
NSSE 2017

Engagement Indicators

University of New Hampshire

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 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, May). *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

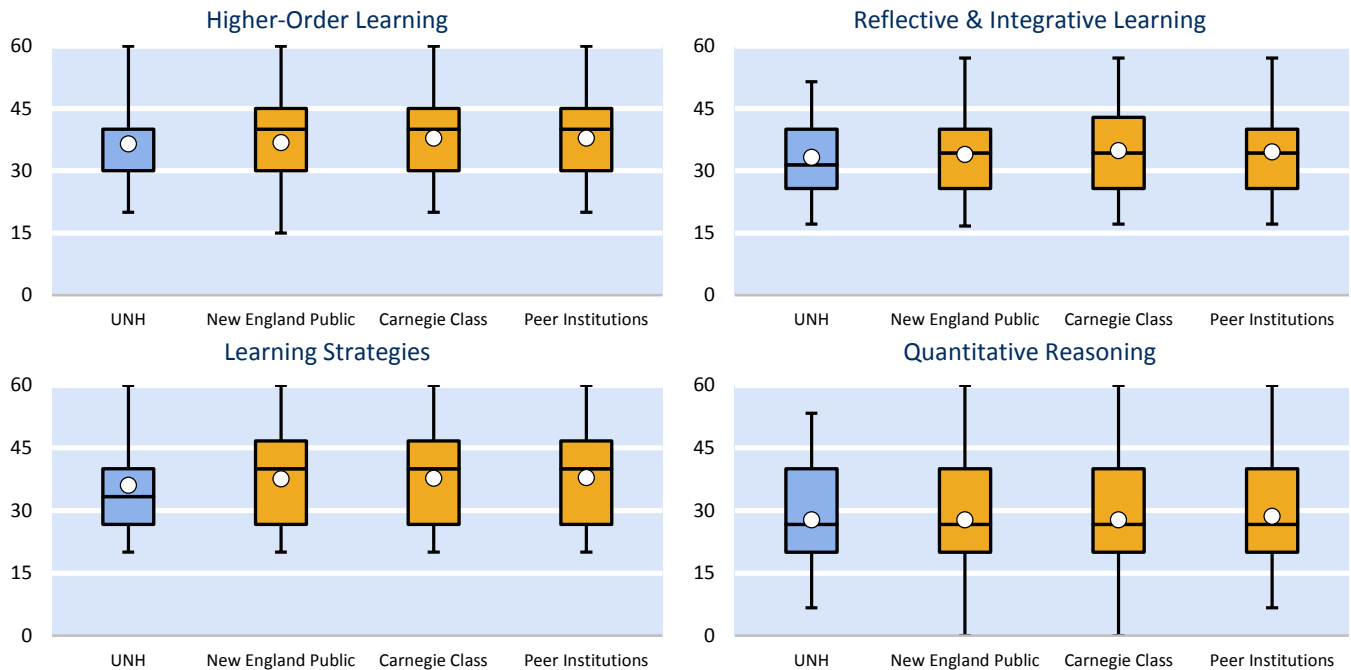
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	36.5	36.8	-.03	37.9 **	-.11	37.9 **	-.11
Reflective & Integrative Learning	33.2	34.0	-.06	34.8 ***	-.14	34.6 **	-.12
Learning Strategies	36.0	37.5 **	-.11	37.7 **	-.12	37.9 ***	-.14
Quantitative Reasoning	27.7	27.8	.00	27.8	.00	28.6	-.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



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^a on Indicator Items

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

		Percentage point difference 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	72	+2	-1	-3	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-2	-4	-5	
4d. Evaluating a point of view, decision, or information source	66	-0	-2	-1	
4e. Forming a new idea or understanding from various pieces of information	67	+1	-0	-1	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	55	+4	+3	+2	
2b. Connected your learning to societal problems or issues	47	-4	-4	-6	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-8	-10	-10	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	+0	-4	-1	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	+0	-3	-1	
2f. Learned something that changed the way you understand an issue or concept	64	+0	-1	-2	
2g. Connected ideas from your courses to your prior experiences and knowledge	75	+0	-1	-3	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	75	-2	-0	-3	
9b. Reviewed your notes after class	60	-4	-3	-2	
9c. Summarized what you learned in class or from course materials	59	-3	-2	-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.)	53	+0	-1	-3	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+2	+2	-0	
6c. Evaluated what others have concluded from numerical information	40	+1	+2	-2	

