



NSSE 2022

Engagement Indicators

University of New Hampshire at Durham

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Publics same enrImt	Your first-year students compared with NE Publics	Your first-year students compared with Carnegie VH Research
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 Publics same enrImt	Your seniors compared with NE Publics	Your seniors compared with Carnegie VH Research
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	▽	▽	▼
Experiences with Faculty	Student-Faculty Interaction	--	▽	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	--	--
	Supportive Environment	▽	▽	--

Academic Challenge: First-year students

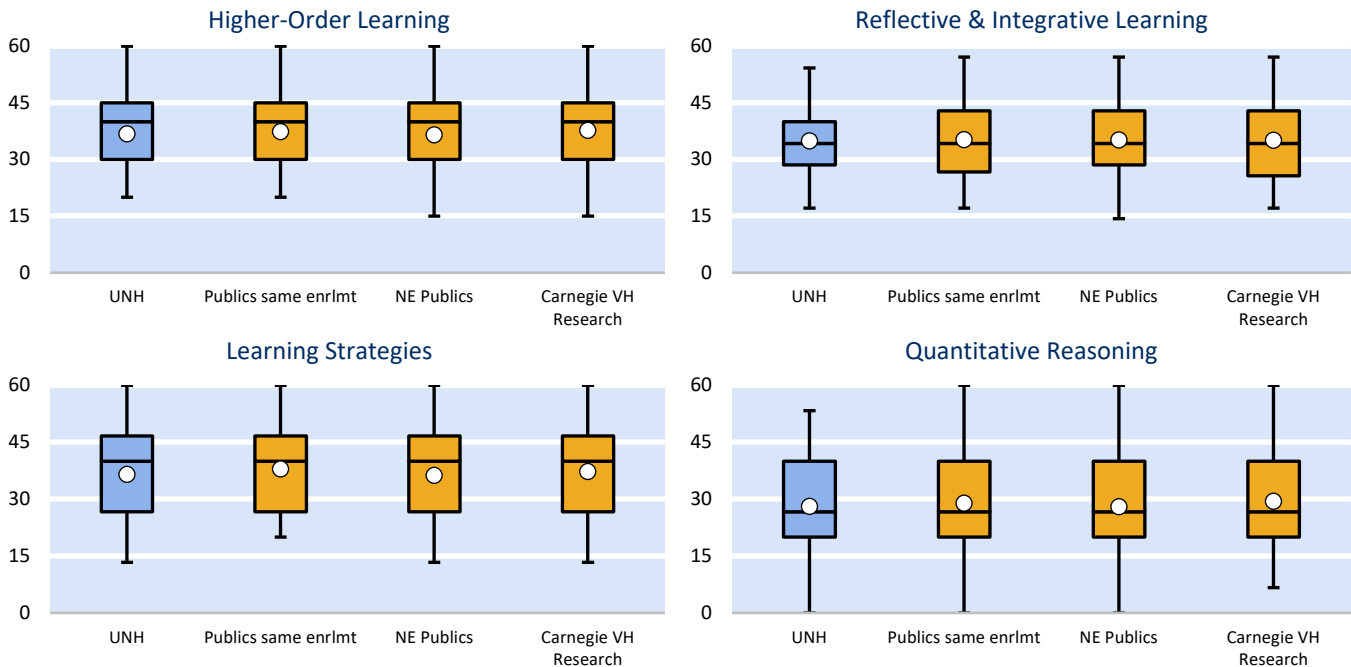
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Publics same enrImt		NE Publics		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.8	37.4	-.04	36.6	.02	37.8	-.07
Reflective & Integrative Learning	35.0	35.3	-.03	35.2	-.02	35.2	-.01
Learning Strategies	36.6	37.9	-.10	36.3	.02	37.3	-.06
Quantitative Reasoning	28.1	28.9	-.06	28.0	.00	29.5	-.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.

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		
		Publics same enr/mt	NE Publics	Carnegie VH Research
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	73	+5	+9	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+2	+3	-0
4d. Evaluating a point of view, decision, or information source	67	-2	-1	+0
4e. Forming a new idea or understanding from various pieces of information	68	-0	-1	-0
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	54	+4	+1	+2
2b. Connected your learning to societal problems or issues	55	+2	+1	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-2	-1	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3	+2	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	-0	+1
2f. Learned something that changed the way you understand an issue or concept	68	+3	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+3	+2	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-2	-3	-1
9b. Reviewed your notes after class	64	-3	+3	-1
9c. Summarized what you learned in class or from course materials	65	+0	+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.)	52	-1	+3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-1	+0	-1
6c. Evaluated what others have concluded from numerical information	42	+0	+2	-2

