



NSSE 2014

Engagement Indicators

University of New Hampshire

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.

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 first-year and senior 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.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed 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 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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. The Report Builder—Institution Version and your *Major Field Report* (both to be 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 Web site: nsse.iub.edu

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 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.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Core Comparators	Your first-year students compared with Carnegie Class	Your first-year students compared with New England Publics
<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	--	--	△

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Core Comparators	Your seniors compared with Carnegie Class	Your seniors compared with New England Publics
<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	--	--	△

Academic Challenge: First-year students

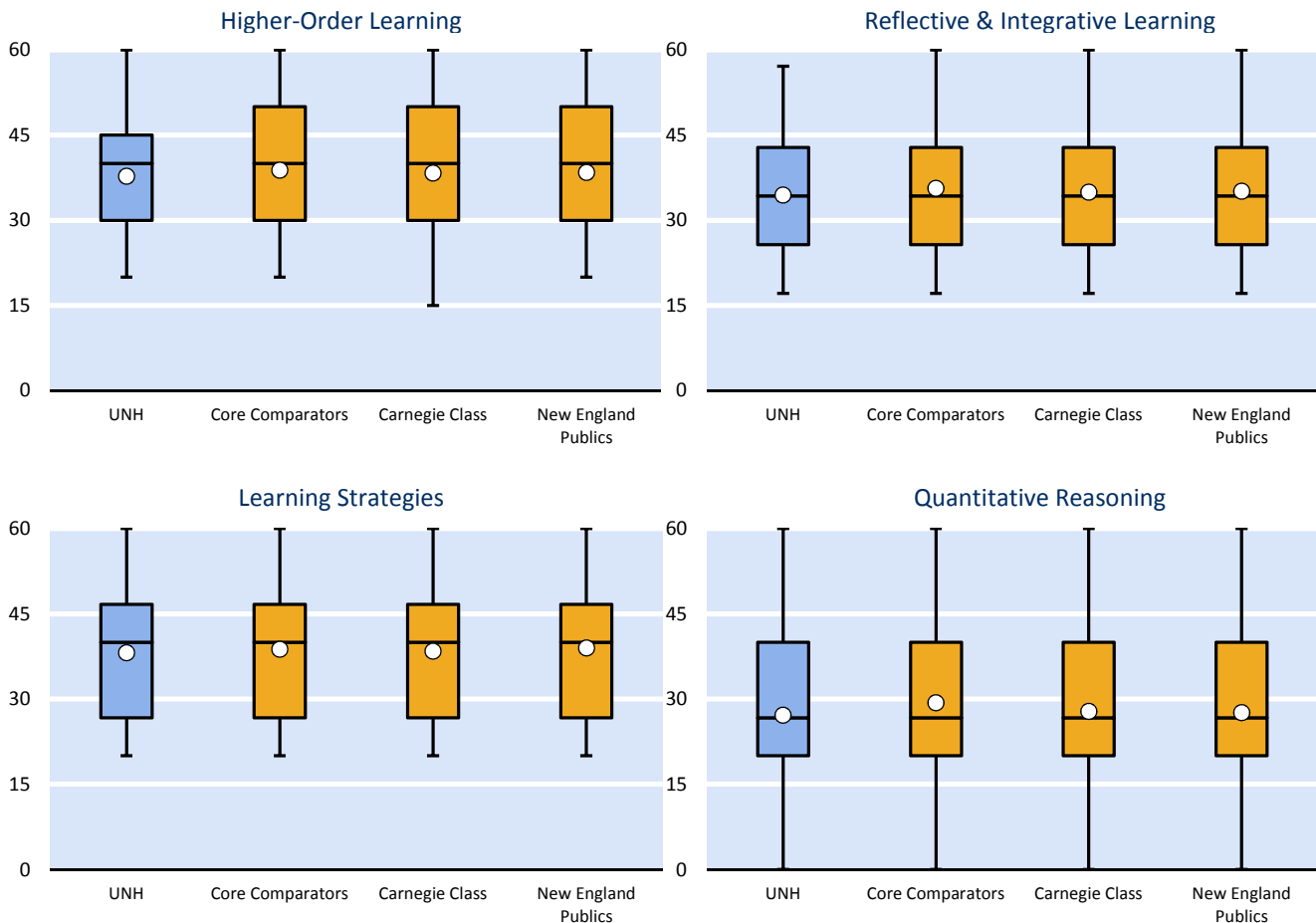
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Core Comparators		Carnegie Class		New England Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.8	38.8	-.08	38.3	-.04	38.4	-.05
Reflective & Integrative Learning	34.4	35.6 *	-.09	34.9	-.04	35.1	-.05
Learning Strategies	38.2	38.8	-.04	38.4	-.02	39.0	-.06
Quantitative Reasoning	27.2	29.4 **	-.14	27.8	-.04	27.6	-.03

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





































































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)

Summary of Indicator Items

	UNH	Core Comparators	Carnegie Class	New England Publics
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	74 	78 	73 	72 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 	74 	71 	71 
4d. Evaluating a point of view, decision, or information source	70 	65 	66 	69 
4e. Forming a new idea or understanding from various pieces of information	67 	66 	66 	68 
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	58 	59 	55 	56 
2b. Connected your learning to societal problems or issues	52 	54 	50 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43 	49 	47 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56 	61 	61 	60 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63 	65 	65 	64 
2f. Learned something that changed the way you understand an issue or concept	64 	66 	63 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	79 	78 	76 	76 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	80 	78 	80 
9b. Reviewed your notes after class	63 	62 	63 	64 
9c. Summarized what you learned in class or from course materials	62 	62 	61 	63 
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.)	50 	57 	53 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39 	42 	39 	39 
6c. Evaluated what others have concluded from numerical information	38 	42 	38 	38 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Academic Challenge: Seniors

