
NSSE 2018

Engagement Indicators

University of New Hampshire at Manchester

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 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 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 NH/MA Public	Your first-year students compared with NH/MA/ME Private	Your first-year students compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with NH/MA Public	Your seniors compared with NH/MA/ME Private	Your seniors compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

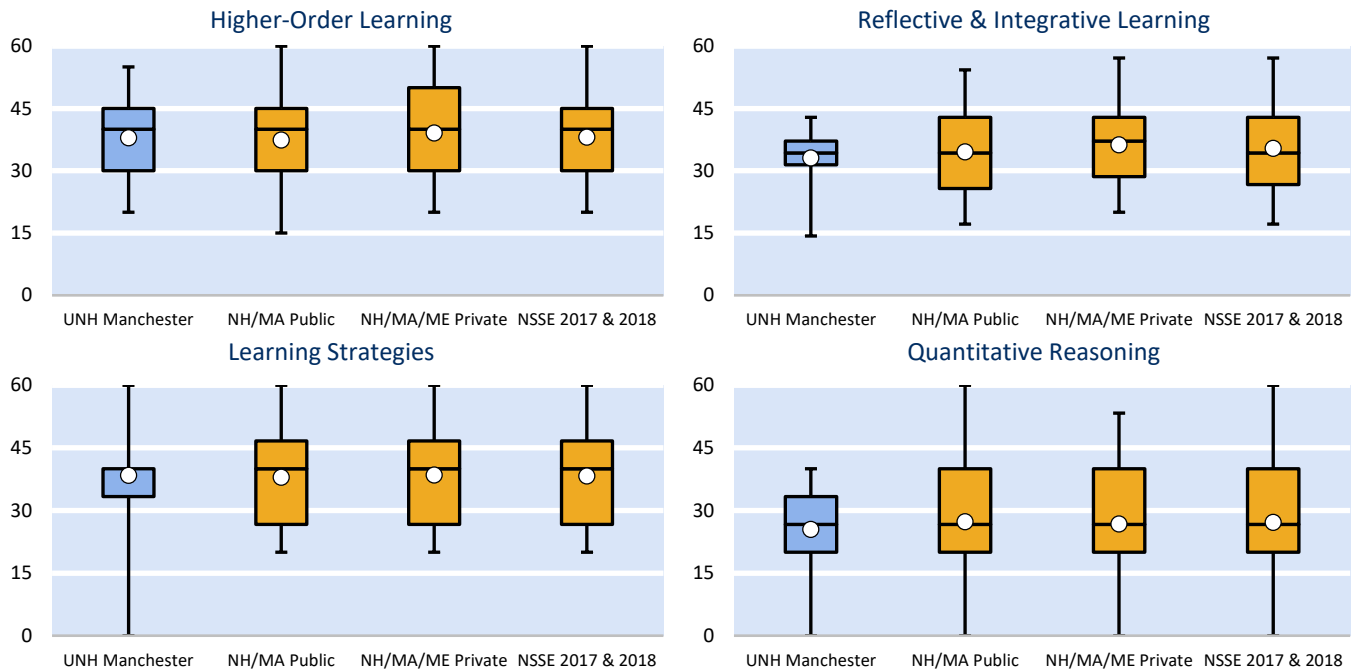
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH/MA Public		NH/MA/ME Private		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	37.4	.04	39.1	-.09	38.1	-.01
Reflective & Integrative Learning	33.1	34.6	-.13	36.2	-.28	35.4	-.19
Learning Strategies	38.4	37.9	.04	38.5	-.01	38.3	.01
Quantitative Reasoning	25.5	27.3	-.12	26.8	-.09	27.1	-.11

