
NSSE 2015

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 first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

Responses to each item in a given EI are 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 2014 and 2015 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, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

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., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 New England Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NE & National Comp
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 New England Public	Your seniors compared with Carnegie Class	Your seniors compared with NE & National Comp
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

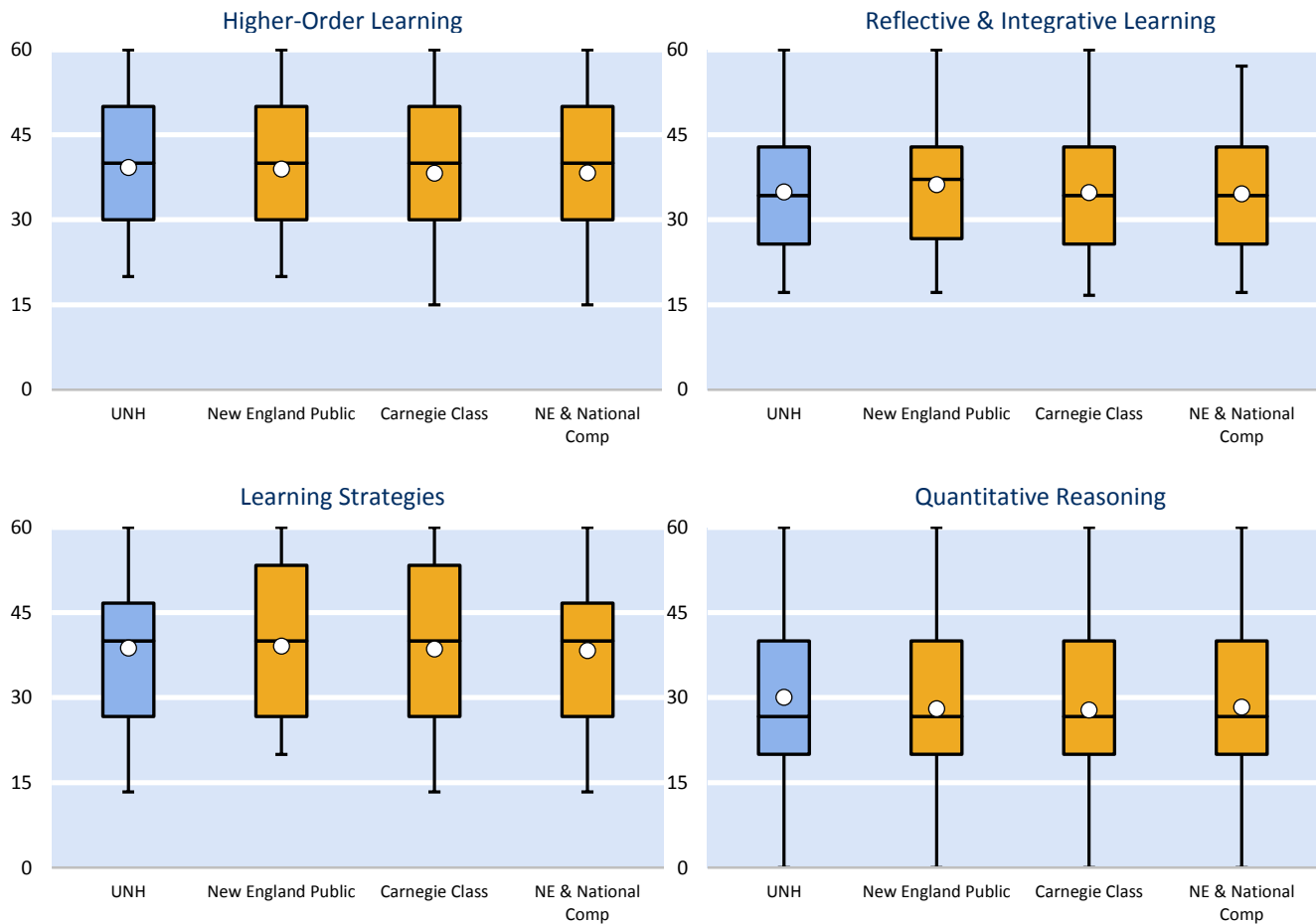
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		New England Public		Carnegie Class		NE & National Comp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.9	.02	38.2	.07	38.3	.07
Reflective & Integrative Learning	34.9	36.2 **	-.10	34.8	.01	34.6	.03
Learning Strategies	38.7	39.1	-.02	38.6	.01	38.3	.03
Quantitative Reasoning	30.1	28.1 **	.12	27.8 ***	.14	28.3 **	.11

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)

Summary of Indicator Items

	UNH	New England Public	Carnegie Class	NE & National Comp
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	76	72	72	75
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	73	71	73
4d. Evaluating a point of view, decision, or information source	68	70	67	65
4e. Forming a new idea or understanding from various pieces of information	68	69	65	65
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	56	58	54	55
2b. Connected your learning to societal problems or issues	52	56	49	51
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	52	47	46
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	63	61	59
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	68	65	63
2f. Learned something that changed the way you understand an issue or concept	65	66	63	63
2g. Connected ideas from your courses to your prior experiences and knowledge	77	78	75	75
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	81	78	79
9b. Reviewed your notes after class	63	64	64	62
9c. Summarized what you learned in class or from course materials	64	63	61	61
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	52	54	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	40	38	39
6c. Evaluated what others have concluded from numerical information	46	39	38	40

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.

