
NSSE 2024

Engagement Indicators

University of New Hampshire at Durham

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. 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 Comparator instituti	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 Comparator instituti	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 Mean	Your first-year students compared with					
		Comparator instituti Mean	Effect size	New England Publics Mean	Effect size	Same Carnegie Class Mean	Effect size
Higher-Order Learning	36.3	39.2 **	-.22	37.6	-.10	39.0 **	-.20
Reflective & Integrative Learning	34.9	36.2	-.11	37.8 **	-.25	35.9	-.08
Learning Strategies	35.7	38.8 **	-.23	36.6	-.07	38.7 **	-.22
Quantitative Reasoning	27.5	31.3 ***	-.25	28.8	-.08	30.8 **	-.21

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.

		Percentage point difference ^a between your FY students and		
	UNH	Comparator instituti	New England Publics	Same Carnegie Class
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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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

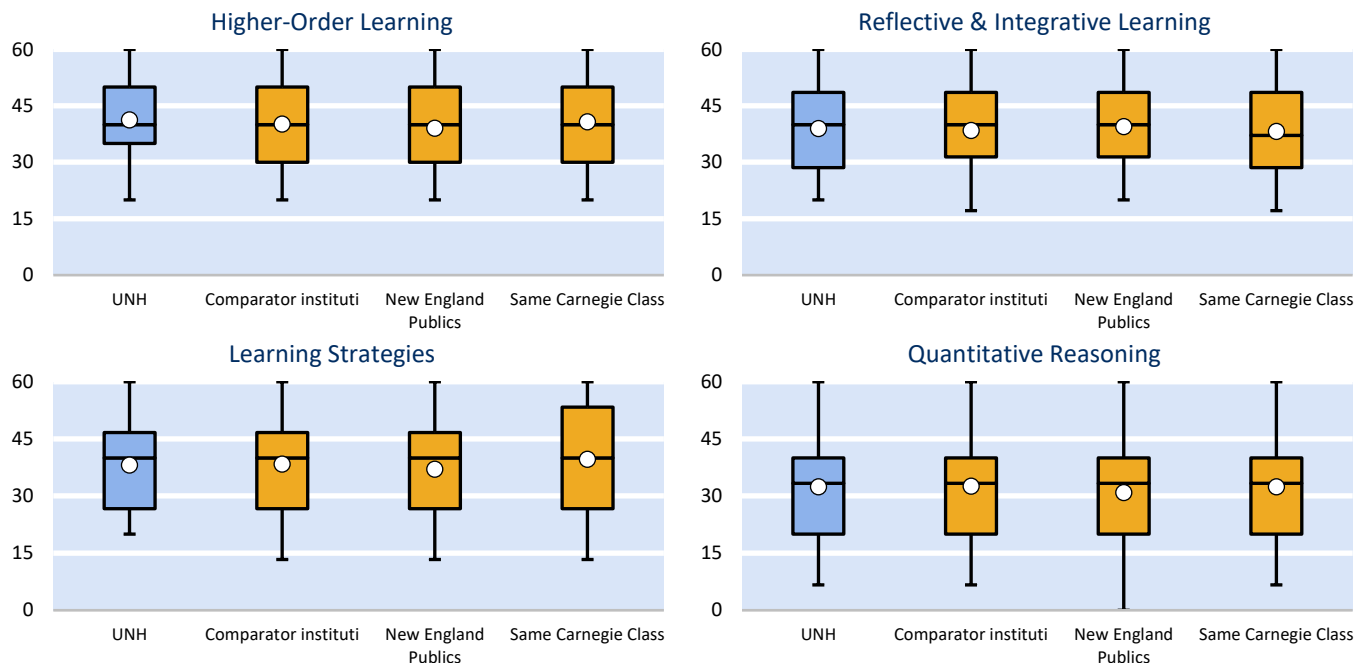
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Comparator instituti Mean	Effect size	New England Publics Mean	Effect size	Same Carnegie Class Mean	Effect size
Higher-Order Learning	41.3	40.2	.09	39.0 *	.18	40.8	.04
Reflective & Integrative Learning	39.0	38.5	.04	39.5	-.04	38.2	.06
Learning Strategies	38.1	38.3	-.02	37.0	.08	39.6	-.10
Quantitative Reasoning	32.4	32.6	-.01	30.8	.10	32.4	.00

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.