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

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

Academic Challenge: Seniors

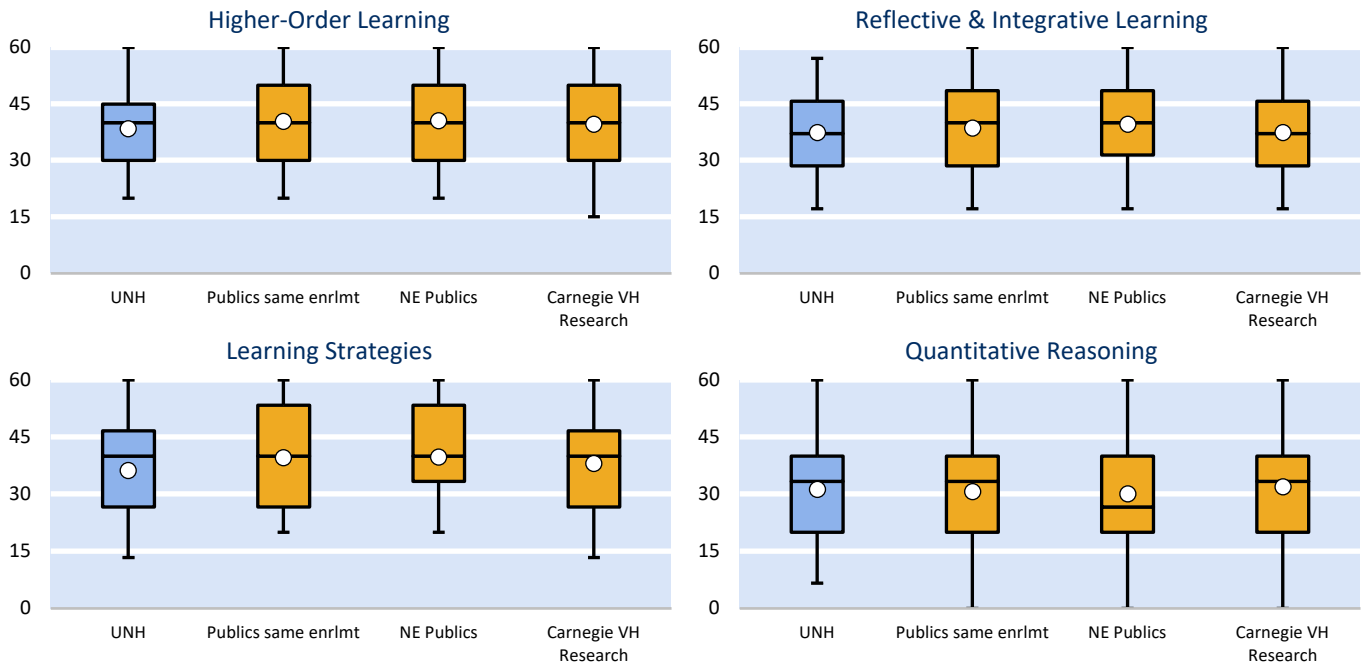
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Publics same enrlnmt		NE Publics		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	40.4 **	-.14	40.6 **	-.16	39.7 *	-.09
Reflective & Integrative Learning	37.5	38.6 *	-.09	39.7 ***	-.18	37.4	.00
Learning Strategies	36.2	39.5 ***	-.23	39.7 ***	-.24	38.0 **	-.12
Quantitative Reasoning	31.2	30.7	.03	30.0	.07	31.9	-.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.

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	Percentage point difference ^a between your seniors and		
		Publics same enr/mt	NE Publics	Carnegie VH Research
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	77	+1	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-3	-2	-2
4d. Evaluating a point of view, decision, or information source	64	-9	-12	-4
4e. Forming a new idea or understanding from various pieces of information	69	-5	-7	-2
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	74	+5	+4	+7
2b. Connected your learning to societal problems or issues	63	+1	-5	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-6	-11	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-3	-6	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-1	-4	+2
2f. Learned something that changed the way you understand an issue or concept	74	+3	+1	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-3	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-4	-8	-1
9b. Reviewed your notes after class	58	-9	-7	-4
9c. Summarized what you learned in class or from course materials	61	-7	-9	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+1	+5	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+1	+0	+0
6c. Evaluated what others have concluded from numerical information	50	+3	+4	+0

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Learning with Peers: First-year students

