
NSSE 2019

Engagement Indicators

University of New Hampshire at Manchester

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 NH/MA/VT Public	Your first-year students compared with NH/MA/ME Private	Your first-year students compared with NSSE 2018 & 2019
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 NH/MA/VT Public	Your seniors compared with NH/MA/ME Private	Your seniors compared with NSSE 2018 & 2019
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

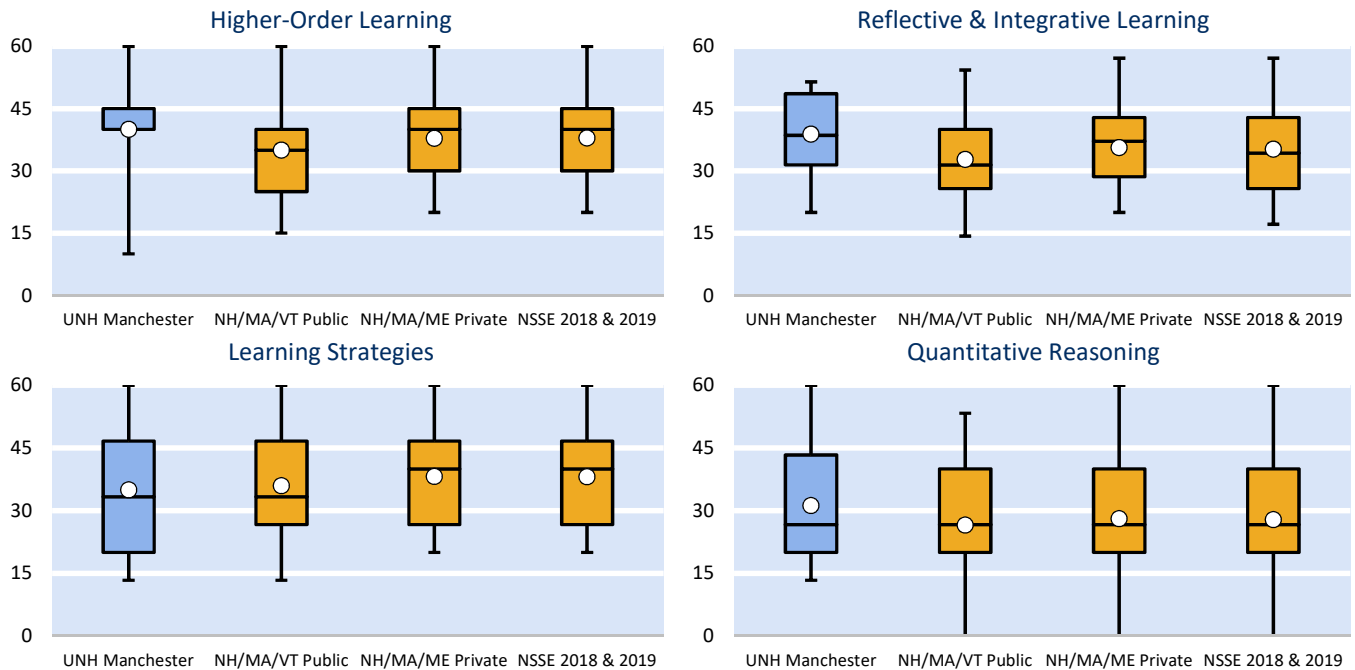
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Manchester Mean	Your first-year students compared with					
		NH/MA/VT Public		NH/MA/ME Private		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	35.0	.39	37.9	.17	38.0	.15
Reflective & Integrative Learning	38.9	32.8 *	.54	35.6	.28	35.2	.30
Learning Strategies	35.0	36.0	-.08	38.2	-.24	38.1	-.23
Quantitative Reasoning	31.3	26.5	.32	28.1	.22	27.8	.22

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 Manchester	NH/MA/VT Public	NH/MA/ME Private	NSSE 2018 & 2019
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	76	+13	+7	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+11	+2	+3
4d. Evaluating a point of view, decision, or information source	89	+23	+16	+20
4e. Forming a new idea or understanding from various pieces of information	72	+11	+3	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	53	+6	-1	+1
2b. Connected your learning to societal problems or issues	58	+13	+1	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+18	+10	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+13	+4	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	+18	+11	+13
2f. Learned something that changed the way you understand an issue or concept	78	+16	+15	+11
2g. Connected ideas from your courses to your prior experiences and knowledge	94	+23	+16	+17
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	63	-8	-14	-12
9b. Reviewed your notes after class	56	-7	-8	-9
9c. Summarized what you learned in class or from course materials	56	-3	-8	-7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	63	+16	+10	+10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-6	-10	-8
6c. Evaluated what others have concluded from numerical information	44	+10	+5	+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.

