NSSE 2016
Engagement Indicators

University of New Hampshire at Manchester

About Your *Engagement Indicators* Report

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

Theme	Engagement Indicator
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

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.

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 2015 and 2016 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. 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, 2015). 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 website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with NH/MA Regional Pub	Your first-year students compared with Small NH/MA Private	Your first-year students compared with NSSE 2015 & 2016
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 NH/MA Regional Pub	Your seniors compared with Small NH/MA Private	Your seniors compared with NSSE 2015 & 2016
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	--	--	--

NSSE 2016 Engagement Indicators

Academic Challenge
University of New Hampshire at Manchester

## 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

| | UNH Manchester | Your first-year students compared with | | | | | |
| | | NH/MA Regional Pub | | Small NH/MA Private | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.0	37.8	-.21	39.8	-.37	39.0	-.29
Reflective & Integrative Learning	30.1	35.2	-.42	37.1 *	-.58	35.8	-.46
Learning Strategies	36.0	39.3	-.23	39.6	-.27	39.4	-.24
Quantitative Reasoning	27.2	27.7	-.03	27.0	.01	27.6	-.03

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

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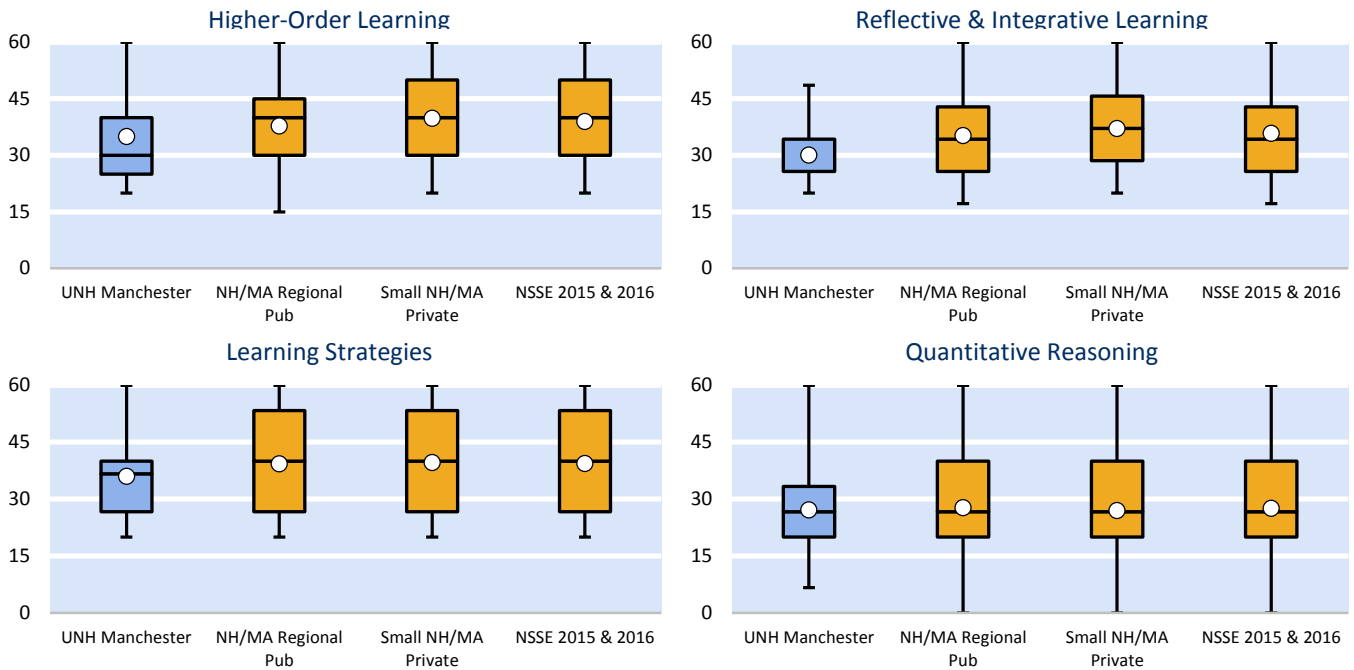
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	UNH Manchester	Percentage point difference [a] between your FY students and		
Higher-Order Learning		NH/MA Regional Pub	Small NH/MA Private	NSSE 2015 & 2016
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	69	-2	-3	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	54	-15	-21	-18
4d. Evaluating a point of view, decision, or information source	54	-15	-22	-17
4e. Forming a new idea or understanding from various pieces of information	46	-21	-28	-23
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	46	-10	-15	-9
2b. Connected your learning to societal problems or issues	46	-8	-16	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-10	-18	-14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	46	-16	-18	-17
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	54	-14	-15	-15
2f. Learned something that changed the way you understand an issue or concept	42	-26	-27	-25
2g. Connected ideas from your courses to your prior experiences and knowledge	54	-24	-25	-24
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	64	-16	-20	-16
9b. Reviewed your notes after class	64	-5	-0	-3
9c. Summarized what you learned in class or from course materials	60	-5	-4	-4
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.)	54	+2	+5	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-8	-7	-8
6c. Evaluated what others have concluded from numerical information	38	-0	+1	+0

