
NSSE 2019

Engagement Indicators

University of New Hampshire

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 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. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder 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 website: nsse.indiana.edu

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
















Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Comparator Instituti	Your first-year students compared with New England Public	Your first-year students compared with Same Carnegie Classi
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 Comparator Instituti	Your seniors compared with New England Public	Your seniors compared with Same Carnegie Classi
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

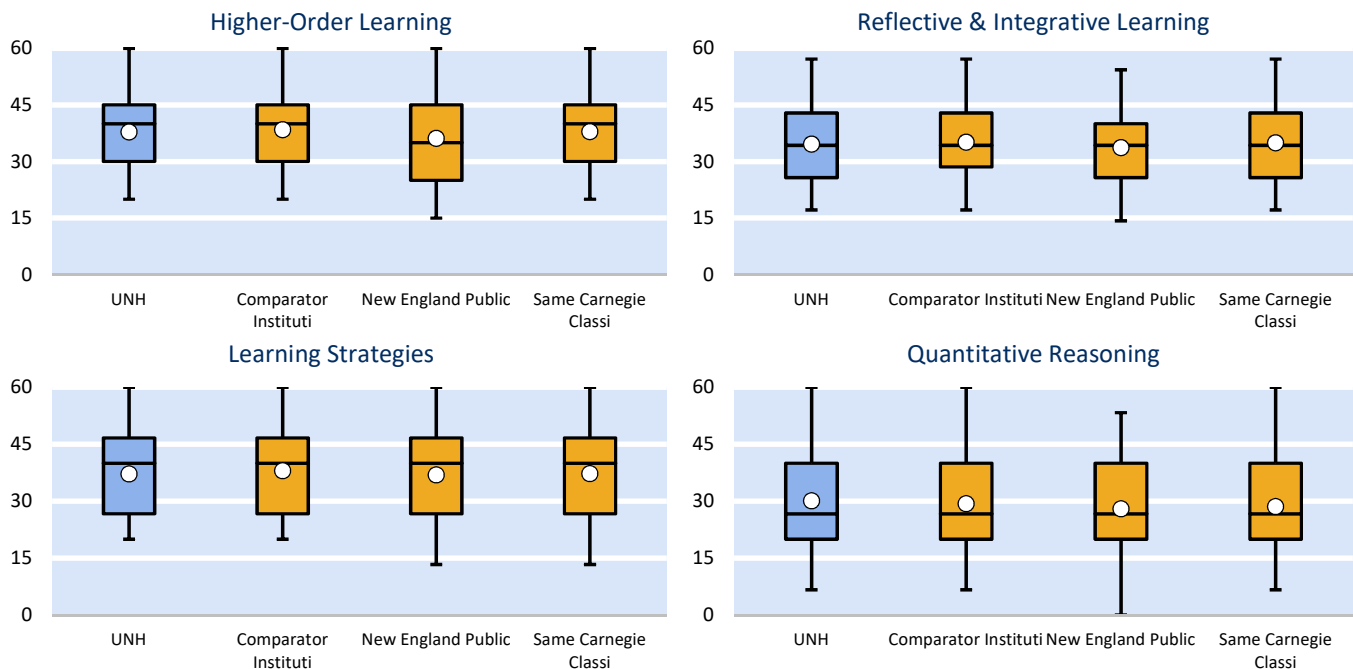
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Comparator Institution	Effect size	New England Public	Effect size	Same Carnegie Class	Effect size
Higher-Order Learning	37.9	38.4	-.04	36.2 **	.13	38.0	-.01
Reflective & Integrative Learning	34.6	35.1	-.04	33.7	.08	35.0	-.03
Learning Strategies	37.2	38.0	-.06	36.9	.02	37.3	-.01
Quantitative Reasoning	30.1	29.4	.05	28.0 **	.14	28.6 *	.10

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	UNH	Comparator Instituti	New England Public	Same Carnegie Classi	
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	73	<div><div></div></div> -4	+6 <div><div></div></div>	<div><div></div></div> -1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	<div><div></div></div> -2	+5 <div><div></div></div>	<div><div></div></div> -0	
4d. Evaluating a point of view, decision, or information source	68	+1 <div><div></div></div>	+3 <div><div></div></div>	+1 <div><div></div></div>	
4e. Forming a new idea or understanding from various pieces of information	67	<div><div></div></div> -1	+3 <div><div></div></div>	<div><div></div></div> -0	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	55	+1 <div><div></div></div>	+5 <div><div></div></div>	+3 <div><div></div></div>	
2b. Connected your learning to societal problems or issues	51	+0 <div><div></div></div>	+3 <div><div></div></div>	+1 <div><div></div></div>	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	<div><div></div></div> -9	<div><div></div></div> -5	<div><div></div></div> -8	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	<div><div></div></div> -1	+1 <div><div></div></div>	<div><div></div></div> -2	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+1 <div><div></div></div>	+3 <div><div></div></div>	<div><div></div></div> -0	
2f. Learned something that changed the way you understand an issue or concept	67	<div><div></div></div> -1	+3 <div><div></div></div>	+1 <div><div></div></div>	
2g. Connected ideas from your courses to your prior experiences and knowledge	74	<div><div></div></div> -4	+0 <div><div></div></div>	<div><div></div></div> -3	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	75	<div><div></div></div> -2	+3 <div><div></div></div>	+2 <div><div></div></div>	
9b. Reviewed your notes after class	63	<div><div></div></div> -1	<div><div></div></div> -0	<div><div></div></div> -0	
9c. Summarized what you learned in class or from course materials	63	+0 <div><div></div></div>	+2 <div><div></div></div>	+2 <div><div></div></div>	
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.)	55	<div><div></div></div> -3	+3 <div><div></div></div>	<div><div></div></div> -0	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+6 <div><div></div></div>	+8 <div><div></div></div>	+8 <div><div></div></div>	
6c. Evaluated what others have concluded from numerical information	44	+1 <div><div></div></div>	+5 <div><div></div></div>	+3 <div><div></div></div>	

