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**NSSE 2021**

**Engagement Indicators**

University of New Hampshire at Manchester

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### 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 2020 and 2021 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, 2018). 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. Your NSSE Tableau dashboards and Report Builder (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](https://nsse.indiana.edu)

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

## 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	Your first-year students	Your first-year students
		compared with NH MA public	compared with NH MA ME private	compared with NSSE 2021
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	Your seniors	Your seniors
		compared with NH MA public	compared with NH MA ME private	compared with NSSE 2021
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

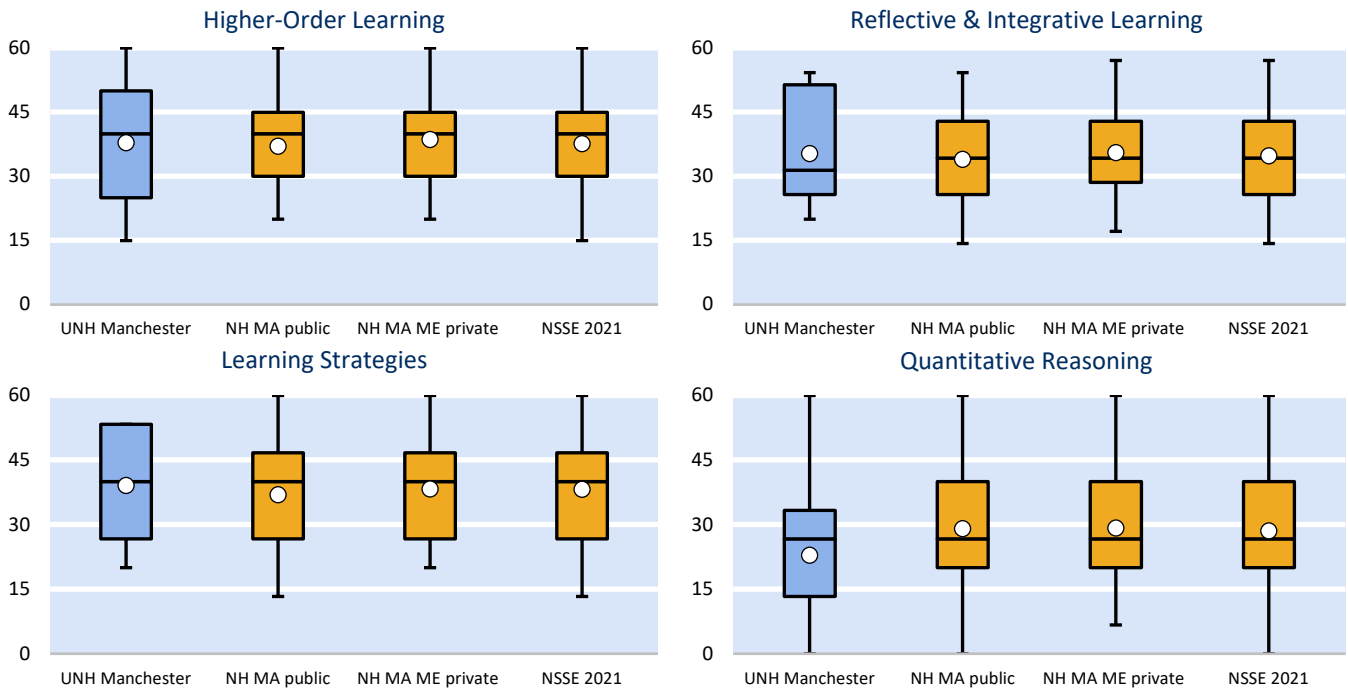
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	NH MA public Effect size	NH MA ME private Mean	NH MA ME private Effect size	NSSE 2021 Mean	NSSE 2021 Effect size
Higher-Order Learning	37.9	37.1	.06	38.7	-.06	37.7	.02
Reflective & Integrative Learning	35.4	34.0	.11	35.6	-.02	34.8	.04
Learning Strategies	39.1	36.9	.16	38.2	.06	38.2	.06
Quantitative Reasoning	22.9	29.1	-.42	29.2	-.42	28.5	-.36

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

#### 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.

	UNH Manchester	Percentage point difference <sup>a</sup> between your FY students and		
		NH MA public	NH MA ME private	NSSE 2021
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+2	-2	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-6	-11	-7
4d. Evaluating a point of view, decision, or information source	70	-0	-1	+0
4e. Forming a new idea or understanding from various pieces of information	54	-12	-17	-15
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	44	-2	-6	-3
2b. Connected your learning to societal problems or issues	47	-3	-8	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+9	+4	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	51	-8	-11	-12
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	-6	-9	-9
2f. Learned something that changed the way you understand an issue or concept	55	-8	-10	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+7	+3	+4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	65	-8	-13	-9
9b. Reviewed your notes after class	69	+6	+6	+4
9c. Summarized what you learned in class or from course materials	71	+7	+6	+7
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+1	+1	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	9	-35	-34	-33
6c. Evaluated what others have concluded from numerical information	28	-14	-13	-12

