NSSE 2022

Engagement Indicators

University of New Hampshire at Manchester

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
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

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 2021 and 2022 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**

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with NH/MA Publics	Your first-year students compared with NH/MA/ME Priv enrlmt	Your first-year students compared with NSSE 2022
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	▼	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▲	--	--
	Supportive Environment	--	--	--

Seniors

| Theme	Engagement Indicator	Your seniors compared with NH/MA Publics	Your seniors compared with NH/MA/ME Priv enrlmt	Your seniors compared with NSSE 2022
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	UNH Manchester	Your first-year students compared with					
		NH/MA Publics		NH/MA/ME Priv enrlmt		NSSE 2022	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	42.3	36.8	.43	37.9	.35	38.3	.30
Reflective & Integrative Learning	38.2	35.6	.23	36.6	.14	35.9	.19
Learning Strategies	42.1	36.4	.41	38.1	.29	38.4	.27
Quantitative Reasoning	32.8	27.5	.35	28.1	.31	28.9	.26

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

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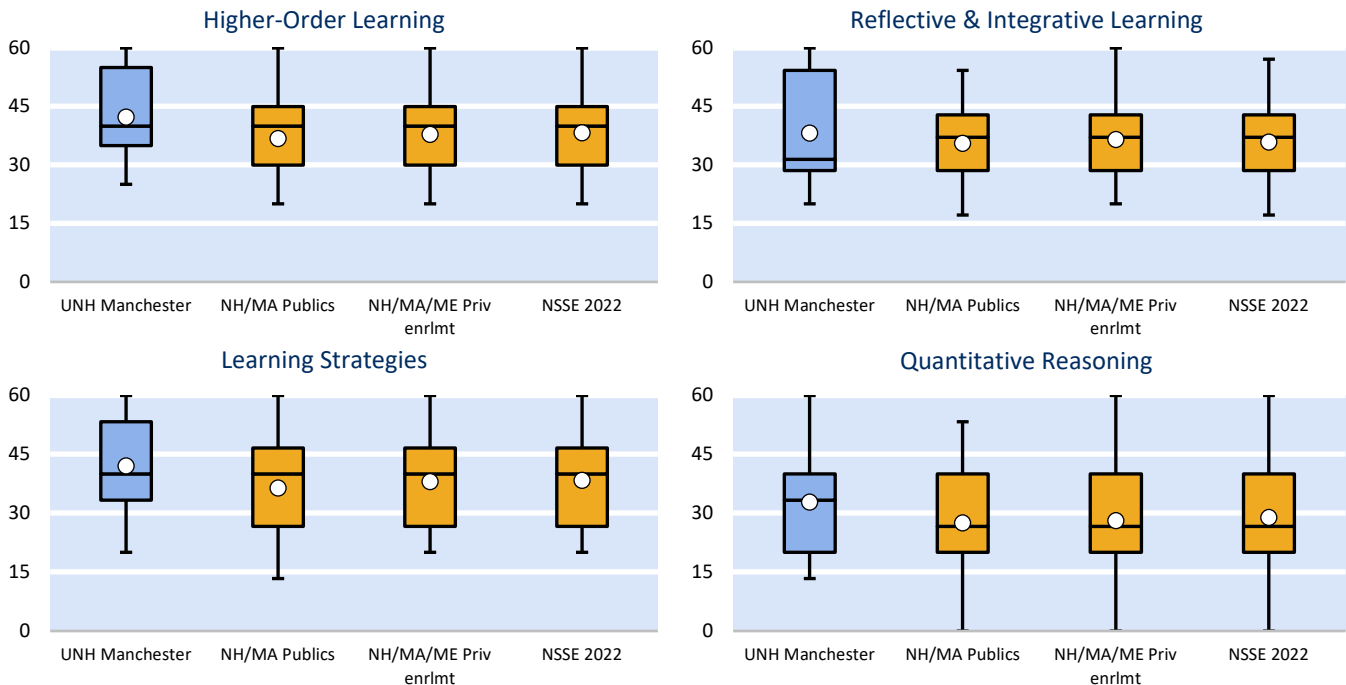
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	UNH Manchester	Percentage point difference [a] between your FY students and		
		NH/MA Publics	NH/MA/ME Priv enrlmt	NSSE 2022
Higher-Order Learning	%			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…				
4b. Applying facts, theories, or methods to practical problems or new situations	85	+17	+15	+14
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+10	+9	+7
4d. Evaluating a point of view, decision, or information source	77	+9	+7	+7
4e. Forming a new idea or understanding from various pieces of information	77	+7	+6	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	69	+14	+16	+16
2b. Connected your learning to societal problems or issues	69	+13	+9	+15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+7	+0	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-4	-5	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	46	-26	-25	-26
2f. Learned something that changed the way you understand an issue or concept	62	-6	-6	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	69	-9	-9	-9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	85	+15	+9	+11
9b. Reviewed your notes after class	69	+7	+7	+2
9c. Summarized what you learned in class or from course materials	85	+22	+19	+19
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-3	-4	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	69	+29	+26	+26
6c. Evaluated what others have concluded from numerical information	46	+7	+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	UNH Manchester	Your seniors compared with					
		NH/MA Publics		NH/MA/ME Priv enrlmt		NSSE 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.1	39.7	-.05	40.3	-.09	40.9	-.13
Reflective & Integrative Learning	35.5	39.3 *	-.31	39.7 **	-.34	39.0 *	-.27
Learning Strategies	37.8	38.7	-.06	38.6	-.05	39.5	-.11
Quantitative Reasoning	34.3	30.3	.25	30.8	.21	31.1	.20