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 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

| | UNH Manchester | Your seniors compared with | | | | | |
| | | NH/MA Regional Pub | | Small NH/MA Private | | NSSE 2015 & 2016 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.8	39.8	.14	41.8	.00	41.1	.05
Reflective & Integrative Learning	35.1	37.5	-.18	39.8 *	-.38	39.1	-.30
Learning Strategies	41.7	38.3	.23	38.8	.20	39.9	.12
Quantitative Reasoning	25.5	29.3	-.22	27.9	-.15	30.0	-.27

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

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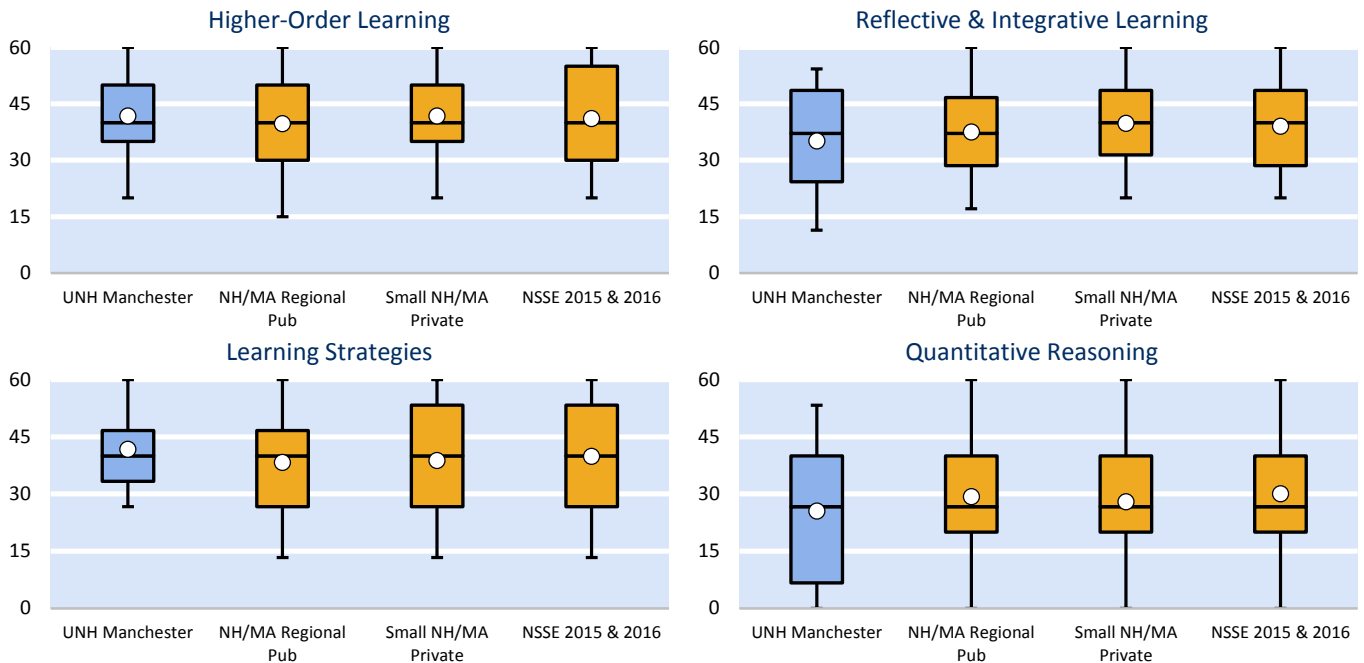
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

|	UNH Manchester	Percentage point difference [a] between your seniors and		
Higher-Order Learning		NH/MA Regional Pub	Small NH/MA Private	NSSE 2015 & 2016
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	78	-1	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	+9	+3	+5
4d. Evaluating a point of view, decision, or information source	63	-7	-16	-9
4e. Forming a new idea or understanding from various pieces of information	77	+7	-2	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	58	-12	-12	-14
2b. Connected your learning to societal problems or issues	50	-10	-21	-15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-8	-16	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-6	-13	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-0	-5	-4
2f. Learned something that changed the way you understand an issue or concept	68	-2	-6	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-4	-8	-6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	89	+10	+4	+7
9b. Reviewed your notes after class	71	+12	+14	+8
9c. Summarized what you learned in class or from course materials	71	+9	+8	+6
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.)	51	-2	+3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-6	-3	-6
6c. Evaluated what others have concluded from numerical information	38	-5	-2	-6

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 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.

