



NSSE 2017
Multi-Year Report
University of Massachusetts Boston

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website.

nsse.indiana.edu/pdf/MYDAG.pdf

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in a learning community, service-learning, and research with faculty, and who planned to do an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	12%	+/- 6.3%	215	142	73	13%	+/- 5.2%	308	221	87
2015	16%	+/- 5.0%	321	234	87	17%	+/- 4.3%	425	311	114
2016										
2017	20%	+/- 4.6%	361	268	93	21%	+/- 4.2%	429	326	103
2018										
2019										
2020										

Administration Details by Participation Year

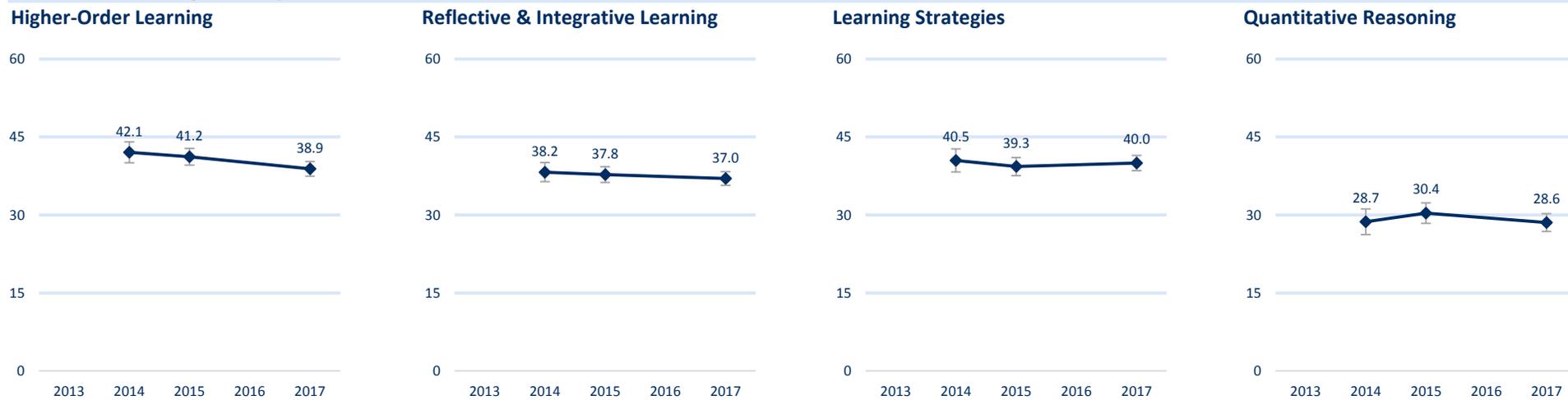
Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Information Literacy, Global Perspectives	No	No	No
2015	Email	Census	Yes	Information Literacy, Global Perspectives	No	No	No
2016							
2017	Email	Census	Yes	Academic Advising	No	No	No
2018							
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

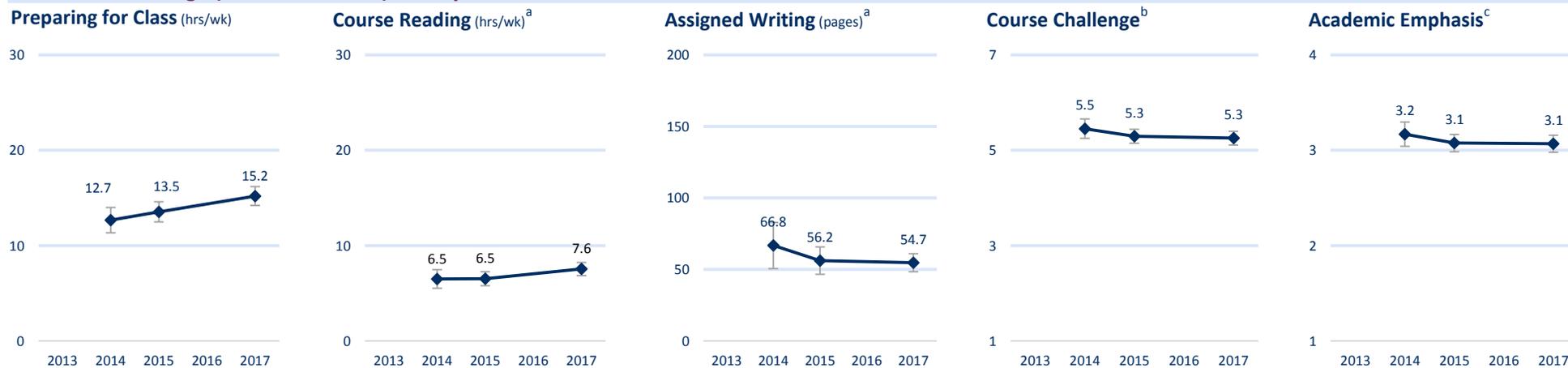
- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
- Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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Engagement Results by Theme

