



NSSE 2020

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
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. 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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with NH/MA publics	Your first-year students compared with Private Peers	Your first-year students compared with NSSE 2019 & 2020
<i>Academic Challenge</i>	Higher-Order Learning	▲	▲	▲
	Reflective & Integrative Learning	▲	▲	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	▲	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▲	▲	▲
<i>Campus Environment</i>	Quality of Interactions	▲	--	▲
	Supportive Environment	▲	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with NH/MA publics	Your seniors compared with Private Peers	Your seniors compared with NSSE 2019 & 2020
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▲	▲	▲
<i>Campus Environment</i>	Quality of Interactions	▲	△	▲
	Supportive Environment	--	--	--

Academic Challenge: First-year students

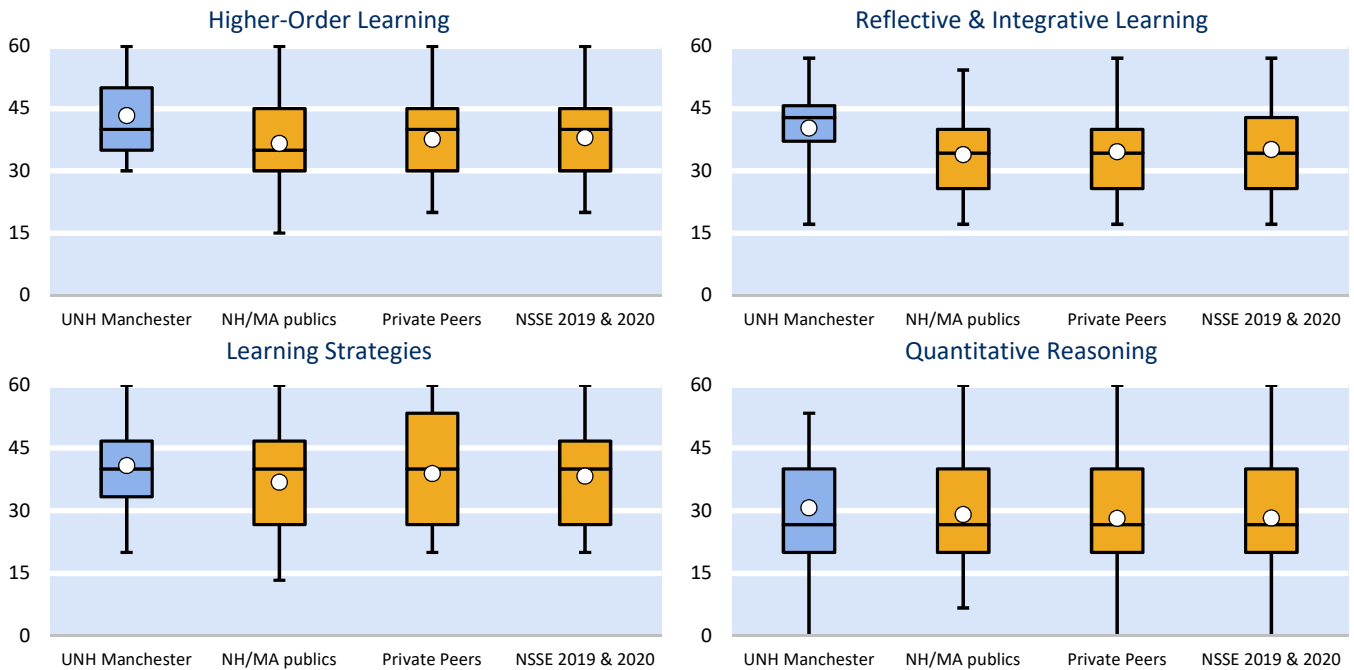
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH/MA publics		Private Peers		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.3	36.6 **	.53	37.6 *	.44	38.1 *	.40
Reflective & Integrative Learning	40.4	34.0 **	.55	34.6 *	.48	35.2 *	.43
Learning Strategies	40.8	36.8	.30	38.9	.14	38.3	.19
Quantitative Reasoning	30.7	29.1	.11	28.2	.17	28.2	.16

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 Manchester	Percentage point difference ^a between your FY students and		
		NH/MA publics	Private Peers	NSSE 2019 & 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	83	+14 	+16 	+12 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+6 	+2 	+3 
4d. Evaluating a point of view, decision, or information source	83	+16 	+13 	+14 
4e. Forming a new idea or understanding from various pieces of information	94	+29 	+23 	+24 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	77	+25 	+29 	+26 
2b. Connected your learning to societal problems or issues	74	+25 	+22 	+23 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+16 	+7 	+9 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	86	+26 	+22 	+22 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	82	+13 	+12 	+11 
2f. Learned something that changed the way you understand an issue or concept	73	+9 	+12 	+7 
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+8 	+9 	+6 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87	+14 	+11 	+13 
9b. Reviewed your notes after class	71	+8 	+5 	+5 
9c. Summarized what you learned in class or from course materials	62	+2 	-3 	-2 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	78	+25 	+29 	+26 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-3 	-3 	-0 
6c. Evaluated what others have concluded from numerical information	39	-4 	+1 	-1 

