-10.7	.000	-.732
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	377,978	-10.4	.000	-.648
Top 50%	43.9	15.8	.03	20	35	45	60	60	237,434	-12.5	.000	-.793
Top 10%	45.8	15.4	.06	20	40	50	60	60	61,330	-14.4	.000	-.938

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												
UMM (N = 50)	22.8	15.6	2.20	5	10	20	30	60				
UMM Peers Swain	26.9	16.3	.32	0	15	25	40	60	2,680	-4.1	.080	-.250
Carnegie Class	30.6	15.5	.12	5	20	30	40	60	17,879	-7.8	.000	-.502
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	403,130	-.9	.688	-.057
Top 50%	29.5	16.1	.05	5	20	30	40	60	97,451	-6.7	.003	-.418
Top 10%	34.4	16.4	.14	10	20	35	45	60	13,260	-11.6	.000	-.708
Effective Teaching Practices												
UMM (N = 49)	39.1	13.5	1.93	20	28	40	48	60				
UMM Peers Swain	42.5	14.0	.27	16	32	44	56	60	2,698	-3.4	.094	-.241
Carnegie Class	43.4	12.4	.09	20	36	44	52	60	18,047	-4.3	.015	-.348
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	407,362	-1.8	.351	-.133
Top 50%	43.0	13.6	.04	20	36	44	56	60	145,984	-4.0	.042	-.290
Top 10%	45.1	13.4	.09	20	36	48	60	60	24,764	-6.0	.002	-.449
Campus Environment												
Quality of Interactions												
UMM (N = 44)	45.5	12.6	1.90	22	40	48	55	60				
UMM Peers Swain	44.8	11.2	.23	22	38	46	54	60	2,424	.7	.694	.060
Carnegie Class	44.3	10.4	.08	26	38	46	52	60	16,941	1.2	.462	.111
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	362,214	3.0	.098	.250
Top 50%	45.3	11.3	.03	24	38	48	54	60	126,599	.2	.898	.019
Top 10%	47.4	11.6	.06	24	40	50	58	60	33,894	-1.9	.287	-.161
Supportive Environment												
UMM (N = 42)	33.1	15.1	2.33	10	20	33	45	58				
UMM Peers Swain	33.6	14.3	.30	10	23	33	43	60	2,372	-.6	.798	-.040
Carnegie Class	36.6	13.0	.10	15	28	38	45	60	16,458	-3.5	.077	-.274
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	356,758	-.2	.926	-.014
Top 50%	36.1	13.8	.04	13	28	38	45	60	149,850	-3.0	.155	-.220
Top 10%	39.0	13.3	.08	17	30	40	50	60	25,196	-5.9	.004	-.443

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.