
NSSE 2016

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.

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 2015 and 2016 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 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., & 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 Peer Institutions
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 Peer Institutions
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

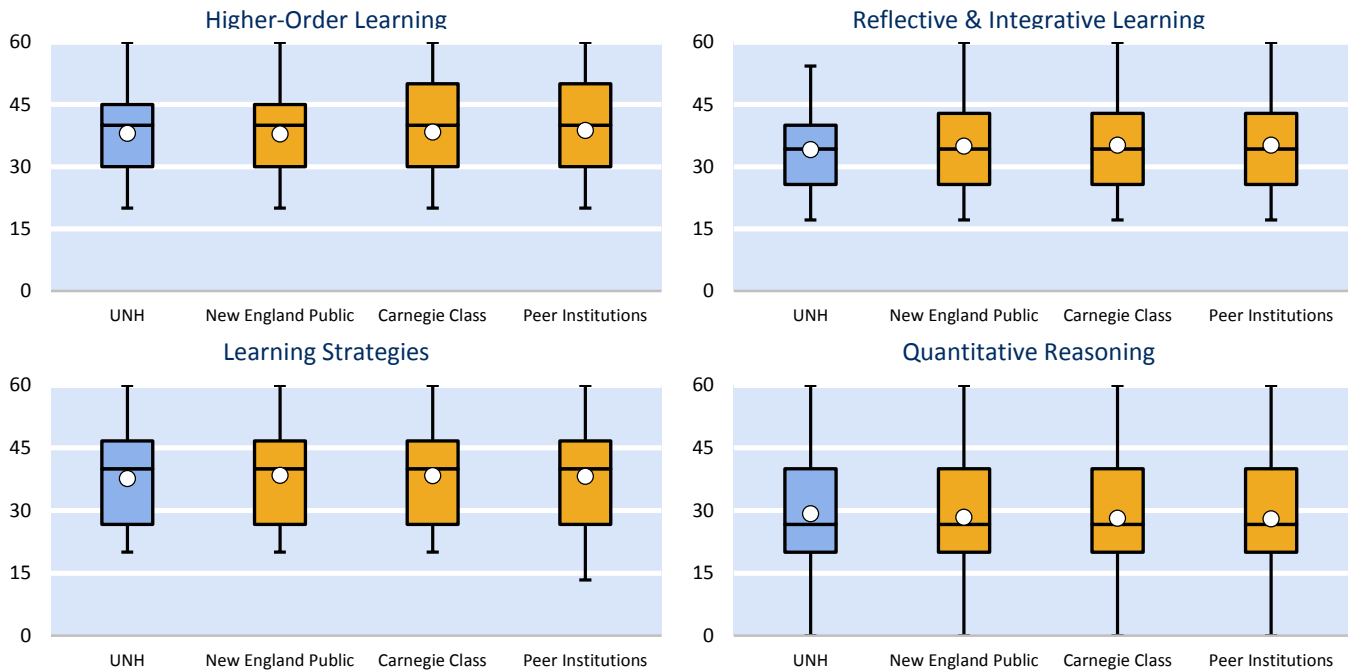
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	37.9	.01	38.4	-.02	38.8	-.05
Reflective & Integrative Learning	34.2	35.0	-.07	35.2 *	-.09	35.3 *	-.09
Learning Strategies	37.7	38.4	-.06	38.3	-.05	38.2	-.04
Quantitative Reasoning	29.2	28.4	.06	28.2	.07	28.0	.08

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. Orange 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	New England Public	Carnegie Class	Peer Institutions	
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	+4	+3	+1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+1	-0	-3	
4d. Evaluating a point of view, decision, or information source	69	+1	+0	+1	
4e. Forming a new idea or understanding from various pieces of information	66	-1	-1	-2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	55	+0	+0	+0	
2b. Connected your learning to societal problems or issues	50	-4	-2	-5	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-5	-5	-6	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-0	-3	-1	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-0	-2	-0	
2f. Learned something that changed the way you understand an issue or concept	66	+0	+1	-0	
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+0	-0	-1	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	75	-4	-2	-5	
9b. Reviewed your notes after class	65	+2	+1	+5	
9c. Summarized what you learned in class or from course materials	64	+2	+3	+3	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+2	+1	+2	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+4	+5	+6	
6c. Evaluated what others have concluded from numerical information	42	+3	+3	+2	