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 website.

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

Academic Challenge: Seniors

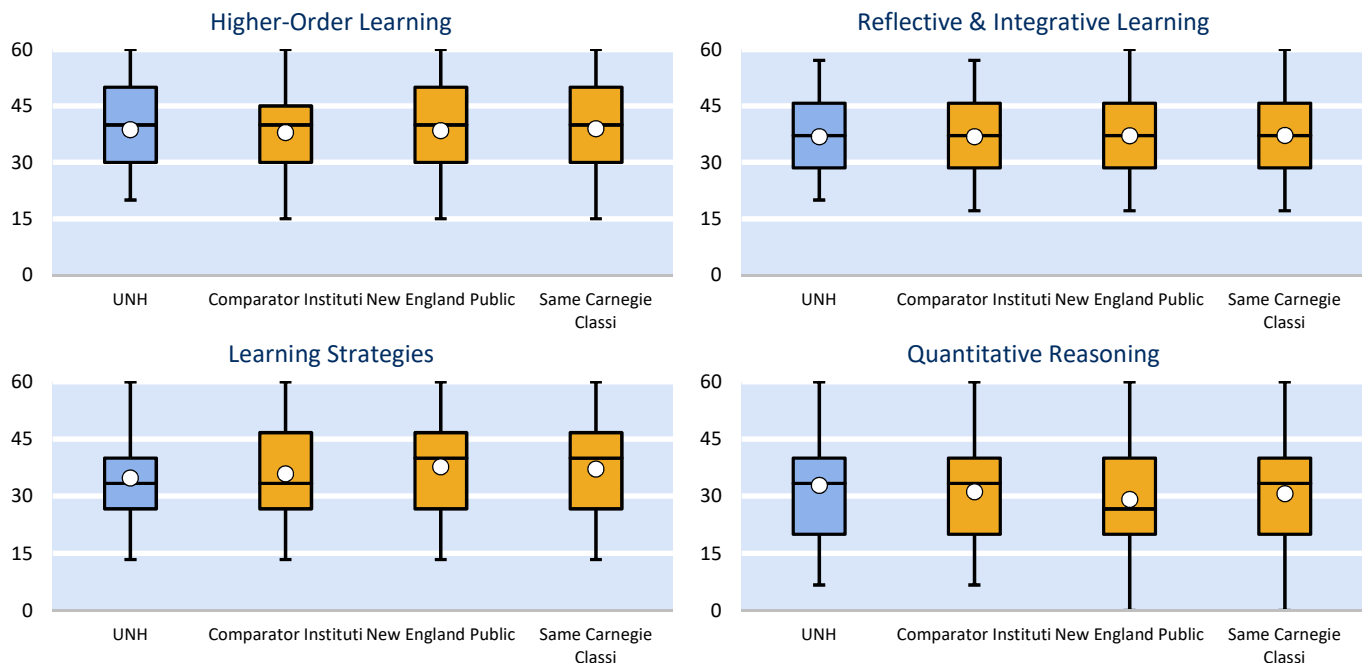
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Comparator Instituti	Effect	New England Public	Effect	Same Carnegie Classi	Effect
		Mean	size	Mean	size	Mean	size
Higher-Order Learning	38.7	38.0	.06	38.5	.02	39.0	-.02
Reflective & Integrative Learning	36.8	36.8	.00	37.1	-.02	37.2	-.03
Learning Strategies	34.8	35.9	-.08	37.7 ***	-.21	37.1 ***	-.16
Quantitative Reasoning	32.8	31.1 *	.11	29.1 ***	.23	30.6 ***	.14