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

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

Academic Challenge: Seniors

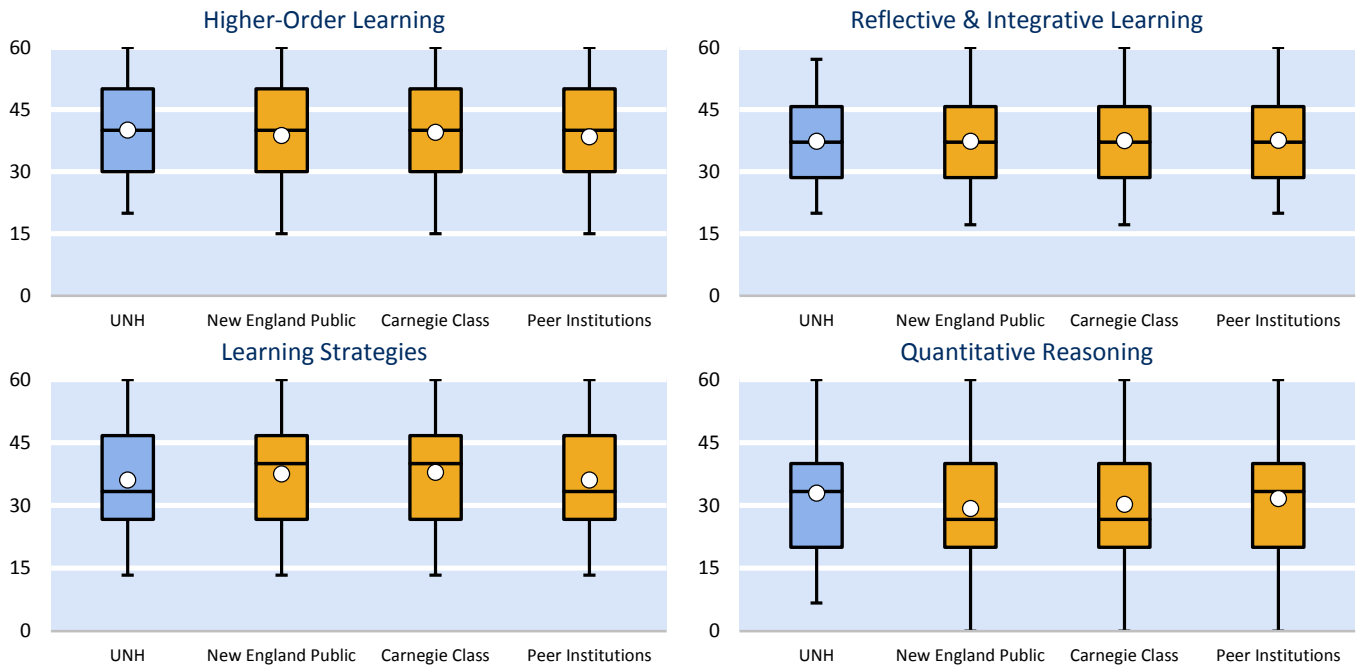
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	38.7 **	.10	39.5	.04	38.5 **	.12
Reflective & Integrative Learning	37.3	37.3	.00	37.5	-.02	37.5	-.02
Learning Strategies	36.0	37.5 **	-.10	37.9 ***	-.13	36.1	.00
Quantitative Reasoning	32.9	29.2 ***	.23	30.2 ***	.17	31.6 *	.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



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Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

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

		Percentage point difference 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	+3	+1	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+7	+4	+6
4d. Evaluating a point of view, decision, or information source	67	+0	+0	+2
4e. Forming a new idea or understanding from various pieces of information	69	+2	+0	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	78	+9	+8	+6
2b. Connected your learning to societal problems or issues	63	+2	+4	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-7	-5	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-0	-1	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	+0	+1
2f. Learned something that changed the way you understand an issue or concept	73	+3	+3	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+2	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	-1	-1	-0
9b. Reviewed your notes after class	56	-2	-4	+3
9c. Summarized what you learned in class or from course materials	60	-1	-1	+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.)	62	+8	+5	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+6	+5	+2
6c. Evaluated what others have concluded from numerical information	53	+9	+8	+2

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Learning with Peers: First-year students