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

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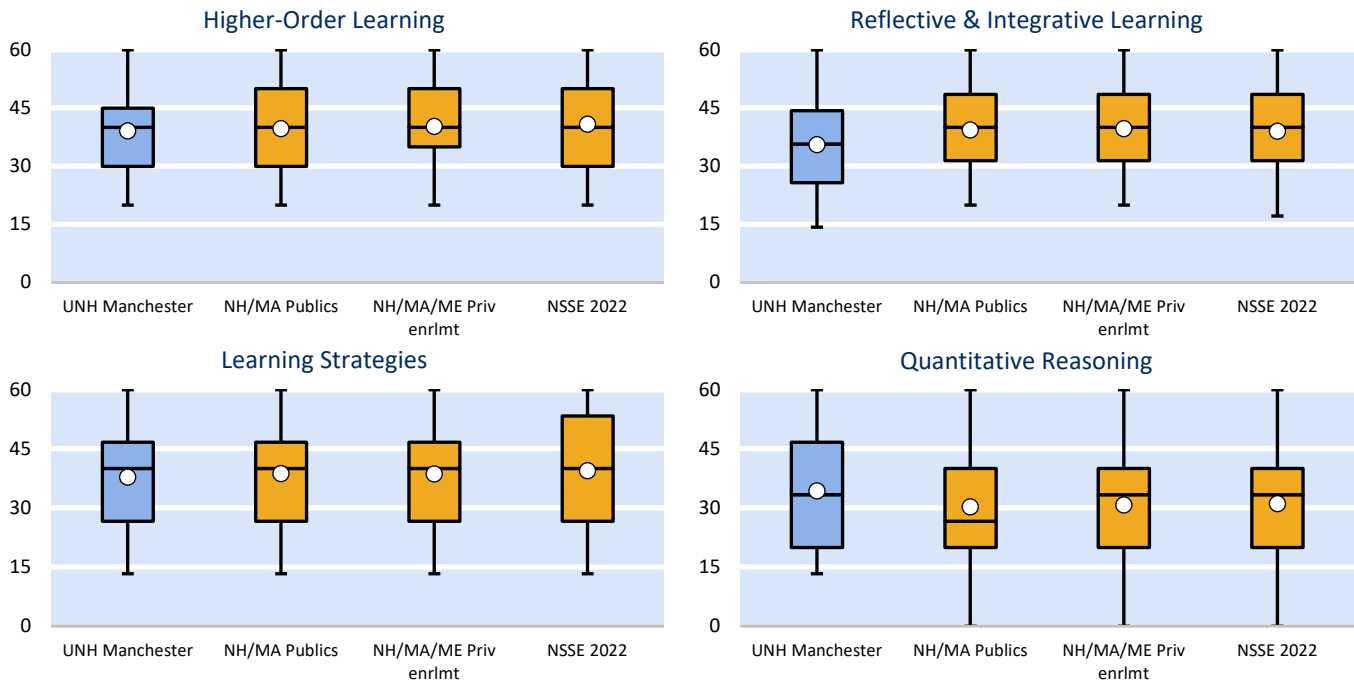
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Academic Challenge: Seniors (continued)

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 [a] between your seniors and		
Higher-Order Learning		NH/MA Publics	NH/MA/ME Priv enrlmt	NSSE 2022
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+2	+3	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+2	+0	-0
4d. Evaluating a point of view, decision, or information source	63	-9	-12	-10
4e. Forming a new idea or understanding from various pieces of information	64	-10	-11	-11
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	69	-3	-0	+1
2b. Connected your learning to societal problems or issues	51	-17	-19	-13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-14	-19	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-3	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-7	-6	-5
2f. Learned something that changed the way you understand an issue or concept	70	-5	-5	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-9	-9	-8
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	+1	+1	+3
9b. Reviewed your notes after class	62	-1	+1	-4
9c. Summarized what you learned in class or from course materials	62	-6	-4	-6
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	65	+13	+11	+9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	60	+11	+10	+12
6c. Evaluated what others have concluded from numerical information	51	+3	+1	+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.