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

Score Distributions






















































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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	UNH	Comparator Instituti	New England Public	Same Carnegie Classi
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	78	+0 	+2 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+4 	+3 	+1 
4d. Evaluating a point of view, decision, or information source	66	+3 	+0 	+0 
4e. Forming a new idea or understanding from various pieces of information	69	+3 	+0 	+0 
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	75	+6 	+7 	+6 
2b. Connected your learning to societal problems or issues	61	+3 	+2 	+4 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	 -2	 -5	 -3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	 -0	 -2	 -3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+1 	 -1	 -2
2f. Learned something that changed the way you understand an issue or concept	70	 -1	 -1	 -1
2g. Connected ideas from your courses to your prior experiences and knowledge	81	 -0	 -1	 -1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	 -1	 -2	 -0
9b. Reviewed your notes after class	53	 -0	 -8	 -6
9c. Summarized what you learned in class or from course materials	55	 -3	 -8	 -4
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.)	62	+3 	+8 	+4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+7 	+11 	+9 
6c. Evaluated what others have concluded from numerical information	54	+3 	+10 	+6 

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 website.

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

Learning with Peers: First-year students

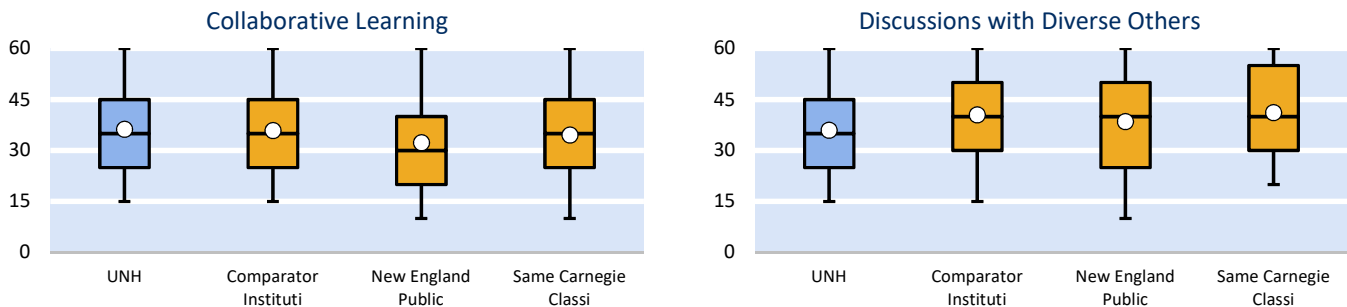
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Comparator Instituti	Effect size	New England Public	Effect size	Same Carnegie Classi	Effect size
Collaborative Learning	36.2	35.9	.03	32.3 ***	.28	34.5 **	.12
Discussions with Diverse Others	35.9	40.5 ***	-.31	38.5 ***	-.16	41.1 ***	-.34

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	UNH	Comparator Instituti	New England Public	Same Carnegie Classi
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	64	+3	+11	+6
1f. Explained course material to one or more students	63	-1	+4	-0
1g. Prepared for exams by discussing or working through course material with other students	62	+3	+13	+7
1h. Worked with other students on course projects or assignments	65	+1	+12	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	53	-22	-16	-21
8b. People from an economic background other than your own	64	-11	-7	-11
8c. People with religious beliefs other than your own	59	-13	-6	-12
8d. People with political views other than your own	64	+3	+2	-2

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 website.

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

Learning with Peers: Seniors

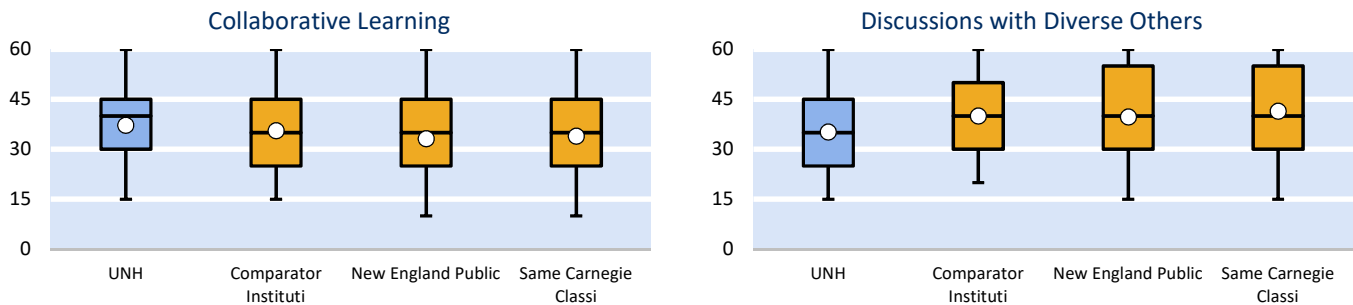
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Comparator Instituti	Effect size	New England Public	Effect size	Same Carnegie Classi	Effect size
		Mean		Mean		Mean	
Collaborative Learning	37.2	35.6 **	.12	33.2 ***	.28	34.0 ***	.22
Discussions with Diverse Others	35.2	40.0 ***	-.33	39.7 ***	-.29	41.4 ***	-.41

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	UNH	Comparator Instituti	New England Public	Same Carnegie Classi
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	57	+5	+11	+9
1f. Explained course material to one or more students	71	+6	+9	+9
1g. Prepared for exams by discussing or working through course material with other students	62	+8	+13	+11
1h. Worked with other students on course projects or assignments	77	+5	+13	+10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	50	-26	-23	-25
8b. People from an economic background other than your own	65	-8	-7	-10
8c. People with religious beliefs other than your own	59	-13	-8	-14
8d. People with political views other than your own	63	+7	+1	-3

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 website.