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

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

Academic Challenge: Seniors

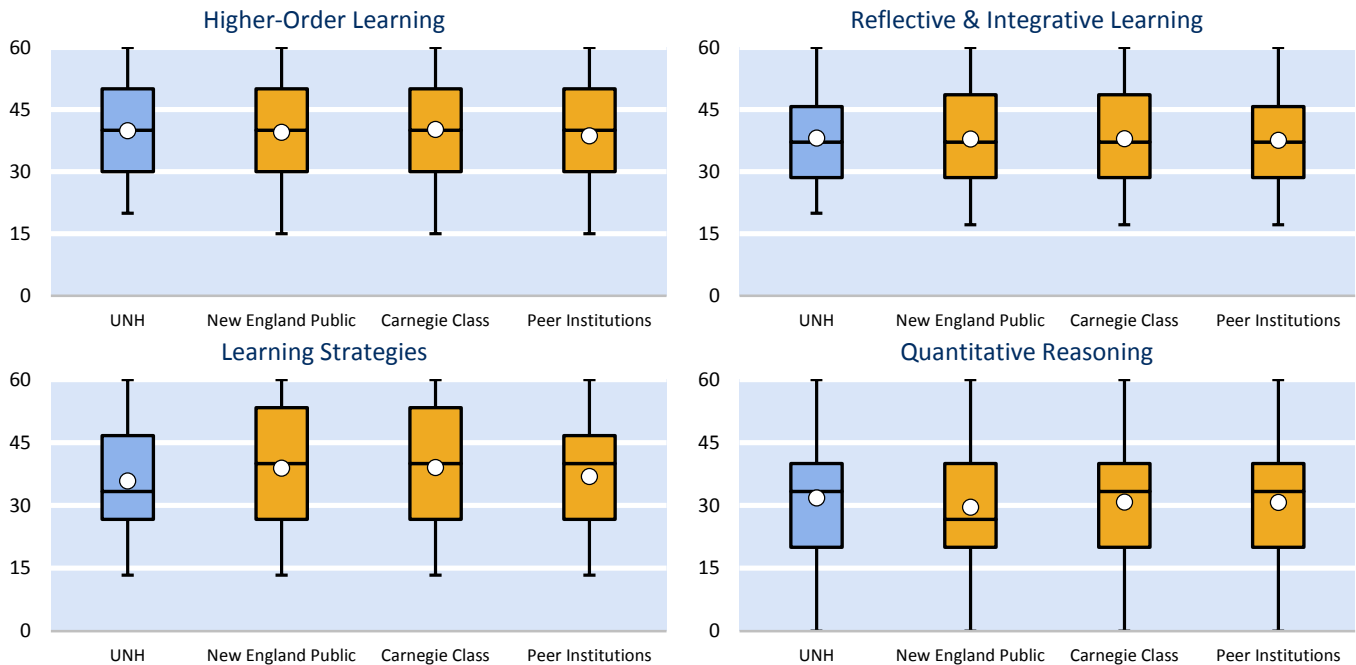
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Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		New England Public		Carnegie Class		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.9	39.5	.03	40.2	-.02	38.7 **	.09
Reflective & Integrative Learning	38.1	37.9	.02	38.0	.01	37.6	.05
Learning Strategies	35.8	38.9 ***	-.21	39.0 ***	-.21	36.9	-.07
Quantitative Reasoning	31.8	29.5 ***	.13	30.7	.06	30.7	.06

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)

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. Orange 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	New England Public	Carnegie Class	Peer Institutions	
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	79	+1	-0	+4	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+2	-0	+3	
4d. Evaluating a point of view, decision, or information source	69	+0	+1	+3	
4e. Forming a new idea or understanding from various pieces of information	70	+1	-0	+3	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	77	+6	+5	+6	
2b. Connected your learning to societal problems or issues	66	+3	+5	+5	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-5	-3	-3	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+1	+1	+4	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-0	-1	+1	
2f. Learned something that changed the way you understand an issue or concept	71	+3	+2	+2	
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+3	+2	+4	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	77	-4	-2	-2	
9b. Reviewed your notes after class	50	-11	-12	-4	
9c. Summarized what you learned in class or from course materials	55	-8	-8	-2	
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.)	59	+5	+1	+4	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+4	+2	+2	
6c. Evaluated what others have concluded from numerical information	49	+4	+3	+1	

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Learning with Peers: First-year students