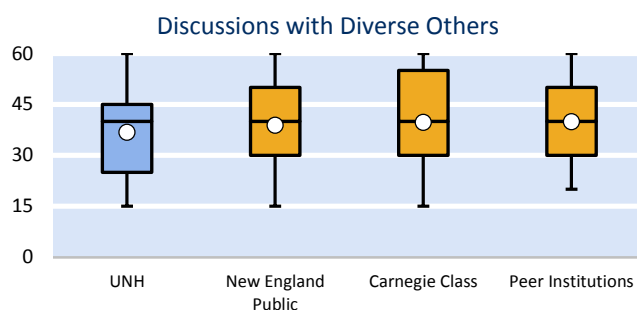
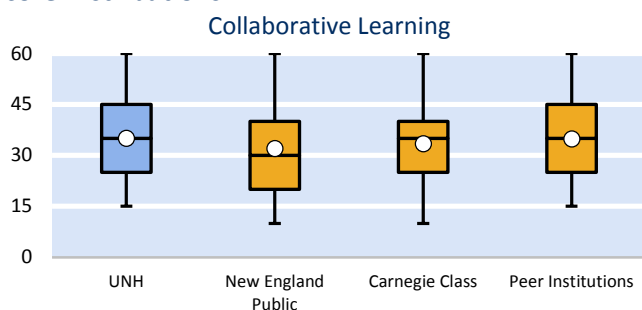
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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	35.0	32.0 ***	.21	33.4 **	.11	34.8	.01
Discussions with Diverse Others	36.8	38.8 ***	-.14	39.7 ***	-.19	39.9 ***	-.22

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		Percentage point difference 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	58	+5	+2		-1
1f. Explained course material to one or more students	64	+7	+4	+1	
1g. Prepared for exams by discussing or working through course material with other students	61	+10	+8	+2	
1h. Worked with other students on course projects or assignments	60	+8	+5	+2	
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	58	-12	-12	-14	
8b. People from an economic background other than your own	68	-2	-4	-5	
8c. People with religious beliefs other than your own	61	-5	-5	-9	
8d. People with political views other than your own	71	+7	+2	+7	

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Learning with Peers: Seniors

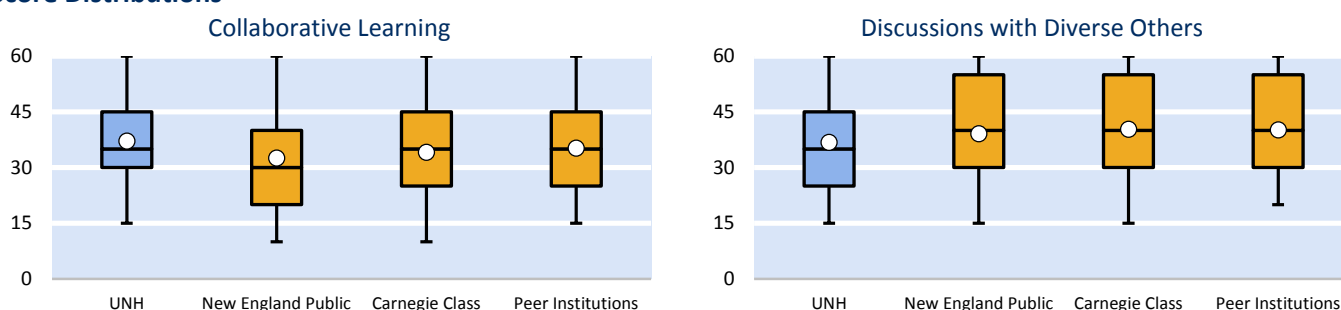
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Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.2	32.5 ***	.32	34.1 ***	.21	35.3 ***	.14
Discussions with Diverse Others	36.8	39.2 ***	-.15	40.3 ***	-.22	40.1 ***	-.23

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		Percentage point difference between your seniors 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	56	+13	+9	+6
1f. Explained course material to one or more students	69	+9	+6	+4
1g. Prepared for exams by discussing or working through course material with other students	62	+15	+12	+8
1h. Worked with other students on course projects or assignments	77	+15	+10	+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	52	-16	-18	-17
8b. People from an economic background other than your own	69	-3	-5	-5
8c. People with religious beliefs other than your own	62	-4	-5	-8
8d. People with political views other than your own	67	+3	-2	+3

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Experiences with Faculty: First-year students