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

Experiences with Faculty: First-year students

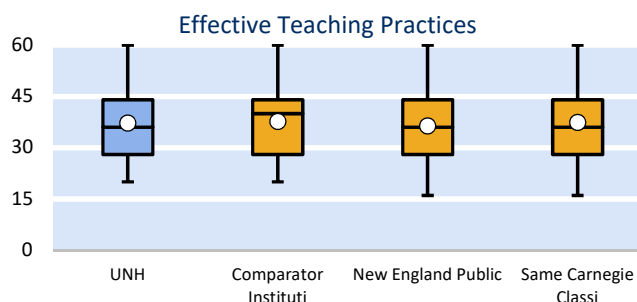
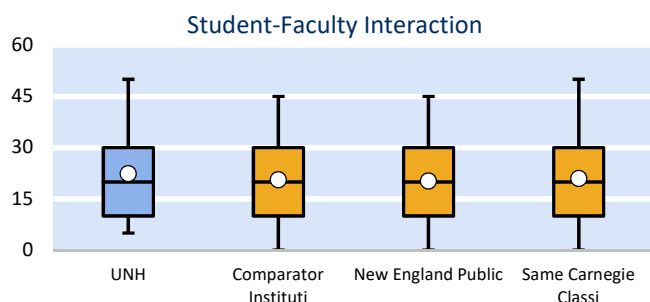
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Comparator Instituti	Effect size	New England Public	Effect size	Same Carnegie Classi	Effect size
Student-Faculty Interaction	22.4	20.6 **	.13	20.2 ***	.16	20.9 *	.10
Effective Teaching Practices	37.2	37.6	-.04	36.3	.07	37.4	-.02

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	UNH %	Percentage point difference ^a between your FY students and			
		Comparator Instituti	New England Public	Same Carnegie Classi	
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	35	+2	+1	-1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+4	+5	+4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+4	+6	+6	
3d. Discussed your academic performance with a faculty member	30	+3	+1	+2	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	77	-1	+2	+1	
5b. Taught course sessions in an organized way	70	-4	+1	-4	
5c. Used examples or illustrations to explain difficult points	73	-3	+3	-1	
5d. Provided feedback on a draft or work in progress	62	+2	+4	+4	
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-4	-3	-2	

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 website.

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

Experiences with Faculty: Seniors

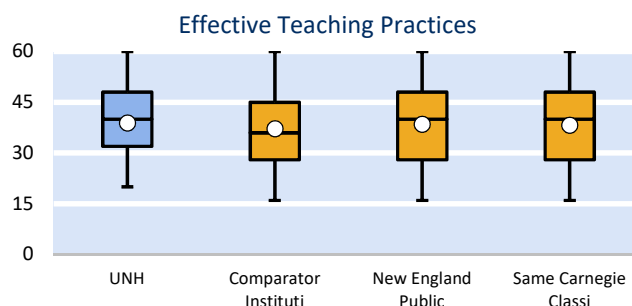
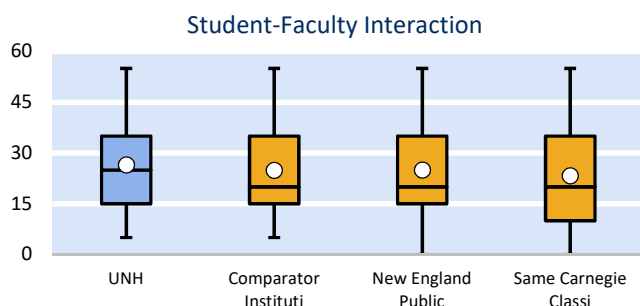
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	UNH Mean	Your seniors compared with					
		Comparator Instituti Mean	Effect size	New England Public Mean	Effect size	Same Carnegie Classi Mean	Effect size
Student-Faculty Interaction	26.4	24.8 **	.11	24.9 **	.10	23.2 ***	.21
Effective Teaching Practices	38.8	37.2 **	.13	38.5	.02	38.2	.05

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	UNH	Comparator Instituti	New England Public	Same Carnegie Classi	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	50	+5	+4	+8	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+3	+5	+6	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+2	+2	+6	
3d. Discussed your academic performance with a faculty member	34	+4	-2	+5	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	83	+6	+5	+4	
5b. Taught course sessions in an organized way	79	+4	+4	+3	
5c. Used examples or illustrations to explain difficult points	78	+1	+2	+1	
5d. Provided feedback on a draft or work in progress	60	+9	+2	+5	
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+8	+2	+4	

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 website.