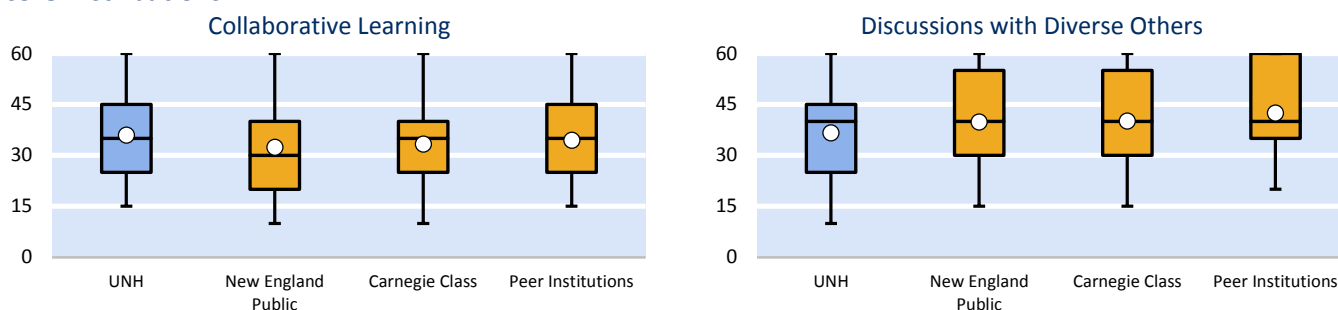
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.9	32.4 ***	.26	33.3 ***	.18	34.4 **	.11
Discussions with Diverse Others	36.6	39.8 ***	-.20	40.1 ***	-.22	42.4 ***	-.38

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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		Percentage point difference ^a between your FY students and		
	UNH	New England Public	Carnegie Class	Peer Institutions
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	60	+8	+6	+4
1f. Explained course material to one or more students	67	+9	+7	+5
1g. Prepared for exams by discussing or working through course material with other students	61	+10	+9	+4
1h. Worked with other students on course projects or assignments	64	+12	+9	+10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	53	-18	-17	-24
8b. People from an economic background other than your own	66	-5	-7	-10
8c. People with religious beliefs other than your own	58	-10	-10	-17
8d. People with political views other than your own	70	+4	+2	+2

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Learning with Peers: Seniors

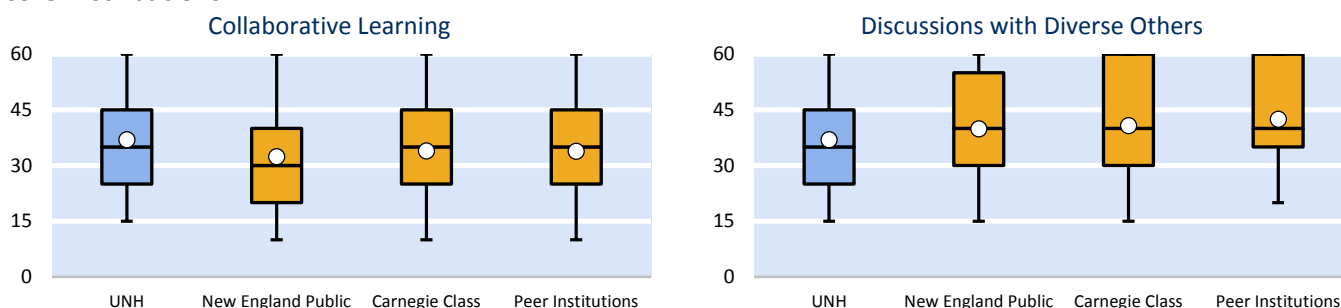
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.9	32.4 ***	.32	33.9 ***	.21	33.9 ***	.22
Discussions with Diverse Others	36.9	39.9 ***	-.19	40.7 ***	-.24	42.5 ***	-.37

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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	UNH	New England Public	Carnegie Class	Peer Institutions
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	54	+13	+9	+9
1f. Explained course material to one or more students	70	+10	+8	+9
1g. Prepared for exams by discussing or working through course material with other students	59	+13	+10	+9
1h. Worked with other students on course projects or assignments	73	+11	+7	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	50	-20	-20	-26
8b. People from an economic background other than your own	67	-5	-7	-10
8c. People with religious beliefs other than your own	60	-7	-7	-13
8d. People with political views other than your own	75	+8	+5	+6

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Experiences with Faculty: First-year students

