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# **NSSE 2014**

## **Engagement Indicators**

Nicholls State University

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### About Your *Engagement Indicators* Report

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

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

### Report sections

Overview (p. 3)	Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
Theme Reports (pp. 4-13)	Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores: <ul style="list-style-type: none"> <li><b>Mean Comparisons</b> Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).</li> <li><b>Score Distributions</b> Box-and-whisker charts show the variation in scores <i>within</i> your institution and comparison groups.</li> <li><b>Summary of Indicator Items</b> Responses to each item in a given EI are displayed for your institution and comparison groups.</li> </ul>
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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are computed





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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)











## Engagement Indicators: Overview

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









Use the following key:

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with ULS	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
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 ULS	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
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

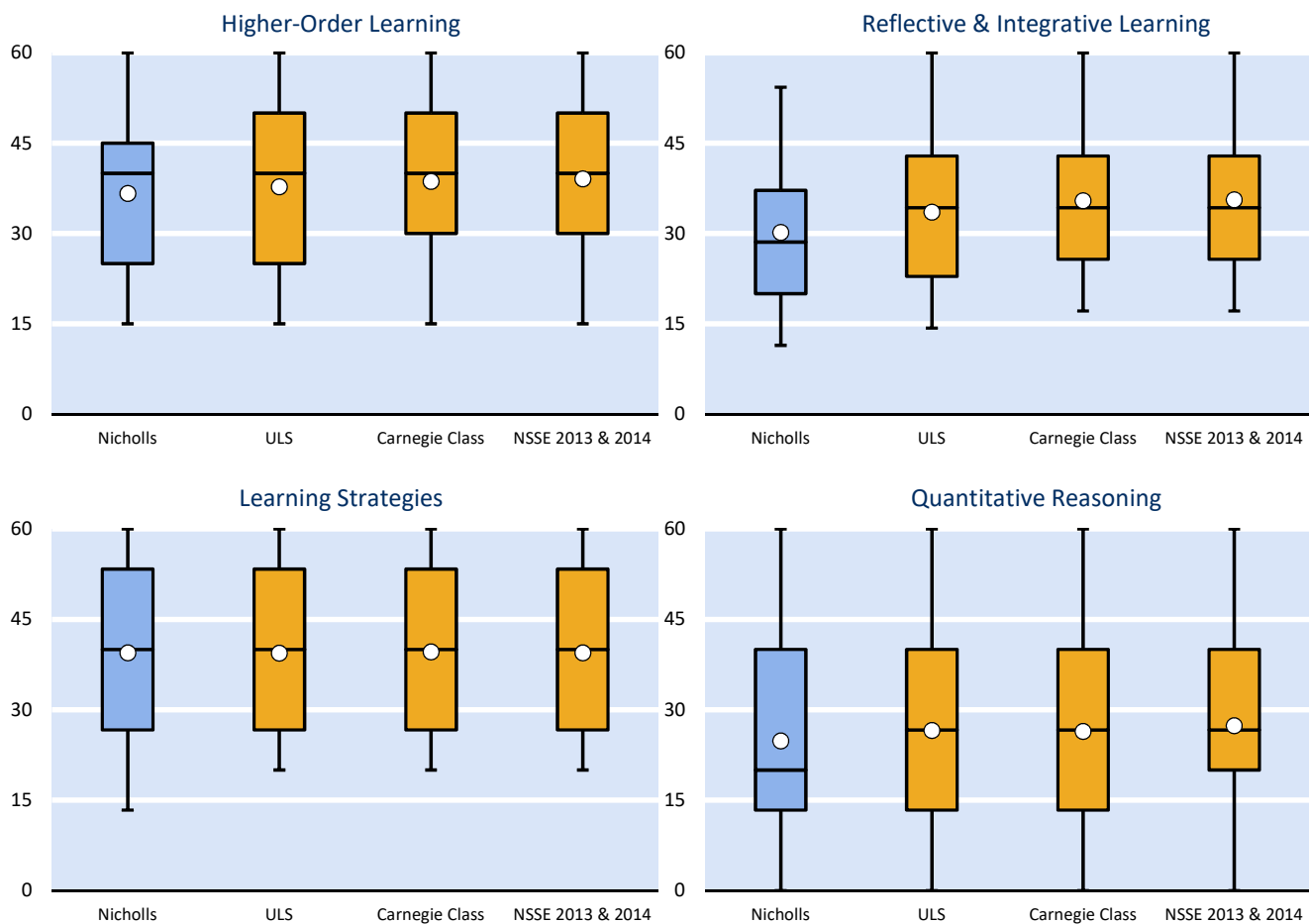
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Nicholls Mean	Your first-year students compared with					
		ULS Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	36.7	37.7	-.07	38.6	-.14	39.0 *	-.17
Reflective & Integrative Learning	30.2	33.5 **	-.26	35.4 ***	-.41	35.6 ***	-.43
Learning Strategies	39.4	39.4	.00	39.6	-.01	39.5	.00
Quantitative Reasoning	24.8	26.6	-.10	26.4	-.10	27.4	-.15