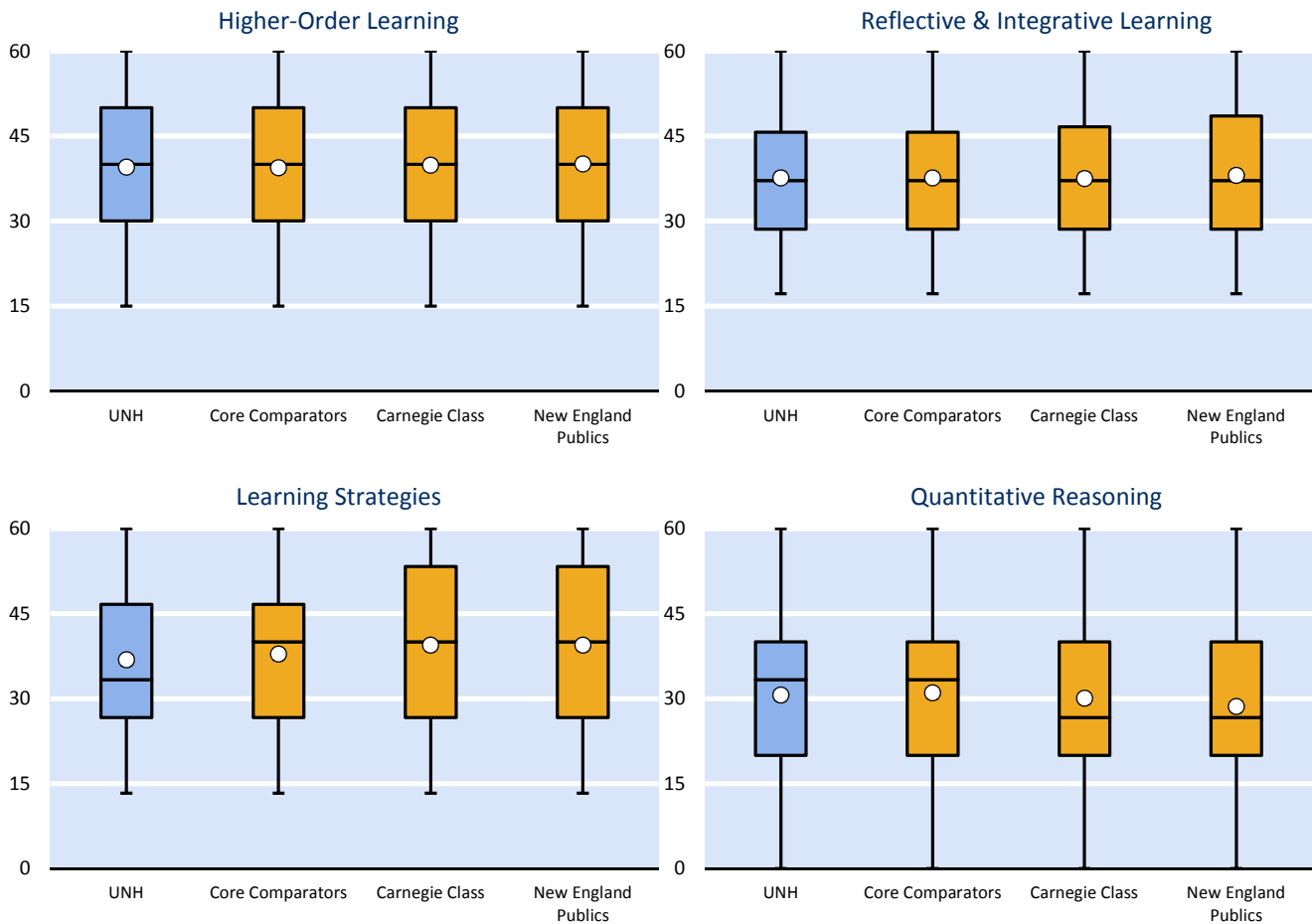
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Core Comparators		Carnegie Class		New England Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.6	39.4	.01	39.9	-.02	40.1	-.04
Reflective & Integrative Learning	37.6	37.6	.00	37.5	.01	38.1	-.03
Learning Strategies	36.8	37.9	-.07	39.4 ***	-.17	39.4 ***	-.17
Quantitative Reasoning	30.6	31.0	-.02	30.1	.03	28.6 **	.11

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


























































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)

Summary of Indicator Items

	UNH	Core Comparators	Carnegie Class	New England Publics
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 	79 	79 	77 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	75 	75 	75 
4d. Evaluating a point of view, decision, or information source	69 	64 	66 	69 
4e. Forming a new idea or understanding from various pieces of information	71 	67 	69 	71 
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	75 	73 	72 	70 
2b. Connected your learning to societal problems or issues	63 	61 	60 	63 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47 	49 	49 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61 	61 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	66 	67 	68 
2f. Learned something that changed the way you understand an issue or concept	68 	70 	67 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	82 	82 	82 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	81 	81 	82 
9b. Reviewed your notes after class	52 	56 	63 	61 
9c. Summarized what you learned in class or from course materials	56 	59 	63 	64 
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.)	56 	57 	56 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	46 	44 	42 
6c. Evaluated what others have concluded from numerical information	50 	48 	45 	42 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: First-year students