Academic Challenge: Seniors

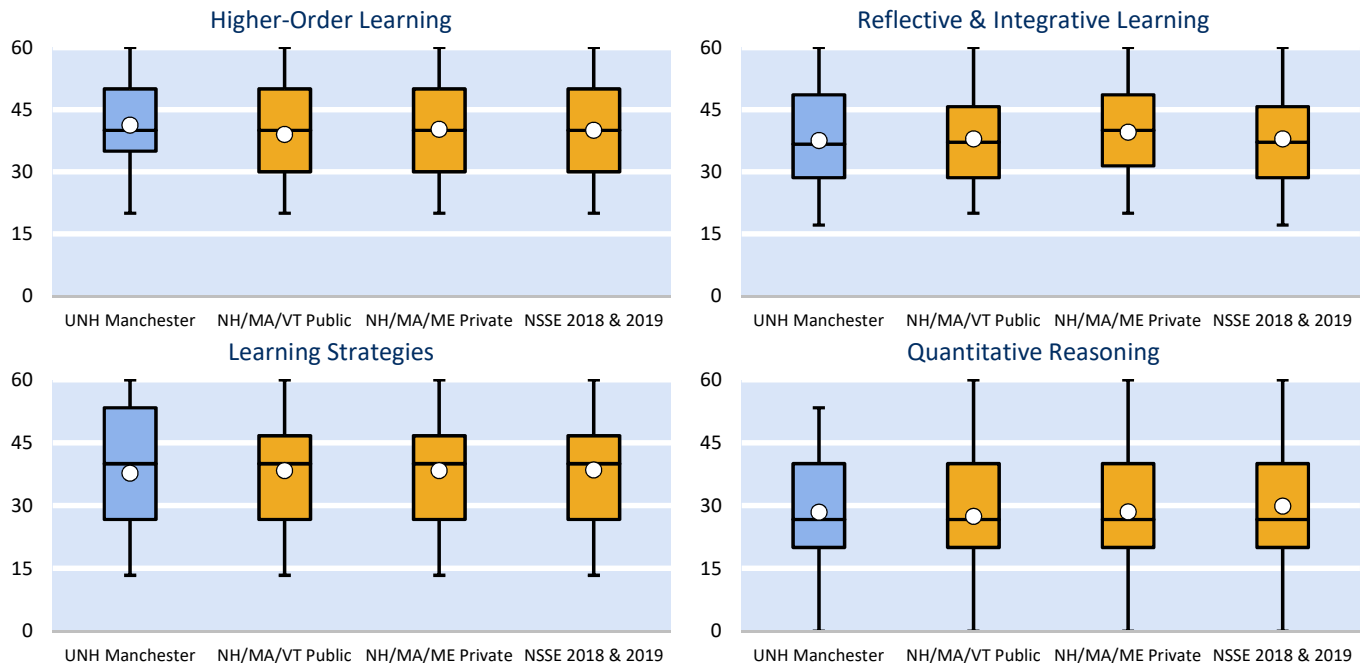
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Manchester Mean	Your seniors compared with					
		NH/MA/VT Public Effect size		NH/MA/ME Private Effect size		NSSE 2018 & 2019 Effect size	
Higher-Order Learning	41.3	39.1	.17	40.3	.08	40.0	.09
Reflective & Integrative Learning	37.6	37.9	-.03	39.6	-.17	38.0	-.03
Learning Strategies	37.7	38.4	-.04	38.4	-.04	38.5	-.05
Quantitative Reasoning	28.4	27.4	.06	28.4	-.01	29.8	-.09

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 Manchester	NH/MA/VT Public	NH/MA/ME Private	NSSE 2018 & 2019
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	77	+4	+1	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+6	+3	+3
4d. Evaluating a point of view, decision, or information source	74	+3	+1	+4
4e. Forming a new idea or understanding from various pieces of information	79	+6	+5	+7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	64	-3	-7	-5
2b. Connected your learning to societal problems or issues	59	-4	-12	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-6	-13	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-6	-10	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+6	+1	+5
2f. Learned something that changed the way you understand an issue or concept	75	+6	-1	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+2	+0	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	89	+11	+7	+11
9b. Reviewed your notes after class	59	-3	+3	-3
9c. Summarized what you learned in class or from course materials	54	-12	-11	-9
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.)	58	+11	+6	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-0	-4	-5
6c. Evaluated what others have concluded from numerical information	36	-5	-6	-9

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Learning with Peers: First-year students