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

Campus Environment: First-year students

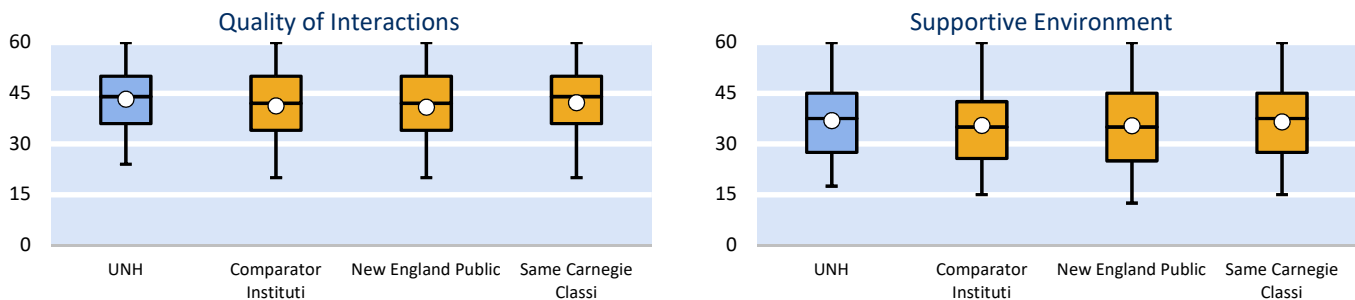
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Comparator Instituti	Effect	New England Public	Effect	Same Carnegie Classi	Effect
		Mean	size	Mean	size	Mean	size
Quality of Interactions	43.3	41.3 ***	.17	40.9 ***	.20	42.2	.09
Supportive Environment	36.9	35.5 *	.11	35.4 *	.11	36.5	.03

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UNH	Percentage point difference ^a between your FY students and		
		Comparator Instituti	New England Public	Same Carnegie Classi
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	54	+2	+8	+2
13b. Academic advisors	51	+4	+5	-1
13c. Faculty	48	+4	+5	+1
13d. Student services staff (career services, student activities, housing, etc.)	52	+12	+11	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+8	+6	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+3	+2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	74	-0	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-3	-1	-2
14e. Providing opportunities to be involved socially	72	+0	+2	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	+14	+12	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+11	+10	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+5	+6	+3
14i. Attending events that address important social, economic, or political issues	52	-0	+1	+3

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 website.

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

Campus Environment: Seniors

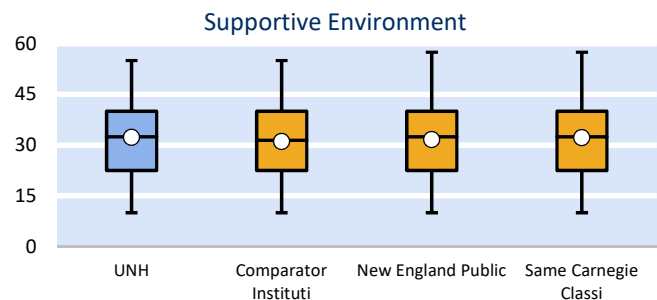
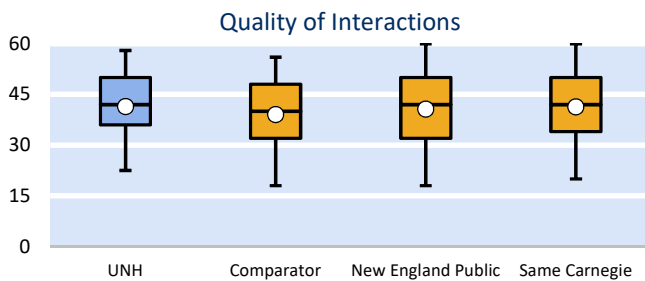
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Comparator Instituti Mean	Effect size	New England Public Mean	Effect size	Same Carnegie Classi Mean	Effect size
Quality of Interactions	41.5	39.0 ***	.21	40.7	.06	41.4	.01
Supportive Environment	32.3	31.2 *	.09	31.7	.05	32.2	.00

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	UNH	Comparator Instituti	New England Public	Same Carnegie Classi
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	57	+7	+6	+2
13b. Academic advisors	44	+5	-3	-4
13c. Faculty	51	+6	+2	-0
13d. Student services staff (career services, student activities, housing, etc.)	43	+10	+4	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	+5	-2	-3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	67	+4	+1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	62	+1	-1	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-4	-7	-6
14e. Providing opportunities to be involved socially	67	+2	+5	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+14	+10	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+10	+6	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+4	+8	+4
14i. Attending events that address important social, economic, or political issues	46	+1	+1	+5

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 website.