University of Massachusetts Boston

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

Higher-Order Learning



Reflective & Integrative Learning



Learning Strategies

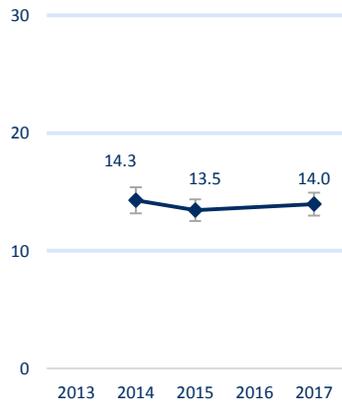


Quantitative Reasoning



Academic Challenge (additional items): Seniors

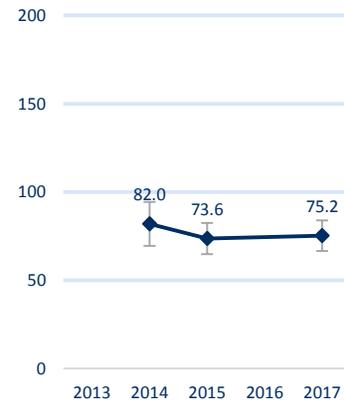
Preparing for Class (hrs/wk)



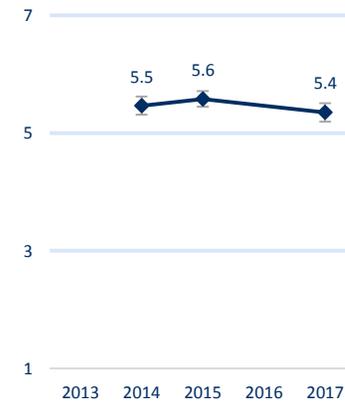
Course Reading (hrs/wk)^a



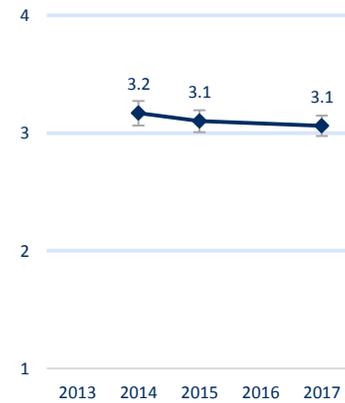
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

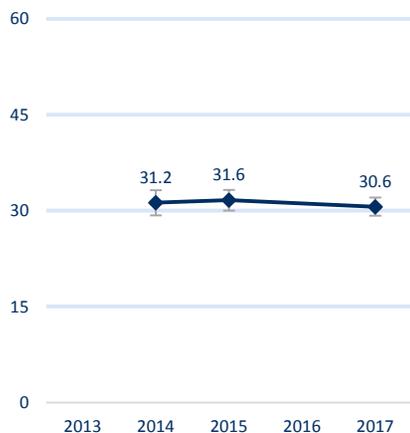
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

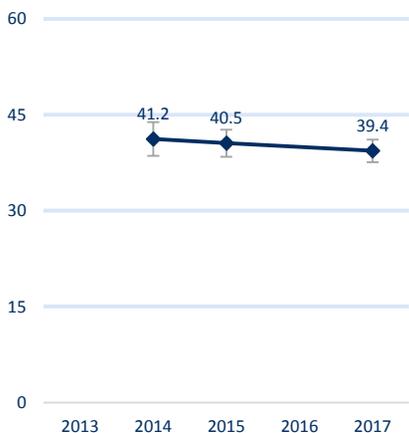
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