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

### 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)

### Summary of Indicator Items

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<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	71	68	71	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	66	72	72
4d. Evaluating a point of view, decision, or information source	65	66	70	70
4e. Forming a new idea or understanding from various pieces of information	61	66	68	69
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	38	47	55	56
2b. Connected your learning to societal problems or issues	36	44	52	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	33	44	51	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	53	60	62	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	57	63	66	66
2f. Learned something that changed the way you understand an issue or concept	55	63	65	65
2g. Connected ideas from your courses to your prior experiences and knowledge	65	71	76	77
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	76	80	80
9b. Reviewed your notes after class	72	67	67	65
9c. Summarized what you learned in class or from course materials	65	65	63	63
<b>Quantitative Reasoning</b>				
<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.)	50	50	49	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	36	37	38
6c. Evaluated what others have concluded from numerical information	32	35	34	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Academic Challenge: Seniors

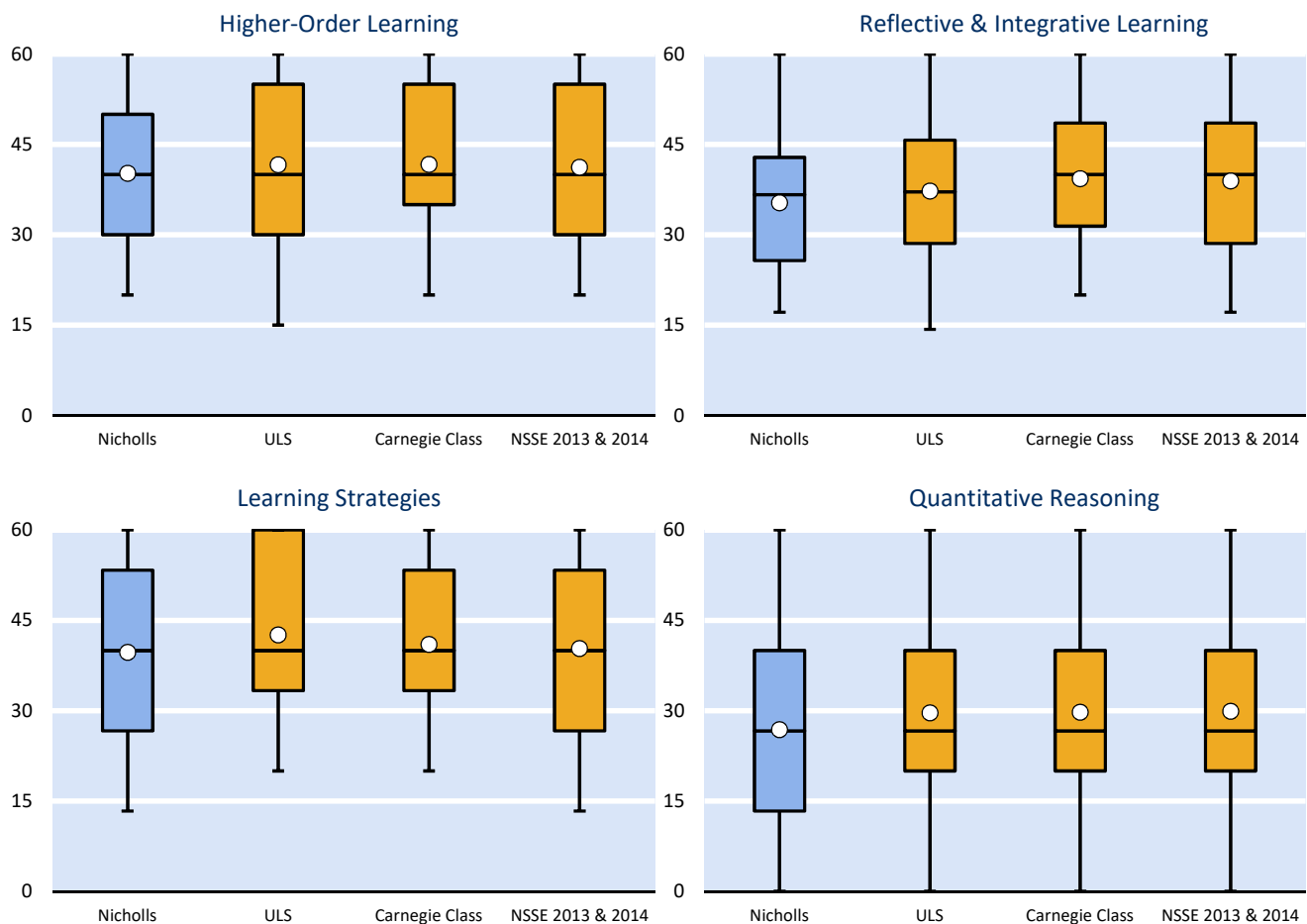
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Nicholls Mean	Your seniors compared with					
		ULS Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	40.2	41.6	-.10	41.7	-.11	41.2	-.07
Reflective & Integrative Learning	35.3	37.2 *	-.14	39.3 ***	-.31	38.9 ***	-.28
Learning Strategies	39.7	42.6 **	-.19	41.0	-.09	40.3	-.04
Quantitative Reasoning	26.9	29.6 *	-.16	29.7 **	-.17	29.9 **	-.18