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	UNH Manchester	NH/MA Public	NH/MA/ME Private	NSSE 2017 & 2018
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	65	<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> -8	<div><div></div><div></div><div></div><div></div><div></div></div> -7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+14 <div><div></div><div></div><div></div><div></div><div></div></div>	+9 <div><div></div><div></div><div></div><div></div><div></div></div>	+12 <div><div></div><div></div><div></div><div></div><div></div></div>
4d. Evaluating a point of view, decision, or information source	65	<div><div></div><div></div><div></div><div></div><div></div></div> -7	<div><div></div><div></div><div></div><div></div><div></div></div> -9	<div><div></div><div></div><div></div><div></div><div></div></div> -5
4e. Forming a new idea or understanding from various pieces of information	71	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> -3	+2 <div><div></div><div></div><div></div><div></div><div></div></div>
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	65	+15 <div><div></div><div></div><div></div><div></div><div></div></div>	+10 <div><div></div><div></div><div></div><div></div><div></div></div>	+13 <div><div></div><div></div><div></div><div></div><div></div></div>
2b. Connected your learning to societal problems or issues	35	<div><div></div><div></div><div></div><div></div><div></div></div> -17	<div><div></div><div></div><div></div><div></div><div></div></div> -23	<div><div></div><div></div><div></div><div></div><div></div></div> -17
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	<div><div></div><div></div><div></div><div></div><div></div></div> -11	<div><div></div><div></div><div></div><div></div><div></div></div> -16	<div><div></div><div></div><div></div><div></div><div></div></div> -11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+4 <div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> -0	+1 <div><div></div><div></div><div></div><div></div><div></div></div>
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	82	+16 <div><div></div><div></div><div></div><div></div><div></div></div>	+11 <div><div></div><div></div><div></div><div></div><div></div></div>	+12 <div><div></div><div></div><div></div><div></div><div></div></div>
2f. Learned something that changed the way you understand an issue or concept	59	<div><div></div><div></div><div></div><div></div><div></div></div> -7	<div><div></div><div></div><div></div><div></div><div></div></div> -8	<div><div></div><div></div><div></div><div></div><div></div></div> -9
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+7 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <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>
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	<div><div></div><div></div><div></div><div></div><div></div></div> -7	<div><div></div><div></div><div></div><div></div><div></div></div> -11	<div><div></div><div></div><div></div><div></div><div></div></div> -6
9b. Reviewed your notes after class	76	+10 <div><div></div><div></div><div></div><div></div><div></div></div>	+12 <div><div></div><div></div><div></div><div></div><div></div></div>	+11 <div><div></div><div></div><div></div><div></div><div></div></div>
9c. Summarized what you learned in class or from course materials	82	+19 <div><div></div><div></div><div></div><div></div><div></div></div>	+17 <div><div></div><div></div><div></div><div></div><div></div></div>	+19 <div><div></div><div></div><div></div><div></div><div></div></div>
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.)	47	<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> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	<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> -0	<div><div></div><div></div><div></div><div></div><div></div></div> -2
6c. Evaluated what others have concluded from numerical information	35	<div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> -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.

Academic Challenge: Seniors

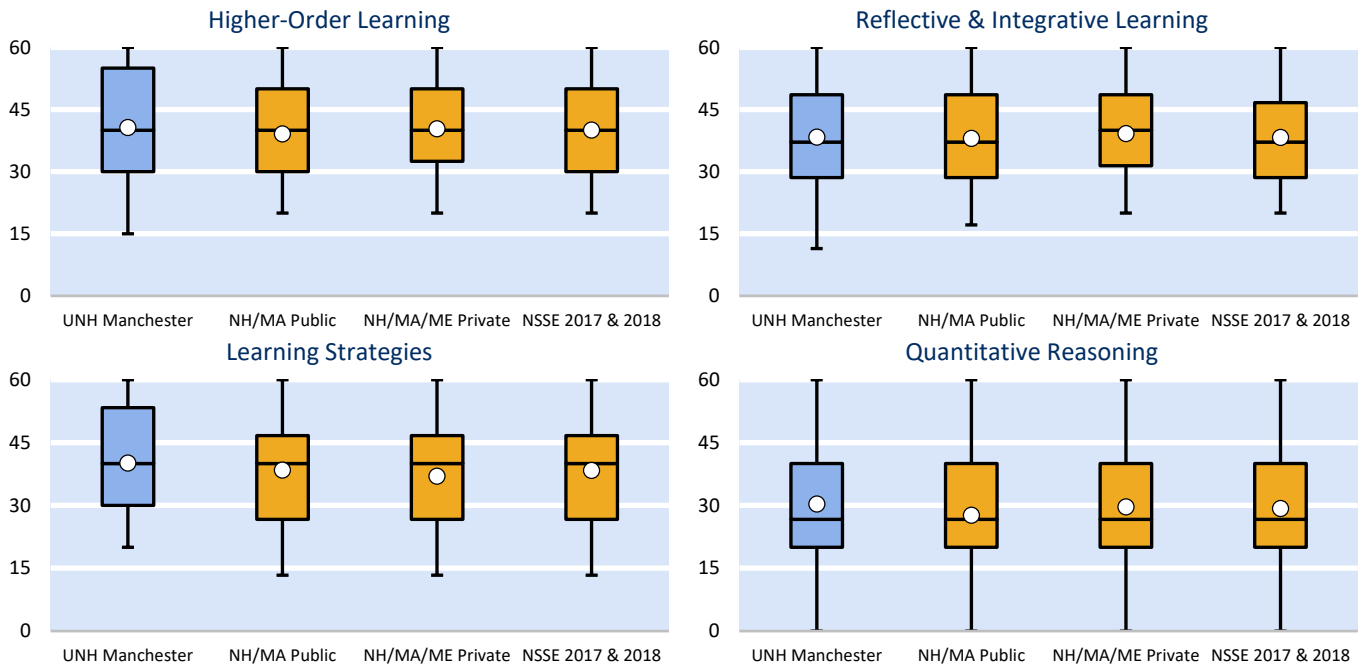
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Mean Comparisons

