NSSE 2018
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
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 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 2017 and 2018 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 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, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2018 Engagement Indicators

Overview

University of New Hampshire

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 Comparator Schools	Your first-year students compared with New England Public	Your first-year students compared with Same Carnegie Classi
Academic Challenge	Higher-Order Learning	▽	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	▲	△
	Discussions with Diverse Others	▼	▽	▽
Experiences with Faculty	Student-Faculty Interaction	--	△	--
	Effective Teaching Practices	--	--	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	△	△

Seniors

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

Academic Challenge: First-year students

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

Mean Comparisons

	UNH						
		Comparator Schools		New England Public		Same Carnegie Classi	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.1	38.2 *	-.09	36.7	.03	37.4	-.03
Reflective & Integrative Learning	34.3	35.0	-.06	34.0	.03	34.8	-.04
Learning Strategies	38.3	37.8	.04	37.3	.08	37.1 *	.09
Quantitative Reasoning	28.0	29.0	-.07	27.6	.03	27.5	.03

Your first-year students compared with

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

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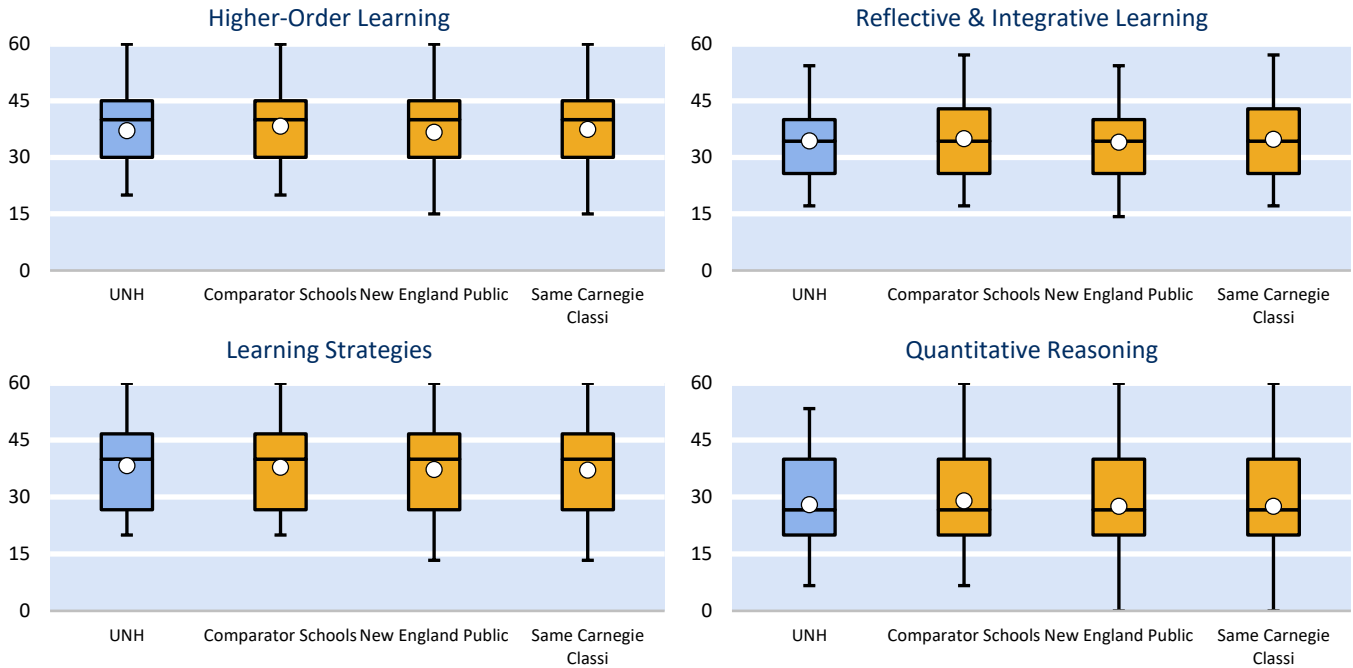
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		UNH %	*Percentage point difference [a] between your FY students and*		
Higher-Order Learning			**Comparator Schools**	**New England Public**	**Same Carnegie Classi**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…					
4b.	Applying facts, theories, or methods to practical problems or new situations	72	-4	+3	+1
4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-4	+0	-0
4d.	Evaluating a point of view, decision, or information source	67	+1	+1	-0
4e.	Forming a new idea or understanding from various pieces of information	67	-1	+2	+1
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"…					
2a.	Combined ideas from different courses when completing assignments	55	+3	+5	+3
2b.	Connected your learning to societal problems or issues	51	-1	+1	+1
2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-8	-6	-7
2d.	Examined the strengths and weaknesses of your own views on a topic or issue	61	-1	+1	-2
2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-3	-1	-3
2f.	Learned something that changed the way you understand an issue or concept	69	+2	+6	+4
2g.	Connected ideas from your courses to your prior experiences and knowledge	78	-0	+4	+2
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"…					
9a.	Identified key information from reading assignments	77	-1	+1	+4
9b.	Reviewed your notes after class	68	+5	+4	+6
9c.	Summarized what you learned in class or from course materials	64	+1	+2	+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.)	52	-4	+1	-0
6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-2	-0	+1
6c.	Evaluated what others have concluded from numerical information	40	-4	+0	+1