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

### Score Distributions



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## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78	80	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	77	78	78
4d. Evaluating a point of view, decision, or information source	71	70	74	72
4e. Forming a new idea or understanding from various pieces of information	74	72	74	72
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	67	72	72
2b. Connected your learning to societal problems or issues	57	60	66	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	48	58	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	63	68	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	67	72	70
2f. Learned something that changed the way you understand an issue or concept	62	68	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	78	81	85	84
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	82	84	83
9b. Reviewed your notes after class	66	72	66	63
9c. Summarized what you learned in class or from course materials	67	71	68	66
<b>Quantitative Reasoning</b>				
<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.)	44	54	54	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	44	45	45
6c. Evaluated what others have concluded from numerical information	35	43	43	44

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Learning with Peers: First-year students

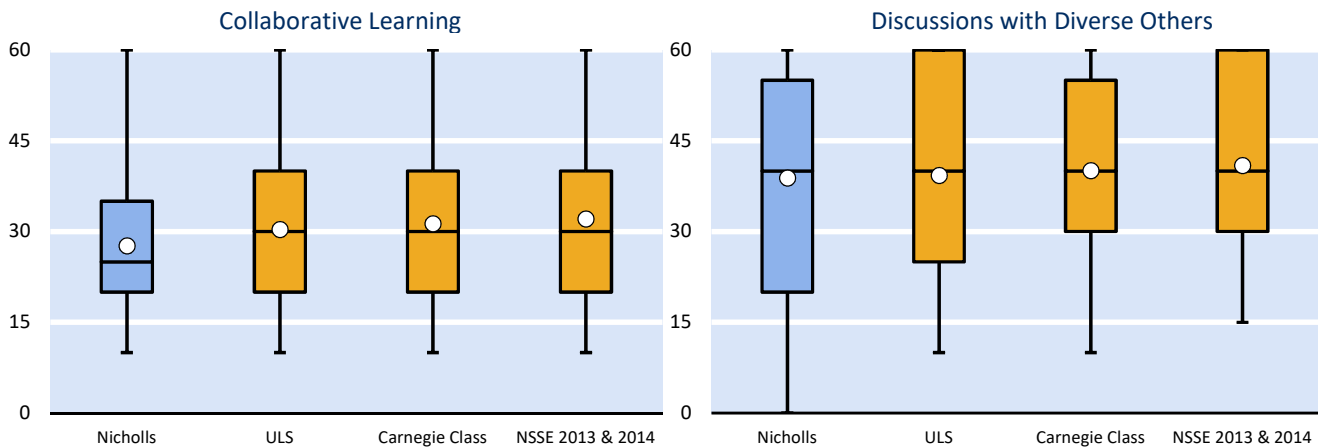
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your first-year students compared with					
		ULS Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	27.6	30.3 *	-.18	31.3 ***	-.26	32.1 ***	-.32
Discussions with Diverse Others	38.8	39.3	-.03	40.0	-.07	40.9	-.13

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

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### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	43	47	47	50
1f. Explained course material to one or more students	44	54	55	57
1g. Prepared for exams by discussing or working through course material with other students	37	44	47	49
1h. Worked with other students on course projects or assignments	32	42	51	52

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	71	70	68	72
8b. People from an economic background other than your own	66	69	72	73
8c. People with religious beliefs other than your own	67	65	68	69
8d. People with political views other than your own	64	64	68	69

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.



## Learning with Peers: Seniors

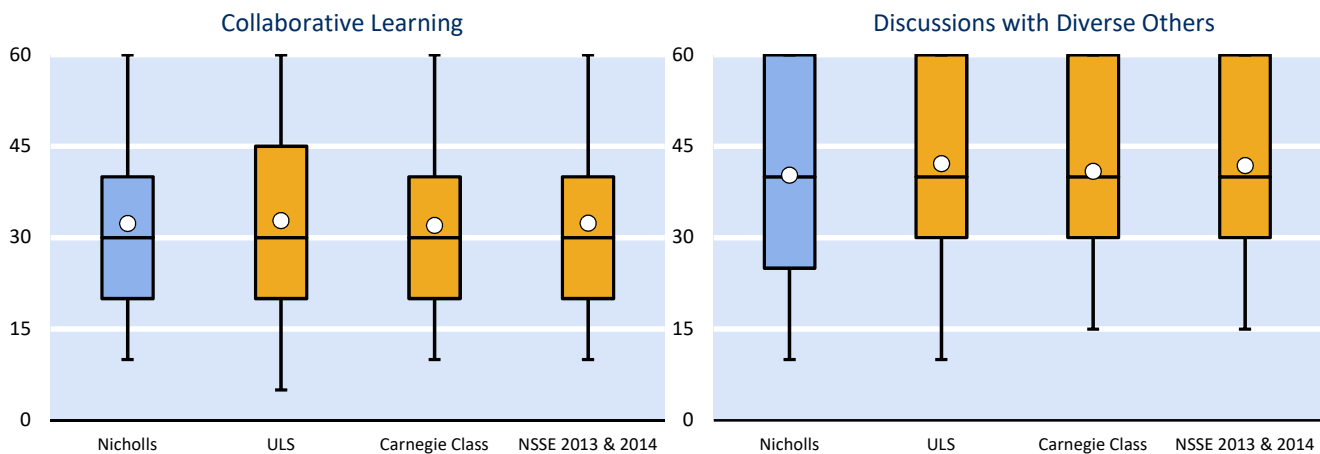
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your seniors compared with					
		ULS Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	32.4	32.8	-.03	32.0	.02	32.4	.00
Discussions with Diverse Others	40.3	42.2	-.11	40.9	-.04	41.8	-.10