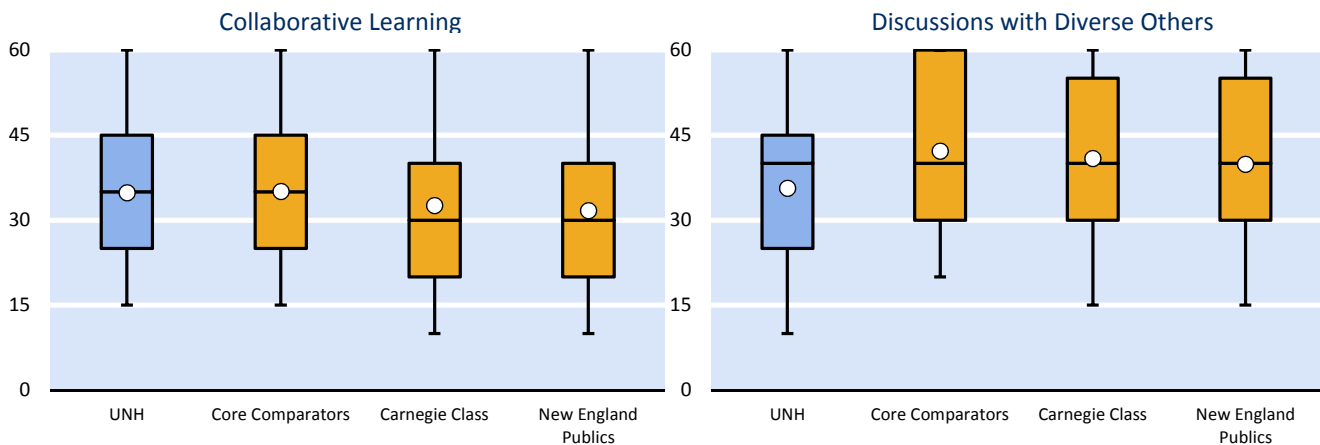
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Core Comparators		Carnegie Class		New England Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	35.0	-.02	32.5 ***	.16	31.6 ***	.23
Discussions with Diverse Others	35.6	42.1 ***	-.44	40.9 ***	-.33	39.8 ***	-.27

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	UNH	Core Comparators	Carnegie Class	New England Publics
1e. Asked another student to help you understand course material	60	59	52	49
1f. Explained course material to one or more students	59	64	59	57
1g. Prepared for exams by discussing or working through course material with other students	57	60	50	49
1h. Worked with other students on course projects or assignments	61	54	51	48

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UNH	Core Comparators	Carnegie Class	New England Publics
8a. People from a race or ethnicity other than your own	53	72	70	69
8b. People from an economic background other than your own	67	76	73	72
8c. People with religious beliefs other than your own	59	75	70	68
8d. People with political views other than your own	66	72	70	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

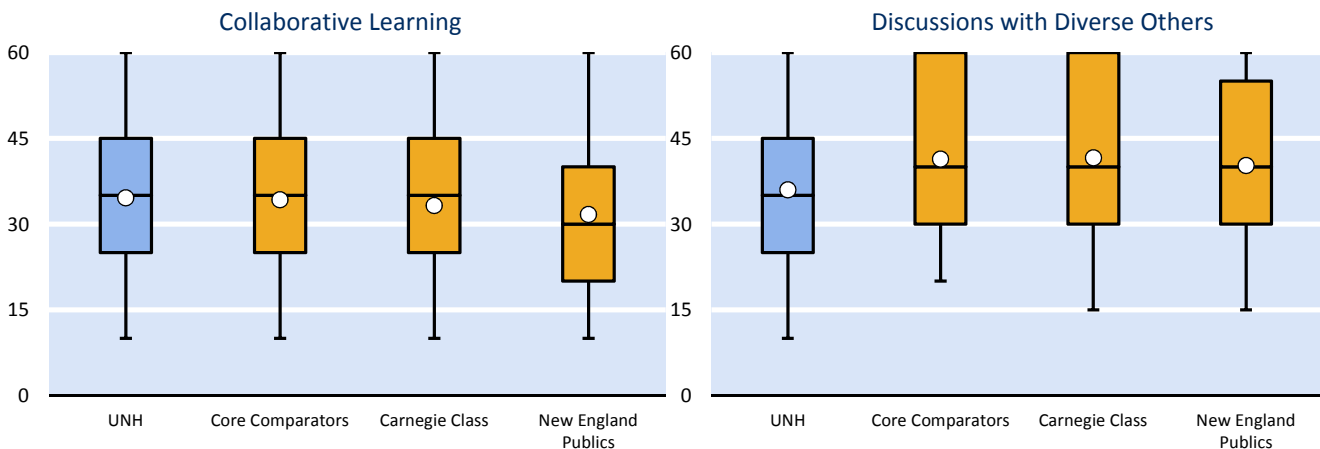
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Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	34.3	.02	33.3 *	.09	31.7 ***	.20
Discussions with Diverse Others	36.0	41.4 ***	-.35	41.6 ***	-.35	40.3 ***	-.27

