



NSSE 2024

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
<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-End)

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

Seniors

Theme	Engagement Indicator	Your seniors compared with Compator institution	Your seniors compared with New England Publics	Your seniors compared with Same Carnegie Class
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▲	▲	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▲	▲	▲
	Supportive Environment	--	▲	--

Academic Challenge: First-year students

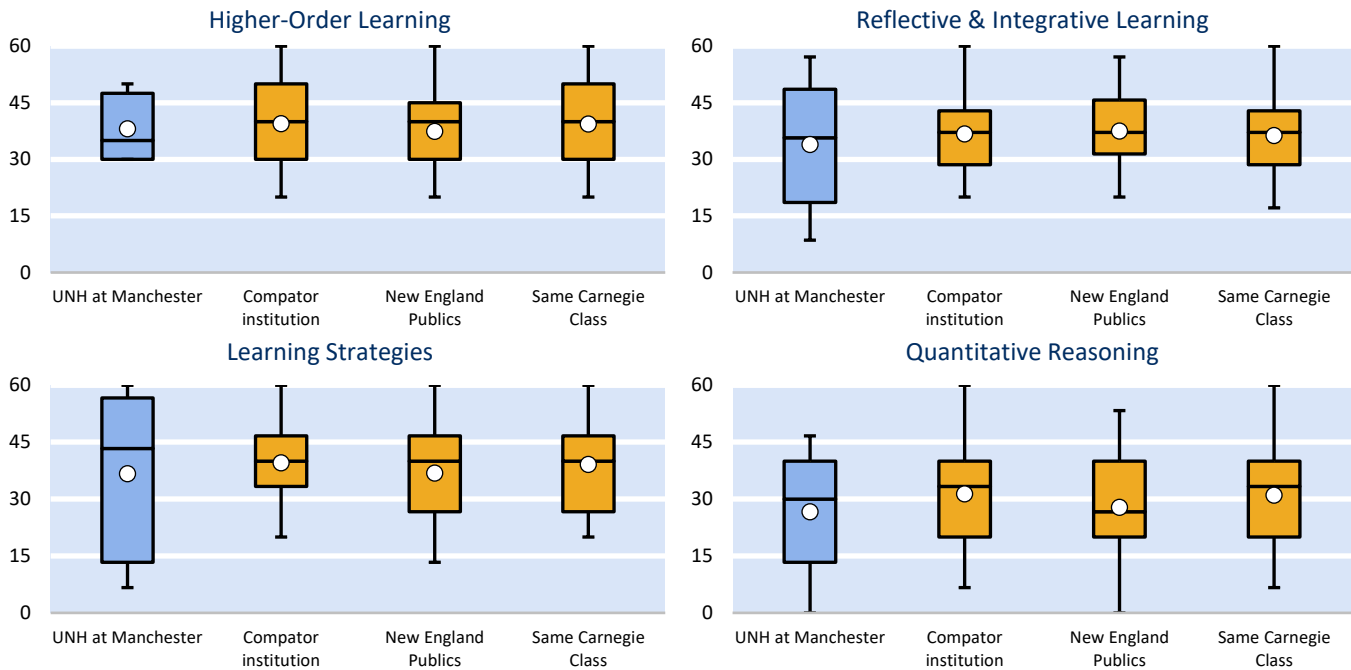
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNH at Manchester Mean	Your first-year students compared with					
		Comparator institution		New England Publics		Same Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	39.5	-.11	37.4	.06	39.4	-.09
Reflective & Integrative Learning	33.9	36.8	-.24	37.5	-.30	36.4	-.20
Learning Strategies	36.7	39.5	-.21	36.8	-.01	39.2	-.18
Quantitative Reasoning	26.7	31.3	-.31	27.8	-.08	31.1	-.29

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 at Manchester	Percentage point difference ^a between your FY students and		
		Comparator institution	New England Publics	Same Carnegie Class
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	88	+12	+16	+12
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-11	-7	-10
4d. Evaluating a point of view, decision, or information source	50	-22	-19	-20
4e. Forming a new idea or understanding from various pieces of information	75	+3	+6	+3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63	+7	+1	+6
2b. Connected your learning to societal problems or issues	50	-7	-11	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	25	-34	-39	-29
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	+9	+8	+10
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	63	-10	-11	-9
2f. Learned something that changed the way you understand an issue or concept	63	-8	-8	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-6	-9	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	63	-16	-12	-13
9b. Reviewed your notes after class	63	-6	+3	-5
9c. Summarized what you learned in class or from course materials	63	-6	-1	-5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	63	+4	+13	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+1	+8	+3
6c. Evaluated what others have concluded from numerical information	38	-12	-4	-10