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

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### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	40	42	39	40
1f. Explained course material to one or more students	59	59	57	58
1g. Prepared for exams by discussing or working through course material with other students	45	48	45	46
1h. Worked with other students on course projects or assignments	60	60	63	64

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	71	74	69	73
8b. People from an economic background other than your own	71	75	73	75
8c. People with religious beliefs other than your own	68	70	69	70
8d. People with political views other than your own	69	71	71	71

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

### Experiences with Faculty: First-year students

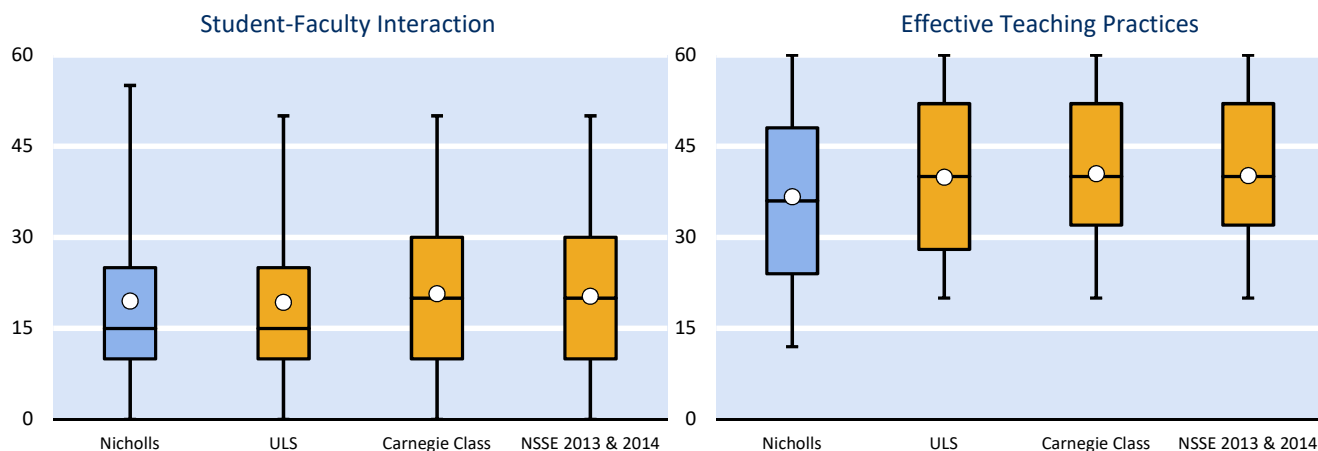
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Nicholls Mean	Your first-year students compared with					
		ULS Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	19.5	19.3	.02	20.7	-.08	20.3	-.05
Effective Teaching Practices	36.7	39.9 **	-.23	40.4 **	-.28	40.2 **	-.26

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

#### Score Distributions



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#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	35	31	34	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	17	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	23	26	25
3d. Discussed your academic performance with a faculty member	26	27	30	29

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	74	79	81	81
5b. Taught course sessions in an organized way	66	76	79	79
5c. Used examples or illustrations to explain difficult points	68	74	77	77
5d. Provided feedback on a draft or work in progress	61	64	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	50	62	65	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

### Experiences with Faculty: Seniors

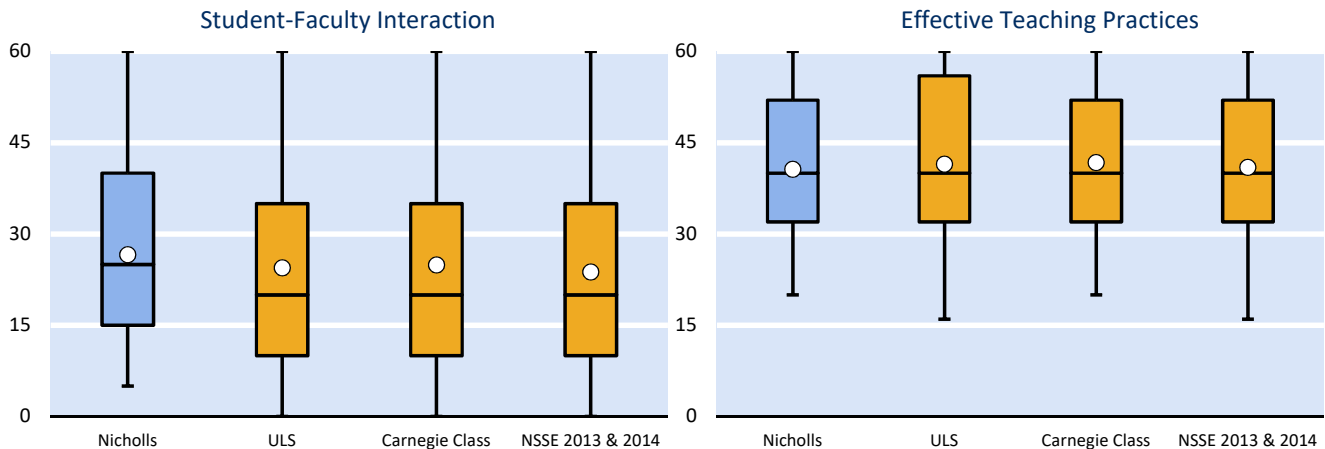
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your seniors compared with					
		ULS Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	26.6	24.4	.13	24.9	.10	23.7 **	.17
Effective Teaching Practices	40.6	41.5	-.06	41.7	-.08	40.9	-.02

