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# NSSE 2023

## Engagement Indicators

University of New Hampshire at Durham

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### About Your Engagement Indicators Report

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

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 all current- and prior-year institutions.

#### Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

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

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

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 Peer Institutions	Your first-year students compared with Public Institutions	Your first-year students compared with Carnegie VH Research
	Higher-Order Learning	--	--	--
Academic Challenge	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 Public Institutions	Your seniors compared with Carnegie VH Research
	Higher-Order Learning	--	--	--
Academic Challenge	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

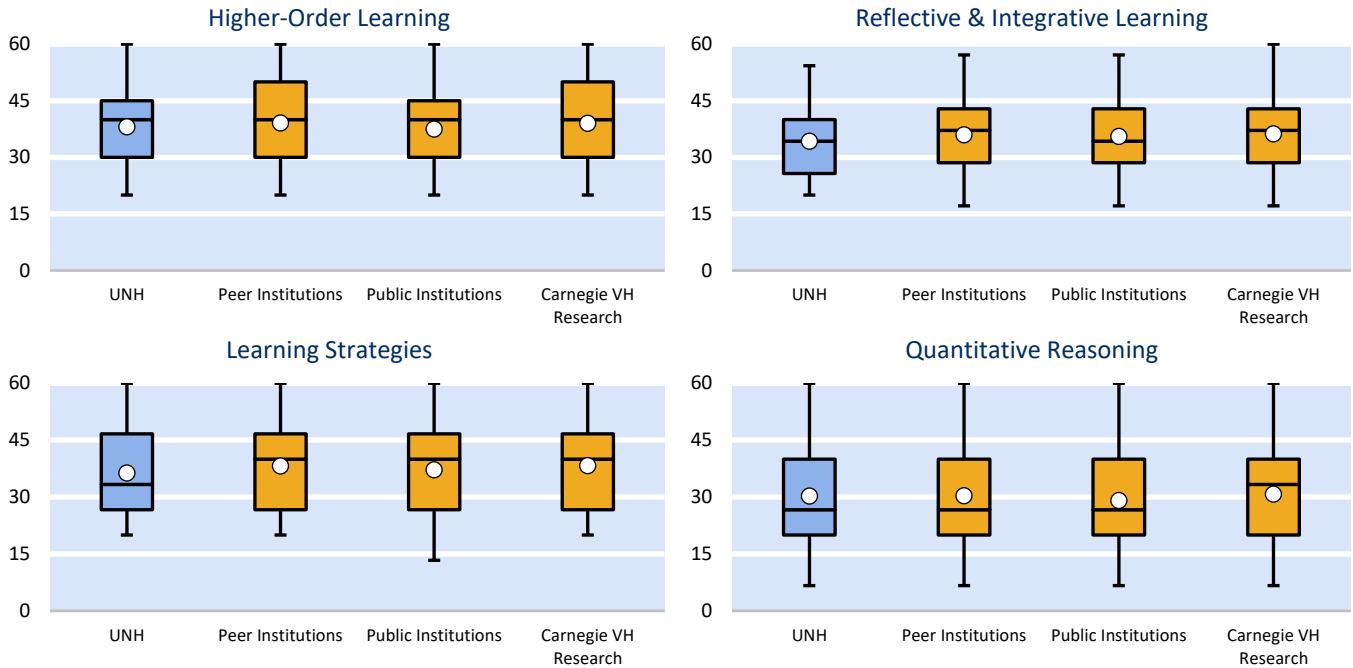
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Peer Institutions Effect size	Public Institutions Mean	Public Institutions Effect size	Carnegie VH Research Mean	Carnegie VH Research Effect size
Higher-Order Learning	38.1	39.2	-.08	37.5	.05	39.1	-.07
Reflective & Integrative Learning	34.3	36.0 *	-.14	35.6	-.10	36.2 **	-.16
Learning Strategies	36.3	38.2 *	-.14	37.2	-.06	38.3 *	-.15
Quantitative Reasoning	30.3	30.3	.00	29.1	.08	30.8	-.03

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 <sup>a</sup> between your FY students and		
		Peer Institutions	Public Institutions	Carnegie VH Research
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	+0	+8	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-3	+1	-3
4d. Evaluating a point of view, decision, or information source	68	-2	-2	-2
4e. Forming a new idea or understanding from various pieces of information	66	-6	-4	-6
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55	-0	+1	-1
2b. Connected your learning to societal problems or issues	52	-4	-3	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-12	-12	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-5	-6	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	63	-7	-8	-9
2f. Learned something that changed the way you understand an issue or concept	63	-6	-3	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-3	-1	-2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-5	-4	-3
9b. Reviewed your notes after class	58	-8	-6	-8
9c. Summarized what you learned in class or from course materials	58	-8	-5	-8
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-3	+2	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-1	+1	-2
6c. Evaluated what others have concluded from numerical information	47	-0	+3	-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.

