NSSE
national survey of
student engagement

NSSE 2018
Multi-Year Report

University of New Hampshire at Manchester

IPEDS: 183071

About Your Multi-Year Report

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

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

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

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who planned to do an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

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

For further investigation

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

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Administration Summaries

University of New Hampshire at Manchester

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

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013										
2014										
2015										
2016	40%	+/- 20.6%	14	9	5	22%	+/- 13.6%	41	34	7
2017	36%	+/- 19.2%	17	16	1	31%	+/- 10.6%	59	52	7
2018	41%	+/- 18.0%	18	17	1	28%	+/- 10.3%	66	55	11
2019										
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013							
2014							
2015							
2016	Email	Census	Yes	None	No	No	No
2017	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2018	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2019							
2020							

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

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

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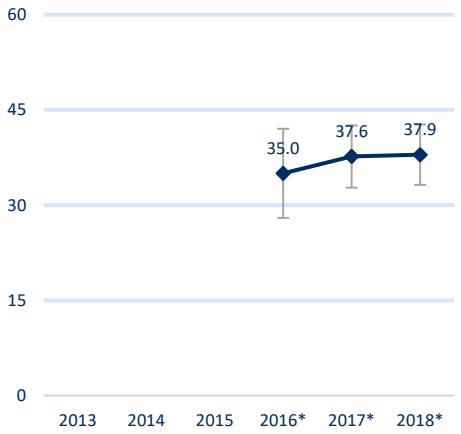
Engagement Results by Theme

University of New Hampshire at Manchester

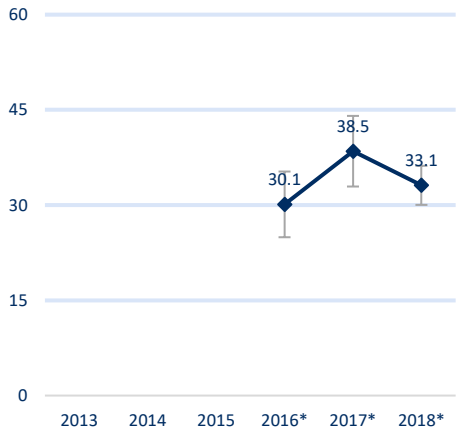
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

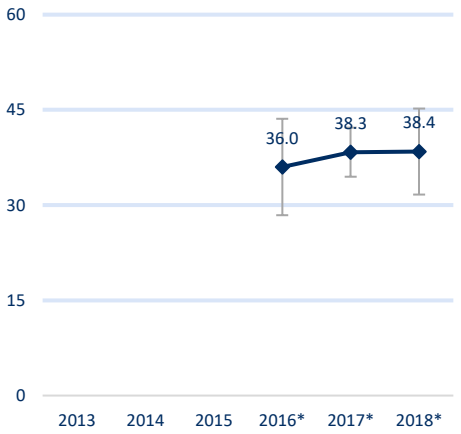
Higher-Order Learning



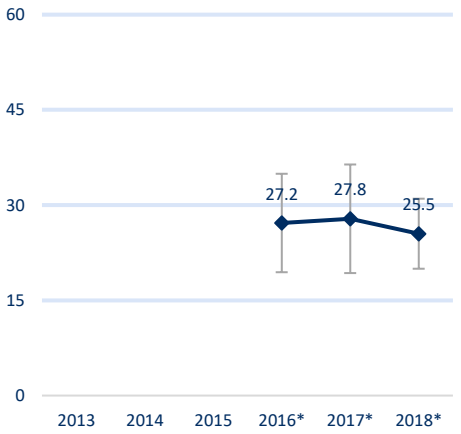
Reflective & Integrative Learning



Learning Strategies

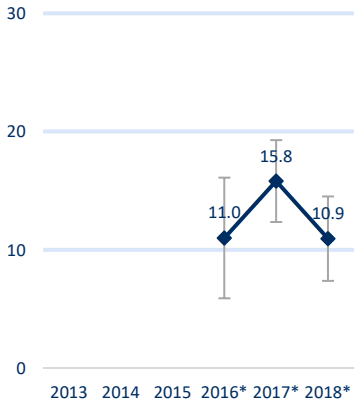


Quantitative Reasoning

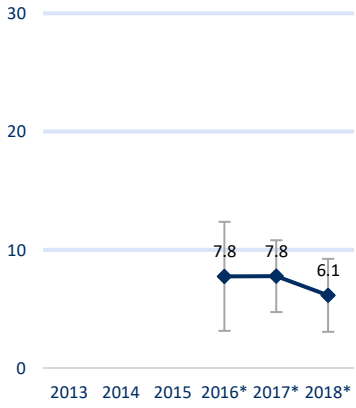


Academic Challenge (additional items): First-year students

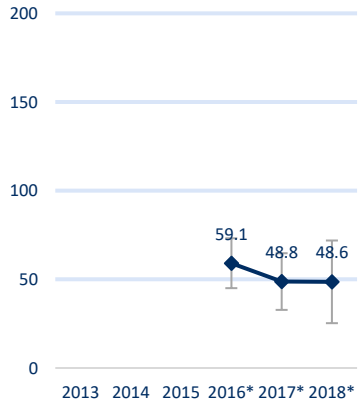
Preparing for Class (hrs/wk)