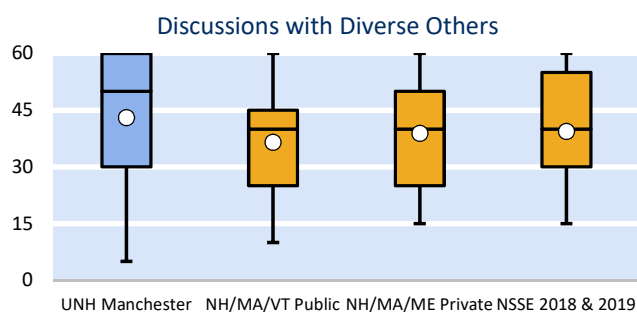
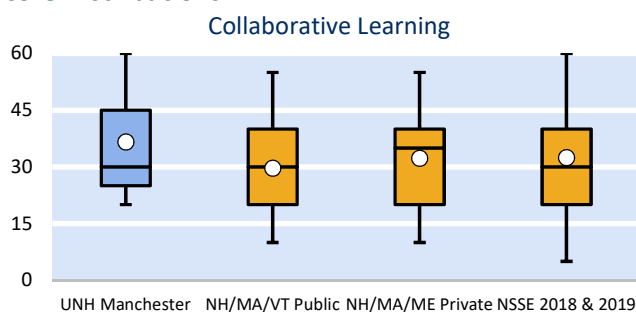
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.6	29.6 *	.53	32.2	.32	32.4	.28
Discussions with Diverse Others	43.0	36.5	.43	38.9	.27	39.4	.23

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		NH/MA/VT Public	NH/MA/ME Private	NSSE 2018 & 2019
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	63	+20 <div><div></div></div>	+13 <div><div></div></div>	+10 <div><div></div></div>
1f. Explained course material to one or more students	79	+26 <div><div></div></div>	+22 <div><div></div></div>	+21 <div><div></div></div>
1g. Prepared for exams by discussing or working through course material with other students	53	+12 <div><div></div></div>	+1 <div><div></div></div>	+2 <div><div></div></div>
1h. Worked with other students on course projects or assignments	58	+12 <div><div></div></div>	+1 <div><div></div></div>	+3 <div><div></div></div>
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	81	+16 <div><div></div></div>	+15 <div><div></div></div>	+11 <div><div></div></div>
8b. People from an economic background other than your own	75	+8 <div><div></div></div>	+3 <div><div></div></div>	+4 <div><div></div></div>
8c. People with religious beliefs other than your own	73	+14 <div><div></div></div>	+7 <div><div></div></div>	+7 <div><div></div></div>
8d. People with political views other than your own	67	+7 <div><div></div></div>	+1 <div><div></div></div>	+2 <div><div></div></div>

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Learning with Peers: Seniors

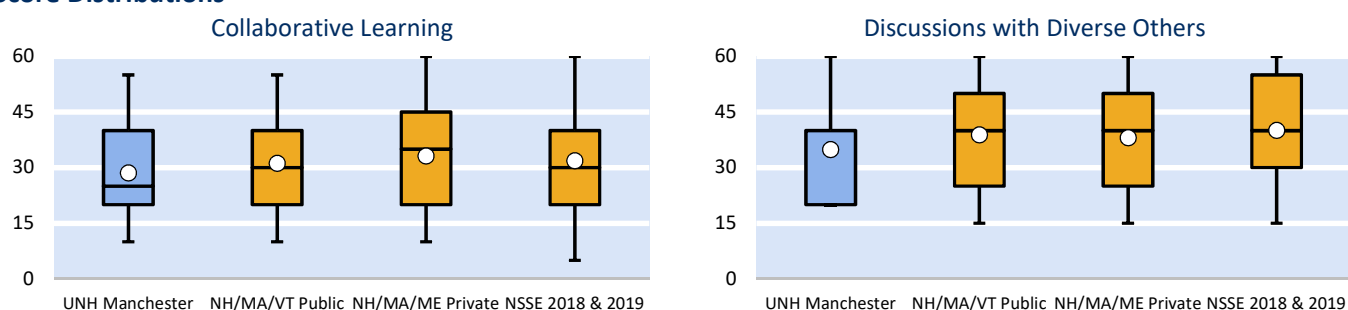
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Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.6	31.2	-.19	33.2 *	-.31	31.8	-.21
Discussions with Diverse Others	34.9	38.9 *	-.27	38.1	-.22	40.1 **	-.33

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).

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		NH/MA/VT Public	NH/MA/ME Private	NSSE 2018 & 2019
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	20	<div><div></div></div> -20	<div><div></div></div> -26	<div><div></div></div> -23
1f. Explained course material to one or more students	49	<div><div></div></div> -11	<div><div></div></div> -15	<div><div></div></div> -9
1g. Prepared for exams by discussing or working through course material with other students	38	<div><div></div></div> -4	<div><div></div></div> -13	<div><div></div></div> -8
1h. Worked with other students on course projects or assignments	55	<div><div></div></div> -3	<div><div></div></div> -5	<div><div></div></div> -7
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	55	<div><div></div></div> -14	<div><div></div></div> -11	<div><div></div></div> -17
8b. People from an economic background other than your own	66	<div><div></div></div> -6	<div><div></div></div> -5	<div><div></div></div> -7
8c. People with religious beliefs other than your own	63	<div><div></div></div> -2	+2	<div><div></div></div> -4
8d. People with political views other than your own	52	<div><div></div></div> -12	<div><div></div></div> -11	<div><div></div></div> -14