### Academic Challenge: Seniors

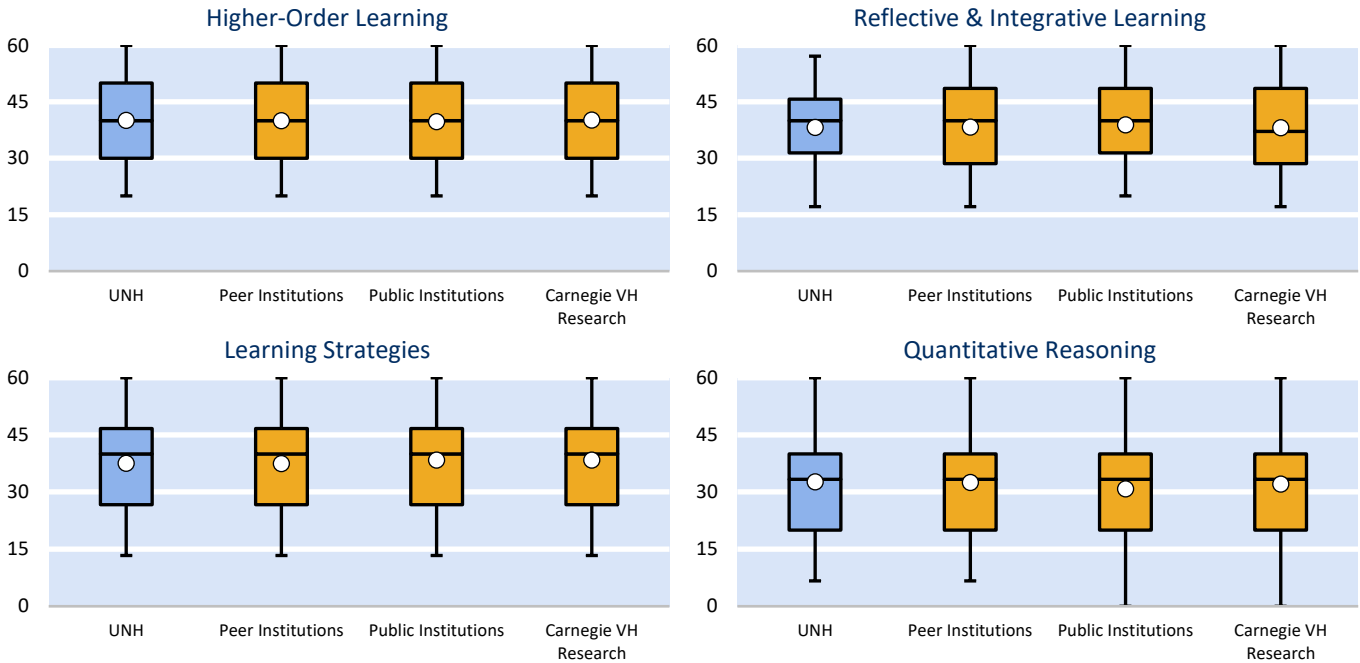
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Public Institutions		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	40.0	.01	39.8	.02	40.2	-.01
Reflective & Integrative Learning	38.2	38.3	-.01	38.9	-.05	38.2	.01
Learning Strategies	37.5	37.4	.00	38.4	-.06	38.4	-.06
Quantitative Reasoning	32.6	32.5	.01	30.8 *	.11	32.0	.04

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 <sup>a</sup> between your seniors and		
		Peer Institutions	Public Institutions	Carnegie VH Research
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	-1	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+3	+5	+2
4d. Evaluating a point of view, decision, or information source	67	-3	-5	-1
4e. Forming a new idea or understanding from various pieces of information	73	+1	-1	+1
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74	+6	+5	+4
2b. Connected your learning to societal problems or issues	65	+4	+0	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-3	-6	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-2	-5	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	-1	-3	-1
2f. Learned something that changed the way you understand an issue or concept	75	+4	+3	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+4	+3	+4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+2	+1	+4
9b. Reviewed your notes after class	58	-0	-4	-5
9c. Summarized what you learned in class or from course materials	64	+1	-2	-2
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+3	+7	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+3	+5	+3
6c. Evaluated what others have concluded from numerical information	54	+1	+8	+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.

