NSSE 2023
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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year 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 NH/MA public	Your first-year students compared with NH/MA/ME priv enrlmt	Your first-year students compared with All 2023 ppts
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▲	--	--
	Supportive Environment	▲	▲	▲

Seniors

Theme	Engagement Indicator	Your seniors compared with NH/MA public	Your seniors compared with NH/MA/ME priv enrlmt	Your seniors compared with All 2023 ppts
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▲	▲	▲
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	▼	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

NSSE 2023 Engagement Indicators

Academic Challenge

University of New Hampshire at Manchester

## Academic Challenge: First-year students

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

Mean Comparisons

	UNH at Manchester	Your first-year students compared with					
		NH/MA public		NH/MA/ME priv enrlmt		All 2023 ppts	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	39.2	.07	39.7	.03	38.8	.09
Reflective & Integrative Learning	36.4	36.4	.00	37.6	-.11	36.4	.00
Learning Strategies	38.0	39.1	-.08	38.7	-.05	38.7	-.05
Quantitative Reasoning	32.0	31.0	.06	29.1	.18	29.4	.16

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

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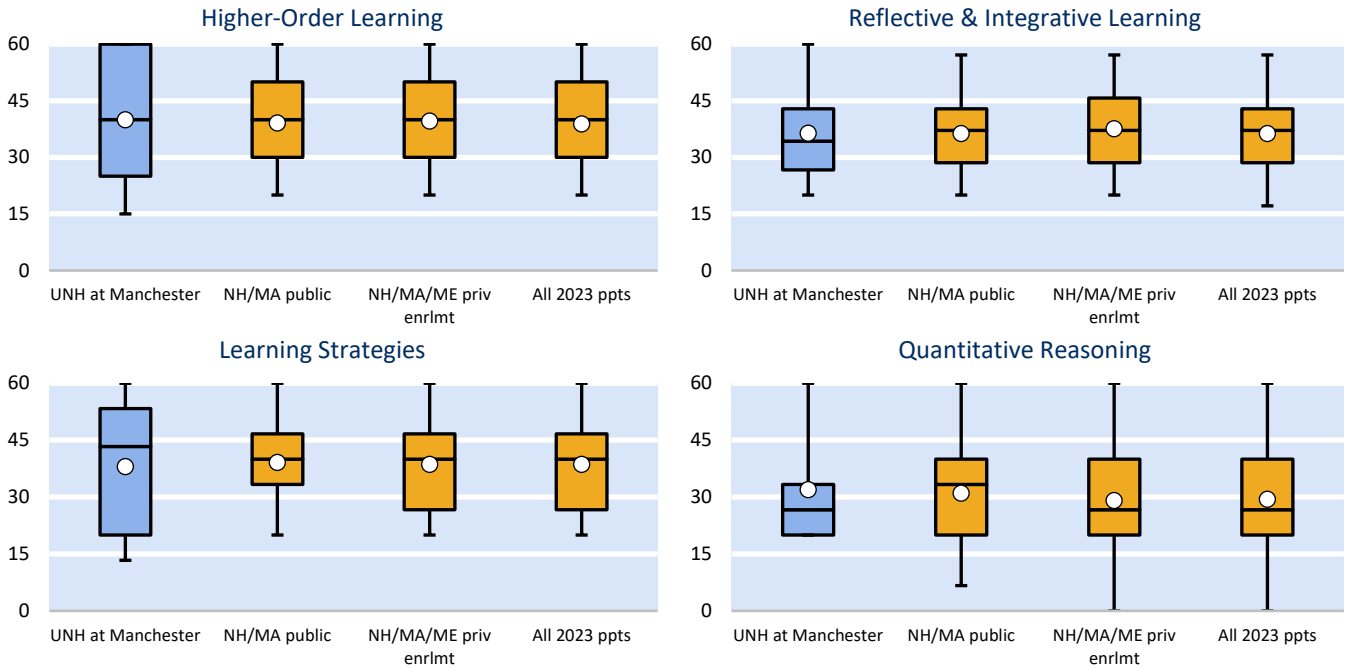
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	UNH at Manchester	Percentage point difference [a] between your FY students and		
		NH/MA public	NH/MA/ME priv enrlmt	All 2023 ppts
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	60	-14	-16	-12
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	60	-13	-15	-11
4d. Evaluating a point of view, decision, or information source	80	+8	+7	+9
4e. Forming a new idea or understanding from various pieces of information	70	-1	-4	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	55	+1	-6	-0
2b. Connected your learning to societal problems or issues	70	+14	+12	+15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+2	-2	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	40	-25	-26	-26
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	50	-22	-24	-22
2f. Learned something that changed the way you understand an issue or concept	56	-14	-16	-13
2g. Connected ideas from your courses to your prior experiences and knowledge	90	+10	+7	+10
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	+2	+1	+6
9b. Reviewed your notes after class	50	-19	-14	-17
9c. Summarized what you learned in class or from course materials	50	-17	-16	-16
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	30	-27	-23	-24
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	60	+11	+16	+16
6c. Evaluated what others have concluded from numerical information	30	-19	-13	-14