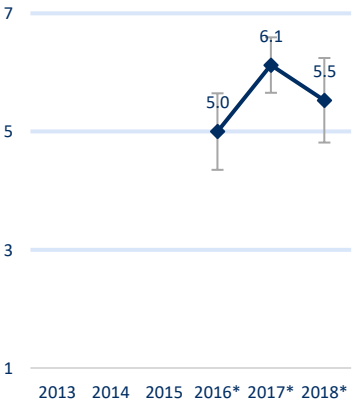
Course Reading (hrs/wk)[a]



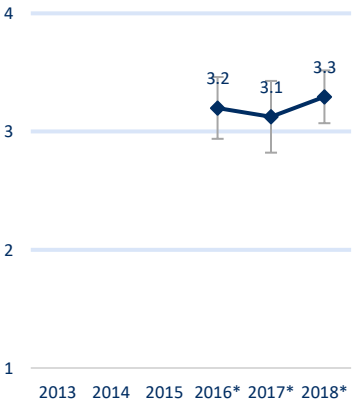
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

*Results unweighted due to nonstandard population file or survey administration.

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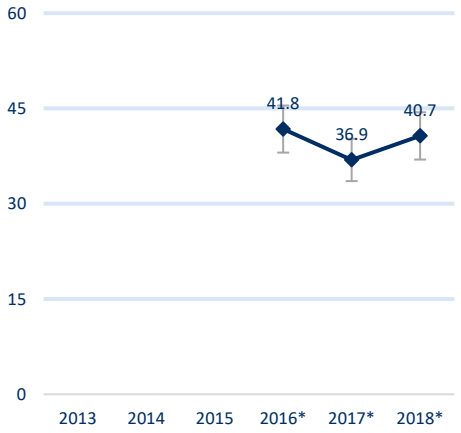
Engagement Results by Theme

University of New Hampshire at Manchester

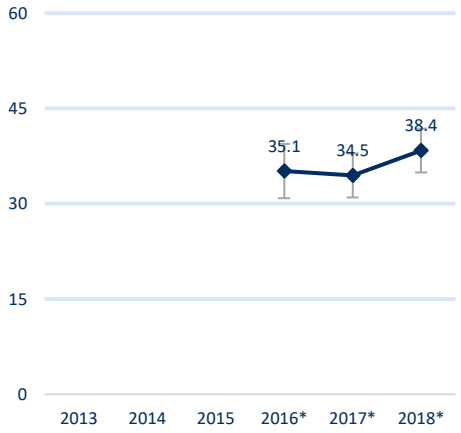
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

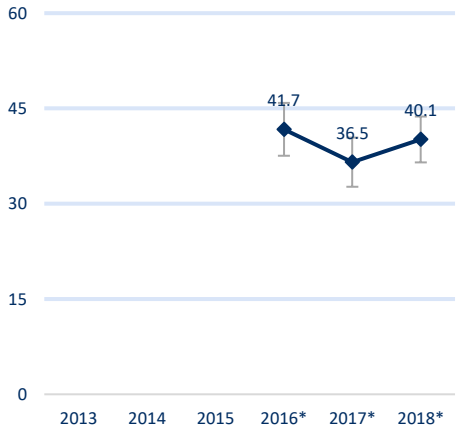
Higher-Order Learning



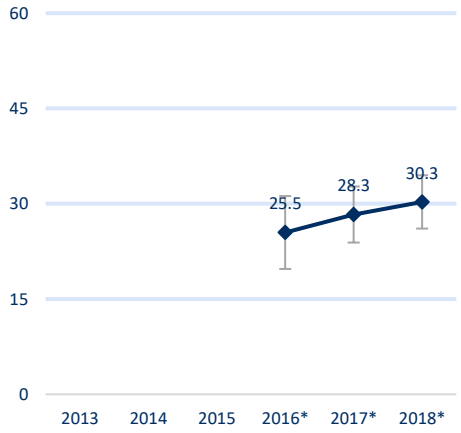
Reflective & Integrative Learning



Learning Strategies

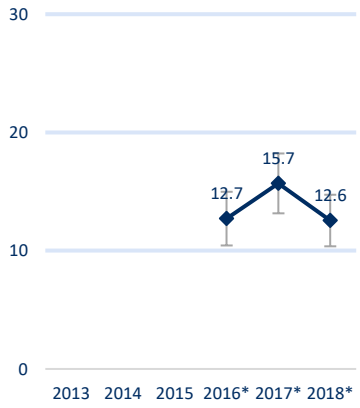


Quantitative Reasoning

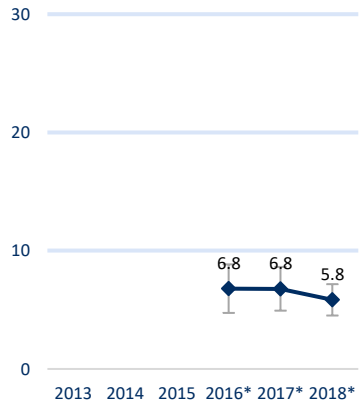


Academic Challenge (additional items): Seniors

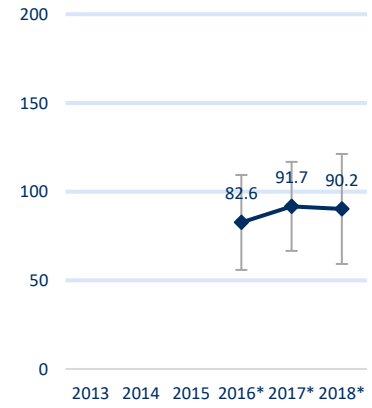
Preparing for Class (hrs/wk)