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

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

### Academic Challenge: Seniors

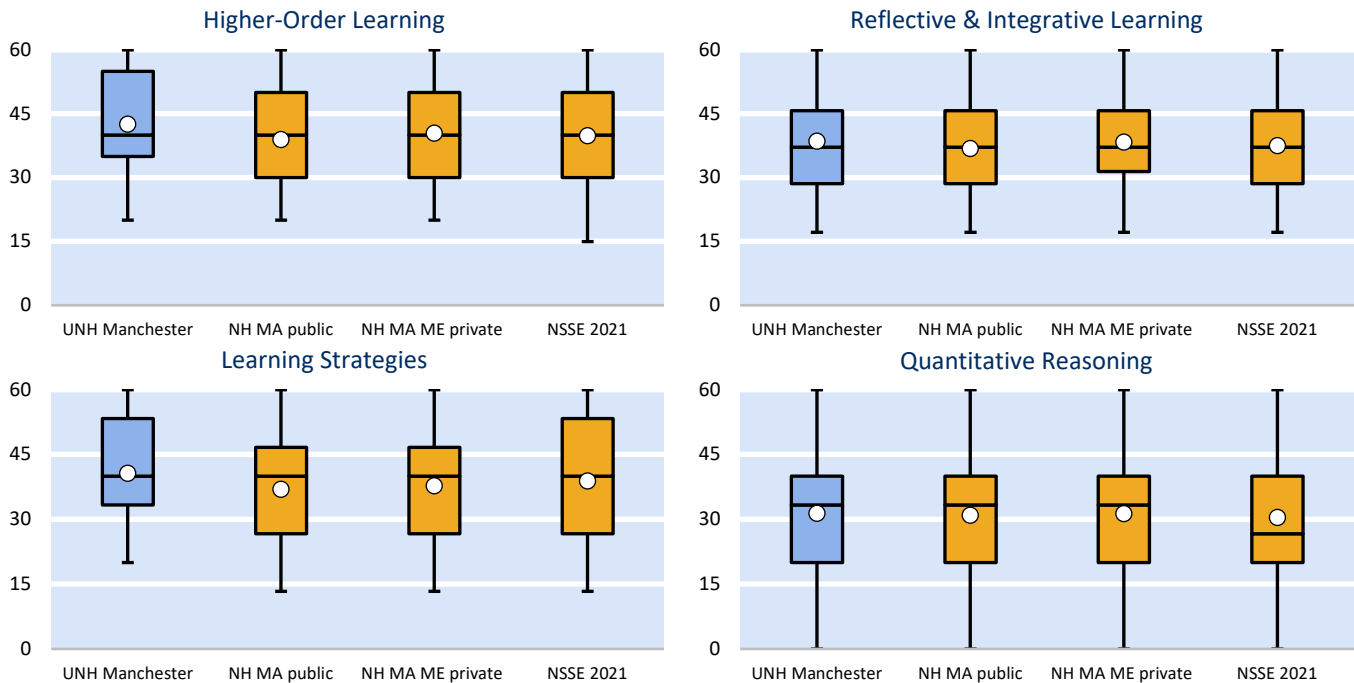
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#### Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
		NH MA public		NH MA ME private		NSSE 2021	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.6	38.9 *	.27	40.4	.16	39.8	.19
Reflective & Integrative Learning	38.5	36.8	.13	38.3	.02	37.5	.07
Learning Strategies	40.6	36.9 *	.26	37.7	.19	38.8	.12
Quantitative Reasoning	31.4	30.9	.03	31.3	.00	30.4	.06

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

#### Score Distributions



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## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

	UNH Manchester	Percentage point difference <sup>a</sup> between your seniors and		
		NH MA public	NH MA ME private	NSSE 2021
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	+2	-2	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+3	+0	+2
4d. Evaluating a point of view, decision, or information source	74	+7	+1	+3
4e. Forming a new idea or understanding from various pieces of information	76	+5	+1	+3
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	+2	+3	+5
2b. Connected your learning to societal problems or issues	65	+4	-0	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-4	-13	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+4	-0	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+3	+1	+2
2f. Learned something that changed the way you understand an issue or concept	70	+1	-0	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+7	+4	+5
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+2	-1	+1
9b. Reviewed your notes after class	72	+12	+13	+8
9c. Summarized what you learned in class or from course materials	74	+12	+11	+9
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+5	+4	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-3	-3	-1
6c. Evaluated what others have concluded from numerical information	49	+2	+0	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