		Percentage point difference ^a between your seniors and		
	UNH	Comparator instituti	New England Publics	Same Carnegie Class
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	84	+7	+8	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+5	+8	+4
4d. Evaluating a point of view, decision, or information source	73	+2	+4	+3
4e. Forming a new idea or understanding from various pieces of information	73	+0	+2	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	73	+4	-2	+4
2b. Connected your learning to societal problems or issues	62	+1	-6	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-6	-9	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-3	-5	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	-0	-2	-0
2f. Learned something that changed the way you understand an issue or concept	72	+0	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+3	+3	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+2	+2	+2
9b. Reviewed your notes after class	55	-6	-0	-11
9c. Summarized what you learned in class or from course materials	66	+1	+4	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+1	+6	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+3	+5	+3
6c. Evaluated what others have concluded from numerical information	52	-1	+2	+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.

Learning with Peers: First-year students

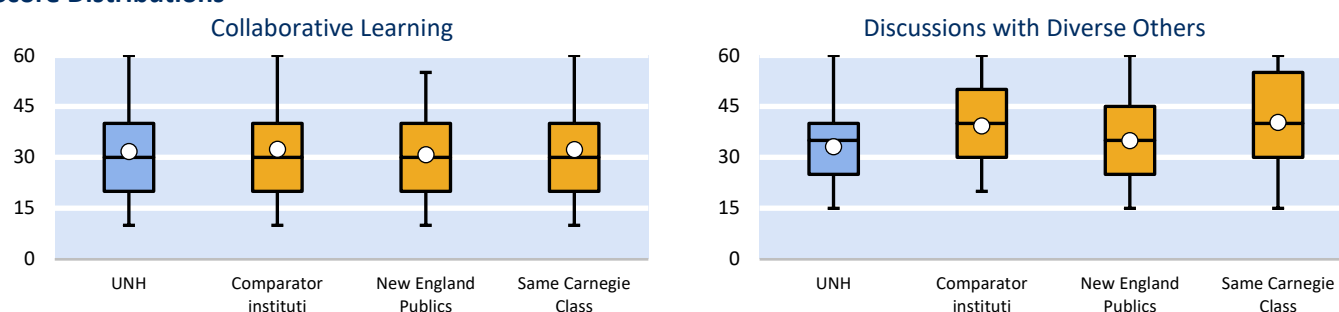
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Comparator instituti Mean	Effect size	New England Publics Mean	Effect size	Same Carnegie Class Mean	Effect size
Collaborative Learning	31.7	32.3	-.05	30.8	.07	32.3	-.04
Discussions with Diverse Others	33.2	39.3 ***	-.42	34.9	-.13	40.3 ***	-.47

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.

		Percentage point difference ^a between your FY students and		
	UNH	Comparator instituti	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	55	+4	+8	+4
1c. Explained course material to one or more students	50	-5	-2	-4
1d. Prepared for exams by discussing or working through course material with other students	47	-2	+2	-0
1e. Worked with other students on course projects or assignments	61	+4	+6	+4
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	50	-22	-7	-24
8b. People from economic backgrounds other than your own	65	-8	-4	-9
8c. People with religious beliefs other than your own	54	-14	-6	-16
8d. People with political views other than your own	51	-4	+5	-12

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.

Learning with Peers: Seniors

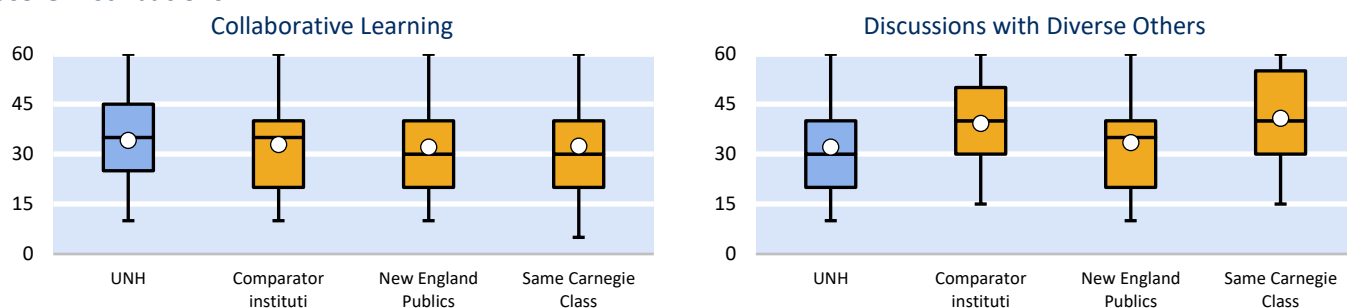
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Comparator instituti Mean	Effect size	New England Publics Mean	Effect size	Same Carnegie Class Mean	Effect size
Collaborative Learning	34.1	32.9	.08	32.1	.15	32.5	.11
Discussions with Diverse Others	32.2	39.2 ***	-.47	33.5	-.09	40.8 ***	-.54