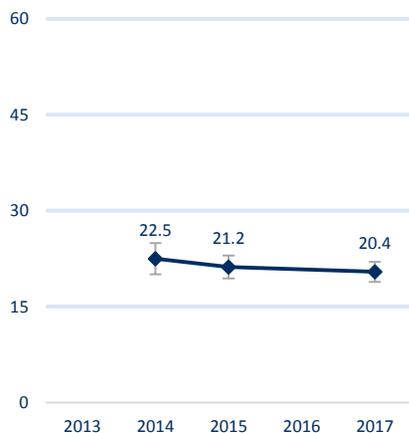


Discussions with Diverse Others

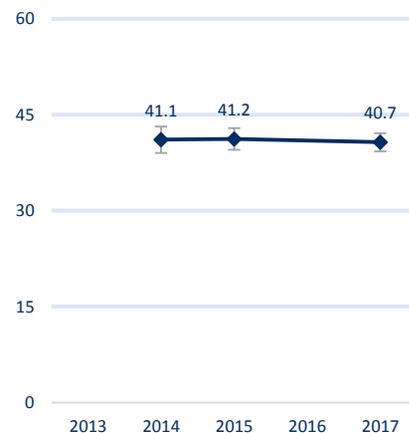


Experiences with Faculty: First-year students

Student-Faculty Interaction

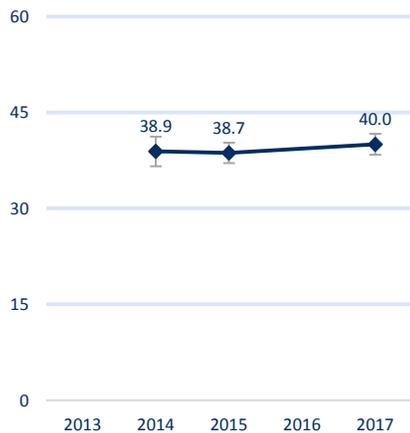


Effective Teaching Practices

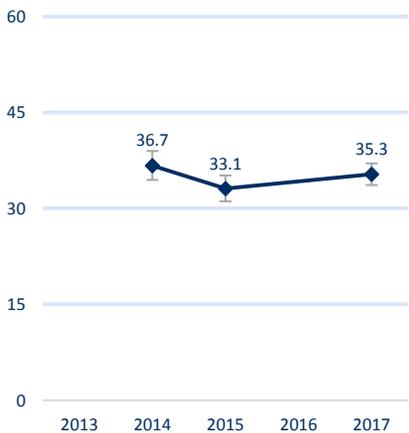


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning



Discussions with Diverse Others

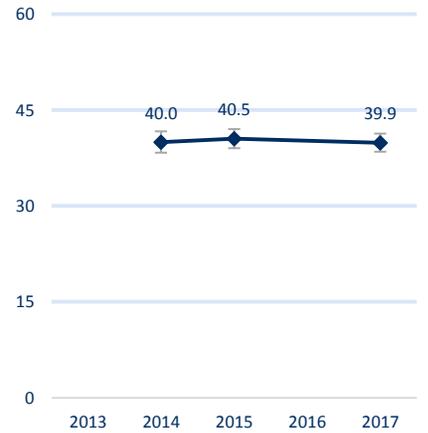


Experiences with Faculty: Seniors

Student-Faculty Interaction

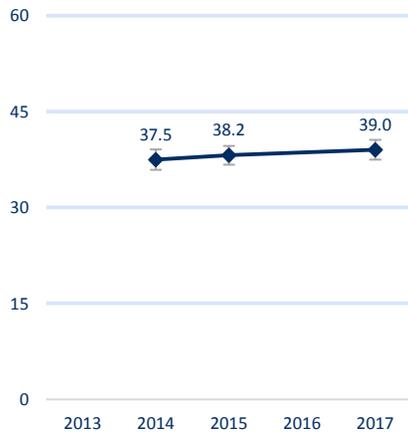


Effective Teaching Practices

