



NSSE 2021

Engagement Indicators

University of New Hampshire at Durham

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

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 Peer institutions	Your first-year students compared with New England Publics	Your first-year students compared with Carnegie Class
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 Peer institutions	Your seniors compared with New England Publics	Your seniors compared with Carnegie Class
Academic Challenge	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	--	--	△
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	△	△
Learning with Peers	Collaborative Learning	--	▲	△
	Discussions with Diverse Others	▼	▽	▼
Experiences with Faculty	Student-Faculty Interaction	△	--	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	--	▽	--

Academic Challenge: First-year students

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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Peer institutions		New England Publics		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	38.1 *	-.10	37.2	-.02	37.0	-.01
Reflective & Integrative Learning	34.8	34.8	.00	34.4	.03	34.0	.06
Learning Strategies	37.2	37.3	.00	37.3	.00	37.1	.01
Quantitative Reasoning	29.6	29.9	-.02	29.0	.04	28.9	.05

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	Percentage point difference ^a between your FY students and		
		Peer institutions	New England Publics	Carnegie Class
Higher-Order Learning				
<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	73	-2	+7	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-4	+1	+1
4d. Evaluating a point of view, decision, or information source	69	+1	-1	+3
4e. Forming a new idea or understanding from various pieces of information	66	-3	-2	-2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52	+0	+7	+5
2b. Connected your learning to societal problems or issues	54	+2	+3	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-2	-4	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-0	+0	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+2	+1	+3
2f. Learned something that changed the way you understand an issue or concept	66	+1	+3	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-2	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-1	+1	+3
9b. Reviewed your notes after class	65	+2	-0	+1
9c. Summarized what you learned in class or from course materials	64	+2	+0	+3
Quantitative Reasoning				
<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.)	55	-1	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+1	+1	+4
6c. Evaluated what others have concluded from numerical information	46	+0	+5	+5

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

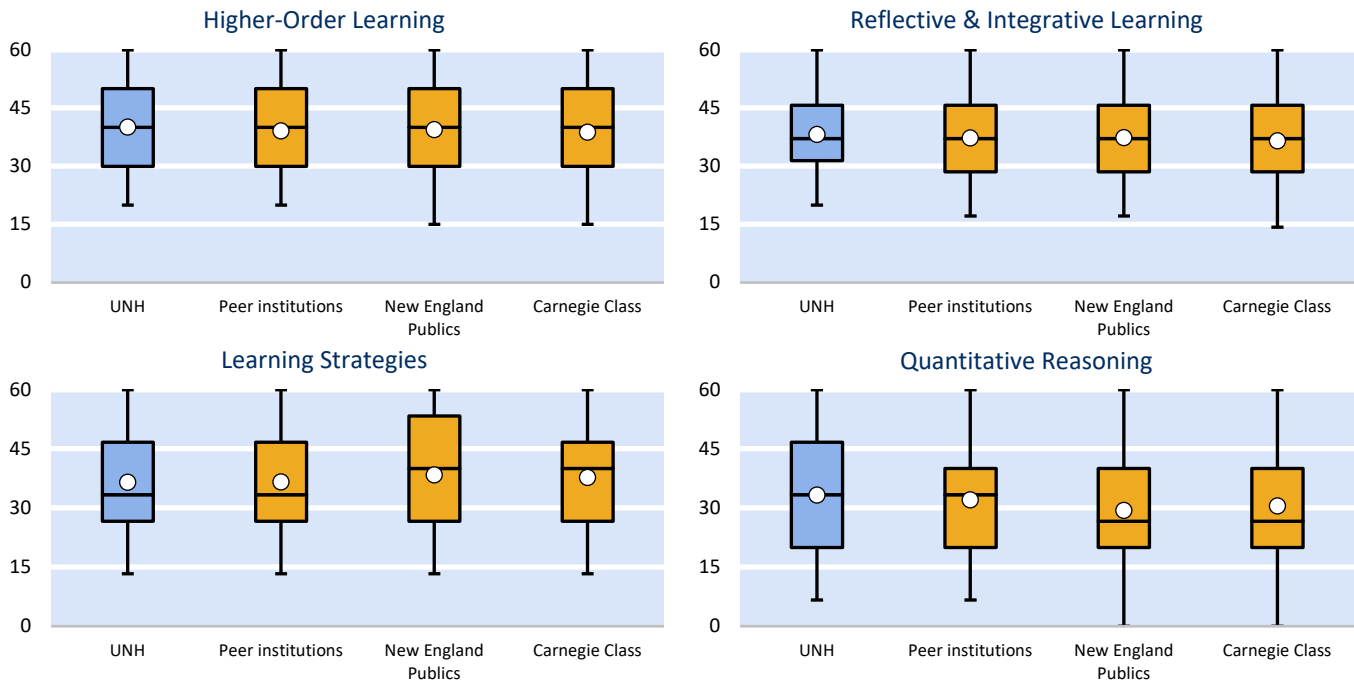
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Peer institutions		New England Publics		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	39.1	.07	39.4	.05	38.8 **	.09
Reflective & Integrative Learning	38.1	37.3	.07	37.3	.06	36.5 ***	.12
Learning Strategies	36.5	36.6	.00	38.4 **	-.13	37.7 *	-.08
Quantitative Reasoning	33.2	32.1	.07	29.3 ***	.24	30.5 ***	.17