Academic Challenge: Seniors

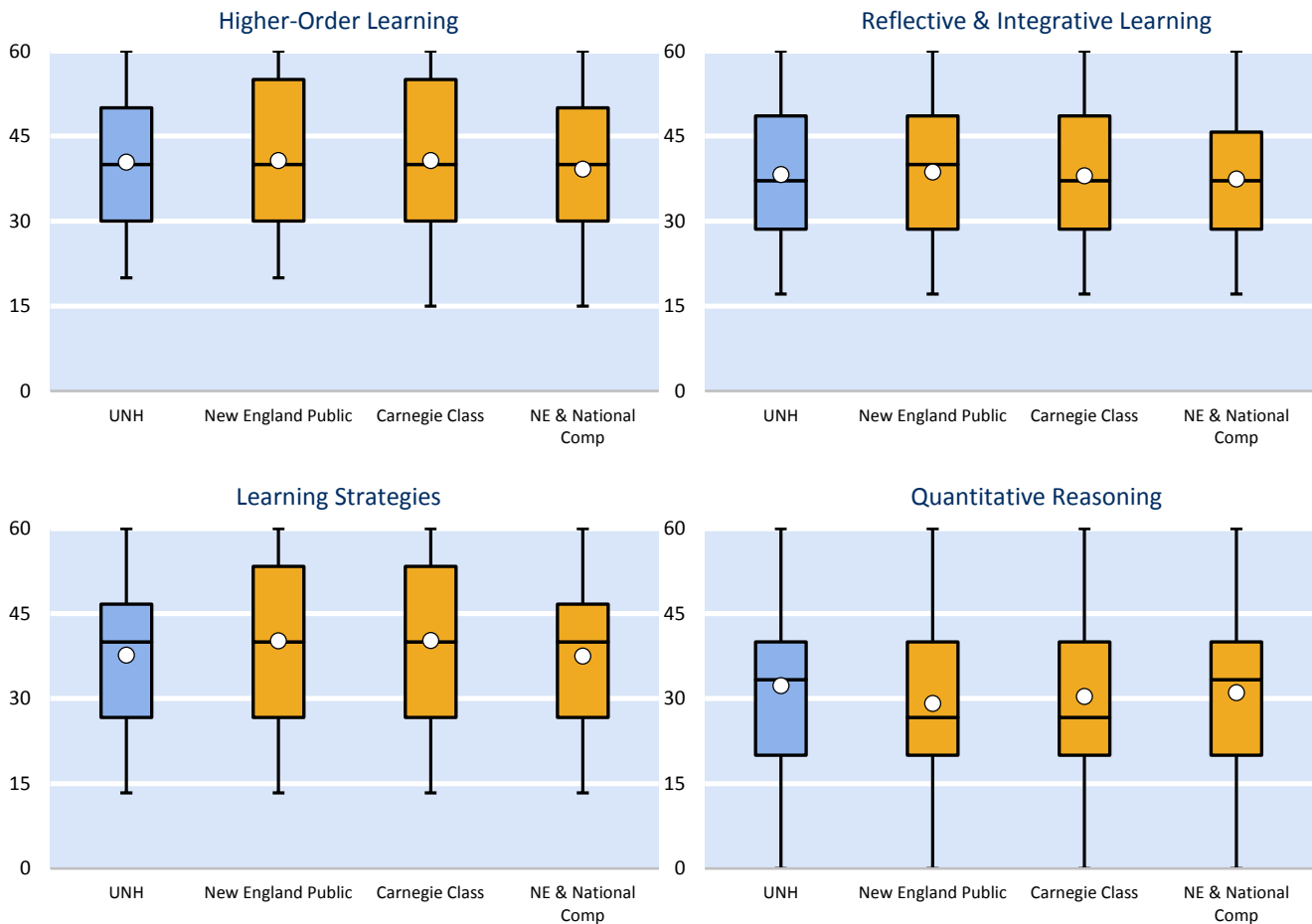
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		New England Public		Carnegie Class		NE & National Comp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	40.7	-.02	40.7	-.02	39.2 *	.09
Reflective & Integrative Learning	38.2	38.7	-.03	38.0	.02	37.4	.06
Learning Strategies	37.7	40.2 ***	-.17	40.2 ***	-.17	37.5	.01
Quantitative Reasoning	32.3	29.1 ***	.18	30.4 **	.11	31.1	.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



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	UNH	New England Public	Carnegie Class	NE & National Comp
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82 	78 	79 	77 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	76 	77 	74 
4d. Evaluating a point of view, decision, or information source	71 	71 	69 	64 
4e. Forming a new idea or understanding from various pieces of information	72 	72 	71 	66 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	75 	71 	72 	72 
2b. Connected your learning to societal problems or issues	64 	65 	61 	60 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	55 	50 	48 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	65 	64 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	70 	69 	67 
2f. Learned something that changed the way you understand an issue or concept	68 	70 	68 	68 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	82 	82 	81 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78 	83 	82 	80 
9b. Reviewed your notes after class	58 	63 	64 	56 
9c. Summarized what you learned in class or from course materials	60 	65 	65 	58 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61 	51 	56 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	44 	45 	45 
6c. Evaluated what others have concluded from numerical information	51 	44 	45 	48 

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.