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

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

Academic Challenge: Seniors

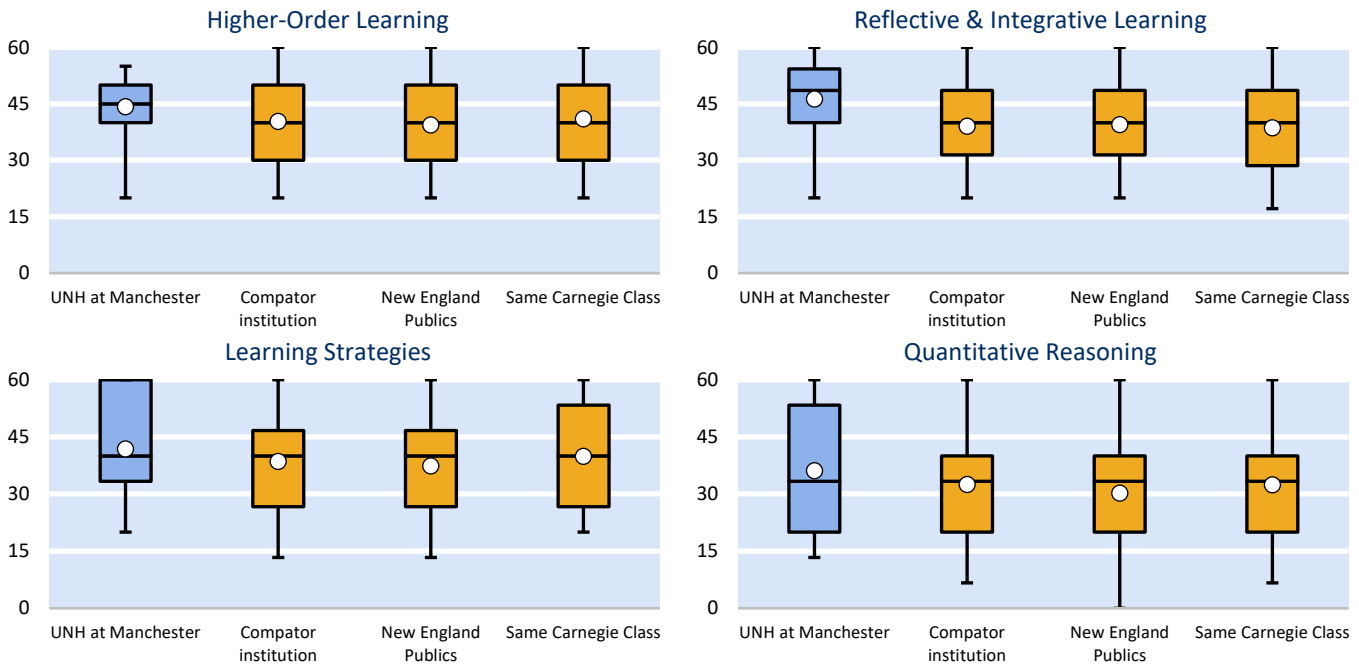
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 at Manchester Mean	Your seniors compared with					
		Comparator institution		New England Publics		Same Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.2	40.3	.30	39.4	.38	41.0	.24
Reflective & Integrative Learning	46.3	39.0 *	.59	39.5 *	.57	38.6 *	.60
Learning Strategies	41.8	38.5	.23	37.4	.32	39.8	.14
Quantitative Reasoning	36.1	32.5	.23	30.2	.36	32.4	.23

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: 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 at Manchester	Percentage point difference ^a between your seniors and		
		Comparator institution	New England Publics	Same Carnegie Class
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+0	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	86	+10	+12	+9
4d. Evaluating a point of view, decision, or information source	86	+14	+16	+15
4e. Forming a new idea or understanding from various pieces of information	92	+19	+21	+18
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	87	+16	+13	+17
2b. Connected your learning to societal problems or issues	80	+16	+11	+19
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	-2	-2	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	85	+18	+18	+18
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	93	+20	+21	+20
2f. Learned something that changed the way you understand an issue or concept	86	+13	+13	+13
2g. Connected ideas from your courses to your prior experiences and knowledge	93	+8	+8	+8
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+4	+5	+5
9b. Reviewed your notes after class	82	+21	+27	+16
9c. Summarized what you learned in class or from course materials	73	+7	+10	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	62	+3	+8	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	58	+7	+11	+8
6c. Evaluated what others have concluded from numerical information	42	-11	-7	-9