NSSE 2016 Engagement Indicators

Learning with Peers

University of New Hampshire at Manchester

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

	UNH Manchester	*Your first-year students compared with*					
		NH/MA Regional Pub		Small NH/MA Private		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.0	32.3 **	-.53	33.4 **	-.63	33.2 **	-.58
Discussions with Diverse Others	38.6	40.9	-.15	40.7	-.14	40.5	-.12

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

	UNH Manchester	*Percentage point difference [a] between your FY students and*		
Collaborative Learning		NH/MA Regional Pub	Small NH/MA Private	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	29	-23	-23	-25
1f. Explained course material to one or more students	43	-16	-13	-16
1g. Prepared for exams by discussing or working through course material with other students	43	-8	-9	-9
1h. Worked with other students on course projects or assignments	43	-9	-16	-12
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	45	-27	-28	-26
8b. People from an economic background other than your own	55	-19	-21	-19
8c. People with religious beliefs other than your own	73	+4	+9	+5
8d. People with political views other than your own	100	+29	+29	+32

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 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.
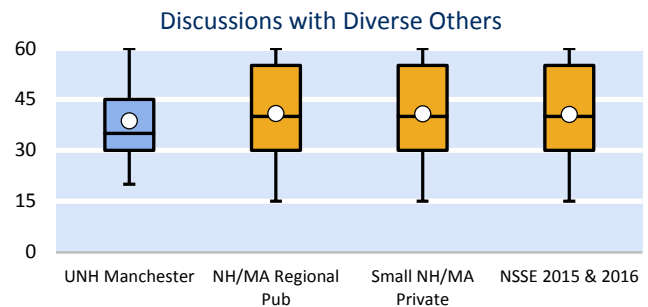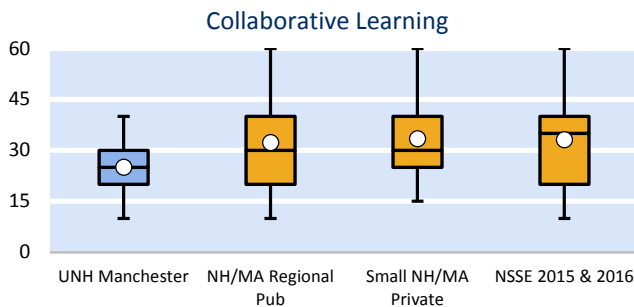
Learning with Peers: Seniors

Collaborating with others in mastering difficult material and 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 Manchester Mean	NH/MA Regional Pub Mean	NH/MA Regional Pub Effect size	Small NH/MA Private Mean	Small NH/MA Private Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
		Your seniors compared with					
Collaborative Learning	33.6	34.0	-.02	32.9	.05	32.9	.05
Discussions with Diverse Others	34.3	40.0 *	-.36	39.1	-.31	41.2 *	-.43

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

	UNH Manchester	NH/MA Regional Pub	Small NH/MA Private	NSSE 2015 & 2016
Collaborative Learning		*Percentage point difference [a] between your seniors and*		
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	39	-5	-4	-4
1f. Explained course material to one or more students	59	-5	-3	-1
1g. Prepared for exams by discussing or working through course material with other students	46	-6	-3	-1
1h. Worked with other students on course projects or assignments	65	-1	+1	+0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	49	-21	-17	-23
8b. People from an economic background other than your own	59	-16	-14	-15
8c. People with religious beliefs other than your own	44	-25	-15	-24
8d. People with political views other than your own	63	-5	-7	-7

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 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.

NSSE 2016 Engagement Indicators

Experiences with Faculty

University of New Hampshire at Manchester

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

	UNH Manchester	NH/MA Regional Pub		Small NH/MA Private		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.7	20.5	.15	22.9	-.01	21.0	.12
Effective Teaching Practices	35.7	39.4	-.30	40.5	-.37	39.7	-.30

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

	UNH Manchester	NH/MA Regional Pub	Small NH/MA Private	NSSE 2015 & 2016
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	42	+8	+3	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-5	-7	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-8	-12	-9
3d. Discussed your academic performance with a faculty member	23	-8	-12	-7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	69	-11	-10	-10
5b. Taught course sessions in an organized way	46	-32	-33	-32
5c. Used examples or illustrations to explain difficult points	54	-22	-22	-23
5d. Provided feedback on a draft or work in progress	69	+2	-4	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+0	-5	-0

Percentage point difference [a] between your FY students and

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 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.
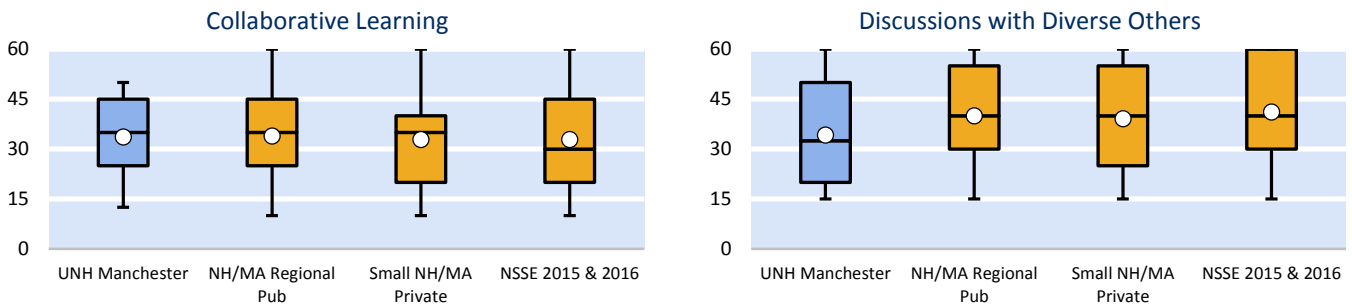
NSSE national survey of student engagement