Learning with Peers: First-year students

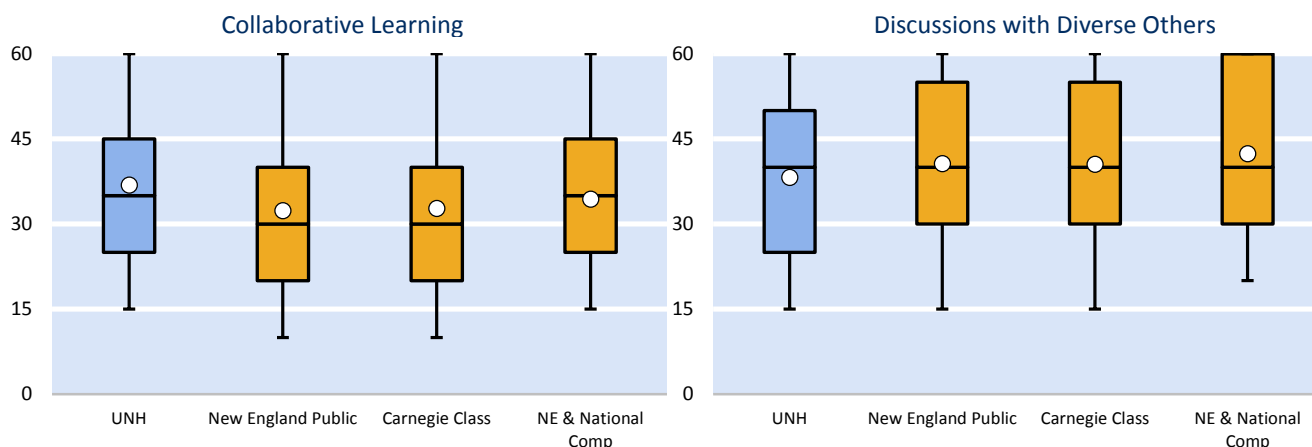
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		New England Public		Carnegie Class		NE & National Comp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.8	32.3 ***	.32	32.7 ***	.30	34.4 ***	.18
Discussions with Diverse Others	38.2	40.6 ***	-.15	40.5 ***	-.15	42.4 ***	-.28

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



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Summary of Indicator Items

Collaborative Learning

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

	UNH	New England Public	Carnegie Class	NE & National Comp
1e. Asked another student to help you understand course material	60	50	52	58
1f. Explained course material to one or more students	66	58	59	63
1g. Prepared for exams by discussing or working through course material with other students	63	51	50	56
1h. Worked with other students on course projects or assignments	64	51	53	52

Discussions with Diverse Others

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

	UNH	New England Public	Carnegie Class	NE & National Comp
8a. People from a race or ethnicity other than your own	59	71	70	75
8b. People from an economic background other than your own	71	74	72	76
8c. People with religious beliefs other than your own	66	70	69	74
8d. People with political views other than your own	70	67	68	70

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.

Learning with Peers: Seniors

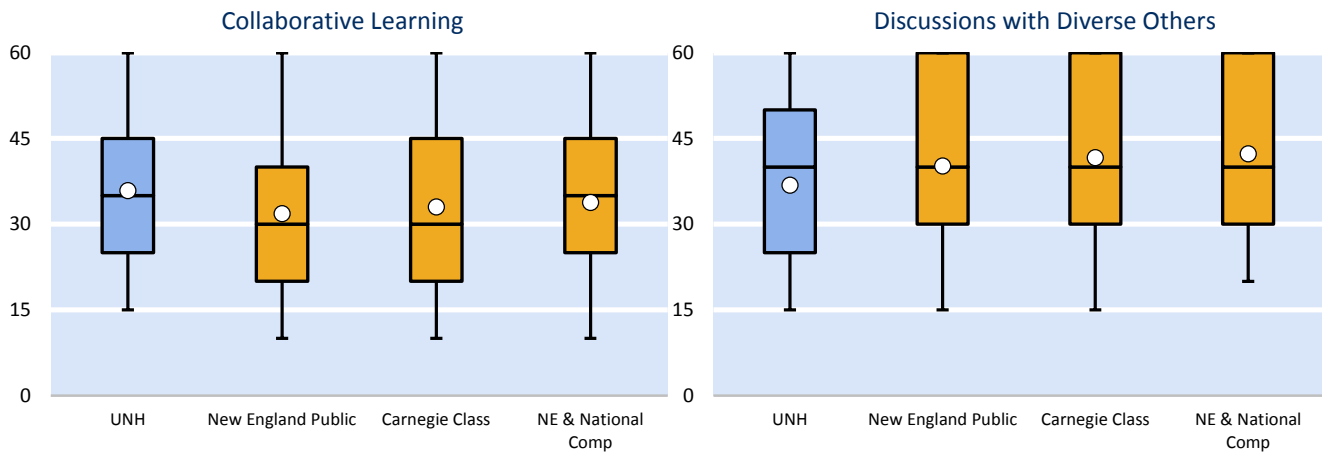
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		New England Public		Carnegie Class		NE & National Comp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.9	31.9 ***	.28	33.0 ***	.20	33.8 ***	.15
Discussions with Diverse Others	36.9	40.2 ***	-.21	41.7 ***	-.30	42.4 ***	-.36

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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Summary of Indicator Items

Collaborative Learning

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

	UNH	New England Public	Carnegie Class	NE & National Comp
1e. Asked another student to help you understand course material	49	39	42	44
1f. Explained course material to one or more students	64	57	60	61
1g. Prepared for exams by discussing or working through course material with other students	59	44	47	49
1h. Worked with other students on course projects or assignments	70	62	64	67

Discussions with Diverse Others

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

	UNH	New England Public	Carnegie Class	NE & National Comp
8a. People from a race or ethnicity other than your own	50	70	72	74
8b. People from an economic background other than your own	68	73	75	76
8c. People with religious beliefs other than your own	61	67	70	72
8d. People with political views other than your own	65	67	71	70

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.