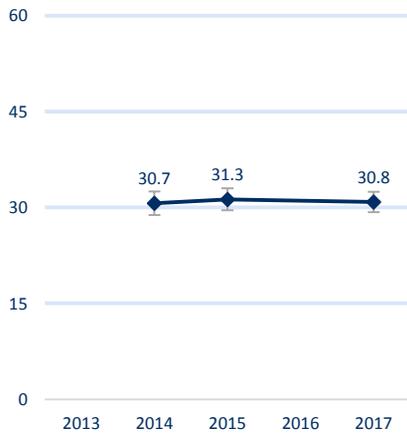


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

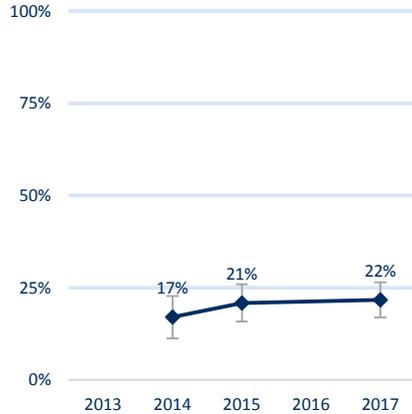


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

Learning Community

(Done or in progress)



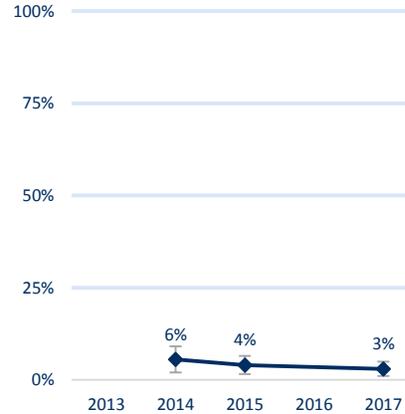
Service-Learning

(Some, most, or all courses)



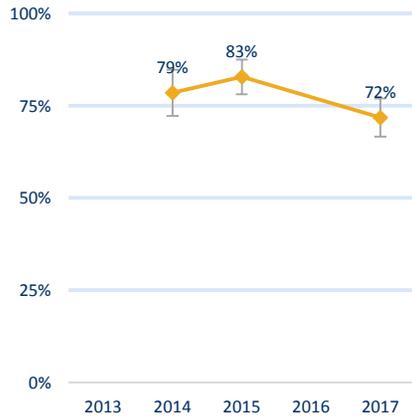
Research with Faculty

(Done or in progress)



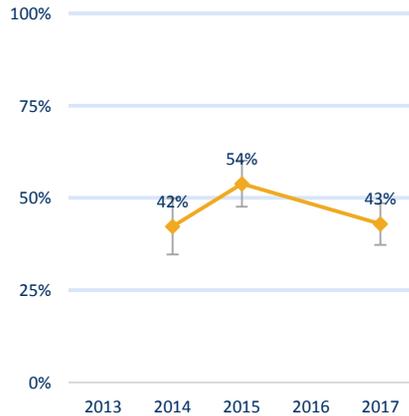
Internship/Field Experience

(Plan to do)



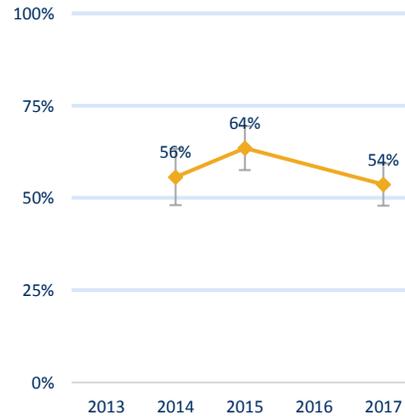
Study Abroad

(Plan to do)