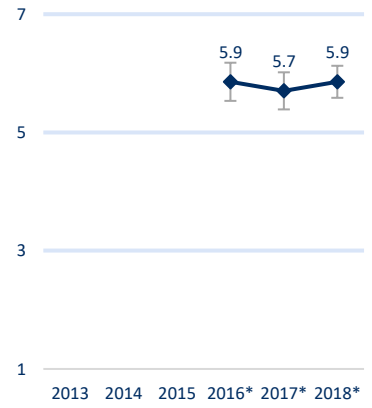
Course Reading (hrs/wk)[a]



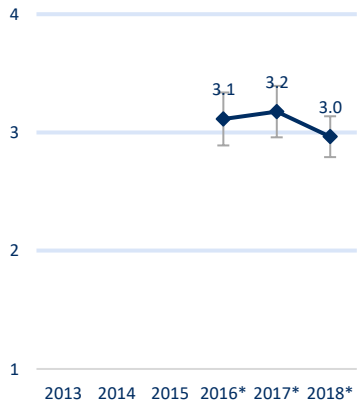
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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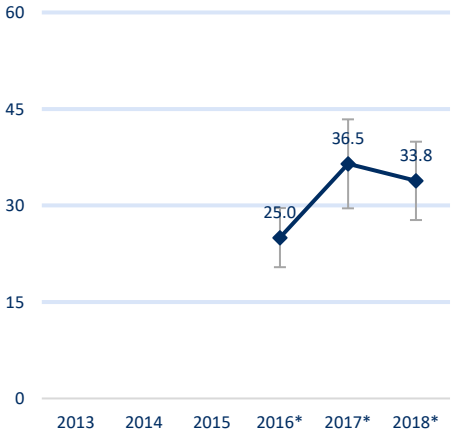
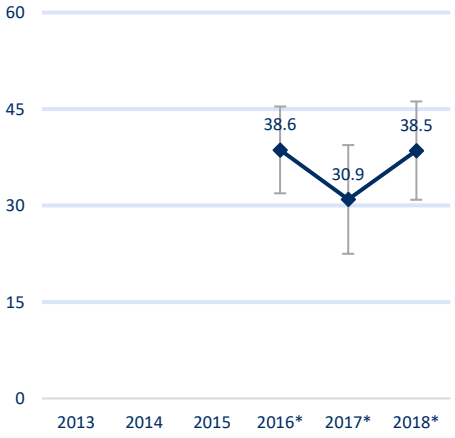
Learning with Peers: First-year students