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### Learning with Peers: First-year students

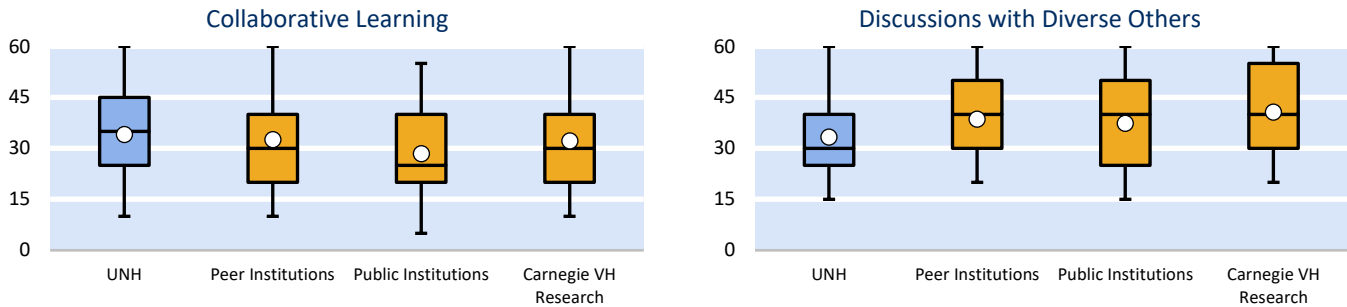
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Peer Institutions		Public Institutions		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.1	32.6 *	.11	28.4 ***	.40	32.2 *	.13
Discussions with Diverse Others	33.3	38.6 ***	-.38	37.4 ***	-.28	40.7 ***	-.50

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

#### Score Distributions



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#### Performance on Indicator Items

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

Collaborative Learning	UNH	Percentage point difference <sup>a</sup> between your FY students and		
		Peer Institutions	Public Institutions	Carnegie VH Research
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	55	+4	+14	+4
1c. Explained course material to one or more students	62	+7	+15	+8
1d. Prepared for exams by discussing or working through course material with other students	55	+5	+16	+7
1e. Worked with other students on course projects or assignments	61	+4	+15	+6
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	48	-24	-20	-28
8b. People from economic backgrounds other than your own	60	-12	-10	-15
8c. People with religious beliefs other than your own	52	-16	-12	-19
8d. People with political views other than your own	52	+3	-1	-10

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

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### Learning with Peers: Seniors

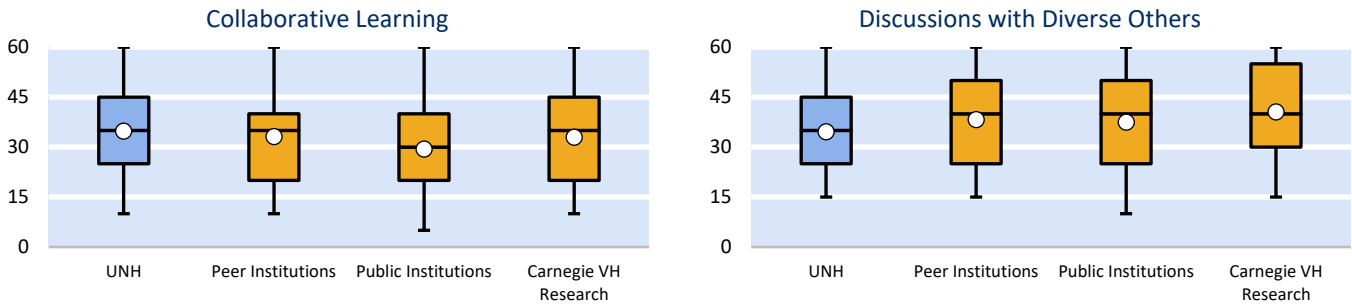
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Peer Institutions		Public Institutions		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	33.2 *	.11	29.5 ***	.35	33.0 *	.12
Discussions with Diverse Others	34.6	38.3 ***	-.25	37.5 **	-.18	40.6 ***	-.39

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

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#### Performance on Indicator Items

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Engagement Indicator	UNH	Percentage point difference <sup>a</sup> between your seniors and		
		Peer Institutions	Public Institutions	Carnegie VH Research
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	52	+6	+14	+5
1c. Explained course material to one or more students	64	+7	+13	+7
1d. Prepared for exams by discussing or working through course material with other students	45	-0	+8	-0
1e. Worked with other students on course projects or assignments	75	+6	+17	+9
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	52	-20	-16	-23
8b. People from economic backgrounds other than your own	65	-6	-4	-10
8c. People with religious beliefs other than your own	52	-14	-11	-18
8d. People with political views other than your own	55	+6	+1	-7

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### Experiences with Faculty: First-year students