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 at Manchester Mean	Your seniors compared with					
		NH/MA public		NH/MA/ME priv enrlmt		All 2023 ppts	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.3	39.9	.26	41.1	.18	41.1	.17
Reflective & Integrative Learning	37.2	38.8	-.12	40.8	-.31	39.3	-.16
Learning Strategies	46.7	38.3 **	.58	38.6 **	.56	39.4 **	.50
Quantitative Reasoning	29.8	31.5	-.11	31.5	-.11	31.4	-.10

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

Score Distributions
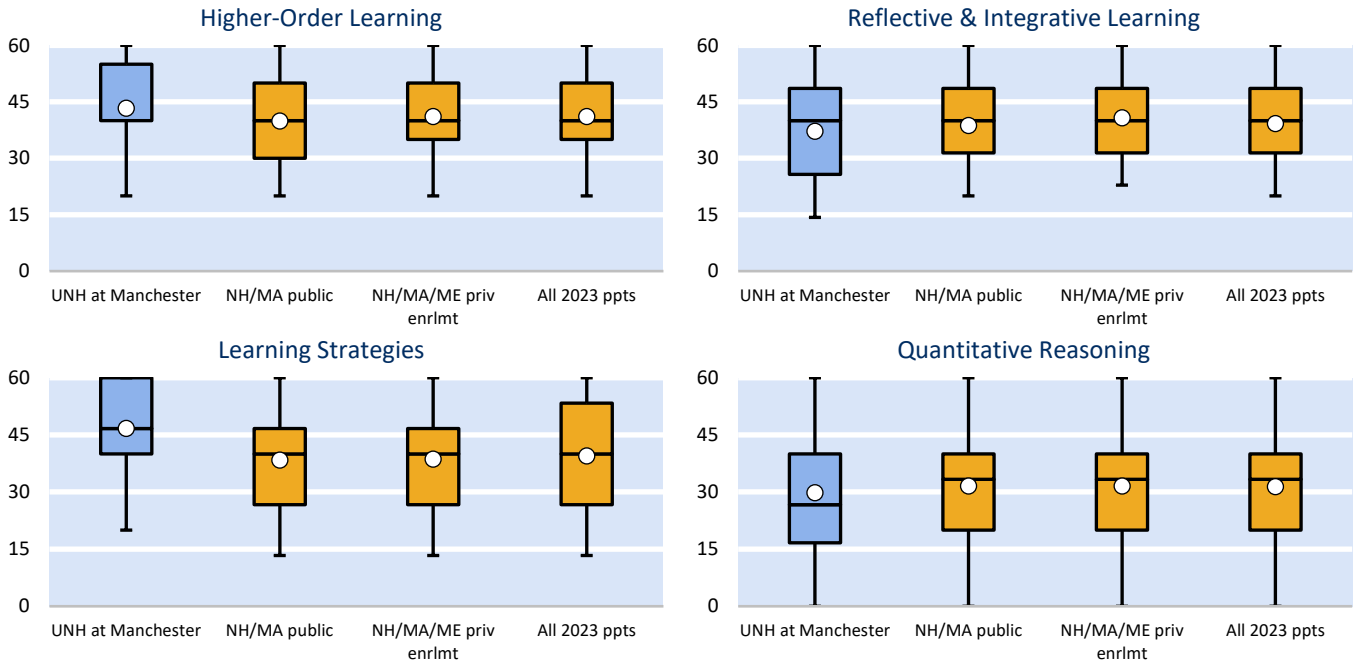
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UNH at Manchester	Percentage point difference [a] between your seniors and		
Higher-Order Learning		**NH/MA public**	**NH/MA/ME priv enrlmt**	**All 2023 ppts**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	85	+9	+5	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+7	+5	+6
4d. Evaluating a point of view, decision, or information source	74	+2	-2	+0
4e. Forming a new idea or understanding from various pieces of information	71	-3	-6	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	71	+3	-3	+2
2b. Connected your learning to societal problems or issues	57	-8	-13	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-11	-17	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+2	-4	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	69	-4	-8	-6
2f. Learned something that changed the way you understand an issue or concept	60	-13	-17	-13
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+2	-2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	93	+16	+11	+16
9b. Reviewed your notes after class	79	+18	+21	+14
9c. Summarized what you learned in class or from course materials	76	+10	+10	+8
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+5	+6	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-12	-12	-11
6c. Evaluated what others have concluded from numerical information	41	-9	-11	-7