Collaborative Learning

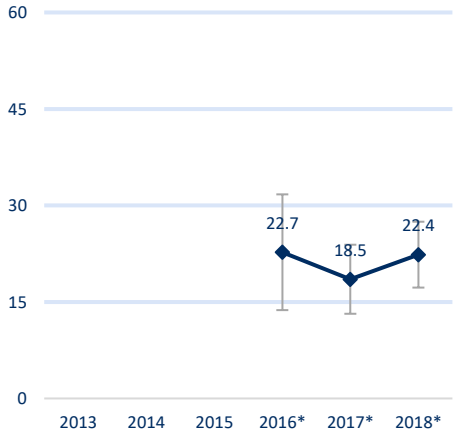


Discussions with Diverse Others

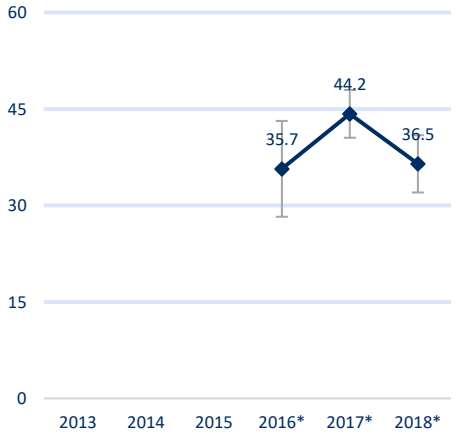


Experiences with Faculty: First-year students

Student-Faculty Interaction

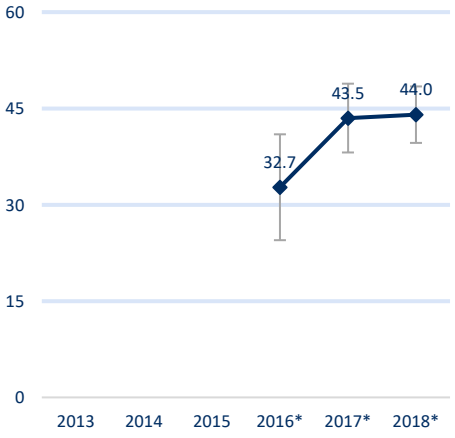


Effective Teaching Practices

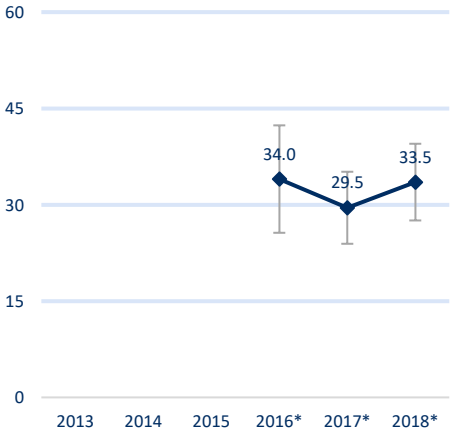


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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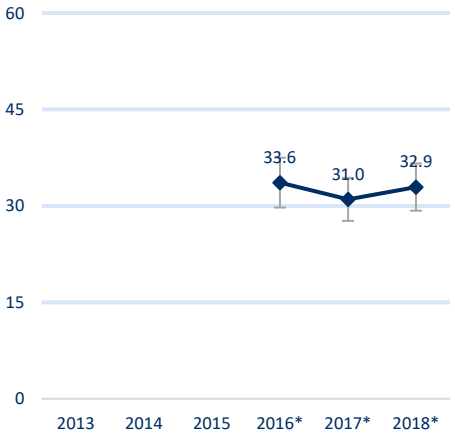
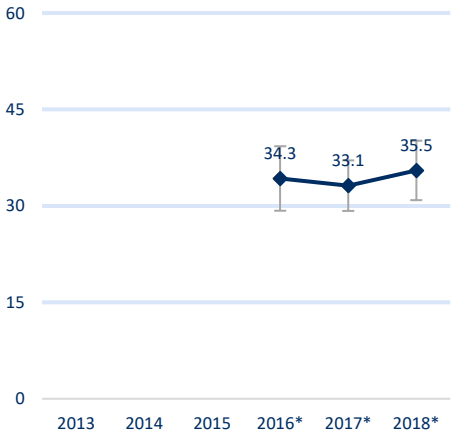
Learning with Peers: Seniors

Collaborative Learning

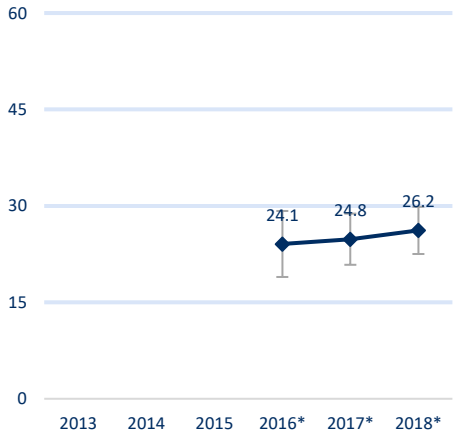


Discussions with Diverse Others

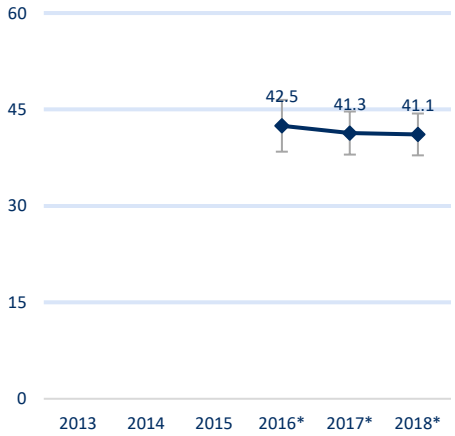


Experiences with Faculty: Seniors

Student-Faculty Interaction

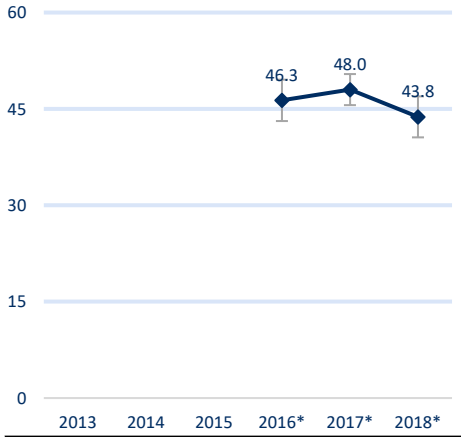


Effective Teaching Practices

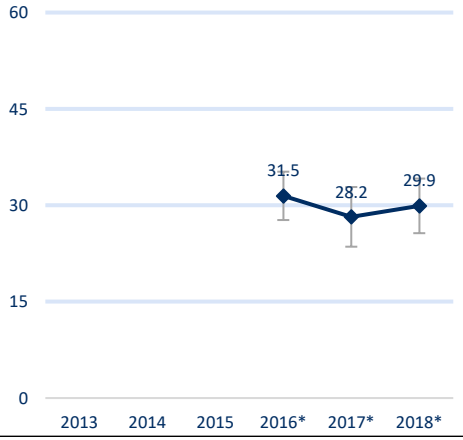


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



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NSSE 2018 Multi-Year Report

High-Impact Practices

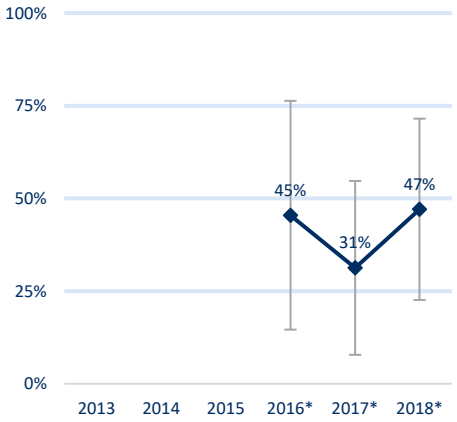
University of New Hampshire at Manchester