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Experiences with Faculty: First-year students

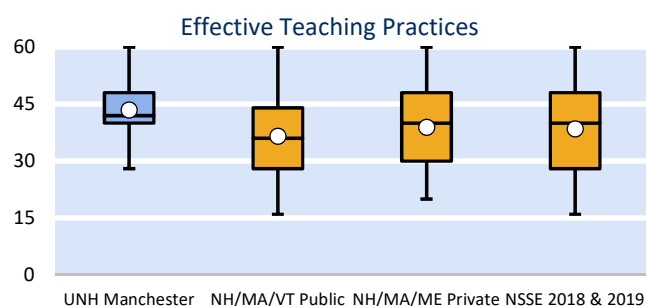
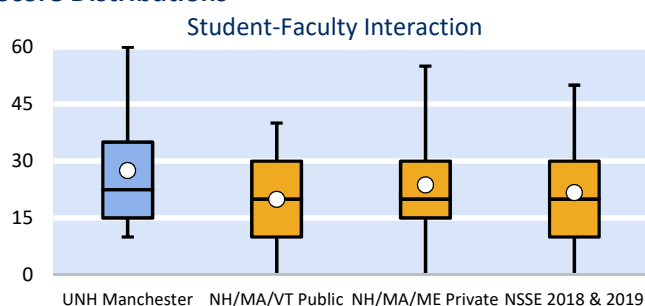
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Manchester	Your first-year students compared with					
		NH/MA/VT Public		NH/MA/ME Private		NSSE 2018 & 2019	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.5	19.9 *	.56	23.7	.26	21.7	.40
Effective Teaching Practices	43.4	36.5 *	.56	38.9	.36	38.5	.38

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		NH/MA/VT Public	NH/MA/ME Private	NSSE 2018 & 2019
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	56	+21	+14	+17
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+4	-4	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	+20	+12	+18
3d. Discussed your academic performance with a faculty member	50	+22	+14	+19
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	100	+26	+24	+23
5b. Taught course sessions in an organized way	94	+25	+19	+20
5c. Used examples or illustrations to explain difficult points	83	+15	+12	+10
5d. Provided feedback on a draft or work in progress	78	+17	+9	+14
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+6	+1	+5

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Experiences with Faculty: Seniors

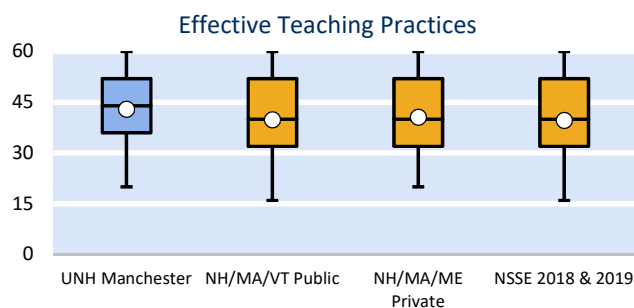
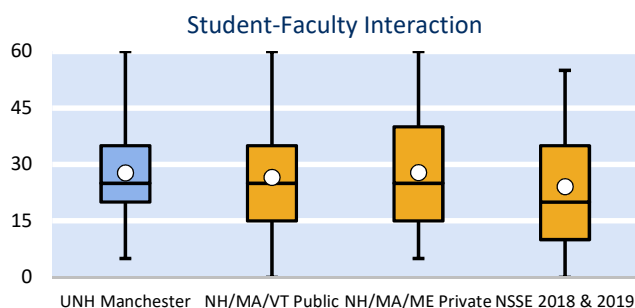
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Student-Faculty Interaction	27.7	26.5	.08	27.8	.00	24.1	.23
Effective Teaching Practices	42.9	39.8	.23	40.5	.19	39.6	.25

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.

	UNH Manchester	Percentage point difference ^a between your seniors and			
		NH/MA/VT Public	NH/MA/ME Private	NSSE 2018 & 2019	
Student-Faculty Interaction					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%				
3a. Talked about career plans with a faculty member	55	+5	-1	+11	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-4	-9	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	-0	-3	+4	
3d. Discussed your academic performance with a faculty member	37	-3	-4	+3	
Effective Teaching Practices					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	88	+8	+7	+8	
5b. Taught course sessions in an organized way	82	+5	+4	+5	
5c. Used examples or illustrations to explain difficult points	74	-3	-4	-2	
5d. Provided feedback on a draft or work in progress	78	+13	+11	+17	
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+4	+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