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: 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	Percentage point difference ^a between your seniors and		
		Peer institutions	New England Publics	Carnegie Class
Higher-Order Learning				
<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	78	+2	+5	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+3	+4	+3
4d. Evaluating a point of view, decision, or information source	66	-1	-6	-1
4e. Forming a new idea or understanding from various pieces of information	74	+3	+3	+4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	75	+6	+10	+11
2b. Connected your learning to societal problems or issues	65	+5	+4	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-2	-7	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+0	+0	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+3	+3	+4
2f. Learned something that changed the way you understand an issue or concept	74	+4	+5	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+2	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+1	+0	+3
9b. Reviewed your notes after class	58	+2	-6	-4
9c. Summarized what you learned in class or from course materials	59	-1	-6	-4
Quantitative Reasoning				
<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.)	60	+3	+8	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+4	+8	+7
6c. Evaluated what others have concluded from numerical information	53	+1	+10	+6

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Learning with Peers: First-year students

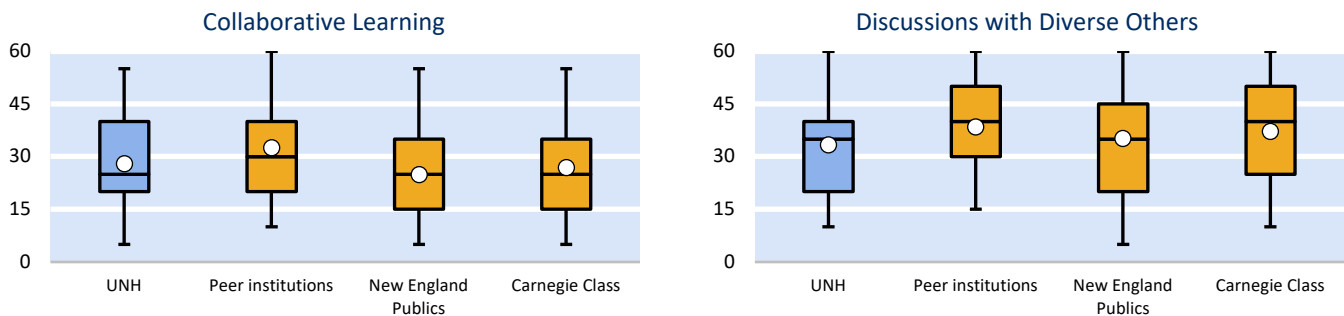
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Peer institutions		New England Publics		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.0	32.5 ***	-.32	24.9 ***	.21	26.9	.08
Discussions with Diverse Others	33.3	38.5 ***	-.36	35.2 *	-.12	37.2 ***	-.25

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

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	UNH	Percentage point difference ^a between your FY students and		
		Peer institutions	New England Publics	Carnegie Class
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	44	-10	+9	+2
1c. Explained course material to one or more students	42	-15	+4	-1
1d. Prepared for exams by discussing or working through course material with other students	38	-13	+7	+4
1e. Worked with other students on course projects or assignments	48	-6	+10	+8
Discussions with Diverse Others				
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	46	-22	-18	-19
8b. People from an economic background other than your own	61	-11	-1	-5
8c. People with religious beliefs other than your own	51	-17	-4	-12
8d. People with political views other than your own	59	+0	+6	-2