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

High-Impact Practices: First-year students

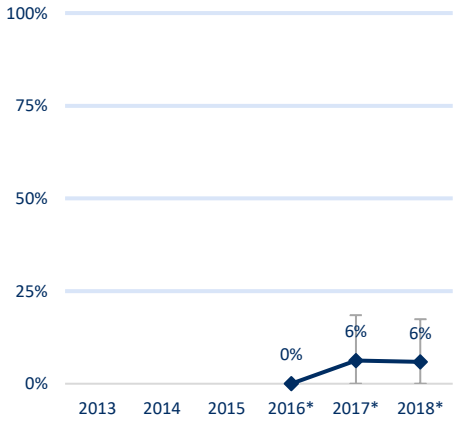
Service-Learning

(Some, most, or all courses)



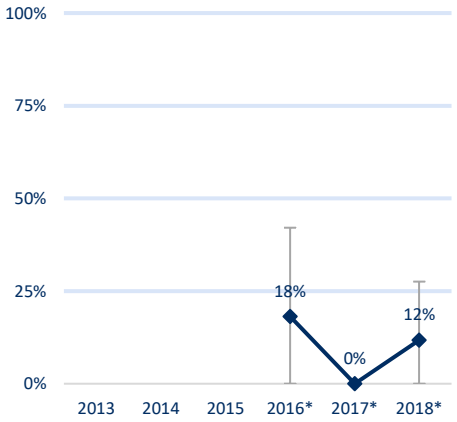
Learning Community

(Done or in progress)



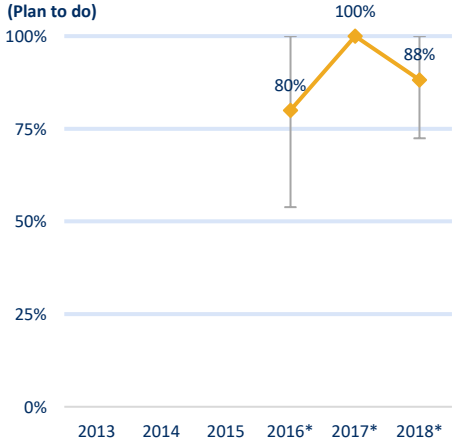
Research with Faculty

(Done or in progress)



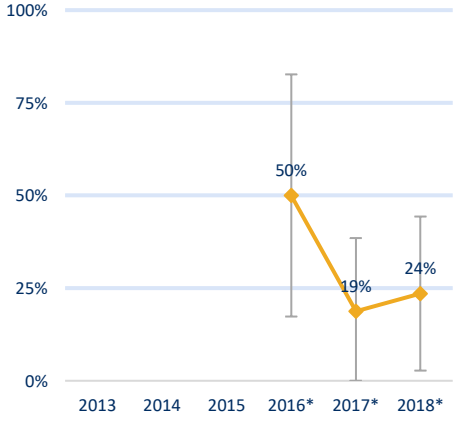
Internship/Field Experience

(Plan to do)



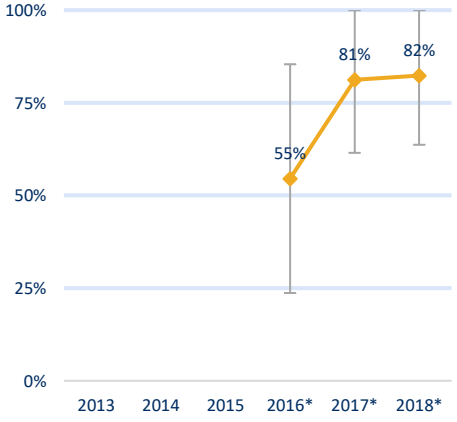
Study Abroad

(Plan to do)



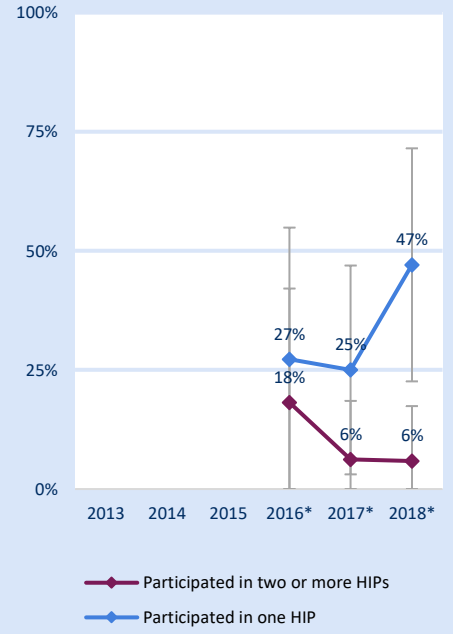
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



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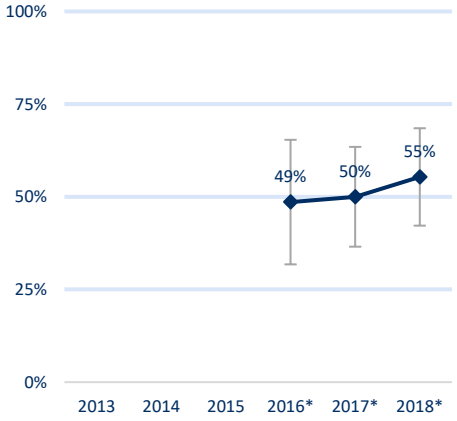
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