NSSE 2022 Engagement Indicators
Learning with Peers
University of New Hampshire at Manchester

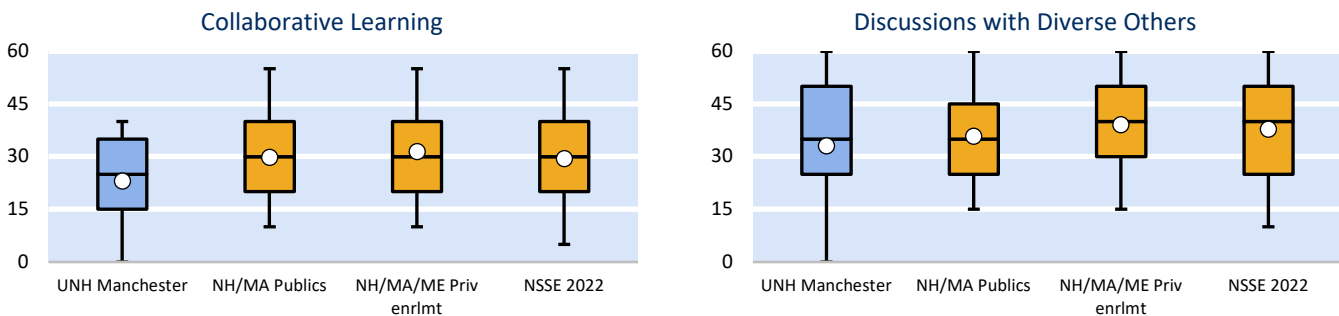## Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

| | UNH Manchester | Your first-year students compared with | | | | | |
| | | NH/MA Publics | | NH/MA/ME Priv enrlmt | | NSSE 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	23.1	29.8	-.49	31.5 *	-.61	29.5	-.43
Discussions with Diverse Others	33.1	35.9	-.19	39.1	-.40	37.9	-.30

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

Score Distributions

Collaborative Learning

Discussions with Diverse Others

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.

| | UNH Manchester | Percentage point difference [a] between your FY students and | | |
Collaborative Learning		NH/MA Publics	NH/MA/ME Priv enrlmt	NSSE 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	38	-5	-8	-7
1c. Explained course material to one or more students	23	-26	-28	-25
1d. Prepared for exams by discussing or working through course material with other students	23	-18	-23	-19
1e. Worked with other students on course projects or assignments	23	-30	-36	-27

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	62	+2	-10	-6
8b. People from an economic background other than your own	69	+3	-2	+0
8c. People with religious beliefs other than your own	54	-6	-12	-9
8d. People with political views other than your own	38	-17	-20	-21

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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.

Learning with Peers
University of New Hampshire at Manchester
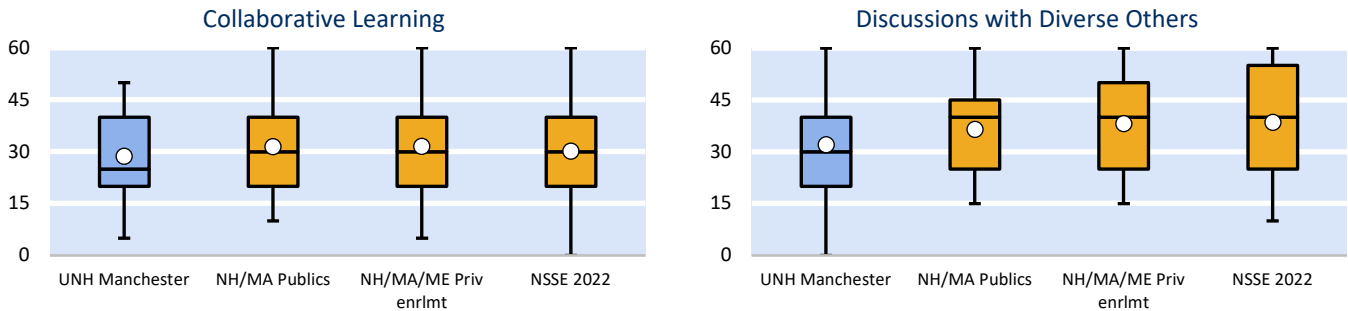
Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	UNH Manchester	Your seniors compared with					
		NH/MA Publics		NH/MA/ME Priv enrlmt		NSSE 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.7	31.5	-.19	31.6	-.19	30.2	-.09
Discussions with Diverse Others	32.1	36.5 *	-.29	38.2 **	-.40	38.5 **	-.40

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

Score Distributions

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Performance on Indicator Items

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	UNH Manchester	Percentage point difference [a] between your seniors and		
Collaborative Learning		NH/MA Publics	NH/MA/ME Priv enrlmt	NSSE 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	32	-10	-9	-9
1c. Explained course material to one or more students	53	-3	-2	+2
1d. Prepared for exams by discussing or working through course material with other students	34	-7	-9	-6
1e. Worked with other students on course projects or assignments	61	-2	-4	+1
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	56	-5	-11	-13
8b. People from an economic background other than your own	64	-4	-7	-6
8c. People with religious beliefs other than your own	47	-12	-17	-16
8d. People with political views other than your own	47	-11	-14	-14

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NSSE 2022 Engagement Indicators