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

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

Academic Challenge: Seniors

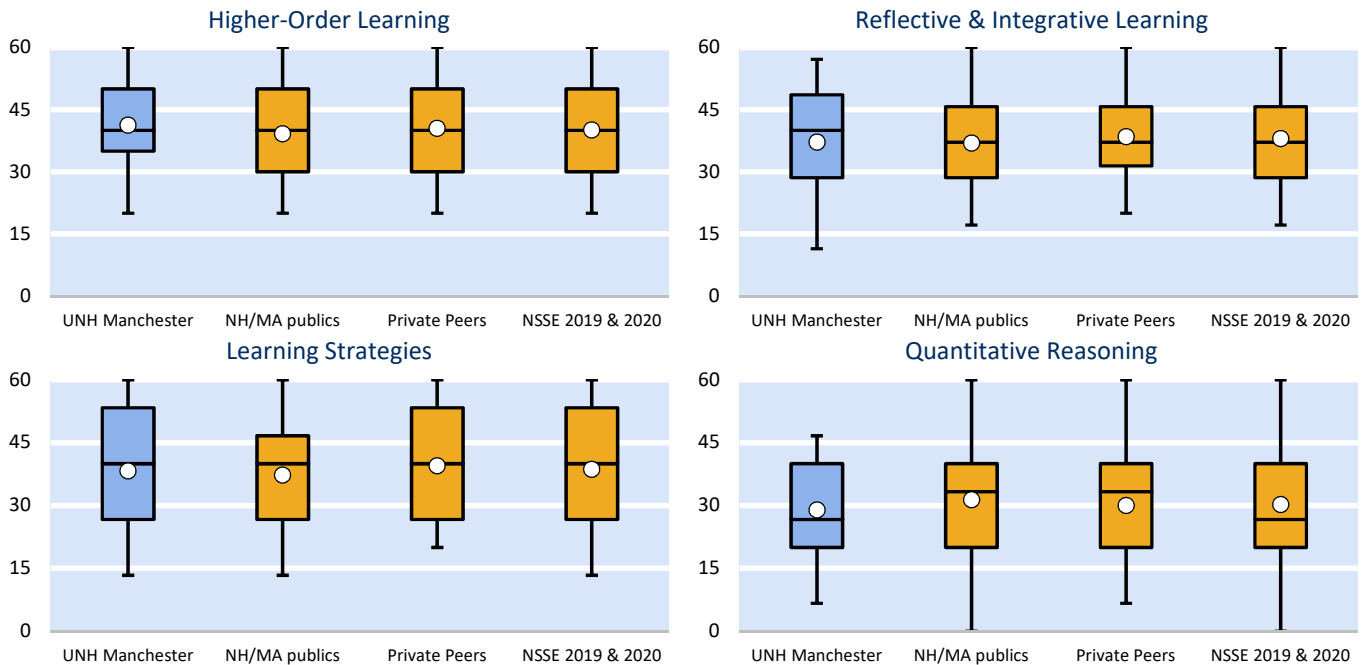
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Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
		NH/MA publics		Private Peers		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.3	39.2	.16	40.5	.06	40.1	.09
Reflective & Integrative Learning	37.2	37.0	.01	38.5	-.11	38.1	-.07
Learning Strategies	38.2	37.3	.07	39.5	-.09	38.6	-.03
Quantitative Reasoning	29.0	31.4	-.15	30.0	-.07	30.2	-.08

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UNH Manchester	Percentage point difference ^a between your seniors and		
		NH/MA publics	Private Peers	NSSE 2019 & 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+1	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+5	+3	+6
4d. Evaluating a point of view, decision, or information source	76	+8	-2	+5
4e. Forming a new idea or understanding from various pieces of information	79	+8	+6	+6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	+2	+4	+3
2b. Connected your learning to societal problems or issues	74	+14	+7	+13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+3	-9	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-2	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-4	-9	-6
2f. Learned something that changed the way you understand an issue or concept	72	+1	-2	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-2	-4	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+1	-6	-0
9b. Reviewed your notes after class	60	+1	-1	-2
9c. Summarized what you learned in class or from course materials	68	+8	-3	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	69	+10	+14	+13
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-4	-5	-1
6c. Evaluated what others have concluded from numerical information	45	-3	-0	-1

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Learning with Peers: First-year students