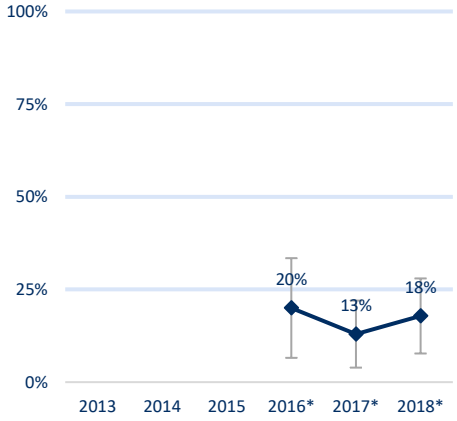
Service-Learning

(Some, most, or all courses)



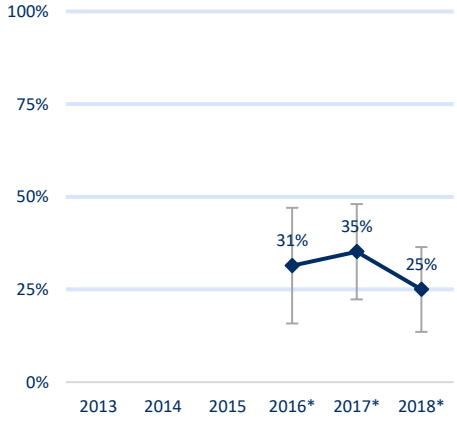
Learning Community

(Done or in progress)



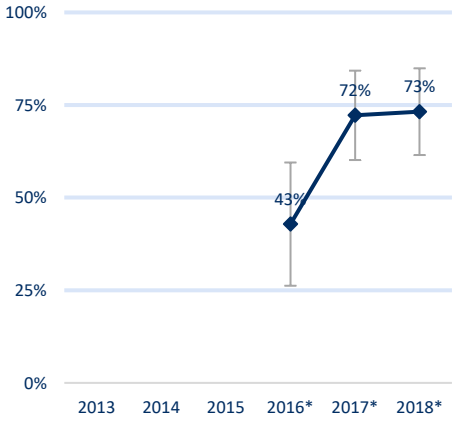
Research with Faculty

(Done or in progress)



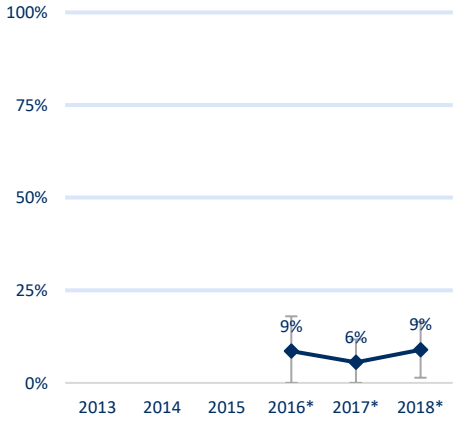
Internship/Field Experience

(Done or in progress)



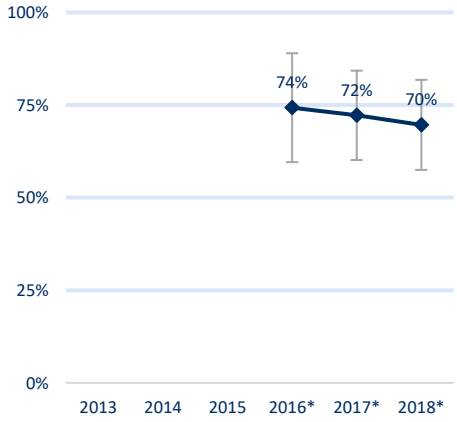
Study Abroad

(Done or in progress)



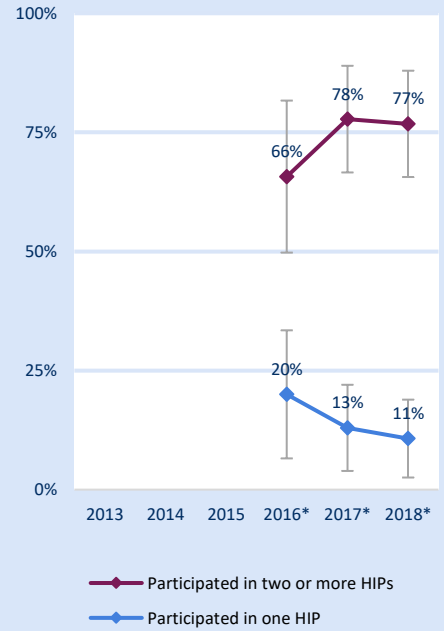
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



*Results unweighted due to nonstandard population file or survey administration.