Experiences with Faculty: First-year students

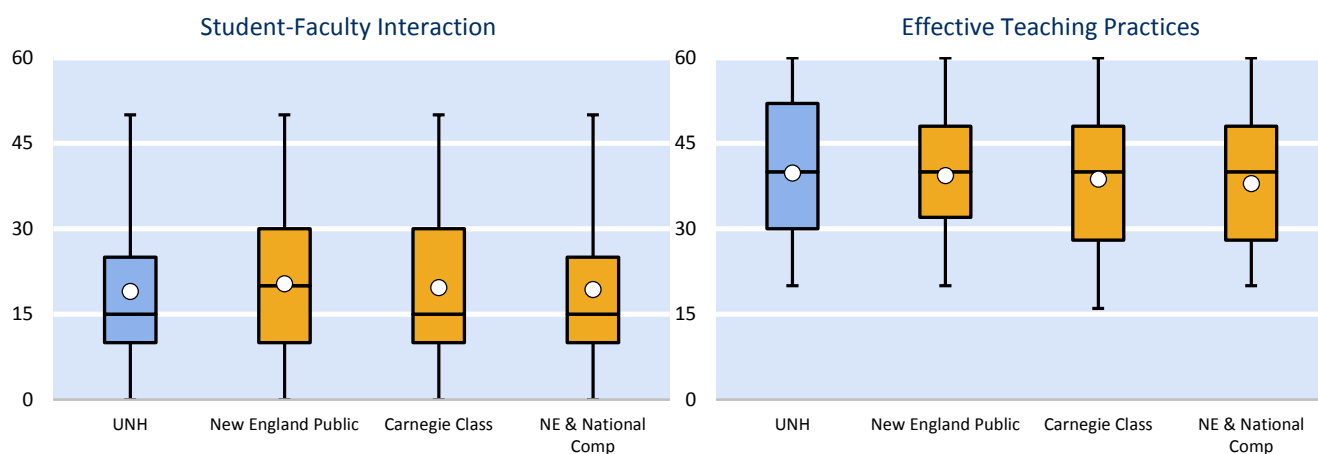
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		New England Public		Carnegie Class		NE & National Comp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.0	20.3 *	-.09	19.6	-.05	19.3	-.02
Effective Teaching Practices	39.8	39.3	.04	38.7 *	.08	37.9 ***	.15

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



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Summary of Indicator Items

Student-Faculty Interaction

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

	UNH	New England Public	Carnegie Class	NE & National Comp
3a. Talked about career plans with a faculty member	27	31	31	29
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	19	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	26	24	23
3d. Discussed your academic performance with a faculty member	25	30	27	25

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UNH	New England Public	Carnegie Class	NE & National Comp
5a. Clearly explained course goals and requirements	81	81	79	79
5b. Taught course sessions in an organized way	80	77	77	78
5c. Used examples or illustrations to explain difficult points	78	75	74	76
5d. Provided feedback on a draft or work in progress	64	66	61	57
5e. Provided prompt and detailed feedback on tests or completed assignments	57	60	58	53

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

Experiences with Faculty: Seniors

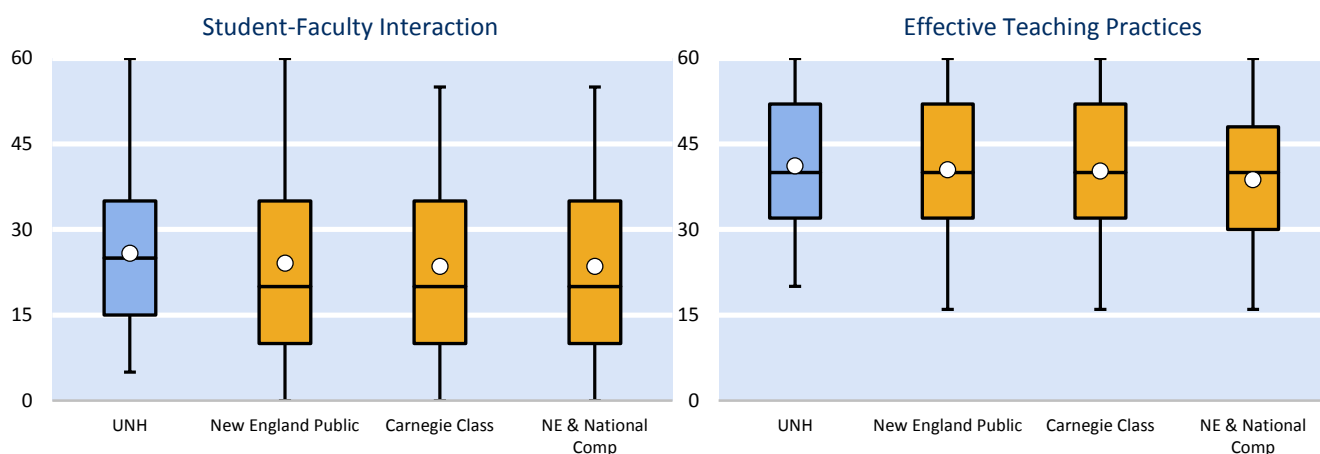
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Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		New England Public Mean	Effect size	Carnegie Class Mean	Effect size	NE & National Comp Mean	Effect size
Student-Faculty Interaction	25.8	24.1 **	.11	23.5 ***	.14	23.5 ***	.14
Effective Teaching Practices	41.1	40.4	.05	40.2	.06	38.7 ***	.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).