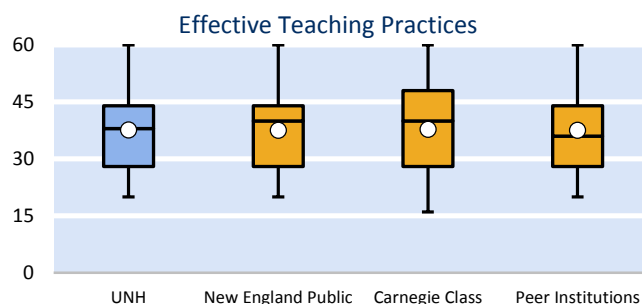
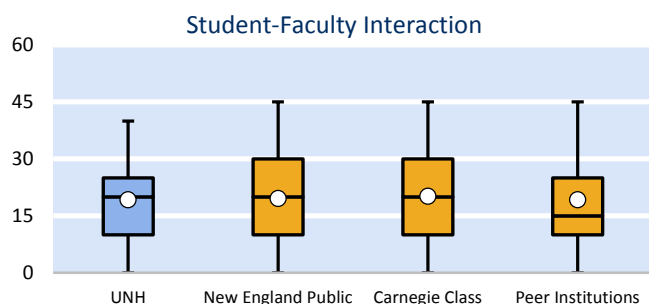
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		New England Public		Carnegie Class		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.2	19.6	-.03	20.1	-.07	19.2	.00
Effective Teaching Practices	37.6	37.5	.01	37.8	-.01	37.5	.01

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		Percentage point difference between your FY students 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	31	-0	-3	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-1	-2	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-0	-1	-1	
3d. Discussed your academic performance with a faculty member	27	-1	-0	+2	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	79	+2	+2	+0	
5b. Taught course sessions in an organized way	75	+0	-0	-2	
5c. Used examples or illustrations to explain difficult points	74	+1	-0	-2	
5d. Provided feedback on a draft or work in progress	63	+2	+3	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-2	-2	+1	

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Experiences with Faculty: Seniors

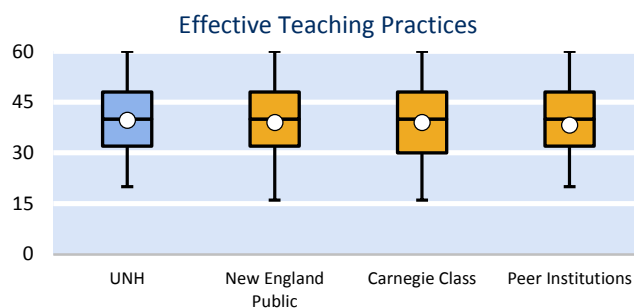
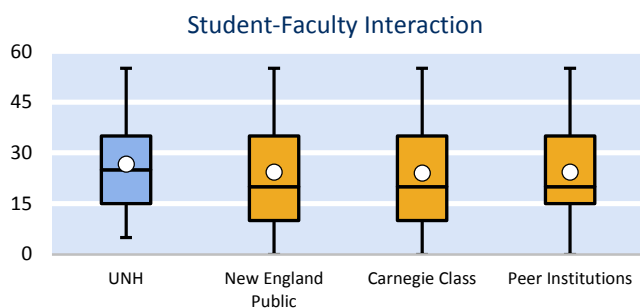
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.7	24.3 ***	.15	24.0 ***	.17	24.3 ***	.15
Effective Teaching Practices	39.6	38.9	.05	38.9	.05	38.2 **	.12

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Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	49	+5	+6	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+8	+8	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+6	+6	+5
3d. Discussed your academic performance with a faculty member	34	-1	+2	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	+3	+3	+3
5b. Taught course sessions in an organized way	81	+4	+4	+3
5c. Used examples or illustrations to explain difficult points	83	+6	+6	+5
5d. Provided feedback on a draft or work in progress	57	-2	+0	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+1	+1	+4

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

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

Campus Environment: First-year students

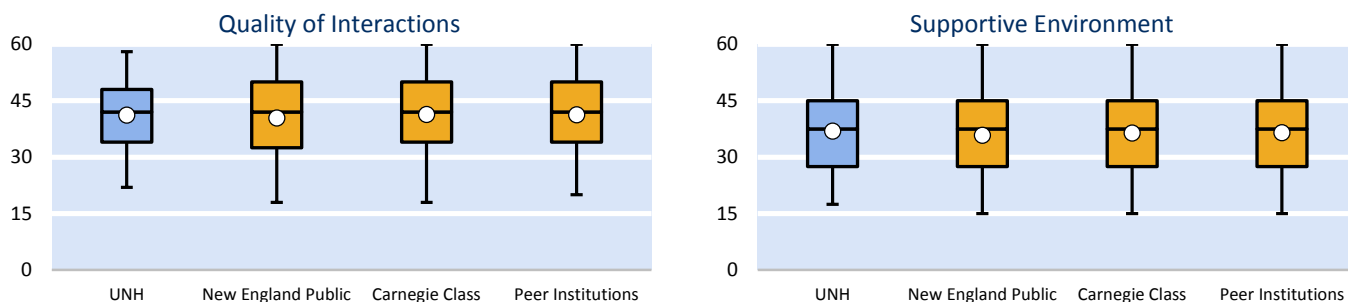
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		New England Public Mean	Effect size	Carnegie Class Mean	Effect size	Peer Institutions Mean	Effect size
Quality of Interactions	41.2	40.5	.06	41.4	-.02	41.3	-.01
Supportive Environment	36.9	35.9	.08	36.4	.04	36.5	.03