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

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/links/PNP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

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

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

First-Year Students

		UNH Mean	Your first-year students compared with						
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	37.9	39.3 **	-.11		41.0 ***	-.24		
	Reflective and Integrative Learning	34.6	36.8 ***	-.18		38.8 ***	-.35		
	Learning Strategies	37.2	39.9 ***	-.19		42.5 ***	-.37		
	Quantitative Reasoning	30.1	29.3	.06	✓	30.8	-.04	✓	
Learning with Peers	Collaborative Learning	36.2	35.4	.06	✓	37.7 *	-.10		
	Discussions with Diverse Others	35.9	41.3 ***	-.36		43.2 ***	-.51		
Experiences with Faculty	Student-Faculty Interaction	22.4	24.9 ***	-.17		28.0 ***	-.36		
	Effective Teaching Practices	37.2	40.6 ***	-.26		42.7 ***	-.40		
Campus Environment	Quality of Interactions	43.3	44.9 **	-.14		47.1 ***	-.32		
	Supportive Environment	36.9	38.1 *	-.10		40.1 ***	-.24		

Seniors

		UNH Mean	Your seniors compared with						
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	38.7	41.8 ***	-.23		43.0 ***	-.32		
	Reflective and Integrative Learning	36.8	39.9 ***	-.25		41.6 ***	-.39		
	Learning Strategies	34.8	40.8 ***	-.42		42.6 ***	-.55		
	Quantitative Reasoning	32.8	31.3 *	.10	✓	32.7	.01	✓	
Learning with Peers	Collaborative Learning	37.2	36.1 *	.08	✓	38.6 **	-.10		
	Discussions with Diverse Others	35.2	42.0 ***	-.44		43.5 ***	-.54		
Experiences with Faculty	Student-Faculty Interaction	26.4	29.9 ***	-.22		33.9 ***	-.48		
	Effective Teaching Practices	38.8	41.8 ***	-.22		43.5 ***	-.35		
Campus Environment	Quality of Interactions	41.5	45.2 ***	-.31		47.4 ***	-.49		
	Supportive Environment	32.3	34.8 ***	-.18		37.0 ***	-.33		

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

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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 508)	37.9	12.2	.54	20	30	40	45	60				
Comparator Instituti	38.4	12.7	.22	20	30	40	45	60	3,923	-.6	.346	-.045
New England Public	36.2	12.9	.20	15	25	35	45	60	4,742	1.7	.005	.131
Same Carnegie Classi	38.0	13.0	.06	20	30	40	45	60	44,799	-.1	.865	-.008
Top 50%	39.3	13.0	.04	20	30	40	50	60	106,369	-1.5	.010	-.115
Top 10%	41.0	13.0	.08	20	35	40	50	60	27,948	-3.2	.000	-.243
Reflective & Integrative Learning												
UNH (N = 537)	34.6	11.8	.51	17	26	34	43	57				
Comparator Instituti	35.1	11.5	.19	17	29	34	43	57	4,151	-.5	.348	-.043
New England Public	33.7	11.6	.17	14	26	34	40	54	5,089	1.0	.072	.082
Same Carnegie Classi	35.0	11.8	.05	17	26	34	43	57	47,995	-.3	.511	-.029
Top 50%	36.8	11.8	.04	17	29	37	46	57	107,652	-2.2	.000	-.183
Top 10%	38.8	11.8	.08	20	31	40	46	60	22,717	-4.1	.000	-.351
Learning Strategies												
UNH (N = 493)	37.2	12.8	.58	20	27	40	47	60				
Comparator Instituti	38.0	13.5	.24	20	27	40	47	60	3,723	-.8	.207	-.061
New England Public	36.9	13.6	.22	13	27	40	47	60	4,483	.3	.651	.022
Same Carnegie Classi	37.3	13.7	.07	13	27	40	47	60	42,563	-.1	.885	-.007
Top 50%	39.9	13.7	.05	20	33	40	53	60	92,440	-2.7	.000	-.194
Top 10%	42.5	14.0	.10	20	33	40	53	60	519	-5.2	.000	-.375
Quantitative Reasoning												
UNH (N = 495)	30.1	14.3	.64	7	20	27	40	60				
Comparator Instituti	29.4	15.1	.26	7	20	27	40	60	3,770	.8	.285	.052
New England Public	28.0	14.9	.23	0	20	27	40	53	4,563	2.1	.003	.142
Same Carnegie Classi	28.6	15.1	.07	7	20	27	40	60	43,301	1.5	.025	.101
Top 50%	29.3	15.2	.05	7	20	27	40	60	499	.9	.174	.057
Top 10%	30.8	15.2	.09	7	20	33	40	60	513	-.6	.320	-.042
Learning with Peers												
Collaborative Learning												
UNH (N = 556)	36.2	13.7	.58	15	25	35	45	60				
Comparator Instituti	35.9	13.5	.22	15	25	35	45	60	4,404	.4	.524	.029
New England Public	32.3	13.8	.20	10	20	30	40	60	5,426	3.9	.000	.285
Same Carnegie Classi	34.5	14.1	.06	10	25	35	45	60	51,492	1.7	.004	.122
Top 50%	35.4	13.7	.04	15	25	35	45	60	116,210	.8	.152	.061
Top 10%	37.7	13.6	.09	15	30	40	50	60	25,553	-1.4	.015	-.105
Discussions with Diverse Others												
UNH (N = 498)	35.9	14.8	.66	15	25	35	45	60				
Comparator Instituti	40.5	14.5	.26	15	30	40	50	60	3,742	-4.6	.000	-.312
New England Public	38.5	15.6	.25	10	25	40	50	60	4,518	-2.5	.001	-.162
Same Carnegie Classi	41.1	14.9	.07	20	30	40	55	60	42,907	-5.1	.000	-.345
Top 50%	41.3	14.9	.04	20	30	40	55	60	110,879	-5.4	.000	-.360
Top 10%	43.2	14.4	.09	20	35	40	60	60	25,258	-7.3	.000	-.505

