NSSE national survey of student engagement

NSSE 2023
Multi-Year Report

University of New Hampshire at Manchester

Prepared 2023-08-25

IPEDS: 183071

About Your Multi-Year Report

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

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data:* **http://go.iu.edu/2R1r**

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

NSSE 2023 Multi-Year Report

Administration Summaries

University of New Hampshire at Manchester

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

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013										
2014										
2015										
2016	40%	+/- 20.6%	14	9	5	22%	+/- 13.6%	41	34	7
2017	36%	+/- 19.2%	17	16	1	31%	+/- 10.6%	59	52	7
2018	41%	+/- 18.0%	18	17	1	28%	+/- 10.3%	66	55	11
2019	36%	+/- 18.2%	19	15	4	27%	+/- 10.9%	59	49	10
2020	51%	+/- 13.1%	28	24	4	39%	+/- 8.5%	82	72	10
2021	41%	+/- 15.2%	25	20	5	41%	+/- 8.8%	73	62	11
2022	38%	+/- 21.7%	13	11	2	31%	+/- 9.9%	67	51	16
2023	34%	+/- 24.3%	11	10	1	20%	+/- 14.4%	37	28	9

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013							
2014							
2015							
2016	Email	Census	Yes	None	No	No	No
2017	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2018	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2019	Email	Census	Yes	Transferable Skills, Academic Advising (beta)	No	No	No
2020	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	No
2021	Email	Census	Yes	Academic Advising, Career Preparation	No	No	No
2022	Email	Census	Yes	Academic Advising, Online Learning	No	No	No
2023	Email	Census	Yes	Academic Advising, Online Learning	No	No	No

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

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

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

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

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

NSSE 2023 Multi-Year Report

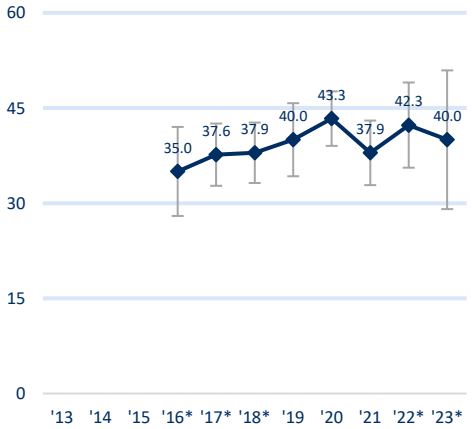
Engagement Results by Theme

University of New Hampshire at Manchester

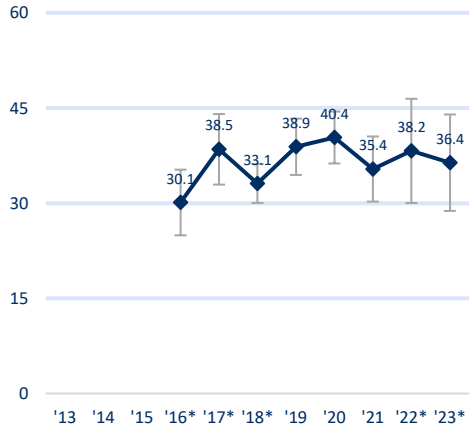
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

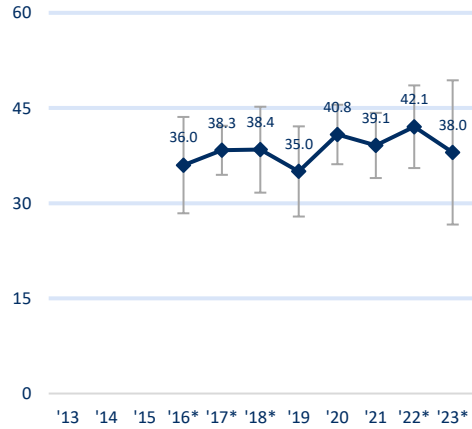
Higher-Order Learning



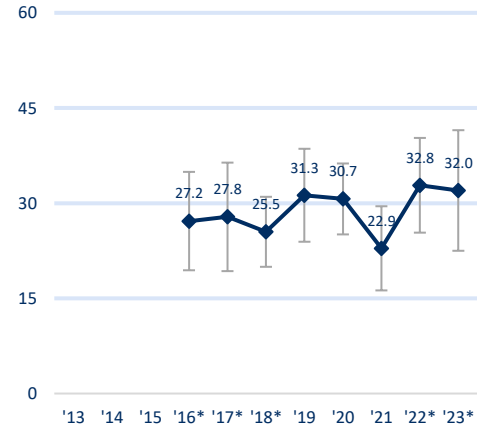
Reflective & Integrative Learning



Learning Strategies

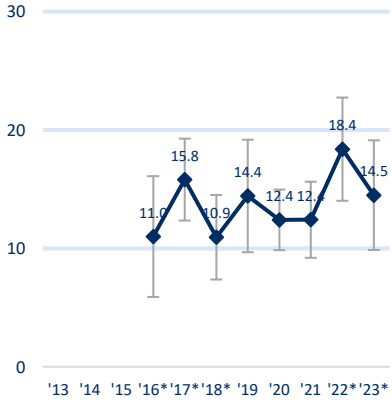


Quantitative Reasoning

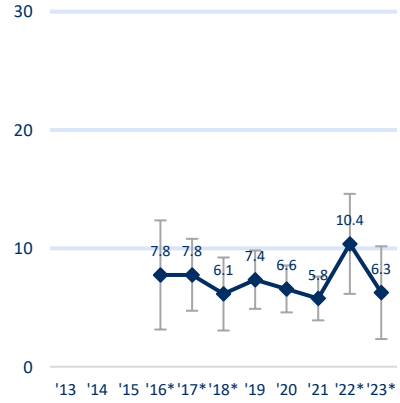


Academic Challenge (additional items): First-year students

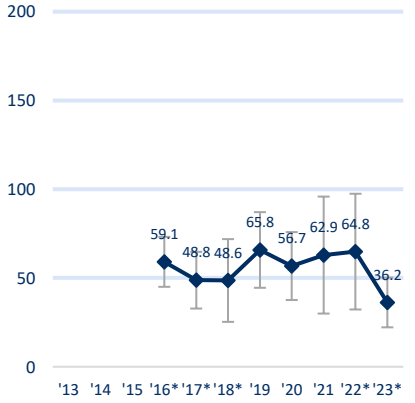
Preparing for Class (hrs/wk)



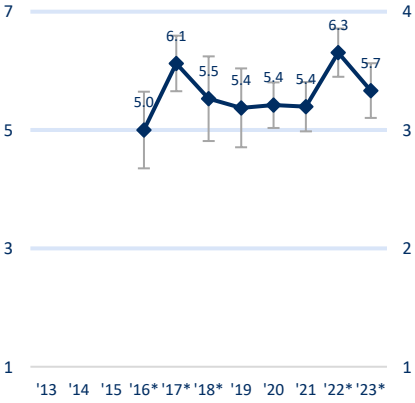
Course Reading (hrs/wk)[a]



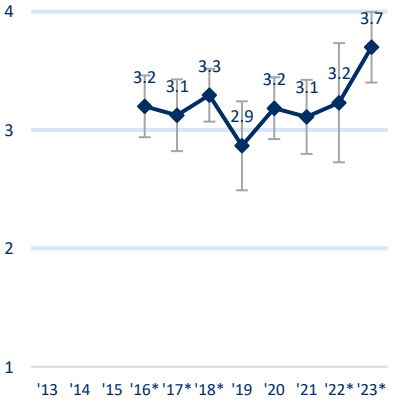
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
*Results unweighted due to nonstandard population file or survey administration.