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.

		Percentage point difference ^a between your seniors and		
	UNH	Comparator instituti	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	43	 -2	 -3	 -2
1c. Explained course material to one or more students	61	 +5	 +5	 +6
1d. Prepared for exams by discussing or working through course material with other students	48	 +2	 +5	 +4
1e. Worked with other students on course projects or assignments	76	 +8	 +11	 +10
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	44	 -28	 -9	 -31
8b. People from economic backgrounds other than your own	63	 -11	 -3	 -12
8c. People with religious beliefs other than your own	43	 -24	 -11	 -27
8d. People with political views other than your own	45	 -9	 +6	 -19

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.

Experiences with Faculty: First-year students

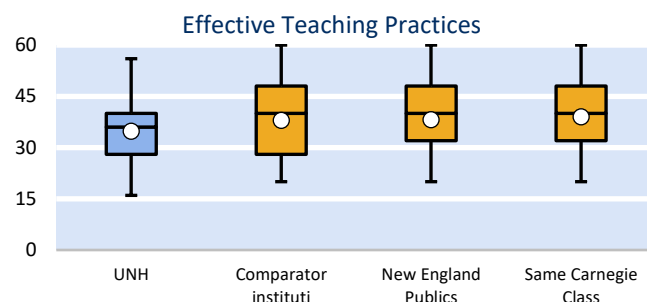
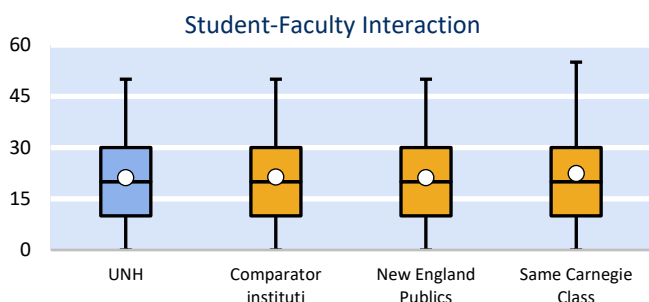
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Comparator instituti Mean	Effect size	New England Publics Mean	Effect size	Same Carnegie Class Mean	Effect size
Student-Faculty Interaction	21.2	21.4	-.01	21.2	.00	22.3	-.08
Effective Teaching Practices	34.7	38.0 ***	-.26	38.1 **	-.27	38.9 ***	-.33

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).







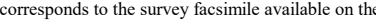
Score Distributions



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.

		Percentage point difference ^a between your FY students and		
	UNH	Comparator instituti	New England Publics	Same Carnegie Class
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	31			
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+3	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25			
3d. Discussed your academic performance with a faculty member	30	+0	-0	-0
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	67			
5b. Taught course sessions in an organized way	68			
5c. Used examples or illustrations to explain difficult points	70			
5d. Provided feedback on a draft or work in progress	53			
5e. Provided prompt and detailed feedback on tests or completed assignments	46			

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.