## Learning with Peers: First-year students

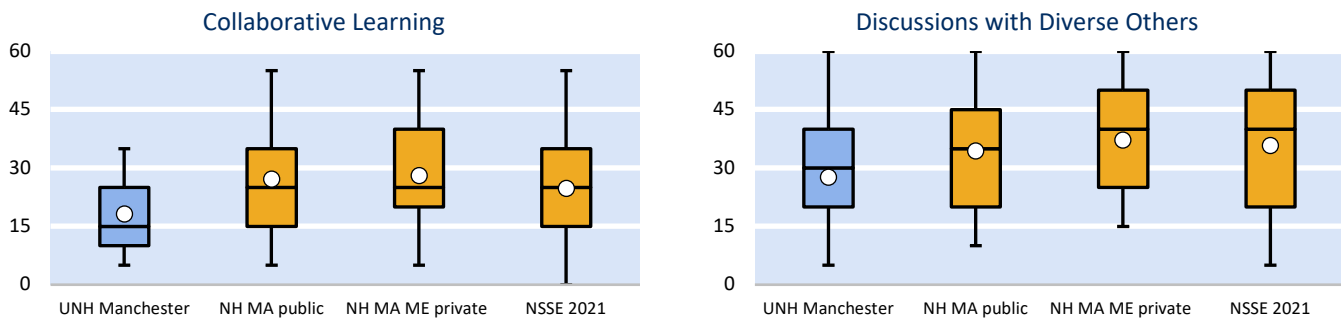
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2021	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	18.3	27.2 **	-.60	28.1 ***	-.69	24.8 *	-.43
Discussions with Diverse Others	27.7	34.4 *	-.44	37.2 **	-.65	35.9 *	-.49

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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### 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.

	UNH Manchester	Percentage point difference <sup>a</sup> between your FY students and		
		NH MA public	NH MA ME private	NSSE 2021
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	22	-20	-18	-15
1c. Explained course material to one or more students	19	-23	-26	-20
1d. Prepared for exams by discussing or working through course material with other students	9	-28	-26	-23
1e. Worked with other students on course projects or assignments	36	-8	-19	-3
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	42	-15	-27	-21
8b. People from an economic background other than your own	51	-12	-17	-13
8c. People with religious beliefs other than your own	46	-7	-16	-12
8d. People with political views other than your own	42	-13	-13	-16

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.



### Learning with Peers: Seniors

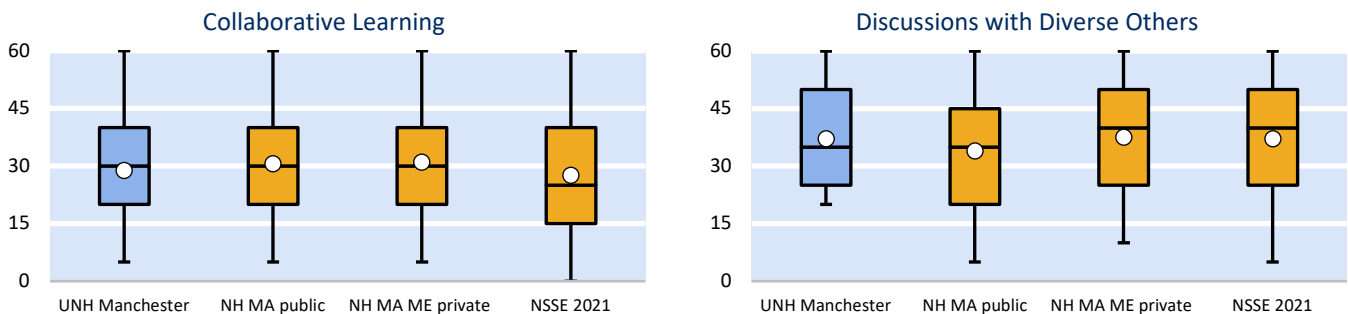
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
		NH MA public		NH MA ME private		NSSE 2021	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.9	30.6	-.11	31.0	-.15	27.7	.07
Discussions with Diverse Others	37.2	34.0	.21	37.6	-.03	37.2	.00

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

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#### 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.

	UNH Manchester	Percentage point difference <sup>a</sup> between your seniors and		
		NH MA public	NH MA ME private	NSSE 2021
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	40	-0	+1	+3
1c. Explained course material to one or more students	52	+2	+0	+5
1d. Prepared for exams by discussing or working through course material with other students	29	-13	-12	-7
1e. Worked with other students on course projects or assignments	57	-2	-7	+3
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	60	+6	-9	-6
8b. People from an economic background other than your own	67	+4	-1	+0
8c. People with religious beliefs other than your own	58	+4	-5	-3
8d. People with political views other than your own	68	+14	+13	+8

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### Experiences with Faculty: First-year students