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	Comparator Schools		New England Public		Same Carnegie Classi	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	38.3	.02	38.5	.00	39.0	-.04
Reflective & Integrative Learning	37.2	37.2	.00	37.3	-.01	37.2	.00
Learning Strategies	35.2	36.1	-.07	37.4 ***	-.16	37.4 ***	-.15
Quantitative Reasoning	31.5	31.2	.02	28.7 ***	.17	29.6 ***	.12

Your seniors compared with

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

Score Distributions
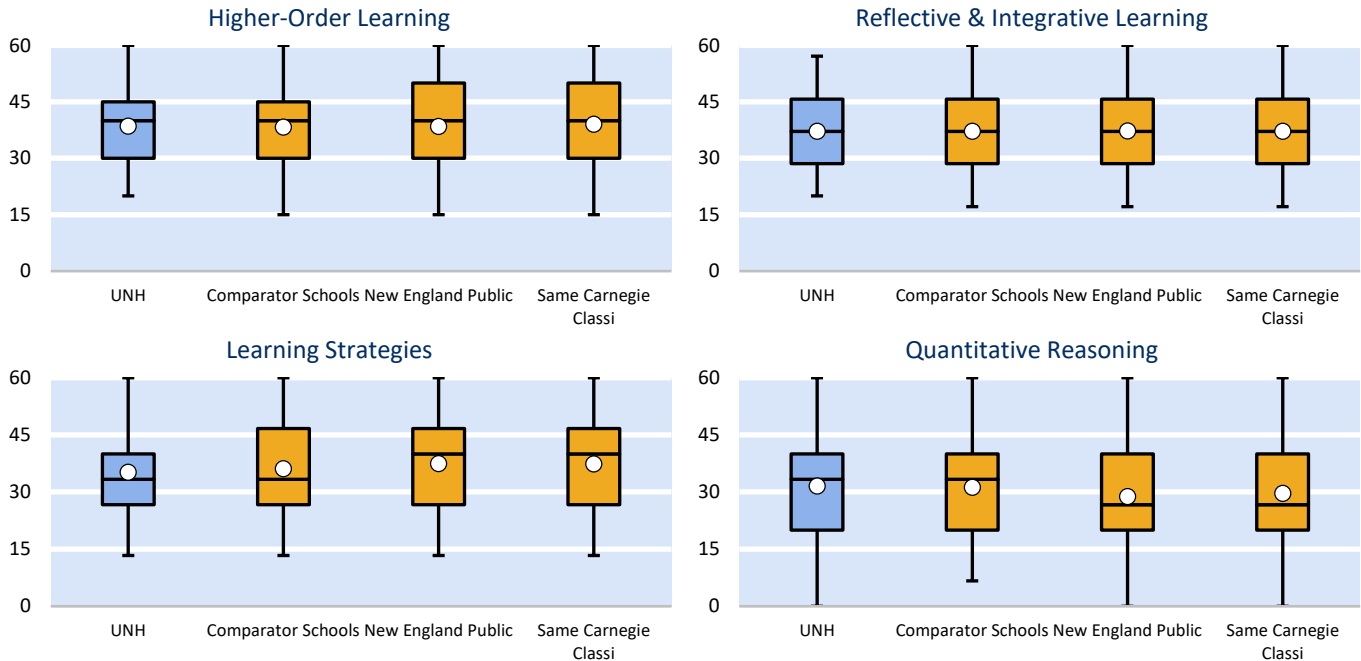
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UNH %	Comparator Schools	New England Public	Same Carnegie Classi
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…				
4b. Applying facts, theories, or methods to practical problems or new situations	79	+2	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+2	+2	-0
4d. Evaluating a point of view, decision, or information source	65	+0	-2	-1
4e. Forming a new idea or understanding from various pieces of information	67	+1	-0	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	74	+4	+7	+5
2b. Connected your learning to societal problems or issues	62	+2	+1	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-4	-6	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+1	+1	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+0	+0	-0
2f. Learned something that changed the way you understand an issue or concept	73	+1	+3	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1	+1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	76	-1	-2	+0
9b. Reviewed your notes after class	50	-4	-9	-10
9c. Summarized what you learned in class or from course materials	55	-3	-6	-5
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.)	60	+2	+8	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+1	+6	+5
6c. Evaluated what others have concluded from numerical information	52	+2	+9	+8

Percentage point difference [a] between your seniors 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.