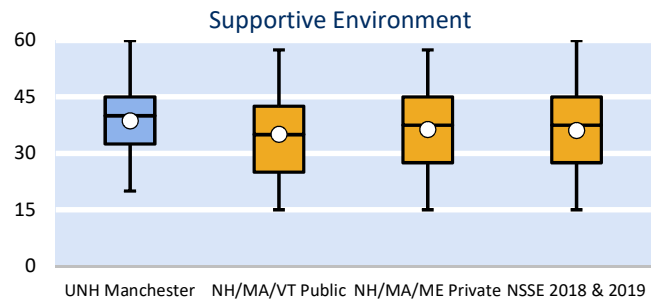
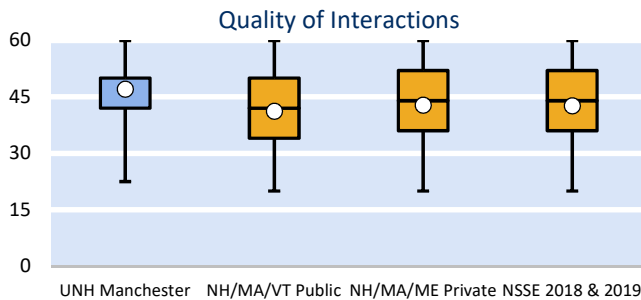
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH/MA/VT Public		NH/MA/ME Private		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.1	41.2	.49	42.8	.35	42.6	.37
Supportive Environment	38.7	35.1	.28	36.3	.19	36.1	.19

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 Manchester	Percentage point difference ^o between your FY students and		
		NH/MA/VT Public	NH/MA/ME Private	NSSE 2018 & 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	93	+50	+41	+42
13b. Academic advisors	60	+14	+4	+7
13c. Faculty	60	+12	+5	+9
13d. Student services staff (career services, student activities, housing, etc.)	79	+37	+33	+32
13e. Other administrative staff and offices (registrar, financial aid, etc.)	67	+26	+19	+21
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	87	+11	+9	+11
14c. Using learning support services (tutoring services, writing center, etc.)	87	+11	+8	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	73	+15	+15	+12
14e. Providing opportunities to be involved socially	80	+10	+9	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-14	-15	-16
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-1	-1	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-2	-8	-4
14i. Attending events that address important social, economic, or political issues	33	-16	-23	-15

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

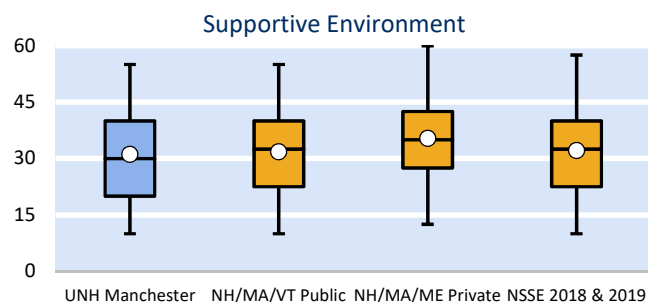
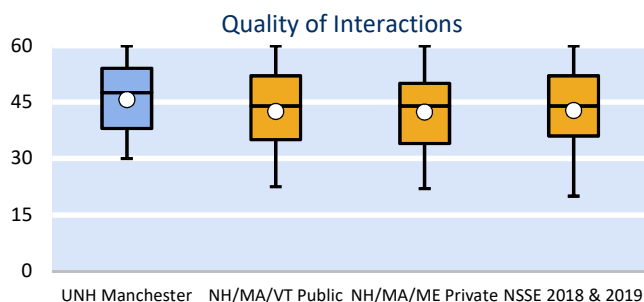
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
		NH/MA/VT Public		NH/MA/ME Private		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.7	42.6	.27	42.4 *	.30	42.8	.24
Supportive Environment	31.1	31.8	-.05	35.4 *	-.32	32.2	-.07

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.

	UNH Manchester	Percentage point difference ^a between your seniors and			
		NH/MA/VT Public	NH/MA/ME Private	NSSE 2018 & 2019	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	52	+1	-2	-5	
13b. Academic advisors	60	+4	+5	+6	
13c. Faculty	65	+11	+7	+8	
13d. Student services staff (career services, student activities, housing, etc.)	55	+14	+19	+11	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+11	+16	+10	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	73	+3	-6	+2	
14c. Using learning support services (tutoring services, writing center, etc.)	69	+1	-8	+2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-7	-8	-6	
14e. Providing opportunities to be involved socially	53	-8	-20	-11	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+1	-4	+1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+6	+0	+4	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	36	-17	-29	-16	
14i. Attending events that address important social, economic, or political issues	35	-12	-22	-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.