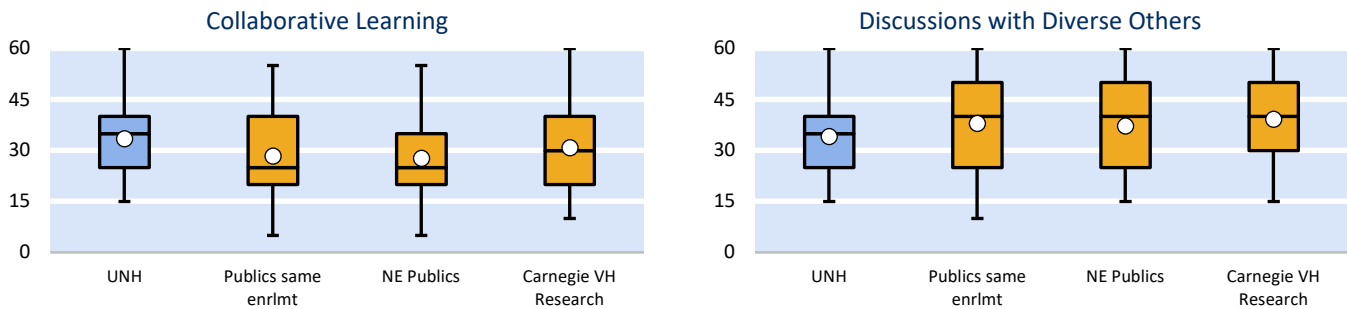
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	28.4 ***	.35	27.6 ***	.43	30.7 ***	.19
Discussions with Diverse Others	34.1	38.0 ***	-.24	37.1 ***	-.20	39.2 ***	-.34

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Performance on Indicator Items

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	UNH %	Percentage point difference ^a between your FY students and		
		Publics same enr/mt	NE Publics	Carnegie VH Research
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	54	+12	+17	+6
1c. Explained course material to one or more students	55	+10	+11	+4
1d. Prepared for exams by discussing or working through course material with other students	52	+14	+18	+9
1e. Worked with other students on course projects or assignments	60	+14	+12	+9
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	46	-23	-22	-26
8b. People from an economic background other than your own	63	-6	-6	-8
8c. People with religious beliefs other than your own	59	-5	-1	-10
8d. People with political views other than your own	60	+1	+4	+1

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Learning with Peers: Seniors

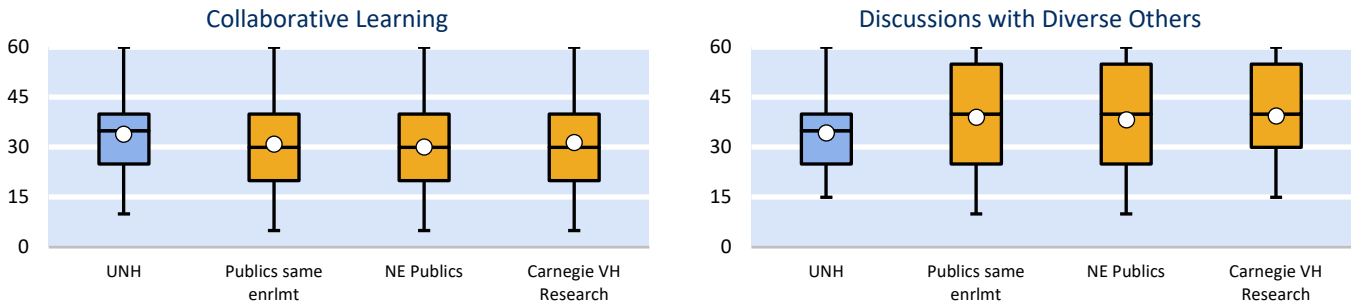
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Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Publics same enrImt		NE Publics		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	30.9 ***	.19	30.1 ***	.26	31.5 ***	.16
Discussions with Diverse Others	34.3	39.1 ***	-.29	38.3 ***	-.25	39.4 ***	-.32

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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		
		Publics same enrImt	NE Publics	Carnegie VH Research
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1b. Asked another student to help you understand course material	48	+6	+8	+4
1c. Explained course material to one or more students	60	+7	+5	+6
1d. Prepared for exams by discussing or working through course material with other students	45	+5	+6	+4
1e. Worked with other students on course projects or assignments	71	+10	+14	+8
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	47	-23	-24	-24
8b. People from an economic background other than your own	65	-6	-5	-6
8c. People with religious beliefs other than your own	54	-12	-9	-14
8d. People with political views other than your own	59	-4	+1	-2

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Experiences with Faculty: First-year students