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							
		Your first-year students compared with						
		Comparator Schools		**New England Public**		**Same Carnegie Classi**		
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*	
Collaborative Learning	36.2	34.9 **	.10	31.6 ***	.34	33.4 ***	.20	
Discussions with Diverse Others	34.6	40.1 ***	-.39	38.5 ***	-.26	39.2 ***	-.30	

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

Score Distributions

Collaborative Learning

Discussions with Diverse Others

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

Performance on Indicator Items

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

	UNH	Comparator Schools	New England Public	Same Carnegie Classi
		Percentage point difference [a] between your FY students and		
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	61	+2	+9	+5
1f. Explained course material to one or more students	64	+1	+7	+4
1g. Prepared for exams by discussing or working through course material with other students	64	+6	+16	+11
1h. Worked with other students on course projects or assignments	66	+5	+14	+10
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	50	-22	-19	-18
8b. People from an economic background other than your own	66	-8	-5	-5
8c. People with religious beliefs other than your own	58	-14	-7	-7
8d. People with political views other than your own	63	+2	+2	-3

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.

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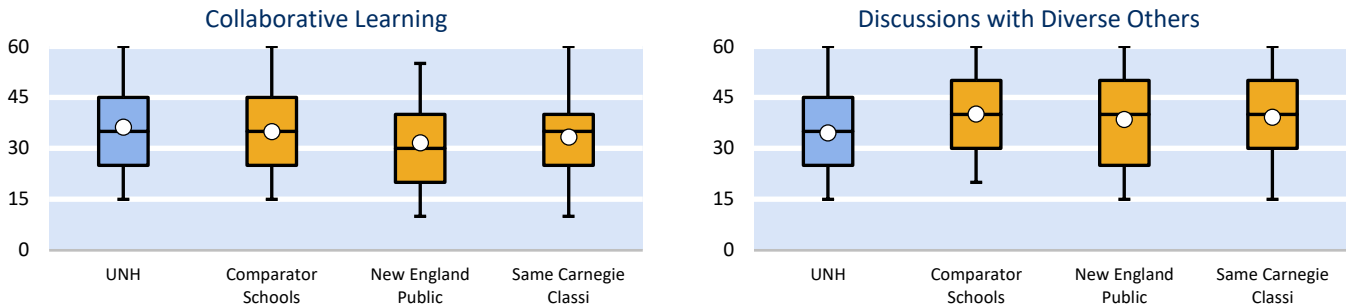
Learning with Peers: Seniors

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

| | UNH | Your seniors compared with | | | | | |
| | | Comparator Schools | | New England Public | | Same Carnegie Classi | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.2	35.3 ***	.14	32.2 ***	.35	33.9 ***	.23
Discussions with Diverse Others	36.5	40.0 ***	-.24	38.8 ***	-.15	39.9 ***	-.21

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

Score Distributions

Collaborative Learning — Discussions with Diverse Others (box-and-whiskers charts for UNH, Comparator Schools, New England Public, Same Carnegie Classi)

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

Performance on Indicator Items

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

| | UNH | Percentage point difference [a] between your seniors and | | |
		Comparator Schools	New England Public	Same Carnegie Classi
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"…				
1e. Asked another student to help you understand course material	55	+4	+12	+7
1f. Explained course material to one or more students	70	+5	+11	+8
1g. Prepared for exams by discussing or working through course material with other students	61	+8	+15	+12
1h. Worked with other students on course projects or assignments	77	+6	+16	+11
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	55	-18	-14	-15
8b. People from an economic background other than your own	69	-5	-2	-4
8c. People with religious beliefs other than your own	61	-11	-6	-6
8d. People with political views other than your own	65	+6	+3	-1

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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 2018 Engagement Indicators

Experiences with Faculty
University of New Hampshire

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	*Your first-year students compared with*					
		Comparator Schools		New England Public		Same Carnegie Classi	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.4	19.4	.07	19.2 *	.09	20.9	-.03
Effective Teaching Practices	38.2	37.5	.06	37.2	.08	37.1 *	.09

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

Score Distributions

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Performance on Indicator Items

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	UNH	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Comparator Schools	New England Public	Same Carnegie Classi
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	35	+5	+5	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	+3	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+2	+4	+1
3d. Discussed your academic performance with a faculty member	27	+3	+1	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-1	+1	+3
5b. Taught course sessions in an organized way	77	+0	+3	+4
5c. Used examples or illustrations to explain difficult points	76	+1	+4	+4
5d. Provided feedback on a draft or work in progress	64	+5	+4	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	55	+1	-1	+1

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.