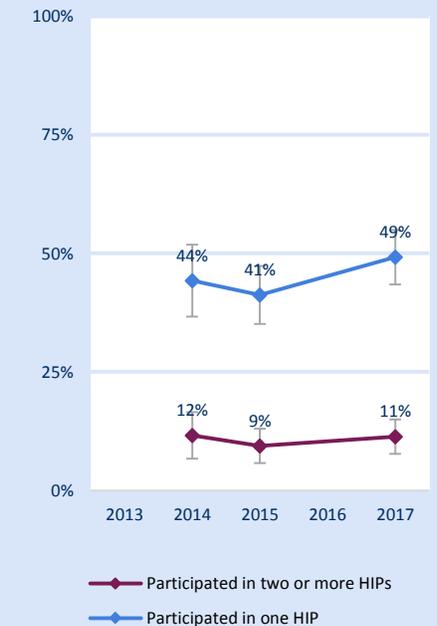
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

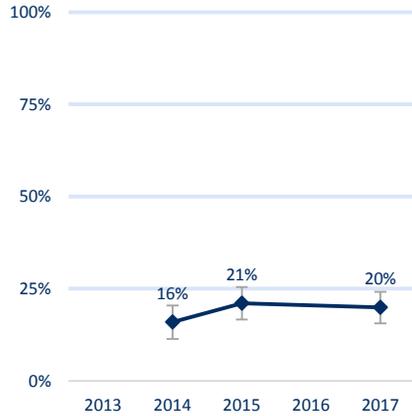


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

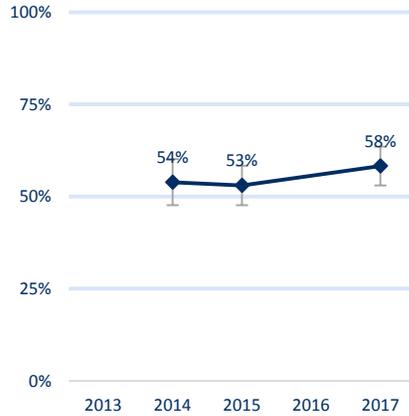
Learning Community

(Done or in progress)



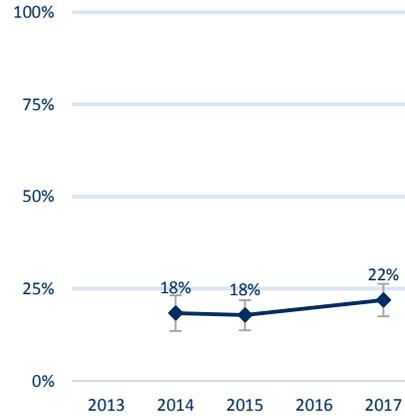
Service-Learning

(Some, most, or all courses)



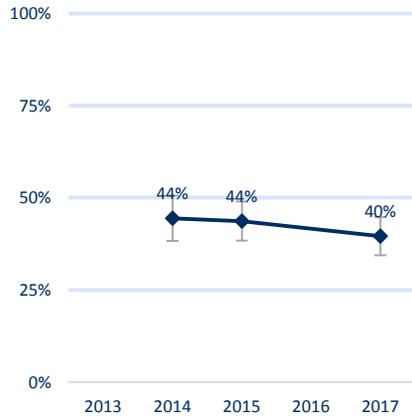
Research with Faculty

(Done or in progress)



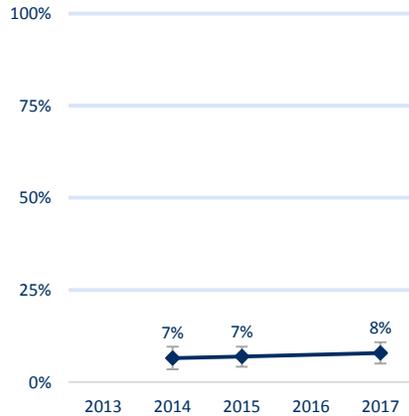
Internship/Field Experience

(Done or in progress)



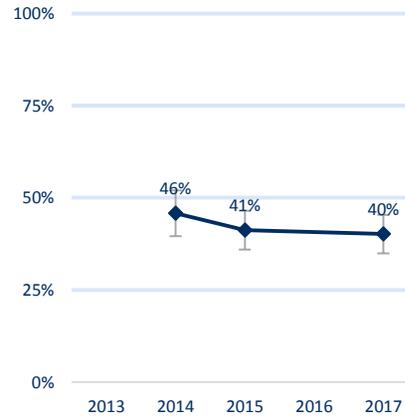
Study Abroad

(Done or in progress)