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Summary of Indicator Items

Student-Faculty Interaction

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

	UNH	New England Public	Carnegie Class	NE & National Comp
3a. Talked about career plans with a faculty member	45	42	40	40
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	27	27	28
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	34	33	33
3d. Discussed your academic performance with a faculty member	35	35	32	30

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UNH	New England Public	Carnegie Class	NE & National Comp
5a. Clearly explained course goals and requirements	85	82	81	81
5b. Taught course sessions in an organized way	85	79	79	80
5c. Used examples or illustrations to explain difficult points	82	78	79	78
5d. Provided feedback on a draft or work in progress	63	63	59	52
5e. Provided prompt and detailed feedback on tests or completed assignments	68	66	66	59

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.

Campus Environment: First-year students

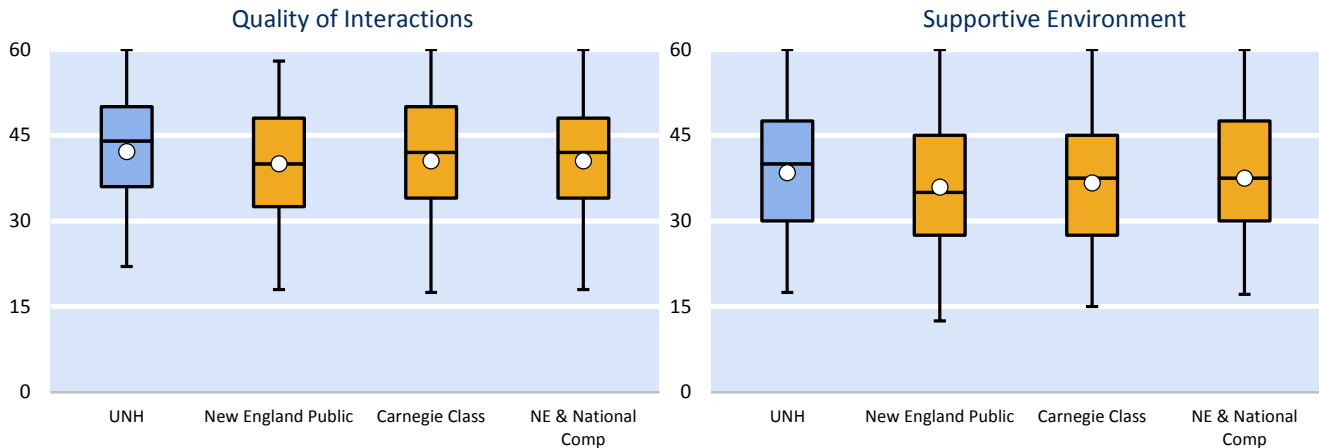
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		New England Public		Carnegie Class		NE & National Comp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	40.0 ***	.18	40.5 ***	.13	40.5 ***	.14
Supportive Environment	38.5	35.9 ***	.19	36.7 ***	.13	37.5	.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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UNH	New England Public	Carnegie Class	NE & National Comp
13a. Students	63	56	57	60
13b. Academic advisors	47	42	47	43
13c. Faculty	46	44	45	42
13d. Student services staff (career services, student activities, housing, etc.)	48	39	41	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	35	37	34

Supportive Environment

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

	UNH	New England Public	Carnegie Class	NE & National Comp
14b. Providing support to help students succeed academically	80	74	75	77
14c. Using learning support services (tutoring services, writing center, etc.)	79	75	76	79
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	56	56	59
14e. Providing opportunities to be involved socially	80	70	72	77
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	70	71	75
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	42	42	41
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	65	68	73
14i. Attending events that address important social, economic, or political issues	59	53	51	53

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

Campus Environment: Seniors

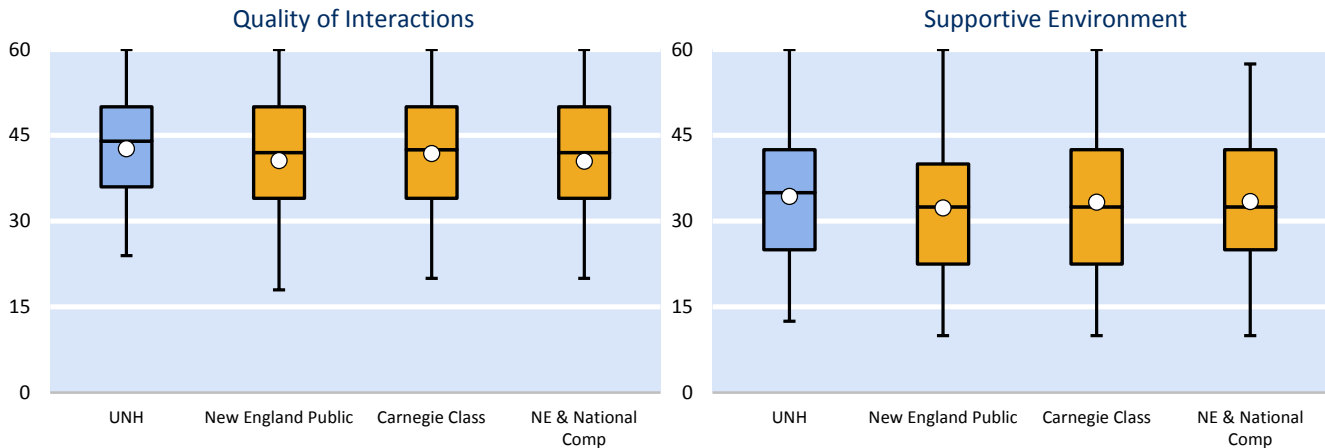
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		New England Public		Carnegie Class		NE & National Comp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	40.6 ***	.17	41.8	.07	40.5 ***	.19
Supportive Environment	34.3	32.3 ***	.15	33.3	.07	33.4	.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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UNH	New England Public	Carnegie Class	NE & National Comp
13a. Students	64	58	62	61
13b. Academic advisors	50	47	49	43
13c. Faculty	57	55	57	53
13d. Student services staff (career services, student activities, housing, etc.)	44	38	42	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	35	39	33