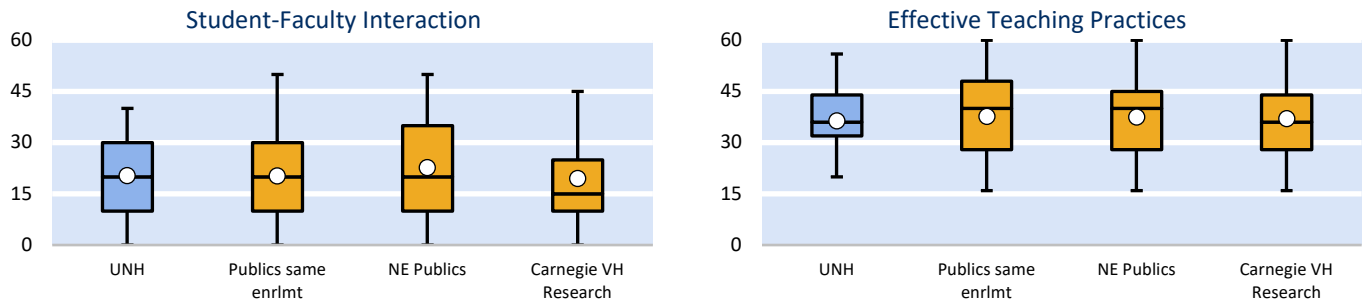
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Your first-year students compared with					
		Publics same enr/mt		NE Publics		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.3	20.3	.00	22.7 **	-.16	19.5	.06
Effective Teaching Practices	36.4	37.6 *	-.10	37.5	-.09	37.0	-.05

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Student-Faculty Interaction	UNH	Percentage point difference ^a between your FY students and		
		Publics same enr/mt	NE Publics	Carnegie VH Research
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	30	-5	-10	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	-5	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+0	-3	+0
3d. Discussed your academic performance with a faculty member	26	-3	-11	+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	77	+2	+2	+1
5b. Taught course sessions in an organized way	74	+4	+3	+1
5c. Used examples or illustrations to explain difficult points	71	-1	+2	-3
5d. Provided feedback on a draft or work in progress	63	-0	-3	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-7	-11	-3

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Experiences with Faculty: Seniors

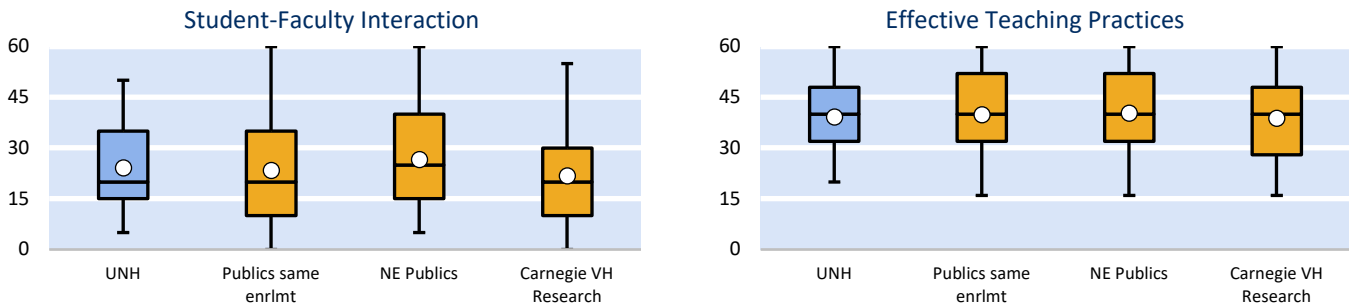
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Engagement Indicator	UNH Mean	Your seniors compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.0	23.3	.05	26.5 ***	-.16	21.7 ***	.15
Effective Teaching Practices	39.1	39.8	-.05	40.2	-.08	38.8	.02

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Student-Faculty Interaction	UNH %	Percentage point difference ^a between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	45	+2	-5	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+1	-3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-0	-6	+2
3d. Discussed your academic performance with a faculty member	29	-4	-15	+2
<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	80	+1	+0	+2
5b. Taught course sessions in an organized way	78	+3	+4	+3
5c. Used examples or illustrations to explain difficult points	80	+5	+5	+4
5d. Provided feedback on a draft or work in progress	61	-4	-7	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+1	-4	+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.