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	UNH	Core Comparators	Carnegie Class	New England Publics
1e. Asked another student to help you understand course material	50	46	43	39
1f. Explained course material to one or more students	63	63	61	58
1g. Prepared for exams by discussing or working through course material with other students	52	50	48	44
1h. Worked with other students on course projects or assignments	70	66	65	60

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UNH	Core Comparators	Carnegie Class	New England Publics
8a. People from a race or ethnicity other than your own	48	70	71	69
8b. People from an economic background other than your own	66	73	74	73
8c. People with religious beliefs other than your own	61	71	71	68
8d. People with political views other than your own	66	69	72	68

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: First-year students

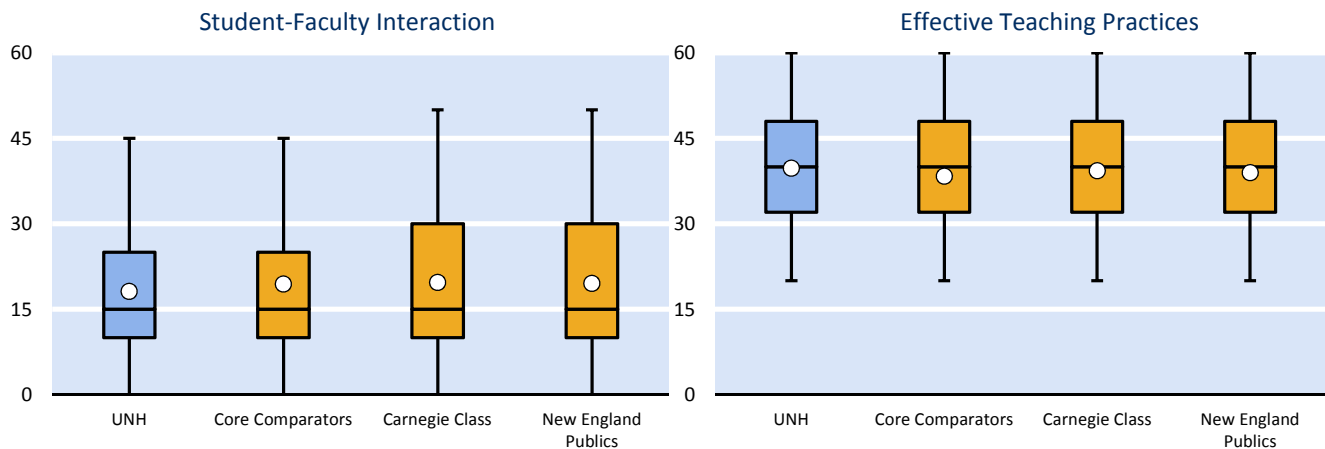
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Core Comparators		Carnegie Class		New England Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.1	19.4 *	-.09	19.7 *	-.11	19.5 *	-.09
Effective Teaching Practices	39.7	38.3 *	.12	39.3	.03	38.9	.06

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

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	UNH	Core Comparators	Carnegie Class	New England Publics
3a. Talked about career plans with a faculty member	25	28	31	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	18	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	24	24	24
3d. Discussed your academic performance with a faculty member	20	25	27	28

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UNH	Core Comparators	Carnegie Class	New England Publics
5a. Clearly explained course goals and requirements	84	82	80	81
5b. Taught course sessions in an organized way	82	79	79	77
5c. Used examples or illustrations to explain difficult points	81	78	77	75
5d. Provided feedback on a draft or work in progress	66	57	62	64
5e. Provided prompt and detailed feedback on tests or completed assignments	57	55	59	60

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: Seniors

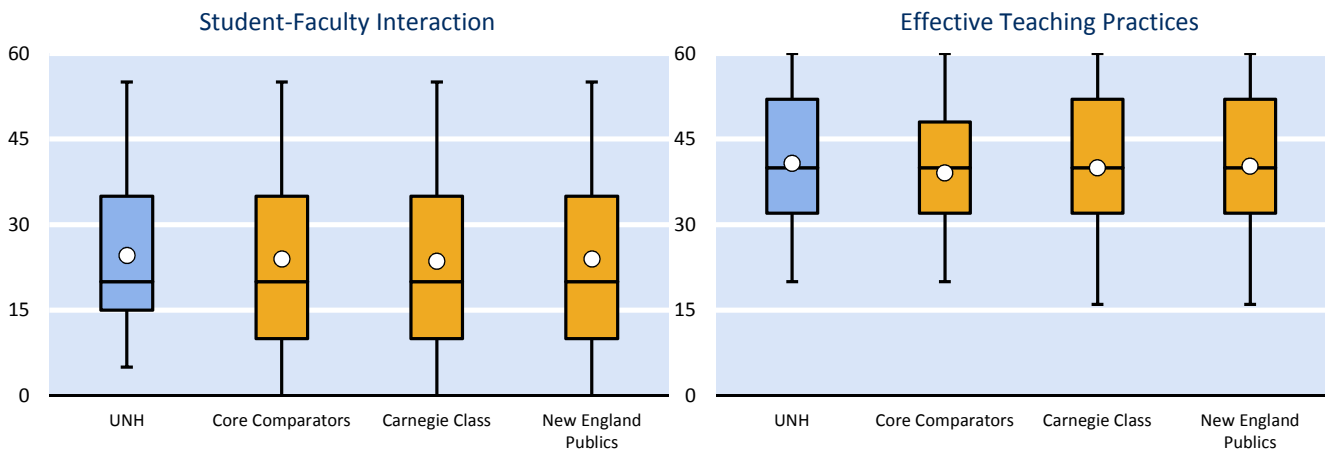
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Core Comparators		Carnegie Class		New England Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.6	23.9	.04	23.6	.06	24.0	.04
Effective Teaching Practices	40.7	39.0 **	.13	40.0	.05	40.2	.04