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

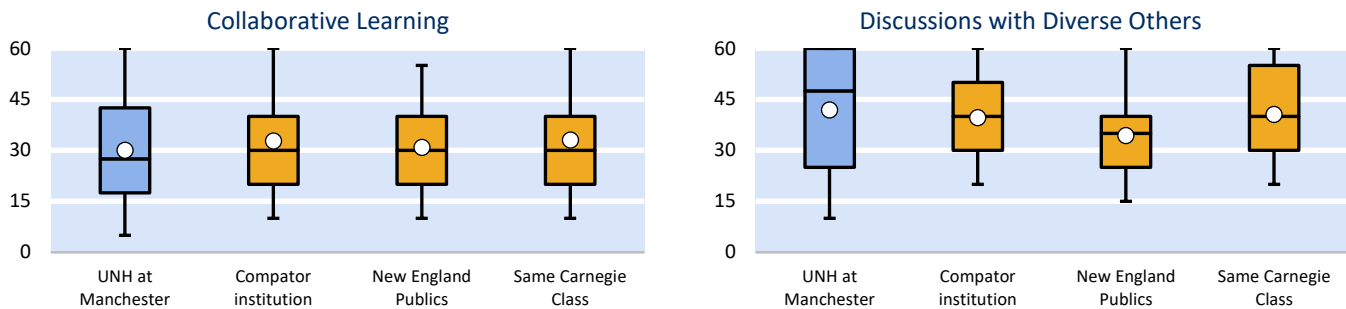
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH at Manchester Mean	Your first-year students compared with					
		Comparator institution		New England Publics		Same Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	32.7	-.20	30.8	-.06	33.0	-.21
Discussions with Diverse Others	41.9	39.6	.15	34.3	.55	40.6	.09

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	UNH at Manchester	Percentage point difference ^a between your FY students and		
		Comparator institution	New England Publics	Same Carnegie Class
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	38	-14	-10	-15
1c. Explained course material to one or more students	38	-17	-14	-18
1d. Prepared for exams by discussing or working through course material with other students	50	-1	+5	+1
1e. Worked with other students on course projects or assignments	38	-20	-17	-22
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	75	+0	+19	-0
8b. People from economic backgrounds other than your own	75	+0	+7	-1
8c. People with religious beliefs other than your own	63	-7	+5	-9
8d. People with political views other than your own	63	+8	+19	-0

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Learning with Peers: Seniors

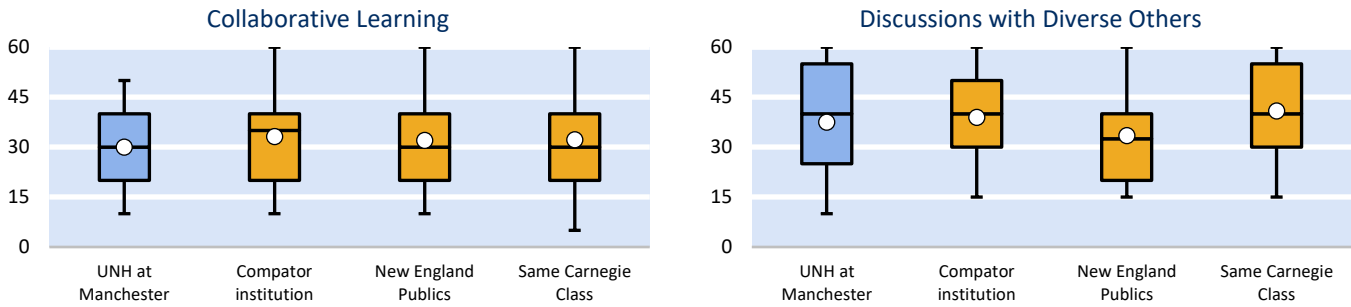
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Mean Comparisons

Engagement Indicator	UNH at Manchester Mean	Your seniors compared with					
		Comparator institution		New England Publics		Same Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	33.2	-.22	32.0	-.15	32.3	-.15
Discussions with Diverse Others	37.5	39.0	-.10	33.4	.28	40.9	-.21

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Collaborative Learning	UNH at Manchester	Percentage point difference ^a between your seniors and		
		Comparator institution	New England Publics	Same Carnegie Class
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	40	-6	-5	-5
1c. Explained course material to one or more students	53	-2	-2	-1
1d. Prepared for exams by discussing or working through course material with other students	33	-13	-10	-10
1e. Worked with other students on course projects or assignments	67	-2	+2	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	67	-6	+15	-8
8b. People from economic backgrounds other than your own	73	-1	+8	-2
8c. People with religious beliefs other than your own	67	-1	+14	-4
8d. People with political views other than your own	55	+3	+15	-8

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Experiences with Faculty: First-year students

