NSSE 2019

Multi-Year Report

University of New Hampshire

About Your Multi-Year Report

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

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data:* **nsse.indiana.edu/links/webinar**

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

Report sections

Administration Summaries (p. 3)   A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.

Engagement Results by Theme (pp. 4-7)   Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.

High-Impact Practices (pp. 8-9)   Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who *planned to do* an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.

Detailed Statistics (pp. 10-13)   Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

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

For further investigation

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

NSSE 2019 Multi-Year Report

Administration Summaries
University of New Hampshire

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

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013	22%	+/- 3.6%	577	444	133	31%	+/- 3.0%	726	594	132
2014	24%	+/- 3.5%	592	472	120	30%	+/- 3.2%	661	562	99
2015	32%	+/- 2.8%	864	660	204	33%	+/- 3.0%	738	585	153
2016	28%	+/- 3.1%	706	542	164	34%	+/- 2.5%	997	845	152
2017	29%	+/- 3.2%	658	488	170	28%	+/- 2.9%	794	654	140
2018	32%	+/- 3.0%	706	602	104	29%	+/- 2.8%	862	751	111
2019	25%	+/- 3.6%	574	482	92	23%	+/- 3.2%	711	632	79
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	Yes	Transferable Skills, Civic Engagement	No	No	No
2014	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2015	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2016	Email	Census	Yes	None	No	No	No
2017	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2018	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2019	Email	Census	Yes	FY Experiences / Sr Transitions, Honors Consortium	No	No	No
2020							

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

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
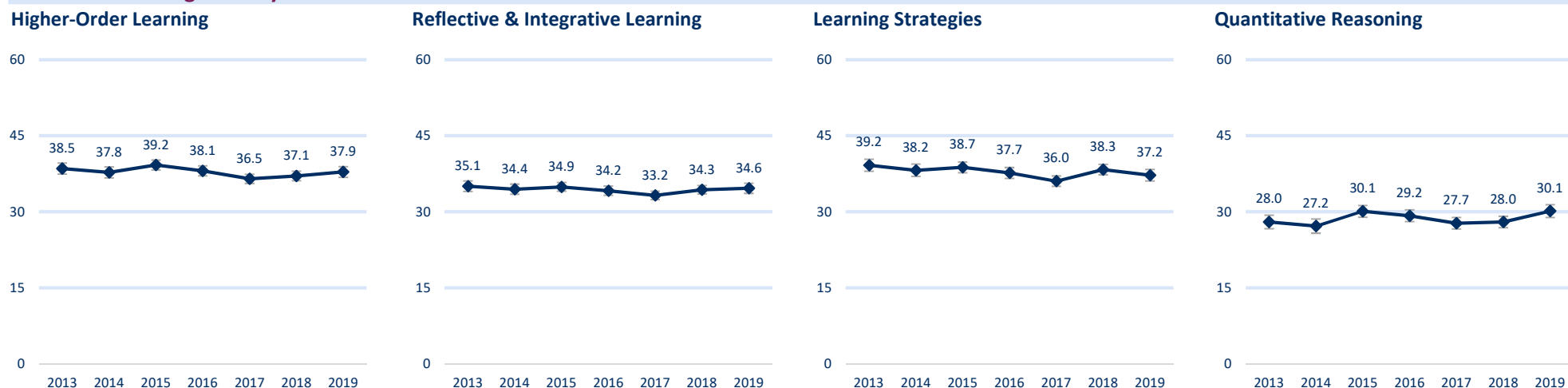
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
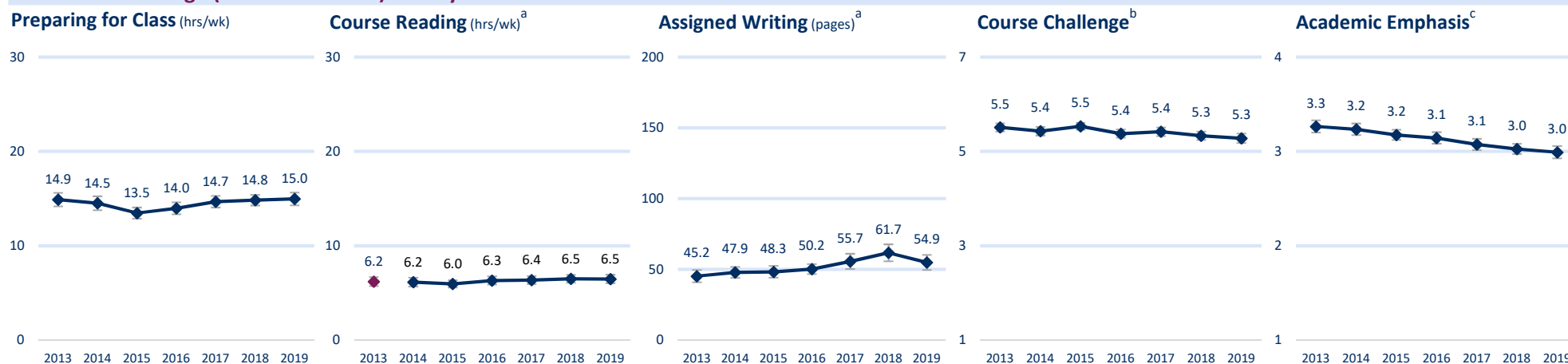
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

NSSE 2019 Multi-Year Report
Engagement Results by Theme
University of New Hampshire

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

Academic Challenge: First-year students

Higher-Order Learning

Year	Value
2013	38.5
2014	37.8
2015	39.2
2016	38.1
2017	36.5
2018	37.1
2019	37.9

Reflective & Integrative Learning

Year	Value
2013	35.1
2014	34.4
2015	34.9
2016	34.2
2017	33.2
2018	34.3
2019	34.6

Learning Strategies

Year	Value
2013	39.2
2014	38.2
2015	38.7
2016	37.7
2017	36.0
2018	38.3
2019	37.2

Quantitative Reasoning

Year	Value
2013	28.0
2014	27.2
2015	30.1
2016	29.2
2017	27.7
2018	28.0
2019	30.1

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

Year	Value
2013	14.9
2014	14.5
2015	13.5
2016	14.0
2017	14.7
2018	14.8
2019	15.0

Course Reading (hrs/wk)[a]

Year	Value
2013	6.2
2014	6.2
2015	6.0
2016	6.3
2017	6.4
2018	6.5
2019	6.5

Assigned Writing (pages)[a]