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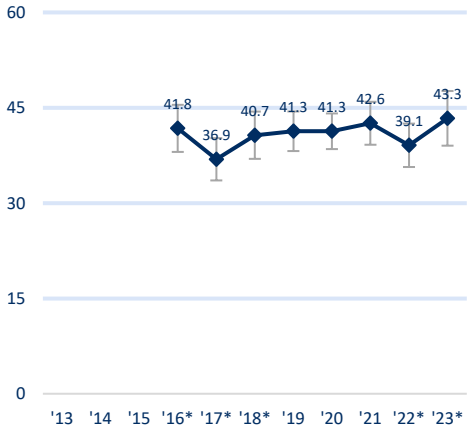
Engagement Results by Theme

University of New Hampshire at Manchester

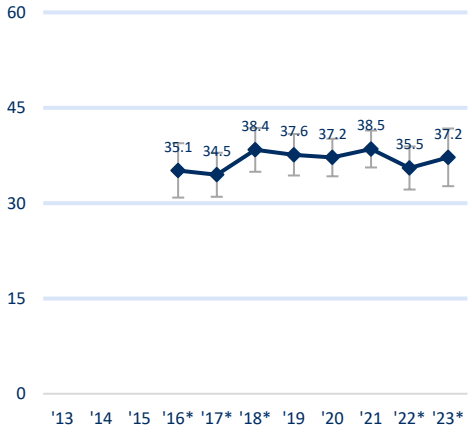
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

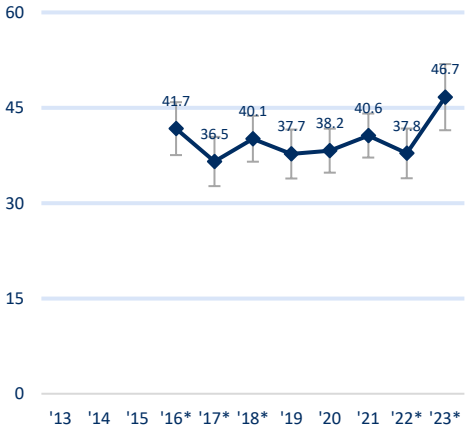
Higher-Order Learning



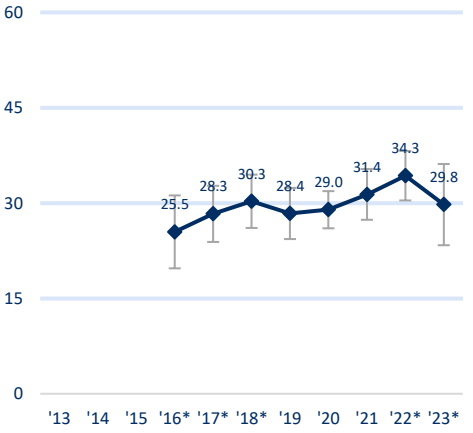
Reflective & Integrative Learning



Learning Strategies

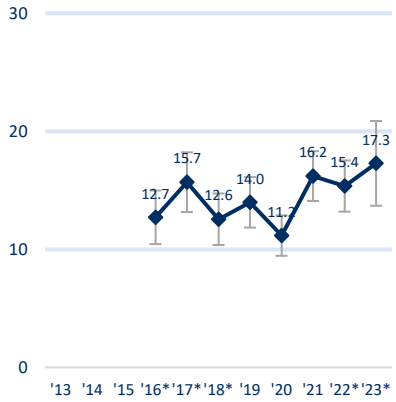


Quantitative Reasoning

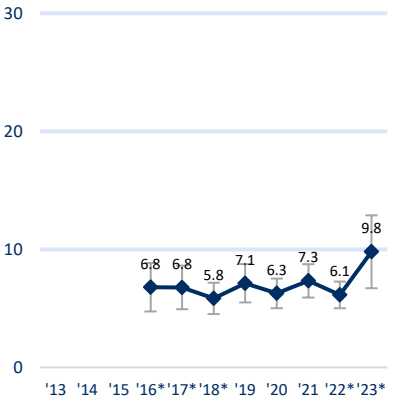


Academic Challenge (additional items): Seniors

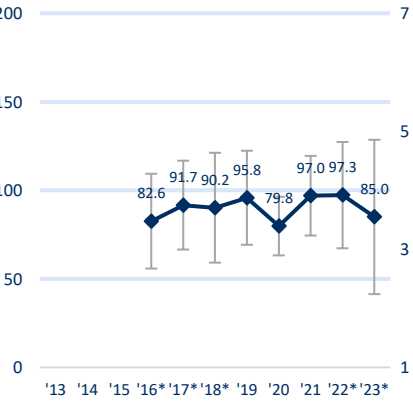
Preparing for Class (hrs/wk)



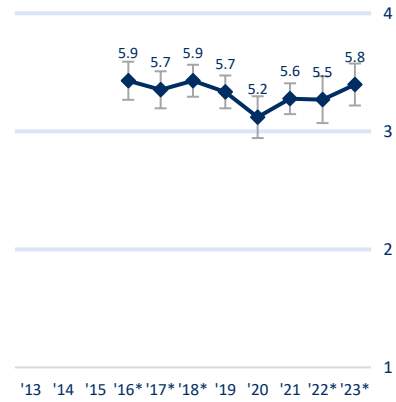
Course Reading (hrs/wk)[a]



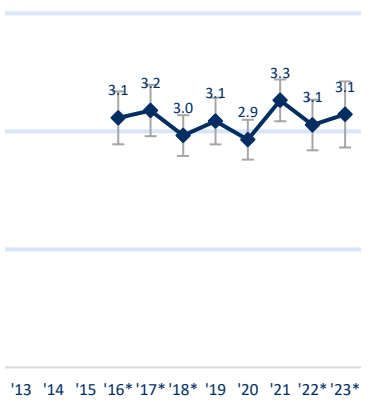
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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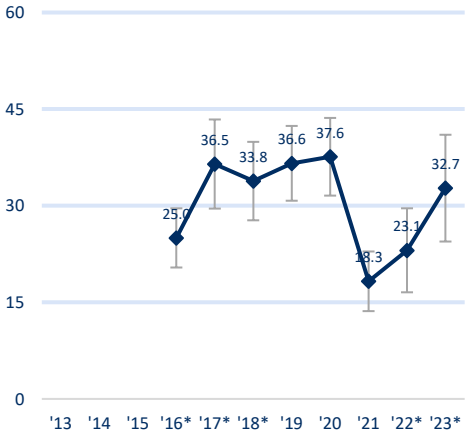
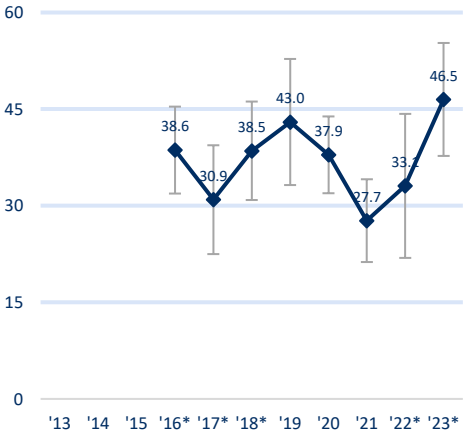
Learning with Peers: First-year students