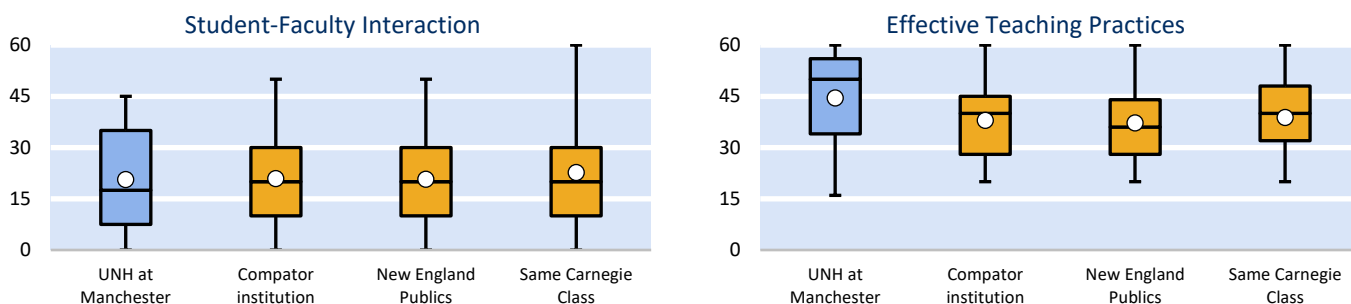
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNH at Manchester Mean	Your first-year students compared with					
		Comparator institution Effect size		New England Publics Effect size		Same Carnegie Class Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.6	20.9	-.02	20.7	.00	22.7	-.13
Effective Teaching Practices	44.5	37.9	.53	37.2	.59	38.8	.45

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Student-Faculty Interaction	UNH at Manchester %	Percentage point difference ^a between your FY students and		
		Comparator institution	New England Publics	Same Carnegie Class
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	+4	+6	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	-10	-10	-12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-3	-3	-4
3d. Discussed your academic performance with a faculty member	25	-3	-4	-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	88	+9	+10	+8
5b. Taught course sessions in an organized way	88	+13	+13	+11
5c. Used examples or illustrations to explain difficult points	75	-1	+0	-1
5d. Provided feedback on a draft or work in progress	63	+2	+4	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	75	+19	+21	+16

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Experiences with Faculty: Seniors

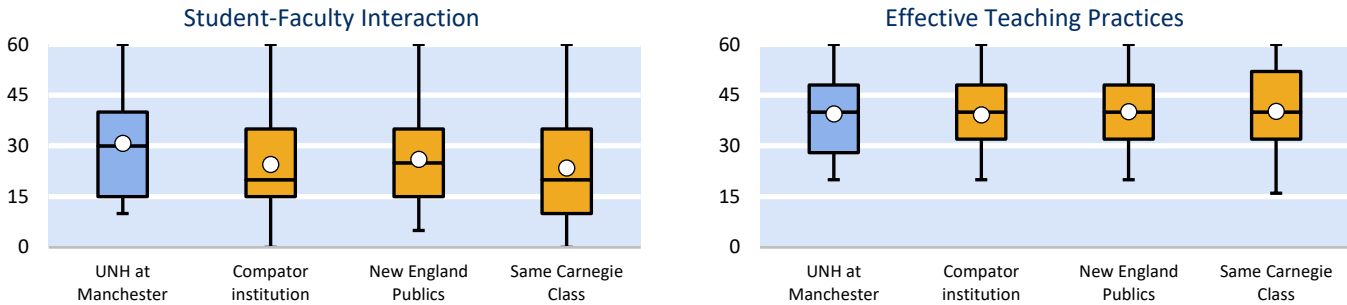
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Mean Comparisons

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		Comparator institution		New England Publics		Same Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.7	24.5	.39	26.0	.30	23.5	.45
Effective Teaching Practices	39.4	39.1	.02	40.1	-.05	40.2	-.06

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Student-Faculty Interaction	UNH at Manchester	Percentage point difference ^a between your seniors and		
		Comparator institution	New England Publics	Same Carnegie Class
Percentage of students who responded that they "Very often" or "Often"...		%		
3a. Talked about career plans with a faculty member	57	+15	+9	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	43	+12	+11	+14
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+2	-1	+4
3d. Discussed your academic performance with a faculty member	43	+12	+11	+13
Effective Teaching Practices		Percentage responding "Very much" or "Quite a bit" about how much instructors have...		
5a. Clearly explained course goals and requirements	92	+11	+9	+10
5b. Taught course sessions in an organized way	69	-9	-8	-9
5c. Used examples or illustrations to explain difficult points	50	-28	-30	-28
5d. Provided feedback on a draft or work in progress	57	-3	-6	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+4	-1	+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.