Campus Environment: First-year students

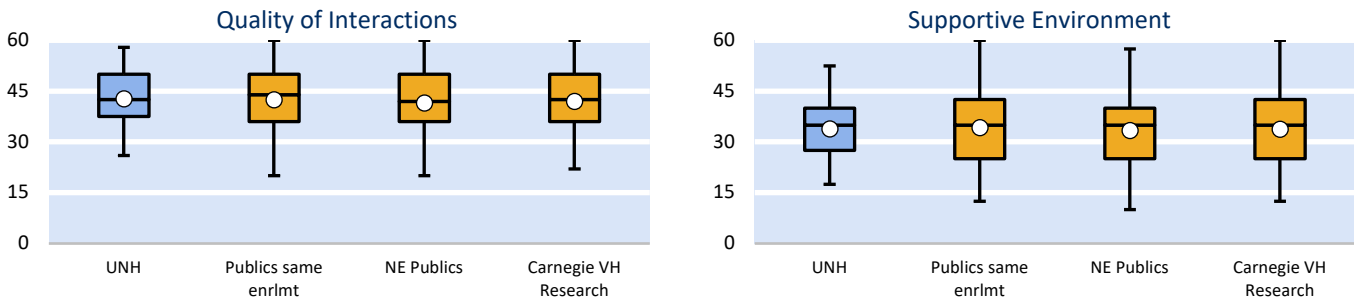
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your first-year students compared with					
		Publics same enrlnmt		NE Publics		Carnegie VH Research	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.5	.03	41.5 *	.12	42.0	.07
Supportive Environment	33.9	34.3	-.03	33.4	.04	33.8	.01

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		
		Publics same enrlnmt	NE Publics	Carnegie VH Research
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-0	+5	-2
13b. Academic advisors	54	+0	+1	+4
13c. Faculty	48	-1	+1	+1
13d. Student services staff (career services, student activities, housing, etc.)	49	+3	+6	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-8	-5	-4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	+4	+7	+5
14c. Using learning support services (tutoring services, writing center, etc.)	74	+2	+6	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-9	-9	-8
14e. Providing opportunities to be involved socially	69	+2	+2	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+7	+10	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-8	-8	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+9	+11	+6
14i. Attending events that address important social, economic, or political issues	44	+0	-7	+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.

Campus Environment: Seniors

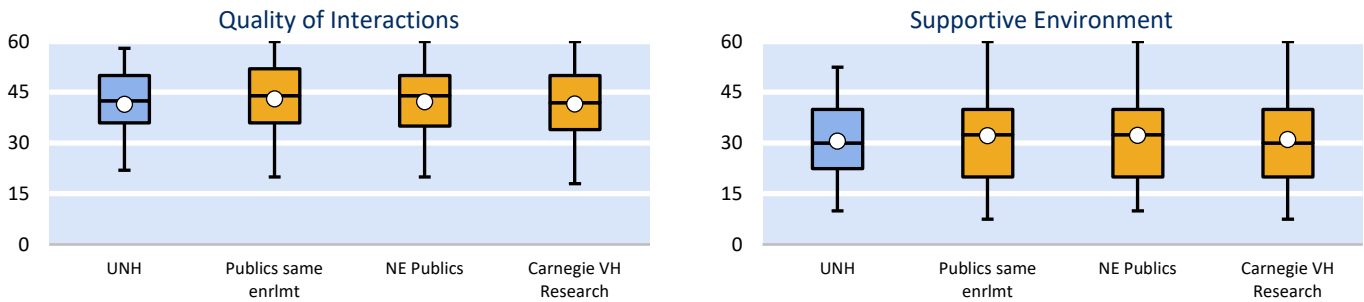
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNH Mean	Your seniors compared with					
		Publics same enrlnmt		NE Publics		Carnegie VH Research	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	43.2 **	-.13	42.3	-.06	41.6	.00
Supportive Environment	30.6	32.3 **	-.11	32.3 *	-.12	31.1	-.03

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 seniors and		
		Publics same enrlnmt	NE Publics	Carnegie VH Research
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	56	-2	+4	-0
13b. Academic advisors	51	-4	-3	+2
13c. Faculty	54	-2	-2	+2
13d. Student services staff (career services, student activities, housing, etc.)	43	-4	-2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-10	-5	-4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	63	-4	-3	-0
14c. Using learning support services (tutoring services, writing center, etc.)	58	-6	-7	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	-15	-20	-13
14e. Providing opportunities to be involved socially	67	+3	+4	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+4	+6	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-6	-7	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+9	+11	+6
14i. Attending events that address important social, economic, or political issues	37	-4	-11	-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.