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		NH/MA Public		NH/MA/ME Private		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.7	39.1	.11	40.4	.02	40.1	.04
Reflective & Integrative Learning	38.4	38.0	.03	39.2	-.07	38.3	.01
Learning Strategies	40.1	38.4	.12	37.0	.22	38.4	.12
Quantitative Reasoning	30.3	27.7	.16	29.6	.04	29.3	.06

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Academic Challenge: Seniors (continued)

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		Percentage point difference ^a between your seniors and		
	UNH Manchester	NH/MA Public	NH/MA/ME Private	NSSE 2017 & 2018
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	82	+8	+4	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+0	-6	-4
4d. Evaluating a point of view, decision, or information source	64	-5	-10	-7
4e. Forming a new idea or understanding from various pieces of information	69	-0	-5	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	64	-3	-5	-6
2b. Connected your learning to societal problems or issues	61	-2	-9	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-10	-18	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	-2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+6	+4	+6
2f. Learned something that changed the way you understand an issue or concept	79	+11	+6	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2	-2	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	+2	-1	+1
9b. Reviewed your notes after class	68	+4	+16	+7
9c. Summarized what you learned in class or from course materials	64	+1	+7	+1
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	+2	-1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+4	+3	+3
6c. Evaluated what others have concluded from numerical information	54	+14	+6	+11

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Learning with Peers: First-year students

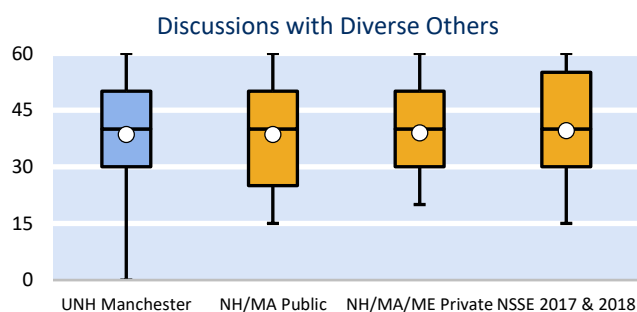
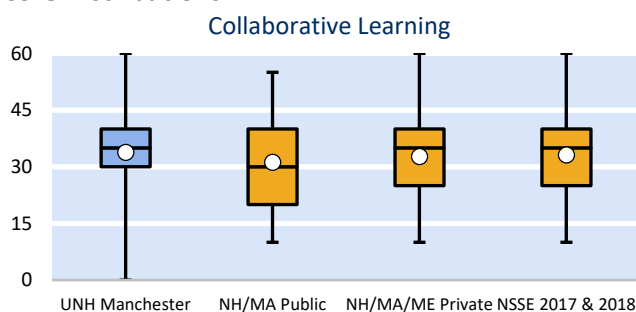
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH/MA Public		NH/MA/ME Private		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.8	31.2	.20	32.7	.08	33.1	.05
Discussions with Diverse Others	38.5	38.6	.00	39.0	-.03	39.6	-.07

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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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	UNH Manchester	Percentage point difference ^a between your FY students and		
		NH/MA Public	NH/MA/ME Private	NSSE 2017 & 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	71	+21	+17	+15
1f. Explained course material to one or more students	88	+33	+30	+29
1g. Prepared for exams by discussing or working through course material with other students	59	+13	+5	+7
1h. Worked with other students on course projects or assignments	47	-7	-6	-9
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	76	+5	+11	+6
8b. People from an economic background other than your own	82	+11	+11	+10
8c. People with religious beliefs other than your own	71	+8	+4	+4
8d. People with political views other than your own	53	-9	-12	-12

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Learning with Peers: Seniors

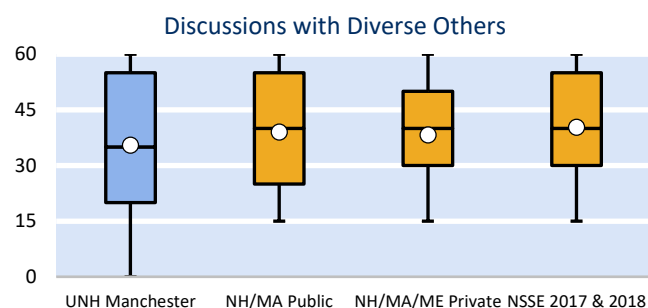
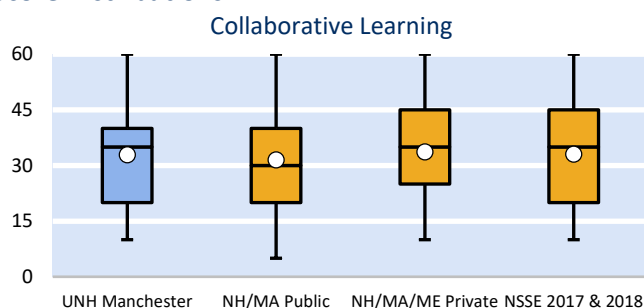
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Discussions with Diverse Others	35.5	39.0	-.22	38.3	-.19	40.3 *	-.31