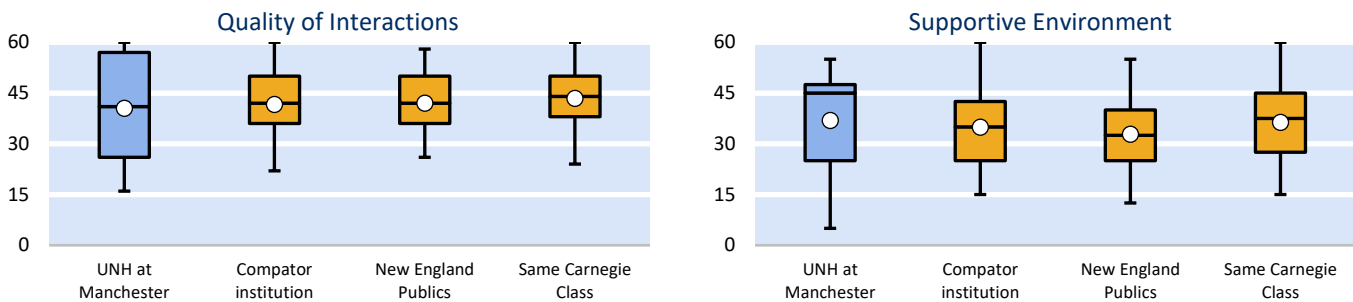
Campus Environment: First-year students

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.

Engagement Indicator	UNH at Manchester Mean	Your first-year students compared with					
		Comparator institution		New England Publics		Same Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	41.7	-.11	42.0	-.15	43.5	-.27
Supportive Environment	36.9	35.0	.15	32.9	.33	36.4	.04

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 at Manchester	Percentage point difference ^a between your FY students and		
		Comparator institution	New England Publics	Same Carnegie Class
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	38	-15	-13	-17
13b. Academic advisors	50	+4	+1	-6
13c. Faculty	63	+14	+10	+10
13d. Student services staff (career services, student activities, housing, etc.)	57	+15	+18	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+14	+11	+7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+4	+8	-0
14c. Using learning support services (tutoring services, writing center, etc.)	75	+2	+3	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+0	+8	-1
14e. Providing opportunities to be involved socially	75	+3	+7	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+10	+13	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	+11	+18	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-4	-2	-8
14i. Attending events that address important social, economic, or political issues	38	-10	-6	-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.

Campus Environment: Seniors

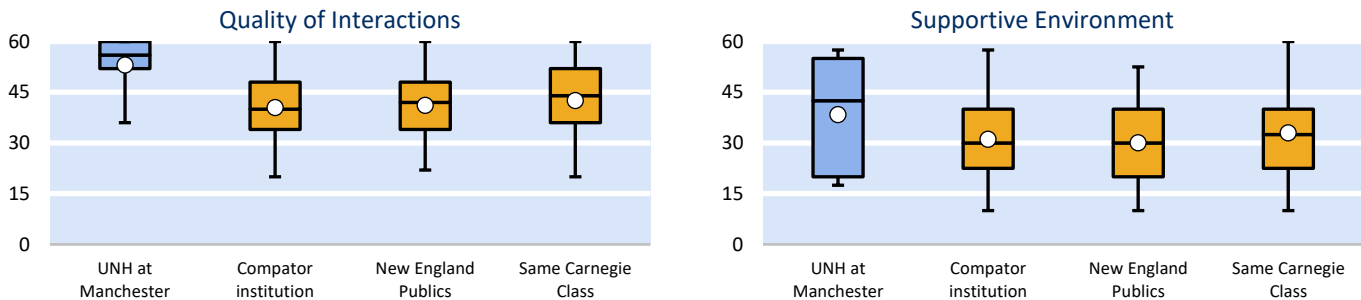
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH at Manchester Mean	Your seniors compared with					
		Comparator institution		New England Publics		Same Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	53.1	40.5 **	1.08	41.2 **	1.10	42.6 **	.87
Supportive Environment	38.4	31.1	.55	30.1 *	.66	33.0	.38

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 at Manchester	Percentage point difference ^a between your seniors and		
		Comparator institution	New England Publics	Same Carnegie Class
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	70	+16	+16	+11
13b. Academic advisors	44	+1	-2	-5
13c. Faculty	89	+36	+31	+33
13d. Student services staff (career services, student activities, housing, etc.)	78	+42	+42	+34
13e. Other administrative staff and offices (registrar, financial aid, etc.)	78	+46	+44	+36
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	82	+19	+18	+13
14c. Using learning support services (tutoring services, writing center, etc.)	73	+11	+10	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	82	+29	+35	+24
14e. Providing opportunities to be involved socially	64	+0	+2	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+8	+12	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	55	+27	+32	+22
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-4	-1	-6
14i. Attending events that address important social, economic, or political issues	36	-4	-2	-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.