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

Score Distributions



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

Performance^a on Indicator Items

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

		Percentage point difference between your FY students 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	51	+1	-1	-4	
13b. Academic advisors	42	-1	-5	-1	
13c. Faculty	42	-2	-5	-2	
13d. Student services staff (career services, student activities, housing, etc.)	44	+3	+1	+2	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-0	-3	-1	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	75	+0	-1	-1	
14c. Using learning support services (tutoring services, writing center, etc.)	72	-3	-4	-4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-4	-3	-3	
14e. Providing opportunities to be involved socially	74	+4	+2	+2	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+6	+6	+3	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+6	+6	+6	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+10	+8	+6	
14i. Attending events that address important social, economic, or political issues	58	+5	+7	+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.

Campus Environment: Seniors

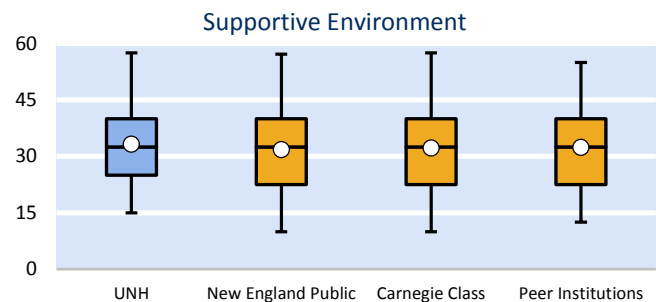
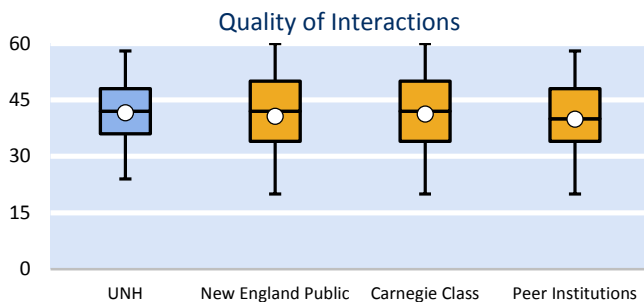
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	41.6	40.6 *	.08	41.3	.03	39.9 ***	.15
Supportive Environment	33.3	31.8 **	.11	32.3 *	.07	32.4	.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.

Performance^a on Indicator Items

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

Quality of Interactions	UNH	Percentage point difference between your seniors 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	61	+7	+4	+6
13b. Academic advisors	44	-1	-2	+4
13c. Faculty	53	+2	-1	+6
13d. Student services staff (career services, student activities, housing, etc.)	38	+0	-1	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-1	-4	+4
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	+7	+5	+8
14c. Using learning support services (tutoring services, writing center, etc.)	63	-0	-1	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-7	-7	-4
14e. Providing opportunities to be involved socially	74	+11	+8	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+12	+10	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	+1	-0	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+6	+4	+0
14i. Attending events that address important social, economic, or political issues	50	+4	+7	+3

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

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

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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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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	36.5	39.2 ***	-.20		41.2 ***	-.35	
	Reflective and Integrative Learning	33.2	36.6 ***	-.28		38.3 ***	-.41	
	Learning Strategies	36.0	39.8 ***	-.28		41.9 ***	-.42	
	Quantitative Reasoning	27.7	28.8	-.07	✓	30.4 ***	-.18	
Learning with Peers	Collaborative Learning	35.0	35.2	-.02	✓	37.1 ***	-.16	
	Discussions with Diverse Others	36.8	41.7 ***	-.33		43.8 ***	-.48	
Experiences with Faculty	Student-Faculty Interaction	19.2	23.8 ***	-.31		27.2 ***	-.52	
	Effective Teaching Practices	37.6	40.7 ***	-.24		42.6 ***	-.37	
Campus Environment	Quality of Interactions	41.2	43.8 ***	-.23		46.1 ***	-.42	
	Supportive Environment	36.9	38.2 *	-.10		40.0 ***	-.24	