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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 Manchester	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	39.3	.05	✓	41.0	-.08	✓
	Reflective and Integrative Learning	38.9	36.8	.18	✓	38.8	.01	✓
	Learning Strategies	35.0	39.9	-.36		42.5 *	-.53	
	Quantitative Reasoning	31.3	29.3	.13	✓	30.8	.03	✓
Learning with Peers	Collaborative Learning	36.6	35.4	.08	✓	37.7	-.08	✓
	Discussions with Diverse Others	43.0	41.3	.11	✓	43.2	-.02	✓
Experiences with Faculty	Student-Faculty Interaction	27.5	24.9	.17	✓	28.0	-.03	✓
	Effective Teaching Practices	43.4	40.6	.21	✓	42.7	.05	✓
Campus Environment	Quality of Interactions	47.1	44.9	.20	✓	47.1	.00	✓
	Supportive Environment	38.7	38.1	.04	✓	40.1	-.11	

Seniors

		UNH Manchester	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.3	41.8	-.04	✓	43.0	-.13	
	Reflective and Integrative Learning	37.6	39.9	-.19		41.6 *	-.33	
	Learning Strategies	37.7	40.8	-.21		42.6 *	-.34	
	Quantitative Reasoning	28.4	31.3	-.18		32.7 *	-.28	
Learning with Peers	Collaborative Learning	28.6	36.1 ***	-.54		38.6 ***	-.74	
	Discussions with Diverse Others	34.9	42.0 ***	-.46		43.5 ***	-.56	
Experiences with Faculty	Student-Faculty Interaction	27.7	29.9	-.13		33.9 **	-.39	
	Effective Teaching Practices	42.9	41.8	.09	✓	43.5	-.04	✓
Campus Environment	Quality of Interactions	45.7	45.2	.05	✓	47.4	-.14	
	Supportive Environment	31.1	34.8	-.26		37.0 **	-.42	

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 Manchester (N = 17)	40.0	12.1	2.94	10	40	40	45	60				
NH/MA/VT Public	35.0	12.8	.30	15	25	35	40	60	1,893	5.0	.111	.389
NH/MA/ME Private	37.9	12.7	.33	20	30	40	45	60	1,468	2.1	.496	.166
NSSE 2018 & 2019	38.0	13.2	.02	20	30	40	45	60	388,772	2.0	.528	.153
Top 50%	39.3	13.0	.03	20	30	40	50	60	208,003	.7	.835	.051
Top 10%	41.0	13.0	.06	20	35	40	50	60	53,677	-1.0	.748	-.078
Reflective & Integrative Learning												
UNH Manchester (N = 18)	38.9	9.6	2.26	20	31	39	49	51				
NH/MA/VT Public	32.8	11.4	.25	14	26	31	40	54	2,054	6.1	.023	.537
NH/MA/ME Private	35.6	11.5	.29	20	29	37	43	57	1,575	3.3	.231	.284
NSSE 2018 & 2019	35.2	12.0	.02	17	26	34	43	57	416,888	3.6	.196	.305
Top 50%	36.8	11.8	.03	17	29	37	46	57	209,463	2.1	.449	.178
Top 10%	38.8	11.8	.06	20	31	40	46	60	43,393	.1	.961	.012
Learning Strategies												
UNH Manchester (N = 16)	35.0	14.5	3.63	13	20	33	47	60				
NH/MA/VT Public	36.0	13.2	.31	13	27	33	47	60	1,796	-1.0	.763	-.076
NH/MA/ME Private	38.2	13.4	.36	20	27	40	47	60	1,420	-3.2	.342	-.239
NSSE 2018 & 2019	38.1	13.8	.02	20	27	40	47	60	369,620	-3.1	.363	-.227
Top 50%	39.9	13.7	.03	20	33	40	53	60	179,817	-4.9	.155	-.356
Top 10%	42.5	14.0	.07	20	33	40	53	60	41,746	-7.5	.033	-.532
Quantitative Reasoning												
UNH Manchester (N = 16)	31.3	15.0	3.74	13	20	27	43	60				
NH/MA/VT Public	26.5	14.7	.34	0	20	27	40	53	1,837	4.7	.200	.322
NH/MA/ME Private	28.1	14.7	.39	0	20	27	40	60	1,424	3.2	.387	.217
NSSE 2018 & 2019	27.8	15.3	.03	0	20	27	40	60	375,351	3.4	.373	.223
Top 50%	29.3	15.2	.03	7	20	27	40	60	218,057	2.0	.602	.130
Top 10%	30.8	15.2	.06	7	20	33	40	60	58,397	.5	.900	.031
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 19)	36.6	12.9	2.96	20	25	30	45	60				
NH/MA/VT Public	29.6	13.1	.28	10	20	30	40	55	2,162	7.0	.021	.533
NH/MA/ME Private	32.2	13.6	.33	10	20	35	40	55	1,660	4.3	.165	.321
NSSE 2018 & 2019	32.4	14.7	.02	5	20	30	40	60	442,767	4.2	.217	.283
Top 50%	35.4	13.7	.03	15	25	35	45	60	227,246	1.2	.711	.085
Top 10%	37.7	13.6	.06	15	30	40	50	60	48,901	-1.1	.727	-.080
Discussions with Diverse Others												
UNH Manchester (N = 15)	43.0	19.3	5.00	5	30	50	60	60				
NH/MA/VT Public	36.5	15.2	.36	10	25	40	45	60	1,829	6.5	.101	.425
NH/MA/ME Private	38.9	15.4	.41	15	25	40	50	60	1,412	4.1	.302	.268
NSSE 2018 & 2019	39.4	15.6	.03	15	30	40	55	60	372,366	3.6	.370	.232
Top 50%	41.3	14.9	.03	20	30	40	55	60	215,848	1.7	.664	.112
Top 10%	43.2	14.4	.07	20	35	40	60	60	14	-.2	.962	-.017