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Learning with Peers: Seniors

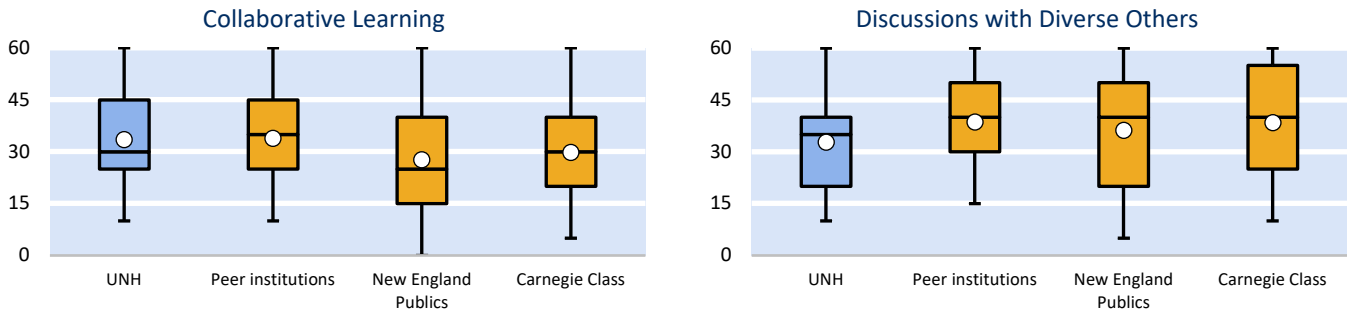
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Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	33.9	-.03	27.7 ***	.37	29.8 ***	.24
Discussions with Diverse Others	32.9	38.7 ***	-.40	36.3 ***	-.21	38.5 ***	-.35

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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Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	45	-3	+9	+4
1c. Explained course material to one or more students	57	-3	+10	+7
1d. Prepared for exams by discussing or working through course material with other students	48	-2	+13	+9
1e. Worked with other students on course projects or assignments	67	-2	+15	+9
Discussions with Diverse Others				
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	43	-24	-24	-26
8b. People from an economic background other than your own	62	-9	-4	-6
8c. People with religious beliefs other than your own	52	-15	-6	-13
8d. People with political views other than your own	55	-2	-0	-5

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Experiences with Faculty: First-year students

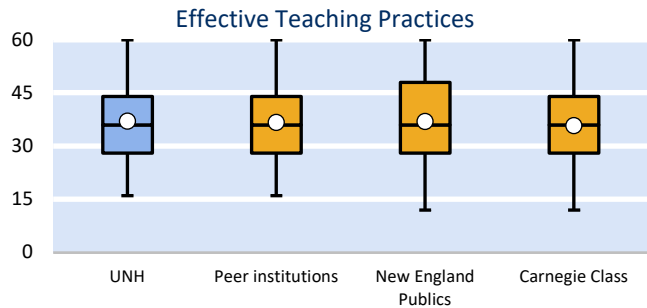
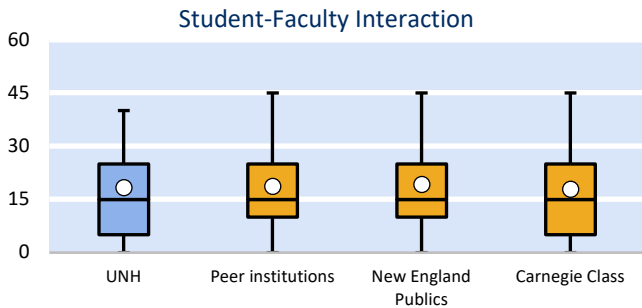
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Peer institutions		New England Publics		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.3	18.7	-.03	19.3	-.06	17.9	.03
Effective Teaching Practices	37.1	36.7	.03	37.0	.01	35.8 *	.10

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Student-Faculty Interaction	UNH	Percentage point difference ^a between your FY students and		
		Peer institutions	New England Publics	Carnegie Class
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	30	+1	-1	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-1	-1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-3	-2	+1
3d. Discussed your academic performance with a faculty member	23	-1	-5	-0
<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	76	-1	+4	+4
5b. Taught course sessions in an organized way	73	-1	+6	+5
5c. Used examples or illustrations to explain difficult points	74	-1	+6	+6
5d. Provided feedback on a draft or work in progress	61	+7	-3	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	55	+3	-2	+4