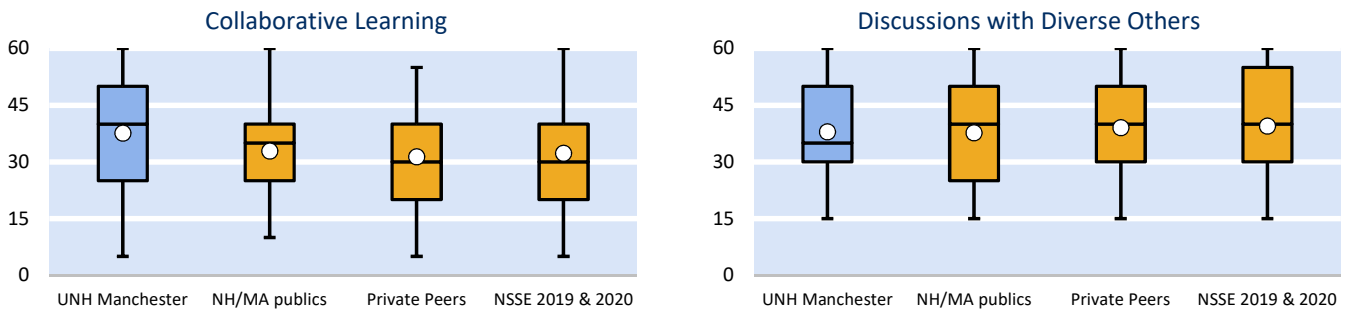
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.6	32.8	.34	31.3 *	.44	32.3	.36
Discussions with Diverse Others	37.9	37.7	.01	39.1	-.08	39.5	-.10

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Engagement Indicator	UNH Manchester %	Percentage point difference ^a between your FY students and			
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Collaborative Learning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
1e. Asked another student to help you understand course material	62	+10	+15	+10	
1f. Explained course material to one or more students	64	+4	+8	+6	
1g. Prepared for exams by discussing or working through course material with other students	61	+10	+9	+11	
1h. Worked with other students on course projects or assignments	74	+17	+21	+20	
Discussions with Diverse Others					
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>					
8a. People of a race or ethnicity other than your own	67	+3	+0	-3	
8b. People from an economic background other than your own	64	-4	-8	-8	
8c. People with religious beliefs other than your own	67	+5	+3	+1	
8d. People with political views other than your own	60	-2	-9	-5	

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Learning with Peers: Seniors

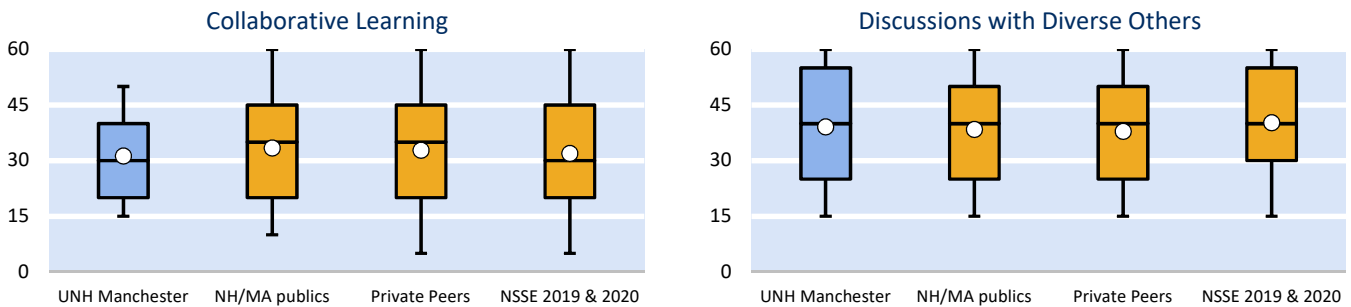
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Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
		NH/MA publics		Private Peers		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	33.4	-.14	32.8	-.10	32.0	-.05
Discussions with Diverse Others	39.1	38.4	.04	37.9	.08	40.2	-.07

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Engagement Indicator	UNH Manchester	Percentage point difference ^a between your seniors and		
		NH/MA publics	Private Peers	NSSE 2019 & 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	33	-14	-14	-11
1f. Explained course material to one or more students	65	+3	+3	+8
1g. Prepared for exams by discussing or working through course material with other students	48	-3	-6	+1
1h. Worked with other students on course projects or assignments	64	-3	+5	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	67	+2	+5	-5
8b. People from an economic background other than your own	72	+2	+5	-1
8c. People with religious beliefs other than your own	67	+2	+6	-1
8d. People with political views other than your own	66	+4	-3	+1

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Experiences with Faculty: First-year students