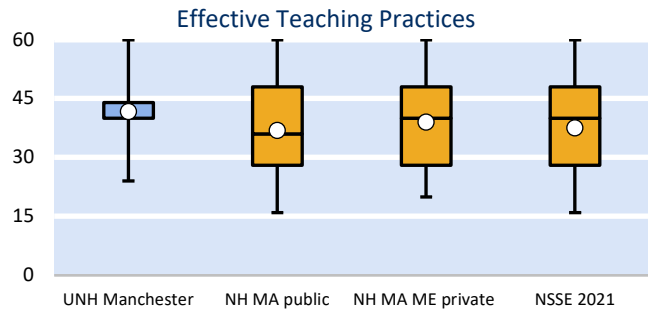
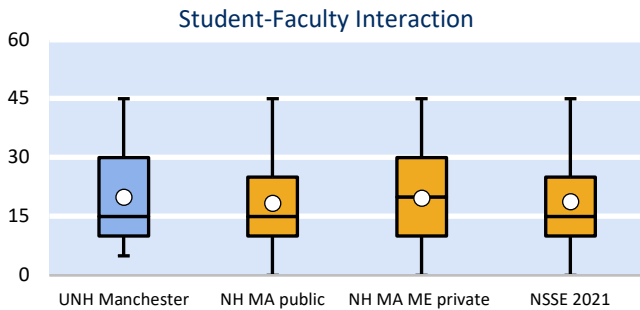
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		NH MA ME private		NSSE 2021	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.9	18.4	.11	19.7	.02	18.8	.08
Effective Teaching Practices	41.8	36.9 *	.36	39.1	.21	37.6 *	.30

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

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#### Performance on Indicator Items

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Student-Faculty Interaction	UNH Manchester	Percentage point difference <sup>a</sup> between your FY students and		
		NH MA public	NH MA ME private	NSSE 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	43	+14	+13	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	6	-11	-13	-11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	16	-6	-9	-6
3d. Discussed your academic performance with a faculty member	35	+11	+8	+9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	90	+17	+13	+15
5b. Taught course sessions in an organized way	90	+21	+15	+19
5c. Used examples or illustrations to explain difficult points	78	+9	+5	+8
5d. Provided feedback on a draft or work in progress	88	+25	+23	+27
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+5	-3	+2

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### Experiences with Faculty: Seniors

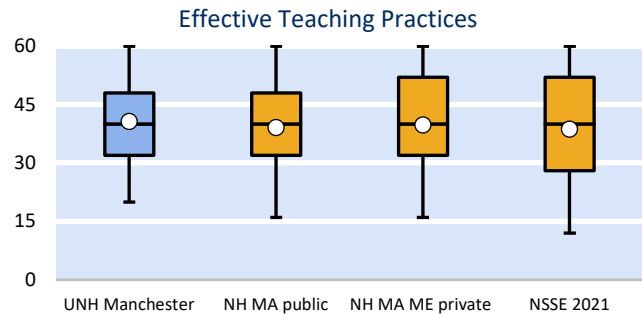
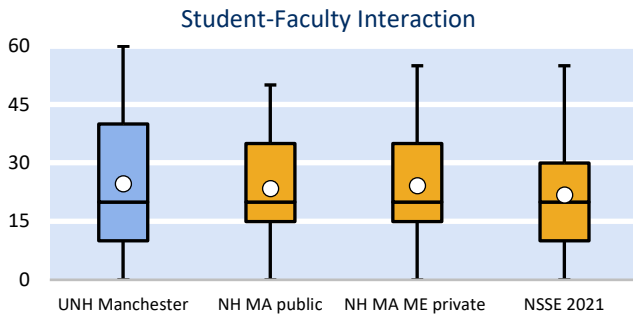
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#### Mean Comparisons

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		NH MA public Effect size		NH MA ME private Effect size		NSSE 2021 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.7	23.4	.09	24.2	.03	21.7	.19
Effective Teaching Practices	40.7	39.1	.12	39.7	.07	38.6	.14

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Student-Faculty Interaction	UNH Manchester	Percentage point difference <sup>a</sup> between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	+5	+6	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+5	+1	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-0	-0	+4
3d. Discussed your academic performance with a faculty member	31	-1	-1	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+3	+2	+5
5b. Taught course sessions in an organized way	76	-1	-1	+3
5c. Used examples or illustrations to explain difficult points	84	+9	+9	+11
5d. Provided feedback on a draft or work in progress	66	+7	+2	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-2	-5	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