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 523)	22.4	14.3	.63	5	10	20	30	50				
Comparator Instituti	20.6	14.1	.24	0	10	20	30	45	3,995	1.8	.008	.125
New England Public	20.2	14.1	.21	0	10	20	30	45	4,871	2.2	.001	.157
Same Carnegie Classi	20.9	14.3	.07	0	10	20	30	50	46,108	1.5	.019	.103
Top 50%	24.9	14.8	.06	5	15	20	35	55	72,869	-2.5	.000	-.169
Top 10%	28.0	15.5	.15	5	15	25	40	60	580	-5.5	.000	-.359
Effective Teaching Practices												
UNH (N = 508)	37.2	11.8	.52	20	28	36	44	60				
Comparator Instituti	37.6	12.3	.21	20	28	40	44	60	3,896	-.4	.446	-.036
New England Public	36.3	12.6	.19	16	28	36	44	60	4,718	.9	.139	.070
Same Carnegie Classi	37.4	12.7	.06	16	28	36	44	60	44,703	-.2	.681	-.018
Top 50%	40.6	13.2	.05	20	32	40	52	60	515	-3.5	.000	-.261
Top 10%	42.7	14.0	.10	20	32	44	56	60	542	-5.5	.000	-.395
Campus Environment												
Quality of Interactions												
UNH (N = 473)	43.3	10.8	.50	24	36	44	50	60				
Comparator Instituti	41.3	11.5	.21	20	34	42	50	60	3,531	2.0	.000	.174
New England Public	40.9	11.8	.19	20	34	42	50	60	621	2.3	.000	.200
Same Carnegie Classi	42.2	11.6	.06	20	36	44	50	60	40,167	1.0	.059	.088
Top 50%	44.9	11.4	.04	24	38	46	54	60	74,203	-1.6	.002	-.140
Top 10%	47.1	11.8	.09	24	40	50	58	60	501	-3.8	.000	-.325
Supportive Environment												
UNH (N = 482)	36.9	12.5	.57	18	28	38	45	60				
Comparator Instituti	35.5	12.9	.23	15	26	35	43	60	3,625	1.4	.026	.109
New England Public	35.4	13.1	.21	13	25	35	45	60	4,353	1.4	.022	.111
Same Carnegie Classi	36.5	13.0	.06	15	28	38	45	60	41,303	.4	.536	.028
Top 50%	38.1	13.2	.04	18	30	40	48	60	487	-1.3	.028	-.095
Top 10%	40.1	13.2	.10	18	30	40	50	60	18,788	-3.2	.000	-.243