Experiences with Faculty: Seniors

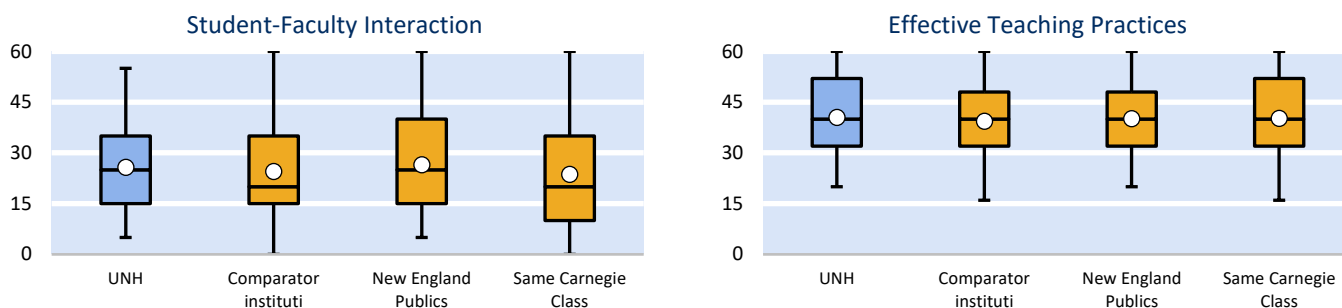
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 seniors compared with					
		Comparator instituti Effect size		New England Publics Effect size		Same Carnegie Class Effect size	
Student-Faculty Interaction	25.7	24.4	.08	26.5	-.05	23.6	.13
Effective Teaching Practices	40.4	39.3	.08	40.1	.03	40.2	.02

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

Score Distributions



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

Performance on Indicator Items

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		Percentage point difference ^a between your seniors and		
	UNH	Comparator instituti	New England Publics	Same Carnegie Class
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	50	+8	+2	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	-1	-4	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+2	-3	+4
3d. Discussed your academic performance with a faculty member	27	-5	-7	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	+1	-1	+1
5b. Taught course sessions in an organized way	80	+2	+3	+2
5c. Used examples or illustrations to explain difficult points	83	+5	+4	+5
5d. Provided feedback on a draft or work in progress	59	-1	-6	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+2	-4	+0

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

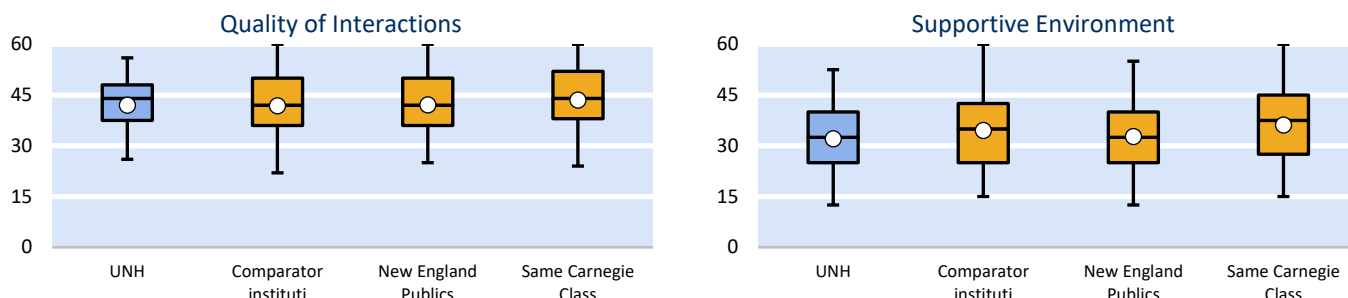
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Comparator instituti Mean	Effect size	New England Publics Mean	Effect size	Same Carnegie Class Mean	Effect size
Quality of Interactions	42.0	41.8	.02	42.1	-.01	43.6	-.14
Supportive Environment	32.1	34.6 *	-.19	32.8	-.05	36.2 ***	-.31

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.

		Percentage point difference ^a between your FY students and		
	UNH	Comparator instituti	New England Publics	Same Carnegie Class
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	44	-8	-6	-10
13b. Academic advisors	58	+10	+9	+2
13c. Faculty	52	+3	-3	-1
13d. Student services staff (career services, student activities, housing, etc.)	35	-7	-6	-13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	+2	-2	-5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	72	+2	+7	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	+3	+5	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-13	-6	-15
14e. Providing opportunities to be involved socially	65	-6	-4	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-2	+1	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-7	-2	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	-1	-1	-6
14i. Attending events that address important social, economic, or political issues	34	-13	-11	-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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Campus Environment: Seniors