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

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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	UNH	Core Comparators	Carnegie Class	New England Publics
3a. Talked about career plans with a faculty member	43	42	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	29	27	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	34	33	34
3d. Discussed your academic performance with a faculty member	30	30	32	34

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UNH	Core Comparators	Carnegie Class	New England Publics
5a. Clearly explained course goals and requirements	85	82	81	82
5b. Taught course sessions in an organized way	84	81	80	80
5c. Used examples or illustrations to explain difficult points	81	80	79	79
5d. Provided feedback on a draft or work in progress	60	54	58	62
5e. Provided prompt and detailed feedback on tests or completed assignments	64	60	65	65

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: First-year students

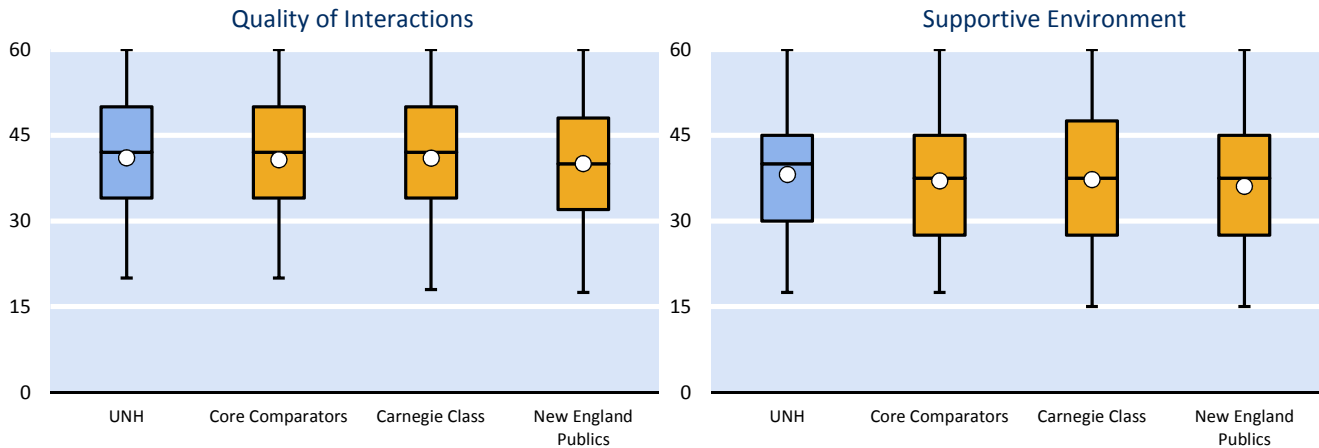
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Core Comparators		Carnegie Class		New England Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0	40.7	.03	41.0	.00	40.0	.08
Supportive Environment	38.2	37.0	.09	37.2	.07	36.1 ***	.16

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UNH	Core Comparators	Carnegie Class	New England Publics
13a. Students	64	61	58	58
13b. Academic advisors	43	42	47	41
13c. Faculty	43	45	48	44
13d. Student services staff (career services, student activities, housing, etc.)	40	41	42	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	36	39	35

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UNH	Core Comparators	Carnegie Class	New England Publics
14b. Providing support to help students succeed academically	82	77	78	76
14c. Using learning support services (tutoring services, writing center, etc.)	81	77	77	77
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	56	58	55
14e. Providing opportunities to be involved socially	77	75	73	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	75	74	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	41	44	42
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	71	69	67
14i. Attending events that address important social, economic, or political issues	55	54	51	52

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: Seniors

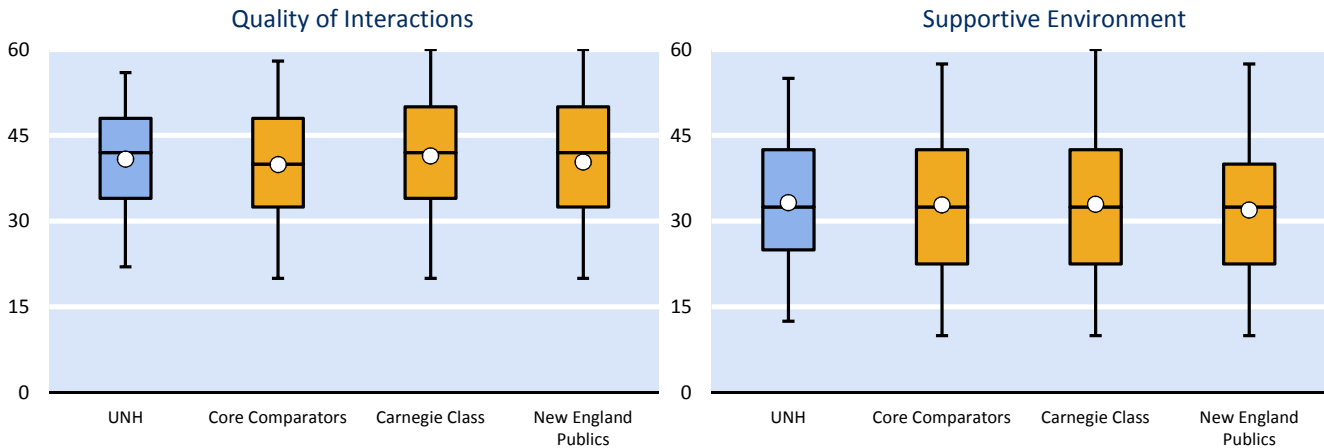
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Core Comparators		Carnegie Class		New England Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	39.9 *	.09	41.4	-.04	40.4	.04
Supportive Environment	33.3	32.8	.03	32.9	.02	31.9 *	.10