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Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1e. Asked another student to help you understand course material	45	+5	+0	+0	
1f. Explained course material to one or more students	60	+3	-4	-0	
1g. Prepared for exams by discussing or working through course material with other students	44	-2	-10	-5	
1h. Worked with other students on course projects or assignments	56	-2	-6	-9	
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	47	-25	-19	-25	
8b. People from an economic background other than your own	59	-10	-13	-15	
8c. People with religious beliefs other than your own	59	-8	-5	-9	
8d. People with political views other than your own	59	-1	-1	-7	

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Experiences with Faculty: First-year students

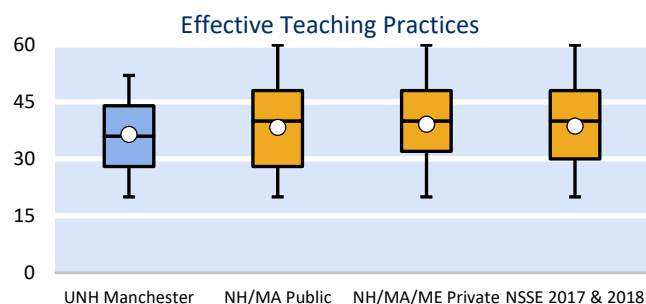
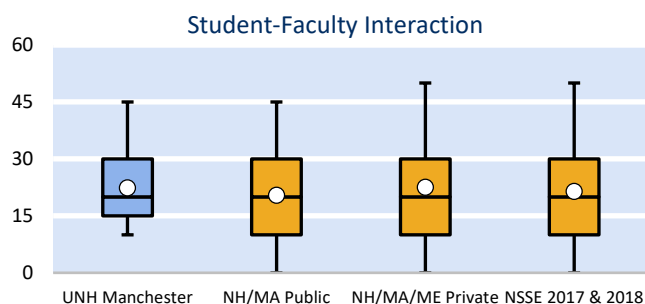
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH/MA Public Effect size		NH/MA/ME Private Effect size		NSSE 2017 & 2018 Effect size	
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Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	UNH Manchester	NH/MA Public	NH/MA/ME Private	NSSE 2017 & 2018
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	47	+14	+12	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+11	+8	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-1	-7	-3
3d. Discussed your academic performance with a faculty member	24	-9	-10	-7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	88	+13	+10	+11
5b. Taught course sessions in an organized way	71	-3	-7	-5
5c. Used examples or illustrations to explain difficult points	82	+12	+10	+8
5d. Provided feedback on a draft or work in progress	65	-5	-3	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	41	-22	-25	-19

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.

Experiences with Faculty: Seniors

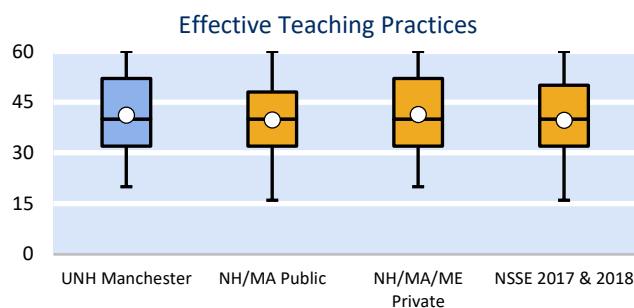
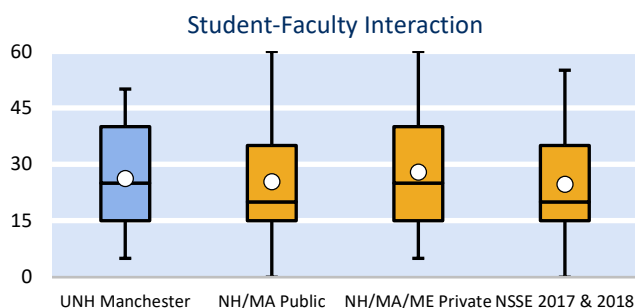
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
		NH/MA Public Effect size		NH/MA/ME Private Effect size		NSSE 2017 & 2018 Effect size	
Student-Faculty Interaction	26.2	25.3	.06	27.9	-.11	24.7	.10
Effective Teaching Practices	41.1	39.7	.10	41.3	-.01	39.6	.11

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	UNH Manchester	NH/MA Public	NH/MA/ME Private	NSSE 2017 & 2018
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	52	+4	-2	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-1	-7	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	+7	+1	+8
3d. Discussed your academic performance with a faculty member	41	+1	+5	+7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	85	+5	+0	+5
5b. Taught course sessions in an organized way	82	+6	+0	+4
5c. Used examples or illustrations to explain difficult points	81	+4	-2	+4
5d. Provided feedback on a draft or work in progress	63	-0	-3	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+3	-2	+5