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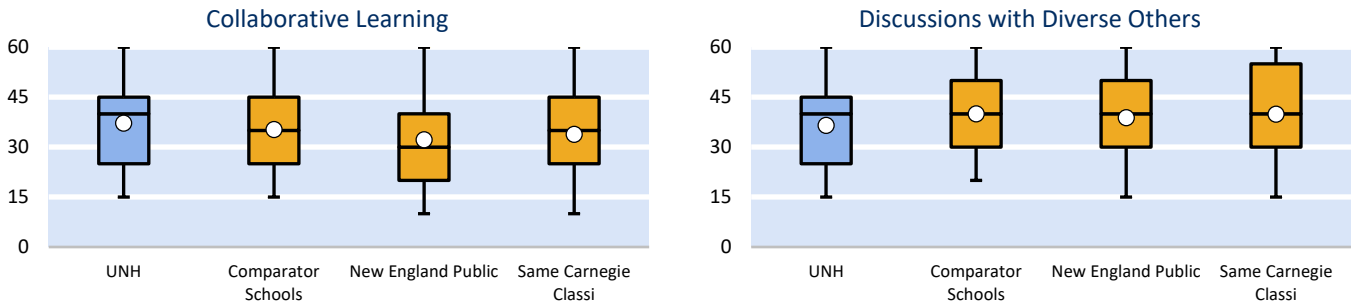
NSSE 2018 Engagement Indicators

Experiences with Faculty

University of New Hampshire
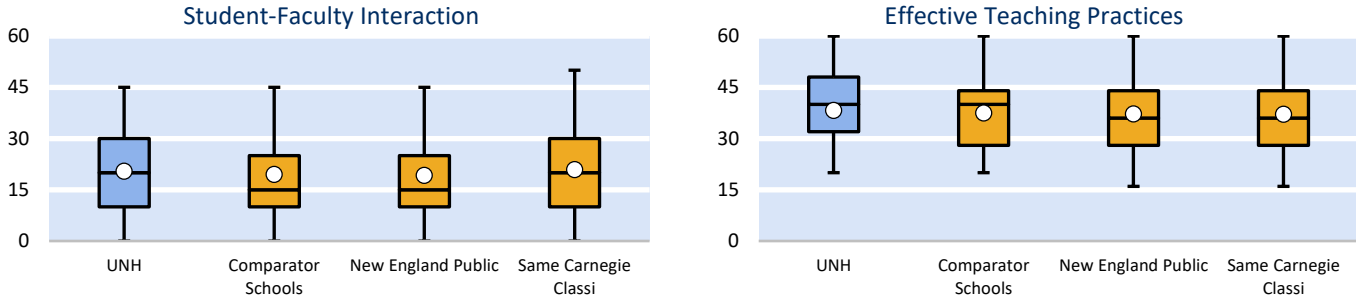
Experiences with Faculty: Seniors

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 | Your seniors compared with | | | | | |
| | | Comparator Schools | | New England Public | | Same Carnegie Classi | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.3	24.2 ***	.21	24.1 ***	.20	23.9 ***	.22
Effective Teaching Practices	40.1	38.1 ***	.16	38.8 **	.10	38.4 ***	.13

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

Score Distributions

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Performance on Indicator Items

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

| Student-Faculty Interaction | UNH | Percentage point difference[a] between your seniors and | | |
		Comparator Schools	New England Public	Same Carnegie Classi
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	51	+9	+7	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+4	+6	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+6	+7	+7
3d. Discussed your academic performance with a faculty member	38	+8	+4	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	84	+4	+4	+6
5b. Taught course sessions in an organized way	81	+3	+3	+5
5c. Used examples or illustrations to explain difficult points	81	+2	+3	+5
5d. Provided feedback on a draft or work in progress	64	+11	+6	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+6	+2	+3

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.
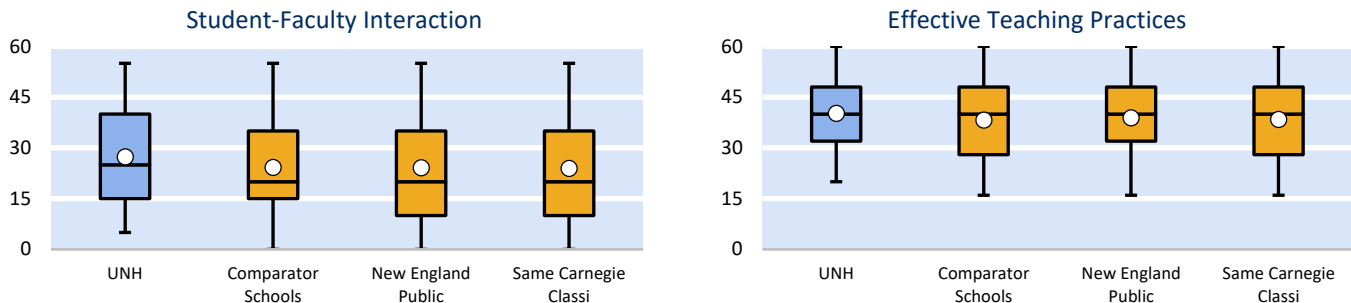
NSSE 2018 Engagement Indicators