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

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#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	46	44	45	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	26	28	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	35	36	33
3d. Discussed your academic performance with a faculty member	42	37	36	33

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	80	80	83	83
5b. Taught course sessions in an organized way	83	78	82	81
5c. Used examples or illustrations to explain difficult points	79	79	80	79
5d. Provided feedback on a draft or work in progress	62	64	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	63	69	70	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

### Campus Environment: First-year students

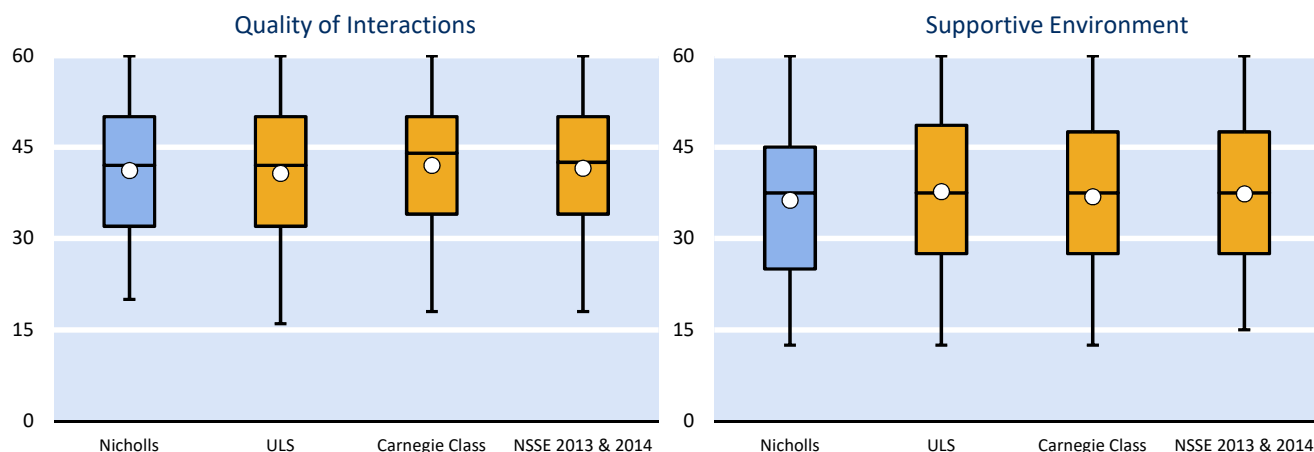
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your first-year students compared with					
		ULS Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Quality of Interactions	41.1	40.7	.03	42.0	-.07	41.5	-.03
Supportive Environment	36.3	37.7	-.10	36.8	-.04	37.3	-.07

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

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#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
13a. Students	54	55	59	59
13b. Academic advisors	57	52	50	48
13c. Faculty	40	47	53	50
13d. Student services staff (career services, student activities, housing, etc.)	42	40	44	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	40	43	41

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	71	78	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	74	78	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	59	58	59
14e. Providing opportunities to be involved socially	72	72	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	73	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	48	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	71	67	68
14i. Attending events that address important social, economic, or political issues	45	51	53	53

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### Campus Environment: Seniors

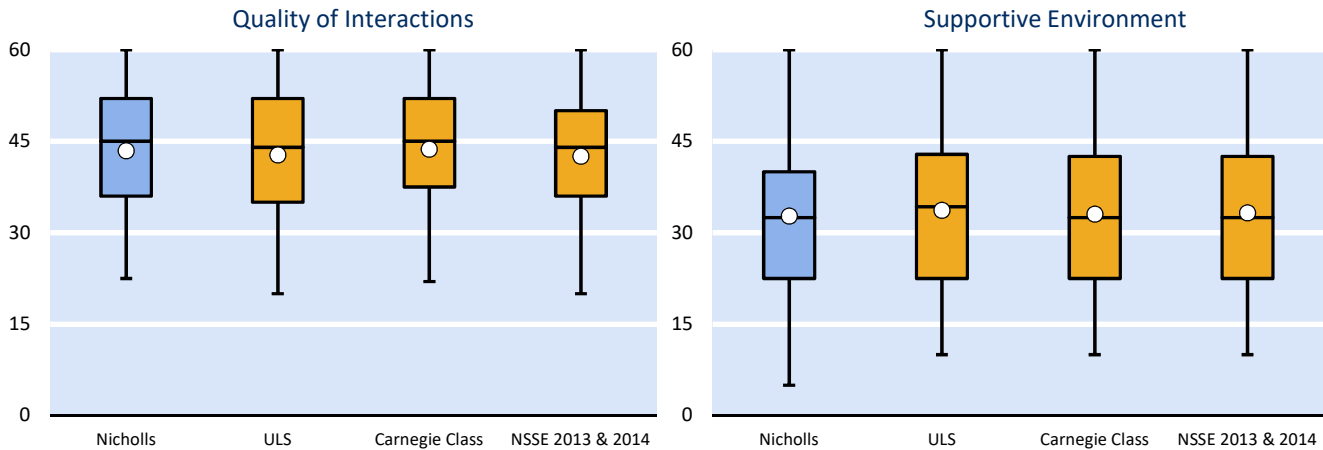
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your seniors compared with					
		ULS Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Quality of Interactions	43.4	42.8	.05	43.7	-.02	42.5	.07
Supportive Environment	32.7	33.7	-.06	33.0	-.02	33.3	-.04