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.
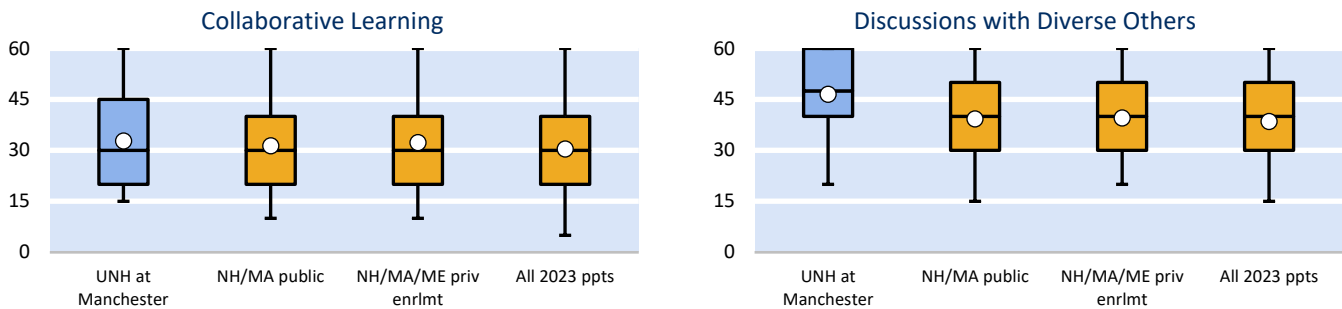
Learning with Peers: First-year students

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

	UNH at Manchester	Your first-year students compared with					
		NH/MA public		NH/MA/ME priv enrlmt		All 2023 ppts	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	31.4	.10	32.2	.04	30.4	.15
Discussions with Diverse Others	46.5	39.2	.50	39.5	.50	38.5	.52

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Score Distributions

Collaborative Learning

Discussions with Diverse Others

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

Performance on Indicator Items

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Collaborative Learning	UNH at Manchester	Percentage point difference [a] between your FY students and		
		NH/MA public	NH/MA/ME priv enrlmt	All 2023 ppts
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	55	+7	+6	+7
1c. Explained course material to one or more students	64	+12	+10	+13
1d. Prepared for exams by discussing or working through course material with other students	45	-2	-2	+2
1e. Worked with other students on course projects or assignments	45	-8	-13	-7

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	70	-5	-5	-0
8b. People from economic backgrounds other than your own	90	+16	+15	+18
8c. People with religious beliefs other than your own	80	+12	+11	+15
8d. People with political views other than your own	70	+14	+16	+11

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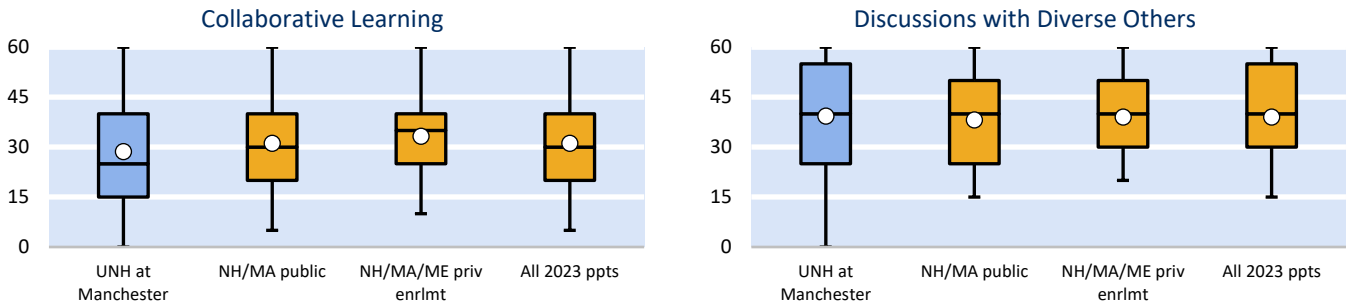## University of New Hampshire at Manchester

Learning with Peers: Seniors

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

	UNH at Manchester	*Your seniors compared with*					
		NH/MA public		NH/MA/ME priv enrlmt		All 2023 ppts	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	28.7	31.2	-.17	33.3	-.33	31.2	-.16
Discussions with Diverse Others	39.3	38.1	.08	39.0	.02	39.1	.01

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	UNH at Manchester	*Percentage point difference [a] between your seniors and*		
		NH/MA public	NH/MA/ME priv enrlmt	All 2023 ppts
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	30	-12	-15	-13
1c. Explained course material to one or more students	44	-7	-15	-9
1d. Prepared for exams by discussing or working through course material with other students	38	-3	-7	-5
1e. Worked with other students on course projects or assignments	61	-2	-7	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	66	-6	-7	-5
8b. People from economic backgrounds other than your own	69	-3	-7	-3
8c. People with religious beliefs other than your own	62	-2	-3	-3
8d. People with political views other than your own	62	+9	+8	+1

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NSSE 2023 Engagement Indicators