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 (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 665)	38.7	12.6	.49	20	30	40	50	60				
Comparator Instituti	38.0	13.2	.23	15	30	40	45	60	4,053	.8	.172	.058
New England Public	38.5	13.6	.19	15	30	40	50	60	887	.3	.601	.020
Same Carnegie Classi	39.0	13.6	.06	15	30	40	50	60	682	-.3	.595	-.019
Top 50%	41.8	13.5	.04	20	35	40	55	60	675	-3.0	.000	-.226
Top 10%	43.0	13.5	.08	20	35	40	55	60	703	-4.3	.000	-.318
Reflective & Integrative Learning												
UNH (N = 681)	36.8	11.7	.45	20	29	37	46	57				
Comparator Instituti	36.8	12.1	.20	17	29	37	46	57	4,251	.0	.987	.001
New England Public	37.1	12.5	.17	17	29	37	46	60	893	-.3	.545	-.024
Same Carnegie Classi	37.2	12.4	.05	17	29	37	46	60	697	-.4	.420	-.029
Top 50%	39.9	12.2	.04	20	31	40	49	60	691	-3.1	.000	-.251
Top 10%	41.6	12.2	.09	20	34	40	51	60	735	-4.7	.000	-.389
Learning Strategies												
UNH (N = 648)	34.8	13.6	.53	13	27	33	40	60				
Comparator Instituti	35.9	13.9	.24	13	27	33	47	60	3,851	-1.1	.066	-.079
New England Public	37.7	14.2	.21	13	27	40	47	60	5,351	-2.9	.000	-.208
Same Carnegie Classi	37.1	14.5	.06	13	27	40	47	60	664	-2.3	.000	-.159
Top 50%	40.8	14.4	.04	20	33	40	53	60	103,552	-6.0	.000	-.420
Top 10%	42.6	14.3	.08	20	33	40	60	60	676	-7.8	.000	-.548
Quantitative Reasoning												
UNH (N = 650)	32.8	15.5	.61	7	20	33	40	60				
Comparator Instituti	31.1	15.6	.27	7	20	33	40	60	3,910	1.7	.010	.111
New England Public	29.1	16.0	.23	0	20	27	40	60	5,422	3.7	.000	.233
Same Carnegie Classi	30.6	15.9	.07	0	20	33	40	60	57,418	2.2	.000	.139
Top 50%	31.3	16.0	.05	7	20	33	40	60	126,586	1.6	.013	.097
Top 10%	32.7	15.8	.09	7	20	33	40	60	35,099	.1	.891	.005
Learning with Peers												
Collaborative Learning												
UNH (N = 697)	37.2	13.1	.50	15	30	40	45	60				
Comparator Instituti	35.6	13.5	.22	15	25	35	45	60	4,430	1.7	.003	.124
New England Public	33.2	14.5	.20	10	25	35	45	60	925	4.1	.000	.283
Same Carnegie Classi	34.0	15.0	.06	10	25	35	45	60	715	3.2	.000	.218
Top 50%	36.1	14.0	.04	15	25	35	45	60	706	1.1	.026	.079
Top 10%	38.6	13.5	.10	15	30	40	50	60	18,175	-1.4	.008	-.103
Discussions with Diverse Others												
UNH (N = 654)	35.2	14.8	.58	15	25	35	45	60				
Comparator Instituti	40.0	14.5	.25	20	30	40	50	60	3,890	-4.8	.000	-.329
New England Public	39.7	15.6	.23	15	30	40	55	60	5,385	-4.5	.000	-.289
Same Carnegie Classi	41.4	15.4	.06	15	30	40	55	60	56,924	-6.2	.000	-.405
Top 50%	42.0	15.6	.04	15	30	40	60	60	661	-6.8	.000	-.437
Top 10%	43.5	15.4	.08	20	35	45	60	60	681	-8.3	.000	-.541

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 670)	26.4	13.8	.53	5	15	25	35	55				
Comparator Instituti	24.8	15.0	.26	5	15	20	35	55	1,001	1.6	.008	.106
New England Public	24.9	15.7	.22	0	15	20	35	55	916	1.5	.010	.097
Same Carnegie Classi	23.2	15.7	.06	0	10	20	35	55	689	3.2	.000	.205
Top 50%	29.9	15.9	.07	5	20	30	40	60	693	-3.5	.000	-.218
Top 10%	33.9	15.8	.18	10	20	35	45	60	828	-7.5	.000	-.480
Effective Teaching Practices												
UNH (N = 666)	38.8	12.1	.47	20	32	40	48	60				
Comparator Instituti	37.2	12.7	.22	16	28	36	45	60	975	1.7	.001	.132
New England Public	38.5	13.5	.19	16	28	40	48	60	906	.3	.512	.025
Same Carnegie Classi	38.2	13.4	.06	16	28	40	48	60	683	.6	.171	.048
Top 50%	41.8	13.6	.05	20	32	40	52	60	679	-2.9	.000	-.216
Top 10%	43.5	13.5	.09	20	36	44	56	60	715	-4.7	.000	-.348
Campus Environment												
Quality of Interactions												
UNH (N = 633)	41.5	10.4	.41	23	36	42	50	58				
Comparator Instituti	39.0	11.5	.21	18	32	40	48	56	974	2.4	.000	.215
New England Public	40.7	12.2	.18	18	32	42	50	60	902	.8	.095	.063
Same Carnegie Classi	41.4	12.1	.05	20	34	42	50	60	653	.1	.796	.009
Top 50%	45.2	11.8	.04	23	38	48	54	60	644	-3.7	.000	-.313
Top 10%	47.4	12.0	.07	24	40	50	58	60	668	-5.9	.000	-.494
Supportive Environment												
UNH (N = 640)	32.3	12.9	.51	10	23	33	40	55				
Comparator Instituti	31.2	12.8	.23	10	23	31	40	55	3,787	1.2	.038	.090
New England Public	31.7	13.7	.20	10	23	33	40	58	853	.7	.231	.048
Same Carnegie Classi	32.2	13.8	.06	10	23	33	40	58	656	.1	.905	.004
Top 50%	34.8	13.9	.05	13	25	35	45	60	650	-2.5	.000	-.176
Top 10%	37.0	14.0	.11	13	28	38	48	60	698	-4.7	.000	-.333

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 (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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