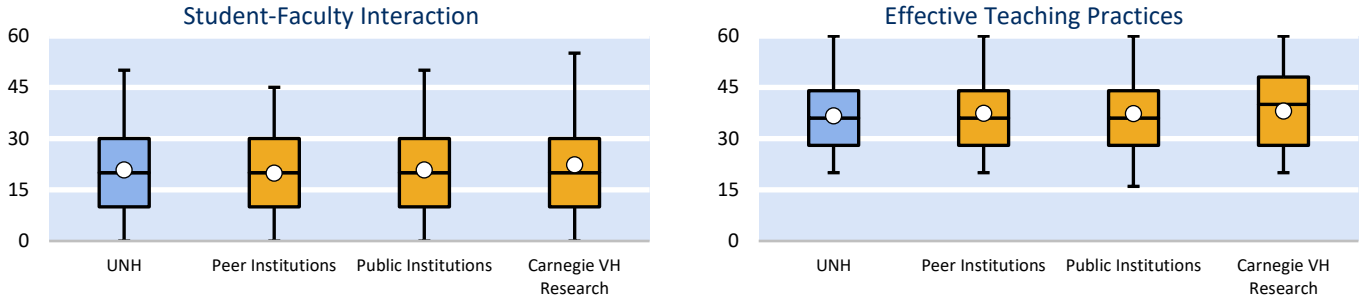
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Peer Institutions		Public Institutions		Carnegie VH Research	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.8	19.9	.07	20.8	.00	22.3	-.10
Effective Teaching Practices	36.6	37.4	-.06	37.3	-.06	38.0	-.11

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Student-Faculty Interaction	UNH %	Percentage point difference <sup>a</sup> between your FY students and		
		Peer Institutions	Public Institutions	Carnegie VH Research
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	37	+7	+4	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+3	+2	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-0	-0	-3
3d. Discussed your academic performance with a faculty member	25	-1	-6	-6
<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	-2	-1	-2
5b. Taught course sessions in an organized way	65	-9	-7	-9
5c. Used examples or illustrations to explain difficult points	72	-4	-0	-3
5d. Provided feedback on a draft or work in progress	63	+5	+2	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	47	-8	-10	-10

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### Experiences with Faculty: Seniors

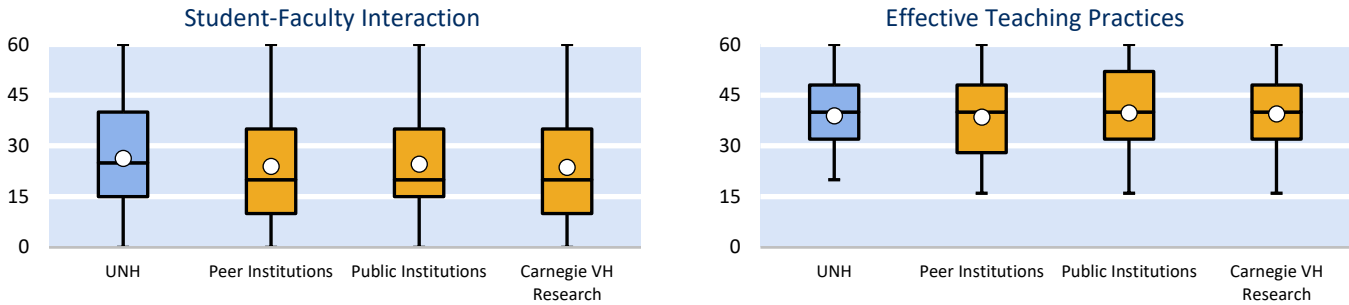
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	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	26.2	23.9 *	.15	24.6	.10	23.7 **	.16
Effective Teaching Practices	38.9	38.5	.03	39.7	-.06	39.4	-.04

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Student-Faculty Interaction	UNH %	Percentage point difference <sup>a</sup> between your seniors and		
		Peer Institutions	Public Institutions	Carnegie VH Research
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	51	+11	+6	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+5	+7	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+4	+4	+4
3d. Discussed your academic performance with a faculty member	30	+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	82	+3	+2	+2
5b. Taught course sessions in an organized way	74	-2	-3	-3
5c. Used examples or illustrations to explain difficult points	82	+5	+6	+4
5d. Provided feedback on a draft or work in progress	57	-1	-5	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+1	-4	-2