Seniors

		UNH	NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	41.8 ***	-.13		43.3 ***	-.24	
	Reflective and Integrative Learning	37.3	40.0 ***	-.22		42.0 ***	-.38	
	Learning Strategies	36.0	40.7 ***	-.33		42.9 ***	-.48	
	Quantitative Reasoning	32.9	31.1 **	.11	✓	33.0	-.01	✓
Learning with Peers	Collaborative Learning	37.2	35.8 **	.10	✓	37.9	-.06	✓
	Discussions with Diverse Others	36.8	42.3 ***	-.35		44.3 ***	-.49	
Experiences with Faculty	Student-Faculty Interaction	26.7	29.3 ***	-.16		33.0 ***	-.40	
	Effective Teaching Practices	39.6	41.8 ***	-.16		43.8 ***	-.31	
Campus Environment	Quality of Interactions	41.6	44.8 ***	-.27		46.9 ***	-.44	
	Supportive Environment	33.3	34.8 **	-.11		37.2 ***	-.29	

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	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 = 618)	36.5	11.4	.46	20	30	40	40	60				
New England Public	36.8	12.9	.13	15	30	40	45	60	723	-.3	.494	-.025
Carnegie Class	37.9	13.0	.07	20	30	40	45	60	642	-1.4	.003	-.107
Peer Institutions	37.9	12.5	.16	20	30	40	45	60	776	-1.4	.004	-.114
Top 50%	39.2	13.1	.03	20	30	40	50	60	623	-2.7	.000	-.204
Top 10%	41.2	13.3	.08	20	35	40	50	60	651	-4.7	.000	-.352
Reflective & Integrative Learning												
UNH (N = 632)	33.2	10.6	.42	17	26	31	40	51				
New England Public	34.0	12.0	.12	17	26	34	40	57	738	-.7	.090	-.062
Carnegie Class	34.8	11.9	.06	17	26	34	43	57	655	-1.6	.000	-.136
Peer Institutions	34.6	11.6	.15	17	26	34	40	57	791	-1.4	.002	-.118
Top 50%	36.6	12.0	.03	17	29	37	46	57	638	-3.3	.000	-.280
Top 10%	38.3	12.3	.07	20	29	37	46	60	664	-5.0	.000	-.411
Learning Strategies												
UNH (N = 541)	36.0	12.1	.52	20	27	33	40	60				
New England Public	37.5	13.3	.14	20	27	40	47	60	625	-1.5	.005	-.114
Carnegie Class	37.7	13.6	.07	20	27	40	47	60	561	-1.7	.001	-.124
Peer Institutions	37.9	13.4	.18	20	27	40	47	60	675	-1.9	.001	-.141
Top 50%	39.8	13.7	.04	20	27	40	53	60	546	-3.8	.000	-.277
Top 10%	41.9	14.1	.08	20	33	40	53	60	564	-5.9	.000	-.421
Quantitative Reasoning												
UNH (N = 609)	27.7	14.3	.58	7	20	27	40	53				
New England Public	27.8	15.0	.15	0	20	27	40	60	10,114	.0	.948	-.003
Carnegie Class	27.8	15.1	.08	0	20	27	40	60	629	.0	.986	-.001
Peer Institutions	28.6	14.7	.19	7	20	27	40	60	6,645	-.9	.146	-.062
Top 50%	28.8	15.2	.04	0	20	27	40	60	613	-1.1	.058	-.072
Top 10%	30.4	15.2	.07	7	20	27	40	60	628	-2.7	.000	-.176
Learning with Peers												
Collaborative Learning												
UNH (N = 641)	35.0	13.3	.53	15	25	35	45	60				
New England Public	32.0	13.8	.14	10	20	30	40	60	10,893	3.0	.000	.215
Carnegie Class	33.4	13.9	.07	10	25	35	40	60	43,419	1.5	.006	.110
Peer Institutions	34.8	13.6	.17	15	25	35	45	60	7,067	.2	.742	.014
Top 50%	35.2	13.6	.03	15	25	35	45	60	176,524	-.2	.694	-.016
Top 10%	37.1	13.4	.06	15	25	40	45	60	43,874	-2.1	.000	-.157
Discussions with Diverse Others												
UNH (N = 539)	36.8	13.7	.59	15	25	40	45	60				
New England Public	38.8	15.1	.16	15	30	40	50	60	623	-2.0	.001	-.136
Carnegie Class	39.7	15.1	.08	15	30	40	55	60	558	-2.9	.000	-.192
Peer Institutions	39.9	14.5	.19	20	30	40	50	60	6,101	-3.1	.000	-.218
Top 50%	41.7	14.9	.04	20	30	40	55	60	542	-4.9	.000	-.331
Top 10%	43.8	14.5	.07	20	35	45	60	60	555	-7.0	.000	-.482