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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 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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 Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.8	39.2 ***	-.18		42.1 ***	-.40	
	Reflective and Integrative Learning	35.0	36.9 ***	-.16		39.2 ***	-.36	
	Learning Strategies	36.6	39.6 ***	-.21		42.9 ***	-.45	
	Quantitative Reasoning	28.1	30.2 *	-.14		33.3 ***	-.34	
<i>Learning with Peers</i>	Collaborative Learning	33.4	31.8 *	.11	✓	35.4 **	-.15	
	Discussions with Diverse Others	34.1	39.8 ***	-.38		42.6 ***	-.60	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.3	24.3 ***	-.27		27.8 ***	-.50	
	Effective Teaching Practices	36.4	40.3 ***	-.29		43.3 ***	-.51	
<i>Campus Environment</i>	Quality of Interactions	42.8	45.1 ***	-.19		48.2 ***	-.44	
	Supportive Environment	33.9	35.9 **	-.15		39.1 ***	-.40	
Seniors		UNH Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.4	41.9 ***	-.25		44.2 ***	-.44	
	Reflective and Integrative Learning	37.5	40.3 ***	-.22		42.7 ***	-.45	
	Learning Strategies	36.2	41.1 ***	-.34		43.4 ***	-.51	
	Quantitative Reasoning	31.2	32.5	-.08	✓	35.3 ***	-.26	
<i>Learning with Peers</i>	Collaborative Learning	33.9	34.0	-.01	✓	37.9 ***	-.29	
	Discussions with Diverse Others	34.3	40.4 ***	-.38		43.2 ***	-.59	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.0	28.8 ***	-.29		33.2 ***	-.58	
	Effective Teaching Practices	39.1	41.9 ***	-.20		44.5 ***	-.40	
<i>Campus Environment</i>	Quality of Interactions	41.6	45.6 ***	-.33		48.0 ***	-.51	
	Supportive Environment	30.6	34.3 ***	-.25		37.4 ***	-.47	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNH (N = 366)	36.8	12.0	.63	20	30	40	45	60				
Publics same enrlmt	37.4	13.3	.13	20	30	40	45	60	396	-.6	.356	-.045
NE Publics	36.6	13.0	.41	15	30	40	45	60	1,369	.2	.749	.020
Carnegie VH Research	37.8	13.2	.10	15	30	40	45	60	383	-1.0	.126	-.074
Top 50%	39.2	13.3	.05	20	30	40	50	60	370	-2.4	.000	-.182
Top 10%	42.1	13.0	.15	20	35	40	55	60	410	-5.2	.000	-.402
Reflective & Integrative Learning												
UNH (N = 382)	35.0	10.5	.54	17	29	34	40	54				
Publics same enrlmt	35.3	12.1	.11	17	27	34	43	57	415	-.3	.579	-.025
NE Publics	35.2	12.1	.37	14	29	34	43	57	757	-.2	.735	-.019
Carnegie VH Research	35.2	12.0	.09	17	26	34	43	57	400	-.1	.788	-.012
Top 50%	36.9	12.1	.05	17	29	37	46	60	387	-1.9	.000	-.157
Top 10%	39.2	11.8	.13	20	31	40	49	60	423	-4.2	.000	-.358
Learning Strategies												
UNH (N = 336)	36.6	12.9	.70	13	27	40	47	60				
Publics same enrlmt	37.9	13.9	.14	20	27	40	47	60	362	-1.4	.053	-.101
NE Publics	36.3	13.7	.44	13	27	40	47	60	1,284	.3	.739	.021
Carnegie VH Research	37.3	13.6	.10	13	27	40	47	60	17,437	-.8	.312	-.056
Top 50%	39.6	14.1	.06	20	27	40	53	60	59,881	-3.0	.000	-.214
Top 10%	42.9	14.3	.14	20	33	40	60	60	361	-6.4	.000	-.446
Quantitative Reasoning												
UNH (N = 342)	28.1	14.9	.81	0	20	27	40	53				
Publics same enrlmt	28.9	15.4	.15	0	20	27	40	60	10,433	-.9	.300	-.057
NE Publics	28.0	15.0	.48	0	20	27	40	60	1,304	.1	.957	.003
Carnegie VH Research	29.5	15.0	.11	7	20	27	40	60	17,694	-1.4	.088	-.093
Top 50%	30.2	15.3	.06	7	20	27	40	60	69,156	-2.1	.011	-.137
Top 10%	33.3	15.5	.16	7	20	33	40	60	9,235	-5.2	.000	-.336
Learning with Peers												
Collaborative Learning												
UNH (N = 408)	33.4	13.6	.67	15	25	35	40	60				
Publics same enrlmt	28.4	14.2	.13	5	20	25	40	55	12,956	5.0	.000	.353
NE Publics	27.6	13.4	.39	5	20	25	35	55	1,563	5.7	.000	.426
Carnegie VH Research	30.7	14.2	.10	10	20	30	40	60	22,311	2.6	.000	.185
Top 50%	31.8	13.9	.06	10	20	30	40	60	60,532	1.5	.025	.112
Top 10%	35.4	13.5	.13	15	25	35	45	60	11,472	-2.1	.002	-.153
Discussions with Diverse Others												
UNH (N = 337)	34.1	13.3	.73	15	25	35	40	60				
Publics same enrlmt	38.0	15.9	.16	10	25	40	50	60	369	-3.9	.000	-.244
NE Publics	37.1	15.4	.50	15	25	40	50	60	675	-3.0	.001	-.204
Carnegie VH Research	39.2	15.0	.11	15	30	40	50	60	353	-5.1	.000	-.339
Top 50%	39.8	15.1	.06	15	30	40	55	60	341	-5.7	.000	-.380
Top 10%	42.6	14.2	.17	20	35	40	55	60	373	-8.5	.000	-.598