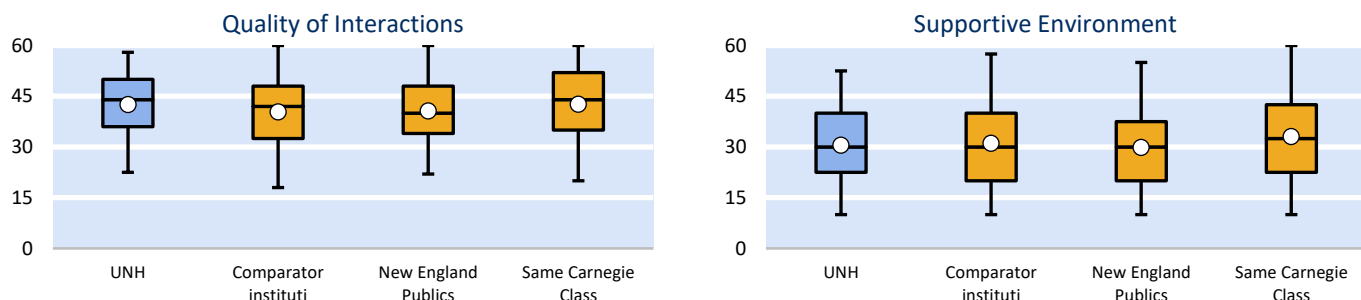
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Comparator instituti Mean	Effect size	New England Publics Mean	Effect size	Same Carnegie Class Mean	Effect size
Quality of Interactions	42.6	40.4 *	.18	40.7	.17	42.6	-.01
Supportive Environment	30.6	31.2	-.04	29.9	.06	33.1 **	-.18

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

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Quality of Interactions	UNH	Percentage point difference ^a between your seniors and		
		Comparator instituti	New England Publics	Same Carnegie Class
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	63	+10	+12	+4
13b. Academic advisors	51	+7	+4	+1
13c. Faculty	57	+4	-0	+1
13d. Student services staff (career services, student activities, housing, etc.)	45	+8	+12	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+9	+10	-0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	66	+3	+3	-3
14c. Using learning support services (tutoring services, writing center, etc.)	65	+5	+5	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	-13	-9	-18
14e. Providing opportunities to be involved socially	68	+5	+8	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+2	+7	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-4	+1	-9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+3	+8	+0
14i. Attending events that address important social, economic, or political issues	33	-7	-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.

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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 Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.3	39.8 ***	-.26		42.4 ***	-.48	
	Reflective and Integrative Learning	34.9	37.3 **	-.20		39.9 ***	-.43	
	Learning Strategies	35.7	40.2 ***	-.32		43.1 ***	-.52	
	Quantitative Reasoning	27.5	30.8 **	-.21		33.3 ***	-.37	
Learning with Peers	Collaborative Learning	31.7	33.4	-.12		36.7 ***	-.37	
	Discussions with Diverse Others	33.2	40.7 ***	-.51		44.2 ***	-.80	
Experiences with Faculty	Student-Faculty Interaction	21.2	25.4 ***	-.27		29.9 ***	-.56	
	Effective Teaching Practices	34.7	40.8 ***	-.45		43.6 ***	-.63	
Campus Environment	Quality of Interactions	42.0	45.7 ***	-.32		48.7 ***	-.56	
	Supportive Environment	32.1	37.1 ***	-.38		40.4 ***	-.66	

Seniors

Theme	Engagement Indicator	UNH Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.3	42.4	-.08	✓	44.9 ***	-.28	
	Reflective and Integrative Learning	39.0	40.6	-.13		43.2 ***	-.35	
	Learning Strategies	38.1	41.2 **	-.21		44.1 ***	-.42	
	Quantitative Reasoning	32.4	32.8	-.03	✓	36.2 **	-.23	
Learning with Peers	Collaborative Learning	34.1	34.7	-.04	✓	38.0 ***	-.29	
	Discussions with Diverse Others	32.2	41.4 ***	-.59		44.1 ***	-.83	
Experiences with Faculty	Student-Faculty Interaction	25.7	29.9 ***	-.26		34.9 ***	-.58	
	Effective Teaching Practices	40.4	42.5 *	-.15		45.2 ***	-.37	
Campus Environment	Quality of Interactions	42.6	45.4 ***	-.24		48.1 ***	-.45	
	Supportive Environment	30.6	34.6 ***	-.29		38.0 ***	-.54	

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.