Experiences with Faculty

University of New Hampshire at Manchester

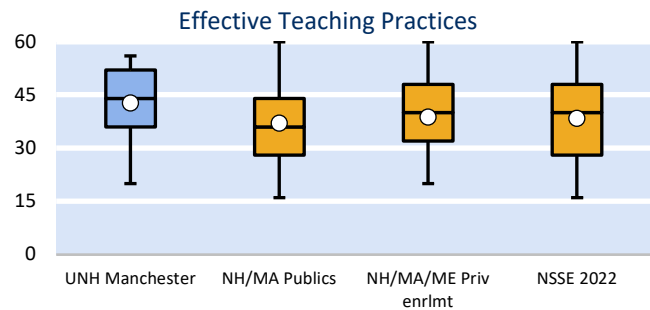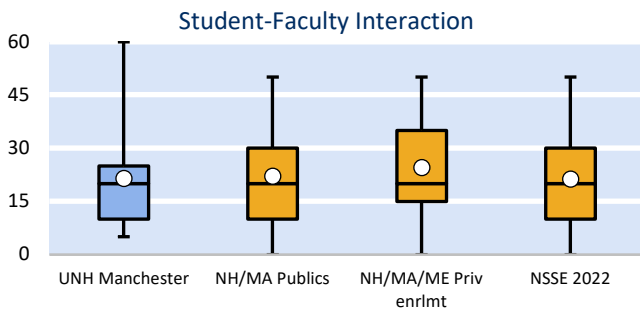## Experiences with Faculty: First-year students

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

	UNH Manchester	*Your first-year students compared with*					
		NH/MA Publics		NH/MA/ME Priv enrlmt		NSSE 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.5	22.1	-.04	24.6	-.21	21.3	.01
Effective Teaching Practices	42.8	37.1	.45	38.8	.31	38.4	.33

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

Score Distributions

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Performance on Indicator Items

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Student-Faculty Interaction	UNH Manchester	*Percentage point difference [a] between your FY students and*		
		NH/MA Publics	NH/MA/ME Priv enrlmt	NSSE 2022
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	31	-6	-13	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-9	-12	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+11	+6	+12
3d. Discussed your academic performance with a faculty member	15	-18	-23	-16
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	77	+1	-0	+0
5b. Taught course sessions in an organized way	92	+21	+18	+19
5c. Used examples or illustrations to explain difficult points	85	+17	+13	+11
5d. Provided feedback on a draft or work in progress	62	-4	-6	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+3	-1	+2

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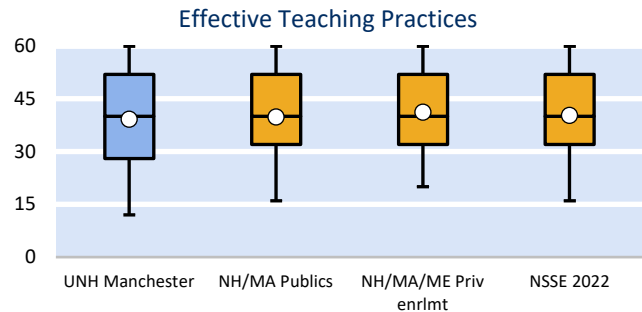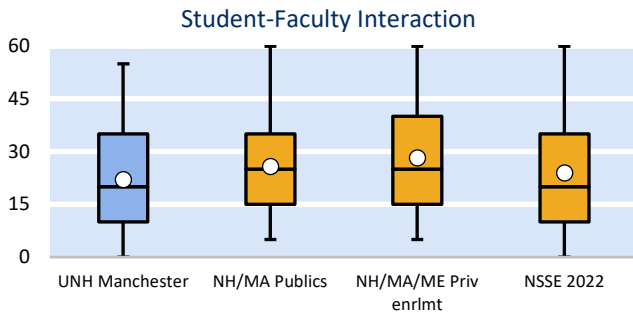
Experiences with Faculty: Seniors

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Mean Comparisons

	UNH Manchester	Your seniors compared with					
		NH/MA Publics		NH/MA/ME Priv enrlmt		NSSE 2022	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.0	25.7	-.24	28.2 **	-.39	23.9	-.11
Effective Teaching Practices	39.1	39.8	-.05	41.2	-.15	40.2	-.08

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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-7	-13	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-4	-10	-1
3d. Discussed your academic performance with a faculty member	28	-11	-11	-7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-4	-6	-5
5b. Taught course sessions in an organized way	73	-1	-6	-3
5c. Used examples or illustrations to explain difficult points	68	-9	-11	-9
5d. Provided feedback on a draft or work in progress	63	-3	-8	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-4	-7	-3

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

NSSE 2022 Engagement Indicators
Campus Environment
University of New Hampshire at Manchester

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

	UNH Manchester	Your first-year students compared with					
		NH/MA Publics		NH/MA/ME Priv enrlmt		NSSE 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	49.2	42.3 *	.66	43.9	.48	43.0	.53
Supportive Environment	33.1	33.0	.01	35.8	-.21	34.5	-.10

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	UNH Manchester	Percentage point difference[a] between your FY students and		
		NH/MA Publics	NH/MA/ME Priv enrlmt	NSSE 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	46	+1	-1	-5
13b. Academic advisors	46	-9	-12	-8
13c. Faculty	69	+20	+13	+17
13d. Student services staff (career services, student activities, housing, etc.)	78	+33	+29	+31
13e. Other administrative staff and offices (registrar, financial aid, etc.)	85	+44	+36	+38
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	54	-14	-19	-17
14c. Using learning support services (tutoring services, writing center, etc.)	69	+0	-7	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+1	-10	-5
14e. Providing opportunities to be involved socially	54	-12	-18	-14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+4	+7	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+4	-1	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-8	-13	-8
14i. Attending events that address important social, economic, or political issues	38	-8	-14	-7

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.