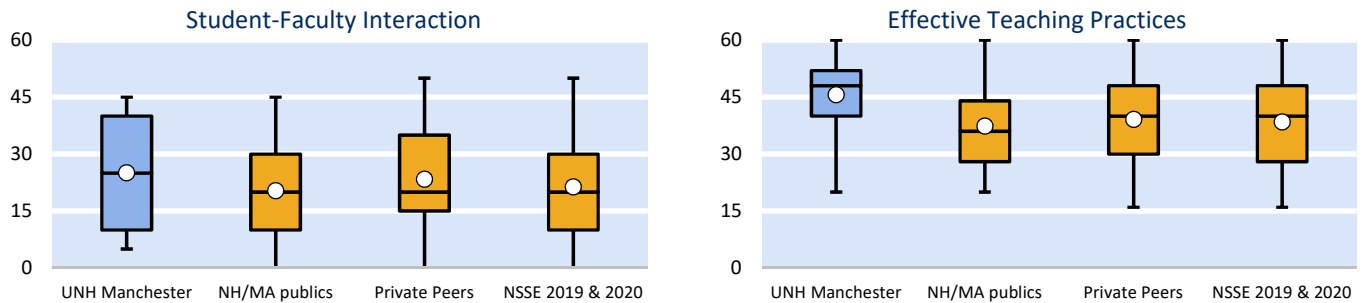
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH/MA publics		Private Peers		NSSE 2019 & 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.0	20.3	.33	23.4	.11	21.4	.25
Effective Teaching Practices	45.6	37.4 ***	.65	39.2 *	.48	38.4 **	.54

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Student-Faculty Interaction	UNH Manchester	Percentage point difference ^a between your FY students and		
		NH/MA publics	Private Peers	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	48	+17	+6	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+9	+4	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+12	+7	+11
3d. Discussed your academic performance with a faculty member	30	+1	-7	-1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	94	+18	+17	+17
5b. Taught course sessions in an organized way	78	+8	+2	+4
5c. Used examples or illustrations to explain difficult points	92	+22	+19	+18
5d. Provided feedback on a draft or work in progress	84	+20	+16	+21
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+18	+14	+17

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Experiences with Faculty: Seniors

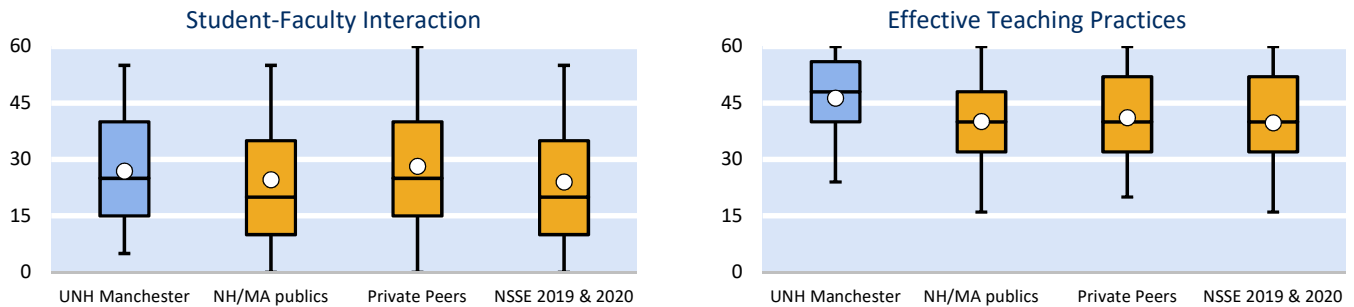
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.9	24.5	.15	28.1	-.08	23.9	.18
Effective Teaching Practices	46.2	40.1 ***	.47	41.0 **	.40	39.7 ***	.47

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Student-Faculty Interaction	UNH Manchester %	Percentage point difference ^a between your seniors and		
		NH/MA publics	Private Peers	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	59	+14	-1	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-2	-7	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+5	-0	+7
3d. Discussed your academic performance with a faculty member	44	+8	+0	+10
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	94	+10	+13	+13
5b. Taught course sessions in an organized way	88	+8	+8	+11
5c. Used examples or illustrations to explain difficult points	96	+17	+17	+18
5d. Provided feedback on a draft or work in progress	82	+20	+15	+21
5e. Provided prompt and detailed feedback on tests or completed assignments	81	+16	+12	+17