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

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

Campus Environment: First-year students

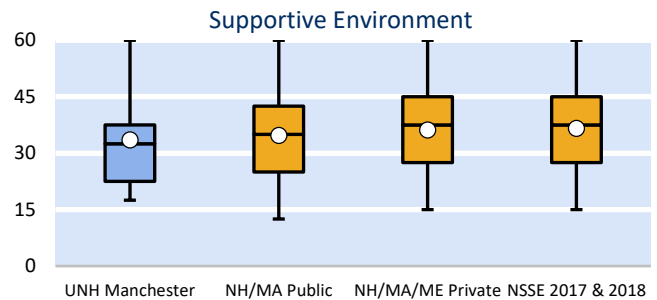
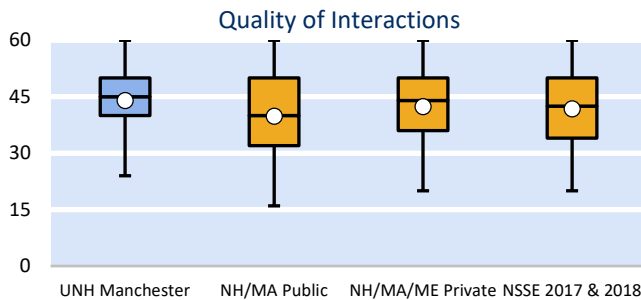
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH/MA Public		NH/MA/ME Private		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.0	39.9	.32	42.4	.14	41.8	.18
Supportive Environment	33.5	34.7	-.09	36.2	-.20	36.6	-.23

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	UNH Manchester	NH/MA Public	NH/MA/ME Private	NSSE 2017 & 2018
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	65	+21	+16	+14
13b. Academic advisors	47	+1	-4	-2
13c. Faculty	59	+13	+1	+10
13d. Student services staff (career services, student activities, housing, etc.)	33	-7	-13	-11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+12	+4	+8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	88	+17	+10	+11
14c. Using learning support services (tutoring services, writing center, etc.)	82	+8	+4	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-12	-8	-10
14e. Providing opportunities to be involved socially	76	+11	+6	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-13	-14	-18
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-7	-2	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-15	-26	-24
14i. Attending events that address important social, economic, or political issues	29	-23	-30	-23

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

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

Campus Environment: Seniors

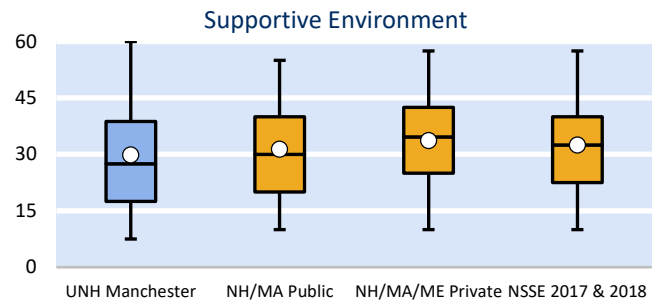
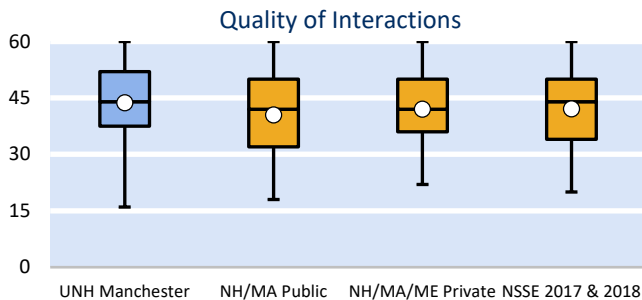
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
		NH/MA Public Mean	Effect size	NH/MA/ME Private Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Quality of Interactions	43.8	40.5	.26	42.0	.16	42.1	.14
Supportive Environment	29.9	31.4	-.11	33.7	-.28	32.5	-.18

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	UNH Manchester	NH/MA Public	NH/MA/ME Private	NSSE 2017 & 2018
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
	%			
13a. Students	61	+11	+10	+4
13b. Academic advisors	50	+2	-5	-1
13c. Faculty	55	+3	-8	-0
13d. Student services staff (career services, student activities, housing, etc.)	54	+16	+17	+13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+20	+20	+14
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	+9	-3	+4
14c. Using learning support services (tutoring services, writing center, etc.)	68	+5	-4	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-13	-6	-10
14e. Providing opportunities to be involved socially	55	-5	-13	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-5	-7	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-2	-1	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	38	-10	-22	-15
14i. Attending events that address important social, economic, or political issues	34	-9	-26	-10

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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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 Manchester Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	39.1	-.09	✓	40.8	-.22	
	Reflective and Integrative Learning	33.1	36.7 *	-.30		38.5 **	-.47	
	Learning Strategies	38.4	39.6	-.09	✓	41.7	-.24	
	Quantitative Reasoning	25.5	28.3	-.19		30.2	-.31	
Learning with Peers	Collaborative Learning	33.8	35.4	-.11		37.6	-.28	
	Discussions with Diverse Others	38.5	41.4	-.20		43.9	-.37	
Experiences with Faculty	Student-Faculty Interaction	22.4	24.3	-.14		27.3	-.32	
	Effective Teaching Practices	36.5	40.3	-.30		42.1	-.42	
Campus Environment	Quality of Interactions	44.0	43.9	.01	✓	46.0	-.17	
	Supportive Environment	33.5	38.3	-.36		40.1 *	-.51	