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

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Nicholls	ULS	Carnegie Class	NSSE 2013 & 2014
13a. Students	66	67	65	64
13b. Academic advisors	61	59	57	52
13c. Faculty	62	60	64	60
13d. Student services staff (career services, student activities, housing, etc.)	37	42	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	40	46	42

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

14b. Providing support to help students succeed academically	65	70	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	62	66	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	53	53	53
14e. Providing opportunities to be involved socially	71	67	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	62	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	35	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	63	55	57
14i. Attending events that address important social, economic, or political issues	43	43	46	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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## Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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<sup>b</sup> to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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		Nicholls	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.7	40.6 ***	-.29		42.7 ***	-.44	
	Reflective and Integrative Learning	30.2	37.3 ***	-.57		39.3 ***	-.73	
	Learning Strategies	39.4	41.2	-.13		43.4 **	-.28	
	Quantitative Reasoning	24.8	28.8 **	-.24		30.6 ***	-.36	
Learning with Peers	Collaborative Learning	27.6	34.7 ***	-.52		37.0 ***	-.69	
	Discussions with Diverse Others	38.8	43.2 **	-.29		45.6 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	19.5	23.3 **	-.25		26.9 ***	-.46	
	Effective Teaching Practices	36.7	42.4 ***	-.43		44.6 ***	-.60	
Campus Environment	Quality of Interactions	41.1	44.0 *	-.25		46.0 ***	-.42	
	Supportive Environment	36.3	39.4 **	-.23		41.4 ***	-.39	
Seniors		Nicholls	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.2	43.3 ***	-.22		45.3 ***	-.37	
	Reflective and Integrative Learning	35.3	41.1 ***	-.45		43.1 ***	-.62	
	Learning Strategies	39.7	42.5 **	-.19		44.9 ***	-.37	
	Quantitative Reasoning	26.9	31.3 ***	-.26		33.0 ***	-.36	
Learning with Peers	Collaborative Learning	32.4	35.4 ***	-.22		37.7 ***	-.39	
	Discussions with Diverse Others	40.3	43.9 ***	-.23		45.8 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	26.6	29.6 **	-.18		34.4 ***	-.48	
	Effective Teaching Practices	40.6	43.0 **	-.18		45.1 ***	-.33	
Campus Environment	Quality of Interactions	43.4	45.3 *	-.16		47.4 ***	-.34	
	Supportive Environment	32.7	36.1 ***	-.24		39.0 ***	-.47	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