Experiences with Faculty
University of New Hampshire at Manchester

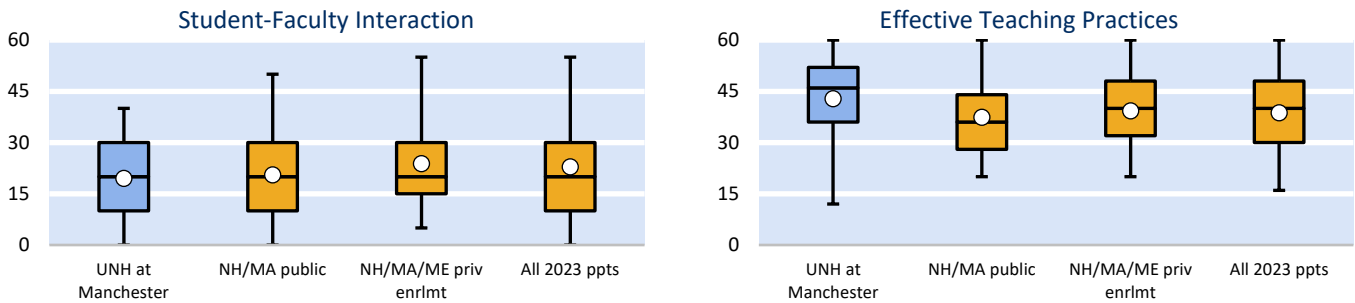## Experiences with Faculty: First-year students

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

Mean Comparisons

Engagement Indicator	UNH at Manchester Mean	*Your first-year students compared with*					
		NH/MA public		NH/MA/ME priv enrlmt		All 2023 ppts	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.5	20.5	-.07	23.8	-.30	22.8	-.22
Effective Teaching Practices	42.8	37.4	.43	39.3	.29	38.7	.31

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Student-Faculty Interaction	UNH at Manchester	*Percentage point difference [a] between your FY students and*		
		NH/MA public	NH/MA/ME priv enrlmt	All 2023 ppts
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	40	+6	+1	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+8	+6	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-6	-14	-10
3d. Discussed your academic performance with a faculty member	10	-17	-24	-23
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	90	+12	+10	+12
5b. Taught course sessions in an organized way	80	+7	+3	+6
5c. Used examples or illustrations to explain difficult points	90	+16	+15	+16
5d. Provided feedback on a draft or work in progress	60	+2	-5	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+16	+5	+9

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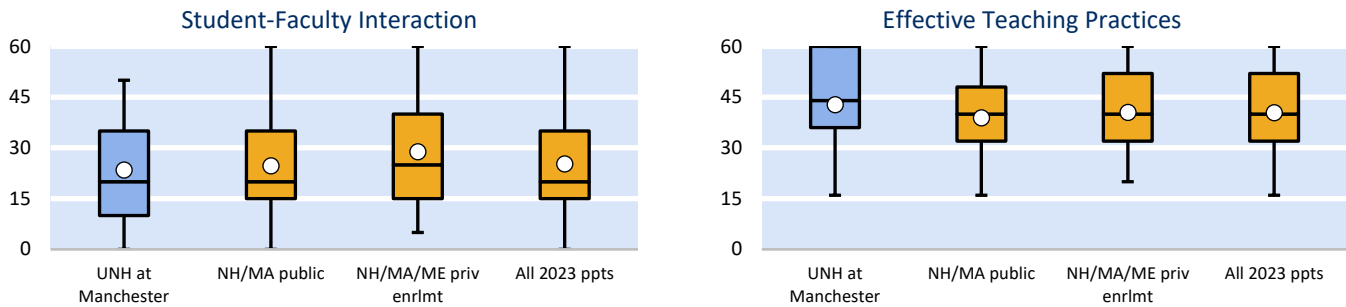
Experiences with Faculty: Seniors

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Mean Comparisons

Engagement Indicator	UNH at Manchester Mean	Your seniors compared with					
		NH/MA public		NH/MA/ME priv enrlmt		All 2023 ppts	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.4	24.7	-.08	28.8 *	-.35	25.2	-.11
Effective Teaching Practices	42.7	38.8	.29	40.4	.18	40.4	.17

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Student-Faculty Interaction	UNH at Manchester	Percentage point difference [a] between your seniors and		
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Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	57	+13	+4	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+4	-2	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-7	-18	-8
3d. Discussed your academic performance with a faculty member	26	-5	-12	-9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	76	-6	-6	-5
5b. Taught course sessions in an organized way	76	-1	-3	-1
5c. Used examples or illustrations to explain difficult points	84	+7	+4	+6
5d. Provided feedback on a draft or work in progress	61	+2	-6	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+15	+6	+9

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

	UNH at Manchester	Your first-year students compared with					
		NH/MA public		NH/MA/ME priv enrlmt		All 2023 ppts	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	49.2	41.5 *	.68	43.0	.57	43.5	.50
Supportive Environment	46.8	35.2 **	.93	35.6 **	.89	35.6 **	.84

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

Score Distributions

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

Performance on Indicator Items

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

	UNH at Manchester	Percentage point difference [a] between your FY students and		
Quality of Interactions		NH/MA public	NH/MA/ME priv enrlmt	All 2023 ppts
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	50	+2	-0	-1
13b. Academic advisors	70	+23	+19	+14
13c. Faculty	80	+33	+24	+26
13d. Student services staff (career services, student activities, housing, etc.)	78	+35	+31	+30
13e. Other administrative staff and offices (registrar, financial aid, etc.)	80	+43	+37	+33
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	90	+18	+17	+17
14c. Using learning support services (tutoring services, writing center, etc.)	90	+16	+16	+15
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	90	+28	+28	+29
14e. Providing opportunities to be involved socially	80	+9	+11	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	80	+15	+14	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	60	+20	+25	+20
14h. Attending campus activities and events (performing arts, athletic events, etc.)	80	+13	+10	+15
14i. Attending events that address important social, economic, or political issues	70	+21	+17	+23