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UNH	Core Comparators	Carnegie Class	New England Publics
13a. Students	64	60	62	59
13b. Academic advisors	42	41	48	46
13c. Faculty	52	52	56	54
13d. Student services staff (career services, student activities, housing, etc.)	36	35	40	37
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	31	37	34

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UNH	Core Comparators	Carnegie Class	New England Publics
14b. Providing support to help students succeed academically	71	67	70	68
14c. Using learning support services (tutoring services, writing center, etc.)	65	62	66	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	36	46	49	47
14e. Providing opportunities to be involved socially	71	67	66	63
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	68	64	60
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	29	30	29
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	63	59	56
14i. Attending events that address important social, economic, or political issues	46	49	44	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students		UNH	Your first-year students compared with						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.8	40.6 ***	-.21		42.7 ***	-.36		
	Reflective and Integrative Learning	34.4	37.3 ***	-.23		39.3 ***	-.38		
	Learning Strategies	38.2	41.2 ***	-.22		43.4 ***	-.37		
	Quantitative Reasoning	27.2	28.8 *	-.10		30.6 ***	-.21		
<i>Learning with Peers</i>	Collaborative Learning	34.8	34.7	.01	✓	37.0 ***	-.16		
	Discussions with Diverse Others	35.6	43.2 ***	-.50		45.6 ***	-.67		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.1	23.3 ***	-.35		26.9 ***	-.55		
	Effective Teaching Practices	39.7	42.4 ***	-.20		44.6 ***	-.37		
<i>Campus Environment</i>	Quality of Interactions	41.0	44.0 ***	-.26		46.0 ***	-.43		
	Supportive Environment	38.2	39.4 *	-.09		41.4 ***	-.25		

Seniors		UNH	Your seniors compared with						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.6	43.3 ***	-.27		45.3 ***	-.42		
	Reflective and Integrative Learning	37.6	41.1 ***	-.27		43.1 ***	-.43		
	Learning Strategies	36.8	42.5 ***	-.39		44.9 ***	-.57		
	Quantitative Reasoning	30.6	31.3	-.04	✓	33.0 ***	-.14		
<i>Learning with Peers</i>	Collaborative Learning	34.6	35.4	-.06	✓	37.7 ***	-.23		
	Discussions with Diverse Others	36.0	43.9 ***	-.50		45.8 ***	-.64		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.6	29.5 ***	-.31		34.4 ***	-.60		
	Effective Teaching Practices	40.7	43.0 ***	-.17		45.1 ***	-.33		
<i>Campus Environment</i>	Quality of Interactions	40.9	45.3 ***	-.39		47.4 ***	-.56		
	Supportive Environment	33.3	36.1 ***	-.21		39.0 ***	-.43		