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

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

Campus Environment: First-year students

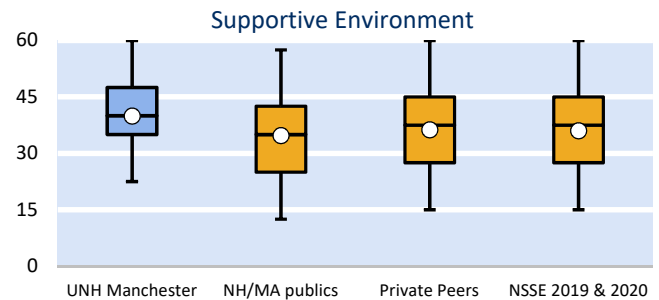
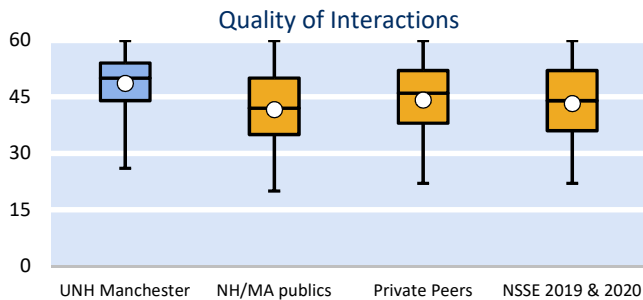
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your first-year students compared with					
		NH/MA publics		Private Peers		NSSE 2019 & 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	48.6	41.6 **	.61	44.2	.39	43.2 *	.46
Supportive Environment	39.9	34.7 *	.40	36.3	.28	36.0	.29

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 Manchester	Percentage point difference ^a between your FY students and		
		NH/MA publics	Private Peers	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	70	+20	+14	+18
13b. Academic advisors	58	+11	+0	+4
13c. Faculty	67	+21	+11	+15
13d. Student services staff (career services, student activities, housing, etc.)	75	+32	+26	+27
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+21	+9	+15
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	+5	-0	+3
14c. Using learning support services (tutoring services, writing center, etc.)	86	+12	+8	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+11	+10	+6
14e. Providing opportunities to be involved socially	89	+20	+16	+18
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	+13	+13	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	57	+16	+13	+15
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+10	+2	+9
14i. Attending events that address important social, economic, or political issues	72	+23	+18	+25

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

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

Campus Environment: Seniors

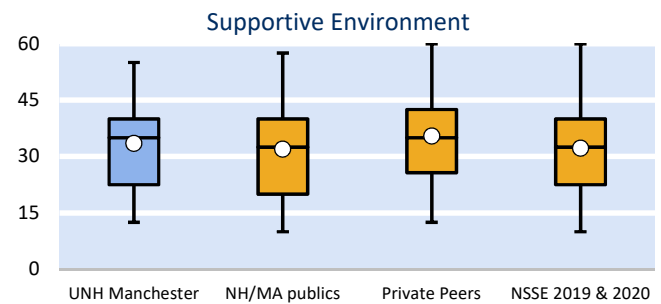
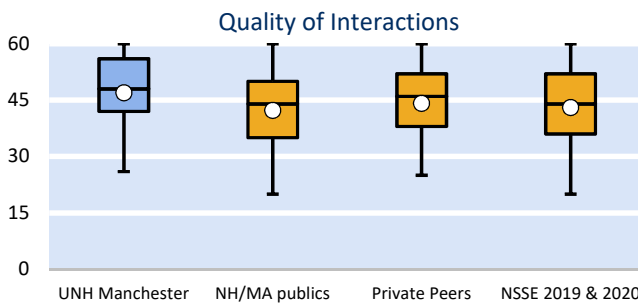
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Manchester Mean	Your seniors compared with					
		NH/MA publics		Private Peers		NSSE 2019 & 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.0	42.3 **	.40	44.1 *	.27	43.0 **	.33
Supportive Environment	33.6	32.0	.11	35.4	-.14	32.2	.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



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 Manchester	Percentage point difference ^a between your seniors and		
		NH/MA publics	Private Peers	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	69	+14	+9	+11
13b. Academic advisors	70	+19	+11	+17
13c. Faculty	77	+22	+18	+20
13d. Student services staff (career services, student activities, housing, etc.)	50	+7	+10	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+23	+18	+18
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	+8	-2	+6
14c. Using learning support services (tutoring services, writing center, etc.)	77	+14	+0	+11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+15	+14	+11
14e. Providing opportunities to be involved socially	64	+1	-10	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+5	-1	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-1	-8	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+3	-13	+4
14i. Attending events that address important social, economic, or political issues	45	-1	-8	+5

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	43.3	39.3	.31	✓	41.4	.15	✓
	Reflective and Integrative Learning	40.4	36.7	.31	✓	39.0	.12	✓
	Learning Strategies	40.8	39.9	.07	✓	42.3	-.10	
	Quantitative Reasoning	30.7	29.4	.08	✓	31.4	-.05	✓
<i>Learning with Peers</i>	Collaborative Learning	37.6	35.2	.18	✓	37.4	.02	✓
	Discussions with Diverse Others	37.9	41.5	-.24		43.6 *	-.39	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.0	24.5	.04	✓	28.1	-.20	
	Effective Teaching Practices	45.6	40.5 *	.39	✓	42.3	.24	✓
<i>Campus Environment</i>	Quality of Interactions	48.6	45.2	.31	✓	47.2	.12	✓
	Supportive Environment	39.9	37.9	.16	✓	40.0	-.01	✓