NSSE national survey of student engagement

NSSE 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of New Hampshire at Manchester

		First-year students								Seniors							
		2013	2014	2015	2016*	2017*	2018*	2019	2020	2013	2014	2015	2016*	2017*	2018*	2019	2020
Academic Challenge																	
Higher-Order Learning	*Mean*				**35.0**	**37.6**	**37.9**						**41.8**	**36.9**	**40.7**		
	n				13	17	17						37	58	59		
	SD				12.9	10.3	10.0						11.5	12.9	14.6		
	SE				3.58	2.50	2.43						1.89	1.70	1.90		
	CI upper bound				42.0	42.6	42.7						45.5	40.2	44.4		
	CI lower bound				28.0	32.7	33.2						38.1	33.6	37.0		
Reflective & Integrative Learning	*Mean*				**30.1**	**38.5**	**33.1**						**35.1**	**34.5**	**38.4**		
	n				13	17	17						40	59	63		
	SD				9.5	11.7	6.5						13.8	13.6	14.0		
	SE				2.64	2.84	1.57						2.18	1.77	1.76		
	CI upper bound				35.3	44.0	36.2						39.4	37.9	41.8		
	CI lower bound				24.9	32.9	30.0						30.9	31.0	34.9		
Learning Strategies	*Mean*				**36.0**	**38.3**	**38.4**						**41.7**	**36.5**	**40.1**		
	n				10	16	17						35	54	56		
	SD				12.3	7.9	14.2						12.6	14.5	13.8		
	SE				3.87	1.97	3.46						2.12	1.98	1.84		
	CI upper bound				43.6	42.2	45.2						45.9	40.4	43.7		
	CI lower bound				28.4	34.5	31.7						37.6	32.7	36.5		
Quantitative Reasoning	*Mean*				**27.2**	**27.8**	**25.5**						**25.5**	**28.3**	**30.3**		
	n				13	17	17						39	57	59		
	SD				14.3	18.0	11.6						18.3	17.0	16.4		
	SE				3.96	4.36	2.81						2.93	2.25	2.14		
	CI upper bound				34.9	36.4	31.0						31.2	32.7	34.5		
	CI lower bound				19.4	19.3	20.0						19.7	23.9	26.1		
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	*Mean*				**11.0**	**15.8**	**10.9**						**12.7**	**15.7**	**12.6**		
	n				10	16	17						35	52	56		
	SD				8.2	7.1	7.5						6.9	9.3	8.3		
	SE				2.60	1.77	1.82						1.16	1.29	1.11		
	CI upper bound				16.1	19.3	14.5						15.0	18.2	14.7		
	CI lower bound				5.9	12.4	7.4						10.4	13.2	10.4		
Course Reading Estimated hours per week calculated from two survey questions.	*Mean*				**7.8**	**7.8**	**6.1**						**6.8**	**6.8**	**5.8**		
	n				9	16	17						35	52	56		
	SD				7.1	6.2	6.5						6.2	6.8	5.1		
	SE				2.35	1.55	1.57						1.05	.94	.68		
	CI upper bound				12.4	10.8	9.2						8.8	8.6	7.2		
	CI lower bound				3.1	4.7	3.1						4.7	4.9	4.5		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).
*Results unweighted due to nonstandard population file or survey administration.

NSSE 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of New Hampshire at Manchester

		First-year students								Seniors							
		2013	2014	2015	2016*	2017*	2018*	2019	2020	2013	2014	2015	2016*	2017*	2018*	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*				**59.1**	**48.8**	**48.6**						**82.6**	**91.7**	**90.2**		
Estimated number of pages calculated from three survey questions.	*n*				11	16	17						34	53	57		
	SD				23.8	32.6	49.0						79.6	93.2	119.4		
	SE				7.18	8.15	11.89						13.66	12.80	15.82		
	CI upper bound				73.2	64.7	71.9						109.4	116.8	121.2		
	CI lower bound				45.0	32.8	25.3						55.8	66.6	59.2		
Course Challenge	*Mean*				**5.0**	**6.1**	**5.5**						**5.9**	**5.7**	**5.9**		
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	*n*				11	16	17						35	54	56		
	SD				1.1	1.0	1.5						1.0	1.2	1.0		
	SE				.33	.24	.36						.16	.16	.14		
	CI upper bound				5.6	6.6	6.2						6.2	6.0	6.1		
	CI lower bound				4.4	5.7	4.8						5.5	5.4	5.6		
Academic Emphasis	*Mean*				**3.2**	**3.1**	**3.3**						**3.1**	**3.2**	**3.0**		
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	*n*				10	16	17						35	51	56		
	SD				0.4	0.6	0.5						0.7	0.8	0.7		
	SE				.13	.15	.11						.11	.11	.09		
	CI upper bound				3.5	3.4	3.5						3.3	3.4	3.1		
	CI lower bound				2.9	2.8	3.1						2.9	3.0	2.8		
Learning with Peers																	
Collaborative Learning	*Mean*				**25.0**	**36.5**	**33.8**						**33.6**	**31.0**	**32.9**		
	n				14	17	17						40	59	65		
	SD				8.8	14.6	12.8						12.5	13.1	15.1		
	SE				2.34	3.53	3.11						1.98	1.71	1.87		
	CI upper bound				29.6	43.4	39.9						37.5	34.4	36.6		
	CI lower bound				20.4	29.6	27.7						29.7	27.7	29.3		
Discussions with Diverse Others	*Mean*				**38.6**	**30.9**	**38.5**						**34.3**	**33.1**	**35.5**		
	n				11	16	17						34	54	58		
	SD				11.4	17.2	16.1						14.9	14.7	18.0		
	SE				3.44	4.31	3.90						2.56	2.01	2.36		
	CI upper bound				45.4	39.4	46.2						39.3	37.1	40.1		
	CI lower bound				31.9	22.5	30.9						29.2	29.2	30.9		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).
*Results unweighted due to nonstandard population file or survey administration.