Note: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. 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 significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 517)	37.8	12.5	.55	20	30	40	45	60				
Core Comparators	38.8	13.3	.16	20	30	40	50	60	607	-1.0	.069	-.079
Carnegie Class	38.3	13.9	.09	15	30	40	50	60	546	-.6	.321	-.040
New England Publics	38.4	13.5	.16	20	30	40	50	60	602	-.6	.264	-.048
Top 50%	40.6	13.6	.04	20	30	40	50	60	521	-2.8	.000	-.207
Top 10%	42.7	13.6	.09	20	35	40	55	60	545	-4.9	.000	-.363
Reflective & Integrative Learning												
UNH (N = 529)	34.4	11.8	.51	17	26	34	43	57				
Core Comparators	35.6	12.3	.15	17	26	34	43	60	7,579	-1.1	.038	-.094
Carnegie Class	34.9	12.5	.08	17	26	34	43	60	23,204	-.5	.381	-.039
New England Publics	35.1	12.5	.14	17	26	34	43	60	8,196	-.7	.235	-.053
Top 50%	37.3	12.5	.04	17	29	37	46	60	116,348	-2.9	.000	-.229
Top 10%	39.3	12.6	.08	20	31	40	49	60	554	-4.8	.000	-.385
Learning Strategies												
UNH (N = 479)	38.2	13.6	.62	20	27	40	47	60				
Core Comparators	38.8	14.0	.18	20	27	40	47	60	6,803	-.6	.384	-.041
Carnegie Class	38.4	14.1	.10	20	27	40	47	60	20,590	-.3	.695	-.018
New England Publics	39.0	14.0	.17	20	27	40	47	60	7,350	-.8	.224	-.058
Top 50%	41.2	14.0	.04	20	33	40	53	60	102,095	-3.0	.000	-.216
Top 10%	43.4	14.0	.10	20	33	40	60	60	22,003	-5.2	.000	-.373
Quantitative Reasoning												
UNH (N = 521)	27.2	16.3	.71	0	20	27	40	60				
Core Comparators	29.4	15.7	.19	0	20	27	40	60	7,442	-2.2	.002	-.140
Carnegie Class	27.8	16.3	.11	0	20	27	40	60	22,648	-.7	.361	-.040
New England Publics	27.6	16.1	.19	0	20	27	40	60	8,007	-.4	.548	-.027
Top 50%	28.8	16.3	.04	0	20	27	40	60	148,101	-1.6	.023	-.099
Top 10%	30.6	16.2	.09	0	20	27	40	60	34,289	-3.5	.000	-.213
Learning with Peers												
Collaborative Learning												
UNH (N = 542)	34.8	13.1	.56	15	25	35	45	60				
Core Comparators	35.0	13.7	.16	15	25	35	45	60	7,733	-.3	.677	-.019
Carnegie Class	32.5	13.9	.09	10	20	30	40	60	570	2.2	.000	.161
New England Publics	31.6	13.8	.16	10	20	30	40	60	628	3.2	.000	.229
Top 50%	34.7	13.7	.04	15	25	35	45	60	545	.1	.862	.007
Top 10%	37.0	13.6	.08	15	25	35	45	60	561	-2.2	.000	-.165
Discussions with Diverse Others												
UNH (N = 485)	35.6	15.5	.71	10	25	40	45	60				
Core Comparators	42.1	14.8	.18	20	30	40	60	60	6,909	-6.5	.000	-.439
Carnegie Class	40.9	15.9	.11	15	30	40	55	60	20,793	-5.2	.000	-.330
New England Publics	39.8	15.8	.19	15	30	40	55	60	7,454	-4.2	.000	-.268
Top 50%	43.2	15.4	.04	20	35	45	60	60	128,521	-7.6	.000	-.495
Top 10%	45.6	14.8	.09	20	40	50	60	60	27,244	-10.0	.000	-.674

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^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 = 520)	18.1	13.5	.59	0	10	15	25	45				
Core Comparators	19.4	14.1	.17	0	10	15	25	45	7,412	-1.3	.049	-.089
Carnegie Class	19.7	14.3	.10	0	10	15	30	50	22,658	-1.6	.013	-.110
New England Publics	19.5	14.4	.17	0	10	15	30	50	604	-1.4	.027	-.095
Top 50%	23.3	15.0	.05	0	10	20	30	55	527	-5.2	.000	-.347
Top 10%	26.9	16.2	.14	5	15	25	40	60	577	-8.8	.000	-.546
Effective Teaching Practices												
UNH (N = 526)	39.7	12.1	.53	20	32	40	48	60				
Core Comparators	38.3	12.1	.15	20	32	40	48	60	7,505	1.4	.011	.115
Carnegie Class	39.3	13.2	.09	20	32	40	48	60	555	.4	.420	.033
New England Publics	38.9	12.8	.15	20	32	40	48	60	610	.8	.149	.062
Top 50%	42.4	13.2	.04	20	32	44	52	60	532	-2.6	.000	-.199
Top 10%	44.6	13.3	.10	20	36	44	56	60	562	-4.9	.000	-.368
Campus Environment												
Quality of Interactions												
UNH (N = 458)	41.0	11.5	.54	20	34	42	50	60				
Core Comparators	40.7	11.4	.15	20	34	42	50	60	6,608	.3	.567	.028
Carnegie Class	41.0	12.3	.09	18	34	42	50	60	483	.1	.914	.005
New England Publics	40.0	12.2	.15	18	32	40	48	60	7,131	1.0	.092	.081
Top 50%	44.0	11.4	.04	22	38	46	52	60	79,139	-3.0	.000	-.260
Top 10%	46.0	11.6	.09	24	40	48	55	60	16,761	-5.0	.000	-.432
Supportive Environment												
UNH (N = 433)	38.2	12.4	.59	18	30	40	45	60				
Core Comparators	37.0	12.7	.16	18	28	38	45	60	6,439	1.1	.069	.090
Carnegie Class	37.2	13.6	.10	15	28	38	48	60	457	.9	.123	.068
New England Publics	36.1	13.2	.16	15	28	38	45	60	500	2.1	.001	.157
Top 50%	39.4	13.2	.04	18	30	40	50	60	436	-1.2	.037	-.094
Top 10%	41.4	12.8	.09	20	33	40	53	60	450	-3.2	.000	-.250