Seniors		UNH Manchester	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.3	41.7	-.03	✓	43.2	-.14	
	Reflective and Integrative Learning	37.2	39.8	-.22		41.8 ***	-.38	
	Learning Strategies	38.2	40.7	-.17		42.7 *	-.31	
	Quantitative Reasoning	29.0	31.4	-.15		33.4 **	-.28	
<i>Learning with Peers</i>	Collaborative Learning	31.3	35.9 ***	-.33		38.4 ***	-.52	
	Discussions with Diverse Others	39.1	42.1	-.19		43.8 **	-.30	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.9	29.7	-.17		33.2 ***	-.40	
	Effective Teaching Practices	46.2	41.8 **	.33	✓	43.7	.19	✓
<i>Campus Environment</i>	Quality of Interactions	47.0	45.2	.15	✓	47.4	-.03	✓
	Supportive Environment	33.6	34.6	-.08	✓	36.8	-.23	

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 2019 and 2020 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	SE ^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 = 26)	43.3	11.2	2.19	30	35	40	50	60				
NH/MA publics	36.6	12.6	.21	15	30	35	45	60	3,723	6.7	.007	.534
Private Peers	37.6	13.1	.38	20	30	40	45	60	1,212	5.7	.029	.435
NSSE 2019 & 2020	38.1	13.2	.02	20	30	40	45	60	442,366	5.3	.042	.400
Top 50%	39.3	13.1	.03	20	30	40	50	60	250,344	4.0	.119	.307
Top 10%	41.4	12.8	.06	20	35	40	50	60	48,005	1.9	.441	.152
Reflective & Integrative Learning												
UNH Manchester (N = 26)	40.4	10.7	2.09	17	37	43	46	57				
NH/MA publics	34.0	11.6	.18	17	26	34	40	54	4,031	6.4	.005	.553
Private Peers	34.6	11.8	.33	17	26	34	40	57	1,318	5.7	.014	.485
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	478,743	5.2	.026	.433
Top 50%	36.7	11.8	.02	17	29	37	46	57	244,445	3.7	.111	.311
Top 10%	39.0	11.7	.06	20	31	40	49	60	38,412	1.4	.547	.117
Learning Strategies												
UNH Manchester (N = 27)	40.8	12.5	2.39	20	33	40	47	60				
NH/MA publics	36.8	13.5	.23	13	27	40	47	60	3,563	4.0	.124	.296
Private Peers	38.9	14.2	.42	20	27	40	53	60	1,147	2.0	.475	.139
NSSE 2019 & 2020	38.3	13.8	.02	20	27	40	47	60	418,168	2.6	.334	.186
Top 50%	39.9	13.7	.03	20	33	40	53	60	212,181	.9	.727	.067
Top 10%	42.3	14.1	.07	20	33	40	53	60	46,776	-1.5	.585	-.105
Quantitative Reasoning												
UNH Manchester (N = 27)	30.7	14.9	2.85	0	20	27	40	53				
NH/MA publics	29.1	14.9	.25	7	20	27	40	60	3,626	1.6	.574	.108
Private Peers	28.2	15.2	.45	0	20	27	40	60	1,163	2.5	.395	.165
NSSE 2019 & 2020	28.2	15.3	.02	0	20	27	40	60	425,246	2.5	.402	.161
Top 50%	29.4	15.2	.03	7	20	27	40	60	275,957	1.2	.671	.081
Top 10%	31.4	15.3	.06	7	20	33	40	60	58,243	-.7	.807	-.047
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 27)	37.6	15.9	3.08	5	25	40	50	60				
NH/MA publics	32.8	13.9	.21	10	25	35	40	60	4,318	4.8	.076	.345
Private Peers	31.3	14.3	.39	5	20	30	40	55	1,398	6.3	.025	.437
NSSE 2019 & 2020	32.3	14.7	.02	5	20	30	40	60	515,629	5.3	.060	.364
Top 50%	35.2	13.7	.02	15	25	35	45	60	318,216	2.4	.360	.177
Top 10%	37.4	13.5	.05	15	30	40	45	60	66,658	.2	.938	.015
Discussions with Diverse Others												
UNH Manchester (N = 26)	37.9	15.5	3.04	15	30	35	50	60				
NH/MA publics	37.7	15.2	.26	15	25	40	50	60	3,588	.2	.953	.012
Private Peers	39.1	15.3	.46	15	30	40	50	60	1,144	-1.2	.699	-.077
NSSE 2019 & 2020	39.5	15.6	.02	15	30	40	55	60	421,230	-1.6	.600	-.103
Top 50%	41.5	15.0	.03	20	30	40	55	60	282,637	-3.6	.227	-.237
Top 10%	43.6	14.5	.06	20	35	45	60	60	58,536	-5.7	.045	-.394