NSSE 2022 Engagement Indicators
Campus Environment
University of New Hampshire at Manchester
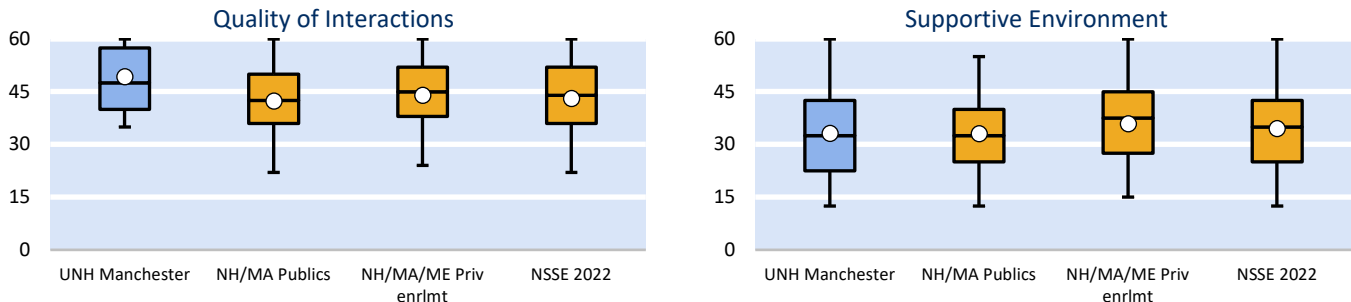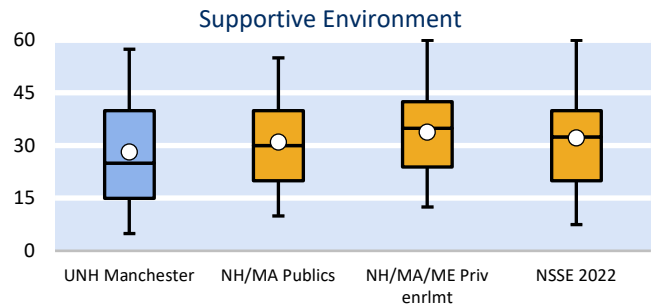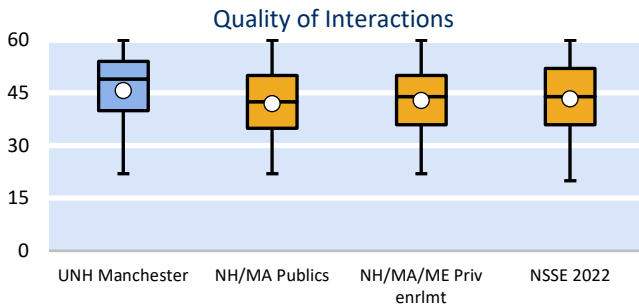
Campus Environment: Seniors

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

	UNH Manchester	Your seniors compared with					
		NH/MA Publics		NH/MA/ME Priv enrlmt		NSSE 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.8	42.1 *	.32	42.9	.24	43.4	.20
Supportive Environment	28.2	31.1	-.22	33.9 **	-.41	32.2 *	-.28

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	UNH Manchester	Percentage point difference [a] between your seniors and		
		NH/MA Publics	NH/MA/ME Priv enrlmt	NSSE 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	61	+9	+8	+2
13b. Academic advisors	64	+11	+4	+9
13c. Faculty	62	+5	-2	+4
13d. Student services staff (career services, student activities, housing, etc.)	68	+24	+27	+21
13e. Other administrative staff and offices (registrar, financial aid, etc.)	63	+23	+19	+16
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	64	-1	-9	-5
14c. Using learning support services (tutoring services, writing center, etc.)	60	-2	-13	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	-10	-16	-14
14e. Providing opportunities to be involved socially	51	-11	-17	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-10	-10	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-3	-6	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-13	-22	-13
14i. Attending events that address important social, economic, or political issues	29	-14	-19	-13

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 2021 and 2022 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

| | | UNH Manchester | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.3	39.4	.22	✓	42.1	.02	✓
	Reflective and Integrative Learning	38.2	37.1	.09	✓	39.4	-.10	
	Learning Strategies	42.1	39.7	.17	✓	43.1	-.07	✓
	Quantitative Reasoning	32.8	30.1	.18	✓	33.0	-.01	✓
Learning with Peers	Collaborative Learning	23.1	32.1 *	-.66		35.6 ***	-.92	
	Discussions with Diverse Others	33.1	39.9	-.46		42.7 *	-.68	
Experiences with Faculty	Student-Faculty Interaction	21.5	24.4	-.19		27.8	-.41	
	Effective Teaching Practices	42.8	40.3	.18	✓	43.2	-.03	✓
Campus Environment	Quality of Interactions	49.2	45.0	.36	✓	47.9	.11	✓
	Supportive Environment	33.1	36.2	-.23		39.3	-.47	