NSSE 2016 Engagement Indicators
Experiences with Faculty
University of New Hampshire at Manchester
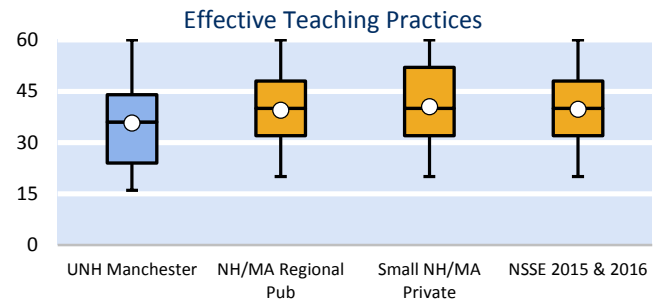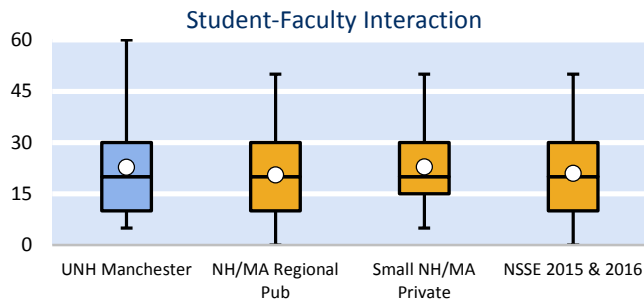
Experiences with Faculty: Seniors

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

| | UNH Manchester | *Your seniors compared with* | | | | | |
| | | NH/MA Regional Pub | | Small NH/MA Private | | NSSE 2015 & 2016 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	24.1	26.5	-.15	28.7	-.28	24.5	-.02
Effective Teaching Practices	42.5	39.8	.20	41.7	.06	40.6	.13

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

| | UNH Manchester | *Percentage point difference [a] between your seniors and* | | |
Student-Faculty Interaction		NH/MA Regional Pub	Small NH/MA Private	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	45	-5	-13	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-6	-9	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	-4	-7	+1
3d. Discussed your academic performance with a faculty member	23	-16	-18	-11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	87	+8	+4	+6
5b. Taught course sessions in an organized way	85	+7	+2	+5
5c. Used examples or illustrations to explain difficult points	77	+0	-2	-2
5d. Provided feedback on a draft or work in progress	69	+5	-0	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+9	+3	+7

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 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.

NSSE 2016 Engagement Indicators

Campus Environment
University of New Hampshire at Manchester

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

	UNH Manchester	Your first-year students compared with					
		NH/MA Regional Pub		Small NH/MA Private		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	32.7	41.2 *	-.74	43.9 **	-.99	42.0 *	-.76
Supportive Environment	34.0	36.8	-.22	37.9	-.30	37.5	-.26

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

	UNH Manchester	Percentage point difference [a] between your FY students and		
Quality of Interactions	%	NH/MA Regional Pub	Small NH/MA Private	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…				
13a. Students	18	-37	-37	-38
13b. Academic advisors	36	-9	-26	-14
13c. Faculty	36	-12	-22	-14
13d. Student services staff (career services, student activities, housing, etc.)	45	+5	-8	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	27	-10	-21	-15
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	90	+13	+8	+12
14c. Using learning support services (tutoring services, writing center, etc.)	80	+3	-2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	-20	-23	-21
14e. Providing opportunities to be involved socially	40	-33	-32	-33
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	30	-42	-39	-42
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	+7	+9	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-11	-6	-9
14i. Attending events that address important social, economic, or political issues	40	-14	-18	-14

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 website.