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.
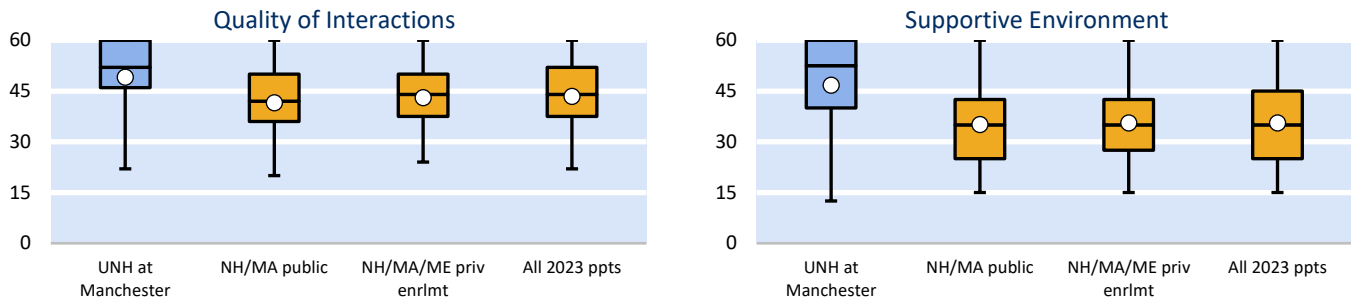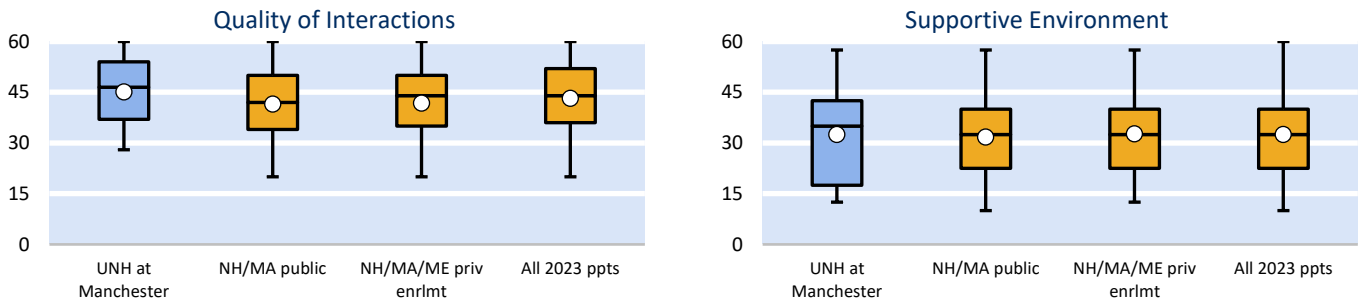
Campus Environment: Seniors

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 at Manchester | Your seniors compared with | | | | | |
| | | NH/MA public | | NH/MA/ME priv enrlmt | | All 2023 ppts | |
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.1	41.5	.31	41.8	.30	43.2	.16
Supportive Environment	32.5	31.7	.06	32.7	-.02	32.5	.00

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

Score Distributions

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

Performance on Indicator Items

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

| Quality of Interactions | UNH at Manchester | Percentage point difference [a] between your seniors and | | |
		NH/MA public	NH/MA/ME priv enrlmt	All 2023 ppts
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	66	+13	+11	+7
13b. Academic advisors	55	+6	+4	+2
13c. Faculty	59	+6	-2	+0
13d. Student services staff (career services, student activities, housing, etc.)	57	+15	+17	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+8	+7	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	72	+8	+4	+3
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	-0	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-5	-4	-7
14e. Providing opportunities to be involved socially	69	+4	+0	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+5	+6	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-3	-1	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-2	-10	+1
14i. Attending events that address important social, economic, or political issues	39	-3	-9	-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.

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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 2022 and 2023 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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

| Theme | Engagement Indicator | UNH at Manchester Mean | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	39.7	.03	✓	42.3	-.18	
	Reflective and Integrative Learning	36.4	37.5	-.09	✓	40.0	-.32	
	Learning Strategies	38.0	39.8	-.13		42.6	-.34	
	Quantitative Reasoning	32.0	30.5	.10	✓	33.2	-.08	✓
Learning with Peers	Collaborative Learning	32.7	33.4	-.05	✓	36.5	-.27	
	Discussions with Diverse Others	46.5	40.5	.41	✓	43.5	.22	✓
Experiences with Faculty	Student-Faculty Interaction	19.5	25.6	-.40		29.4 *	-.64	
	Effective Teaching Practices	42.8	40.2	.20	✓	43.1	-.02	✓
Campus Environment	Quality of Interactions	49.2	45.2	.36	✓	47.8	.12	✓
	Supportive Environment	46.8	37.0 *	.75	✓	39.7	.55	✓