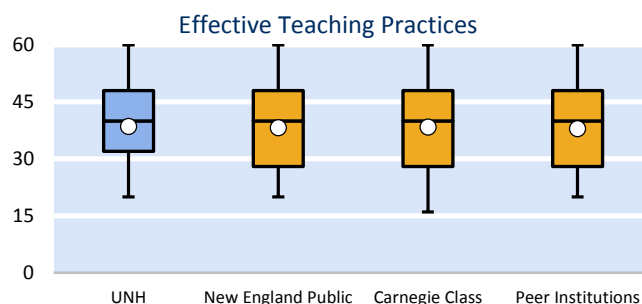
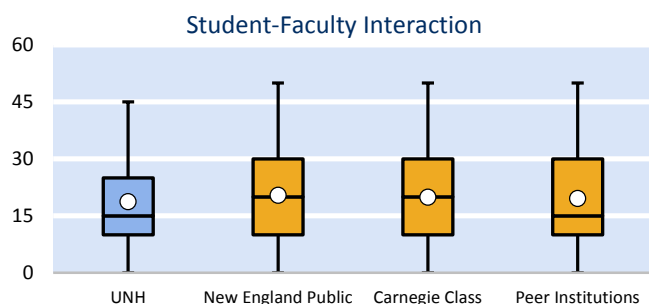
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.7	20.4 **	-.12	19.9 *	-.08	19.5	-.06
Effective Teaching Practices	38.5	38.2	.02	38.4	.01	37.9	.05

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Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	28	<div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> -2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	<div><div></div><div></div><div></div><div></div><div></div></div> -1	+0	+0	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -3	
3d. Discussed your academic performance with a faculty member	24	<div><div></div><div></div><div></div><div></div><div></div></div> -6	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -1	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	80	+2	+3	+2	
5b. Taught course sessions in an organized way	77	+3	+1	+1	
5c. Used examples or illustrations to explain difficult points	78	+4	+4	+3	
5d. Provided feedback on a draft or work in progress	62	-2	-0	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-1	-1	+1	

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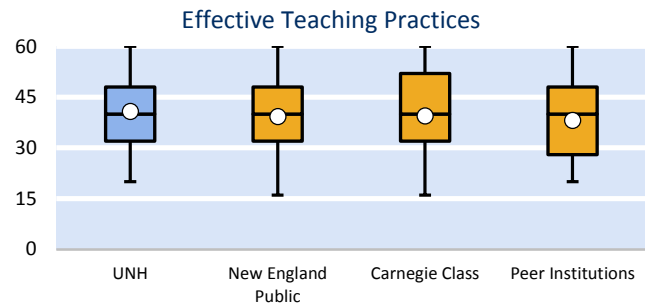
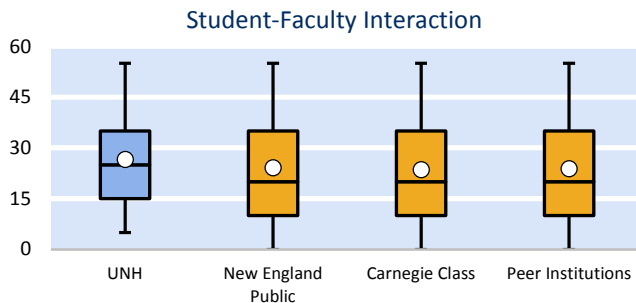
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				38.1 ***	.21

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Performance on Indicator Items

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		Percentage point difference ^a between your seniors and		
	UNH	New England Public	Carnegie Class	Peer Institutions
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	48	+5	+7	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+6	+6	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+8	+9	+9
3d. Discussed your academic performance with a faculty member	36	+2	+5	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	86	+7	+6	+6
5b. Taught course sessions in an organized way	83	+6	+5	+6
5c. Used examples or illustrations to explain difficult points	84	+7	+6	+7
5d. Provided feedback on a draft or work in progress	62	+1	+4	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+1	+1	+7

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

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

Campus Environment: First-year students

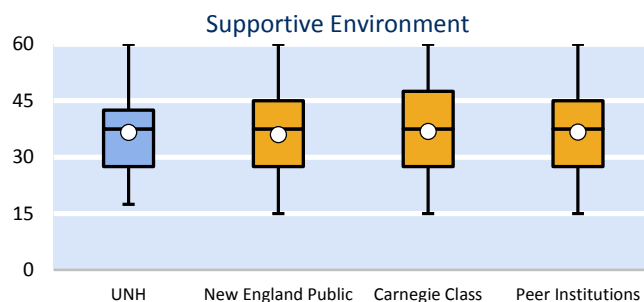
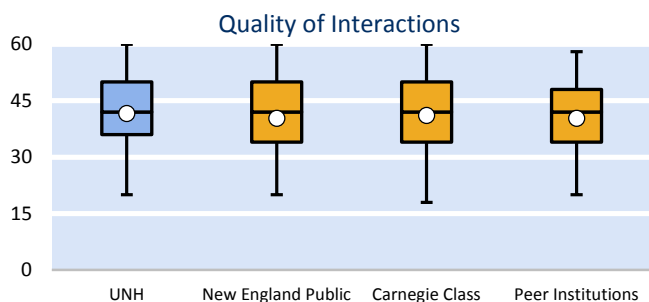
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		New England Public Mean	Effect size	Carnegie Class Mean	Effect size	Peer Institutions Mean	Effect size
Quality of Interactions	41.6	40.4 *	.10	41.1	.04	40.3 *	.11
Supportive Environment	36.6	36.0	.05	36.9	-.02	36.7	-.01