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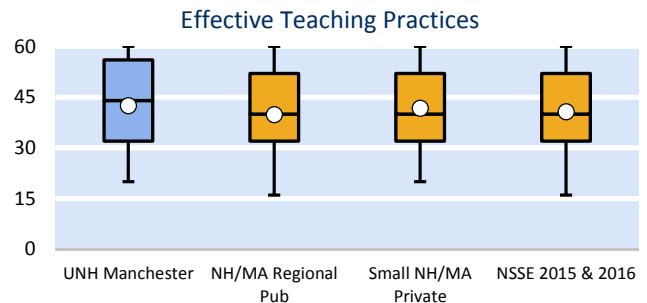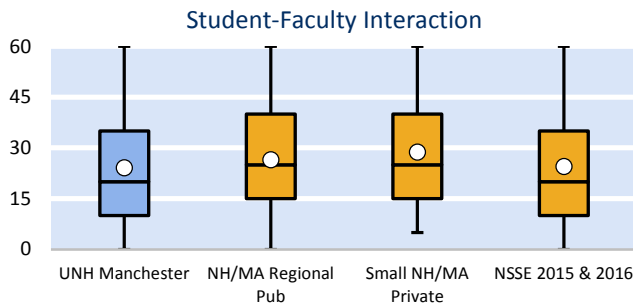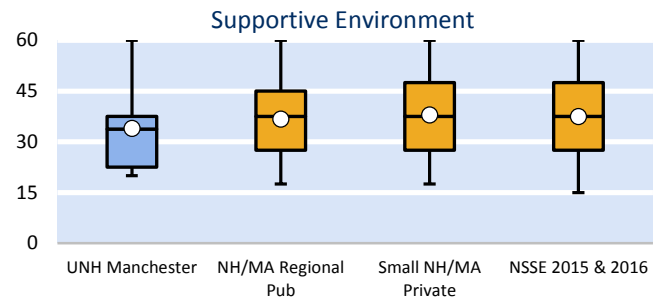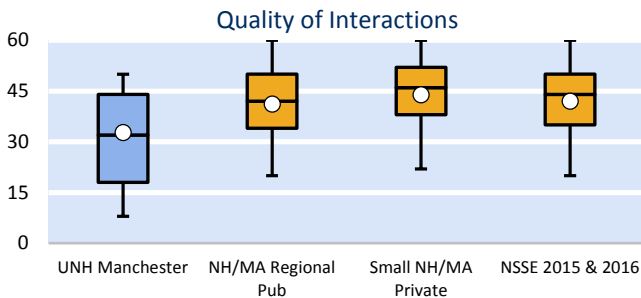
Campus Environment: Seniors

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

Mean Comparisons

	UNH Manchester	Your seniors compared with					
		NH/MA Regional Pub		Small NH/MA Private		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.3	41.6 *	.41	43.5	.27	42.9	.29
Supportive Environment	31.5	33.2	-.13	33.7	-.16	33.4	-.13

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

	UNH Manchester	Percentage point difference [a] between your seniors and		
Quality of Interactions		NH/MA Regional Pub	Small NH/MA Private	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	57	-2	-2	-5
13b. Academic advisors	51	+4	-8	-2
13c. Faculty	62	+7	-6	+2
13d. Student services staff (career services, student activities, housing, etc.)	55	+13	+12	+12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	59	+22	+20	+17
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+0	-6	-1
14c. Using learning support services (tutoring services, writing center, etc.)	77	+9	+2	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-3	-1	-5
14e. Providing opportunities to be involved socially	66	-0	+0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	37	-28	-21	-25
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-9	-7	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-10	-8	-6
14i. Attending events that address important social, economic, or political issues	44	-4	-9	-2

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 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.

This page intentionally left blank.
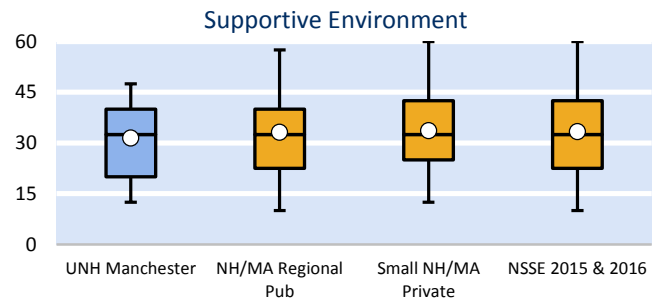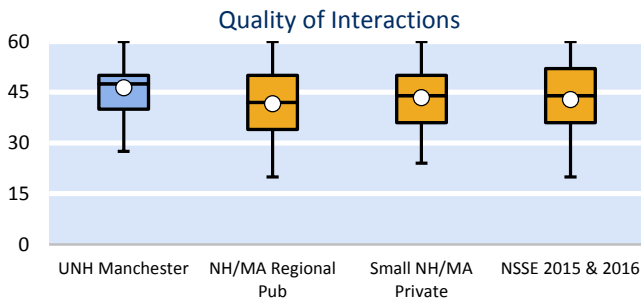
Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), 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 2015 and 2016 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

| | | UNH Manchester | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.0	40.6	-.42		43.0 *	-.61	
	Reflective and Integrative Learning	30.1	37.6 *	-.60		40.0 **	-.79	
	Learning Strategies	36.0	41.2	-.37		43.6	-.54	
	Quantitative Reasoning	27.2	29.1	-.12		31.0	-.24	
Learning with Peers	Collaborative Learning	25.0	35.5 **	-.77		37.9 ***	-.96	
	Discussions with Diverse Others	38.6	42.8	-.28		44.8	-.41	
Experiences with Faculty	Student-Faculty Interaction	22.7	23.8	-.07	✓	27.2	-.28	
	Effective Teaching Practices	35.7	41.6	-.46		43.8 *	-.62	
Campus Environment	Quality of Interactions	32.7	44.1 ***	-1.00		46.3 ***	-1.23	
	Supportive Environment	34.0	39.5	-.42		41.4	-.57	