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH Manchester (N = 27)	25.0	14.0	2.68	5	10	25	40	45				
NH/MA publics	20.3	14.0	.23	0	10	20	30	45	3,848	4.7	.082	.335
Private Peers	23.4	14.6	.41	0	15	20	35	50	1,263	1.6	.562	.112
NSSE 2019 & 2020	21.4	14.6	.02	0	10	20	30	50	458,125	3.6	.194	.249
Top 50%	24.5	14.7	.04	5	15	20	35	55	161,641	.5	.849	.037
Top 10%	28.1	15.5	.11	5	15	25	40	60	21,396	-3.1	.297	-.200
Effective Teaching Practices												
UNH Manchester (N = 27)	45.6	10.8	2.07	20	40	48	52	60				
NH/MA publics	37.4	12.6	.21	20	28	36	44	60	3,750	8.2	.001	.651
Private Peers	39.2	13.6	.39	16	30	40	48	60	1,210	6.5	.014	.478
NSSE 2019 & 2020	38.4	13.2	.02	16	28	40	48	60	440,694	7.2	.005	.543
Top 50%	40.5	13.2	.03	20	32	40	52	60	183,222	5.1	.045	.385
Top 10%	42.3	14.1	.06	16	32	44	56	60	26	3.3	.119	.236
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 25)	48.6	8.5	1.69	26	44	50	54	60				
NH/MA publics	41.6	11.5	.20	20	35	42	50	60	3,376	7.0	.002	.608
Private Peers	44.2	11.4	.35	22	38	46	52	60	1,087	4.4	.052	.391
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	391,193	5.4	.021	.456
Top 50%	45.2	11.2	.03	24	38	46	54	60	171,240	3.4	.120	.308
Top 10%	47.2	11.6	.06	25	40	50	58	60	41,236	1.4	.543	.120
Supportive Environment												
UNH Manchester (N = 26)	39.9	11.3	2.23	23	35	40	48	60				
NH/MA publics	34.7	12.9	.22	13	25	35	43	58	3,465	5.2	.041	.403
Private Peers	36.3	12.8	.39	15	28	38	45	60	1,118	3.6	.154	.284
NSSE 2019 & 2020	36.0	13.5	.02	15	28	38	45	60	404,654	3.9	.139	.291
Top 50%	37.9	13.1	.03	18	30	38	48	60	206,618	2.0	.430	.155
Top 10%	40.0	12.9	.07	18	33	40	50	60	36,472	-.1	.967	-.008