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	UNH	Percentage point difference ^a between your FY students and		
		New England Public	Carnegie Class	Peer Institutions
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	+4	+1	+0
13b. Academic advisors	43	-1	-5	+1
13c. Faculty	48	+5	+2	+6
13d. Student services staff (career services, student activities, housing, etc.)	42	+2	-1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	+1	-2	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	74	-0	-3	-1
14c. Using learning support services (tutoring services, writing center, etc.)	72	-4	-5	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-4	-4	-7
14e. Providing opportunities to be involved socially	76	+6	+4	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	+8	+7	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+5	+3	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	+8	+5	+3
14i. Attending events that address important social, economic, or political issues	62	+8	+9	+8

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

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

Campus Environment: Seniors

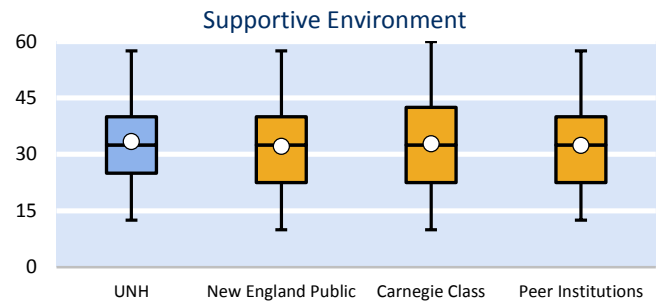
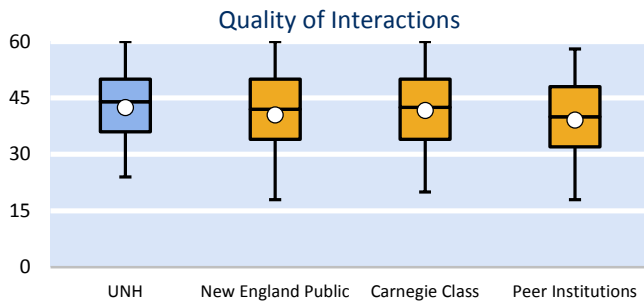
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		New England Public		Carnegie Class		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	40.5 ***	.17	41.7 *	.06	39.1 ***	.30
Supportive Environment	33.5	32.2 **	.10	32.9	.04	32.5 *	.08

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. Orange 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	New England Public	Carnegie Class	Peer Institutions	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	63	+7	+2	+6	
13b. Academic advisors	50	+5	+1	+12	
13c. Faculty	56	+3	-0	+8	
13d. Student services staff (career services, student activities, housing, etc.)	38	-0	-3	+4	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+4	+1	+11	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	72	+4	+2	+10	
14c. Using learning support services (tutoring services, writing center, etc.)	64	-1	-1	+5	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41	-10	-10	-9	
14e. Providing opportunities to be involved socially	71	+7	+5	+4	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+13	+10	+10	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+3	+2	+4	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+4	+2	-3	
14i. Attending events that address important social, economic, or political issues	53	+6	+8	+7	

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/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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

Theme	Engagement Indicator	UNH Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	38.1	40.5 ***	-.18		42.7 ***	-.34		
	Reflective and Integrative Learning	34.2	37.4 ***	-.26		39.5 ***	-.42		
	Learning Strategies	37.7	41.2 ***	-.25		43.7 ***	-.43		
	Quantitative Reasoning	29.2	29.4	-.01	✓	31.3 ***	-.13		
Learning with Peers	Collaborative Learning	35.9	35.2	.05	✓	37.3 **	-.10		
	Discussions with Diverse Others	36.6	42.7 ***	-.40		44.3 ***	-.51		
Experiences with Faculty	Student-Faculty Interaction	18.7	23.8 ***	-.34		26.9 ***	-.51		
	Effective Teaching Practices	38.5	41.6 ***	-.23		43.8 ***	-.39		
Campus Environment	Quality of Interactions	41.6	44.1 ***	-.21		45.9 ***	-.35		
	Supportive Environment	36.6	39.2 ***	-.19		40.9 ***	-.32		