Seniors

Theme	Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.7	41.5	-.06	✓	42.9	-.16	
	Reflective and Integrative Learning	38.4	39.8	-.12		41.5 *	-.25	
	Learning Strategies	40.1	40.3	-.01	✓	42.8	-.19	
	Quantitative Reasoning	30.3	30.5	-.01	✓	32.5	-.14	
Learning with Peers	Collaborative Learning	32.9	35.9	-.21		38.3 **	-.40	
	Discussions with Diverse Others	35.5	42.1 **	-.43		44.1 ***	-.56	
Experiences with Faculty	Student-Faculty Interaction	26.2	29.5	-.21		33.8 ***	-.48	
	Effective Teaching Practices	41.1	41.4	-.02	✓	43.5	-.18	
Campus Environment	Quality of Interactions	43.8	44.4	-.06	✓	46.6	-.23	
	Supportive Environment	29.9	34.6 *	-.35		37.0 **	-.53	

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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 2017 and 2018 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 Manchester (N = 17)	37.9	10.0	2.43	20	30	40	45	55				
NH/MA Public	37.4	13.3	.42	15	30	40	45	60	994	.5	.877	.038
NH/MA/ME Private	39.1	12.4	.40	20	30	40	50	60	967	-1.2	.701	-.094
NSSE 2017 & 2018	38.1	13.0	.03	20	30	40	45	60	224,867	-.2	.959	-.012
Top 50%	39.1	12.8	.03	20	30	40	50	60	144,777	-1.2	.709	-.090
Top 10%	40.8	12.9	.07	20	35	40	50	60	29,651	-2.9	.357	-.223
Reflective & Integrative Learning												
UNH Manchester (N = 17)	33.1	6.5	1.57	14	31	34	37	43				
NH/MA Public	34.6	11.8	.37	17	26	34	43	54	18	-1.5	.373	-.125
NH/MA/ME Private	36.2	11.3	.36	20	29	37	43	57	18	-3.1	.069	-.278
NSSE 2017 & 2018	35.4	11.8	.02	17	27	34	43	57	16	-2.3	.169	-.192
Top 50%	36.7	11.6	.03	20	29	37	43	57	16	-3.5	.038	-.305
Top 10%	38.5	11.7	.07	20	31	40	46	60	16	-5.4	.003	-.465
Learning Strategies												
UNH Manchester (N = 17)	38.4	14.2	3.46	0	33	40	40	60				
NH/MA Public	37.9	13.4	.46	20	27	40	47	60	864	.5	.882	.036
NH/MA/ME Private	38.5	12.8	.43	20	27	40	47	60	891	-.1	.975	-.008
NSSE 2017 & 2018	38.3	13.6	.03	20	27	40	47	60	207,457	.1	.971	.009
Top 50%	39.6	13.5	.04	20	27	40	53	60	114,771	-1.2	.719	-.087
Top 10%	41.7	13.8	.10	20	33	40	53	60	20,017	-3.3	.328	-.238
Quantitative Reasoning												
UNH Manchester (N = 17)	25.5	11.6	2.81	0	20	27	33	40				
NH/MA Public	27.3	15.2	.49	0	20	27	40	60	977	-1.8	.618	-.122
NH/MA/ME Private	26.8	14.6	.47	0	20	27	40	53	955	-1.3	.715	-.089
NSSE 2017 & 2018	27.1	15.2	.03	0	20	27	40	60	220,278	-1.6	.656	-.108
Top 50%	28.3	15.1	.04	0	20	27	40	60	146,549	-2.8	.436	-.189
Top 10%	30.2	15.1	.09	7	20	27	40	60	30,506	-4.8	.195	-.314
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 17)	33.8	12.8	3.11	0	30	35	40	60				
NH/MA Public	31.2	13.5	.41	10	20	30	40	55	1,085	2.7	.418	.198
NH/MA/ME Private	32.7	13.9	.43	10	25	35	40	60	1,043	1.1	.739	.081
NSSE 2017 & 2018	33.1	14.1	.03	10	25	35	40	60	245,947	.7	.837	.050
Top 50%	35.4	13.5	.03	15	25	35	45	60	165,106	-1.5	.641	-.113
Top 10%	37.6	13.5	.08	15	30	40	50	60	31,630	-3.8	.246	-.282
Discussions with Diverse Others												
UNH Manchester (N = 17)	38.5	16.1	3.90	0	30	40	50	60				
NH/MA Public	38.6	15.4	.52	15	25	40	50	60	873	.0	.991	-.003
NH/MA/ME Private	39.0	14.0	.47	20	30	40	50	60	896	-.4	.899	-.031
NSSE 2017 & 2018	39.6	15.2	.03	15	30	40	55	60	209,008	-1.1	.773	-.070
Top 50%	41.4	14.8	.04	20	30	40	55	60	144,856	-2.9	.418	-.197
Top 10%	43.9	14.5	.09	20	35	45	60	60	23,548	-5.3	.131	-.367