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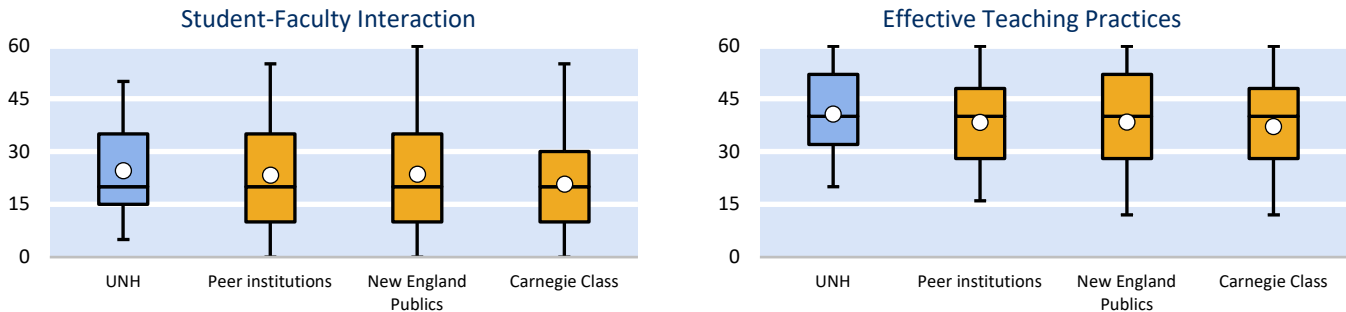
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Student-Faculty Interaction	24.5	23.2 *	.08	23.5	.06	20.7 ***	.24
Effective Teaching Practices	40.6	38.3 ***	.18	38.4 ***	.16	37.1 ***	.24

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3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	28	+0	+4	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+4	+4	+9
3d. Discussed your academic performance with a faculty member	31	+4	-4	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	84	+4	+7	+9
5b. Taught course sessions in an organized way	82	+5	+10	+11
5c. Used examples or illustrations to explain difficult points	81	+2	+10	+9
5d. Provided feedback on a draft or work in progress	61	+5	+0	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+6	+4	+9

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

Campus Environment: First-year students

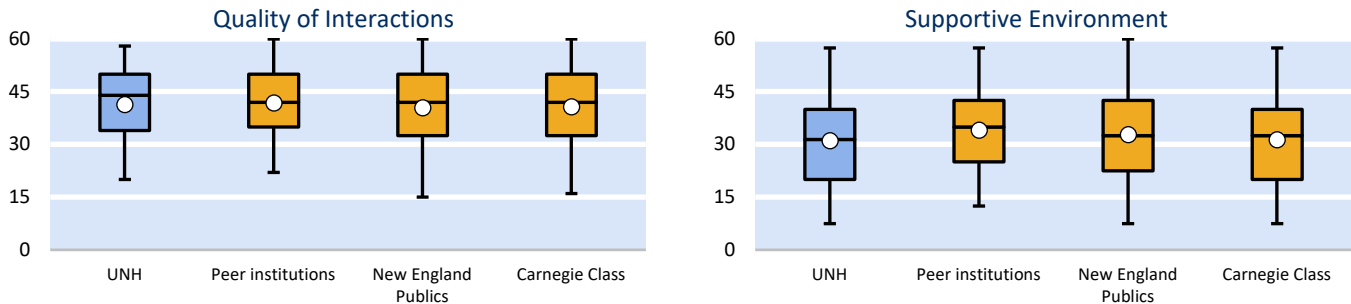
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Peer institutions		New England Publics		Carnegie Class	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.3	41.7	-.04	40.4	.07	40.7	.05
Supportive Environment	31.0	34.0 ***	-.24	32.7 *	-.13	31.3	-.02

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 %	Percentage point difference ^a between your FY students and			
		Peer institutions	New England Publics	Carnegie Class	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	46	-6	+4	+1	
13b. Academic advisors	47	-1	-0	-5	
13c. Faculty	48	+1	+2	+3	
13d. Student services staff (career services, student activities, housing, etc.)	48	+6	+4	+7	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	+0	-3	-0	
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	68	-4	-1	+0	
14c. Using learning support services (tutoring services, writing center, etc.)	67	-6	-1	-1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-7	-9	-3	
14e. Providing opportunities to be involved socially	56	-12	-6	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-1	+3	+4	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+0	-1	+5	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	43	-19	-6	-7	
14i. Attending events that address important social, economic, or political issues	36	-10	-15	-3	