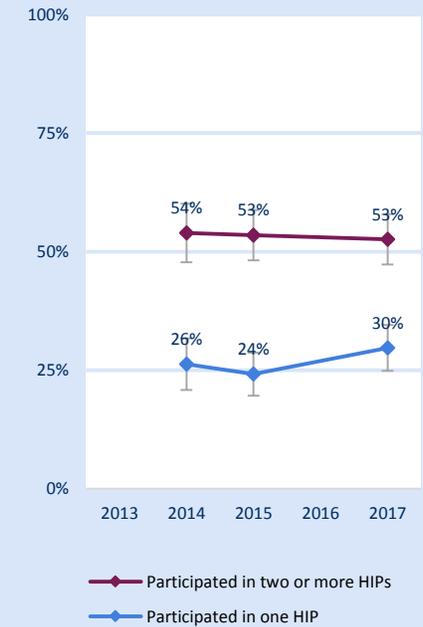
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



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Detailed Statistics: Engagement Indicators and Additional Items

University of Massachusetts Boston

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	<i>Mean</i>		42.1	41.2		38.9					42.8	42.1		40.6			
	<i>n</i>		179	257		331					262	355		379			
	<i>SD</i>		13.9	13.2		13.2					13.9	14.8		14.4			
	<i>SE</i>		1.04	.82		.73					.86	.78		.74			
	<i>CI upper bound</i>		44.1	42.8		40.3					44.5	43.7		42.0			
	<i>CI lower bound</i>		40.0	39.6		37.5					41.1	40.6		39.1			
Reflective & Integrative Learning	<i>Mean</i>		38.2	37.8		37.0				39.6	39.7		39.7				
	<i>n</i>		181	275		336				283	368		397				
	<i>SD</i>		12.6	12.8		12.2				13.6	13.5		13.6				
	<i>SE</i>		.94	.77		.67				.81	.70		.68				
	<i>CI upper bound</i>		40.1	39.3		38.3				41.2	41.1		41.0				
	<i>CI lower bound</i>		36.4	36.3		35.7				38.0	38.4		38.4				
Learning Strategies	<i>Mean</i>		40.5	39.3		40.0				42.4	42.2		40.0				
	<i>n</i>		163	248		294				250	329		340				
	<i>SD</i>		14.5	14.0		12.7				14.3	14.1		13.8				
	<i>SE</i>		1.14	.89		.74				.91	.78		.75				
	<i>CI upper bound</i>		42.7	41.1		41.4				44.2	43.7		41.5				
	<i>CI lower bound</i>		38.3	37.6		38.5				40.6	40.7		38.6				
Quantitative Reasoning	<i>Mean</i>		28.7	30.4		28.6				29.4	29.6		28.8				
	<i>n</i>		181	270		328				272	362		372				
	<i>SD</i>		16.9	16.4		15.8				17.1	17.6		16.6				
	<i>SE</i>		1.26	1.00		.87				1.04	.93		.86				
	<i>CI upper bound</i>		31.2	32.3		30.3				31.4	31.4		30.5				
	<i>CI lower bound</i>		26.2	28.4		26.9				27.3	27.8		27.2				
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>		12.7	13.5		15.2				14.3	13.5		14.0				
	<i>n</i>		148	234		273				224	316		323				
	<i>SD</i>		8.2	8.3		8.3				8.5	8.4		8.9				
	<i>SE</i>		.67	.54		.50				.57	.47		.50				
	<i>CI upper bound</i>		14.0	14.6		16.2				15.4	14.4		14.9				
	<i>CI lower bound</i>		11.4	12.5		14.2				13.2	12.5		13.0				
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>		6.5	6.5		7.6				8.8	8.0		8.3				
	<i>n</i>		141	224		270				221	306		319				
	<i>SD</i>		5.9	5.6		5.8				6.5	6.7		7.1				
	<i>SE</i>		.50	.37		.35				.44	.38		.40				
	<i>CI upper bound</i>		7.5	7.3		8.2				9.7	8.7		9.1				
	<i>CI lower bound</i>		5.5	5.8		6.9				8.0	7.2		7.5				