Seniors

| | | UNH Manchester | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.8	43.3	-.11		45.0	-.24	
	Reflective and Integrative Learning	35.1	41.1 **	-.48		43.3 ***	-.65	
	Learning Strategies	41.7	42.3	-.04	✓	44.7	-.21	
	Quantitative Reasoning	25.5	31.5 *	-.36		33.2 **	-.46	
Learning with Peers	Collaborative Learning	33.6	36.0	-.17		38.2 *	-.34	
	Discussions with Diverse Others	34.3	43.4 ***	-.59		45.4 ***	-.72	
Experiences with Faculty	Student-Faculty Interaction	24.1	29.9 *	-.36		33.8 ***	-.61	
	Effective Teaching Practices	42.5	42.9	-.03	✓	44.8	-.18	
Campus Environment	Quality of Interactions	46.3	45.4	.08	✓	47.1	-.07	✓
	Supportive Environment	31.5	36.1 *	-.34		38.4 **	-.51	

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 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.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
University of New Hampshire at Manchester

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 Manchester (N = 13)	35.0	12.9	3.58	20	25	30	40	60				
NH/MA Regional Pub	37.8	13.6	.41	15	30	40	45	60	1,131	-2.8	.459	-.207
Small NH/MA Private	39.8	13.0	.48	20	30	40	50	60	758	-4.8	.184	-.372
NSSE 2015 & 2016	39.0	13.6	.03	20	30	40	50	60	190,470	-4.0	.289	-.294
Top 50%	40.6	13.4	.04	20	30	40	50	60	94,832	-5.6	.129	-.421
Top 10%	43.0	13.2	.10	20	35	40	55	60	16,086	-8.0	.029	-.608
Reflective & Integrative Learning												
UNH Manchester (N = 13)	30.1	9.5	2.64	20	26	26	34	49				
NH/MA Regional Pub	35.2	12.1	.35	17	26	34	43	60	1,181	-5.1	.130	-.423
Small NH/MA Private	37.1	12.0	.43	20	29	37	46	60	789	-7.0	.037	-.583
NSSE 2015 & 2016	35.8	12.4	.03	17	26	34	43	60	198,679	-5.7	.095	-.463
Top 50%	37.6	12.4	.04	20	29	37	46	60	99,887	-7.4	.030	-.603
Top 10%	40.0	12.4	.10	20	31	40	49	60	16,182	-9.8	.004	-.794
Learning Strategies												
UNH Manchester (N = 10)	36.0	12.3	3.87	20	27	37	40	60				
NH/MA Regional Pub	39.3	13.9	.43	20	27	40	53	60	1,044	-3.3	.460	-.235
Small NH/MA Private	39.6	13.8	.52	20	27	40	53	60	710	-3.6	.405	-.265
NSSE 2015 & 2016	39.4	14.0	.03	20	27	40	53	60	176,000	-3.4	.446	-.241
Top 50%	41.2	13.9	.05	20	33	40	53	60	82,562	-5.2	.243	-.369
Top 10%	43.6	14.0	.11	20	33	40	60	60	14,902	-7.6	.087	-.541
Quantitative Reasoning												
UNH Manchester (N = 13)	27.2	14.3	3.96	7	20	27	33	60				
NH/MA Regional Pub	27.7	16.0	.47	0	20	27	40	60	1,146	-.5	.905	-.033
Small NH/MA Private	27.0	16.2	.59	0	20	27	40	60	766	.2	.966	.012
NSSE 2015 & 2016	27.6	16.1	.04	0	20	27	40	60	192,684	-.4	.924	-.026
Top 50%	29.1	16.1	.05	0	20	27	40	60	112,144	-1.9	.673	-.117
Top 10%	31.0	16.1	.10	0	20	33	40	60	25,933	-3.8	.391	-.238
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 14)	25.0	8.8	2.34	10	20	25	30	40				
NH/MA Regional Pub	32.3	13.8	.40	10	20	30	40	60	14	-7.3	.009	-.530
Small NH/MA Private	33.4	13.4	.48	15	25	30	40	60	14	-8.4	.003	-.627
NSSE 2015 & 2016	33.2	14.2	.03	10	20	35	40	60	13	-8.2	.004	-.576
Top 50%	35.5	13.7	.04	15	25	35	45	60	113,138	-10.5	.004	-.768
Top 10%	37.9	13.4	.09	15	30	40	50	60	22,089	-12.9	.000	-.962
Discussions with Diverse Others												
UNH Manchester (N = 11)	38.6	11.4	3.44	20	30	35	45	60				
NH/MA Regional Pub	40.9	15.3	.47	15	30	40	55	60	1,055	-2.2	.631	-.146
Small NH/MA Private	40.7	15.2	.57	15	30	40	55	60	717	-2.1	.649	-.138
NSSE 2015 & 2016	40.5	15.6	.04	15	30	40	55	60	178,118	-1.9	.689	-.121
Top 50%	42.8	15.0	.05	20	35	40	60	60	94,657	-4.2	.354	-.280
Top 10%	44.8	14.8	.09	20	35	45	60	60	25,382	-6.1	.170	-.414