Year	Value
2013	45.2
2014	47.9
2015	48.3
2016	50.2
2017	55.7
2018	61.7
2019	54.9

Course Challenge[b]

Year	Value
2013	5.5
2014	5.4
2015	5.5
2016	5.4
2017	5.4
2018	5.3
2019	5.3

Academic Emphasis[c]

Year	Value
2013	3.3
2014	3.2
2015	3.2
2016	3.1
2017	3.1
2018	3.0
2019	3.0

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

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

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
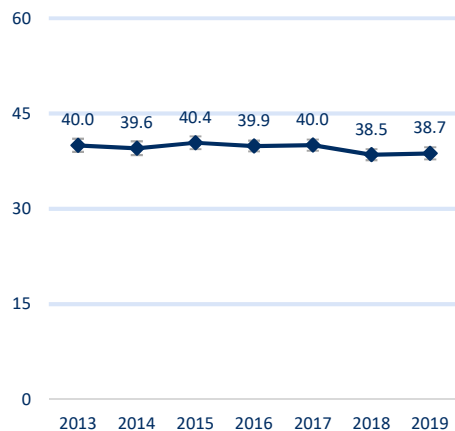
NSSE 2019 Multi-Year Report
Engagement Results by Theme
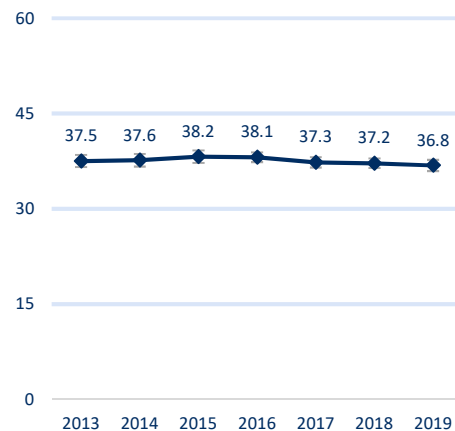## University of New Hampshire

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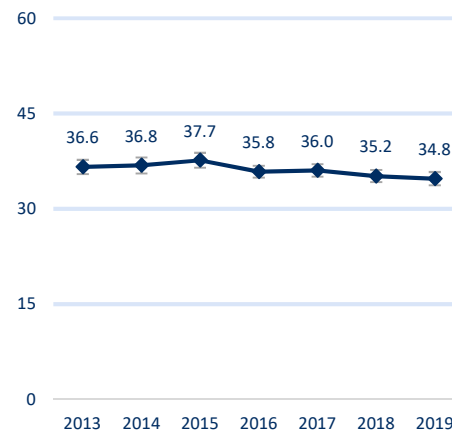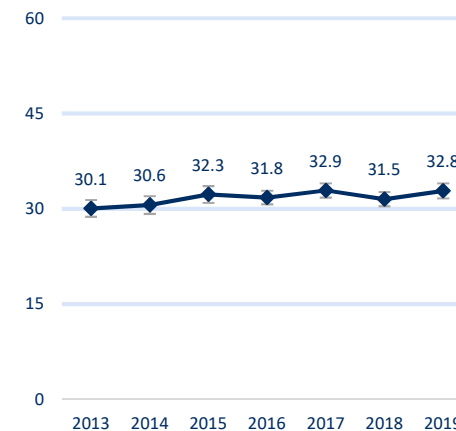
Academic Challenge: Seniors

Higher-Order Learning

2013	2014	2015	2016	2017	2018	2019
40.0	39.6	40.4	39.9	40.0	38.5	38.7

Reflective & Integrative Learning

2013	2014	2015	2016	2017	2018	2019
37.5	37.6	38.2	38.1	37.3	37.2	36.8

Learning Strategies

2013	2014	2015	2016	2017	2018	2019
36.6	36.8	37.7	35.8	36.0	35.2	34.8

Quantitative Reasoning

2013	2014	2015	2016	2017	2018	2019
30.1	30.6	32.3	31.8	32.9	31.5	32.8

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)
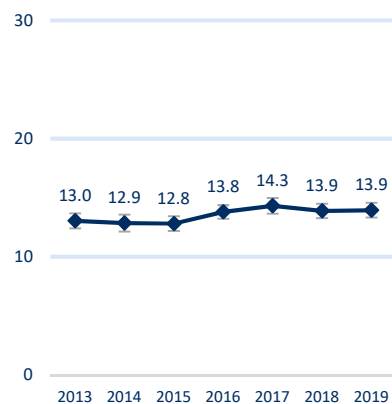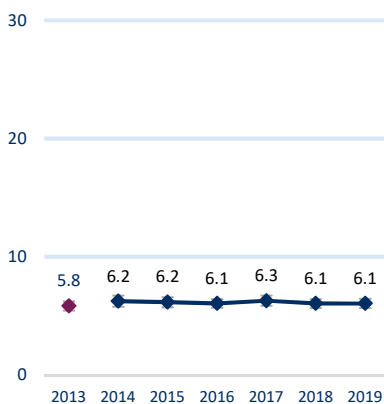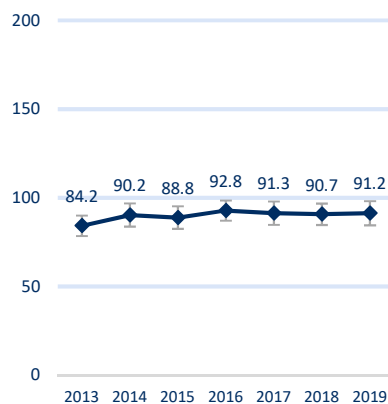
2013	2014	2015	2016	2017	2018	2019
13.0	12.9	12.8	13.8	14.3	13.9	13.9

Course Reading (hrs/wk)[a]

2013	2014	2015	2016	2017	2018	2019
5.8	6.2	6.2	6.1	6.3	6.1	6.1

Assigned Writing (pages)[a]

2013	2014	2015	2016	2017	2018	2019
84.2	90.2	88.8	92.8	91.3	90.7	91.2

Course Challenge[b]

2013	2014	2015	2016	2017	2018	2019
5.4	5.4	5.6	5.5	5.4	5.4	5.3

Academic Emphasis[c]