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 Manchester (N = 18)	27.5	15.9	3.75	10	15	23	35	60				
NH/MA/VT Public	19.9	13.4	.30	0	10	20	30	40	1,973	7.6	.017	.563
NH/MA/ME Private	23.7	14.5	.38	0	15	20	30	55	1,504	3.8	.276	.259
NSSE 2018 & 2019	21.7	14.7	.02	0	10	20	30	50	400,904	5.8	.091	.398
Top 50%	24.9	14.8	.04	5	15	20	35	55	141,472	2.6	.461	.174
Top 10%	28.0	15.5	.10	5	15	25	40	60	22,143	-.5	.901	-.029
Effective Teaching Practices												
UNH Manchester (N = 18)	43.4	9.5	2.24	28	40	42	48	60				
NH/MA/VT Public	36.5	12.3	.28	16	28	36	44	60	1,891	6.9	.017	.564
NH/MA/ME Private	38.9	12.8	.34	20	30	40	48	60	1,466	4.6	.131	.358
NSSE 2018 & 2019	38.5	13.2	.02	16	28	40	48	60	388,390	5.0	.110	.376
Top 50%	40.6	13.2	.03	20	32	40	52	60	157,764	2.8	.366	.213
Top 10%	42.7	14.0	.07	20	32	44	56	60	17	.7	.744	.053
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 15)	47.1	9.6	2.47	23	42	50	50	60				
NH/MA/VT Public	41.2	11.9	.29	20	34	42	50	60	1,703	5.9	.057	.494
NH/MA/ME Private	42.8	12.2	.33	20	36	44	52	60	1,369	4.3	.177	.351
NSSE 2018 & 2019	42.6	12.1	.02	20	36	44	52	60	347,230	4.5	.155	.368
Top 50%	44.9	11.4	.03	24	38	46	54	60	145,104	2.2	.448	.196
Top 10%	47.1	11.8	.06	24	40	50	58	60	36,364	.0	.993	.002
Supportive Environment												
UNH Manchester (N = 15)	38.7	11.1	2.86	20	33	40	45	60				
NH/MA/VT Public	35.1	12.7	.31	15	25	35	43	58	1,737	3.6	.272	.285
NH/MA/ME Private	36.3	12.6	.34	15	28	38	45	58	1,400	2.4	.472	.187
NSSE 2018 & 2019	36.1	13.5	.02	15	28	38	45	60	358,717	2.6	.460	.191
Top 50%	38.1	13.2	.03	18	30	40	48	60	173,102	.5	.873	.041
Top 10%	40.1	13.2	.07	18	30	40	50	60	35,813	-1.4	.681	-.106