NSSE 2024 Engagement Indicators

Detailed Statistics^a

University of New Hampshire at Durham

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 183)	36.3	12.6	.93	20	25	40	40	60				
Comparator instituti	39.2	12.8	.24	20	30	40	50	60	2,940	-2.8	.004	-.221
New England Publics	37.6	12.6	.53	20	30	40	45	60	755	-1.3	.241	-.100
Same Carnegie Class	39.0	13.2	.12	20	30	40	50	60	12,693	-2.7	.007	-.201
Top 50%	39.8	13.2	.05	20	30	40	50	60	59,097	-3.5	.000	-.264
Top 10%	42.4	12.5	.15	20	35	40	55	60	6,959	-6.0	.000	-.482
Reflective & Integrative Learning												
UNH (N = 196)	34.9	11.7	.83	17	29	34	43	57				
Comparator instituti	36.2	11.8	.21	17	29	37	43	57	3,232	-1.3	.126	-.113
New England Publics	37.8	11.6	.46	20	31	37	46	57	822	-2.9	.002	-.249
Same Carnegie Class	35.9	12.1	.10	17	29	37	43	60	13,912	-1.0	.246	-.083
Top 50%	37.3	12.0	.05	17	29	37	46	60	53,205	-2.4	.005	-.202
Top 10%	39.9	11.7	.15	20	31	40	49	60	6,404	-5.0	.000	-.431
Learning Strategies												
UNH (N = 165)	35.7	13.7	1.06	20	27	33	47	60				
Comparator instituti	38.8	13.4	.27	20	27	40	47	60	2,724	-3.2	.004	-.235
New England Publics	36.6	13.7	.59	13	27	40	47	60	705	-1.0	.429	-.070
Same Carnegie Class	38.7	13.9	.13	20	27	40	47	60	11,512	-3.1	.005	-.221
Top 50%	40.2	13.9	.06	20	33	40	53	60	47,834	-4.5	.000	-.324
Top 10%	43.1	14.5	.14	20	33	40	60	60	10,855	-7.5	.000	-.517
Quantitative Reasoning												
UNH (N = 170)	27.5	13.4	1.03	7	20	27	40	47				
Comparator instituti	31.3	14.9	.29	7	20	33	40	60	198	-3.8	.001	-.255
New England Publics	28.8	14.9	.63	0	20	27	40	53	724	-1.2	.333	-.085
Same Carnegie Class	30.8	15.6	.14	7	20	33	40	60	176	-3.3	.002	-.212
Top 50%	30.8	15.5	.07	7	20	33	40	60	171	-3.3	.002	-.213
Top 10%	33.3	15.4	.15	7	20	33	40	60	177	-5.7	.000	-.374
Learning with Peers												
Collaborative Learning												
UNH (N = 221)	31.7	14.4	.97	10	20	30	40	60				
Comparator instituti	32.3	13.9	.24	10	20	30	40	60	3,579	-.7	.499	-.047
New England Publics	30.8	13.1	.51	10	20	30	40	55	348	.9	.406	.068
Same Carnegie Class	32.3	14.5	.12	10	20	30	40	60	15,359	-.6	.566	-.039
Top 50%	33.4	13.9	.05	10	25	35	40	60	64,645	-1.7	.069	-.123
Top 10%	36.7	13.7	.12	15	25	35	45	60	12,291	-5.0	.000	-.365
Discussions with Diverse Others												
UNH (N = 167)	33.2	13.1	1.01	15	25	35	40	60				
Comparator instituti	39.3	14.8	.29	20	30	40	50	60	195	-6.1	.000	-.415
New England Publics	34.9	14.1	.60	15	25	35	45	60	713	-1.8	.152	-.127
Same Carnegie Class	40.3	15.2	.14	15	30	40	55	60	173	-7.1	.000	-.469
Top 50%	40.7	14.9	.06	20	30	40	55	60	168	-7.5	.000	-.507
Top 10%	44.2	13.8	.18	20	35	45	60	60	178	-11.1	.000	-.804