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

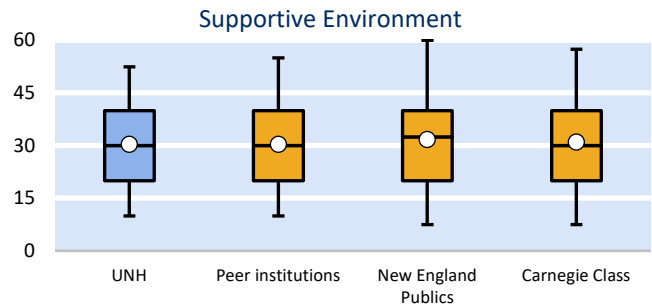
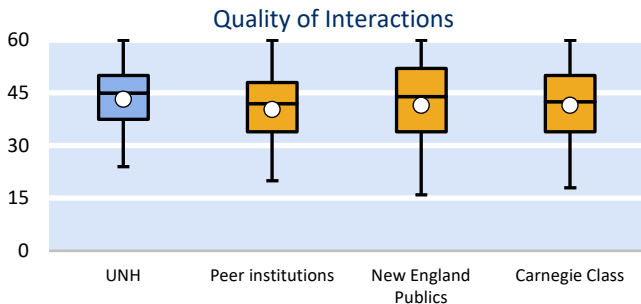
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Peer institutions		New England Publics		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.3	40.4 ***	.25	41.6 **	.13	41.6 ***	.13
Supportive Environment	30.4	30.5	.00	31.8 *	-.10	31.1	-.05

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	Percentage point difference ^a between your seniors and		
		Peer institutions	New England Publics	Carnegie Class
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	57	+0	+5	+2
13b. Academic advisors	55	+13	+2	+4
13c. Faculty	61	+10	+8	+10
13d. Student services staff (career services, student activities, housing, etc.)	48	+11	+3	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+7	-2	+0
<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	70	+7	+2	+6
14c. Using learning support services (tutoring services, writing center, etc.)	59	+1	-6	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	39	-8	-20	-14
14e. Providing opportunities to be involved socially	57	-8	-2	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+9	+6	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-2	-9	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-5	+5	-2
14i. Attending events that address important social, economic, or political issues	41	+0	-8	+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.

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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), 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 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^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	UNH Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	36.9	39.2 ***	-.18		41.9 ***	-.39	
Academic Challenge	Reflective and Integrative Learning	34.8	36.5 ***	-.15		39.1 ***	-.37	
	Learning Strategies	37.2	39.7 ***	-.18		43.0 ***	-.40	
	Quantitative Reasoning	29.6	29.7	-.01	✓	32.5 ***	-.19	
Learning with Peers	Collaborative Learning	28.0	33.9 ***	-.42		37.0 ***	-.66	
	Discussions with Diverse Others	33.3	40.6 ***	-.48		43.8 ***	-.73	
Experiences with Faculty	Student-Faculty Interaction	18.3	23.2 ***	-.33		27.8 ***	-.62	
	Effective Teaching Practices	37.1	40.4 ***	-.25		43.2 ***	-.46	
Campus Environment	Quality of Interactions	41.3	45.1 ***	-.33		47.7 ***	-.52	
	Supportive Environment	31.0	36.8 ***	-.44		39.9 ***	-.70	

Seniors

Theme	Engagement Indicator	UNH Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.1	41.6 **	-.11		43.9 ***	-.30	
Academic Challenge	Reflective and Integrative Learning	38.1	39.7 ***	-.13		42.5 ***	-.37	
	Learning Strategies	36.5	40.6 ***	-.28		43.5 ***	-.49	
	Quantitative Reasoning	33.2	31.6 **	.10	✓	34.8 *	-.10	
Learning with Peers	Collaborative Learning	33.5	35.0 **	-.11		38.8 ***	-.39	
	Discussions with Diverse Others	32.9	41.2 ***	-.54		44.2 ***	-.76	
Experiences with Faculty	Student-Faculty Interaction	24.5	28.5 ***	-.25		33.6 ***	-.58	
	Effective Teaching Practices	40.6	41.5	-.07	✓	44.6 ***	-.30	
Campus Environment	Quality of Interactions	43.3	45.2 ***	-.16		48.2 ***	-.42	
	Supportive Environment	30.4	34.1 ***	-.26		37.2 ***	-.47	