Collaborative Learning

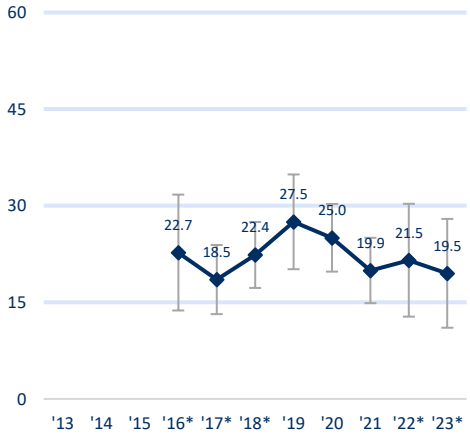


Discussions with Diverse Others

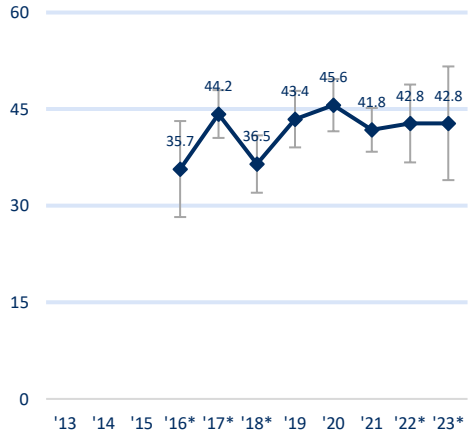


Experiences with Faculty: First-year students

Student-Faculty Interaction

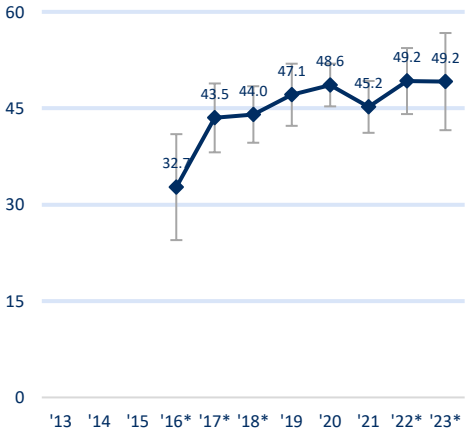


Effective Teaching Practices

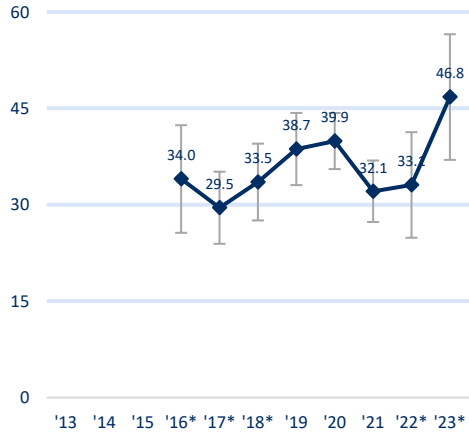


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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NSSE 2023 Multi-Year Report

Engagement Results by Theme

University of New Hampshire at Manchester

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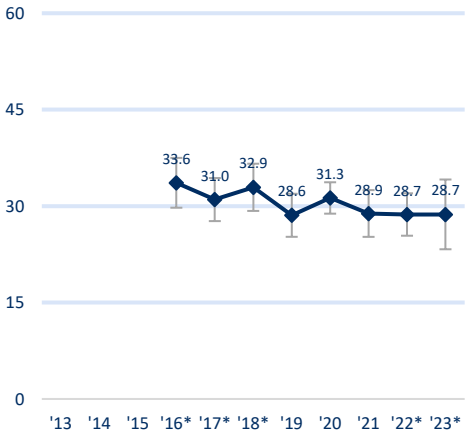
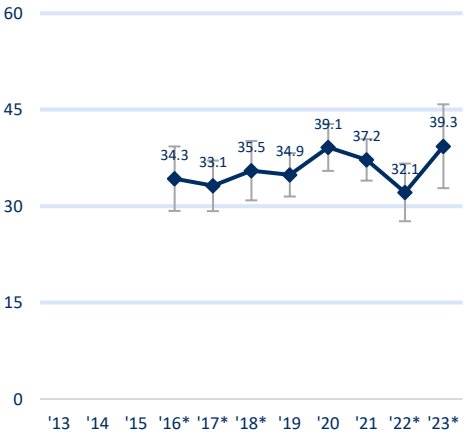
Learning with Peers: Seniors