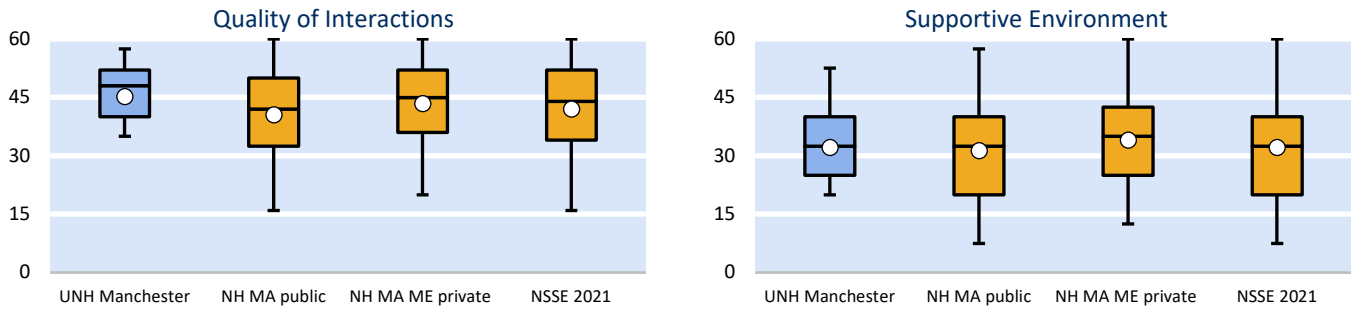
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH MA public Mean	NH MA public Effect size	NH MA ME private Mean	NH MA ME private Effect size	NSSE 2021 Mean	NSSE 2021 Effect size
Quality of Interactions	45.2	40.5	.37	43.4	.15	42.0	.24
Supportive Environment	32.1	31.3	.06	34.0	-.14	32.1	.00

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

### Score Distributions



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

### Performance on Indicator Items

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

Quality of Interactions	UNH Manchester	Percentage point difference <sup>a</sup> between your FY students and		
		NH MA public	NH MA ME private	NSSE 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	58	+12	+6	+10
13b. Academic advisors	54	+7	-1	-1
13c. Faculty	89	+42	+33	+38
13d. Student services staff (career services, student activities, housing, etc.)	77	+32	+29	+31
13e. Other administrative staff and offices (registrar, financial aid, etc.)	69	+28	+19	+23
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	97	+30	+22	+27
14c. Using learning support services (tutoring services, writing center, etc.)	92	+25	+17	+21
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	74	+19	+13	+18
14e. Providing opportunities to be involved socially	42	-15	-19	-15
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+9	+5	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+1	-0	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	28	-14	-22	-18
14i. Attending events that address important social, economic, or political issues	32	-10	-20	-10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

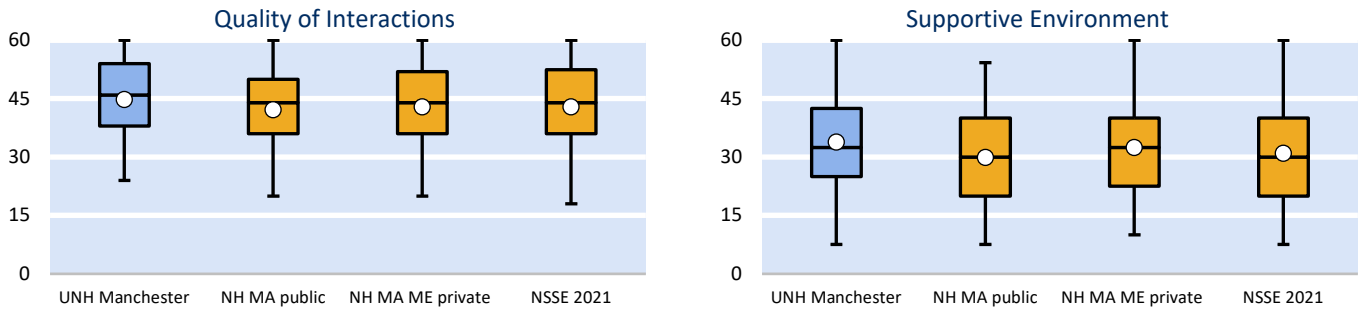
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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 2021 Mean	Effect size
Quality of Interactions	44.8	42.3	.22	42.9	.16	43.0	.14
Supportive Environment	33.9	30.0 *	.29	32.5	.10	31.1	.20

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	UNH Manchester	Percentage point difference <sup>a</sup> between your seniors and		
		NH MA public	NH MA ME private	NSSE 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	67	+13	+9	+11
13b. Academic advisors	56	+2	+0	+1
13c. Faculty	54	-1	-6	-2
13d. Student services staff (career services, student activities, housing, etc.)	57	+11	+12	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+6	+2	-1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+6	+2	+7
14c. Using learning support services (tutoring services, writing center, etc.)	77	+16	+6	+13
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+14	+6	+7
14e. Providing opportunities to be involved socially	64	+9	+1	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+5	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+13	+10	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-4	-6	-4
14i. Attending events that address important social, economic, or political issues	52	+10	+8	+12

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 [go.iu.edu/NSSE-PnP](https://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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<sup>b</sup> 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