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 Manchester (N = 11)	22.7	15.2	4.59	5	10	20	30	60				
NH/MA Regional Pub	20.5	14.6	.43	0	10	20	30	50	1,149	2.2	.618	.151
Small NH/MA Private	22.9	14.0	.50	5	15	20	30	50	777	-.2	.972	-.011
NSSE 2015 & 2016	21.0	14.6	.03	0	10	20	30	50	194,211	1.8	.688	.121
Top 50%	23.8	14.9	.05	5	15	20	35	55	73,600	-1.1	.812	-.072
Top 10%	27.2	15.8	.16	5	15	25	40	60	9,440	-4.5	.349	-.283
Effective Teaching Practices												
UNH Manchester (N = 13)	35.7	13.7	3.80	16	24	36	44	60				
NH/MA Regional Pub	39.4	12.5	.37	20	32	40	48	60	1,155	-3.7	.286	-.298
Small NH/MA Private	40.5	12.7	.46	20	32	40	52	60	773	-4.8	.182	-.373
NSSE 2015 & 2016	39.7	13.1	.03	20	32	40	48	60	194,828	-4.0	.273	-.304
Top 50%	41.6	13.0	.04	20	32	40	52	60	85,164	-5.9	.100	-.457
Top 10%	43.8	13.1	.10	20	36	44	56	60	16,596	-8.1	.025	-.622
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 11)	32.7	14.0	4.21	8	18	32	44	50				
NH/MA Regional Pub	41.2	11.4	.36	20	34	42	50	60	1,005	-8.5	.014	-.744
Small NH/MA Private	43.9	11.3	.42	22	38	46	52	60	711	-11.1	.001	-.986
NSSE 2015 & 2016	42.0	12.2	.03	20	35	44	50	60	170,606	-9.3	.011	-.764
Top 50%	44.1	11.5	.04	22	38	46	52	60	76,130	-11.4	.001	-.996
Top 10%	46.3	11.0	.10	26	40	48	54	60	13,194	-13.6	.000	-1.232
Supportive Environment												
UNH Manchester (N = 10)	34.0	13.5	4.27	20	23	34	38	60				
NH/MA Regional Pub	36.8	12.7	.41	18	28	38	45	60	989	-2.8	.497	-.216
Small NH/MA Private	37.9	13.1	.50	18	28	38	48	60	688	-3.9	.346	-.301
NSSE 2015 & 2016	37.5	13.6	.03	15	28	38	48	60	165,549	-3.5	.417	-.257
Top 50%	39.5	13.2	.05	18	30	40	50	60	84,437	-5.5	.184	-.421
Top 10%	41.4	12.9	.10	20	33	40	53	60	18,197	-7.4	.071	-.570

a. Due to nonstandard sampling or response issues, all results are unweighted.