Campus Environment
University of New Hampshire

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 | Your first-year students compared with | | | | | |
| | | Comparator Schools | | New England Public | | Same Carnegie Classi | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.9	40.9 ***	.18	40.5 ***	.20	40.8 ***	.17
Supportive Environment	37.4	35.8 **	.12	35.7 **	.13	35.9 **	.11

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

Score Distributions

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

Performance on Indicator Items

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

| Quality of Interactions | UNH | Percentage point difference [a] between your FY students and | | |
		Comparator Schools	New England Public	Same Carnegie Classi
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	53	+0	+5	+5
13b. Academic advisors	46	+2	+2	-1
13c. Faculty	51	+8	+7	+6
13d. Student services staff (career services, student activities, housing, etc.)	52	+11	+11	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+9	+6	+5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+3	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	77	+3	+3	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-5	-6	-3
14e. Providing opportunities to be involved socially	76	+4	+6	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+7	+7	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+9	+6	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+4	+7	+6
14i. Attending events that address important social, economic, or political issues	53	-2	-2	+3

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.
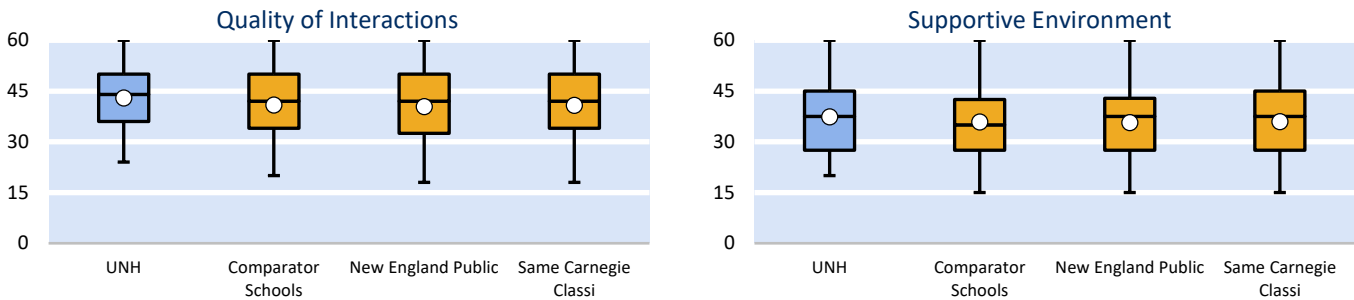
Campus Environment: Seniors

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	Comparator Schools		New England Public		Same Carnegie Classi	
				Your seniors compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	39.5 ***	.20	40.6 **	.10	40.9 **	.08
Supportive Environment	32.2	31.8	.03	31.8	.03	31.7	.04

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	UNH	Comparator Schools	New England Public	Same Carnegie Classi
			Percentage point difference [a] between your seniors and	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	+3	+4	+1
13b. Academic advisors	46	+6	-0	+0
13c. Faculty	52	+5	+1	+1
13d. Student services staff (career services, student activities, housing, etc.)	40	+6	+3	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	+4	-2	-4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	+4	+3	+1
14c. Using learning support services (tutoring services, writing center, etc.)	60	-0	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41	-10	-12	-11
14e. Providing opportunities to be involved socially	68	+2	+4	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+7	+8	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+3	+2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-1	+4	+3
14i. Attending events that address important social, economic, or political issues	43	-5	-4	+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.

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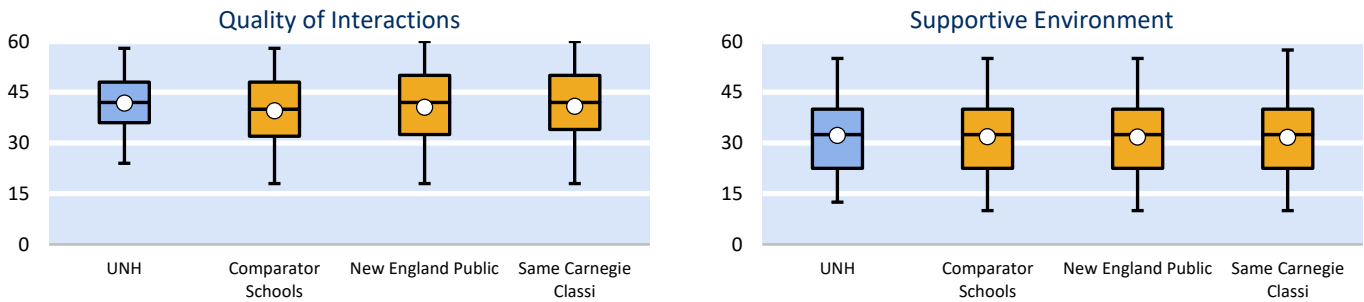
Comparisons with Top 50% and Top 10% Institutions