2013	2014	2015	2016	2017	2018	2019
3.1	3.1	3.1	3.1	3.1	3.0	3.0

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
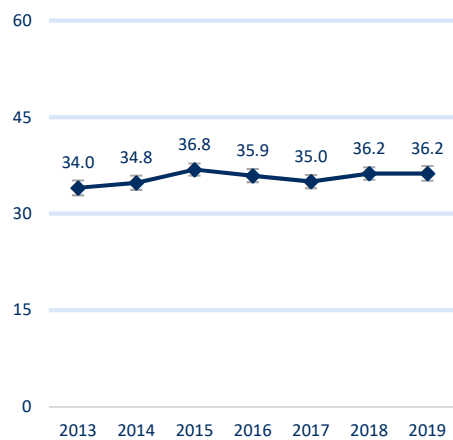
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
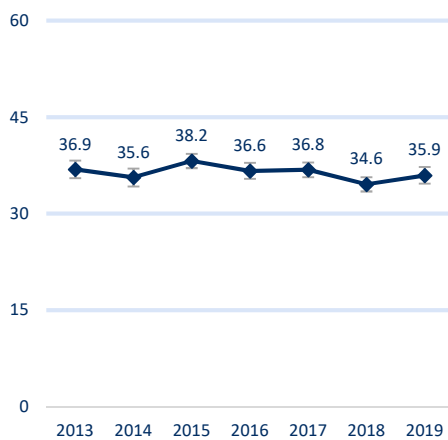
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

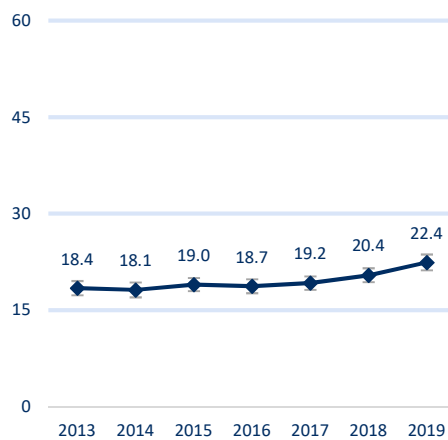## Learning with Peers: First-year students

Collaborative Learning

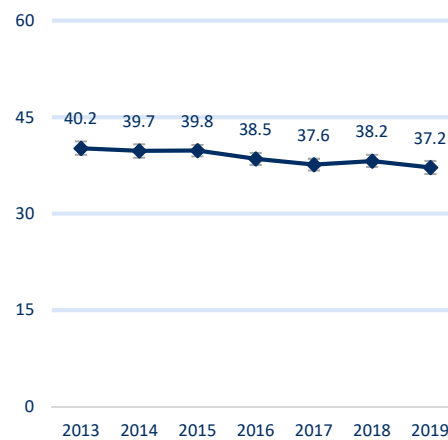Values by year: 2013: 34.0, 2014: 34.8, 2015: 36.8, 2016: 35.9, 2017: 35.0, 2018: 36.2, 2019: 36.2

Discussions with Diverse Others

Values by year: 2013: 36.9, 2014: 35.6, 2015: 38.2, 2016: 36.6, 2017: 36.8, 2018: 34.6, 2019: 35.9

Experiences with Faculty: First-year students

Student-Faculty Interaction

Values by year: 2013: 18.4, 2014: 18.1, 2015: 19.0, 2016: 18.7, 2017: 19.2, 2018: 20.4, 2019: 22.4

Effective Teaching Practices

Values by year: 2013: 40.2, 2014: 39.7, 2015: 39.8, 2016: 38.5, 2017: 37.6, 2018: 38.2, 2019: 37.2

Campus Environment: First-year students

Quality of Interactions
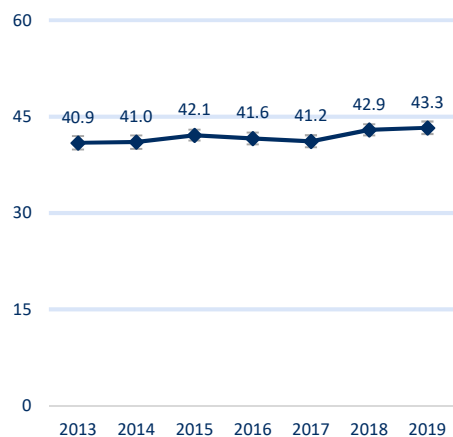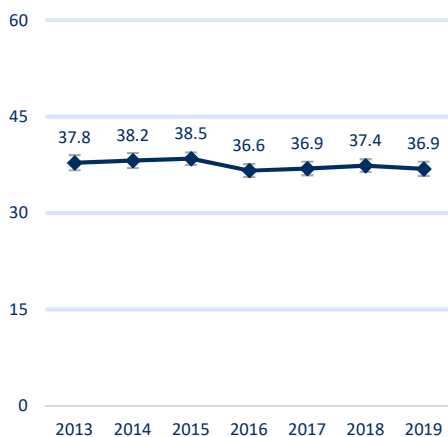
Values by year: 2013: 40.9, 2014: 41.0, 2015: 42.1, 2016: 41.6, 2017: 41.2, 2018: 42.9, 2019: 43.3

Supportive Environment

Values by year: 2013: 37.8, 2014: 38.2, 2015: 38.5, 2016: 36.6, 2017: 36.9, 2018: 37.4, 2019: 36.9

NSSE 2019 Multi-Year Report

Engagement Results by Theme
University of New Hampshire

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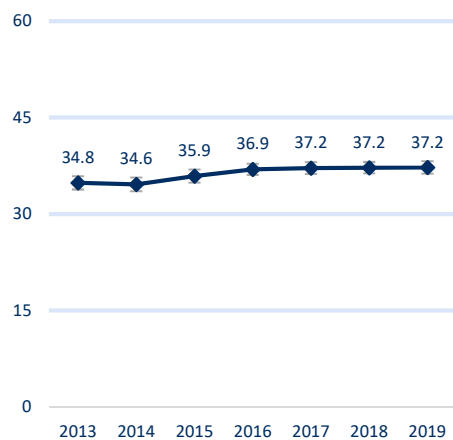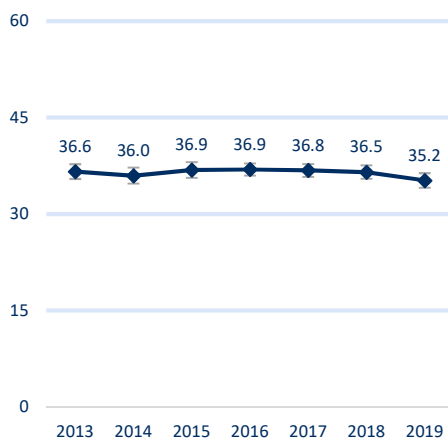10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