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students						Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
<i>Academic Challenge (additional items, continued)</i>																
Assigned Writing	<i>Mean</i>		66.8	56.2		54.7					82.0	73.6		75.2		
	<i>n</i>		137	232		299					216	310		333		
	Estimated number of pages calculated from three survey questions.	<i>SD</i>		96.7	74.7		55.8				93.5	79.2		80.5		
		<i>SE</i>		8.25	4.90		3.23				6.36	4.50		4.41		
		<i>CI upper bound</i>		82.9	65.8		61.0				94.4	82.4		83.8		
		<i>CI lower bound</i>		50.6	46.6		48.4				69.5	64.8		66.5		
Course Challenge	<i>Mean</i>		5.5	5.3		5.3				5.5	5.6		5.4			
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>		163	252		293			249	343		342			
		<i>SD</i>		1.3	1.2		1.3			1.2	1.3		1.5			
		<i>SE</i>		.10	.07		.07			.08	.07		.08			
		<i>CI upper bound</i>		5.7	5.4		5.4			5.6	5.7		5.5			
		<i>CI lower bound</i>		5.3	5.1		5.1			5.3	5.4		5.2			
Academic Emphasis	<i>Mean</i>		3.2	3.1		3.1				3.2	3.1		3.1			
	Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>		149	238		278			225	319		326			
		<i>SD</i>		0.8	0.7		0.8			0.8	0.9		0.8			
		<i>SE</i>		.06	.05		.05			.05	.05		.04			
		<i>CI upper bound</i>		3.3	3.2		3.2			3.3	3.2		3.1			
		<i>CI lower bound</i>		3.0	3.0		3.0			3.1	3.0		3.0			
<i>Learning with Peers</i>																
Collaborative Learning	<i>Mean</i>		31.2	31.6		30.6				28.6	29.7		29.6			
		<i>n</i>		185	290		353			285	383		408			
		<i>SD</i>		13.7	14.0		13.6			13.9	14.5		15.3			
		<i>SE</i>		1.01	.82		.72			.82	.74		.76			
		<i>CI upper bound</i>		33.2	33.2		32.0			30.2	31.2		31.1			
		<i>CI lower bound</i>		29.3	30.0		29.2			27.0	28.3		28.1			
Discussions with Diverse Others	<i>Mean</i>		41.2	40.5		39.4				42.8	41.5		40.4			
		<i>n</i>		164	245		300			246	332		336			
		<i>SD</i>		17.3	17.0		15.6			15.7	17.2		16.5			
		<i>SE</i>		1.35	1.08		.90			1.00	.94		.90			
		<i>CI upper bound</i>		43.9	42.7		41.1			44.8	43.4		42.1			
		<i>CI lower bound</i>		38.6	38.4		37.6			40.9	39.7		38.6			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: Engagement Indicators and Additional Items