Seniors

| Theme | Engagement Indicator | UNH at Manchester Mean | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.3	42.3	.08	✓	44.8	-.11	
	Reflective and Integrative Learning	37.2	40.9	-.30		43.4 **	-.52	
	Learning Strategies	46.7	41.1 *	.38	✓	43.9	.20	✓
	Quantitative Reasoning	29.8	32.5	-.17		35.9 *	-.38	
Learning with Peers	Collaborative Learning	28.7	34.9 **	-.44		38.3 ***	-.71	
	Discussions with Diverse Others	39.3	41.2	-.12		44.0	-.32	
Experiences with Faculty	Student-Faculty Interaction	23.4	29.8 *	-.40		34.3 ***	-.70	
	Effective Teaching Practices	42.7	42.3	.03	✓	44.7	-.15	
Campus Environment	Quality of Interactions	45.1	45.3	-.01	✓	47.9	-.22	
	Supportive Environment	32.5	34.7	-.16		37.7 *	-.38	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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.

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
University of New Hampshire at Manchester

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UNH at Manchester (N = 10)	40.0	17.6	5.58	15	25	40	60	60				
NH/MA public	39.2	12.9	.22	20	30	40	50	60	9	.8	.883	.065
NH/MA/ME priv enrlmt	39.7	12.4	.24	20	30	40	50	60	9	.3	.953	.027
All 2023 ppts	38.8	13.1	.04	20	30	40	50	60	9	1.2	.838	.089
Top 50%	39.7	13.0	.04	20	30	40	50	60	9	.3	.955	.025
Top 10%	42.3	12.4	.10	20	35	40	50	60	9	-2.3	.695	-.182
Reflective & Integrative Learning												
UNH at Manchester (N = 10)	36.4	12.3	3.88	20	27	34	43	60				
NH/MA public	36.4	11.8	.19	20	29	37	43	57	3,669	.0	.995	.002
NH/MA/ME priv enrlmt	37.6	11.3	.21	20	29	37	46	57	2,860	-1.2	.731	-.109
All 2023 ppts	36.4	12.0	.04	17	29	37	43	57	102,664	.0	.995	.002
Top 50%	37.5	11.8	.04	20	29	37	46	60	109,334	-1.1	.769	-.093
Top 10%	40.0	11.6	.09	20	31	40	49	60	15,345	-3.7	.316	-.317
Learning Strategies												
UNH at Manchester (N = 10)	38.0	18.3	5.80	13	20	43	53	60				
NH/MA public	39.1	13.2	.24	20	33	40	47	60	9	-1.1	.853	-.084
NH/MA/ME priv enrlmt	38.7	13.3	.27	20	27	40	47	60	9	-.7	.911	-.050
All 2023 ppts	38.7	13.7	.05	20	27	40	47	60	87,049	-.7	.879	-.048
Top 50%	39.8	13.7	.04	20	33	40	53	60	94,797	-1.8	.671	-.135
Top 10%	42.6	13.8	.10	20	33	40	53	60	17,540	-4.6	.289	-.336
Quantitative Reasoning												
UNH at Manchester (N = 10)	32.0	15.3	4.85	20	20	27	33	60				
NH/MA public	31.0	15.1	.27	7	20	33	40	60	3,152	1.0	.841	.064
NH/MA/ME priv enrlmt	29.1	16.0	.32	0	20	27	40	60	2,443	2.9	.567	.182
All 2023 ppts	29.4	15.5	.05	0	20	27	40	60	88,539	2.6	.603	.164
Top 50%	30.5	15.4	.05	7	20	27	40	60	108,700	1.5	.750	.101
Top 10%	33.2	15.4	.11	7	20	33	40	60	19,938	-1.2	.801	-.080
Learning with Peers												
Collaborative Learning												
UNH at Manchester (N = 11)	32.7	14.0	4.23	15	20	30	45	60				
NH/MA public	31.4	14.0	.22	10	20	30	40	60	3,967	1.4	.747	.097
NH/MA/ME priv enrlmt	32.2	13.6	.24	10	20	30	40	60	3,107	.5	.907	.035
All 2023 ppts	30.4	14.9	.04	5	20	30	40	60	110,995	2.3	.610	.154
Top 50%	33.4	13.9	.04	10	25	35	40	60	141,699	-.7	.875	-.048
Top 10%	36.5	13.7	.08	15	25	35	45	60	31,258	-3.8	.363	-.274
Discussions with Diverse Others												
UNH at Manchester (N = 10)	46.5	14.2	4.48	20	40	48	60	60				
NH/MA public	39.2	14.5	.26	15	30	40	50	60	3,131	7.3	.114	.501
NH/MA/ME priv enrlmt	39.5	14.0	.28	20	30	40	50	60	2,430	7.0	.115	.499
All 2023 ppts	38.5	15.4	.05	15	30	40	50	60	87,704	8.0	.102	.517
Top 50%	40.5	14.7	.04	20	30	40	55	60	109,601	6.0	.198	.407
Top 10%	43.5	13.9	.12	20	35	40	60	60	13,447	3.0	.495	.216