34.8 34.6 35.9 36.9 37.2 37.2 37.2
2013 2014 2015 2016 2017 2018 2019

Discussions with Diverse Others

36.6 36.0 36.9 36.9 36.8 36.5 35.2
2013 2014 2015 2016 2017 2018 2019

Experiences with Faculty: Seniors

Student-Faculty Interaction

24.4 24.6 25.8 26.5 26.7 27.3 26.4
2013 2014 2015 2016 2017 2018 2019

Effective Teaching Practices

40.2 40.7 41.1 40.7 39.6 40.1 38.8
2013 2014 2015 2016 2017 2018 2019
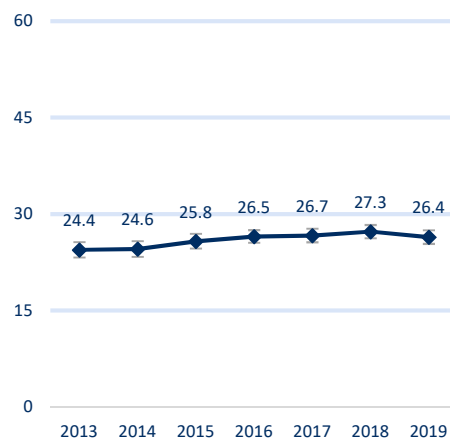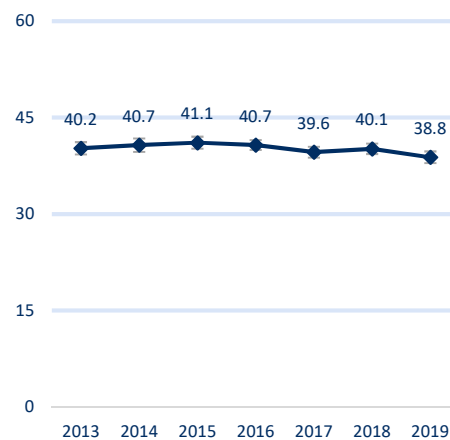
Campus Environment: Seniors

Quality of Interactions
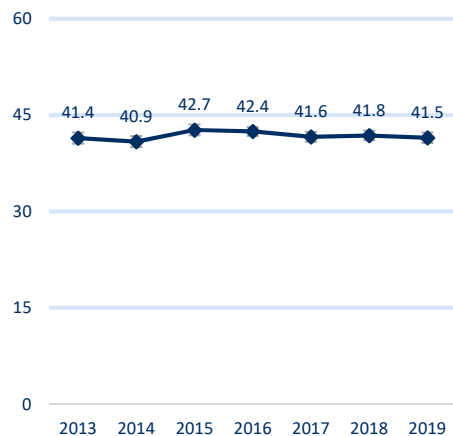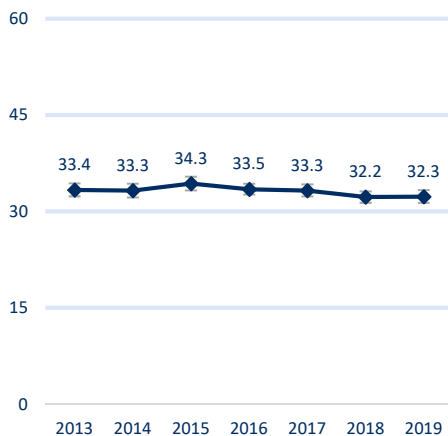
41.4 40.9 42.7 42.4 41.6 41.8 41.5
2013 2014 2015 2016 2017 2018 2019

Supportive Environment

33.4 33.3 34.3 33.5 33.3 32.2 32.3
2013 2014 2015 2016 2017 2018 2019

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

High-Impact Practices: First-year students

Service-Learning
(Some, most, or all courses)
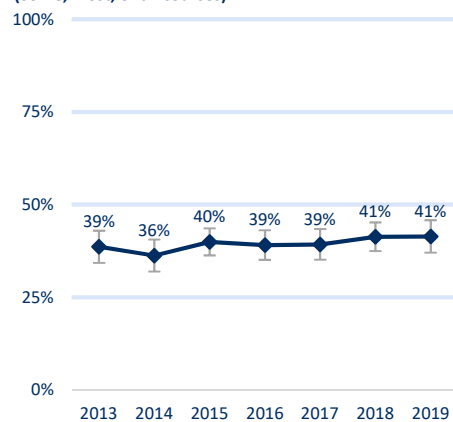
Learning Community
(Done or in progress)

Research with Faculty
(Done or in progress)
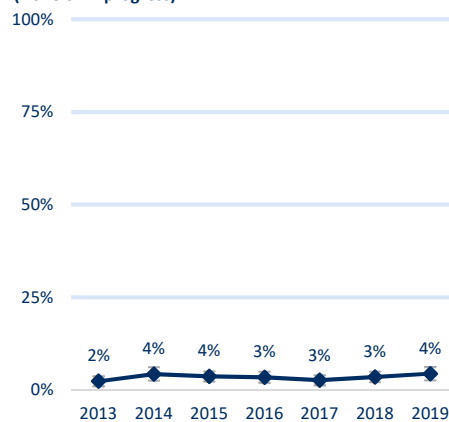
Internship/Field Experience
(Plan to do)
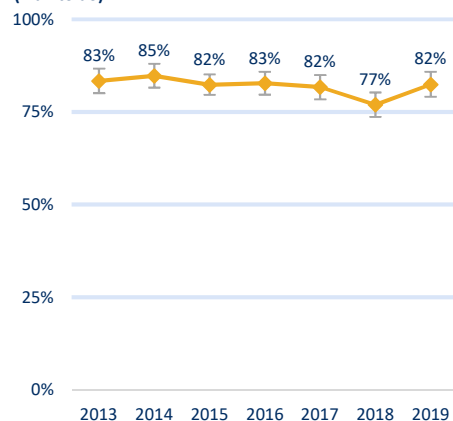
Study Abroad
(Plan to do)
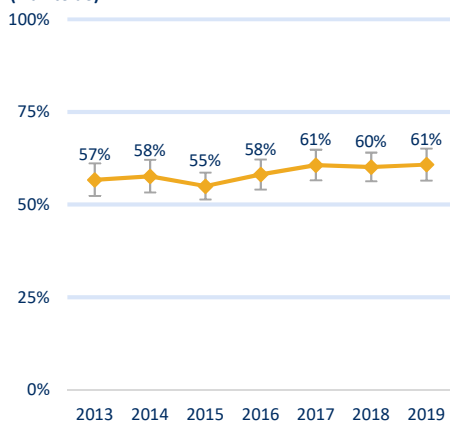
Culminating Senior Experience
(Plan to do)
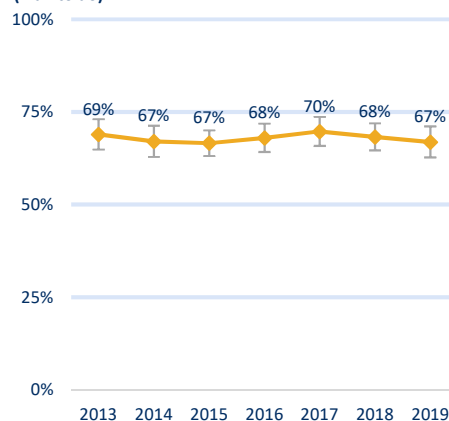
Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.
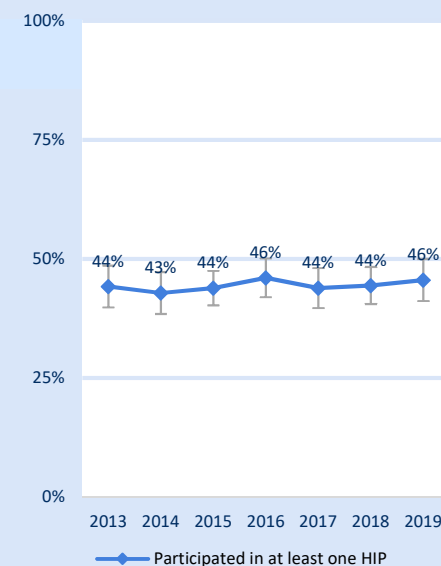
Participated in at least one HIP

NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

NSSE 2019 Multi-Year Report
## High-Impact Practices
University of New Hampshire

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

High-Impact Practices: Seniors

Service-Learning
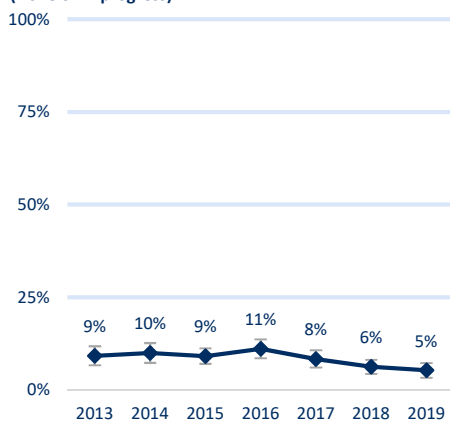**(Some, most, or all courses)**
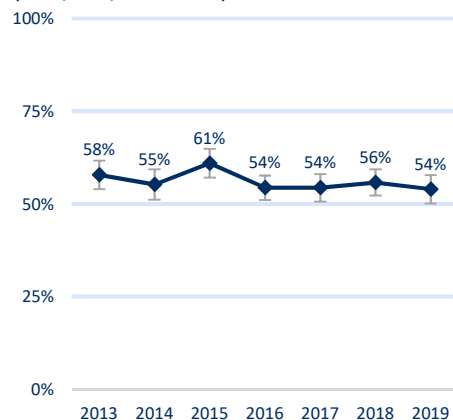
Learning Community
(Done or in progress)
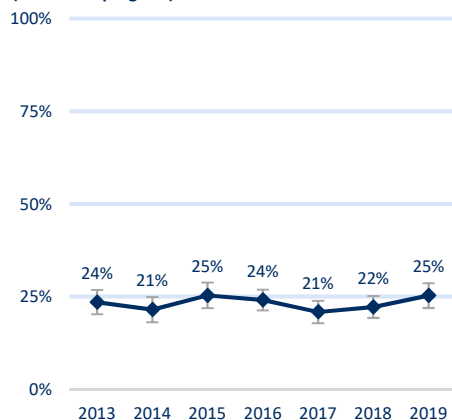

Research with Faculty
(Done or in progress)
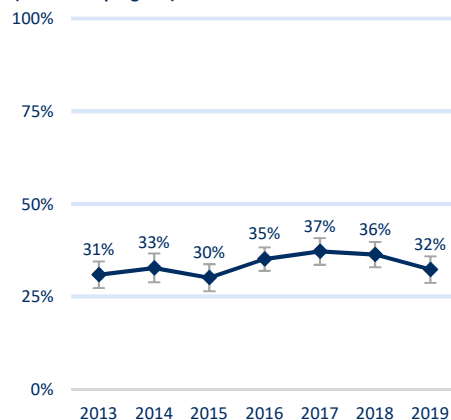
Internship/Field Experience
(Done or in progress)
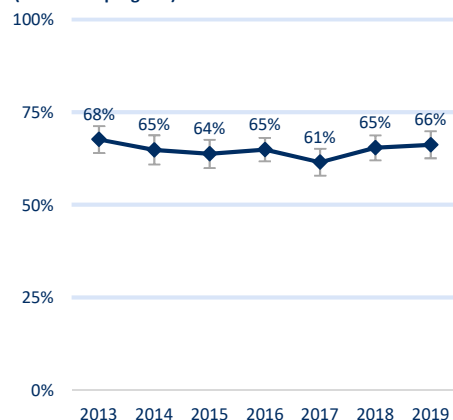
Study Abroad
(Done or in progress)
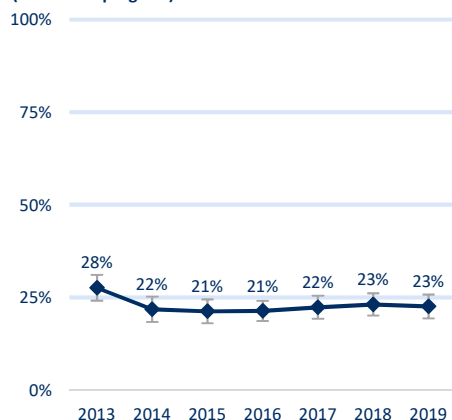
Culminating Senior Experience
(Done or in progress)
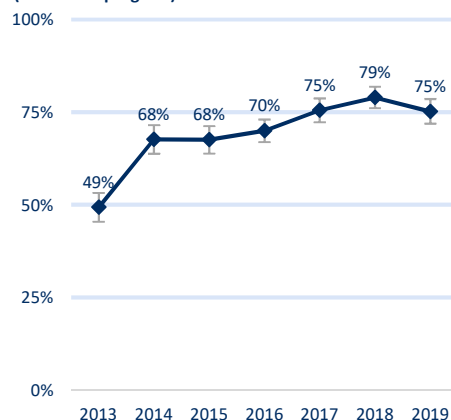
Overall senior HIP participation