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 Manchester (N = 17)	22.4	10.8	2.61	10	15	20	30	45				
NH/MA Public	20.4	14.0	.45	0	10	20	30	45	1,003	1.9	.577	.137
NH/MA/ME Private	22.5	14.1	.45	0	10	20	30	50	977	-.1	.966	-.010
NSSE 2017 & 2018	21.5	14.4	.03	0	10	20	30	50	229,141	.9	.800	.062
Top 50%	24.3	14.6	.05	5	15	20	35	55	93,957	-2.0	.577	-.135
Top 10%	27.3	15.4	.14	5	15	25	40	60	12,842	-5.0	.183	-.323
Effective Teaching Practices												
UNH Manchester (N = 17)	36.5	9.4	2.27	20	28	36	44	52				
NH/MA Public	38.3	12.9	.41	20	28	40	48	60	993	-1.9	.556	-.144
NH/MA/ME Private	39.2	12.7	.41	20	32	40	48	60	969	-2.7	.385	-.213
NSSE 2017 & 2018	38.6	12.8	.03	20	30	40	48	60	225,556	-2.2	.485	-.170
Top 50%	40.3	12.8	.04	20	32	40	52	60	105,149	-3.9	.212	-.303
Top 10%	42.1	13.4	.09	20	32	40	52	60	21,445	-5.6	.083	-.421
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 16)	44.0	9.0	2.24	24	40	45	50	60				
NH/MA Public	39.9	12.9	.46	16	32	40	50	60	804	4.2	.200	.324
NH/MA/ME Private	42.4	11.6	.40	20	36	44	50	60	843	1.6	.584	.138
NSSE 2017 & 2018	41.8	12.2	.03	20	34	43	50	60	197,043	2.2	.470	.181
Top 50%	43.9	11.4	.04	22	38	46	52	60	88,336	.1	.963	.012
Top 10%	46.0	11.7	.09	24	40	48	56	60	16,440	-2.0	.504	-.167
Supportive Environment												
UNH Manchester (N = 17)	33.5	12.6	3.05	18	23	33	38	60				
NH/MA Public	34.7	13.4	.48	13	25	35	43	60	800	-1.2	.717	-.089
NH/MA/ME Private	36.2	13.3	.46	15	28	38	45	60	841	-2.7	.413	-.201
NSSE 2017 & 2018	36.6	13.3	.03	15	28	38	45	60	198,305	-3.1	.342	-.231
Top 50%	38.3	13.0	.04	18	30	40	48	60	112,416	-4.7	.134	-.364
Top 10%	40.1	13.0	.09	18	33	40	50	60	22,391	-6.6	.036	-.509

a. Due to nonstandard sampling or response issues, all results are unweighted.