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 at Manchester (N = 10)	19.5	13.6	4.31	0	10	20	30	40				
NH/MA public	20.5	14.7	.25	0	10	20	30	50	3,499	-1.0	.831	-.067
NH/MA/ME priv enrlmt	23.8	14.4	.28	5	15	20	30	55	2,743	-4.3	.352	-.295
All 2023 ppts	22.8	15.2	.05	0	10	20	30	55	98,137	-3.3	.490	-.218
Top 50%	25.6	15.2	.06	5	15	25	35	60	67,647	-6.1	.202	-.403
Top 10%	29.4	15.4	.14	5	20	25	40	60	12,665	-9.9	.043	-.641
Effective Teaching Practices												
UNH at Manchester (N = 10)	42.8	14.2	4.50	12	36	46	52	60				
NH/MA public	37.4	12.6	.22	20	28	36	44	60	3,338	5.4	.175	.430
NH/MA/ME priv enrlmt	39.3	12.2	.24	20	32	40	48	60	2,622	3.5	.362	.289
All 2023 ppts	38.7	13.1	.04	16	30	40	48	60	93,865	4.1	.321	.314
Top 50%	40.2	13.2	.05	20	32	40	52	60	79,485	2.6	.526	.201
Top 10%	43.1	12.9	.12	20	36	44	56	60	10,822	-.3	.939	-.024
Campus Environment												
Quality of Interactions												
UNH at Manchester (N = 10)	49.2	12.2	3.86	22	46	52	60	60				
NH/MA public	41.5	11.2	.21	20	36	42	50	60	2,908	7.6	.032	.680
NH/MA/ME priv enrlmt	43.0	10.7	.22	24	38	44	50	60	2,286	6.1	.072	.570
All 2023 ppts	43.5	11.4	.04	22	38	44	52	60	80,973	5.7	.113	.501
Top 50%	45.2	11.1	.04	25	40	46	54	60	64,989	4.0	.260	.357
Top 10%	47.8	11.3	.10	26	42	50	58	60	11,768	1.3	.706	.119
Supportive Environment												
UNH at Manchester (N = 10)	46.8	15.8	4.99	13	40	53	60	60				
NH/MA public	35.2	12.5	.23	15	25	35	43	60	3,022	11.6	.004	.925
NH/MA/ME priv enrlmt	35.6	12.6	.26	15	28	35	43	60	2,332	11.2	.005	.886
All 2023 ppts	35.6	13.3	.05	15	25	35	45	60	84,382	11.2	.008	.844
Top 50%	37.0	13.0	.05	15	28	38	45	60	72,788	9.7	.018	.746
Top 10%	39.7	12.7	.12	20	30	40	50	60	10,393	7.0	.081	.551

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x 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 whether equal variances were assumed.

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

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

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
University of New Hampshire at Manchester