Collaborative Learning

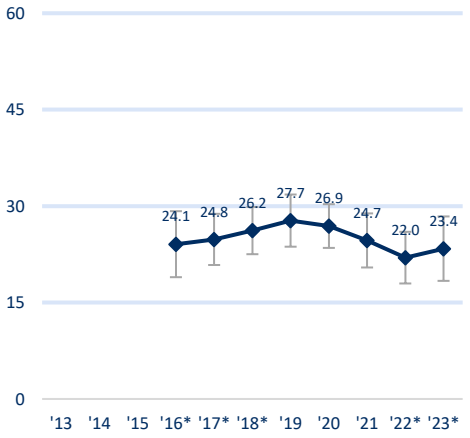


Discussions with Diverse Others

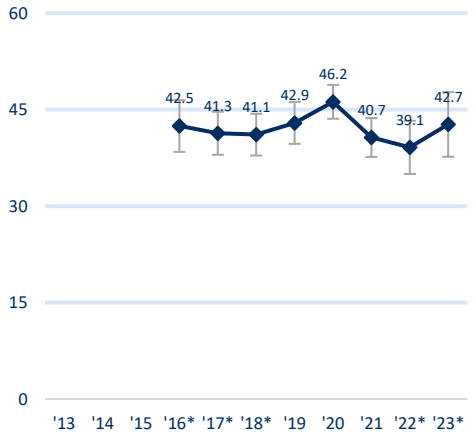


Experiences with Faculty: Seniors

Student-Faculty Interaction

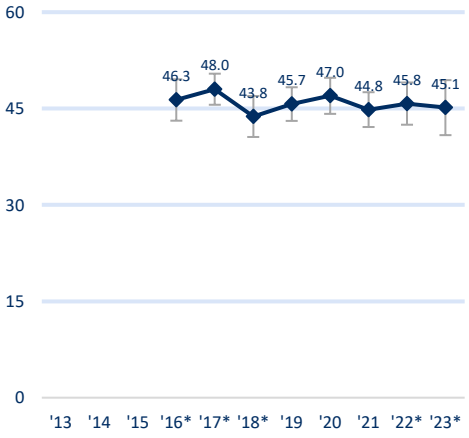


Effective Teaching Practices

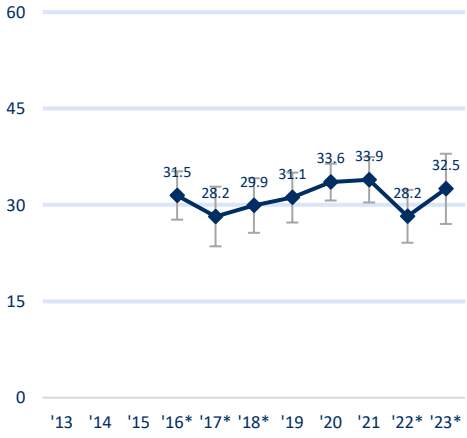


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



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NSSE 2023 Multi-Year Report

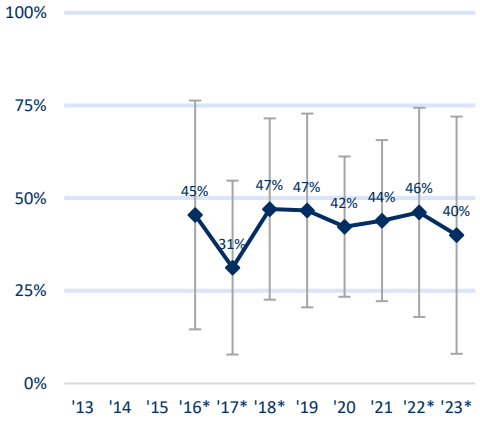
High-Impact Practices

University of New Hampshire at Manchester

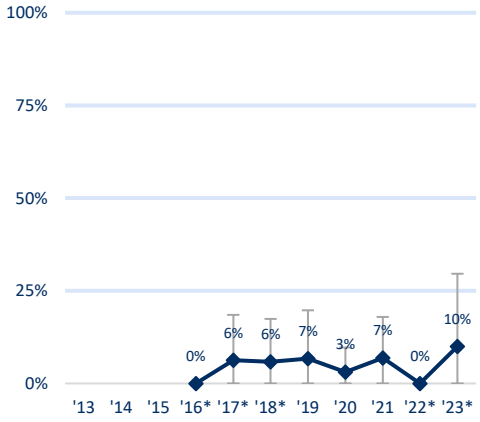
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

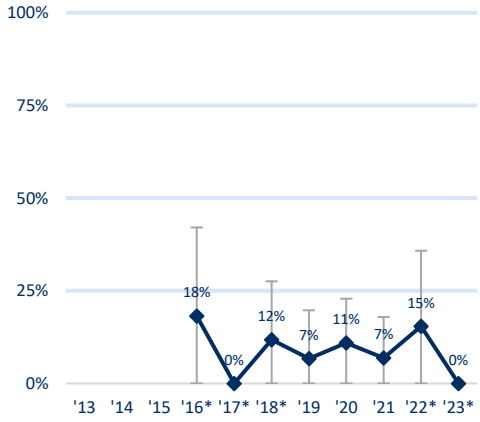
Service-Learning
(Some, most, or all courses)



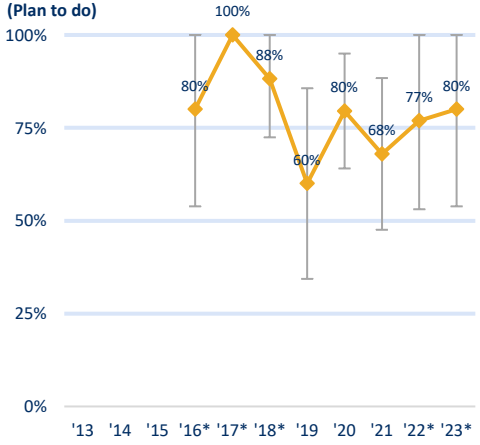
Learning Community
(Done or in progress)



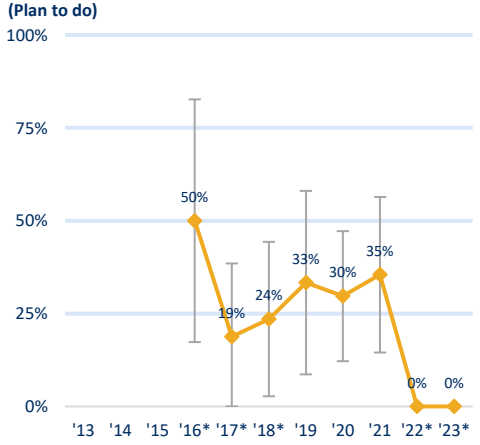
Research with Faculty
(Done or in progress)



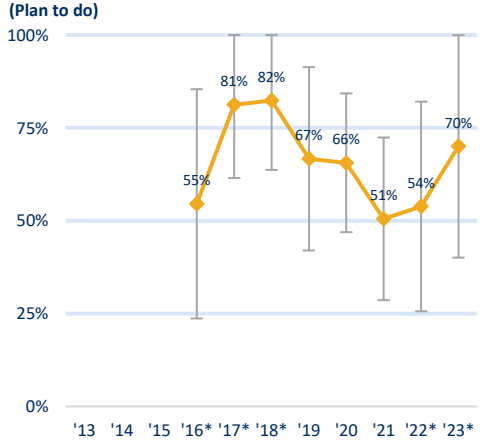
Internship/Field Experience
(Plan to do)



Study Abroad
(Plan to do)

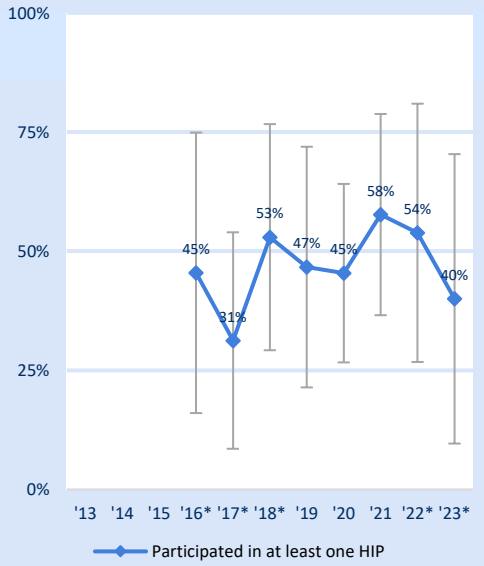


Culminating Senior Experience
(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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High-Impact Practices