# NSSE 2014 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Nicholls State University

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Nicholls (N = 155)	36.7	14.1	1.13	15	25	40	45	60				
ULS	37.7	14.8	.37	15	25	40	50	60	1,791	-1.1	.382	-.073
Carnegie Class	38.6	14.0	.12	15	30	40	50	60	13,636	-2.0	.079	-.142
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	171,343	-2.4	.031	-.173
Top 50%	40.6	13.6	.05	20	30	40	50	60	84,749	-3.9	.000	-.289
Top 10%	42.7	13.6	.11	20	35	40	55	60	15,798	-6.0	.000	-.444
<b>Reflective &amp; Integrative Learning</b>												
Nicholls (N = 165)	30.2	12.1	.95	11	20	29	37	54				
ULS	33.5	13.3	.32	14	23	34	43	60	1,899	-3.4	.002	-.256
Carnegie Class	35.4	12.7	.11	17	26	34	43	60	14,252	-5.2	.000	-.414
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	178,829	-5.4	.000	-.432
Top 50%	37.3	12.5	.04	17	29	37	46	60	85,355	-7.2	.000	-.571
Top 10%	39.3	12.6	.09	20	31	40	49	60	18,400	-9.1	.000	-.726
<b>Learning Strategies</b>												
Nicholls (N = 136)	39.4	15.2	1.30	13	27	40	53	60				
ULS	39.4	14.5	.38	20	27	40	53	60	1,622	.0	.983	.002
Carnegie Class	39.6	14.1	.13	20	27	40	53	60	12,748	-.2	.880	-.013
NSSE 2013 & 2014	39.5	14.2	.04	20	27	40	53	60	158,785	.0	.987	-.001
Top 50%	41.2	14.0	.05	20	33	40	53	60	74,879	-1.8	.140	-.127
Top 10%	43.4	14.0	.11	20	33	40	60	60	15,967	-4.0	.001	-.283
<b>Quantitative Reasoning</b>												
Nicholls (N = 160)	24.8	16.6	1.31	0	13	20	40	60				
ULS	26.6	17.0	.41	0	13	27	40	60	1,848	-1.7	.221	-.101
Carnegie Class	26.4	16.4	.14	0	13	27	40	60	13,906	-1.6	.228	-.096
NSSE 2013 & 2014	27.4	16.4	.04	0	20	27	40	60	174,123	-2.5	.052	-.154
Top 50%	28.8	16.3	.05	0	20	27	40	60	109,095	-4.0	.002	-.243
Top 10%	30.6	16.2	.10	0	20	27	40	60	24,997	-5.8	.000	-.357
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Nicholls (N = 172)	27.6	13.7	1.04	10	20	25	35	60				
ULS	30.3	14.9	.35	10	20	30	40	60	211	-2.7	.016	-.181
Carnegie Class	31.3	14.0	.12	10	20	30	40	60	14,640	-3.6	.001	-.261
NSSE 2013 & 2014	32.1	14.1	.03	10	20	30	40	60	183,204	-4.4	.000	-.315
Top 50%	34.7	13.7	.04	15	25	35	45	60	103,150	-7.1	.000	-.518
Top 10%	37.0	13.6	.09	15	25	35	45	60	23,636	-9.4	.000	-.692
<b>Discussions with Diverse Others</b>												
Nicholls (N = 136)	38.8	17.7	1.52	0	20	40	55	60				
ULS	39.3	17.0	.44	10	25	40	60	60	1,643	-.4	.771	-.026
Carnegie Class	40.0	16.3	.14	10	30	40	55	60	12,914	-1.2	.395	-.073
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	160,754	-2.1	.131	-.130
Top 50%	43.2	15.4	.05	20	35	45	60	60	135	-4.4	.004	-.286
Top 10%	45.6	14.8	.11	20	40	50	60	60	136	-6.8	.000	-.457



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Nicholls (N = 163)	19.5	14.5	1.14	0	10	15	25	55				
ULS	19.3	14.7	.36	0	10	15	25	50	1,865	.2	.842	.016
Carnegie Class	20.7	14.7	.13	0	10	20	30	50	13,959	-1.2	.305	-.081
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	174,750	-.8	.504	-.052
Top 50%	23.3	15.0	.06	0	10	20	30	55	61,904	-3.8	.001	-.255
Top 10%	26.9	16.2	.16	5	15	25	40	60	168	-7.4	.000	-.459
<b>Effective Teaching Practices</b>												
Nicholls (N = 162)	36.7	15.1	1.18	12	24	36	48	60				
ULS	39.9	14.0	.34	20	28	40	52	60	1,868	-3.2	.006	-.228
Carnegie Class	40.4	13.4	.11	20	32	40	52	60	164	-3.8	.002	-.282
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	161	-3.5	.004	-.264
Top 50%	42.4	13.2	.05	20	32	44	52	60	161	-5.7	.000	-.432
Top 10%	44.6	13.3	.11	20	36	44	56	60	13,788	-8.0	.000	-.598
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Nicholls (N = 131)	41.1	12.7	1.11	20	32	42	50	60				
ULS	40.7	13.3	.35	16	32	42	50	60	1,573	.5	.706	.035
Carnegie Class	42.0	12.5	.11	18	34	44	50	60	12,358	-.8	.442	-.068
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	153,862	-.4	.702	-.034
Top 50%	44.0	11.4	.05	22	38	46	52	60	130	-2.9	.011	-.251
Top 10%	46.0	11.6	.11	24	40	48	55	60	12,122	-4.9	.000	-.423
<b>Supportive Environment</b>												
Nicholls (N = 124)	36.3	14.6	1.31	13	25	38	45	60				
ULS	37.7	14.5	.39	13	28	38	49	60	1,470	-1.4	.303	-.097
Carnegie Class	36.8	14.0	.13	13	28	38	48	60	11,929	-.5	.664	-.039
NSSE 2013 & 2014	37.3	13.8	.04	15	28	38	48	60	148,032	-1.0	.414	-.073
Top 50%	39.4	13.2	.05	18	30	40	50	60	75,896	-3.1	.009	-.235
Top 10%	41.4	12.8	.10	20	33	40	53	60	16,662	-5.1	.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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm 1.96 * SEM$ .