Supportive Environment

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

14b. Providing support to help students succeed academically	71	69	71	67
14c. Using learning support services (tutoring services, writing center, etc.)	63	65	67	62
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	50	52	50
14e. Providing opportunities to be involved socially	73	64	66	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	61	63	68
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	30	31	29
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	56	60	65
14i. Attending events that address important social, economic, or political issues	52	48	45	46

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

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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/html/position_policies.cfm), 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 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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	39.2	41.0 ***	-.13		43.0 ***	-.28	
	Reflective and Integrative Learning	34.9	37.6 ***	-.21		39.6 ***	-.37	
	Learning Strategies	38.7	41.6 ***	-.20		44.4 ***	-.40	
	Quantitative Reasoning	30.1	29.4	.04	✓	31.5 *	-.09	
Learning with Peers	Collaborative Learning	36.8	35.1 ***	.12	✓	37.3	-.03	✓
	Discussions with Diverse Others	38.2	43.3 ***	-.34		45.5 ***	-.49	
Experiences with Faculty	Student-Faculty Interaction	19.0	24.0 ***	-.33		27.2 ***	-.51	
	Effective Teaching Practices	39.8	42.3 ***	-.19		44.6 ***	-.37	
Campus Environment	Quality of Interactions	42.1	44.0 ***	-.16		45.8 ***	-.31	
	Supportive Environment	38.5	39.4 *	-.07		41.3 ***	-.22	
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	40.4	43.5 ***	-.22		45.3 ***	-.36	
	Reflective and Integrative Learning	38.2	41.3 ***	-.24		43.1 ***	-.39	
	Learning Strategies	37.7	42.5 ***	-.33		44.8 ***	-.51	
	Quantitative Reasoning	32.3	31.8	.03	✓	33.6 *	-.08	
Learning with Peers	Collaborative Learning	35.9	35.7	.02	✓	38.2 ***	-.17	
	Discussions with Diverse Others	36.9	43.9 ***	-.44		45.9 ***	-.59	
Experiences with Faculty	Student-Faculty Interaction	25.8	29.8 ***	-.25		34.1 ***	-.51	
	Effective Teaching Practices	41.1	43.1 ***	-.14		45.1 ***	-.30	
Campus Environment	Quality of Interactions	42.7	45.0 ***	-.20		46.7 ***	-.34	
	Supportive Environment	34.3	36.1 **	-.13		38.8 ***	-.32	