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

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

### Campus Environment: First-year students

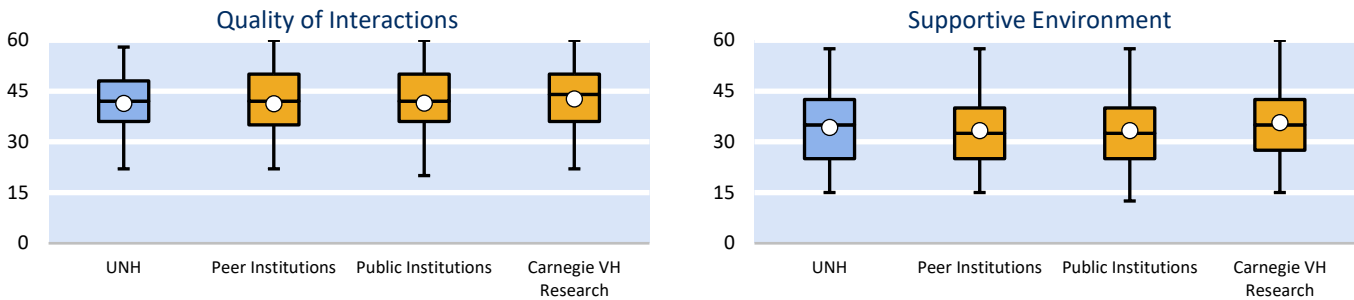
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Peer Institutions		Public Institutions		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	41.2	.02	41.5	-.01	42.7 *	-.12
Supportive Environment	34.3	33.4	.07	33.3	.08	35.7	-.11

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 <sup>a</sup> between your FY students and		
		Peer Institutions	Public Institutions	Carnegie VH Research
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	42	-9	-4	-9
13b. Academic advisors	53	+6	+3	-1
13c. Faculty	46	-1	-0	-3
13d. Student services staff (career services, student activities, housing, etc.)	42	+3	-1	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	+2	-2	-5
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	+2	+1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	72	+3	+2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-11	-9	-15
14e. Providing opportunities to be involved socially	72	+3	+5	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+12	+11	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+0	-2	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+5	+7	-1
14i. Attending events that address important social, economic, or political issues	41	-6	-5	-6

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

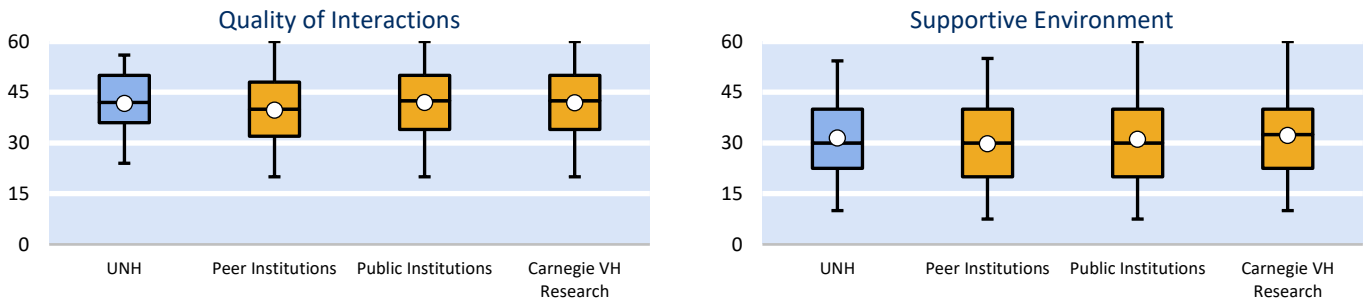
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Peer Institutions		Public Institutions		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	39.8 **	.17	42.0	-.02	41.9	-.02
Supportive Environment	31.5	29.8 *	.12	31.1	.02	32.3	-.06

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

#### Score Distributions



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 <sup>a</sup> between your seniors and		
		Peer Institutions	Public Institutions	Carnegie VH Research
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	+2	+2	-5
13b. Academic advisors	43	+1	-8	-5
13c. Faculty	52	+0	-3	-2
13d. Student services staff (career services, student activities, housing, etc.)	43	+8	+0	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	+3	-9	-7
<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	+10	+5	+3
14c. Using learning support services (tutoring services, writing center, etc.)	62	+6	+1	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	-5	-7	-9
14e. Providing opportunities to be involved socially	71	+11	+10	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+13	+8	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	+0	-6	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+6	+8	+0
14i. Attending events that address important social, economic, or political issues	35	-5	-8	-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.

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 NSSE institutions.

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

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

First-Year Students		UNH Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.1	39.5	-.11		42.2 ***	-.32	
	Reflective and Integrative Learning	34.3	37.2 ***	-.24		39.8 ***	-.47	
	Learning Strategies	36.3	39.8 ***	-.25		42.8 ***	-.46	
	Quantitative Reasoning	30.3	30.7	-.03	✓	33.4 ***	-.20	
<i>Learning with Peers</i>	Collaborative Learning	34.1	33.2	.06	✓	36.5 ***	-.18	
	Discussions with Diverse Others	33.3	40.5 ***	-.49		43.6 ***	-.75	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.8	25.4 ***	-.30		29.3 ***	-.55	
	Effective Teaching Practices	36.6	40.1 ***	-.26		43.3 ***	-.50	
<i>Campus Environment</i>	Quality of Interactions	41.4	45.2 ***	-.34		48.1 ***	-.56	
	Supportive Environment	34.3	36.8 **	-.19		39.6 ***	-.42	