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

— Participated in two or more HIPs
— Participated in one HIP

NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

|		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	Mean	**38.5**	**37.8**	**39.2**	**38.1**	**36.5**	**37.1**	**37.9**		**40.0**	**39.6**	**40.4**	**39.9**	**40.0**	**38.5**	**38.7**	
	n	514	517	767	634	618	641	508		665	595	663	921	755	792	665	
	SD	12.5	12.5	13.6	12.6	11.4	12.2	12.2		13.6	13.5	13.4	12.9	12.5	12.4	12.6	
	SE	.55	.55	.49	.50	.46	.48	.54		.53	.55	.52	.43	.45	.44	.49	
	CI upper bound	39.6	38.8	40.2	39.0	37.4	38.0	38.9		41.0	40.6	41.4	40.7	40.9	39.4	39.7	
	CI lower bound	37.4	36.7	38.3	37.1	35.6	36.1	36.8		39.0	38.5	39.4	39.1	39.1	37.7	37.8	
Reflective & Integrative Learning	Mean	**35.1**	**34.4**	**34.9**	**34.2**	**33.2**	**34.3**	**34.6**		**37.5**	**37.6**	**38.2**	**38.1**	**37.3**	**37.2**	**36.8**	
	n	538	529	795	658	632	659	537		691	629	683	959	773	824	681	
	SD	12.2	11.8	12.4	11.8	10.6	11.0	11.8		12.7	12.7	13.2	12.2	11.6	11.1	11.7	
	SE	.53	.51	.44	.46	.42	.43	.51		.48	.51	.50	.39	.42	.39	.45	
	CI upper bound	36.1	35.4	35.8	35.1	34.1	35.2	35.6		38.5	38.6	39.2	38.9	38.1	37.9	37.7	
	CI lower bound	34.0	33.4	34.0	33.3	32.4	33.5	33.6		36.6	36.7	37.2	37.4	36.5	36.4	36.0	
Learning Strategies	Mean	**39.2**	**38.2**	**38.7**	**37.7**	**36.0**	**38.3**	**37.2**		**36.6**	**36.8**	**37.7**	**35.8**	**36.0**	**35.2**	**34.8**	
	n	484	479	714	571	541	620	493		636	553	618	871	687	766	648	
	SD	13.4	13.6	14.4	13.0	12.1	12.9	12.8		14.4	15.2	14.9	14.1	13.2	13.6	13.6	
	SE	.61	.62	.54	.54	.52	.52	.58		.57	.65	.60	.48	.50	.49	.53	
	CI upper bound	40.4	39.4	39.8	38.7	37.1	39.3	38.3		37.7	38.1	38.8	36.8	37.0	36.1	35.8	
	CI lower bound	38.0	37.0	37.7	36.6	35.0	37.3	36.1		35.5	35.6	36.5	34.9	35.1	34.2	33.7	
Quantitative Reasoning	Mean	**28.0**	**27.2**	**30.1**	**29.2**	**27.7**	**28.0**	**30.1**		**30.1**	**30.6**	**32.3**	**31.8**	**32.9**	**31.5**	**32.8**	
	n	526	521	770	637	609	632	495		677	613	669	923	745	772	650	
	SD	15.6	16.3	16.4	14.9	14.3	14.4	14.3		17.6	17.8	17.5	16.6	15.5	16.0	15.5	
	SE	.68	.71	.59	.59	.58	.57	.64		.68	.72	.68	.55	.57	.58	.61	
	CI upper bound	29.3	28.6	31.3	30.4	28.9	29.1	31.4		31.4	32.0	33.6	32.8	34.0	32.7	34.0	
	CI lower bound	26.7	25.8	28.9	28.1	26.6	26.9	28.9		28.7	29.2	30.9	30.7	31.8	30.4	31.6	
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean	**14.9**	**14.5**	**13.5**	**14.0**	**14.7**	**14.8**	**15.0**		**13.0**	**12.9**	**12.8**	**13.8**	**14.3**	**13.9**	**13.9**	
	n	450	431	666	550	501	615	485		602	532	592	843	661	756	640	
	SD	7.7	7.9	7.7	7.6	7.0	7.2	7.6		7.9	8.4	7.8	8.6	8.6	8.5	8.1	
	SE	.36	.38	.30	.33	.31	.29	.35		.32	.36	.32	.30	.33	.31	.32	
	CI upper bound	15.6	15.2	14.1	14.6	15.3	15.4	15.6		13.7	13.6	13.4	14.4	15.0	14.5	14.6	
	CI lower bound	14.2	13.8	12.9	13.3	14.1	14.3	14.3		12.4	12.1	12.2	13.2	13.7	13.3	13.3	
Course Reading — Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	Mean	**6.2**	**6.2**	**6.0**	**6.3**	**6.4**	**6.5**	**6.5**		**5.8**	**6.2**	**6.2**	**6.1**	**6.3**	**6.1**	**6.1**	
	n	451	420	650	545	496	612	483		598	526	580	840	656	749	633	
	SD	5.1	4.9	5.0	5.1	4.7	5.2	5.1		4.8	5.6	5.2	5.3	5.6	5.3	5.0	
	SE	.24	.24	.19	.22	.21	.21	.23		.20	.25	.22	.18	.22	.19	.20	
	CI upper bound	6.7	6.6	6.3	6.8	6.8	6.9	6.9		6.2	6.7	6.6	6.4	6.7	6.4	6.4	
	CI lower bound	5.7	5.7	5.6	5.9	6.0	6.1	6.0		5.4	5.8	5.7	5.7	5.9	5.7	5.7	