Seniors

| | | UNH Manchester | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.1	42.1	-.23		44.4 **	-.41	
	Reflective and Integrative Learning	35.5	40.6 **	-.41		43.2 ***	-.65	
	Learning Strategies	37.8	41.3	-.24		43.7 **	-.41	
	Quantitative Reasoning	34.3	32.3	.12	✓	35.3	-.06	✓
Learning with Peers	Collaborative Learning	28.7	34.2 **	-.38		38.0 ***	-.69	
	Discussions with Diverse Others	32.1	40.6 ***	-.53		43.5 ***	-.76	
Experiences with Faculty	Student-Faculty Interaction	22.0	29.0 ***	-.44		33.5 ***	-.72	
	Effective Teaching Practices	39.1	42.1	-.21		44.6 **	-.41	
Campus Environment	Quality of Interactions	45.8	45.4	.03	✓	48.0	-.18	
	Supportive Environment	28.2	34.4 **	-.43		37.7 ***	-.67	

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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 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 Manchester (N = 13)	42.3	12.4	3.43	25	35	40	55	60				
NH/MA Publics	36.8	12.6	.37	20	30	40	45	60	1,168	5.5	.121	.433
NH/MA/ME Priv enrlmt	37.9	12.9	.36	20	30	40	45	60	1,268	4.5	.214	.346
NSSE 2022	38.3	13.3	.04	20	30	40	45	60	96,927	4.0	.275	.303
Top 50%	39.4	13.1	.05	20	30	40	50	60	82,859	2.9	.431	.218
Top 10%	42.1	12.7	.13	20	35	40	55	60	9,780	.2	.946	.019
Reflective & Integrative Learning												
UNH Manchester (N = 13)	38.2	15.1	4.19	20	29	31	54	60				
NH/MA Publics	35.6	11.6	.33	17	29	37	43	54	1,254	2.7	.408	.231
NH/MA/ME Priv enrlmt	36.6	11.8	.32	20	29	37	43	60	1,370	1.7	.611	.142
NSSE 2022	35.9	12.1	.04	17	29	37	43	57	104,209	2.3	.486	.193
Top 50%	37.1	11.9	.04	20	29	37	46	57	85,218	1.1	.735	.094
Top 10%	39.4	11.7	.10	20	31	40	49	60	12,618	-1.2	.717	-.101
Learning Strategies												
UNH Manchester (N = 13)	42.1	12.0	3.32	20	33	40	53	60				
NH/MA Publics	36.4	13.7	.42	13	27	40	47	60	1,088	5.7	.139	.414
NH/MA/ME Priv enrlmt	38.1	13.8	.40	20	27	40	47	60	1,191	4.0	.300	.289
NSSE 2022	38.4	13.8	.05	20	27	40	47	60	90,982	3.7	.337	.266
Top 50%	39.7	13.8	.05	20	27	40	53	60	75,042	2.3	.546	.167
Top 10%	43.1	14.1	.13	20	33	40	60	60	12,050	-1.0	.795	-.072
Quantitative Reasoning												
UNH Manchester (N = 13)	32.8	13.7	3.81	13	20	33	40	60				
NH/MA Publics	27.5	15.0	.45	0	20	27	40	53	1,111	5.3	.204	.355
NH/MA/ME Priv enrlmt	28.1	15.1	.44	0	20	27	40	60	1,196	4.7	.264	.312
NSSE 2022	28.9	15.5	.05	0	20	27	40	60	92,133	4.0	.356	.256
Top 50%	30.1	15.3	.05	7	20	27	40	60	83,050	2.8	.516	.180
Top 10%	33.0	15.4	.14	7	20	33	40	60	12,291	-.2	.964	-.013
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 13)	23.1	12.0	3.33	0	15	25	35	40				
NH/MA Publics	29.8	13.9	.38	10	20	30	40	55	1,336	-6.8	.079	-.489
NH/MA/ME Priv enrlmt	31.5	13.7	.36	10	20	30	40	55	1,476	-8.4	.028	-.613
NSSE 2022	29.5	14.9	.04	5	20	30	40	55	111,328	-6.4	.122	-.429
Top 50%	32.1	13.8	.05	10	20	30	40	60	82,812	-9.1	.018	-.657
Top 10%	35.6	13.6	.10	15	25	35	45	60	17,457	-12.5	.001	-.919
Discussions with Diverse Others												
UNH Manchester (N = 13)	33.1	20.6	5.70	0	25	35	50	60				
NH/MA Publics	35.9	14.6	.44	15	25	35	45	60	1,102	-2.8	.496	-.190
NH/MA/ME Priv enrlmt	39.1	15.1	.44	15	30	40	50	60	1,189	-6.1	.151	-.400
NSSE 2022	37.9	15.8	.05	10	25	40	50	60	91,502	-4.8	.273	-.304
Top 50%	39.9	14.9	.06	15	30	40	55	60	70,860	-6.9	.098	-.459
Top 10%	42.7	14.2	.15	20	35	40	55	60	9,322	-9.6	.015	-.676