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 2017 and 2018 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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 | 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	37.1	38.9 ***	-.14		40.5 ***	-.26	
	Reflective and Integrative Learning	34.3	36.5 ***	-.18		38.1 ***	-.31	
	Learning Strategies	38.3	39.5 *	-.09		41.6 ***	-.23	
	Quantitative Reasoning	28.0	28.7	-.04	✓	30.4 ***	-.16	
Learning with Peers	Collaborative Learning	36.2	35.1 *	.08	✓	37.2 *	-.07	
	Discussions with Diverse Others	34.6	41.4 ***	-.46		43.4 ***	-.60	
Experiences with Faculty	Student-Faculty Interaction	20.4	24.3 ***	-.26		27.2 ***	-.43	
	Effective Teaching Practices	38.2	40.3 ***	-.16		42.0 ***	-.28	
Campus Environment	Quality of Interactions	42.9	43.9 *	-.08		45.9 ***	-.24	
	Supportive Environment	37.4	37.9	-.04	✓	39.7 ***	-.18	

Seniors

| | | UNH | 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	38.5	41.3 ***	-.21		42.5 ***	-.29	
	Reflective and Integrative Learning	37.2	39.6 ***	-.20		41.1 ***	-.33	
	Learning Strategies	35.2	40.2 ***	-.35		42.3 ***	-.51	
	Quantitative Reasoning	31.5	30.7	.05	✓	32.7	-.07	✓
Learning with Peers	Collaborative Learning	37.2	35.7 **	.11	✓	38.1	-.06	✓
	Discussions with Diverse Others	36.5	41.9 ***	-.35		43.8 ***	-.47	
Experiences with Faculty	Student-Faculty Interaction	27.3	29.2 ***	-.12		33.3 ***	-.37	
	Effective Teaching Practices	40.1	41.2 *	-.07		43.1 ***	-.22	
Campus Environment	Quality of Interactions	41.8	44.4 ***	-.22		46.5 ***	-.38	
	Supportive Environment	32.2	34.3 ***	-.15		36.4 ***	-.30	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either 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 = 641)	37.1	12.2	.48	20	30	40	45	60				
Comparator Schools	38.2	12.6	.14	20	30	40	45	60	8,825	-1.2	.022	-.094
New England Public	36.7	13.0	.14	15	30	40	45	60	753	.4	.461	.029
Same Carnegie Classi	37.4	13.1	.06	15	30	40	45	60	663	-.4	.435	-.029
Top 50%	38.9	13.1	.03	20	30	40	50	60	177,842	-1.9	.000	-.144
Top 10%	40.5	13.3	.06	20	30	40	50	60	664	-3.4	.000	-.258
Reflective & Integrative Learning												
UNH (N = 659)	34.3	11.0	.43	17	26	34	40	54				
Comparator Schools	35.0	11.6	.12	17	26	34	43	57	9,223	-.6	.171	-.055
New England Public	34.0	11.8	.12	14	26	34	40	54	772	.3	.443	.029
Same Carnegie Classi	34.8	11.9	.06	17	26	34	43	57	680	-.4	.312	-.037
Top 50%	36.5	11.8	.03	17	29	37	43	57	664	-2.1	.000	-.179
Top 10%	38.1	12.0	.06	20	29	37	46	60	687	-3.7	.000	-.310
Learning Strategies												
UNH (N = 620)	38.3	12.9	.52	20	27	40	47	60				
Comparator Schools	37.8	13.4	.15	20	27	40	47	60	8,125	.5	.395	.036
New England Public	37.3	13.3	.15	13	27	40	47	60	8,289	1.1	.055	.080
Same Carnegie Classi	37.1	13.7	.07	13	27	40	47	60	642	1.2	.019	.090
Top 50%	39.5	13.7	.04	20	27	40	53	60	143,568	-1.2	.030	-.087
Top 10%	41.6	14.1	.08	20	33	40	53	60	646	-3.3	.000	-.234
Quantitative Reasoning												
UNH (N = 632)	28.0	14.4	.57	7	20	27	40	53				
Comparator Schools	29.0	14.9	.17	7	20	27	40	60	8,621	-1.0	.100	-.068
New England Public	27.6	15.1	.16	0	20	27	40	60	9,115	.4	.492	.028
Same Carnegie Classi	27.5	15.1	.07	0	20	27	40	60	41,786	.4	.471	.029
Top 50%	28.7	15.2	.04	0	20	27	40	60	636	-.7	.235	-.045
Top 10%	30.4	15.3	.07	7	20	27	40	60	651	-2.4	.000	-.157
Learning with Peers												
Collaborative Learning												
UNH (N = 683)	36.2	12.9	.49	15	25	35	45	60				
Comparator Schools	34.9	13.7	.14	15	25	35	45	60	804	1.3	.009	.098
New England Public	31.6	13.7	.14	10	20	30	40	55	795	4.6	.000	.338
Same Carnegie Classi	33.4	14.0	.06	10	25	35	40	60	705	2.9	.000	.205
Top 50%	35.1	13.6	.03	15	25	35	45	60	687	1.1	.026	.081
Top 10%	37.2	13.6	.06	15	25	40	45	60	706	-1.0	.041	-.075
Discussions with Diverse Others												
UNH (N = 628)	34.6	14.1	.56	15	25	35	45	60				
Comparator Schools	40.1	14.2	.16	20	30	40	50	60	8,173	-5.5	.000	-.389
New England Public	38.5	15.1	.17	15	25	40	50	60	749	-3.9	.000	-.260
Same Carnegie Classi	39.2	15.4	.08	15	30	40	50	60	652	-4.6	.000	-.299
Top 50%	41.4	15.0	.04	15	30	40	55	60	632	-6.8	.000	-.457
Top 10%	43.4	14.8	.07	20	35	45	60	60	649	-8.9	.000	-.601