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 at Manchester (N = 33)	43.3	12.6	2.19	20	40	40	55	60				
NH/MA public	39.9	13.2	.25	20	30	40	50	60	2,774	3.4	.137	.260
NH/MA/ME priv enrlmt	41.1	12.8	.30	20	35	40	50	60	1,801	2.2	.319	.175
All 2023 ppts	41.1	13.6	.04	20	35	40	50	60	109,145	2.3	.340	.166
Top 50%	42.3	13.4	.04	20	35	40	55	60	95,806	1.0	.658	.077
Top 10%	44.8	12.7	.12	20	40	45	60	60	11,231	-1.4	.515	-.114
Reflective & Integrative Learning												
UNH at Manchester (N = 35)	37.2	13.7	2.32	14	26	40	49	60				
NH/MA public	38.8	12.5	.23	20	31	40	49	60	2,960	-1.6	.464	-.124
NH/MA/ME priv enrlmt	40.8	11.6	.27	23	31	40	49	60	1,920	-3.6	.070	-.309
All 2023 ppts	39.3	12.7	.04	20	31	40	49	60	116,124	-2.1	.339	-.162
Top 50%	40.9	12.3	.04	20	31	40	51	60	90,232	-3.7	.072	-.304
Top 10%	43.4	11.8	.11	23	34	43	54	60	10,988	-6.2	.002	-.525
Learning Strategies												
UNH at Manchester (N = 28)	46.7	14.1	2.66	20	40	47	60	60				
NH/MA public	38.3	14.5	.29	13	27	40	47	60	2,589	8.3	.002	.577
NH/MA/ME priv enrlmt	38.6	14.4	.36	13	27	40	47	60	1,666	8.1	.003	.561
All 2023 ppts	39.4	14.5	.05	13	27	40	53	60	102,947	7.2	.008	.499
Top 50%	41.1	14.4	.04	20	33	40	53	60	102,404	5.5	.042	.385
Top 10%	43.9	14.0	.12	20	33	40	60	60	13,617	2.8	.289	.201
Quantitative Reasoning												
UNH at Manchester (N = 28)	29.8	17.3	3.26	0	17	27	40	60				
NH/MA public	31.5	16.2	.32	0	20	33	40	60	2,633	-1.8	.563	-.110
NH/MA/ME priv enrlmt	31.5	16.7	.41	0	20	33	40	60	1,706	-1.8	.580	-.105
All 2023 ppts	31.4	16.6	.05	0	20	33	40	60	104,299	-1.6	.602	-.099
Top 50%	32.5	16.5	.05	7	20	33	40	60	117,907	-2.8	.371	-.169
Top 10%	35.9	16.1	.15	7	20	40	47	60	11,497	-6.2	.043	-.382
Learning with Peers												
Collaborative Learning												
UNH at Manchester (N = 35)	28.7	16.4	2.77	0	15	25	40	60				
NH/MA public	31.2	14.8	.27	5	20	30	40	60	3,116	-2.5	.326	-.167
NH/MA/ME priv enrlmt	33.3	13.7	.31	10	25	35	40	60	2,041	-4.6	.051	-.332
All 2023 ppts	31.2	15.9	.05	5	20	30	40	60	121,612	-2.5	.357	-.156
Top 50%	34.9	14.1	.04	10	25	35	45	60	103,491	-6.2	.009	-.439
Top 10%	38.3	13.5	.11	15	30	40	50	60	13,863	-9.6	.000	-.709
Discussions with Diverse Others												
UNH at Manchester (N = 29)	39.3	17.9	3.33	0	25	40	55	60				
NH/MA public	38.1	14.9	.29	15	25	40	50	60	2,598	1.2	.676	.078
NH/MA/ME priv enrlmt	39.0	14.0	.34	20	30	40	50	60	29	.3	.933	.020
All 2023 ppts	39.1	16.0	.05	15	30	40	55	60	103,498	.2	.939	.014
Top 50%	41.2	15.4	.05	15	30	40	55	60	104,074	-1.9	.513	-.122
Top 10%	44.0	14.6	.14	20	35	45	60	60	10,729	-4.7	.082	-.324

NSSE 2023 Engagement Indicators
Detailed Statistics[a]
University of New Hampshire at Manchester

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 at Manchester (N = 34)	23.4	14.9	2.56	0	10	20	35	50				
NH/MA public	24.7	15.9	.30	0	15	20	35	60	2,861	-1.3	.637	-.081
NH/MA/ME priv enrlmt	28.8	15.4	.36	5	15	25	40	60	1,848	-5.4	.043	-.351
All 2023 ppts	25.2	16.5	.05	0	15	20	35	60	112,275	-1.8	.523	-.110
Top 50%	29.8	16.1	.07	5	20	30	40	60	55,607	-6.4	.020	-.400
Top 10%	34.3	15.7	.18	10	20	35	45	60	7,429	-10.9	.000	-.696
Effective Teaching Practices												
UNH at Manchester (N = 31)	42.7	14.3	2.57	16	36	44	60	60				
NH/MA public	38.8	13.3	.26	16	32	40	48	60	2,756	3.9	.109	.290
NH/MA/ME priv enrlmt	40.4	12.9	.31	20	32	40	52	60	1,791	2.3	.327	.178
All 2023 ppts	40.4	13.8	.04	16	32	40	52	60	108,934	2.3	.348	.168
Top 50%	42.3	13.6	.05	20	32	40	56	60	74,455	.4	.864	.031
Top 10%	44.7	13.3	.12	20	36	44	56	60	12,276	-2.0	.403	-.150
Campus Environment												
Quality of Interactions												
UNH at Manchester (N = 28)	45.1	11.6	2.18	28	37	47	54	60				
NH/MA public	41.5	11.7	.24	20	34	42	50	60	2,436	3.6	.104	.309
NH/MA/ME priv enrlmt	41.8	11.1	.28	20	35	44	50	60	1,632	3.3	.119	.297
All 2023 ppts	43.2	12.1	.04	20	36	44	52	60	94,692	1.9	.396	.160
Top 50%	45.3	11.8	.04	23	38	48	54	60	78,161	-.2	.946	-.013
Top 10%	47.9	12.2	.09	24	40	50	60	60	17,257	-2.7	.235	-.225
Supportive Environment												
UNH at Manchester (N = 28)	32.5	14.8	2.79	13	18	35	43	58				
NH/MA public	31.7	13.6	.27	10	23	33	40	58	2,540	.8	.770	.056
NH/MA/ME priv enrlmt	32.7	13.0	.32	13	23	33	40	58	1,641	-.2	.935	-.016
All 2023 ppts	32.5	14.2	.04	10	23	33	40	60	100,664	.0	.987	-.003
Top 50%	34.7	14.2	.05	13	25	35	45	60	76,602	-2.2	.409	-.156
Top 10%	37.7	13.6	.15	15	28	38	48	60	8,819	-5.2	.045	-.380

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x 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 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.