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 185)	21.2	14.4	1.05	0	10	20	30	50				
Comparator instituti	21.4	14.8	.28	0	10	20	30	50	3,074	-.2	.857	-.014
New England Publics	21.2	15.0	.61	0	10	20	30	50	782	.0	.977	.002
Same Carnegie Class	22.3	15.4	.14	0	10	20	30	55	13,218	-1.2	.310	-.075
Top 50%	25.4	15.3	.08	5	15	25	35	60	33,942	-4.2	.000	-.272
Top 10%	29.9	15.5	.24	5	20	30	40	60	4,307	-8.7	.000	-.561
Effective Teaching Practices												
UNH (N = 180)	34.7	11.4	.85	16	28	36	40	56				
Comparator instituti	38.0	12.6	.24	20	28	40	48	60	209	-3.3	.000	-.259
New England Publics	38.1	12.7	.53	20	32	40	48	60	755	-3.4	.002	-.272
Same Carnegie Class	38.9	12.9	.12	20	32	40	48	60	186	-4.2	.000	-.327
Top 50%	40.8	13.5	.07	20	32	40	52	60	181	-6.0	.000	-.449
Top 10%	43.6	14.1	.16	20	36	44	56	60	192	-8.8	.000	-.629
Campus Environment												
Quality of Interactions												
UNH (N = 155)	42.0	9.8	.79	26	38	44	48	56				
Comparator instituti	41.8	10.9	.22	22	36	42	50	60	180	.2	.782	.021
New England Publics	42.1	10.4	.46	25	36	42	50	60	666	-.1	.906	-.011
Same Carnegie Class	43.6	11.1	.11	24	38	44	52	60	160	-1.5	.056	-.138
Top 50%	45.7	11.5	.06	24	40	48	54	60	156	-3.7	.000	-.321
Top 10%	48.7	11.9	.15	24	42	52	60	60	166	-6.7	.000	-.563
Supportive Environment												
UNH (N = 154)	32.1	11.7	.94	13	25	33	40	53				
Comparator instituti	34.6	12.7	.25	15	25	35	43	60	176	-2.5	.013	-.195
New England Publics	32.8	12.2	.53	13	25	33	40	55	676	-.6	.562	-.053
Same Carnegie Class	36.2	13.1	.13	15	28	38	45	60	158	-4.1	.000	-.310
Top 50%	37.1	13.0	.07	17	28	38	45	60	154	-5.0	.000	-.383
Top 10%	40.4	12.6	.22	20	33	40	50	60	170	-8.3	.000	-.660

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 \pm 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.

NSSE 2024 Engagement Indicators

Detailed Statistics^a

University of New Hampshire at Durham

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 197)	41.3	12.9	.92	20	35	40	50	60				
Comparator instituti	40.2	13.2	.29	20	30	40	50	60	2,330	1.1	.252	.085
New England Publics	39.0	12.8	.69	20	30	40	50	60	535	2.3	.049	.177
Same Carnegie Class	40.8	13.8	.13	20	30	40	50	60	10,785	.5	.587	.039
Top 50%	42.4	13.6	.07	20	35	40	55	60	199	-1.2	.212	-.085
Top 10%	44.9	12.8	.22	20	40	45	60	60	3,676	-3.6	.000	-.282
Reflective & Integrative Learning												
UNH (N = 206)	39.0	12.2	.85	20	29	40	49	60				
Comparator instituti	38.5	12.6	.26	17	31	40	49	60	2,500	.5	.554	.043
New England Publics	39.5	12.1	.63	20	31	40	49	60	567	-.4	.672	-.037
Same Carnegie Class	38.2	12.9	.12	17	29	37	49	60	11,532	.8	.374	.062
Top 50%	40.6	12.4	.07	20	31	40	51	60	33,560	-1.6	.063	-.130
Top 10%	43.2	11.8	.21	23	34	43	54	60	3,422	-4.2	.000	-.354
Learning Strategies												
UNH (N = 187)	38.1	13.7	1.00	20	27	40	47	60				
Comparator instituti	38.3	14.3	.32	13	27	40	47	60	2,180	-.3	.811	-.018
New England Publics	37.0	14.0	.78	13	27	40	47	60	509	1.1	.400	.077
Same Carnegie Class	39.6	14.6	.15	13	27	40	53	60	10,113	-1.5	.162	-.103
Top 50%	41.2	14.5	.07	20	33	40	53	60	40,722	-3.1	.004	-.213
Top 10%	44.1	14.2	.20	20	33	47	60	60	5,188	-6.0	.000	-.424
Quantitative Reasoning												
UNH (N = 186)	32.4	15.7	1.15	7	20	33	40	60				
Comparator instituti	32.6	16.2	.36	7	20	33	40	60	2,211	-.2	.874	-.012
New England Publics	30.8	16.6	.91	0	20	33	40	60	515	1.6	.297	.096
Same Carnegie Class	32.4	16.6	.17	7	20	33	40	60	10,269	.0	.982	-.002
Top 50%	32.8	16.5	.08	7	20	33	40	60	43,716	-.4	.719	-.026
Top 10%	36.2	16.2	.24	7	20	40	47	60	4,547	-3.8	.002	-.234
Learning with Peers												
Collaborative Learning												
UNH (N = 221)	34.1	13.1	.88	10	25	35	45	60				
Comparator instituti	32.9	14.7	.30	10	20	35	40	60	272	1.2	.201	.082
New England Publics	32.1	14.1	.72	10	20	30	40	60	600	2.0	.083	.147
Same Carnegie Class	32.5	15.3	.14	5	20	30	40	60	231	1.6	.066	.108
Top 50%	34.7	14.2	.07	10	25	35	45	60	223	-.6	.476	-.044
Top 10%	38.0	13.6	.19	15	30	40	50	60	5,381	-3.9	.000	-.287
Discussions with Diverse Others												
UNH (N = 184)	32.2	13.7	1.01	10	20	30	40	60				
Comparator instituti	39.2	15.2	.34	15	30	40	50	60	227	-7.1	.000	-.468
New England Publics	33.5	14.5	.80	10	20	35	40	60	511	-1.3	.311	-.093
Same Carnegie Class	40.8	15.9	.16	15	30	40	55	60	193	-8.6	.000	-.545
Top 50%	41.4	15.6	.08	15	30	40	60	60	185	-9.2	.000	-.592
Top 10%	44.1	14.5	.21	20	35	45	60	60	5,048	-11.9	.000	-.826