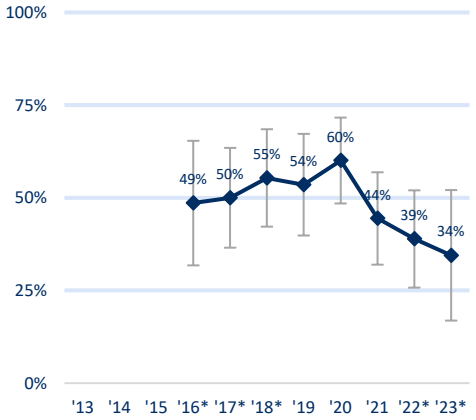
University of New Hampshire at Manchester

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

High-Impact Practices: Seniors

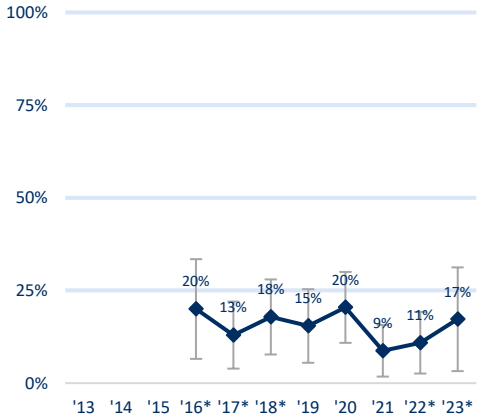
Service-Learning

(Some, most, or all courses)



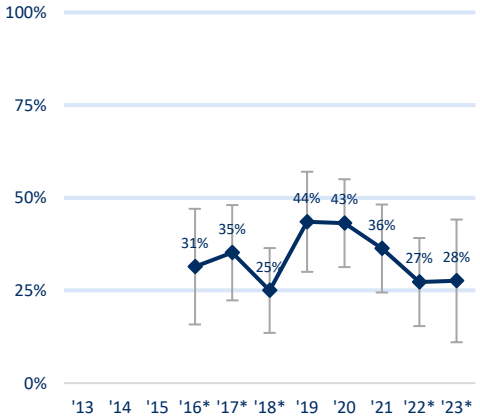
Learning Community

(Done or in progress)



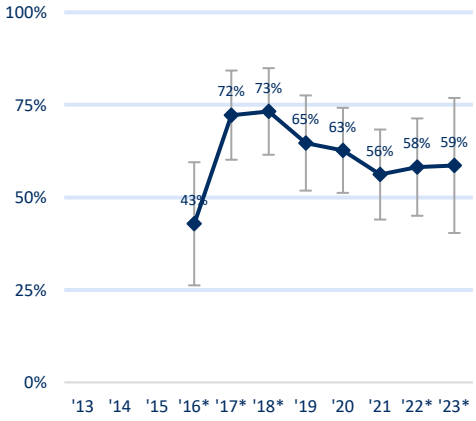
Research with Faculty

(Done or in progress)



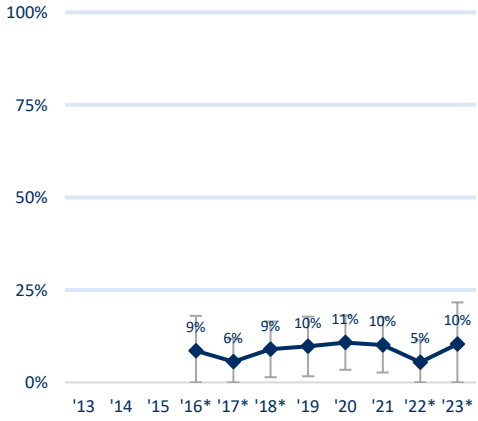
Internship/Field Experience

(Done or in progress)



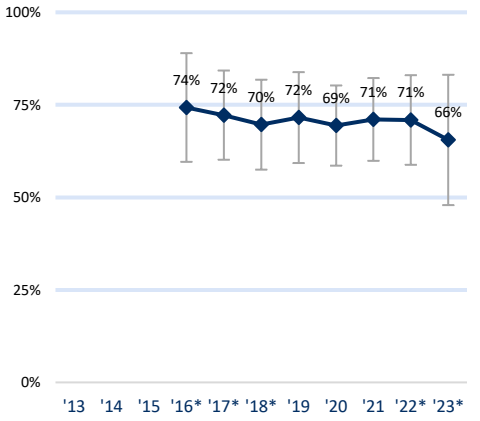
Study Abroad

(Done or in progress)



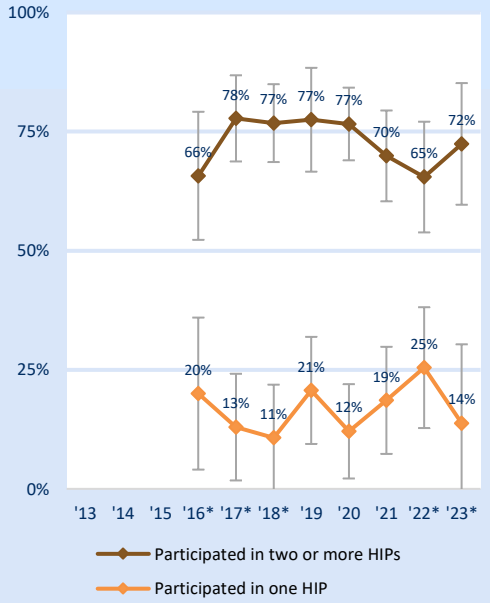
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of New Hampshire at Manchester