Seniors		UNH Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.1	42.1 **	-.15		44.7 ***	-.36	
	Reflective and Integrative Learning	38.2	40.6 ***	-.19		43.1 ***	-.41	
	Learning Strategies	37.5	40.9 ***	-.24		43.6 ***	-.43	
	Quantitative Reasoning	32.6	32.7	.00	✓	36.3 ***	-.23	
<i>Learning with Peers</i>	Collaborative Learning	34.8	34.7	.01	✓	38.1 ***	-.24	
	Discussions with Diverse Others	34.6	41.1 ***	-.41		43.9 ***	-.63	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.2	29.6 ***	-.21		34.3 ***	-.51	
	Effective Teaching Practices	38.9	42.1 ***	-.24		44.7 ***	-.44	
<i>Campus Environment</i>	Quality of Interactions	41.7	45.4 ***	-.30		47.9 ***	-.50	
	Supportive Environment	31.5	34.5 ***	-.22		37.7 ***	-.45	

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 current- and prior-year 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UNH (N = 316)	38.1	12.5	.70	20	30	40	45	60				
Peer Institutions	39.2	12.8	.22	20	30	40	50	60	3,740	-1.1	.160	-.083
Public Institutions	37.5	12.9	.21	20	30	40	45	60	4,083	.6	.435	.046
Carnegie VH Research	39.1	13.1	.09	20	30	40	50	60	20,109	-1.0	.193	-.074
Top 50%	39.5	13.2	.04	20	30	40	50	60	86,588	-1.4	.053	-.109
Top 10%	42.2	12.8	.12	20	35	40	55	60	10,817	-4.1	.000	-.324
<b>Reflective &amp; Integrative Learning</b>												
UNH (N = 344)	34.3	11.4	.62	20	26	34	40	54				
Peer Institutions	36.0	11.7	.19	17	29	37	43	57	4,102	-1.6	.013	-.140
Public Institutions	35.6	12.1	.19	17	29	34	43	57	4,493	-1.2	.066	-.103
Carnegie VH Research	36.2	12.0	.08	17	29	37	43	60	21,979	-1.9	.003	-.160
Top 50%	37.2	12.0	.04	20	29	37	46	60	81,675	-2.9	.000	-.244
Top 10%	39.8	11.8	.11	20	31	40	49	60	10,919	-5.5	.000	-.470
<b>Learning Strategies</b>												
UNH (N = 280)	36.3	14.0	.84	20	27	33	47	60				
Peer Institutions	38.2	13.3	.24	20	27	40	47	60	325	-1.9	.029	-.143
Public Institutions	37.2	13.5	.23	13	27	40	47	60	3,732	-.9	.296	-.065
Carnegie VH Research	38.3	13.5	.10	20	27	40	47	60	18,386	-2.0	.015	-.147
Top 50%	39.8	13.9	.05	20	27	40	53	60	69,860	-3.4	.000	-.249
Top 10%	42.8	14.0	.12	20	33	40	60	60	14,786	-6.5	.000	-.462
<b>Quantitative Reasoning</b>												
UNH (N = 290)	30.3	14.7	.86	7	20	27	40	60				
Peer Institutions	30.3	14.9	.26	7	20	27	40	60	3,524	-.1	.943	-.004
Public Institutions	29.1	15.0	.25	7	20	27	40	60	3,813	1.2	.196	.079
Carnegie VH Research	30.8	15.3	.11	7	20	33	40	60	18,731	-.5	.566	-.034
Top 50%	30.7	15.3	.05	7	20	27	40	60	84,673	-.4	.669	-.025
Top 10%	33.4	15.4	.13	7	20	33	40	60	13,877	-3.1	.001	-.203
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNH (N = 373)	34.1	13.9	.72	10	25	35	45	60				
Peer Institutions	32.6	13.8	.22	10	20	30	40	60	4,466	1.6	.038	.112
Public Institutions	28.4	14.1	.21	5	20	25	40	55	4,883	5.7	.000	.403
Carnegie VH Research	32.2	14.4	.09	10	20	30	40	60	24,175	1.9	.010	.134
Top 50%	33.2	13.9	.05	10	25	35	40	60	94,807	.9	.225	.063
Top 10%	36.5	13.7	.10	15	25	35	45	60	19,385	-2.4	.001	-.177
<b>Discussions with Diverse Others</b>												
UNH (N = 285)	33.3	13.2	.78	15	25	30	40	60				
Peer Institutions	38.6	14.3	.25	20	30	40	50	60	3,495	-5.4	.000	-.376
Public Institutions	37.4	14.9	.25	15	25	40	50	60	345	-4.1	.000	-.279
Carnegie VH Research	40.7	14.8	.11	20	30	40	55	60	295	-7.4	.000	-.500
Top 50%	40.5	14.8	.05	20	30	40	55	60	286	-7.3	.000	-.491
Top 10%	43.6	13.9	.15	20	35	40	60	60	9,283	-10.4	.000	-.749