NSSE national survey of student engagement

NSSE 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of New Hampshire at Manchester

		First-year students								Seniors							
		2013	2014	2015	2016*	2017*	2018*	2019	2020	2013	2014	2015	2016*	2017*	2018*	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*				**22.7**	**18.5**	**22.4**						**24.1**	**24.8**	**26.2**		
	n				11	17	17						38	56	63		
	SD				15.2	11.3	10.8						16.1	15.2	14.9		
	SE				4.59	2.74	2.61						2.62	2.03	1.87		
	CI upper bound				31.7	23.9	27.5						29.2	28.8	29.9		
	CI lower bound				13.7	13.2	17.2						18.9	20.8	22.5		
Effective Teaching Practices	*Mean*				**35.7**	**44.2**	**36.5**						**42.5**	**41.3**	**41.1**		
	n				13	17	17						39	57	60		
	SD				13.7	7.8	9.4						12.8	12.9	12.9		
	SE				3.80	1.89	2.27						2.06	1.71	1.66		
	CI upper bound				43.1	47.9	40.9						46.5	44.7	44.4		
	CI lower bound				28.2	40.5	32.0						38.4	38.0	37.9		
Campus Environment																	
Quality of Interactions	*Mean*				**32.7**	**43.5**	**44.0**						**46.3**	**48.0**	**43.8**		
	n				11	16	16						33	54	55		
	SD				14.0	10.9	9.0						9.4	9.1	12.1		
	SE				4.21	2.73	2.24						1.64	1.23	1.63		
	CI upper bound				41.0	48.9	48.4						49.6	50.4	47.0		
	CI lower bound				24.5	38.1	39.6						43.1	45.6	40.6		
Supportive Environment	*Mean*				**34.0**	**29.5**	**33.5**						**31.5**	**28.2**	**29.9**		
	n				10	16	17						35	52	56		
	SD				13.5	11.4	12.6						11.4	17.1	16.2		
	SE				4.27	2.86	3.05						1.92	2.37	2.17		
	CI upper bound				42.4	35.1	39.5						35.2	32.8	34.2		
	CI lower bound				25.6	23.9	27.6						27.7	23.6	25.7		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).
*Results unweighted due to nonstandard population file or survey administration.

NSSE national survey of student engagement

NSSE 2018 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of New Hampshire at Manchester

		First-year students								Seniors							
		2013	2014	2015	2016*	2017*	2018*	2019	2020	2013	2014	2015	2016*	2017*	2018*	2019	2020
Service-Learning[a]	%				**45**	**31**	**47**						**49**	**50**	**55**		
	n				11	16	17						35	54	56		
	SE				15.7	12.0	12.5						8.6	6.9	6.7		
	CI upper bound (%)				76	55	72						65	63	68		
	CI lower bound (%)				15	8	23						32	37	42		
Learning Community[a]	%				**0**	**6**	**6**						**20**	**13**	**18**		
	n				11	16	17						35	54	56		
	SE				0.0	6.3	5.9						6.9	4.6	5.2		
	CI upper bound (%)				0	19	17						33	22	28		
	CI lower bound (%)				0	0	0						7	4	8		
Research with Faculty[a]	%				**18**	**0**	**12**						**31**	**35**	**25**		
	n				11	16	17						35	54	56		
	SE				12.2	0.0	8.1						8.0	6.6	5.8		
	CI upper bound (%)				42	0	28						47	48	36		
	CI lower bound (%)				0	0	0						16	22	14		
Internship or Field Experience[b] (First-year results: Plan to do)	%				**80**	**100**	**88**						**43**	**72**	**73**		
	n				10	16	17						35	54	56		
	SE				13.3	0.0	8.1						8.5	6.2	6.0		
	CI upper bound (%)				100	100	100						59	84	85		
	CI lower bound (%)				54	100	72						26	60	62		
Study Abroad[b] (First-year results: Plan to do)	%				**50**	**19**	**24**						**9**	**6**	**9**		
	n				10	16	17						35	54	56		
	SE				16.7	10.1	10.6						4.8	3.1	3.8		
	CI upper bound (%)				83	39	44						18	12	16		
	CI lower bound (%)				17	0	3						0	0	1		
Culminating Senior Experience[b] (First-year results: Plan to do)	%				**55**	**81**	**82**						**74**	**72**	**70**		
	n				11	16	17						35	54	56		
	SE				15.7	10.1	9.5						7.5	6.2	6.2		
	CI upper bound (%)				85	100	100						89	84	82		
	CI lower bound (%)				24	61	64						60	60	57		
Overall HIP Participation[c]																	
Participated in one HIP	%				**27**	**25**	**47**						**20**	**13**	**11**		
	n				11	16	17						35	54	56		
	SE				14.1	11.2	12.5						6.9	4.6	4.2		
	CI upper bound (%)				55	47	72						33	22	19		
	CI lower bound (%)				0	3	23						7	4	3		
Participated in two or more HIPs	%				**18**	**6**	**6**						**66**	**78**	**77**		
	n				11	16	17						35	54	56		
	SE				12.2	6.3	5.9						8.1	5.7	5.7		
	CI upper bound (%)				42	19	17						82	89	88		
	CI lower bound (%)				0	0	0						50	67	66		

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

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

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

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

*Results unweighted due to nonstandard population file or survey administration.

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