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

NSSE
national survey of student engagement

		First-year students								**Seniors**							
		2013	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*	**45.2**	**47.9**	**48.3**	**50.2**	**55.7**	**61.7**	**54.9**		**84.2**	**90.2**	**88.8**	**92.8**	**91.3**	**90.7**	**91.2**	
Estimated number of pages	*n*	457	459	681	564	549	633	497		599	531	594	853	694	765	654	
calculated from three survey	*SD*	47.6	42.9	55.3	43.0	64.1	76.8	60.0		72.0	76.8	78.8	84.4	89.0	85.5	88.4	
questions.	*SE*	2.23	2.00	2.12	1.81	2.74	3.05	2.69		2.94	3.33	3.23	2.89	3.38	3.09	3.46	
	CI upper bound	49.6	51.8	52.4	53.7	61.0	67.7	60.2		90.0	96.8	95.1	98.4	97.9	96.7	98.0	
	CI lower bound	40.9	44.0	44.1	46.7	50.3	55.8	49.6		78.4	83.7	82.4	87.1	84.7	84.6	84.5	
Course Challenge	*Mean*	**5.5**	**5.4**	**5.5**	**5.4**	**5.4**	**5.3**	**5.3**		**5.4**	**5.4**	**5.6**	**5.5**	**5.4**	**5.4**	**5.3**	
Extent to which courses challenged	*n*	492	487	730	579	537	622	496		643	563	613	877	689	769	650	
students to do their best work (1 =	*SD*	1.0	1.0	1.0	1.1	1.1	1.1	1.1		1.1	1.2	1.1	1.1	1.2	1.3	1.3	
"Not at all" to 7 = "Very much").	*SE*	.04	.05	.04	.05	.05	.05	.05		.04	.05	.04	.04	.05	.05	.05	
	CI upper bound	5.6	5.5	5.6	5.5	5.5	5.4	5.4		5.5	5.5	5.6	5.5	5.5	5.4	5.4	
	CI lower bound	5.4	5.3	5.5	5.3	5.3	5.2	5.2		5.4	5.3	5.5	5.4	5.3	5.3	5.2	
Academic Emphasis	*Mean*	**3.3**	**3.2**	**3.2**	**3.1**	**3.1**	**3.0**	**3.0**		**3.1**	**3.1**	**3.1**	**3.1**	**3.1**	**3.0**	**3.0**	
Perceived institutional emphasis on	*n*	455	441	673	558	509	616	483		605	530	592	851	667	760	643	
spending significant time studying	*SD*	0.7	0.7	0.7	0.7	0.7	0.7	0.7		0.8	0.8	0.7	0.7	0.7	0.7	0.7	
and on academic work (1 = "Very	*SE*	.03	.03	.03	.03	.03	.03	.03		.03	.03	.03	.03	.03	.03	.03	
little," 2 = "Some," 3 = "Quite a bit,"	*CI upper bound*	3.3	3.3	3.2	3.2	3.1	3.1	3.1		3.1	3.2	3.2	3.2	3.2	3.0	3.0	
and 4 = "Very much").	*CI lower bound*	3.2	3.2	3.1	3.1	3.0	3.0	2.9		3.0	3.0	3.0	3.1	3.1	2.9	2.9	
Learning with Peers																	
Collaborative Learning	*Mean*	**34.0**	**34.8**	**36.8**	**35.9**	**35.0**	**36.2**	**36.2**		**34.8**	**34.6**	**35.9**	**36.9**	**37.2**	**37.2**	**37.2**	
	n	544	542	811	670	641	683	556		688	627	692	957	778	841	697	
	SD	13.8	13.1	13.7	13.5	13.3	12.9	13.7		13.8	13.8	13.7	13.6	13.2	13.2	13.1	
	SE	.59	.56	.48	.52	.53	.49	.58		.53	.55	.52	.44	.47	.46	.50	
	CI upper bound	35.2	35.9	37.8	36.9	36.0	37.2	37.4		35.9	35.7	36.9	37.8	38.1	38.1	38.2	
	CI lower bound	32.8	33.7	35.9	34.9	33.9	35.3	35.1		33.8	33.5	34.9	36.1	36.2	36.3	36.3	
Discussions with Diverse Others	*Mean*	**36.9**	**35.6**	**38.2**	**36.6**	**36.8**	**34.6**	**35.9**		**36.6**	**36.0**	**36.9**	**36.9**	**36.8**	**36.5**	**35.2**	
	n	487	485	727	578	539	628	498		642	564	620	876	691	763	654	
	SD	15.3	15.5	15.3	15.0	13.7	14.1	14.8		14.7	15.1	15.5	14.4	13.5	14.6	14.8	
	SE	.69	.71	.57	.63	.59	.56	.66		.58	.64	.62	.49	.51	.53	.58	
	CI upper bound	38.2	37.0	39.3	37.9	38.0	35.7	37.3		37.7	37.2	38.1	37.9	37.8	37.6	36.4	
	CI lower bound	35.5	34.2	37.1	35.4	35.6	33.4	34.6		35.5	34.7	35.6	36.0	35.8	35.5	34.1	

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

NSSE 2019 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
University of New Hampshire