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UNH (N = 327)	20.8	14.8	.82	0	10	20	30	50				
Peer Institutions	19.9	14.5	.24	0	10	20	30	45	3,889	1.0	.242	.068
Public Institutions	20.8	14.7	.23	0	10	20	30	50	4,253	.0	.993	.000
Carnegie VH Research	22.3	15.3	.11	0	10	20	30	55	20,929	-1.5	.085	-.096
Top 50%	25.4	15.3	.07	5	15	25	35	60	46,811	-4.5	.000	-.296
Top 10%	29.3	15.3	.19	5	20	25	40	60	6,923	-8.4	.000	-.551
<b>Effective Teaching Practices</b>												
UNH (N = 308)	36.6	12.3	.70	20	28	36	44	60				
Peer Institutions	37.4	12.4	.21	20	28	36	44	60	3,725	-.8	.276	-.065
Public Institutions	37.3	12.7	.21	16	28	36	44	60	4,051	-.7	.341	-.056
Carnegie VH Research	38.0	12.7	.09	20	28	40	48	60	19,937	-1.4	.051	-.112
Top 50%	40.1	13.5	.06	16	32	40	52	60	311	-3.5	.000	-.263
Top 10%	43.3	13.3	.15	20	36	44	56	60	336	-6.7	.000	-.503
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNH (N = 269)	41.4	10.4	.63	22	36	42	48	58				
Peer Institutions	41.2	10.8	.20	22	35	42	50	60	3,273	.2	.808	.015
Public Institutions	41.5	11.2	.20	20	36	42	50	60	3,478	-.1	.895	-.008
Carnegie VH Research	42.7	11.1	.09	22	36	44	50	60	278	-1.3	.045	-.115
Top 50%	45.2	11.5	.05	24	38	46	54	60	272	-3.9	.000	-.336
Top 10%	48.1	12.1	.13	24	42	50	60	60	291	-6.7	.000	-.560
<b>Supportive Environment</b>												
UNH (N = 275)	34.3	12.3	.74	15	25	35	43	58				
Peer Institutions	33.4	12.4	.22	15	25	33	40	58	3,385	.9	.240	.074
Public Institutions	33.3	13.0	.22	13	25	33	40	58	3,625	1.0	.224	.076
Carnegie VH Research	35.7	12.9	.10	15	28	35	43	60	17,832	-1.4	.065	-.112
Top 50%	36.8	13.1	.06	15	28	38	45	60	52,591	-2.5	.002	-.190
Top 10%	39.6	12.8	.16	20	30	40	50	60	6,451	-5.4	.000	-.421