Seniors

Theme	Engagement Indicator	UNH Mean	Your seniors compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	39.9	43.1 ***	-.23		44.7 ***	-.35		
	Reflective and Integrative Learning	38.1	41.0 ***	-.22		42.9 ***	-.38		
	Learning Strategies	35.8	42.2 ***	-.44		44.5 ***	-.61		
	Quantitative Reasoning	31.8	31.8	.00	✓	33.2 **	-.09		
Learning with Peers	Collaborative Learning	36.9	35.8 *	.08	✓	37.9 *	-.07		
	Discussions with Diverse Others	36.9	43.3 ***	-.40		45.1 ***	-.52		
Experiences with Faculty	Student-Faculty Interaction	26.5	29.6 ***	-.19		33.0 ***	-.40		
	Effective Teaching Practices	40.7	42.7 ***	-.15		44.5 ***	-.28		
Campus Environment	Quality of Interactions	42.4	45.3 ***	-.25		46.9 ***	-.38		
	Supportive Environment	33.5	35.7 ***	-.16		38.1 ***	-.33		

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 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 = 634)	38.1	12.6	.50	20	30	40	45	60				
New England Public	37.9	13.3	.17	20	30	40	45	60	6,770	.2	.771	.012
Carnegie Class	38.4	13.5	.07	20	30	40	50	60	656	-.3	.508	-.025
Peer Institutions	38.8	13.1	.17	20	30	40	50	60	6,878	-.7	.209	-.052
Top 50%	40.5	13.6	.04	20	30	40	50	60	641	-2.4	.000	-.180
Top 10%	42.7	13.7	.09	20	35	40	55	60	673	-4.6	.000	-.337
Reflective & Integrative Learning												
UNH (N = 658)	34.2	11.8	.46	17	26	34	40	54				
New England Public	35.0	12.3	.15	17	26	34	43	60	7,091	-.8	.096	-.068
Carnegie Class	35.2	12.4	.06	17	26	34	43	60	679	-1.1	.021	-.087
Peer Institutions	35.3	12.2	.15	17	26	34	43	60	7,162	-1.1	.027	-.091
Top 50%	37.4	12.5	.04	17	29	37	46	60	665	-3.2	.000	-.259
Top 10%	39.5	12.8	.08	20	31	40	49	60	702	-5.4	.000	-.422
Learning Strategies												
UNH (N = 571)	37.7	13.0	.54	20	27	40	47	60				
New England Public	38.4	14.0	.19	20	27	40	47	60	712	-.8	.177	-.056
Carnegie Class	38.3	14.0	.07	20	27	40	47	60	591	-.7	.228	-.047
Peer Institutions	38.2	14.1	.18	13	27	40	47	60	709	-.5	.351	-.038
Top 50%	41.2	14.1	.04	20	33	40	53	60	578	-3.5	.000	-.248
Top 10%	43.7	14.3	.09	20	33	47	60	60	601	-6.1	.000	-.427
Quantitative Reasoning												
UNH (N = 637)	29.2	14.9	.59	0	20	27	40	60				
New England Public	28.4	15.6	.20	0	20	27	40	60	6,855	.9	.181	.056
Carnegie Class	28.2	15.8	.08	0	20	27	40	60	659	1.0	.081	.066
Peer Institutions	28.0	15.8	.20	0	20	27	40	60	788	1.2	.052	.077
Top 50%	29.4	16.1	.04	0	20	27	40	60	643	-.2	.703	-.014
Top 10%	31.3	16.2	.09	0	20	33	40	60	665	-2.1	.001	-.127
Learning with Peers												
Collaborative Learning												
UNH (N = 670)	35.9	13.5	.52	15	25	35	45	60				
New England Public	32.4	13.8	.17	10	20	30	40	60	7,326	3.5	.000	.257
Carnegie Class	33.3	14.0	.07	10	25	35	40	60	44,719	2.6	.000	.184
Peer Institutions	34.4	13.9	.17	15	25	35	45	60	7,379	1.5	.008	.107
Top 50%	35.2	13.8	.04	15	25	35	45	60	131,532	.7	.202	.049
Top 10%	37.3	13.6	.08	15	25	40	45	60	28,379	-1.4	.008	-.104
Discussions with Diverse Others												
UNH (N = 578)	36.6	15.0	.63	10	25	40	45	60				
New England Public	39.8	15.6	.21	15	30	40	55	60	6,272	-3.2	.000	-.203
Carnegie Class	40.1	15.6	.08	15	30	40	55	60	37,772	-3.5	.000	-.223
Peer Institutions	42.4	15.0	.19	20	35	40	60	60	6,474	-5.8	.000	-.385
Top 50%	42.7	15.2	.04	20	35	40	60	60	117,817	-6.0	.000	-.396
Top 10%	44.3	15.1	.08	20	35	45	60	60	36,761	-7.7	.000	-.508