		First-year students											Seniors									
		'13	'14	'15	'16*	'17*	'18*	'19	'20	'21	'22*	'23*	'13	'14	'15	'16*	'17*	'18*	'19	'20	'21	'22*	'23*
Academic Challenge																							
Higher-Order Learning	*Mean*				**35.0**	**37.6**	**37.9**	**40.0**	**43.3**	**37.9**	**42.3**	**40.0**				**41.8**	**36.9**	**40.7**	**41.3**	**41.3**	**42.6**	**39.1**	**43.3**
	n				13	17	17	17	26	25	13	10				37	58	59	54	76	65	55	33
	SD				12.9	10.3	10.0	12.1	11.2	13.0	12.4	17.6				11.5	12.9	14.6	11.7	12.4	13.9	12.9	12.6
	SE				3.58	2.50	2.43	2.94	2.19	2.60	3.43	5.58				1.89	1.70	1.90	1.59	1.43	1.72	1.74	2.19
	CI up bnd				42.0	42.6	42.7	45.8	47.6	43.0	49.0	50.9				45.5	40.2	44.4	44.4	44.1	45.9	42.5	47.6
	CI low bnd				28.0	32.7	33.2	34.2	39.0	32.8	35.6	29.1				38.1	33.6	37.0	38.2	38.5	39.2	35.7	39.0
Reflective & Integrative Learning	*Mean*				**30.1**	**38.5**	**33.1**	**38.9**	**40.4**	**35.4**	**38.2**	**36.4**				**35.1**	**34.5**	**38.4**	**37.6**	**37.2**	**38.5**	**35.5**	**37.2**
	n				13	17	17	18	26	25	13	10				40	59	63	59	80	70	60	35
	SD				9.5	11.7	6.5	9.6	10.7	13.1	15.1	12.3				13.8	13.6	14.0	12.8	13.5	12.4	13.4	13.7
	SE				2.64	2.84	1.57	2.26	2.09	2.62	4.19	3.88				2.18	1.77	1.76	1.67	1.51	1.48	1.73	2.32
	CI up bnd				35.3	44.0	36.2	43.3	44.4	40.5	46.4	44.0				39.4	37.9	41.8	40.9	40.1	41.4	38.9	41.7
	CI low bnd				24.9	32.9	30.0	34.4	36.3	30.3	30.0	28.8				30.9	31.0	34.9	34.3	34.2	35.6	32.1	32.7
Learning Strategies	*Mean*				**36.0**	**38.3**	**38.4**	**35.0**	**40.8**	**39.1**	**42.1**	**38.0**				**41.7**	**36.5**	**40.1**	**37.7**	**38.2**	**40.6**	**37.8**	**46.7**
	n				10	16	17	16	27	21	13	10				35	54	56	54	70	65	55	28
	SD				12.3	7.9	14.2	14.5	12.5	12.0	12.0	18.3				12.6	14.5	13.8	14.5	14.8	14.2	14.8	14.1
	SE				3.87	1.97	3.46	3.63	2.39	2.62	3.32	5.80				2.12	1.98	1.84	1.97	1.76	1.77	2.00	2.66
	CI up bnd				43.6	42.2	45.2	42.1	45.5	44.2	48.6	49.4				45.9	40.4	43.7	41.6	41.7	44.1	41.7	51.9
	CI low bnd				28.4	34.5	31.7	27.9	36.1	34.0	35.5	26.6				37.6	32.7	36.5	33.9	34.8	37.2	33.9	41.5
Quantitative Reasoning	*Mean*				**27.2**	**27.8**	**25.5**	**31.3**	**30.7**	**22.9**	**32.8**	**32.0**				**25.5**	**28.3**	**30.3**	**28.4**	**29.0**	**31.4**	**34.3**	**29.8**
	n				13	17	17	16	27	19	13	10				39	57	59	54	71	66	55	28
	SD				14.3	18.0	11.6	15.0	14.9	14.9	13.7	15.3				18.3	17.0	16.4	15.1	12.5	16.5	14.7	17.3
	SE				3.96	4.36	2.81	3.74	2.85	3.38	3.81	4.85				2.93	2.25	2.14	2.05	1.49	2.04	1.98	3.26
	CI up bnd				34.9	36.4	31.0	38.6	36.3	29.5	40.3	41.5				31.2	32.7	34.5	32.4	31.9	35.4	38.2	36.2
	CI low bnd				19.4	19.3	20.0	23.9	25.1	16.3	25.4	22.5				19.7	23.9	26.1	24.3	26.0	27.4	30.4	23.4
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	*Mean*				**11.0**	**15.8**	**10.9**	**14.4**	**12.4**	**12.4**	**18.4**	**14.5**				**12.7**	**15.7**	**12.6**	**14.0**	**11.2**	**16.2**	**15.4**	**17.3**
	n				10	16	17	14	26	20	13	10				35	52	56	52	69	62	55	28
	SD				8.2	7.1	7.5	9.1	6.6	7.4	8.0	7.5				6.9	9.3	8.3	7.9	7.3	8.5	8.2	9.7
	SE				2.60	1.77	1.82	2.43	1.31	1.64	2.23	2.36				1.16	1.29	1.11	1.09	.87	1.08	1.11	1.83
	CI up bnd				16.1	19.3	14.5	19.2	15.0	15.6	22.7	19.1				15.0	18.2	14.7	16.1	12.9	18.3	17.5	20.9
	CI low bnd				5.9	12.4	7.4	9.7	9.9	9.2	14.0	9.9				10.4	13.2	10.4	11.8	9.5	14.1	13.2	13.7
Course Reading Est. hrs per week calculated from two items.	*Mean*				**7.8**	**7.8**	**6.1**	**7.4**	**6.6**	**5.8**	**10.4**	**6.3**				**6.8**	**6.8**	**5.8**	**7.1**	**6.3**	**7.3**	**6.1**	**9.8**
	n				9	16	17	14	26	20	13	10				35	52	56	52	69	62	55	27
	SD				7.1	6.2	6.5	4.7	5.1	4.3	7.8	6.3				6.2	6.8	5.1	6.0	5.3	5.7	4.3	8.2
	SE				2.35	1.55	1.57	1.26	1.01	.94	2.16	2.00				1.05	.94	.68	.83	.64	.72	.58	1.58
	CI up bnd				12.4	10.8	9.2	9.8	8.6	7.6	14.6	10.2				8.8	8.6	7.2	8.8	7.5	8.7	7.3	12.9
	CI low bnd				3.1	4.7	3.1	4.9	4.6	3.9	6.2	2.3				4.7	4.9	4.5	5.5	5.0	5.9	5.0	6.7

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of New Hampshire at Manchester