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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 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	UNH at Manchester Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.1	39.9	-.14		42.4	-.35	
Academic Challenge	Reflective and Integrative Learning	33.9	37.6	-.31		40.1	-.53	
	Learning Strategies	36.7	40.3	-.27		43.1	-.45	
	Quantitative Reasoning	26.7	30.6	-.26		33.2	-.42	
Learning with Peers	Collaborative Learning	30.0	33.6	-.26		36.6	-.48	
	Discussions with Diverse Others	41.9	40.7	.08	✓	44.2	-.17	
Experiences with Faculty	Student-Faculty Interaction	20.6	25.7	-.33		29.7	-.59	
	Effective Teaching Practices	44.5	40.7	.29	✓	43.9	.05	✓
Campus Environment	Quality of Interactions	40.5	45.7	-.47		48.5	-.68	
	Supportive Environment	36.9	37.4	-.04	✓	40.5	-.29	

Seniors

Theme	Engagement Indicator	UNH at Manchester Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	44.2	42.6	.12	✓	44.8	-.05	✓
Academic Challenge	Reflective and Integrative Learning	46.3	41.0	.44	✓	43.3	.26	✓
	Learning Strategies	41.8	41.4	.03	✓	44.2	-.17	
	Quantitative Reasoning	36.1	32.7	.21	✓	35.8	.02	✓
Learning with Peers	Collaborative Learning	30.0	34.9	-.35		38.2 *	-.61	
	Discussions with Diverse Others	37.5	41.5	-.26		44.1	-.46	
Experiences with Faculty	Student-Faculty Interaction	30.7	30.3	.03	✓	34.8	-.26	
	Effective Teaching Practices	39.4	42.7	-.25		45.3	-.45	
Campus Environment	Quality of Interactions	53.1	45.4 *	.66	✓	48.1	.42	✓
	Supportive Environment	38.4	34.9	.25	✓	37.9	.04	✓

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 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 ^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 at Manchester (N = 8)	38.1	9.2	3.26	30	30	35	48	50				
Comparator institution	39.5	12.8	.17	20	30	40	50	60	5,432	-1.4	.760	-.108
New England Publics	37.4	12.7	.36	20	30	40	45	60	1,225	.7	.872	.057
Same Carnegie Class	39.4	13.0	.10	20	30	40	50	60	17,238	-1.2	.789	-.095
Top 50%	39.9	13.0	.04	20	30	40	50	60	103,900	-1.8	.694	-.139
Top 10%	42.4	12.4	.11	20	35	40	55	60	12,953	-4.3	.325	-.348
Reflective & Integrative Learning												
UNH at Manchester (N = 8)	33.9	17.5	6.19	9	19	36	49	57				
Comparator institution	36.8	11.7	.15	20	29	37	43	60	5,936	-2.9	.490	-.244
New England Publics	37.5	11.6	.32	20	31	37	46	57	1,332	-3.5	.391	-.304
Same Carnegie Class	36.4	12.0	.09	17	29	37	43	60	18,637	-2.4	.568	-.202
Top 50%	37.6	11.8	.04	20	29	37	46	60	93,664	-3.6	.384	-.308
Top 10%	40.1	11.5	.10	20	31	40	49	60	7	-6.1	.355	-.534
Learning Strategies												
UNH at Manchester (N = 8)	36.7	22.5	7.97	7	13	43	57	60				
Comparator institution	39.5	13.3	.19	20	33	40	47	60	7	-2.9	.730	-.215
New England Publics	36.8	13.5	.40	13	27	40	47	60	7	-.2	.984	-.012
Same Carnegie Class	39.2	13.8	.11	20	27	40	47	60	7	-2.5	.764	-.181
Top 50%	40.3	13.8	.05	20	33	40	53	60	7	-3.7	.659	-.267
Top 10%	43.1	14.2	.11	20	33	40	60	60	7	-6.5	.444	-.454
Quantitative Reasoning												
UNH at Manchester (N = 8)	26.7	16.7	5.91	0	13	30	40	47				
Comparator institution	31.3	15.0	.21	7	20	33	40	60	5,155	-4.7	.379	-.311
New England Publics	27.8	14.7	.43	0	20	27	40	53	1,167	-1.2	.825	-.079
Same Carnegie Class	31.1	15.4	.12	7	20	33	40	60	16,264	-4.4	.420	-.285
Top 50%	30.6	15.5	.05	7	20	27	40	60	97,756	-4.0	.468	-.257
Top 10%	33.2	15.3	.11	7	20	33	40	60	21,113	-6.5	.230	-.425
Learning with Peers												
Collaborative Learning												
UNH at Manchester (N = 8)	30.0	18.1	6.41	5	18	28	43	60				
Comparator institution	32.7	13.9	.17	10	20	30	40	60	6,467	-2.7	.577	-.198
New England Publics	30.8	13.3	.35	10	20	30	40	55	1,444	-.8	.861	-.062
Same Carnegie Class	33.0	14.4	.10	10	20	30	40	60	20,212	-3.0	.548	-.212
Top 50%	33.6	13.9	.04	10	25	35	40	60	128,791	-3.6	.464	-.259
Top 10%	36.6	13.7	.08	15	25	35	45	60	27,588	-6.6	.173	-.482
Discussions with Diverse Others												
UNH at Manchester (N = 8)	41.9	20.0	7.07	10	25	48	60	60				
Comparator institution	39.6	14.5	.20	20	30	40	50	60	5,103	2.3	.662	.155
New England Publics	34.3	13.8	.41	15	25	35	40	60	7	7.6	.321	.548
Same Carnegie Class	40.6	14.9	.12	20	30	40	55	60	16,043	1.3	.810	.085
Top 50%	40.7	14.8	.05	20	30	40	55	60	101,717	1.2	.819	.081
Top 10%	44.2	13.7	.13	20	35	45	60	60	7	-2.3	.755	-.167