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 538)	36.9	11.8	.51	20	30	40	45	60				
Peer institutions	38.1	12.7	.16	20	30	40	45	60	650	-1.2	.024	-.097
New England Publics	37.2	13.7	.31	15	25	40	45	60	965	-.3	.627	-.022
Carnegie Class	37.0	13.6	.08	15	30	40	45	60	564	-.1	.848	-.007
Top 50%	39.2	13.2	.04	20	30	40	50	60	543	-2.4	.000	-.178
Top 10%	41.9	12.9	.10	20	35	40	55	60	581	-5.0	.000	-.389
Reflective & Integrative Learning												
UNH (N = 577)	34.8	11.4	.47	17	26	34	43	54				
Peer institutions	34.8	11.7	.14	17	26	34	43	57	7,153	.0	.949	-.003
New England Publics	34.4	12.4	.26	14	26	34	43	54	969	.4	.478	.032
Carnegie Class	34.0	12.4	.07	14	26	34	43	57	602	.8	.117	.061
Top 50%	36.5	12.0	.03	17	29	37	46	57	126,768	-1.8	.000	-.146
Top 10%	39.1	11.8	.10	20	31	40	49	60	14,951	-4.4	.000	-.373
Learning Strategies												
UNH (N = 515)	37.2	13.7	.60	13	27	40	47	60				
Peer institutions	37.3	13.6	.18	20	27	40	47	60	6,273	-.1	.922	-.005
New England Publics	37.3	14.0	.32	13	27	40	47	60	2,381	-.1	.925	-.005
Carnegie Class	37.1	14.1	.09	13	27	40	47	60	26,454	.2	.804	.011
Top 50%	39.7	14.0	.04	20	27	40	53	60	115,810	-2.5	.000	-.179
Top 10%	43.0	14.3	.10	20	33	40	60	60	543	-5.7	.000	-.402
Quantitative Reasoning												
UNH (N = 516)	29.6	14.1	.62	7	20	27	40	60				
Peer institutions	29.9	14.8	.19	7	20	27	40	60	6,359	-.3	.706	-.017
New England Publics	29.0	15.0	.35	0	20	27	40	60	2,390	.6	.425	.040
Carnegie Class	28.9	15.0	.09	7	20	27	40	60	538	.7	.259	.047
Top 50%	29.7	15.3	.04	7	20	27	40	60	520	-.1	.855	-.007
Top 10%	32.5	15.5	.11	7	20	33	40	60	550	-2.9	.000	-.185
Learning with Peers												
Collaborative Learning												
UNH (N = 611)	28.0	14.0	.56	5	20	25	40	55				
Peer institutions	32.5	14.1	.17	10	20	30	40	60	7,653	-4.5	.000	-.319
New England Publics	24.9	14.9	.31	5	15	25	35	55	2,939	3.1	.000	.210
Carnegie Class	26.9	14.5	.08	5	15	25	35	55	34,139	1.1	.056	.078
Top 50%	33.9	13.9	.03	10	25	35	45	60	184,864	-5.8	.000	-.420
Top 10%	37.0	13.6	.07	15	25	40	45	60	36,986	-8.9	.000	-.657
Discussions with Diverse Others												
UNH (N = 517)	33.3	14.0	.62	10	20	35	40	60				
Peer institutions	38.5	14.6	.19	15	30	40	50	60	6,324	-5.2	.000	-.357
New England Publics	35.2	16.5	.38	5	20	35	45	60	945	-1.8	.011	-.115
Carnegie Class	37.2	15.9	.10	10	25	40	50	60	542	-3.9	.000	-.247
Top 50%	40.6	15.2	.04	15	30	40	55	60	520	-7.3	.000	-.479
Top 10%	43.8	14.4	.10	20	35	45	60	60	21,138	-10.5	.000	-.728