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	Mean	**18.4**	**18.1**	**19.0**	**18.7**	**19.2**	**20.4**	**22.4**		**24.4**	**24.6**	**25.8**	**26.5**	**26.7**	**27.3**	**26.4**	
	n	529	520	773	632	621	645	523		679	610	670	935	762	800	670	
	SD	13.0	13.5	14.6	13.9	13.2	14.0	14.3		15.8	15.5	15.1	15.3	15.0	14.8	13.8	
	SE	.57	.59	.53	.55	.53	.55	.63		.61	.63	.58	.50	.54	.52	.53	
	CI upper bound	19.5	19.3	20.0	19.8	20.2	21.5	23.6		25.6	25.8	26.9	27.5	27.7	28.3	27.5	
	CI lower bound	17.3	17.0	17.9	17.6	18.2	19.3	21.2		23.2	23.3	24.6	25.5	25.6	26.2	25.4	
Effective Teaching Practices	Mean	**40.2**	**39.7**	**39.8**	**38.5**	**37.6**	**38.2**	**37.2**		**40.2**	**40.7**	**41.1**	**40.7**	**39.6**	**40.1**	**38.8**	
	n	530	526	782	644	618	644	508		684	614	676	935	760	792	666	
	SD	12.2	12.1	12.9	12.1	11.6	12.1	11.8		12.8	13.1	12.3	12.0	11.8	11.6	12.1	
	SE	.53	.53	.46	.48	.47	.48	.52		.49	.53	.47	.39	.43	.41	.47	
	CI upper bound	41.2	40.8	40.7	39.4	38.5	39.1	38.2		41.2	41.8	42.0	41.5	40.5	41.0	39.7	
	CI lower bound	39.1	38.7	38.9	37.6	36.7	37.3	36.1		39.3	39.7	40.2	40.0	38.8	39.3	37.9	
Campus Environment																	
Quality of Interactions	Mean	**40.9**	**41.0**	**42.1**	**41.6**	**41.2**	**42.9**	**43.3**		**41.4**	**40.9**	**42.7**	**42.4**	**41.6**	**41.8**	**41.5**	
	n	472	458	702	557	514	604	473		630	553	607	861	677	753	633	
	SD	11.6	11.5	11.3	11.2	10.8	10.7	10.8		11.1	10.2	10.7	10.4	10.3	10.1	10.4	
	SE	.53	.54	.43	.48	.47	.44	.50		.44	.43	.43	.35	.39	.37	.41	
	CI upper bound	42.0	42.1	43.0	42.5	42.1	43.8	44.2		42.3	41.7	43.5	43.1	42.4	42.6	42.3	
	CI lower bound	39.9	40.0	41.3	40.7	40.2	42.1	42.3		40.6	40.0	41.8	41.8	40.9	41.1	40.7	
Supportive Environment	Mean	**37.8**	**38.2**	**38.5**	**36.6**	**36.9**	**37.4**	**36.9**		**33.4**	**33.3**	**34.3**	**33.5**	**33.3**	**32.2**	**32.3**	
	n	454	433	667	550	504	616	482		599	529	589	847	658	762	640	
	SD	12.9	12.4	12.7	12.2	12.2	12.5	12.5		12.6	12.7	13.3	12.5	12.6	12.4	12.9	
	SE	.60	.59	.49	.52	.54	.50	.57		.52	.55	.55	.43	.49	.45	.51	
	CI upper bound	39.0	39.3	39.4	37.6	38.0	38.4	38.0		34.4	34.3	35.4	34.3	34.2	33.1	33.3	
	CI lower bound	36.6	37.0	37.5	35.6	35.9	36.4	35.8		32.3	32.2	33.3	32.6	32.3	31.4	31.3	

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

NSSE 2019 Multi-Year Report
Detailed Statistics: High-Impact Practices
University of New Hampshire

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%	39	36	40	39	39	41	41		58	55	61	54	54	56	54	
	n	488	482	699	573	533	622	487		640	564	606	877	689	767	649	
	SE	2.2	2.2	1.9	2.0	2.1	2.0	2.2		2.0	2.1	2.0	1.7	1.9	1.8	2.0	
	CI upper bound (%)	43	41	44	43	43	45	46		62	59	65	58	58	59	58	
	CI lower bound (%)	34	32	36	35	35	37	37		54	51	57	51	51	52	50	
Learning Community[a]	%	9	10	9	11	8	6	5		24	21	25	24	21	22	25	
	n	490	479	722	576	533	622	488		639	565	613	876	687	767	646	
	SE	1.3	1.4	1.1	1.3	1.2	1.0	1.0		1.7	1.7	1.8	1.4	1.6	1.5	1.7	
	CI upper bound (%)	12	13	11	14	11	8	7		27	25	29	27	24	25	29	
	CI lower bound (%)	7	7	7	9	6	4	3		20	18	22	21	18	19	22	
Research with Faculty[a]	%	2	4	4	3	3	3	4		31	33	30	35	37	36	32	
	n	485	479	724	574	532	624	486		639	560	611	873	689	765	648	
	SE	0.7	0.9	0.7	0.8	0.7	0.7	0.9		1.8	2.0	1.9	1.6	1.8	1.7	1.8	
	CI upper bound (%)	4	6	5	5	4	5	6		35	37	34	38	41	40	36	
	CI lower bound (%)	1	2	2	2	1	2	3		27	29	26	32	34	33	29	
Internship or Field Experience[b] (First-year results: Plan to do)	%	83	85	82	83	82	77	82		68	65	64	65	61	65	66	
	n	491	487	732	578	538	626	493		644	565	621	882	691	768	649	
	SE	1.7	1.6	1.4	1.6	1.7	1.7	1.7		1.8	2.0	1.9	1.6	1.9	1.7	1.9	
	CI upper bound (%)	87	88	85	86	85	80	86		71	69	68	68	65	69	70	
	CI lower bound (%)	80	82	80	80	78	74	79		64	61	60	62	58	62	63	
Study Abroad[b] (First-year results: Plan to do)	%	57	58	55	58	61	60	61		28	22	21	21	22	23	23	
	n	490	481	725	573	535	619	487		638	563	617	876	687	766	648	
	SE	2.2	2.3	1.8	2.1	2.1	2.0	2.2		1.8	1.7	1.6	1.4	1.6	1.5	1.6	
	CI upper bound (%)	61	62	59	62	65	64	65		31	25	24	24	25	26	26	
	CI lower bound (%)	52	53	51	54	57	56	56		24	18	18	19	19	20	19	
Culminating Senior Experience[b] (First-year results: Plan to do)	%	69	67	67	68	70	68	67		49	68	68	70	75	79	75	
	n	490	482	719	576	532	622	488		639	564	613	878	689	767	648	
	SE	2.1	2.1	1.8	1.9	2.0	1.9	2.1		2.0	2.0	1.9	1.5	1.6	1.5	1.7	
	CI upper bound (%)	73	71	70	72	74	72	71		53	72	71	73	79	82	79	
	CI lower bound (%)	65	63	63	64	66	65	63		45	64	64	67	72	76	72	
Overall HIP Participation[c]																	
Participated in one HIP	%	39	36	38	39	38	39	41		16	14	14	17	13	15	15	
	n	492	486	727	579	535	626	489		645	566	623	882	691	771	649	
	SE	2.2	2.2	1.8	2.0	2.1	2.0	2.2		1.5	1.4	1.4	1.3	1.3	1.3	1.4	
	CI upper bound (%)	43	41	41	43	43	43	45		19	17	16	20	16	18	18	
	CI lower bound (%)	35	32	34	35	34	36	37		14	11	11	15	11	13	13	
Participated in two or more HIPs	%	5	7	6	7	5	5	5		76	80	78	77	81	81	81	
	n	492	486	727	579	535	626	489		645	566	623	882	691	771	649	
	SE	1.0	1.1	0.9	1.0	1.0	0.9	1.0		1.7	1.7	1.7	1.4	1.5	1.4	1.6	
	CI upper bound (%)	7	9	8	9	7	7	6		79	83	82	80	84	84	84	
	CI lower bound (%)	3	4	4	5	4	3	3		72	77	75	75	78	78	77	

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

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

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

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

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