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 at Manchester (N = 8)	20.6	16.4	5.78	0	8	18	35	45				
Comparator institution	20.9	14.9	.20	0	10	20	30	50	5,678	-.3	.961	-.017
New England Publics	20.7	14.6	.41	0	10	20	30	50	1,275	.0	.996	-.002
Same Carnegie Class	22.7	15.4	.12	0	10	20	30	60	17,863	-2.0	.707	-.133
Top 50%	25.7	15.3	.06	5	15	25	35	60	65,328	-5.1	.345	-.334
Top 10%	29.7	15.5	.15	5	20	30	40	60	11,369	-9.1	.096	-.589
Effective Teaching Practices												
UNH at Manchester (N = 8)	44.5	16.1	5.68	16	34	50	56	60				
Comparator institution	37.9	12.5	.17	20	28	40	45	60	5,432	6.6	.136	.528
New England Publics	37.2	12.3	.35	20	28	36	44	60	1,220	7.3	.094	.595
Same Carnegie Class	38.8	12.7	.10	20	32	40	48	60	17,165	5.7	.206	.448
Top 50%	40.7	13.1	.05	20	32	40	52	60	71,336	3.8	.415	.288
Top 10%	43.9	13.6	.13	20	36	44	56	60	11,204	.6	.895	.047
Campus Environment												
Quality of Interactions												
UNH at Manchester (N = 8)	40.5	17.7	6.24	16	26	41	57	60				
Comparator institution	41.7	10.8	.16	22	36	42	50	60	7	-1.2	.855	-.109
New England Publics	42.0	10.3	.31	26	36	42	50	58	7	-1.5	.813	-.149
Same Carnegie Class	43.5	10.9	.09	24	38	44	50	60	7	-3.0	.648	-.273
Top 50%	45.7	11.1	.05	26	40	48	54	60	7	-5.2	.433	-.468
Top 10%	48.5	11.8	.11	24	42	50	60	60	7	-8.0	.239	-.680
Supportive Environment												
UNH at Manchester (N = 8)	36.9	19.9	7.05	5	25	45	48	55				
Comparator institution	35.0	12.5	.18	15	25	35	43	60	7	1.9	.794	.154
New England Publics	32.9	12.0	.36	13	25	33	40	55	7	4.0	.587	.333
Same Carnegie Class	36.4	12.9	.10	15	28	38	45	60	7	.5	.946	.038
Top 50%	37.4	12.9	.05	18	28	38	45	60	7	-.5	.948	-.037
Top 10%	40.5	12.5	.15	20	33	40	50	60	7	-3.6	.623	-.289

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.