		Your first-year students compared with						
Theme	Engagement Indicator	UNH Manchester Mean	NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	39.2	-.10	✓	41.9	-.31	
	Reflective and Integrative Learning	35.4	36.5	-.09	✓	39.1	-.32	
	Learning Strategies	39.1	39.7	-.05	✓	43.0	-.27	
	Quantitative Reasoning	22.9	29.7	-.45		32.5 **	-.62	
Learning with Peers	Collaborative Learning	18.3	33.9 ***	-1.12		37.0 ***	-1.37	
	Discussions with Diverse Others	27.7	40.6 ***	-.85		43.8 ***	-1.12	
Experiences with Faculty	Student-Faculty Interaction	19.9	23.2	-.22		27.8 *	-.52	
	Effective Teaching Practices	41.8	40.4	.10	✓	43.2	-.11	
Campus Environment	Quality of Interactions	45.2	45.1	.01	✓	47.7	-.20	
	Supportive Environment	32.1	36.8	-.35		39.9 **	-.61	

#### Seniors

		Your seniors compared with						
Theme	Engagement Indicator	UNH Manchester Mean	NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.6	41.6	.07	✓	43.9	-.10	
	Reflective and Integrative Learning	38.5	39.7	-.10		42.5 **	-.34	
	Learning Strategies	40.6	40.6	.00	✓	43.5	-.20	
	Quantitative Reasoning	31.4	31.6	-.01	✓	34.8	-.22	
Learning with Peers	Collaborative Learning	28.9	35.0 ***	-.44		38.8 ***	-.74	
	Discussions with Diverse Others	37.2	41.2 *	-.26		44.2 ***	-.47	
Experiences with Faculty	Student-Faculty Interaction	24.7	28.5 *	-.24		33.6 ***	-.56	
	Effective Teaching Practices	40.7	41.5	-.06	✓	44.6 *	-.29	
Campus Environment	Quality of Interactions	44.8	45.2	-.03	✓	48.2 *	-.28	
	Supportive Environment	33.9	34.1	-.01	✓	37.2	-.23	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UNH Manchester (N = 25)	37.9	13.0	2.60	15	25	40	50	60				
NH MA public	37.1	13.0	.31	20	30	40	45	60	1,761	.8	.754	.063
NH MA ME private	38.7	12.6	.25	20	30	40	45	60	2,596	-.7	.775	-.057
NSSE 2021	37.7	13.7	.04	15	30	40	45	60	125,685	.3	.921	.020
Top 50%	39.2	13.2	.03	20	30	40	50	60	155,546	-1.3	.620	-.099
Top 10%	41.9	12.9	.09	20	35	40	55	60	18,924	-4.0	.125	-.307
<b>Reflective &amp; Integrative Learning</b>												
UNH Manchester (N = 25)	35.4	13.1	2.62	20	26	31	51	54				
NH MA public	34.0	12.0	.28	14	26	34	43	54	1,904	1.3	.581	.111
NH MA ME private	35.6	11.7	.22	17	29	34	43	57	2,842	-.2	.919	-.021
NSSE 2021	34.8	12.4	.03	14	26	34	43	57	137,131	.6	.824	.045
Top 50%	36.5	12.0	.03	17	29	37	46	57	150,998	-1.1	.640	-.094
Top 10%	39.1	11.8	.09	20	31	40	49	60	17,225	-3.8	.111	-.319
<b>Learning Strategies</b>												
UNH Manchester (N = 21)	39.1	12.0	2.62	20	27	40	53	53				
NH MA public	36.9	14.0	.34	13	27	40	47	60	1,685	2.2	.477	.156
NH MA ME private	38.2	13.7	.28	20	27	40	47	60	2,425	.9	.773	.063
NSSE 2021	38.2	14.2	.04	13	27	40	47	60	116,723	.9	.769	.064
Top 50%	39.7	14.0	.04	20	27	40	53	60	137,960	-.6	.835	-.046
Top 10%	43.0	14.3	.09	20	33	40	60	60	24,539	-3.9	.215	-.270
<b>Quantitative Reasoning</b>												
UNH Manchester (N = 19)	22.9	14.9	3.38	0	13	27	33	60				
NH MA public	29.1	14.9	.36	0	20	27	40	60	1,684	-6.2	.070	-.416
NH MA ME private	29.2	15.0	.30	7	20	27	40	60	2,448	-6.3	.067	-.418
NSSE 2021	28.5	15.5	.05	0	20	27	40	60	118,266	-5.6	.109	-.365
Top 50%	29.7	15.3	.04	7	20	27	40	60	169,666	-6.8	.051	-.445
Top 10%	32.5	15.5	.10	7	20	33	40	60	22,208	-9.6	.007	-.617
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNH Manchester (N = 25)	18.3	11.8	2.36	5	10	15	25	35				
NH MA public	27.2	14.8	.33	5	15	25	35	55	2,023	-8.9	.003	-.605
NH MA ME private	28.1	14.3	.26	5	20	25	40	55	3,084	-9.8	.001	-.689
NSSE 2021	24.8	15.2	.04	0	15	25	35	55	148,480	-6.6	.031	-.431
Top 50%	33.9	13.9	.03	10	25	35	45	60	220,499	-15.6	.000	-1.124
Top 10%	37.0	13.6	.07	15	25	40	45	60	43,552	-18.7	.000	-1.374
<b>Discussions with Diverse Others</b>												
UNH Manchester (N = 21)	27.7	15.0	3.28	5	20	30	40	60				
NH MA public	34.4	15.2	.37	10	20	35	45	60	1,694	-6.8	.043	-.444
NH MA ME private	37.2	14.8	.30	15	25	40	50	60	2,447	-9.6	.003	-.647
NSSE 2021	35.9	16.6	.05	5	20	40	50	60	117,455	-8.2	.023	-.494
Top 50%	40.6	15.2	.04	15	30	40	55	60	175,324	-12.9	.000	-.852
Top 10%	43.8	14.4	.09	20	35	45	60	60	24,696	-16.1	.000	-1.122