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

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

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

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

# NSSE 2014 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Nicholls State University

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Nicholls (N = 246)	40.2	13.9	.89	20	30	40	50	60				
ULS	41.6	14.8	.25	15	30	40	55	60	286	-1.4	.128	-.096
Carnegie Class	41.7	13.9	.09	20	35	40	55	60	25,450	-1.5	.096	-.107
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	332,786	-1.0	.262	-.072
Top 50%	43.3	13.7	.04	20	35	40	55	60	132,531	-3.1	.001	-.222
Top 10%	45.3	13.6	.08	20	40	45	60	60	32,761	-5.0	.000	-.371
<b>Reflective &amp; Integrative Learning</b>												
Nicholls (N = 252)	35.3	13.2	.83	17	26	37	43	60				
ULS	37.2	13.5	.23	14	29	37	46	60	3,799	-1.9	.028	-.143
Carnegie Class	39.3	12.9	.08	20	31	40	49	60	26,460	-4.0	.000	-.311
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	346,150	-3.6	.000	-.278
Top 50%	41.1	12.6	.04	20	31	40	51	60	129,830	-5.7	.000	-.455
Top 10%	43.1	12.5	.07	20	34	43	54	60	28,661	-7.7	.000	-.619
<b>Learning Strategies</b>												
Nicholls (N = 221)	39.7	15.3	1.03	13	27	40	53	60				
ULS	42.6	14.9	.27	20	33	40	60	60	3,355	-2.9	.006	-.193
Carnegie Class	41.0	14.6	.09	20	33	40	53	60	24,144	-1.3	.187	-.089
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	314,845	-.6	.514	-.044
Top 50%	42.5	14.5	.04	20	33	40	60	60	162,581	-2.8	.004	-.192
Top 10%	44.9	14.1	.07	20	33	47	60	60	41,664	-5.2	.000	-.367
<b>Quantitative Reasoning</b>												
Nicholls (N = 247)	26.9	17.9	1.14	0	13	27	40	60				
ULS	29.6	17.8	.30	0	20	27	40	60	3,713	-2.8	.017	-.157
Carnegie Class	29.7	17.2	.11	0	20	27	40	60	25,951	-2.9	.009	-.167
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	339,082	-3.1	.006	-.176
Top 50%	31.3	17.2	.04	0	20	33	40	60	205,720	-4.5	.000	-.259
Top 10%	33.0	16.9	.07	0	20	33	47	60	51,532	-6.2	.000	-.365
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Nicholls (N = 259)	32.4	13.8	.86	10	20	30	40	60				
ULS	32.8	15.7	.26	5	20	30	45	60	308	-.5	.614	-.029
Carnegie Class	32.0	14.6	.09	10	20	30	40	60	26,671	.3	.701	.024
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	350,456	.0	.962	-.003
Top 50%	35.4	13.8	.03	15	25	35	45	60	173,448	-3.0	.000	-.219
Top 10%	37.7	13.6	.07	15	30	40	50	60	34,864	-5.4	.000	-.394
<b>Discussions with Diverse Others</b>												
Nicholls (N = 226)	40.3	17.5	1.16	10	25	40	60	60				
ULS	42.2	17.0	.30	10	30	40	60	60	3,392	-1.9	.107	-.111
Carnegie Class	40.9	15.9	.10	15	30	40	60	60	229	-.6	.594	-.039
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	317,852	-1.6	.140	-.098
Top 50%	43.9	15.8	.04	20	35	45	60	60	199,852	-3.7	.000	-.233
Top 10%	45.8	15.4	.07	20	40	50	60	60	227	-5.6	.000	-.363

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Nicholls (N = 251)	26.6	16.0	1.01	5	15	25	40	60				
ULS	24.4	17.0	.29	0	10	20	35	60	3,718	2.2	.052	.127
Carnegie Class	24.9	16.5	.10	0	10	20	35	60	25,929	1.7	.101	.104
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	339,002	2.8	.006	.174
Top 50%	29.6	16.1	.06	5	20	30	40	60	81,907	-3.0	.004	-.184
Top 10%	34.4	16.4	.16	10	20	35	45	60	11,359	-7.8	.000	-.478
<b>Effective Teaching Practices</b>												
Nicholls (N = 248)	40.6	13.7	.87	20	32	40	52	60				
ULS	41.5	14.5	.24	16	32	40	56	60	3,759	-.8	.378	-.058
Carnegie Class	41.7	13.7	.08	20	32	40	52	60	26,222	-1.1	.219	-.078
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	342,562	-.3	.744	-.021
Top 50%	43.0	13.6	.04	20	36	44	56	60	122,968	-2.4	.005	-.177
Top 10%	45.1	13.4	.09	20	36	48	60	60	21,031	-4.5	.000	-.334
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Nicholls (N = 217)	43.4	12.1	.82	23	36	45	52	60				
ULS	42.8	12.2	.22	20	35	44	52	60	3,253	.7	.444	.054
Carnegie Class	43.7	11.7	.08	22	38	45	52	60	23,289	-.3	.733	-.023
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	304,595	.9	.272	.075
Top 50%	45.3	11.3	.03	24	38	48	54	60	106,677	-1.9	.015	-.165
Top 10%	47.4	11.6	.07	24	40	50	58	60	28,682	-4.0	.000	-.340
<b>Supportive Environment</b>												
Nicholls (N = 207)	32.7	15.2	1.05	5	23	33	40	60				
ULS	33.7	14.9	.28	10	23	34	43	60	3,127	-.9	.387	-.062
Carnegie Class	33.0	14.4	.10	10	23	33	43	60	23,127	-.3	.762	-.021
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	300,007	-.5	.601	-.036
Top 50%	36.1	13.8	.04	13	28	38	45	60	126,184	-3.3	.000	-.242
Top 10%	39.0	13.3	.09	17	30	40	50	60	209	-6.2	.000	-.466

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm 1.96 * SEM$ .

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.