		First-year students										Seniors									
		'13	'14	'15	'16*	'17*	'18*	'19	'20	'21	'22*	'23*	'13	'14	'15	'16*	'17*	'18*	'19	'20	'21	'22*	'23*
Academic Challenge (additional items, continued)																							
Assigned Writing Estimated number of pages calculated from three survey questions.	*Mean*				**59.1**	**48.8**	**48.6**	**65.8**	**56.7**	**62.9**	**64.8**	**36.2**				**82.6**	**91.7**	**90.2**	**95.8**	**79.8**	**97.0**	**97.3**	**85.0**
	n				11	16	17	16	27	21	13	10				34	53	57	54	72	64	53	29
	SD				23.8	32.6	49.0	43.5	50.8	77.1	60.0	22.6				79.6	93.2	119.4	99.4	71.9	91.8	111.5	119.7
	SE				7.18	8.15	11.89	10.87	9.76	16.81	16.63	7.14				13.66	12.80	15.82	13.55	8.45	11.47	15.31	22.24
	CI up bnd				73.2	64.7	71.9	87.1	75.8	95.8	97.4	50.2				109.4	116.8	121.2	122.4	96.4	119.5	127.3	128.6
	CI low bnd				45.0	32.8	25.3	44.5	37.6	30.0	32.2	22.2				55.8	66.6	59.2	69.3	63.3	74.5	67.3	41.4
Course Challenge Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	*Mean*				**5.0**	**6.1**	**5.5**	**5.4**	**5.4**	**5.4**	**6.3**	**5.7**				**5.9**	**5.7**	**5.9**	**5.7**	**5.2**	**5.6**	**5.5**	**5.8**
	n				11	16	17	16	26	21	13	9				35	54	56	55	71	65	54	29
	SD				1.1	1.0	1.5	1.4	1.0	1.0	0.8	0.7				1.0	1.2	1.0	1.1	1.5	1.1	1.5	1.0
	SE				.33	.24	.36	.34	.20	.21	.21	.24				.16	.16	.14	.14	.18	.13	.20	.18
	CI up bnd				5.6	6.6	6.2	6.0	5.8	5.8	6.7	6.1				6.2	6.0	6.1	5.9	5.6	5.8	5.9	6.1
	CI low bnd				4.4	5.7	4.8	4.7	5.0	5.0	5.9	5.2				5.5	5.4	5.6	5.4	4.9	5.3	5.1	5.4
Academic Emphasis Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	*Mean*				**3.2**	**3.1**	**3.3**	**2.9**	**3.2**	**3.1**	**3.2**	**3.7**				**3.1**	**3.2**	**3.0**	**3.1**	**2.9**	**3.3**	**3.1**	**3.1**
	n				10	16	17	15	27	21	13	10				35	51	56	52	70	63	56	28
	SD				0.4	0.6	0.5	0.7	0.7	0.7	0.9	0.5				0.7	0.8	0.7	0.7	0.7	0.7	0.8	0.8
	SE				.13	.15	.11	.19	.13	.16	.26	.15				.11	.11	.09	.10	.09	.09	.11	.14
	CI up bnd				3.5	3.4	3.5	3.2	3.4	3.4	3.7	4.0				3.3	3.4	3.1	3.3	3.1	3.4	3.3	3.4
	CI low bnd				2.9	2.8	3.1	2.5	2.9	2.8	2.7	3.4				2.9	3.0	2.8	2.9	2.8	3.1	2.8	2.9
Learning with Peers																							
Collaborative Learning	*Mean*				**25.0**	**36.5**	**33.8**	**36.6**	**37.6**	**18.3**	**23.1**	**32.7**				**33.6**	**31.0**	**32.9**	**28.6**	**31.3**	**28.9**	**28.7**	**28.7**
	n				14	17	17	19	27	25	13	11				40	59	65	58	81	73	65	35
	SD				8.8	14.6	12.8	12.9	15.9	11.8	12.0	14.0				12.5	13.1	15.1	13.0	11.2	15.8	13.6	16.4
	SE				2.34	3.53	3.11	2.96	3.08	2.36	3.33	4.23				1.98	1.71	1.87	1.71	1.25	1.85	1.68	2.77
	CI up bnd				29.6	43.4	39.9	42.4	43.6	22.9	29.6	41.0				37.5	34.4	36.6	31.9	33.7	32.5	32.0	34.1
	CI low bnd				20.4	29.6	27.7	30.8	31.6	13.6	16.6	24.4				29.7	27.7	29.3	25.2	28.8	25.2	25.4	23.3
Discussions with Diverse Others	*Mean*				**38.6**	**30.9**	**38.5**	**43.0**	**37.9**	**27.7**	**33.1**	**46.5**				**34.3**	**33.1**	**35.5**	**34.9**	**39.1**	**37.2**	**32.1**	**39.3**
	n				11	16	17	15	26	21	13	10				34	54	58	54	73	64	54	29
	SD				11.4	17.2	16.1	19.3	15.5	15.0	20.6	14.2				14.9	14.7	18.0	12.7	15.9	13.2	16.8	17.9
	SE				3.44	4.31	3.90	5.00	3.04	3.28	5.70	4.48				2.56	2.01	2.36	1.73	1.86	1.65	2.29	3.33
	CI up bnd				45.4	39.4	46.2	52.8	43.9	34.1	44.3	55.3				39.3	37.1	40.1	38.3	42.8	40.4	36.6	45.8
	CI low bnd				31.9	22.5	30.9	33.2	31.9	21.3	21.9	37.7				29.2	29.2	30.9	31.5	35.5	34.0	27.6	32.8

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).
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		First-year students										Seniors									
		'13	'14	'15	'16*	'17*	'18*	'19	'20	'21	'22*	'23*	'13	'14	'15	'16*	'17*	'18*	'19	'20	'21	'22*	'23*
Experiences with Faculty																							
Student-Faculty Interaction	*Mean*				**22.7**	**18.5**	**22.4**	**27.5**	**25.0**	**19.9**	**21.5**	**19.5**				**24.1**	**24.8**	**26.2**	**27.7**	**26.9**	**24.7**	**22.0**	**23.4**
	n				11	17	17	18	27	25	13	10				38	56	63	57	78	68	58	34
	SD				15.2	11.3	10.8	15.9	14.0	12.9	16.1	13.6				16.1	15.2	14.9	15.6	15.3	17.7	15.6	14.9
	SE				4.59	2.74	2.61	3.75	2.68	2.59	4.47	4.31				2.62	2.03	1.87	2.07	1.73	2.15	2.05	2.56
	CI up bnd				31.7	23.9	27.5	34.9	30.3	25.0	30.3	27.9				29.2	28.8	29.9	31.8	30.3	28.9	26.0	28.4
	CI low bnd				13.7	13.2	17.2	20.1	19.8	14.9	12.8	11.1				18.9	20.8	22.5	23.7	23.5	20.5	18.0	18.4
Effective Teaching Practices	*Mean*				**35.7**	**44.2**	**36.5**	**43.4**	**45.6**	**41.8**	**42.8**	**42.8**				**42.5**	**41.3**	**41.1**	**42.9**	**46.2**	**40.7**	**39.1**	**42.7**
	n				13	17	17	18	27	25	13	10				39	57	60	56	76	66	56	31
	SD				13.7	7.8	9.4	9.5	10.8	8.7	11.1	14.2				12.8	12.9	12.9	12.5	11.7	12.5	15.8	14.3
	SE				3.80	1.89	2.27	2.24	2.07	1.73	3.08	4.50				2.06	1.71	1.66	1.67	1.34	1.54	2.11	2.57
	CI up bnd				43.1	47.9	40.9	47.8	49.7	45.2	48.8	51.6				46.5	44.7	44.4	46.2	48.8	43.7	43.3	47.7
	CI low bnd				28.2	40.5	32.0	39.1	41.6	38.4	36.7	34.0				38.4	38.0	37.9	39.7	43.6	37.6	35.0	37.7
Campus Environment																							
Quality of Interactions	*Mean*				**32.7**	**43.5**	**44.0**	**47.1**	**48.6**	**45.2**	**49.2**	**49.2**				**46.3**	**48.0**	**43.8**	**45.7**	**47.0**	**44.8**	**45.8**	**45.1**
	n				11	16	16	15	25	20	13	10				33	54	55	49	68	61	50	28
	SD				14.0	10.9	9.0	9.6	8.5	9.3	9.5	12.2				9.4	9.1	12.1	9.3	11.9	10.8	11.8	11.6
	SE				4.21	2.73	2.24	2.47	1.69	2.06	2.62	3.86				1.64	1.23	1.63	1.34	1.43	1.38	1.68	2.18
	CI up bnd				41.0	48.9	48.4	51.9	51.9	49.2	54.4	56.7				49.6	50.4	47.0	48.3	49.8	47.5	49.1	49.4
	CI low bnd				24.5	38.1	39.6	42.3	45.3	41.2	44.1	41.6				43.1	45.6	40.6	43.1	44.2	42.1	42.5	40.9
Supportive Environment	*Mean*				**34.0**	**29.5**	**33.5**	**38.7**	**39.9**	**32.1**	**33.1**	**46.8**				**31.5**	**28.2**	**29.9**	**31.1**	**33.6**	**33.9**	**28.2**	**32.5**
	n				10	16	17	15	26	21	13	10				35	52	56	51	69	63	55	28
	SD				13.5	11.4	12.6	11.1	11.3	11.2	15.1	15.8				11.4	17.1	16.2	14.1	12.2	14.4	15.6	14.8
	SE				4.27	2.86	3.05	2.86	2.23	2.44	4.19	4.99				1.92	2.37	2.17	1.98	1.46	1.81	2.10	2.79
	CI up bnd				42.4	35.1	39.5	44.3	44.3	36.9	41.3	56.5				35.2	32.8	34.2	35.0	36.4	37.5	32.3	38.0
	CI low bnd				25.6	23.9	27.6	33.1	35.5	27.3	24.9	37.0				27.7	23.6	25.7	27.3	30.7	30.4	24.1	27.0