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 Manchester (N = 13)	21.5	16.1	4.47	5	10	20	25	60				
NH/MA Publics	22.1	14.7	.43	0	10	20	30	50	1,203	-.6	.884	-.041
NH/MA/ME Priv enrlmt	24.6	14.7	.41	0	15	20	35	50	1,309	-3.0	.459	-.206
NSSE 2022	21.3	14.9	.05	0	10	20	30	50	100,199	.2	.962	.013
Top 50%	24.4	15.0	.07	5	15	20	35	55	47,485	-2.9	.493	-.190
Top 10%	27.8	15.3	.16	5	15	25	40	60	8,773	-6.2	.142	-.408
Effective Teaching Practices												
UNH Manchester (N = 13)	42.8	11.1	3.08	20	36	44	52	56				
NH/MA Publics	37.1	12.6	.37	16	28	36	44	60	1,166	5.6	.108	.449
NH/MA/ME Priv enrlmt	38.8	12.8	.36	20	32	40	48	60	1,264	4.0	.264	.312
NSSE 2022	38.4	13.3	.04	16	28	40	48	60	96,809	4.4	.240	.326
Top 50%	40.3	13.5	.06	20	32	40	52	60	58,732	2.5	.511	.182
Top 10%	43.2	13.4	.14	20	36	44	56	60	8,969	-.5	.901	-.035
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 13)	49.2	9.5	2.62	35	40	48	58	60				
NH/MA Publics	42.3	10.6	.33	22	36	43	50	60	1,032	7.0	.019	.657
NH/MA/ME Priv enrlmt	43.9	11.0	.33	24	38	45	52	60	1,115	5.3	.083	.484
NSSE 2022	43.0	11.8	.04	22	36	44	52	60	84,401	6.2	.056	.530
Top 50%	45.0	11.6	.05	24	38	46	54	60	49,083	4.2	.189	.365
Top 10%	47.9	12.1	.13	24	40	50	58	60	8,659	1.3	.692	.110
Supportive Environment												
UNH Manchester (N = 13)	33.1	15.1	4.19	13	23	33	43	60				
NH/MA Publics	33.0	12.4	.38	13	25	33	40	55	1,064	.1	.979	.007
NH/MA/ME Priv enrlmt	35.8	12.9	.38	15	28	38	45	60	1,155	-2.8	.445	-.213
NSSE 2022	34.5	13.6	.05	13	25	35	43	60	88,504	-1.4	.714	-.102
Top 50%	36.2	13.4	.06	15	28	38	45	60	55,167	-3.1	.399	-.234
Top 10%	39.3	13.2	.17	18	30	40	50	60	6,378	-6.2	.089	-.472