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 567)	18.3	13.8	.58	0	5	15	25	40				
Peer institutions	18.7	14.0	.18	0	10	15	25	45	6,856	-.4	.565	-.025
New England Publics	19.3	14.3	.31	0	10	15	25	45	2,654	-.9	.171	-.065
Carnegie Class	17.9	14.0	.08	0	5	15	25	45	29,641	.5	.440	.033
Top 50%	23.2	14.7	.05	0	10	20	30	50	574	-4.8	.000	-.328
Top 10%	27.8	15.2	.15	5	15	25	40	60	648	-9.4	.000	-.623
Effective Teaching Practices												
UNH (N = 544)	37.1	12.1	.52	16	28	36	44	60				
Peer institutions	36.7	12.4	.16	16	28	36	44	60	6,606	.4	.523	.029
New England Publics	37.0	13.8	.31	12	28	36	48	60	963	.1	.845	.009
Carnegie Class	35.8	13.6	.08	12	28	36	44	60	570	1.3	.014	.095
Top 50%	40.4	13.5	.04	20	32	40	52	60	551	-3.3	.000	-.246
Top 10%	43.2	13.4	.12	20	36	44	56	60	602	-6.1	.000	-.457
Campus Environment												
Quality of Interactions												
UNH (N = 493)	41.3	11.4	.51	20	34	44	50	58				
Peer institutions	41.7	11.3	.15	22	35	42	50	60	5,852	-.4	.398	-.040
New England Publics	40.4	13.2	.32	15	33	42	50	60	911	.9	.147	.068
Carnegie Class	40.7	12.8	.08	16	33	42	50	60	519	.6	.219	.050
Top 50%	45.1	11.5	.04	24	38	46	54	60	81,183	-3.8	.000	-.330
Top 10%	47.7	12.3	.09	24	40	50	58	60	17,477	-6.4	.000	-.519
Supportive Environment												
UNH (N = 501)	31.0	13.5	.60	8	20	31	40	58				
Peer institutions	34.0	12.9	.17	13	25	35	43	58	6,119	-3.0	.000	-.235
New England Publics	32.7	14.4	.34	8	23	33	43	60	845	-1.8	.010	-.125
Carnegie Class	31.3	14.0	.09	8	20	33	40	58	25,674	-.3	.582	-.025
Top 50%	36.8	13.5	.04	15	28	38	45	60	100,060	-5.9	.000	-.436
Top 10%	39.9	12.8	.11	18	33	40	50	60	13,601	-8.9	.000	-.696

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 712)	40.1	12.8	.48	20	30	40	50	60				
Peer institutions	39.1	13.1	.17	20	30	40	50	60	6,484	.9	.071	.072
New England Publics	39.4	14.2	.32	15	30	40	50	60	1,399	.7	.254	.048
Carnegie Class	38.8	14.1	.08	15	30	40	50	60	747	1.3	.009	.090
Top 50%	41.6	13.6	.04	20	35	40	55	60	721	-1.5	.002	-.112
Top 10%	43.9	13.0	.12	20	35	40	55	60	796	-3.8	.000	-.295
Reflective & Integrative Learning												
UNH (N = 745)	38.1	12.0	.44	20	31	37	46	60				
Peer institutions	37.3	12.3	.16	17	29	37	46	60	6,932	.8	.076	.069
New England Publics	37.3	13.3	.29	17	29	37	46	60	1,460	.8	.119	.063
Carnegie Class	36.5	13.2	.07	14	29	37	46	60	780	1.6	.000	.125
Top 50%	39.7	12.4	.04	20	31	40	49	60	111,822	-1.6	.000	-.130
Top 10%	42.5	11.7	.12	23	34	43	51	60	9,898	-4.3	.000	-.371
Learning Strategies												
UNH (N = 680)	36.5	13.4	.51	13	27	33	47	60				
Peer institutions	36.6	14.5	.19	13	27	33	47	60	887	.0	.954	-.002
New England Publics	38.4	15.2	.36	13	27	40	53	60	1,371	-1.8	.003	-.125
Carnegie Class	37.7	14.8	.08	13	27	40	47	60	714	-1.2	.024	-.080
Top 50%	40.6	14.6	.04	20	33	40	53	60	687	-4.0	.000	-.277
Top 10%	43.5	14.2	.11	20	33	40	60	60	742	-7.0	.000	-.490
Quantitative Reasoning												
UNH (N = 686)	33.2	15.9	.61	7	20	33	47	60				
Peer institutions	32.1	15.9	.21	7	20	33	40	60	6,249	1.2	.066	.074
New England Publics	29.3	16.6	.39	0	20	27	40	60	2,526	3.9	.000	.239
Carnegie Class	30.5	16.4	.09	0	20	27	40	60	715	2.7	.000	.167
Top 50%	31.6	16.3	.04	0	20	33	40	60	159,640	1.6	.008	.101
Top 10%	34.8	15.8	.13	7	20	33	47	60	16,420	-1.6	.010	-.100
Learning with Peers												
Collaborative Learning												
UNH (N = 773)	33.5	14.4	.52	10	25	30	45	60				
Peer institutions	33.9	14.4	.18	10	25	35	45	60	7,251	-.4	.503	-.025
New England Publics	27.7	16.0	.34	0	15	25	40	60	1,498	5.8	.000	.375
Carnegie Class	29.8	15.7	.08	5	20	30	40	60	808	3.7	.000	.239
Top 50%	35.0	14.1	.03	10	25	35	45	60	166,868	-1.5	.003	-.106
Top 10%	38.8	13.4	.10	15	30	40	50	60	829	-5.3	.000	-.394
Discussions with Diverse Others												
UNH (N = 683)	32.9	13.7	.52	10	20	35	40	60				
Peer institutions	38.7	14.7	.20	15	30	40	50	60	887	-5.8	.000	-.401
New England Publics	36.3	16.8	.40	5	20	40	50	60	1,497	-3.4	.000	-.214
Carnegie Class	38.5	16.4	.09	10	25	40	55	60	724	-5.7	.000	-.345
Top 50%	41.2	15.6	.04	15	30	40	60	60	689	-8.4	.000	-.537
Top 10%	44.2	15.0	.10	20	35	45	60	60	728	-11.3	.000	-.756