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 = 621)	19.2	13.2	.53	0	10	20	25	40				
New England Public	19.6	14.1	.14	0	10	20	30	45	10,301	-.4	.509	-.027
Carnegie Class	20.1	14.2	.07	0	10	20	30	45	643	-.9	.077	-.067
Peer Institutions	19.2	13.9	.18	0	10	15	25	45	6,732	-.1	.924	-.004
Top 50%	23.8	14.7	.05	0	15	20	35	55	630	-4.6	.000	-.313
Top 10%	27.2	15.6	.12	5	15	25	40	60	687	-8.0	.000	-.519
Effective Teaching Practices												
UNH (N = 618)	37.6	11.6	.47	20	28	38	44	60				
New England Public	37.5	12.5	.13	20	28	40	44	60	713	.1	.819	.009
Carnegie Class	37.8	12.8	.06	16	28	40	48	60	641	-.2	.739	-.012
Peer Institutions	37.5	11.9	.15	20	28	36	44	60	6,720	.1	.864	.007
Top 50%	40.7	13.0	.04	20	32	40	52	60	626	-3.1	.000	-.238
Top 10%	42.6	13.6	.08	20	36	44	56	60	658	-5.0	.000	-.370
Campus Environment												
Quality of Interactions												
UNH (N = 514)	41.2	10.8	.47	22	34	42	48	58				
New England Public	40.5	12.0	.13	18	33	42	50	60	598	.7	.152	.059
Carnegie Class	41.4	12.1	.07	18	34	42	50	60	533	-.2	.699	-.015
Peer Institutions	41.3	11.3	.16	20	34	42	50	60	5,790	-.1	.852	-.009
Top 50%	43.8	11.5	.04	22	38	46	52	60	518	-2.7	.000	-.231
Top 10%	46.1	11.7	.09	24	40	48	56	60	548	-4.9	.000	-.418
Supportive Environment												
UNH (N = 504)	36.9	12.2	.54	18	28	38	45	60				
New England Public	35.9	13.1	.15	15	28	38	45	60	8,419	1.0	.079	.081
Carnegie Class	36.4	13.2	.07	15	28	38	45	60	522	.5	.337	.040
Peer Institutions	36.5	12.6	.17	15	28	38	45	60	5,717	.4	.514	.030
Top 50%	38.2	13.1	.04	18	30	40	48	60	508	-1.3	.016	-.101
Top 10%	40.0	13.0	.07	18	31	40	50	60	31,232	-3.1	.000	-.237