- 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 SE) is the range that is 95% likely to contain the true population mean.
- d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
- e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
- f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
- g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH Manchester (N = 76)	41.3	12.4	1.43	20	35	40	50	60				
NH/MA publics	39.2	13.0	.22	20	30	40	50	60	3,568	2.1	.167	.161
Private Peers	40.5	12.9	.54	20	30	40	50	60	646	.8	.602	.064
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	469,357	1.2	.438	.089
Top 50%	41.7	13.4	.03	20	35	40	55	60	206,899	-.4	.791	-.031
Top 10%	43.2	13.3	.06	20	35	40	55	60	50,385	-1.9	.222	-.141
Reflective & Integrative Learning												
UNH Manchester (N = 80)	37.2	13.5	1.51	11	29	40	49	57				
NH/MA publics	37.0	12.2	.20	17	29	37	46	60	3,744	.2	.899	.014
Private Peers	38.5	12.0	.49	20	31	37	46	60	683	-1.3	.370	-.107
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	497,554	-.9	.521	-.072
Top 50%	39.8	12.2	.03	20	31	40	49	60	205,524	-2.6	.053	-.217
Top 10%	41.8	12.0	.07	20	34	40	51	60	33,213	-4.6	.001	-.382
Learning Strategies												
UNH Manchester (N = 70)	38.2	14.8	1.76	13	27	40	53	60				
NH/MA publics	37.3	14.3	.25	13	27	40	47	60	3,438	.9	.582	.066
Private Peers	39.5	14.1	.60	20	27	40	53	60	623	-1.2	.490	-.088
NSSE 2019 & 2020	38.6	14.6	.02	13	27	40	53	60	449,435	-.4	.832	-.025
Top 50%	40.7	14.5	.03	20	33	40	53	60	229,244	-2.4	.160	-.168
Top 10%	42.7	14.4	.05	20	33	40	60	60	73,853	-4.4	.010	-.306
Quantitative Reasoning												
UNH Manchester (N = 71)	29.0	12.5	1.49	7	20	27	40	47				
NH/MA publics	31.4	15.8	.27	0	20	33	40	60	74	-2.4	.114	-.154
Private Peers	30.0	15.3	.65	7	20	33	40	60	98	-1.0	.523	-.069
NSSE 2019 & 2020	30.2	16.2	.02	0	20	27	40	60	70	-1.3	.390	-.080
Top 50%	31.4	16.1	.03	0	20	33	40	60	70	-2.5	.104	-.153
Top 10%	33.4	15.9	.07	7	20	33	40	60	70	-4.4	.004	-.278
Learning with Peers												
Collaborative Learning												
UNH Manchester (N = 81)	31.3	11.2	1.25	15	20	30	40	50				
NH/MA publics	33.4	15.0	.25	10	20	35	45	60	86	-2.1	.098	-.142
Private Peers	32.8	16.1	.65	5	20	35	45	60	127	-1.5	.276	-.098
NSSE 2019 & 2020	32.0	15.6	.02	5	20	30	45	60	80	-.7	.555	-.047
Top 50%	35.9	14.0	.03	15	25	35	45	60	80	-4.7	.000	-.334
Top 10%	38.4	13.6	.06	15	30	40	50	60	80	-7.1	.000	-.525
Discussions with Diverse Others												
UNH Manchester (N = 73)	39.1	15.9	1.86	15	25	40	55	60				
NH/MA publics	38.4	15.7	.27	15	25	40	50	60	3,454	.7	.709	.044
Private Peers	37.9	14.8	.63	15	25	40	50	60	628	1.2	.504	.083
NSSE 2019 & 2020	40.2	15.9	.02	15	30	40	55	60	451,380	-1.1	.560	-.068
Top 50%	42.1	15.5	.03	15	30	40	60	60	291,485	-2.9	.107	-.189
Top 10%	43.8	15.3	.06	20	35	45	60	60	73,225	-4.6	.009	-.305

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH Manchester (N = 78)	26.9	15.3	1.73	5	15	25	40	55				
NH/MA publics	24.5	15.7	.26	0	10	20	35	55	3,634	2.4	.192	.150
Private Peers	28.1	16.1	.67	0	15	25	40	60	664	-1.2	.528	-.076
NSSE 2019 & 2020	23.9	16.1	.02	0	10	20	35	55	481,885	3.0	.103	.185
Top 50%	29.7	15.9	.05	5	20	30	40	60	108,918	-2.8	.126	-.174
Top 10%	33.2	16.0	.12	10	20	35	45	60	18,791	-6.3	.000	-.397
Effective Teaching Practices												
UNH Manchester (N = 76)	46.2	11.7	1.34	24	40	48	56	60				
NH/MA publics	40.1	13.2	.22	16	32	40	48	60	3,563	6.2	.000	.468
Private Peers	41.0	13.1	.55	20	32	40	52	60	649	5.2	.001	.401
NSSE 2019 & 2020	39.7	13.8	.02	16	32	40	52	60	468,817	6.5	.000	.470
Top 50%	41.8	13.7	.03	20	32	40	52	60	75	4.4	.001	.325
Top 10%	43.7	13.4	.07	20	36	44	56	60	38,752	2.5	.104	.187
Campus Environment												
Quality of Interactions												
UNH Manchester (N = 68)	47.0	11.9	1.43	26	42	48	56	60				
NH/MA publics	42.3	11.7	.21	20	35	44	50	60	3,242	4.7	.001	.401
Private Peers	44.1	10.5	.46	25	38	46	52	60	589	2.9	.038	.267
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	416,084	3.9	.007	.325
Top 50%	45.2	11.7	.03	24	38	48	54	60	186,322	1.8	.213	.150
Top 10%	47.4	12.0	.05	24	40	50	58	60	59,664	-.4	.781	-.034
Supportive Environment												
UNH Manchester (N = 69)	33.6	12.2	1.46	13	23	35	40	55				
NH/MA publics	32.0	13.9	.24	10	20	33	40	58	3,389	1.5	.364	.110
Private Peers	35.4	13.2	.57	13	26	35	43	60	604	-1.9	.258	-.145
NSSE 2019 & 2020	32.2	14.2	.02	10	23	33	40	60	438,805	1.3	.436	.094
Top 50%	34.6	14.0	.03	13	25	35	45	60	194,141	-1.1	.527	-.076
Top 10%	36.8	14.1	.08	13	28	38	48	60	34,827	-3.3	.054	-.232

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 SE) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.