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 = 632)	18.7	13.9	.55	0	10	15	25	45				
New England Public	20.4	14.5	.18	0	10	20	30	50	6,920	-1.7	.004	-.120
Carnegie Class	19.9	14.5	.07	0	10	20	30	50	41,936	-1.2	.046	-.080
Peer Institutions	19.5	14.4	.18	0	10	15	30	50	7,005	-.8	.167	-.058
Top 50%	23.8	15.0	.05	0	15	20	35	55	643	-5.1	.000	-.340
Top 10%	26.9	16.0	.14	5	15	25	40	60	711	-8.2	.000	-.514
Effective Teaching Practices												
UNH (N = 644)	38.5	12.1	.48	20	32	40	48	60				
New England Public	38.2	12.9	.16	20	28	40	48	60	6,925	.3	.579	.023
Carnegie Class	38.4	13.1	.06	16	28	40	48	60	667	.1	.773	.011
Peer Institutions	37.9	12.4	.16	20	28	40	48	60	7,046	.6	.267	.046
Top 50%	41.6	13.4	.04	20	32	40	52	60	654	-3.1	.000	-.227
Top 10%	43.8	13.5	.09	20	36	44	56	60	693	-5.3	.000	-.394
Campus Environment												
Quality of Interactions												
UNH (N = 557)	41.6	11.2	.48	20	36	42	50	60				
New England Public	40.4	11.8	.16	20	34	42	50	60	5,968	1.2	.019	.104
Carnegie Class	41.1	12.3	.07	18	34	42	50	60	577	.5	.326	.039
Peer Institutions	40.3	11.5	.15	20	34	42	48	58	6,137	1.3	.012	.112
Top 50%	44.1	11.8	.04	22	38	46	52	60	564	-2.5	.000	-.210
Top 10%	45.9	12.1	.09	22	40	48	56	60	597	-4.3	.000	-.354
Supportive Environment												
UNH (N = 550)	36.6	12.2	.52	18	28	38	43	60				
New England Public	36.0	13.4	.19	15	28	38	45	60	698	.6	.263	.046
Carnegie Class	36.9	13.7	.07	15	28	38	48	60	572	-.3	.564	-.022
Peer Institutions	36.7	12.9	.17	15	28	38	45	60	6,066	-.1	.850	-.008
Top 50%	39.2	13.3	.04	18	30	40	50	60	556	-2.6	.000	-.194
Top 10%	40.9	13.3	.09	20	33	40	53	60	579	-4.3	.000	-.322

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.