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 369)	20.3	12.6	.65	0	10	20	30	40				
Publics same enrmt	20.3	14.9	.14	0	10	20	30	50	403	.0	.978	.001
NE Publics	22.7	15.1	.47	0	10	20	35	50	767	-2.4	.003	-.164
Carnegie VH Research	19.5	14.5	.10	0	10	15	25	45	387	.8	.205	.058
Top 50%	24.3	15.1	.08	5	15	20	35	55	380	-4.1	.000	-.268
Top 10%	27.8	15.3	.20	5	15	25	40	60	443	-7.5	.000	-.497
Effective Teaching Practices												
UNH (N = 366)	36.4	11.2	.59	20	32	36	44	56				
Publics same enrmt	37.6	13.5	.13	16	28	40	48	60	403	-1.3	.033	-.095
NE Publics	37.5	12.8	.40	16	28	40	45	60	734	-1.1	.112	-.092
Carnegie VH Research	37.0	12.9	.10	16	28	36	44	60	385	-.6	.276	-.050
Top 50%	40.3	13.8	.06	16	32	40	52	60	374	-3.9	.000	-.285
Top 10%	43.3	13.7	.16	20	36	44	56	60	423	-6.9	.000	-.512
Campus Environment												
Quality of Interactions												
UNH (N = 326)	42.8	9.3	.51	26	38	43	50	58				
Publics same enrmt	42.5	11.9	.12	20	36	44	50	60	364	.3	.568	.026
NE Publics	41.5	11.5	.38	20	36	42	50	60	707	1.3	.049	.116
Carnegie VH Research	42.0	11.4	.09	22	36	43	50	60	345	.8	.110	.074
Top 50%	45.1	11.9	.06	22	38	48	54	60	334	-2.3	.000	-.194
Top 10%	48.2	12.5	.15	23	42	50	60	60	381	-5.4	.000	-.436
Supportive Environment												
UNH (N = 332)	33.9	11.1	.61	18	28	35	40	53				
Publics same enrmt	34.3	13.8	.14	13	25	35	43	60	367	-.4	.553	-.027
NE Publics	33.4	13.2	.43	10	25	35	40	58	686	.5	.491	.041
Carnegie VH Research	33.8	13.1	.10	13	25	35	43	60	349	.1	.844	.009
Top 50%	35.9	13.6	.07	13	26	38	45	60	339	-2.0	.001	-.150
Top 10%	39.1	13.3	.19	18	30	40	50	60	401	-5.2	.000	-.395