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UNH Manchester (N = 37)	41.8	11.5	1.89	20	35	40	50	60				
NH/MA Regional Pub	39.8	14.1	.38	15	30	40	50	60	1,392	2.0	.397	.141
Small NH/MA Private	41.8	12.6	.49	20	35	40	50	60	691	.0	.996	-.001
NSSE 2015 & 2016	41.1	13.9	.03	20	30	40	55	60	247,031	.6	.779	.046
Top 50%	43.3	13.6	.04	20	35	40	55	60	94,956	-1.5	.497	-.112
Top 10%	45.0	13.5	.09	20	40	45	60	60	23,309	-3.2	.149	-.237
Reflective & Integrative Learning												
UNH Manchester (N = 40)	35.1	13.8	2.18	11	24	37	49	54				
NH/MA Regional Pub	37.5	13.2	.35	17	29	37	47	60	1,443	-2.3	.268	-.178
Small NH/MA Private	39.8	12.5	.47	20	31	40	49	60	727	-4.7	.021	-.375
NSSE 2015 & 2016	39.1	12.9	.03	20	29	40	49	60	256,331	-3.9	.055	-.304
Top 50%	41.1	12.6	.04	20	31	40	51	60	99,900	-6.0	.003	-.476
Top 10%	43.3	12.5	.09	20	34	43	54	60	19,587	-8.1	.000	-.650
Learning Strategies												
UNH Manchester (N = 35)	41.7	12.6	2.12	27	33	40	47	60				
NH/MA Regional Pub	38.3	14.6	.41	13	27	40	47	60	1,328	3.4	.171	.235
Small NH/MA Private	38.8	14.3	.56	13	27	40	53	60	679	2.9	.239	.205
NSSE 2015 & 2016	39.9	14.7	.03	13	27	40	53	60	232,805	1.8	.461	.125
Top 50%	42.3	14.5	.04	20	33	40	60	60	105,408	-.6	.813	-.040
Top 10%	44.7	14.1	.09	20	33	47	60	60	22,339	-3.0	.207	-.213
Quantitative Reasoning												
UNH Manchester (N = 39)	25.5	18.3	2.93	0	7	27	40	53				
NH/MA Regional Pub	29.3	17.0	.46	0	20	27	40	60	1,411	-3.8	.171	-.222
Small NH/MA Private	27.9	16.6	.64	0	20	27	40	60	710	-2.5	.371	-.147
NSSE 2015 & 2016	30.0	17.0	.03	0	20	27	40	60	250,580	-4.5	.095	-.267
Top 50%	31.5	16.9	.05	0	20	33	40	60	140,735	-6.0	.026	-.357
Top 10%	33.2	16.8	.09	0	20	33	47	60	32,914	-7.7	.004	-.460
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 40)	33.6	12.5	1.98	13	25	35	45	50				
NH/MA Regional Pub	34.0	14.3	.38	10	25	35	45	60	1,461	-.3	.881	-.024
Small NH/MA Private	32.9	14.6	.55	10	20	35	40	60	730	.7	.760	.050
NSSE 2015 & 2016	32.9	14.8	.03	10	20	30	45	60	261,241	.7	.760	.048
Top 50%	36.0	13.8	.04	15	25	35	45	60	131,007	-2.4	.279	-.171
Top 10%	38.2	13.5	.09	15	30	40	50	60	24,478	-4.6	.031	-.340
Discussions with Diverse Others												
UNH Manchester (N = 34)	34.3	14.9	2.56	15	20	33	50	60				
NH/MA Regional Pub	40.0	15.9	.44	15	30	40	55	60	1,323	-5.7	.038	-.360
Small NH/MA Private	39.1	15.6	.61	15	25	40	55	60	686	-4.9	.076	-.313
NSSE 2015 & 2016	41.2	15.9	.03	15	30	40	60	60	234,849	-6.9	.012	-.433
Top 50%	43.4	15.7	.04	20	35	45	60	60	124,363	-9.2	.001	-.585
Top 10%	45.4	15.5	.09	20	35	50	60	60	27,860	-11.1	.000	-.717

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 Manchester (N = 38)	24.1	16.1	2.62	0	10	20	35	60				
NH/MA Regional Pub	26.5	16.2	.44	0	15	25	40	60	1,419	-2.4	.373	-.146
Small NH/MA Private	28.7	16.6	.64	5	15	25	40	60	719	-4.6	.097	-.277
NSSE 2015 & 2016	24.5	16.3	.03	0	10	20	35	60	251,021	-.4	.887	-.023
Top 50%	29.9	16.0	.06	5	20	30	40	60	69,953	-5.8	.025	-.365
Top 10%	33.8	16.0	.16	10	20	35	45	60	10,079	-9.7	.000	-.608
Effective Teaching Practices												
UNH Manchester (N = 39)	42.5	12.8	2.06	20	32	44	56	60				
NH/MA Regional Pub	39.8	13.6	.37	16	32	40	52	60	1,430	2.7	.229	.195
Small NH/MA Private	41.7	13.0	.50	20	32	40	52	60	713	.8	.705	.062
NSSE 2015 & 2016	40.6	13.7	.03	16	32	40	52	60	252,918	1.8	.406	.133
Top 50%	42.9	13.5	.04	20	36	44	56	60	91,592	-.5	.833	-.034
Top 10%	44.8	13.3	.10	20	36	48	56	60	19,201	-2.4	.267	-.178
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 33)	46.3	9.4	1.64	28	40	48	50	60				
NH/MA Regional Pub	41.6	11.4	.32	20	34	42	50	60	1,295	4.7	.019	.414
Small NH/MA Private	43.5	10.5	.42	24	36	44	50	60	659	2.9	.126	.274
NSSE 2015 & 2016	42.9	11.8	.02	20	36	44	52	60	224,525	3.5	.091	.294
Top 50%	45.4	11.3	.04	24	40	48	54	60	86,555	1.0	.627	.085
Top 10%	47.1	11.6	.08	24	40	50	56	60	22,613	-.8	.692	-.069
Supportive Environment												
UNH Manchester (N = 35)	31.5	11.4	1.92	13	20	33	40	48				
NH/MA Regional Pub	33.2	13.5	.39	10	23	33	40	58	1,263	-1.7	.453	-.129
Small NH/MA Private	33.7	13.6	.55	13	25	33	43	60	657	-2.2	.351	-.162
NSSE 2015 & 2016	33.4	14.3	.03	10	23	33	43	60	223,013	-1.9	.433	-.133
Top 50%	36.1	13.7	.05	13	28	38	45	60	90,176	-4.7	.045	-.339
Top 10%	38.4	13.7	.10	15	30	40	48	60	17,979	-7.0	.003	-.509

a. Due to nonstandard sampling or response issues, all results are unweighted.

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

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

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

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

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

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