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UNH Manchester (N = 25)	19.9	12.9	2.59	5	10	15	30	45				
NH MA public	18.4	13.9	.32	0	10	15	25	45	1,859	1.6	.577	.112
NH MA ME private	19.7	14.2	.27	0	10	20	30	45	2,721	.3	.922	.020
NSSE 2021	18.8	14.4	.04	0	10	15	25	45	130,736	1.1	.695	.079
Top 50%	23.2	14.7	.05	0	10	20	30	50	106,233	-3.2	.272	-.220
Top 10%	27.8	15.2	.14	5	15	25	40	60	11,820	-7.8	.010	-.515
<b>Effective Teaching Practices</b>												
UNH Manchester (N = 25)	41.8	8.7	1.73	24	40	40	44	60				
NH MA public	36.9	13.4	.32	16	28	36	48	60	26	4.8	.011	.361
NH MA ME private	39.1	12.9	.25	20	28	40	48	60	25	2.7	.135	.210
NSSE 2021	37.6	14.0	.04	16	28	40	48	60	24	4.2	.025	.296
Top 50%	40.4	13.5	.04	20	32	40	52	60	24	1.4	.437	.102
Top 10%	43.2	13.4	.11	20	36	44	56	60	24	-1.4	.418	-.107
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNH Manchester (N = 20)	45.2	9.3	2.06	35	40	48	52	58				
NH MA public	40.5	12.6	.32	16	33	42	50	60	1,559	4.7	.095	.373
NH MA ME private	43.4	12.0	.25	20	36	45	52	60	2,237	1.8	.492	.153
NSSE 2021	42.0	13.2	.04	16	34	44	52	60	103,876	3.2	.272	.244
Top 50%	45.1	11.5	.04	24	38	46	54	60	96,552	.1	.960	.011
Top 10%	47.7	12.3	.09	24	40	50	58	60	20,344	-2.5	.366	-.201
<b>Supportive Environment</b>												
UNH Manchester (N = 21)	32.1	11.2	2.44	20	25	33	40	53				
NH MA public	31.3	14.0	.35	8	20	33	40	58	1,623	.8	.789	.059
NH MA ME private	34.0	13.8	.28	13	25	35	43	60	2,360	-1.9	.521	-.141
NSSE 2021	32.1	14.4	.04	8	20	33	40	60	113,030	.0	.996	-.001
Top 50%	36.8	13.5	.04	15	28	38	45	60	119,152	-4.7	.106	-.352
Top 10%	39.9	12.8	.10	18	33	40	50	60	15,696	-7.8	.005	-.609