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 = 645)	20.4	14.0	.55	0	10	20	30	45				
Comparator Schools	19.4	14.1	.15	0	10	15	25	45	8,952	1.0	.089	.070
New England Public	19.2	13.8	.15	0	10	15	25	45	9,457	1.2	.029	.089
Same Carnegie Classi	20.9	14.4	.07	0	10	20	30	50	44,026	-.5	.424	-.032
Top 50%	24.3	14.8	.04	5	15	20	35	55	652	-3.8	.000	-.259
Top 10%	27.2	15.8	.12	5	15	25	40	60	702	-6.8	.000	-.434
Effective Teaching Practices												
UNH (N = 644)	38.2	12.1	.48	20	32	40	48	60				
Comparator Schools	37.5	12.2	.13	20	28	40	44	60	8,816	.7	.155	.058
New England Public	37.2	12.5	.13	16	28	36	44	60	9,311	1.0	.057	.078
Same Carnegie Classi	37.1	12.9	.06	16	28	36	44	60	665	1.1	.020	.087
Top 50%	40.3	13.1	.04	20	32	40	52	60	650	-2.1	.000	-.160
Top 10%	42.0	13.7	.07	20	32	40	52	60	674	-3.8	.000	-.277
Campus Environment												
Quality of Interactions												
UNH (N = 604)	42.9	10.7	.44	24	36	44	50	60				
Comparator Schools	40.9	11.6	.14	20	34	42	50	60	7,696	2.0	.000	.178
New England Public	40.5	12.3	.15	18	33	42	50	60	744	2.5	.000	.204
Same Carnegie Classi	40.8	12.3	.06	18	34	42	50	60	630	2.1	.000	.172
Top 50%	43.9	11.6	.04	22	38	46	52	60	612	-1.0	.029	-.083
Top 10%	45.9	12.1	.08	22	40	48	56	60	644	-2.9	.000	-.244
Supportive Environment												
UNH (N = 616)	37.4	12.5	.50	20	28	38	45	60				
Comparator Schools	35.8	12.7	.15	15	28	35	43	60	7,772	1.5	.004	.122
New England Public	35.7	13.1	.16	15	28	38	43	60	7,794	1.7	.002	.130
Same Carnegie Classi	35.9	13.3	.07	15	28	38	45	60	37,421	1.4	.008	.109
Top 50%	37.9	13.2	.04	15	30	40	48	60	139,656	-.6	.282	-.043
Top 10%	39.7	13.1	.07	18	30	40	50	60	34,147	-2.3	.000	-.175

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 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 weighting and whether equal variances were assumed.