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 731)	24.5	14.6	.54	5	15	20	35	50				
Peer institutions	23.2	15.1	.20	0	10	20	35	55	6,693	1.2	.035	.083
New England Publics	23.5	16.2	.36	0	10	20	35	60	1,434	1.0	.144	.060
Carnegie Class	20.7	15.7	.08	0	10	20	30	55	765	3.8	.000	.240
Top 50%	28.5	16.0	.06	5	15	25	40	60	751	-4.0	.000	-.252
Top 10%	33.6	15.9	.18	10	20	35	45	60	903	-9.1	.000	-.577
Effective Teaching Practices												
UNH (N = 710)	40.6	12.4	.47	20	32	40	52	60				
Peer institutions	38.3	12.8	.17	16	28	40	48	60	6,484	2.3	.000	.183
New England Publics	38.4	14.8	.34	12	28	40	52	60	1,497	2.2	.000	.156
Carnegie Class	37.1	14.4	.08	12	28	40	48	60	749	3.5	.000	.243
Top 50%	41.5	13.9	.04	16	32	40	52	60	723	-.9	.051	-.066
Top 10%	44.6	13.3	.12	20	36	44	56	60	810	-4.0	.000	-.299
Campus Environment												
Quality of Interactions												
UNH (N = 653)	43.3	10.8	.42	24	38	45	50	60				
Peer institutions	40.4	11.4	.16	20	34	42	48	60	846	2.9	.000	.251
New England Publics	41.6	13.2	.32	16	34	44	52	60	1,442	1.7	.002	.133
Carnegie Class	41.6	12.7	.07	18	34	43	50	60	693	1.7	.000	.134
Top 50%	45.2	11.9	.04	22	38	48	54	60	664	-1.9	.000	-.162
Top 10%	48.2	11.9	.08	25	42	50	60	60	704	-5.0	.000	-.417
Supportive Environment												
UNH (N = 669)	30.4	12.8	.49	10	20	30	40	53				
Peer institutions	30.5	13.1	.18	10	20	30	40	55	6,060	.0	.928	-.004
New England Publics	31.8	14.9	.35	8	20	33	40	60	1,392	-1.4	.021	-.098
Carnegie Class	31.1	14.4	.08	8	20	30	40	58	704	-.7	.171	-.048
Top 50%	34.1	14.2	.04	10	23	35	43	60	679	-3.7	.000	-.259
Top 10%	37.2	14.3	.13	13	28	38	48	60	756	-6.7	.000	-.474

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.