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 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 767)	39.2	13.6	.49	20	30	40	50	60				
New England Public	38.9	13.5	.16	20	30	40	50	60	8,195	.3	.588	.021
Carnegie Class	38.2	13.9	.10	15	30	40	50	60	19,978	1.0	.052	.071
NE & National Comp	38.3	13.4	.14	15	30	40	50	60	10,160	.9	.069	.068
Top 50%	41.0	13.7	.04	20	30	40	50	60	143,147	-1.7	.000	-.127
Top 10%	43.0	13.8	.08	20	35	40	55	60	808	-3.8	.000	-.277
Reflective & Integrative Learning												
UNH (N = 795)	34.9	12.4	.44	17	26	34	43	60				
New England Public	36.2	12.4	.14	17	27	37	43	60	8,553	-1.3	.006	-.103
Carnegie Class	34.8	12.6	.09	17	26	34	43	60	20,862	.1	.843	.007
NE & National Comp	34.6	12.3	.12	17	26	34	43	57	10,619	.3	.482	.026
Top 50%	37.6	12.7	.03	17	29	37	46	60	153,179	-2.7	.000	-.213
Top 10%	39.6	12.8	.07	20	31	40	49	60	31,302	-4.7	.000	-.366
Learning Strategies												
UNH (N = 714)	38.7	14.4	.54	13	27	40	47	60				
New England Public	39.1	14.2	.17	20	27	40	53	60	7,672	-.3	.554	-.023
Carnegie Class	38.6	14.4	.11	13	27	40	53	60	18,513	.2	.783	.010
NE & National Comp	38.3	14.0	.15	13	27	40	47	60	9,454	.5	.402	.033
Top 50%	41.6	14.1	.04	20	33	40	53	60	128,711	-2.8	.000	-.201
Top 10%	44.4	14.0	.08	20	33	47	60	60	29,694	-5.6	.000	-.403
Quantitative Reasoning												
UNH (N = 770)	30.1	16.4	.59	0	20	27	40	60				
New England Public	28.1	16.3	.19	0	20	27	40	60	8,363	2.0	.001	.123
Carnegie Class	27.8	16.3	.12	0	20	27	40	60	20,369	2.3	.000	.140
NE & National Comp	28.3	15.7	.16	0	20	27	40	60	887	1.8	.004	.113
Top 50%	29.4	16.6	.04	0	20	27	40	60	187,234	.7	.234	.043
Top 10%	31.5	16.5	.09	0	20	33	40	60	37,843	-1.4	.019	-.086
Learning with Peers												
Collaborative Learning												
UNH (N = 811)	36.8	13.7	.48	15	25	35	45	60				
New England Public	32.3	14.0	.16	10	20	30	40	60	8,733	4.5	.000	.325
Carnegie Class	32.7	13.9	.10	10	20	30	40	60	21,707	4.1	.000	.298
NE & National Comp	34.4	13.9	.14	15	25	35	45	60	10,953	2.5	.000	.179
Top 50%	35.1	13.8	.03	15	25	35	45	60	171,574	1.7	.000	.124
Top 10%	37.3	13.8	.07	15	25	40	50	60	37,768	-.4	.376	-.031
Discussions with Diverse Others												
UNH (N = 727)	38.2	15.3	.57	15	25	40	50	60				
New England Public	40.6	15.8	.19	15	30	40	55	60	7,798	-2.4	.000	-.154
Carnegie Class	40.5	15.9	.12	15	30	40	55	60	18,761	-2.3	.000	-.146
NE & National Comp	42.4	15.1	.16	20	30	40	60	60	9,599	-4.2	.000	-.275
Top 50%	43.3	15.4	.04	20	35	45	60	60	158,905	-5.2	.000	-.335
Top 10%	45.5	14.8	.08	20	40	50	60	60	37,351	-7.3	.000	-.494

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 773)	19.0	14.6	.53	0	10	15	25	50				
New England Public	20.3	14.8	.17	0	10	20	30	50	8,374	-1.4	.014	-.093
Carnegie Class	19.6	14.5	.10	0	10	15	30	50	20,397	-.7	.209	-.046
NE & National Comp	19.3	14.3	.15	0	10	15	25	50	10,381	-.3	.516	-.024
Top 50%	24.0	15.2	.05	0	15	20	35	55	785	-5.1	.000	-.334
Top 10%	27.2	16.1	.12	5	15	25	40	60	861	-8.3	.000	-.515
Effective Teaching Practices												
UNH (N = 782)	39.8	12.9	.46	20	30	40	52	60				
New England Public	39.3	12.9	.15	20	32	40	48	60	8,442	.5	.316	.038
Carnegie Class	38.7	13.2	.09	16	28	40	48	60	20,559	1.1	.024	.082
NE & National Comp	37.9	12.5	.13	20	28	40	48	60	10,392	1.9	.000	.148
Top 50%	42.3	13.2	.04	20	32	40	52	60	114,122	-2.5	.000	-.193
Top 10%	44.6	13.3	.09	20	36	44	56	60	840	-4.9	.000	-.366
Campus Environment												
Quality of Interactions												
UNH (N = 702)	42.1	11.3	.43	22	36	44	50	60				
New England Public	40.0	12.0	.15	18	33	40	48	58	874	2.1	.000	.178
Carnegie Class	40.5	12.4	.09	18	34	42	50	60	771	1.6	.000	.131
NE & National Comp	40.5	11.6	.13	18	34	42	48	60	9,067	1.6	.000	.138
Top 50%	44.0	11.7	.04	22	38	46	52	60	100,284	-1.9	.000	-.160
Top 10%	45.8	11.9	.08	23	40	48	55	60	21,755	-3.7	.000	-.314
Supportive Environment												
UNH (N = 667)	38.5	12.7	.49	18	30	40	48	60				
New England Public	35.9	13.5	.17	13	28	35	45	60	828	2.5	.000	.188
Carnegie Class	36.7	13.9	.11	15	28	38	45	60	731	1.8	.000	.130
NE & National Comp	37.5	12.9	.14	17	30	38	48	60	8,922	1.0	.066	.074
Top 50%	39.4	13.4	.04	18	30	40	50	60	673	-1.0	.047	-.073
Top 10%	41.3	13.0	.08	20	33	40	53	60	28,198	-2.9	.000	-.219

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 \pm 1.96 x SEM) 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.