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

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

NSSE 2018 Engagement Indicators

Detailed Statistics[a]
University of New Hampshire

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 = 792)	38.5	12.4	.44	20	30	40	45	60				
Comparator Schools	38.3	13.2	.15	15	30	40	45	60	969	.3	.587	.019
New England Public	38.5	13.6	.14	15	30	40	50	60	954	.1	.888	.005
Same Carnegie Classi	39.0	13.7	.06	15	30	40	50	60	823	-.5	.271	-.036
Top 50%	41.3	13.5	.03	20	35	40	55	60	800	-2.8	.000	-.207
Top 10%	42.5	13.7	.06	20	35	40	55	60	823	-3.9	.000	-.288
Reflective & Integrative Learning												
UNH (N = 824)	37.2	11.1	.39	20	29	37	46	57				
Comparator Schools	37.2	12.1	.13	17	29	37	46	60	1,020	.0	.996	.000
New England Public	37.3	12.6	.13	17	29	37	46	60	1,005	-.1	.835	-.007
Same Carnegie Classi	37.2	12.5	.06	17	29	37	46	60	858	.0	.992	.000
Top 50%	39.6	12.2	.03	20	31	40	49	60	834	-2.4	.000	-.196
Top 10%	41.1	12.2	.07	20	33	40	51	60	874	-4.0	.000	-.325
Learning Strategies												
UNH (N = 766)	35.2	13.6	.49	13	27	33	40	60				
Comparator Schools	36.1	14.0	.16	13	27	33	47	60	8,359	-1.0	.073	-.068
New England Public	37.4	14.3	.15	13	27	40	47	60	9,495	-2.2	.000	-.157
Same Carnegie Classi	37.4	14.6	.07	13	27	40	47	60	796	-2.2	.000	-.153
Top 50%	40.2	14.4	.04	20	33	40	53	60	167,711	-5.0	.000	-.350
Top 10%	42.3	14.2	.07	20	33	40	53	60	794	-7.2	.000	-.506
Quantitative Reasoning												
UNH (N = 772)	31.5	16.0	.58	0	20	33	40	60				
Comparator Schools	31.2	15.7	.18	7	20	33	40	60	8,819	.3	.560	.022
New England Public	28.7	16.1	.17	0	20	27	40	60	10,171	2.8	.000	.174
Same Carnegie Classi	29.6	16.0	.07	0	20	27	40	60	46,904	1.9	.001	.121
Top 50%	30.7	16.0	.03	0	20	33	40	60	215,846	.9	.133	.054
Top 10%	32.7	15.7	.07	7	20	33	40	60	47,867	-1.1	.050	-.071
Learning with Peers												
Collaborative Learning												
UNH (N = 841)	37.2	13.2	.46	15	25	40	45	60				
Comparator Schools	35.3	13.7	.15	15	25	35	45	60	9,687	1.9	.000	.143
New England Public	32.2	14.4	.14	10	20	30	40	60	1,009	5.0	.000	.349
Same Carnegie Classi	33.9	14.6	.06	10	25	35	45	60	874	3.4	.000	.230
Top 50%	35.7	13.9	.03	15	25	35	45	60	202,422	1.5	.001	.110
Top 10%	38.1	13.5	.07	15	30	40	50	60	34,535	-.9	.063	-.065
Discussions with Diverse Others												
UNH (N = 763)	36.5	14.6	.53	15	25	40	45	60				
Comparator Schools	40.0	14.5	.17	20	30	40	50	60	8,421	-3.5	.000	-.241
New England Public	38.8	15.5	.17	15	30	40	50	60	917	-2.3	.000	-.150
Same Carnegie Classi	39.9	15.8	.08	15	30	40	55	60	793	-3.3	.000	-.212
Top 50%	41.9	15.6	.03	15	30	40	60	60	768	-5.4	.000	-.347
Top 10%	43.8	15.5	.07	20	35	45	60	60	787	-7.3	.000	-.470

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 = 800)	27.3	14.8	.52	5	15	25	40	55				
Comparator Schools	24.2	15.1	.17	0	15	20	35	55	9,129	3.1	.000	.206
New England Public	24.1	15.6	.16	0	10	20	35	55	10,555	3.2	.000	.204
Same Carnegie Classi	23.9	15.7	.07	0	10	20	35	55	48,960	3.4	.000	.217
Top 50%	29.2	15.8	.05	5	20	30	40	60	816	-2.0	.000	-.124
Top 10%	33.3	16.1	.15	10	20	35	45	60	941	-6.0	.000	-.375
Effective Teaching Practices												
UNH (N = 792)	40.1	11.6	.41	20	32	40	48	60				
Comparator Schools	38.1	12.7	.14	16	28	40	48	60	982	2.0	.000	.159
New England Public	38.8	13.3	.14	16	32	40	48	60	969	1.3	.002	.102
Same Carnegie Classi	38.4	13.6	.06	16	28	40	48	60	827	1.8	.000	.132
Top 50%	41.2	13.6	.04	16	32	40	52	60	803	-1.0	.016	-.074
Top 10%	43.1	13.7	.08	20	36	44	56	60	854	-2.9	.000	-.216
Campus Environment												
Quality of Interactions												
UNH (N = 753)	41.8	10.1	.37	24	36	42	48	58				
Comparator Schools	39.5	11.7	.14	18	32	40	48	58	971	2.3	.000	.200
New England Public	40.6	12.2	.13	18	33	42	50	60	963	1.2	.002	.101
Same Carnegie Classi	40.9	12.2	.06	18	34	42	50	60	793	1.0	.009	.080
Top 50%	44.4	11.9	.04	22	38	46	54	60	766	-2.6	.000	-.216
Top 10%	46.5	12.3	.07	22	40	50	58	60	809	-4.7	.000	-.383
Supportive Environment												
UNH (N = 762)	32.2	12.4	.45	13	23	33	40	55				
Comparator Schools	31.8	13.0	.15	10	23	33	40	55	8,150	.4	.424	.030
New England Public	31.8	13.6	.15	10	23	33	40	55	935	.4	.377	.031
Same Carnegie Classi	31.7	13.8	.07	10	23	33	40	58	795	.5	.235	.039
Top 50%	34.3	13.7	.04	13	25	35	43	60	771	-2.0	.000	-.148
Top 10%	36.4	13.7	.08	13	28	38	45	60	812	-4.1	.000	-.301

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 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 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.