NSSE 2024 Engagement Indicators

Detailed Statistics^a

University of New Hampshire at Durham

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 202)	25.7	15.4	1.08	5	15	25	35	55				
Comparator instituti	24.4	15.9	.34	0	15	20	35	60	2,409	1.2	.299	.076
New England Publics	26.5	15.4	.82	5	15	25	40	60	550	-.8	.554	-.052
Same Carnegie Class	23.6	16.4	.16	0	10	20	35	60	11,112	2.1	.075	.126
Top 50%	29.9	16.3	.12	5	20	30	40	60	18,465	-4.3	.000	-.262
Top 10%	34.9	16.1	.37	10	20	35	45	60	2,121	-9.2	.000	-.577
Effective Teaching Practices												
UNH (N = 194)	40.4	12.7	.91	20	32	40	52	60				
Comparator instituti	39.3	13.3	.29	16	32	40	48	60	2,324	1.1	.260	.085
New England Publics	40.1	12.5	.68	20	32	40	48	60	533	.3	.773	.026
Same Carnegie Class	40.2	13.9	.14	16	32	40	52	60	10,741	.2	.805	.018
Top 50%	42.5	13.8	.08	20	32	44	56	60	30,264	-2.1	.038	-.150
Top 10%	45.2	13.1	.22	20	36	48	60	60	3,871	-4.8	.000	-.369
Campus Environment												
Quality of Interactions												
UNH (N = 183)	42.6	10.8	.80	23	36	44	50	58				
Comparator instituti	40.4	12.0	.28	18	33	42	48	60	229	2.2	.011	.181
New England Publics	40.7	10.9	.62	22	34	40	48	60	494	1.9	.063	.173
Same Carnegie Class	42.6	12.3	.13	20	35	44	52	60	192	-.1	.939	-.005
Top 50%	45.4	12.0	.07	22	38	48	55	60	185	-2.8	.001	-.236
Top 10%	48.1	12.3	.16	23	42	50	60	60	198	-5.5	.000	-.453
Supportive Environment												
UNH (N = 185)	30.6	12.1	.89	10	23	30	40	53				
Comparator instituti	31.2	13.6	.31	10	20	30	40	58	231	-.6	.530	-.044
New England Publics	29.9	12.6	.71	10	20	30	38	55	503	.7	.549	.055
Same Carnegie Class	33.1	14.3	.14	10	23	33	43	60	194	-2.5	.006	-.176
Top 50%	34.6	14.2	.08	10	25	35	45	60	187	-4.1	.000	-.288
Top 10%	38.0	13.7	.26	15	28	40	48	60	216	-7.4	.000	-.544

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 \pm 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.