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

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

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

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

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UNH (N = 330)	40.1	12.7	.70	20	30	40	50	60				
Peer Institutions	40.0	13.2	.25	20	30	40	50	60	3,051	.1	.884	.008
Public Institutions	39.8	13.5	.23	20	30	40	50	60	3,836	.3	.687	.023
Carnegie VH Research	40.2	13.6	.09	20	30	40	50	60	21,770	-.1	.926	-.005
Top 50%	42.1	13.7	.05	20	35	40	55	60	333	-2.0	.005	-.145
Top 10%	44.7	12.8	.16	20	40	45	60	60	6,373	-4.6	.000	-.361
<b>Reflective &amp; Integrative Learning</b>												
UNH (N = 341)	38.2	12.0	.65	17	31	40	46	57				
Peer Institutions	38.3	12.7	.24	17	29	40	49	60	3,237	-.1	.927	-.005
Public Institutions	38.9	12.6	.21	20	31	40	49	60	4,085	-.7	.341	-.054
Carnegie VH Research	38.2	12.8	.08	17	29	37	49	60	23,371	.1	.924	.005
Top 50%	40.6	12.5	.05	20	31	40	51	60	57,598	-2.4	.000	-.191
Top 10%	43.1	11.8	.16	23	34	43	54	60	6,145	-4.9	.000	-.410
<b>Learning Strategies</b>												
UNH (N = 309)	37.5	14.3	.81	13	27	40	47	60				
Peer Institutions	37.4	14.5	.29	13	27	40	47	60	2,859	.1	.934	.005
Public Institutions	38.4	14.7	.26	13	27	40	47	60	3,606	-.9	.323	-.059
Carnegie VH Research	38.4	14.4	.10	13	27	40	47	60	20,316	-.8	.309	-.058
Top 50%	40.9	14.5	.06	20	33	40	53	60	68,002	-3.4	.000	-.237
Top 10%	43.6	14.1	.14	20	33	40	60	60	10,146	-6.1	.000	-.428
<b>Quantitative Reasoning</b>												
UNH (N = 314)	32.6	15.7	.89	7	20	33	40	60				
Peer Institutions	32.5	16.0	.31	7	20	33	40	60	2,904	.2	.875	.009
Public Institutions	30.8	16.5	.29	0	20	33	40	60	382	1.8	.049	.112
Carnegie VH Research	32.0	16.4	.12	0	20	33	40	60	20,610	.6	.520	.037
Top 50%	32.7	16.5	.06	7	20	33	40	60	79,572	-.1	.949	-.004
Top 10%	36.3	16.2	.20	7	20	40	47	60	6,693	-3.6	.000	-.226
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNH (N = 355)	34.8	13.5	.72	10	25	35	45	60				
Peer Institutions	33.2	14.5	.26	10	20	35	40	60	454	1.6	.038	.110
Public Institutions	29.5	15.2	.24	5	20	30	40	60	439	5.3	.000	.354
Carnegie VH Research	33.0	14.9	.10	10	20	35	45	60	367	1.8	.013	.122
Top 50%	34.7	14.2	.06	10	25	35	45	60	63,585	.1	.893	.007
Top 10%	38.1	13.6	.15	15	30	40	50	60	8,962	-3.3	.000	-.242
<b>Discussions with Diverse Others</b>												
UNH (N = 315)	34.6	14.9	.84	15	25	35	45	60				
Peer Institutions	38.3	14.9	.29	15	25	40	50	60	2,873	-3.7	.000	-.246
Public Institutions	37.5	15.9	.28	10	25	40	50	60	3,603	-2.9	.002	-.182
Carnegie VH Research	40.6	15.4	.11	15	30	40	55	60	20,448	-6.0	.000	-.389
Top 50%	41.1	15.6	.06	15	30	40	55	60	70,238	-6.4	.000	-.413
Top 10%	43.9	14.8	.17	20	35	45	60	60	7,756	-9.3	.000	-.630

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UNH (N = 336)	26.2	16.1	.88	0	15	25	40	60				
Peer Institutions	23.9	15.8	.30	0	10	20	35	60	3,134	2.3	.010	.148
Public Institutions	24.6	16.1	.27	0	15	20	35	60	3,958	1.7	.069	.104
Carnegie VH Research	23.7	16.1	.11	0	10	20	35	60	22,483	2.6	.004	.160
Top 50%	29.6	16.2	.09	5	20	30	40	60	30,825	-3.3	.000	-.206
Top 10%	34.3	15.8	.27	10	20	35	45	60	3,807	-8.0	.000	-.506
<b>Effective Teaching Practices</b>												
UNH (N = 327)	38.9	12.6	.70	20	32	40	48	60				
Peer Institutions	38.5	13.1	.25	16	28	40	48	60	3,040	.4	.603	.030
Public Institutions	39.7	13.8	.23	16	32	40	52	60	403	-.8	.272	-.059
Carnegie VH Research	39.4	13.5	.09	16	32	40	48	60	21,667	-.5	.517	-.036
Top 50%	42.1	13.8	.06	20	32	40	56	60	331	-3.3	.000	-.237
Top 10%	44.7	13.4	.16	20	36	44	56	60	360	-5.8	.000	-.436
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNH (N = 302)	41.7	9.9	.57	24	36	42	50	56				
Peer Institutions	39.8	11.6	.24	20	32	40	48	60	413	1.9	.002	.168
Public Institutions	42.0	12.4	.22	20	34	43	50	60	400	-.3	.658	-.022
Carnegie VH Research	41.9	12.0	.09	20	34	43	50	60	316	-.2	.668	-.021
Top 50%	45.4	12.1	.05	22	38	48	55	60	306	-3.7	.000	-.305
Top 10%	47.9	12.5	.11	22	40	50	60	60	325	-6.2	.000	-.497
<b>Supportive Environment</b>												
UNH (N = 307)	31.5	12.2	.70	10	23	30	40	54				
Peer Institutions	29.8	13.5	.27	8	20	30	40	55	402	1.6	.028	.124
Public Institutions	31.1	14.2	.25	8	20	30	40	60	389	.3	.653	.024
Carnegie VH Research	32.3	13.8	.10	10	23	33	40	60	318	-.8	.249	-.059
Top 50%	34.5	14.3	.07	10	25	35	45	60	312	-3.1	.000	-.216
Top 10%	37.7	13.9	.21	15	28	38	48	60	363	-6.2	.000	-.449

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.