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

NSSE 2023 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of New Hampshire at Manchester

		First-year students											Seniors								
		'13	'14	'15	'16*	'17*	'18*	'19	'20	'21	'22*	'23*	'13	'14	'15	'16*	'17*	'18*	'19	'20	'21	'22*	'23*
Service-Learning[a]	%				**45**	**31**	**47**	**47**	**42**	**44**	**46**	**40**				**49**	**50**	**55**	**54**	**60**	**44**	**39**	**34**
	n				11	16	17	15	27	21	13	10				35	54	56	52	70	62	54	29
	SE				15.7	12.0	12.5	13.3	9.7	11.1	14.4	16.3				8.6	6.9	6.7	7.0	5.9	6.4	6.7	9.0
	CI up bnd				76	55	72	73	61	66	74	72				65	63	68	67	72	57	52	52
	CI low bnd				15	8	23	21	23	22	18	8				32	37	42	40	48	32	26	17
Learning Community[a]	%				**0**	**6**	**6**	**7**	**3**	**7**	**0**	**10**				**20**	**13**	**18**	**15**	**20**	**9**	**11**	**17**
	n				11	16	17	15	27	21	13	10				35	54	56	52	69	64	55	29
	SE				0.0	6.3	5.9	6.7	3.4	5.7	0.0	10.0				6.9	4.6	5.2	5.1	4.9	3.6	4.2	7.1
	CI up bnd				0	19	17	20	10	18	0	30				33	22	28	25	30	16	19	31
	CI low bnd				0	0	0	0	0	0	0	0				7	4	8	5	11	2	3	3
Research with Faculty[a]	%				**18**	**0**	**12**	**7**	**11**	**7**	**15**	**0**				**31**	**35**	**25**	**44**	**43**	**36**	**27**	**28**
	n				11	16	17	15	27	21	13	10				35	54	56	53	68	64	55	29
	SE				12.2	0.0	8.1	6.7	6.1	5.7	10.4	0.0				8.0	6.6	5.8	6.9	6.0	6.1	6.1	8.4
	CI up bnd				42	0	28	20	23	18	36	0				47	48	36	57	55	48	39	44
	CI low bnd				0	0	0	0	0	0	0	0				16	22	14	30	31	24	15	11
Internship or Field Experience[b] (First-year results: Plan to do)	%				**80**	**100**	**88**	**60**	**80**	**68**	**77**	**80**				**43**	**72**	**73**	**65**	**63**	**56**	**58**	**59**
	n				10	16	17	15	27	21	13	10				35	54	56	54	69	65	55	29
	SE				13.3	0.0	8.1	13.1	7.9	10.4	12.2	13.3				8.5	6.2	6.0	6.6	5.9	6.2	6.7	9.3
	CI up bnd				100	100	100	86	95	88	100	100				59	84	85	78	74	68	71	77
	CI low bnd				54	100	72	34	64	48	53	54				26	60	62	52	51	44	45	40
Study Abroad[b] (First-year results: Plan to do)	%				**50**	**19**	**24**	**33**	**30**	**35**	**0**	**0**				**9**	**6**	**9**	**10**	**11**	**10**	**5**	**10**
	n				10	16	17	15	27	21	13	10				35	54	56	53	69	64	55	29
	SE				16.7	10.1	10.6	12.6	8.9	10.7	0.0	0.0				4.8	3.1	3.8	4.1	3.7	3.8	3.1	5.8
	CI up bnd				83	39	44	58	47	56	0	0				18	12	16	18	18	18	12	22
	CI low bnd				17	0	3	9	12	15	0	0				0	0	1	2	3	3	0	0
Culminating Senior Experience[b] (First-year results: Plan to do)	%				**55**	**81**	**82**	**67**	**66**	**51**	**54**	**70**				**74**	**72**	**70**	**72**	**69**	**71**	**71**	**66**
	n				11	16	17	15	26	21	13	10				35	54	56	53	70	64	55	29
	SE				15.7	10.1	9.5	12.6	9.5	11.2	14.4	15.3				7.5	6.2	6.2	6.3	5.5	5.7	6.2	9.0
	CI up bnd				85	100	100	91	84	72	82	100				89	84	82	84	80	82	83	83
	CI low bnd				24	61	64	42	47	29	26	40				60	60	57	59	59	60	59	48
Overall HIP Participation[c]																							
Participated in one HIP	%				**27**	**25**	**47**	**33**	**34**	**58**	**46**	**30**				**20**	**13**	**11**	**21**	**12**	**19**	**25**	**14**
	n				11	16	17	15	27	21	13	10				35	54	56	54	71	65	55	29
	SE				14.1	11.2	12.5	12.6	9.3	11.0	14.4	15.3				6.9	4.6	4.2	5.6	3.9	4.9	5.9	6.5
	CI up bnd				55	47	72	58	53	79	74	60				33	22	19	32	20	28	37	27
	CI low bnd				0	3	23	9	16	36	18	0				7	4	3	10	4	9	14	1
Participated in two or more HIPs	%				**18**	**6**	**6**	**13**	**11**	**0**	**8**	**10**				**66**	**78**	**77**	**77**	**77**	**70**	**65**	**72**
	n				11	16	17	15	27	21	13	10				35	54	56	54	71	65	55	29
	SE				12.2	6.3	5.9	9.1	6.1	0.0	7.7	10.0				8.1	5.7	5.7	5.7	5.1	5.7	6.5	8.4
	CI up bnd				42	19	17	31	23	0	23	30				82	89	88	89	87	81	78	89
	CI low bnd				0	0	0	0	0	0	0	0				50	67	66	66	67	59	53	56

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

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

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

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

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

IPEDS: 183071