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 = 921)	39.9	12.9	.43	20	30	40	50	60				
New England Public	39.5	14.2	.15	15	30	40	50	60	1,157	.4	.363	.029
Carnegie Class	40.2	14.1	.06	15	30	40	50	60	954	-.3	.502	-.021
Peer Institutions	38.7	14.0	.15	15	30	40	50	60	1,158	1.2	.006	.090
Top 50%	43.1	13.8	.04	20	35	40	55	60	935	-3.2	.000	-.235
Top 10%	44.7	13.7	.07	20	40	45	60	60	968	-4.8	.000	-.349
Reflective & Integrative Learning												
UNH (N = 959)	38.1	12.2	.39	20	29	37	46	60				
New England Public	37.9	13.1	.13	17	29	37	49	60	1,192	.2	.569	.018
Carnegie Class	38.0	13.1	.05	17	29	37	49	60	992	.1	.709	.011
Peer Institutions	37.6	12.8	.13	17	29	37	46	60	1,188	.6	.156	.046
Top 50%	41.0	12.7	.03	20	31	40	51	60	972	-2.8	.000	-.223
Top 10%	42.9	12.5	.07	20	34	43	54	60	1,015	-4.7	.000	-.378
Learning Strategies												
UNH (N = 871)	35.8	14.1	.48	13	27	33	47	60				
New England Public	38.9	14.7	.16	13	27	40	53	60	9,238	-3.1	.000	-.209
Carnegie Class	39.0	14.8	.06	13	27	40	53	60	55,799	-3.2	.000	-.215
Peer Institutions	36.9	14.8	.16	13	27	40	47	60	9,201	-1.0	.054	-.069
Top 50%	42.2	14.5	.04	20	33	40	60	60	159,134	-6.4	.000	-.441
Top 10%	44.5	14.2	.07	20	33	47	60	60	43,513	-8.6	.000	-.608
Quantitative Reasoning												
UNH (N = 923)	31.8	16.6	.55	0	20	33	40	60				
New England Public	29.5	17.0	.18	0	20	27	40	60	10,123	2.2	.000	.132
Carnegie Class	30.7	17.0	.07	0	20	33	40	60	60,764	1.0	.067	.061
Peer Institutions	30.7	17.1	.18	0	20	33	40	60	9,879	1.1	.074	.062
Top 50%	31.8	16.9	.04	0	20	33	40	60	205,302	.0	.972	.001
Top 10%	33.2	16.8	.07	0	20	33	47	60	57,497	-1.4	.010	-.086
Learning with Peers												
Collaborative Learning												
UNH (N = 957)	36.9	13.6	.44	15	25	35	45	60				
New England Public	32.4	14.2	.14	10	20	30	40	60	1,173	4.5	.000	.320
Carnegie Class	33.9	14.6	.06	10	25	35	45	60	989	3.0	.000	.208
Peer Institutions	33.9	14.1	.14	10	25	35	45	60	10,457	3.1	.000	.219
Top 50%	35.8	13.9	.03	15	25	35	45	60	174,595	1.2	.010	.083
Top 10%	37.9	13.7	.07	15	30	40	50	60	39,943	-.9	.036	-.069
Discussions with Diverse Others												
UNH (N = 876)	36.9	14.4	.49	15	25	35	45	60				
New England Public	39.9	16.0	.17	15	30	40	55	60	1,111	-3.0	.000	-.187
Carnegie Class	40.7	16.2	.07	15	30	40	60	60	910	-3.8	.000	-.236
Peer Institutions	42.5	15.1	.16	20	35	40	60	60	1,086	-5.6	.000	-.371
Top 50%	43.3	15.9	.04	15	35	45	60	60	885	-6.4	.000	-.401
Top 10%	45.1	15.8	.07	20	35	50	60	60	909	-8.2	.000	-.516

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 = 935)	26.5	15.3	.50	5	15	25	35	55				
New England Public	24.1	16.0	.17	0	10	20	35	55	10,157	2.4	.000	.153
Carnegie Class	23.5	16.0	.07	0	10	20	35	55	60,860	3.0	.000	.186
Peer Institutions	23.8	15.7	.17	0	10	20	35	55	9,887	2.7	.000	.172
Top 50%	29.6	16.1	.06	5	20	30	40	60	959	-3.0	.000	-.188
Top 10%	33.0	16.3	.14	5	20	30	45	60	1,093	-6.5	.000	-.400
Effective Teaching Practices												
UNH (N = 935)	40.7	12.0	.39	20	32	40	48	60				
New England Public	39.2	13.6	.14	16	32	40	48	60	1,189	1.5	.000	.113
Carnegie Class	39.4	13.8	.06	16	32	40	52	60	972	1.3	.001	.093
Peer Institutions	38.1	12.6	.13	20	28	40	48	60	9,962	2.6	.000	.209
Top 50%	42.7	13.7	.04	20	32	44	56	60	953	-2.0	.000	-.146
Top 10%	44.5	13.4	.08	20	36	44	56	60	1,016	-3.8	.000	-.283
Campus Environment												
Quality of Interactions												
UNH (N = 861)	42.4	10.4	.35	24	36	44	50	60				
New England Public	40.5	11.8	.13	18	34	42	50	60	1,109	2.0	.000	.167
Carnegie Class	41.7	11.8	.05	20	34	43	50	60	897	.7	.040	.062
Peer Institutions	39.1	11.4	.13	18	32	40	48	58	1,092	3.3	.000	.295
Top 50%	45.3	11.5	.03	24	40	48	54	60	877	-2.9	.000	-.252
Top 10%	46.9	11.9	.06	24	40	50	56	60	916	-4.4	.000	-.376
Supportive Environment												
UNH (N = 847)	33.5	12.5	.43	13	25	33	40	58				
New England Public	32.2	13.8	.16	10	23	33	40	58	1,081	1.3	.004	.095
Carnegie Class	32.9	14.0	.06	10	23	33	43	60	881	.6	.181	.041
Peer Institutions	32.5	13.2	.15	13	23	33	40	58	1,058	1.0	.028	.076
Top 50%	35.7	13.9	.04	13	25	35	45	60	861	-2.2	.000	-.162
Top 10%	38.1	13.9	.09	15	28	40	48	60	922	-4.6	.000	-.333

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean \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.