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 at Manchester (N = 13)	44.2	9.5	2.65	20	40	45	50	55				
Comparator institution	40.3	13.0	.19	20	30	40	50	60	4,589	3.9	.279	.301
New England Publics	39.4	12.9	.39	20	30	40	50	60	1,083	4.9	.177	.377
Same Carnegie Class	41.0	13.6	.10	20	30	40	50	60	18,029	3.2	.393	.237
Top 50%	42.6	13.3	.05	20	35	40	55	60	71,518	1.6	.666	.120
Top 10%	44.8	12.7	.14	20	40	45	60	60	8,377	-6	.861	-.049
Reflective & Integrative Learning												
UNH at Manchester (N = 14)	46.3	11.2	3.00	20	40	49	54	60				
Comparator institution	39.0	12.4	.18	20	31	40	49	60	4,921	7.3	.028	.588
New England Publics	39.5	12.0	.36	20	31	40	49	60	1,160	6.8	.034	.569
Same Carnegie Class	38.6	12.7	.09	17	29	40	49	60	19,164	7.7	.024	.603
Top 50%	41.0	12.2	.04	20	31	40	51	60	75,414	5.4	.100	.440
Top 10%	43.3	11.7	.13	23	34	43	54	60	8,480	3.0	.335	.258
Learning Strategies												
UNH at Manchester (N = 11)	41.8	14.3	4.32	20	33	40	60	60				
Comparator institution	38.5	14.2	.22	13	27	40	47	60	4,302	3.3	.440	.233
New England Publics	37.4	14.1	.44	13	27	40	47	60	1,031	4.5	.298	.316
Same Carnegie Class	39.8	14.4	.11	20	27	40	53	60	17,033	2.0	.648	.138
Top 50%	41.4	14.4	.05	20	33	40	53	60	84,340	.4	.921	.030
Top 10%	44.2	14.0	.13	20	33	47	60	60	11,020	-2.4	.566	-.173
Quantitative Reasoning												
UNH at Manchester (N = 12)	36.1	16.9	4.89	13	20	33	53	60				
Comparator institution	32.5	16.1	.24	7	20	33	40	60	4,374	3.7	.433	.227
New England Publics	30.2	16.5	.51	0	20	33	40	60	1,046	5.9	.221	.356
Same Carnegie Class	32.4	16.4	.12	7	20	33	40	60	17,261	3.7	.430	.228
Top 50%	32.7	16.5	.05	7	20	33	40	60	95,422	3.4	.475	.206
Top 10%	35.8	16.1	.15	7	20	40	47	60	11,656	.3	.944	.020
Learning with Peers												
Collaborative Learning												
UNH at Manchester (N = 15)	30.0	11.3	2.93	10	20	30	40	50				
Comparator institution	33.2	14.7	.20	10	20	35	40	60	5,204	-3.2	.400	-.218
New England Publics	32.0	14.1	.41	10	20	30	40	60	1,221	-2.0	.576	-.145
Same Carnegie Class	32.3	15.3	.11	5	20	30	40	60	20,225	-2.3	.569	-.147
Top 50%	34.9	14.2	.05	10	25	35	45	60	94,477	-4.9	.176	-.350
Top 10%	38.2	13.5	.12	15	30	40	50	60	11,765	-8.2	.019	-.606
Discussions with Diverse Others												
UNH at Manchester (N = 10)	37.5	17.4	5.49	10	25	40	55	60				
Comparator institution	39.0	14.8	.23	15	30	40	50	60	4,315	-1.5	.753	-.100
New England Publics	33.4	14.4	.45	15	20	33	40	60	1,036	4.1	.375	.282
Same Carnegie Class	40.9	15.7	.12	15	30	40	55	60	17,126	-3.4	.497	-.215
Top 50%	41.5	15.4	.05	15	30	40	60	60	90,896	-4.0	.417	-.257
Top 10%	44.1	14.4	.14	20	35	45	60	60	10,322	-6.6	.147	-.459

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 at Manchester (N = 14)	30.7	16.5	4.41	10	15	30	40	60				
Comparator institution	24.5	15.8	.23	0	15	20	35	60	4,745	6.2	.142	.393
New England Publics	26.0	15.5	.46	5	15	25	35	60	1,123	4.7	.259	.304
Same Carnegie Class	23.5	16.3	.12	0	10	20	35	60	18,522	7.3	.096	.445
Top 50%	30.3	16.1	.08	5	20	30	40	60	45,580	.4	.923	.026
Top 10%	34.8	15.8	.21	10	20	35	45	60	5,803	-4.1	.332	-.260
Effective Teaching Practices												
UNH at Manchester (N = 13)	39.4	13.7	3.81	20	28	40	48	60				
Comparator institution	39.1	13.0	.19	20	32	40	48	60	4,587	.2	.947	.019
New England Publics	40.1	12.8	.39	20	32	40	48	60	1,083	-.7	.848	-.054
Same Carnegie Class	40.2	13.7	.10	16	32	40	52	60	17,994	-.8	.838	-.057
Top 50%	42.7	13.5	.05	20	36	44	56	60	64,273	-3.3	.375	-.246
Top 10%	45.3	13.1	.13	20	36	48	60	60	9,680	-5.9	.106	-.448
Campus Environment												
Quality of Interactions												
UNH at Manchester (N = 9)	53.1	9.0	3.00	36	52	56	60	60				
Comparator institution	40.5	11.7	.18	20	34	40	48	60	4,032	12.6	.001	1.085
New England Publics	41.2	10.8	.35	22	34	42	48	60	992	11.9	.001	1.103
Same Carnegie Class	42.6	12.1	.10	20	36	44	52	60	15,531	10.5	.009	.870
Top 50%	45.4	11.7	.05	24	38	48	54	60	64,593	7.7	.049	.656
Top 10%	48.1	12.0	.11	24	42	50	60	60	12,673	5.0	.210	.418
Supportive Environment												
UNH at Manchester (N = 11)	38.4	16.2	4.88	18	20	43	55	58				
Comparator institution	31.1	13.3	.20	10	23	30	40	58	4,222	7.3	.068	.550
New England Publics	30.1	12.5	.39	10	20	30	40	53	1,016	8.3	.029	.664
Same Carnegie Class	33.0	14.1	.11	10	23	33	40	60	16,656	5.4	.205	.383
Top 50%	34.9	14.1	.05	13	25	35	45	60	66,709	3.5	.403	.252
Top 10%	37.9	13.5	.15	15	28	38	48	60	7,587	.5	.907	.035

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.