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UNH Manchester (N = 65)	42.6	13.9	1.72	20	35	40	55	60				
NH MA public	38.9	13.4	.28	20	30	40	50	60	2,299	3.6	.032	.270
NH MA ME private	40.4	13.4	.24	20	30	40	50	60	3,071	2.1	.205	.159
NSSE 2021	39.8	14.0	.03	15	30	40	50	60	187,604	2.7	.118	.194
Top 50%	41.6	13.6	.03	20	35	40	55	60	178,456	1.0	.564	.072
Top 10%	43.9	13.0	.09	20	35	40	55	60	19,617	-1.3	.406	-.103
<b>Reflective &amp; Integrative Learning</b>												
UNH Manchester (N = 70)	38.5	12.4	1.48	17	29	37	46	60				
NH MA public	36.8	12.7	.26	17	29	37	46	60	2,435	1.7	.273	.132
NH MA ME private	38.3	12.4	.22	17	31	37	46	60	3,314	.2	.898	.015
NSSE 2021	37.5	13.1	.03	17	29	37	46	60	200,476	1.0	.531	.075
Top 50%	39.7	12.4	.03	20	31	40	49	60	173,173	-1.2	.401	-.100
Top 10%	42.5	11.7	.10	23	34	43	51	60	14,342	-4.0	.004	-.340
<b>Learning Strategies</b>												
UNH Manchester (N = 65)	40.6	14.2	1.77	20	33	40	53	60				
NH MA public	36.9	14.2	.31	13	27	40	47	60	2,195	3.7	.040	.258
NH MA ME private	37.7	15.0	.28	13	27	40	47	60	2,884	2.9	.124	.193
NSSE 2021	38.8	14.8	.04	13	27	40	53	60	176,647	1.8	.330	.121
Top 50%	40.6	14.6	.03	20	33	40	53	60	203,773	.1	.970	.005
Top 10%	43.5	14.2	.09	20	33	40	60	60	26,592	-2.8	.107	-.200
<b>Quantitative Reasoning</b>												
UNH Manchester (N = 66)	31.4	16.5	2.04	0	20	33	40	60				
NH MA public	30.9	16.2	.35	0	20	33	40	60	2,220	.4	.829	.027
NH MA ME private	31.3	16.7	.31	0	20	33	40	60	2,918	.1	.974	.004
NSSE 2021	30.4	16.5	.04	0	20	27	40	60	178,749	1.0	.634	.059
Top 50%	31.6	16.3	.03	0	20	33	40	60	248,883	-.2	.905	-.015
Top 10%	34.8	15.8	.10	7	20	33	47	60	24,597	-3.5	.075	-.219
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNH Manchester (N = 73)	28.9	15.8	1.85	5	20	30	40	60				
NH MA public	30.6	15.5	.31	5	20	30	40	60	2,528	-1.8	.341	-.113
NH MA ME private	31.0	14.9	.25	5	20	30	40	60	3,551	-2.2	.214	-.147
NSSE 2021	27.7	16.5	.04	0	15	25	40	60	210,865	1.2	.538	.072
Top 50%	35.0	14.2	.03	10	25	35	45	60	260,224	-6.2	.000	-.436
Top 10%	38.8	13.4	.08	15	30	40	50	60	72	-10.0	.000	-.743
<b>Discussions with Diverse Others</b>												
UNH Manchester (N = 64)	37.2	13.2	1.65	20	25	35	50	60				
NH MA public	34.0	15.3	.33	5	20	35	45	60	2,197	3.2	.098	.211
NH MA ME private	37.6	15.3	.29	10	25	40	50	60	2,881	-.4	.823	-.028
NSSE 2021	37.2	16.8	.04	5	25	40	50	60	63	.0	.995	-.001
Top 50%	41.2	15.6	.03	15	30	40	60	60	260,294	-4.1	.039	-.259
Top 10%	44.2	15.0	.08	20	35	45	60	60	38,662	-7.0	.000	-.465

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UNH Manchester (N = 68)	24.7	17.7	2.15	0	10	20	40	60				
NH MA public	23.4	15.0	.31	0	15	20	35	50	70	1.3	.556	.085
NH MA ME private	24.2	15.7	.28	0	15	20	35	55	3,200	.5	.793	.032
NSSE 2021	21.7	15.9	.04	0	10	20	30	55	193,343	3.0	.125	.186
Top 50%	28.5	16.0	.05	5	15	25	40	60	96,605	-3.9	.046	-.241
Top 10%	33.6	15.9	.15	10	20	35	45	60	11,971	-9.0	.000	-.562
<b>Effective Teaching Practices</b>												
UNH Manchester (N = 66)	40.7	12.5	1.54	20	32	40	48	60				
NH MA public	39.1	13.6	.29	16	32	40	48	60	2,313	1.6	.345	.118
NH MA ME private	39.7	14.0	.26	16	32	40	52	60	3,053	.9	.591	.067
NSSE 2021	38.6	14.6	.03	12	28	40	52	60	65	2.0	.193	.139
Top 50%	41.5	13.9	.04	16	32	40	52	60	151,196	-9	.618	-.062
Top 10%	44.6	13.3	.10	20	36	44	56	60	18,440	-3.9	.017	-.293
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNH Manchester (N = 61)	44.8	10.8	1.38	24	38	46	54	60				
NH MA public	42.3	12.0	.27	20	36	44	50	60	2,078	2.6	.097	.215
NH MA ME private	42.9	12.1	.23	20	36	44	52	60	2,769	1.9	.226	.156
NSSE 2021	43.0	12.9	.03	18	36	44	53	60	158,774	1.8	.261	.143
Top 50%	45.2	11.9	.03	22	38	48	54	60	144,515	-.4	.818	-.029
Top 10%	48.2	11.9	.07	25	42	50	60	60	32,324	-3.4	.026	-.284
<b>Supportive Environment</b>												
UNH Manchester (N = 63)	33.9	14.4	1.81	8	25	33	43	60				
NH MA public	30.0	13.6	.30	8	20	30	40	54	2,156	3.9	.023	.290
NH MA ME private	32.5	14.0	.27	10	23	33	40	60	2,815	1.4	.434	.100
NSSE 2021	31.1	14.7	.04	8	20	30	40	60	172,260	2.9	.121	.195
Top 50%	34.1	14.2	.04	10	23	35	43	60	156,873	-.2	.911	-.014
Top 10%	37.2	14.3	.10	13	28	38	48	60	20,199	-3.2	.071	-.228

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) 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.