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 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 Manchester (N = 59)	40.7	14.6	1.90	15	30	40	55	60				
NH/MA Public	39.1	13.7	.44	20	30	40	50	60	1,054	1.5	.406	.111
NH/MA/ME Private	40.4	13.0	.47	20	33	40	50	60	809	.3	.869	.022
NSSE 2017 & 2018	40.1	13.5	.03	20	30	40	50	60	286,406	.6	.731	.045
Top 50%	41.5	13.4	.04	20	35	40	55	60	138,654	-.8	.633	-.062
Top 10%	42.9	13.5	.07	20	35	40	55	60	33,485	-2.2	.208	-.164
Reflective & Integrative Learning												
UNH Manchester (N = 63)	38.4	14.0	1.76	11	29	37	49	60				
NH/MA Public	38.0	12.9	.40	17	29	37	49	60	1,111	.3	.838	.026
NH/MA/ME Private	39.2	11.6	.41	20	31	40	49	60	842	-.9	.579	-.073
NSSE 2017 & 2018	38.3	12.3	.02	20	29	37	47	60	297,234	.1	.944	.009
Top 50%	39.8	12.1	.03	20	31	40	49	60	137,637	-1.5	.340	-.120
Top 10%	41.5	12.1	.07	20	34	40	51	60	26,564	-3.1	.044	-.254
Learning Strategies												
UNH Manchester (N = 56)	40.1	13.8	1.84	20	30	40	53	60				
NH/MA Public	38.4	14.0	.47	13	27	40	47	60	949	1.7	.371	.123
NH/MA/ME Private	37.0	14.2	.53	13	27	40	47	60	761	3.1	.111	.221
NSSE 2017 & 2018	38.4	14.4	.03	13	27	40	47	60	267,165	1.8	.361	.122
Top 50%	40.3	14.3	.04	20	33	40	53	60	139,299	-.2	.921	-.013
Top 10%	42.8	14.0	.08	20	33	40	60	60	28,624	-2.7	.152	-.192
Quantitative Reasoning												
UNH Manchester (N = 59)	30.3	16.4	2.14	0	20	27	40	60				
NH/MA Public	27.7	16.3	.52	0	20	27	40	60	1,046	2.6	.229	.161
NH/MA/ME Private	29.6	16.3	.60	0	20	27	40	60	795	.6	.774	.039
NSSE 2017 & 2018	29.3	16.1	.03	0	20	27	40	60	281,604	1.0	.631	.063
Top 50%	30.5	16.0	.04	0	20	27	40	60	181,506	-.2	.933	-.011
Top 10%	32.5	15.7	.08	7	20	33	40	60	35,650	-2.3	.271	-.144
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 65)	32.9	15.1	1.87	10	20	35	40	60				
NH/MA Public	31.5	14.8	.45	5	20	30	40	60	1,138	1.4	.458	.095
NH/MA/ME Private	33.7	14.2	.50	10	25	35	45	60	866	-.8	.664	-.056
NSSE 2017 & 2018	33.1	14.8	.03	10	20	35	45	60	304,465	-.2	.921	-.012
Top 50%	35.9	13.7	.03	15	25	35	45	60	190,935	-2.9	.085	-.214
Top 10%	38.3	13.4	.08	15	30	40	50	60	27,316	-5.4	.001	-.401
Discussions with Diverse Others												
UNH Manchester (N = 58)	35.5	18.0	2.36	0	20	35	55	60				
NH/MA Public	39.0	16.0	.54	15	25	40	55	60	949	-3.5	.112	-.216
NH/MA/ME Private	38.3	14.6	.55	15	30	40	50	60	63	-2.8	.255	-.187
NSSE 2017 & 2018	40.3	15.5	.03	15	30	40	55	60	57	-4.8	.047	-.308
Top 50%	42.1	15.4	.04	15	30	40	60	60	57	-6.6	.007	-.425
Top 10%	44.1	15.4	.08	20	35	45	60	60	57	-8.6	.001	-.557

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 Manchester (N = 63)	26.2	14.9	1.87	5	15	25	40	50				
NH/MA Public	25.3	16.2	.50	0	15	20	35	60	1,088	.9	.665	.056
NH/MA/ME Private	27.9	15.3	.55	5	15	25	40	60	826	-1.7	.402	-.110
NSSE 2017 & 2018	24.7	15.9	.03	0	15	20	35	55	290,465	1.5	.443	.097
Top 50%	29.5	15.6	.05	5	20	30	40	60	90,873	-3.3	.095	-.211
Top 10%	33.8	15.9	.16	10	20	35	45	60	10,256	-7.6	.000	-.480
Effective Teaching Practices												
UNH Manchester (N = 60)	41.1	12.9	1.66	20	32	40	52	60				
NH/MA Public	39.7	13.6	.43	16	32	40	48	60	1,067	1.4	.439	.103
NH/MA/ME Private	41.3	12.1	.44	20	32	40	52	60	815	-.2	.925	-.013
NSSE 2017 & 2018	39.6	13.5	.03	16	32	40	50	60	287,490	1.5	.392	.110
Top 50%	41.4	13.4	.04	20	32	40	52	60	123,537	-.3	.866	-.022
Top 10%	43.5	13.4	.09	20	36	44	56	60	23,602	-2.4	.175	-.175
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 55)	43.8	12.1	1.63	16	38	44	52	60				
NH/MA Public	40.5	12.6	.43	18	32	42	50	60	904	3.3	.062	.260
NH/MA/ME Private	42.0	10.7	.41	22	36	42	50	60	746	1.7	.252	.161
NSSE 2017 & 2018	42.1	12.1	.02	20	34	44	50	60	252,004	1.7	.308	.137
Top 50%	44.4	11.6	.04	22	38	46	53	60	103,373	-.7	.677	-.056
Top 10%	46.6	12.1	.08	23	40	50	56	60	23,666	-2.8	.086	-.232
Supportive Environment												
UNH Manchester (N = 56)	29.9	16.2	2.17	8	18	28	39	60				
NH/MA Public	31.4	13.6	.47	10	20	30	40	55	903	-1.5	.440	-.107
NH/MA/ME Private	33.7	13.2	.50	10	25	35	43	58	61	-3.8	.091	-.285
NSSE 2017 & 2018	32.5	13.9	.03	10	23	33	40	58	258,431	-2.6	.167	-.185
Top 50%	34.6	13.6	.04	13	25	35	43	60	55	-4.7	.035	-.345
Top 10%	37.0	13.4	.09	15	28	38	48	60	55	-7.1	.002	-.530

a. Due to nonstandard sampling or response issues, all results are unweighted.

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to 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.