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

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

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

NSSE 2022 Engagement Indicators

Detailed Statistics[a]
University of New Hampshire at Manchester

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 Manchester (N = 55)	39.1	12.9	1.74	20	30	40	45	60				
NH/MA Publics	39.7	13.2	.34	20	30	40	50	60	1,536	-.6	.736	-.046
NH/MA/ME Priv enrlmt	40.3	13.1	.39	20	35	40	50	60	1,212	-1.2	.511	-.091
NSSE 2022	40.9	13.7	.04	20	30	40	50	60	114,360	-1.8	.341	-.128
Top 50%	42.1	13.6	.05	20	35	40	55	60	75,903	-3.1	.095	-.225
Top 10%	44.4	12.9	.13	20	35	45	60	60	9,512	-5.3	.002	-.412
Reflective & Integrative Learning												
UNH Manchester (N = 60)	35.5	13.4	1.73	14	26	36	44	60				
NH/MA Publics	39.3	12.1	.31	20	31	40	49	60	1,612	-3.8	.018	-.312
NH/MA/ME Priv enrlmt	39.7	12.2	.34	20	31	40	49	60	1,304	-4.2	.010	-.342
NSSE 2022	39.0	12.8	.04	17	31	40	49	60	120,895	-3.5	.036	-.271
Top 50%	40.6	12.4	.05	20	31	40	51	60	72,994	-5.1	.002	-.409
Top 10%	43.2	11.7	.13	23	34	43	54	60	7,930	-7.6	.000	-.650
Learning Strategies												
UNH Manchester (N = 55)	37.8	14.8	2.00	13	27	40	47	60				
NH/MA Publics	38.7	14.0	.37	13	27	40	47	60	1,468	-.8	.666	-.059
NH/MA/ME Priv enrlmt	38.6	14.4	.43	13	27	40	47	60	1,157	-.8	.695	-.054
NSSE 2022	39.5	14.6	.04	13	27	40	53	60	108,685	-1.6	.405	-.112
Top 50%	41.3	14.4	.05	20	33	40	53	60	82,565	-3.5	.075	-.240
Top 10%	43.7	14.1	.12	20	33	40	60	60	13,742	-5.8	.002	-.415
Quantitative Reasoning												
UNH Manchester (N = 55)	34.3	14.7	1.98	13	20	33	47	60				
NH/MA Publics	30.3	16.0	.42	0	20	27	40	60	1,475	4.0	.065	.254
NH/MA/ME Priv enrlmt	30.8	16.7	.50	0	20	33	40	60	1,174	3.5	.122	.214
NSSE 2022	31.1	16.6	.05	0	20	33	40	60	109,883	3.2	.148	.195
Top 50%	32.3	16.4	.05	7	20	33	40	60	89,126	2.0	.375	.120
Top 10%	35.3	16.0	.15	7	20	33	47	60	11,507	-1.0	.657	-.060
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 65)	28.7	13.6	1.68	5	20	25	40	50				
NH/MA Publics	31.5	14.3	.36	10	20	30	40	60	1,672	-2.8	.125	-.194
NH/MA/ME Priv enrlmt	31.6	14.9	.41	5	20	30	40	60	1,372	-2.9	.127	-.194
NSSE 2022	30.2	16.1	.05	0	20	30	40	60	125,638	-1.5	.451	-.093
Top 50%	34.2	14.5	.05	10	25	35	45	60	77,817	-5.5	.002	-.381
Top 10%	38.0	13.6	.14	15	30	40	50	60	9,914	-9.4	.000	-.688
Discussions with Diverse Others												
UNH Manchester (N = 54)	32.1	16.8	2.29	0	20	30	40	60				
NH/MA Publics	36.5	15.0	.40	15	25	40	45	60	1,468	-4.4	.036	-.291
NH/MA/ME Priv enrlmt	38.2	15.3	.46	15	25	40	50	60	1,169	-6.1	.005	-.395
NSSE 2022	38.5	16.2	.05	10	25	40	55	60	109,085	-6.4	.004	-.396
Top 50%	40.6	15.8	.06	15	30	40	55	60	81,670	-8.4	.000	-.534
Top 10%	43.5	14.9	.16	20	35	45	60	60	8,535	-11.4	.000	-.761

NSSE 2022 Engagement Indicators

Detailed Statistics[a]
University of New Hampshire at Manchester

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 Manchester (N = 58)	22.0	15.6	2.05	0	10	20	35	55				
NH/MA Publics	25.7	15.7	.40	5	15	25	35	60	1,577	-3.8	.073	-.240
NH/MA/ME Priv enrlmt	28.2	16.0	.46	5	15	25	40	60	1,253	-6.2	.004	-.389
NSSE 2022	23.9	16.5	.05	0	10	20	35	60	117,363	-1.9	.382	-.115
Top 50%	29.0	16.1	.08	5	15	25	40	60	43,197	-7.0	.001	-.435
Top 10%	33.5	16.0	.21	10	20	35	45	60	5,928	-11.5	.000	-.719
Effective Teaching Practices												
UNH Manchester (N = 56)	39.1	15.8	2.11	12	28	40	52	60				
NH/MA Publics	39.8	13.6	.35	16	32	40	52	60	1,537	-.7	.713	-.050
NH/MA/ME Priv enrlmt	41.2	13.4	.39	20	32	40	52	60	1,220	-2.0	.277	-.149
NSSE 2022	40.2	14.1	.04	16	32	40	52	60	114,446	-1.1	.562	-.077
Top 50%	42.1	13.9	.05	20	32	40	56	60	66,645	-2.9	.114	-.211
Top 10%	44.6	13.4	.12	20	36	44	56	60	11,653	-5.4	.002	-.406
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 50)	45.8	11.8	1.68	22	40	49	54	60				
NH/MA Publics	42.1	11.7	.32	22	35	43	50	60	1,392	3.7	.028	.316
NH/MA/ME Priv enrlmt	42.9	11.6	.36	22	36	44	50	60	1,114	2.8	.093	.244
NSSE 2022	43.4	12.3	.04	20	36	44	52	60	99,312	2.4	.166	.196
Top 50%	45.4	12.0	.05	22	38	48	55	60	67,596	.3	.844	.028
Top 10%	48.0	12.2	.10	24	42	50	60	60	16,109	-2.2	.203	-.180
Supportive Environment												
UNH Manchester (N = 55)	28.2	15.6	2.10	5	15	25	40	58				
NH/MA Publics	31.1	13.1	.35	10	20	30	40	55	57	-2.8	.188	-.215
NH/MA/ME Priv enrlmt	33.9	13.9	.42	13	24	35	43	60	1,141	-5.7	.003	-.409
NSSE 2022	32.2	14.5	.04	8	20	33	40	60	106,419	-4.0	.041	-.276
Top 50%	34.4	14.6	.06	10	23	35	45	60	66,200	-6.2	.002	-.428
Top 10%	37.7	14.2	.17	15	28	38	48	60	6,826	-9.5	.000	-.666

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

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

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