University of Massachusetts Boston

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>		22.5	21.2		20.4					20.8	20.6		22.3			
	<i>n</i>		173	266		326					277	363		386			
	<i>SD</i>		16.3	14.7		14.4					16.2	14.8		16.2			
	<i>SE</i>		1.24	.90		.80					.97	.78		.82			
	<i>CI upper bound</i>		24.9	23.0		22.0					22.7	22.1		23.9			
	<i>CI lower bound</i>		20.1	19.4		18.9					18.9	19.1		20.6			
Effective Teaching Practices	<i>Mean</i>		41.1	41.2		40.7				40.0	40.5		39.9				
	<i>n</i>		183	274		332				274	363		382				
	<i>SD</i>		14.2	14.3		13.3				14.0	14.6		14.1				
	<i>SE</i>		1.05	.86		.73				.84	.77		.72				
	<i>CI upper bound</i>		43.1	42.9		42.1				41.6	42.0		41.3				
	<i>CI lower bound</i>		39.0	39.5		39.3				38.3	39.0		38.5				
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>		38.9	38.7		40.0				37.5	38.2		39.0				
	<i>n</i>		154	227		273				237	330		320				
	<i>SD</i>		14.7	12.3		13.8				12.7	13.5		14.1				
	<i>SE</i>		1.18	.82		.83				.82	.75		.79				
	<i>CI upper bound</i>		41.2	40.3		41.7				39.1	39.6		40.6				
	<i>CI lower bound</i>		36.6	37.1		38.4				35.9	36.7		37.5				
Supportive Environment	<i>Mean</i>		36.7	33.1		35.3				30.7	31.3		30.8				
	<i>n</i>		148	228		274				224	318		319				
	<i>SD</i>		14.1	15.6		14.4				14.2	15.6		14.6				
	<i>SE</i>		1.16	1.03		.87				.95	.87		.82				
	<i>CI upper bound</i>		39.0	35.1		37.0				32.5	33.0		32.5				
	<i>CI lower bound</i>		34.4	31.1		33.6				28.8	29.6		29.2				

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students							Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
Learning Community^a	%		17	21		22				16	21		20			
	<i>n</i>		165	249		293				250	333		337			
	<i>SE</i>		2.9	2.6		2.4				2.3	2.2		2.2			
	<i>CI upper bound (%)</i>		23	26		26				20	25		24			
	<i>CI lower bound (%)</i>		11	16		17				11	17		16			
Service-Learning^a	%		48	38		49				54	53		58			
	<i>n</i>		159	238		291				244	338		339			
	<i>SE</i>		4.0	3.1		2.9				3.2	2.7		2.7			
	<i>CI upper bound (%)</i>		56	44		55				60	58		64			
	<i>CI lower bound (%)</i>		40	32		43				48	48		53			
Research with Faculty^a	%		6	4		3				18	18		22			
	<i>n</i>		161	248		293				246	336		339			
	<i>SE</i>		1.8	1.2		1.0				2.5	2.1		2.3			
	<i>CI upper bound (%)</i>		9	6		5				23	22		26			
	<i>CI lower bound (%)</i>		2	2		1				14	14		17			
Internship or Field Experience (First-year results: Plan to do)	%		79	83		72				44	44		40			
	<i>n</i>		166	250		294				249	334		343			
	<i>SE</i>		3.2	2.4		2.6				3.2	2.7		2.6			
	<i>CI upper bound (%)</i>		85	88		77				51	49		45			
	<i>CI lower bound (%)</i>		72	78		67				38	38		34			
Study Abroad (First-year results: Plan to do)	%		42	54		43				7	7		8			
	<i>n</i>		164	247		295				249	335		339			
	<i>SE</i>		3.9	3.2		2.9				1.6	1.4		1.5			
	<i>CI upper bound (%)</i>		50	60		49				10	10		11			
	<i>CI lower bound (%)</i>		35	48		37				3	4		5			
Culminating Senior Experience (First-year results: Plan to do)	%		56	64		54				46	41		40			
	<i>n</i>		163	250		294				249	338		335			
	<i>SE</i>		3.9	3.0		2.9				3.2	2.7		2.7			
	<i>CI upper bound (%)</i>		63	69		59				52	46		45			
	<i>CI lower bound (%)</i>		48	58		48				40	36		35			
Overall HIP Participation^b																
Participated in one HIP	%		44	41		49				26	24		30			
	<i>n</i>		167	250		294				251	343		344			
	<i>SE</i>		3.9	3.1		2.9				2.8	2.3		2.5			
	<i>CI upper bound (%)</i>		52	47		55				32	29		35			
	<i>CI lower bound (%)</i>		37	35		43				21	20		25			
Participated in two or more HIPs	%		12	9		11				54	53		53			
	<i>n</i>		167	250		294				251	343		344			
	<i>SE</i>		2.5	1.8		1.9				3.2	2.7		2.7			
	<i>CI upper bound (%)</i>		16	13		15				60	59		58			
	<i>CI lower bound (%)</i>		7	6		8				48	48		47			

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p(1-p)/(n-1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.