NSSE 2015 Engagement Indicators

Detailed Statistics^a

University of New Hampshire

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 663)	40.4	13.4	.52	20	30	40	50	60				
New England Public	40.7	14.2	.15	20	30	40	55	60	775	-.3	.583	-.021
Carnegie Class	40.7	14.2	.08	15	30	40	55	60	698	-.3	.591	-.020
NE & National Comp	39.2	14.1	.13	15	30	40	50	60	745	1.2	.024	.086
Top 50%	43.5	13.8	.04	20	35	40	55	60	669	-3.1	.000	-.223
Top 10%	45.3	13.6	.07	20	40	45	60	60	687	-4.9	.000	-.360
Reflective & Integrative Learning												
UNH (N = 683)	38.2	13.2	.50	17	29	37	49	60				
New England Public	38.7	13.2	.14	17	29	40	49	60	10,097	-.4	.404	-.033
Carnegie Class	38.0	13.2	.08	17	29	37	49	60	29,686	.2	.629	.019
NE & National Comp	37.4	13.1	.12	17	29	37	46	60	13,250	.8	.119	.061
Top 50%	41.3	12.7	.03	20	31	40	51	60	137,955	-3.0	.000	-.240
Top 10%	43.1	12.5	.07	20	34	43	54	60	34,690	-4.9	.000	-.390
Learning Strategies												
UNH (N = 618)	37.7	14.9	.60	13	27	40	47	60				
New England Public	40.2	14.8	.16	13	27	40	53	60	9,160	-2.5	.000	-.169
Carnegie Class	40.2	14.8	.09	13	27	40	53	60	26,843	-2.6	.000	-.174
NE & National Comp	37.5	14.9	.14	13	27	40	47	60	12,017	.2	.802	.010
Top 50%	42.5	14.6	.03	20	33	40	60	60	174,673	-4.8	.000	-.331
Top 10%	44.8	14.2	.07	20	33	47	60	60	46,189	-7.2	.000	-.506
Quantitative Reasoning												
UNH (N = 669)	32.3	17.5	.68	0	20	33	40	60				
New England Public	29.1	17.6	.18	0	20	27	40	60	9,875	3.1	.000	.178
Carnegie Class	30.4	17.5	.10	0	20	27	40	60	29,132	1.9	.006	.108
NE & National Comp	31.1	17.2	.16	0	20	33	40	60	12,947	1.2	.078	.070
Top 50%	31.8	17.3	.04	0	20	33	40	60	231,912	.5	.446	.030
Top 10%	33.6	16.9	.07	0	20	33	47	60	51,846	-1.4	.038	-.081
Learning with Peers												
Collaborative Learning												
UNH (N = 692)	35.9	13.7	.52	15	25	35	45	60				
New England Public	31.9	14.3	.15	10	20	30	40	60	10,275	4.0	.000	.283
Carnegie Class	33.0	14.6	.08	10	20	30	45	60	728	2.9	.000	.198
NE & National Comp	33.8	14.4	.13	10	25	35	45	60	13,715	2.1	.000	.146
Top 50%	35.7	13.9	.03	15	25	35	45	60	194,100	.2	.675	.016
Top 10%	38.2	13.7	.07	15	30	40	50	60	39,385	-2.3	.000	-.165
Discussions with Diverse Others												
UNH (N = 620)	36.9	15.5	.62	15	25	40	50	60				
New England Public	40.2	16.2	.17	15	30	40	60	60	9,194	-3.4	.000	-.209
Carnegie Class	41.7	16.1	.10	15	30	40	60	60	27,104	-4.8	.000	-.298
NE & National Comp	42.4	15.3	.14	20	30	40	60	60	12,139	-5.5	.000	-.359
Top 50%	43.9	15.9	.03	20	35	45	60	60	223,474	-7.1	.000	-.445
Top 10%	45.9	15.4	.07	20	40	50	60	60	54,044	-9.1	.000	-.588

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 670)	25.8	15.1	.58	5	15	25	35	60				
New England Public	24.1	16.2	.17	0	10	20	35	60	787	1.7	.005	.105
Carnegie Class	23.5	16.2	.10	0	10	20	35	55	707	2.3	.000	.142
NE & National Comp	23.5	16.0	.14	0	10	20	35	55	754	2.3	.000	.141
Top 50%	29.8	16.2	.05	5	20	30	40	60	681	-4.0	.000	-.245
Top 10%	34.1	16.5	.14	5	20	35	45	60	754	-8.3	.000	-.505
Effective Teaching Practices												
UNH (N = 676)	41.1	12.3	.47	20	32	40	52	60				
New England Public	40.4	13.8	.14	16	32	40	52	60	803	.7	.173	.049
Carnegie Class	40.2	13.8	.08	16	32	40	52	60	716	.9	.068	.064
NE & National Comp	38.7	13.0	.12	16	30	40	48	60	760	2.4	.000	.187
Top 50%	43.1	13.6	.04	20	36	44	56	60	684	-2.0	.000	-.144
Top 10%	45.1	13.4	.09	20	36	48	60	60	722	-4.0	.000	-.301
Campus Environment												
Quality of Interactions												
UNH (N = 607)	42.7	10.7	.43	24	36	44	50	60				
New England Public	40.6	12.0	.13	18	34	42	50	60	721	2.1	.000	.174
Carnegie Class	41.8	12.0	.08	20	34	43	50	60	643	.9	.051	.072
NE & National Comp	40.5	11.6	.11	20	34	42	50	60	687	2.2	.000	.187
Top 50%	45.0	11.4	.03	24	38	46	54	60	118,226	-2.3	.000	-.202
Top 10%	46.7	11.8	.07	24	40	50	56	60	636	-4.0	.000	-.344
Supportive Environment												
UNH (N = 589)	34.3	13.3	.55	13	25	35	43	60				
New England Public	32.3	14.1	.16	10	23	33	40	60	8,676	2.0	.001	.146
Carnegie Class	33.3	14.2	.09	10	23	33	43	60	620	1.0	.067	.072
NE & National Comp	33.4	13.6	.13	10	25	33	43	58	11,487	.9	.112	.067
Top 50%	36.1	13.9	.04	13	26	38	45	60	132,267	-1.8	.002	-.126
Top 10%	38.8	13.7	.09	15	30	40	50	60	25,246	-4.4	.000	-.323

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 SEM) 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.