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 (N = 530)	38.4	12.8	.55	20	30	40	45	60				
Publics same enrlmt	40.4	14.0	.11	20	30	40	50	60	16,009	-2.0	.001	-.142
NE Publics	40.6	13.8	.35	20	30	40	50	60	2,045	-2.1	.002	-.158
Carnegie VH Research	39.7	14.0	.09	15	30	40	50	60	554	-1.2	.027	-.089
Top 50%	41.9	13.7	.05	20	35	40	55	60	538	-3.5	.000	-.252
Top 10%	44.2	13.1	.16	20	35	45	60	60	7,297	-5.8	.000	-.443
Reflective & Integrative Learning												
UNH (N = 561)	37.5	11.9	.50	17	29	37	46	57				
Publics same enrlmt	38.6	13.0	.10	17	29	40	49	60	606	-1.2	.024	-.089
NE Publics	39.7	12.7	.32	17	31	40	49	60	2,161	-2.2	.000	-.176
Carnegie VH Research	37.4	13.1	.08	17	29	37	46	60	587	.0	.954	.002
Top 50%	40.3	12.5	.05	20	31	40	50	60	570	-2.8	.000	-.224
Top 10%	42.7	11.7	.15	23	34	43	51	60	6,900	-5.3	.000	-.449
Learning Strategies												
UNH (N = 502)	36.2	14.6	.65	13	27	40	47	60				
Publics same enrlmt	39.5	14.4	.12	20	27	40	53	60	15,167	-3.4	.000	-.233
NE Publics	39.7	14.2	.37	20	33	40	53	60	1,943	-3.5	.000	-.244
Carnegie VH Research	38.0	14.8	.09	13	27	40	47	60	25,607	-1.8	.006	-.124
Top 50%	41.1	14.6	.05	20	33	40	53	60	80,558	-4.9	.000	-.336
Top 10%	43.4	14.2	.12	20	33	40	60	60	14,006	-7.2	.000	-.511
Quantitative Reasoning												
UNH (N = 506)	31.2	15.8	.70	7	20	33	40	60				
Publics same enrlmt	30.7	16.6	.14	0	20	33	40	60	544	.5	.454	.032
NE Publics	30.0	16.5	.43	0	20	27	40	60	1,964	1.1	.172	.070
Carnegie VH Research	31.9	16.5	.10	0	20	33	40	60	25,988	-.7	.365	-.041
Top 50%	32.5	16.5	.06	7	20	33	40	60	89,375	-1.3	.086	-.077
Top 10%	35.3	16.0	.16	7	20	33	47	60	10,905	-4.1	.000	-.260
Learning with Peers												
Collaborative Learning												
UNH (N = 588)	33.9	13.6	.56	10	25	35	40	60				
Publics same enrlmt	30.9	15.4	.12	5	20	30	40	60	639	3.0	.000	.195
NE Publics	30.1	14.9	.37	5	20	30	40	60	1,119	3.8	.000	.260
Carnegie VH Research	31.5	15.5	.09	5	20	30	40	60	617	2.4	.000	.158
Top 50%	34.0	14.6	.06	10	25	35	45	60	598	-.1	.879	-.006
Top 10%	37.9	13.7	.14	15	30	40	50	60	9,623	-3.9	.000	-.287
Discussions with Diverse Others												
UNH (N = 503)	34.3	13.7	.61	15	25	35	40	60				
Publics same enrlmt	39.1	16.4	.13	10	25	40	55	60	553	-4.7	.000	-.290
NE Publics	38.3	16.4	.43	10	25	40	55	60	1,036	-4.0	.000	-.252
Carnegie VH Research	39.4	15.8	.10	15	30	40	55	60	529	-5.1	.000	-.321
Top 50%	40.4	15.9	.06	15	30	40	55	60	511	-6.0	.000	-.380
Top 10%	43.2	15.1	.17	20	35	45	60	60	582	-8.9	.000	-.591

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNH (N = 551)	24.0	14.3	.61	5	15	20	35	50				
Publics same enr/mt	23.3	16.5	.13	0	10	20	35	60	602	.7	.232	.045
NE Publics	26.5	16.2	.41	5	15	25	40	60	1,086	-2.5	.001	-.157
Carnegie VH Research	21.7	16.1	.10	0	10	20	30	55	578	2.4	.000	.146
Top 50%	28.8	16.2	.09	5	15	25	40	60	573	-4.7	.000	-.291
Top 10%	33.2	16.1	.24	10	20	35	45	60	737	-9.2	.000	-.577
Effective Teaching Practices												
UNH (N = 529)	39.1	12.4	.54	20	32	40	48	60				
Publics same enr/mt	39.8	14.3	.11	16	32	40	52	60	576	-.7	.222	-.047
NE Publics	40.2	14.5	.37	16	32	40	52	60	1,060	-1.1	.095	-.078
Carnegie VH Research	38.8	14.1	.09	16	28	40	48	60	555	.3	.537	.024
Top 50%	41.9	14.1	.06	16	32	40	56	60	540	-2.8	.000	-.200
Top 10%	44.5	13.6	.14	20	36	44	56	60	601	-5.3	.000	-.395
Campus Environment												
Quality of Interactions												
UNH (N = 486)	41.6	10.9	.50	22	36	43	50	58				
Publics same enr/mt	43.2	12.4	.11	20	36	44	52	60	532	-1.6	.002	-.129
NE Publics	42.3	12.2	.33	20	35	44	50	60	948	-.7	.212	-.063
Carnegie VH Research	41.6	12.4	.08	18	34	42	50	60	512	.0	.965	-.002
Top 50%	45.6	12.3	.05	22	38	48	56	60	494	-4.1	.000	-.330
Top 10%	48.0	12.5	.09	22	40	50	60	60	519	-6.4	.000	-.514
Supportive Environment												
UNH (N = 496)	30.6	12.4	.56	10	23	30	40	53				
Publics same enr/mt	32.3	14.7	.12	8	20	33	40	60	544	-1.6	.005	-.111
NE Publics	32.3	14.2	.38	10	20	33	40	60	983	-1.7	.014	-.121
Carnegie VH Research	31.1	14.3	.09	8	20	30	40	60	522	-.5	.378	-.035
Top 50%	34.3	14.7	.06	10	23	35	45	60	507	-3.6	.000	-.245
Top 10%	37.4	14.5	.19	13	28	38	48	60	619	-6.8	.000	-.472

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.