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 Manchester (N = 54)	41.3	11.7	1.59	20	35	40	50	60				
NH/MA/VT Public	39.1	13.6	.44	20	30	40	50	60	1,005	2.2	.236	.166
NH/MA/ME Private	40.3	13.3	.54	20	30	40	50	60	661	1.0	.591	.076
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	294,393	1.3	.490	.094
Top 50%	41.8	13.5	.04	20	35	40	55	60	123,000	-.5	.794	-.036
Top 10%	43.0	13.5	.07	20	35	40	55	60	33,580	-1.7	.345	-.129
Reflective & Integrative Learning												
UNH Manchester (N = 59)	37.6	12.8	1.67	17	29	37	49	60				
NH/MA/VT Public	37.9	12.4	.39	20	29	37	46	60	1,067	-.3	.845	-.026
NH/MA/ME Private	39.6	11.7	.46	20	31	40	49	60	692	-2.0	.216	-.169
NSSE 2018 & 2019	38.0	12.4	.02	17	29	37	46	60	309,874	-.4	.811	-.031
Top 50%	39.9	12.2	.04	20	31	40	49	60	117,530	-2.3	.151	-.187
Top 10%	41.6	12.2	.08	20	34	40	51	60	23,001	-4.0	.013	-.326
Learning Strategies												
UNH Manchester (N = 54)	37.7	14.5	1.97	13	27	40	53	60				
NH/MA/VT Public	38.4	14.5	.48	13	27	40	47	60	983	-.6	.757	-.043
NH/MA/ME Private	38.4	14.5	.60	13	27	40	47	60	637	-.6	.759	-.044
NSSE 2018 & 2019	38.5	14.5	.03	13	27	40	47	60	282,938	-.7	.707	-.051
Top 50%	40.8	14.4	.04	20	33	40	53	60	128,663	-3.1	.117	-.213
Top 10%	42.6	14.3	.07	20	33	40	60	60	41,062	-4.9	.012	-.340
Quantitative Reasoning												
UNH Manchester (N = 54)	28.4	15.1	2.05	0	20	27	40	53				
NH/MA/VT Public	27.4	16.1	.53	0	20	27	40	60	988	1.0	.670	.060
NH/MA/ME Private	28.4	16.2	.67	0	20	27	40	60	642	-.1	.971	-.005
NSSE 2018 & 2019	29.8	16.1	.03	0	20	27	40	60	286,442	-1.5	.500	-.092
Top 50%	31.3	16.0	.04	7	20	33	40	60	158,260	-2.9	.179	-.183
Top 10%	32.7	15.8	.08	7	20	33	40	60	43,921	-4.4	.042	-.277
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 58)	28.6	13.0	1.71	10	20	25	40	55				
NH/MA/VT Public	31.2	13.9	.43	10	20	30	40	55	1,107	-2.6	.163	-.188
NH/MA/ME Private	33.2	15.3	.60	10	20	35	45	60	704	-4.6	.026	-.306
NSSE 2018 & 2019	31.8	15.7	.03	5	20	30	40	60	57	-3.3	.060	-.209
Top 50%	36.1	14.0	.04	15	25	35	45	60	137,543	-7.6	.000	-.539
Top 10%	38.6	13.5	.09	15	30	40	50	60	21,903	-10.1	.000	-.743
Discussions with Diverse Others												
UNH Manchester (N = 54)	34.9	12.7	1.73	20	20	40	40	60				
NH/MA/VT Public	38.9	15.3	.50	15	25	40	50	60	62	-4.0	.029	-.265
NH/MA/ME Private	38.1	14.5	.60	15	25	40	50	60	632	-3.2	.115	-.224
NSSE 2018 & 2019	40.1	16.0	.03	15	30	40	55	60	53	-5.2	.004	-.327
Top 50%	42.0	15.6	.04	15	30	40	60	60	53	-7.2	.000	-.459
Top 10%	43.5	15.4	.08	20	35	45	60	60	53	-8.7	.000	-.563

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 Manchester (N = 57)	27.7	15.6	2.07	5	20	25	35	60				
NH/MA/VT Public	26.5	15.8	.50	0	15	25	35	60	1,043	1.2	.562	.079
NH/MA/ME Private	27.8	16.1	.65	5	15	25	40	60	675	.0	.989	-.002
NSSE 2018 & 2019	24.1	16.1	.03	0	10	20	35	55	300,828	3.7	.085	.228
Top 50%	29.9	15.9	.06	5	20	30	40	60	63,732	-2.1	.314	-.133
Top 10%	33.9	15.8	.16	10	20	35	45	60	9,718	-6.2	.003	-.391
Effective Teaching Practices												
UNH Manchester (N = 56)	42.9	12.5	1.67	20	36	44	52	60				
NH/MA/VT Public	39.8	13.5	.44	16	32	40	52	60	1,018	3.2	.089	.234
NH/MA/ME Private	40.5	12.7	.52	20	32	40	52	60	664	2.4	.175	.189
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	294,413	3.4	.066	.246
Top 50%	41.8	13.6	.04	20	32	40	52	60	102,712	1.2	.514	.087
Top 10%	43.5	13.5	.08	20	36	44	56	60	28,087	-.6	.750	-.043
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 49)	45.7	9.3	1.34	30	38	48	54	60				
NH/MA/VT Public	42.6	11.5	.38	23	35	44	52	60	948	3.1	.063	.274
NH/MA/ME Private	42.4	11.1	.47	22	34	44	50	60	610	3.3	.044	.301
NSSE 2018 & 2019	42.8	12.2	.02	20	36	44	52	60	263,196	2.9	.094	.240
Top 50%	45.2	11.8	.03	23	38	48	54	60	114,215	.5	.746	.046
Top 10%	47.4	12.0	.06	24	40	50	58	60	37,333	-1.7	.331	-.139
Supportive Environment												
UNH Manchester (N = 51)	31.1	14.1	1.98	10	20	30	40	55				
NH/MA/VT Public	31.8	13.5	.45	10	23	33	40	55	956	-.7	.720	-.052
NH/MA/ME Private	35.4	13.1	.55	13	28	35	43	60	618	-4.3	.027	-.324
NSSE 2018 & 2019	32.2	14.1	.03	10	23	33	40	58	277,226	-1.1	.595	-.075
Top 50%	34.8	13.9	.04	13	25	35	45	60	110,877	-3.6	.064	-.260
Top 10%	37.0	14.0	.10	13	28	38	48	60	21,041	-5.8	.003	-.415

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.