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 = 755)	40.0	12.5	.45	20	30	40	50	60				
New England Public	38.7	13.7	.13	15	30	40	50	60	878	1.3	.005	.097
Carnegie Class	39.5	13.7	.07	15	30	40	50	60	785	.5	.231	.040
Peer Institutions	38.5	13.3	.17	15	30	40	50	60	966	1.6	.001	.119
Top 50%	41.8	13.5	.04	20	35	40	55	60	763	-1.8	.000	-.133
Top 10%	43.3	13.4	.07	20	35	40	55	60	786	-3.2	.000	-.240
Reflective & Integrative Learning												
UNH (N = 773)	37.3	11.6	.42	20	29	37	46	57				
New England Public	37.3	12.6	.12	17	29	37	46	60	894	.0	.971	.001
Carnegie Class	37.5	12.6	.06	17	29	37	46	60	803	-.2	.635	-.016
Peer Institutions	37.5	12.2	.15	20	29	37	46	60	981	-.2	.622	-.018
Top 50%	40.0	12.3	.03	20	31	40	49	60	781	-2.7	.000	-.217
Top 10%	42.0	12.2	.07	20	34	43	51	60	817	-4.7	.000	-.382
Learning Strategies												
UNH (N = 687)	36.0	13.2	.50	13	27	33	47	60				
New England Public	37.5	14.3	.14	13	27	40	47	60	797	-1.4	.007	-.099
Carnegie Class	37.9	14.5	.07	13	27	40	47	60	714	-1.9	.000	-.129
Peer Institutions	36.1	14.3	.19	13	27	33	47	60	886	.0	.980	-.001
Top 50%	40.7	14.4	.04	20	33	40	53	60	693	-4.7	.000	-.326
Top 10%	42.9	14.3	.06	20	33	40	60	60	709	-6.8	.000	-.480
Quantitative Reasoning												
UNH (N = 745)	32.9	15.5	.57	7	20	33	40	60				
New England Public	29.2	16.2	.15	0	20	27	40	60	854	3.6	.000	.225
Carnegie Class	30.2	16.2	.08	0	20	27	40	60	771	2.7	.000	.165
Peer Institutions	31.6	16.1	.20	0	20	33	40	60	941	1.2	.039	.078
Top 50%	31.1	16.2	.04	0	20	33	40	60	749	1.8	.002	.109
Top 10%	33.0	15.9	.07	7	20	33	40	60	46,800	-.1	.863	-.006
Learning with Peers												
Collaborative Learning												
UNH (N = 778)	37.2	13.2	.47	15	30	35	45	60				
New England Public	32.5	14.3	.13	10	20	30	40	60	899	4.6	.000	.324
Carnegie Class	34.1	14.6	.07	10	25	35	45	60	808	3.0	.000	.209
Peer Institutions	35.3	14.0	.17	15	25	35	45	60	991	1.9	.000	.137
Top 50%	35.8	13.8	.03	15	25	35	45	60	783	1.3	.005	.098
Top 10%	37.9	13.4	.07	15	30	40	50	60	40,768	-.7	.124	-.056
Discussions with Diverse Others												
UNH (N = 691)	36.8	13.5	.51	15	25	35	45	60				
New England Public	39.2	15.5	.15	15	30	40	55	60	815	-2.4	.000	-.155
Carnegie Class	40.3	15.8	.08	15	30	40	55	60	722	-3.5	.000	-.224
Peer Institutions	40.1	14.7	.19	20	30	40	55	60	891	-3.3	.000	-.230
Top 50%	42.3	15.6	.03	15	30	40	60	60	695	-5.5	.000	-.355
Top 10%	44.3	15.3	.07	20	35	45	60	60	716	-7.5	.000	-.490

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 = 762)	26.7	15.0	.54	5	15	25	35	55				
New England Public	24.3	15.8	.15	0	10	20	35	55	12,360	2.4	.000	.150
Carnegie Class	24.0	15.7	.07	0	10	20	35	55	45,711	2.7	.000	.171
Peer Institutions	24.3	15.3	.19	0	15	20	35	55	7,236	2.4	.000	.155
Top 50%	29.3	15.7	.05	5	20	30	40	60	776	-2.6	.000	-.165
Top 10%	33.0	16.0	.14	10	20	30	45	60	865	-6.3	.000	-.397
Effective Teaching Practices												
UNH (N = 760)	39.6	11.8	.43	20	32	40	48	60				
New England Public	38.9	13.1	.12	16	32	40	48	60	887	.7	.108	.055
Carnegie Class	38.9	13.5	.06	16	30	40	48	60	793	.7	.098	.053
Peer Institutions	38.2	12.4	.15	20	32	40	48	60	964	1.4	.002	.118
Top 50%	41.8	13.5	.04	20	32	40	52	60	771	-2.2	.000	-.160
Top 10%	43.8	13.4	.09	20	36	44	56	60	821	-4.2	.000	-.314
Campus Environment												
Quality of Interactions												
UNH (N = 677)	41.6	10.3	.39	24	36	42	48	58				
New England Public	40.6	12.0	.12	20	34	42	50	60	806	1.0	.018	.082
Carnegie Class	41.3	11.9	.06	20	34	42	50	60	709	.4	.363	.031
Peer Institutions	39.9	11.2	.15	20	34	40	48	58	875	1.7	.000	.151
Top 50%	44.8	11.6	.03	23	38	46	54	60	686	-3.2	.000	-.273
Top 10%	46.9	12.1	.07	23	40	50	58	60	716	-5.3	.000	-.436
Supportive Environment												
UNH (N = 658)	33.3	12.6	.49	15	25	33	40	58				
New England Public	31.8	13.6	.14	10	23	33	40	57	761	1.4	.005	.107
Carnegie Class	32.3	13.8	.07	10	23	33	40	58	684	1.0	.042	.073
Peer Institutions	32.4	12.9	.17	13	23	33	40	55	6,325	.9	.109	.066
Top 50%	34.8	13.7	.04	13	25	35	45	60	664	-1.5	.003	-.109
Top 10%	37.2	13.6	.09	13	28	38	48	60	698	-3.9	.000	-.287

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.