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 595)	39.6	13.5	.55	15	30	40	50	60				
Core Comparators	39.4	14.0	.14	15	30	40	50	60	10,233	.2	.796	.011
Carnegie Class	39.9	14.3	.07	15	30	40	50	60	615	-.3	.545	-.024
New England Publics	40.1	14.1	.14	15	30	40	50	60	11,410	-.5	.358	-.039
Top 50%	43.3	13.7	.04	20	35	40	55	60	599	-3.7	.000	-.271
Top 10%	45.3	13.6	.07	20	40	45	60	60	614	-5.7	.000	-.420
Reflective & Integrative Learning												
UNH (N = 629)	37.6	12.7	.51	17	29	37	46	60				
Core Comparators	37.6	13.0	.13	17	29	37	46	60	10,680	.0	.979	.001
Carnegie Class	37.5	13.1	.07	17	29	37	47	60	38,753	.1	.843	.008
New England Publics	38.1	13.1	.12	17	29	37	49	60	11,935	-.5	.394	-.035
Top 50%	41.1	12.6	.03	20	31	40	51	60	138,496	-3.4	.000	-.270
Top 10%	43.1	12.5	.07	20	34	43	54	60	30,855	-5.4	.000	-.433
Learning Strategies												
UNH (N = 553)	36.8	15.2	.65	13	27	33	47	60				
Core Comparators	37.9	14.9	.16	13	27	40	47	60	9,683	-1.0	.113	-.069
Carnegie Class	39.4	14.9	.08	13	27	40	53	60	35,077	-2.6	.000	-.172
New England Publics	39.4	14.9	.15	13	27	40	53	60	10,864	-2.6	.000	-.172
Top 50%	42.5	14.5	.03	20	33	40	60	60	173,300	-5.6	.000	-.388
Top 10%	44.9	14.1	.07	20	33	47	60	60	564	-8.0	.000	-.567
Quantitative Reasoning												
UNH (N = 613)	30.6	17.8	.72	0	20	33	40	60				
Core Comparators	31.0	17.5	.18	0	20	33	40	60	10,445	-.4	.552	-.025
Carnegie Class	30.1	17.3	.09	0	20	27	40	60	37,953	.5	.445	.031
New England Publics	28.6	17.4	.17	0	20	27	40	60	11,660	2.0	.006	.115
Top 50%	31.3	17.2	.04	0	20	33	40	60	218,617	-.7	.304	-.042
Top 10%	33.0	16.9	.07	0	20	33	47	60	624	-2.4	.001	-.143
Learning with Peers												
Collaborative Learning												
UNH (N = 627)	34.6	13.8	.55	10	25	35	45	60				
Core Comparators	34.3	14.3	.14	10	25	35	45	60	10,881	.3	.568	.023
Carnegie Class	33.3	14.4	.07	10	25	35	45	60	39,264	1.3	.021	.093
New England Publics	31.7	14.4	.14	10	20	30	40	60	12,025	2.9	.000	.201
Top 50%	35.4	13.8	.03	15	25	35	45	60	184,268	-.8	.162	-.056
Top 10%	37.7	13.6	.07	15	30	40	50	60	37,445	-3.1	.000	-.229
Discussions with Diverse Others												
UNH (N = 564)	36.0	15.1	.64	10	25	35	45	60				
Core Comparators	41.4	15.5	.16	20	30	40	60	60	9,785	-5.4	.000	-.349
Carnegie Class	41.6	16.1	.09	15	30	40	60	60	583	-5.7	.000	-.351
New England Publics	40.3	15.9	.16	15	30	40	55	60	10,923	-4.3	.000	-.270
Top 50%	43.9	15.8	.03	20	35	45	60	60	566	-8.0	.000	-.505
Top 10%	45.8	15.4	.07	20	40	50	60	60	55,396	-9.9	.000	-.641

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^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 = 610)	24.6	15.5	.63	5	15	20	35	55				
Core Comparators	23.9	15.7	.16	0	10	20	35	55	10,471	.6	.347	.039
Carnegie Class	23.6	16.1	.08	0	10	20	35	55	38,016	1.0	.133	.061
New England Publics	24.0	16.0	.15	0	10	20	35	55	11,665	.6	.361	.038
Top 50%	29.5	16.1	.05	5	20	30	40	60	618	-5.0	.000	-.309
Top 10%	34.4	16.4	.15	10	20	35	45	60	680	-9.8	.000	-.602
Effective Teaching Practices												
UNH (N = 614)	40.7	13.1	.53	20	32	40	52	60				
Core Comparators	39.0	12.8	.13	20	32	40	48	60	10,535	1.7	.002	.132
Carnegie Class	40.0	13.7	.07	16	32	40	52	60	38,293	.8	.177	.055
New England Publics	40.2	13.5	.13	16	32	40	52	60	11,787	.5	.356	.038
Top 50%	43.0	13.6	.04	20	36	44	56	60	619	-2.3	.000	-.171
Top 10%	45.1	13.4	.09	20	36	48	60	60	22,726	-4.4	.000	-.329
Campus Environment												
Quality of Interactions												
UNH (N = 553)	40.9	10.2	.43	22	34	42	48	56				
Core Comparators	39.9	11.3	.12	20	33	40	48	58	639	1.0	.026	.089
Carnegie Class	41.4	11.9	.07	20	34	42	50	60	578	-.5	.240	-.043
New England Publics	40.4	11.8	.12	20	33	42	50	60	637	.5	.257	.043
Top 50%	45.3	11.3	.03	24	38	48	54	60	559	-4.4	.000	-.389
Top 10%	47.4	11.6	.07	24	40	50	58	60	579	-6.5	.000	-.560
Supportive Environment												
UNH (N = 529)	33.3	12.7	.55	13	25	33	43	55				
Core Comparators	32.8	13.4	.14	10	23	33	43	58	9,265	.4	.474	.032
Carnegie Class	32.9	14.2	.08	10	23	33	43	60	550	.3	.571	.022
New England Publics	31.9	13.8	.14	10	23	33	40	58	597	1.3	.021	.096
Top 50%	36.1	13.8	.04	13	28	38	45	60	533	-2.8	.000	-.206
Top 10%	39.0	13.3	.09	17	30	40	50	60	23,035	-5.7	.000	-.429

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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.