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# **NSSE 2018**

## **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 students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 participating institutions.

#### Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are Computed

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





For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.













## Engagement Indicators: Overview

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















Use the following key:

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
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 Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
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

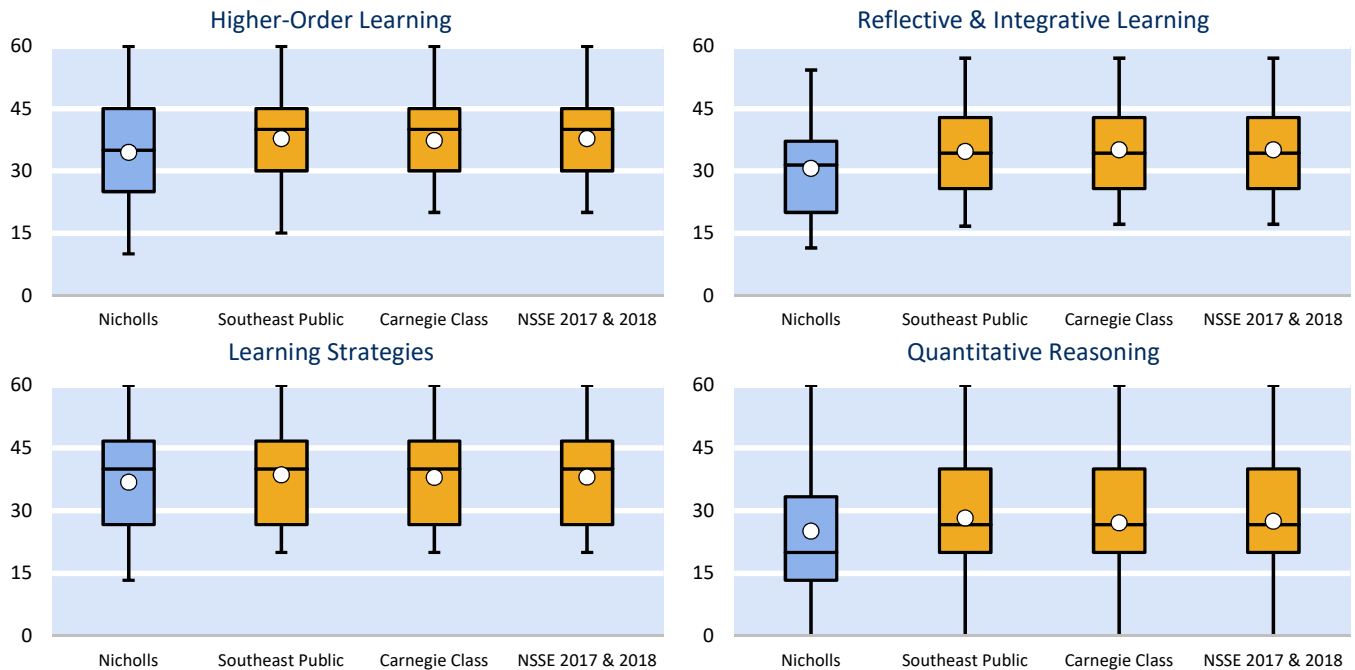
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.5	37.8 **	-.24	37.4 **	-.22	37.8 ***	-.25
Reflective & Integrative Learning	30.6	34.7 ***	-.33	35.1 ***	-.38	35.1 ***	-.37
Learning Strategies	36.9	38.6	-.13	37.9	-.08	38.0	-.09
Quantitative Reasoning	25.1	28.3 **	-.20	27.1	-.13	27.5 *	-.16

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

#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and			
	Nicholls	Southeast Public	Carnegie Class	NSSE 2017 & 2018	
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	63	<div><div></div></div> -8	<div><div></div></div> -6	<div><div></div></div> -8	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	<div><div></div></div> -8	<div><div></div></div> -6	<div><div></div></div> -8	
4d. Evaluating a point of view, decision, or information source	58	<div><div></div></div> -11	<div><div></div></div> -11	<div><div></div></div> -12	
4e. Forming a new idea or understanding from various pieces of information	57	<div><div></div></div> -10	<div><div></div></div> -10	<div><div></div></div> -11	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	38	<div><div></div></div> -12	<div><div></div></div> -14	<div><div></div></div> -14	
2b. Connected your learning to societal problems or issues	34	<div><div></div></div> -16	<div><div></div></div> -18	<div><div></div></div> -18	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	36	<div><div></div></div> -14	<div><div></div></div> -15	<div><div></div></div> -15	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	53	<div><div></div></div> -10	<div><div></div></div> -11	<div><div></div></div> -11	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	59	<div><div></div></div> -10	<div><div></div></div> -11	<div><div></div></div> -11	
2f. Learned something that changed the way you understand an issue or concept	57	<div><div></div></div> -8	<div><div></div></div> -9	<div><div></div></div> -10	
2g. Connected ideas from your courses to your prior experiences and knowledge	71	<div><div></div></div> -5	<div><div></div></div> -5	<div><div></div></div> -6	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	63	<div><div></div></div> -12	<div><div></div></div> -12	<div><div></div></div> -13	
9b. Reviewed your notes after class	72	+5 <div><div></div></div>	+7 <div><div></div></div>	+7 <div><div></div></div>	
9c. Summarized what you learned in class or from course materials	64	<div><div></div></div> -1	+0 <div><div></div></div>	+1 <div><div></div></div>	
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.)	49	<div><div></div></div> -6	<div><div></div></div> -2	<div><div></div></div> -3	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	<div><div></div></div> -7	<div><div></div></div> -4	<div><div></div></div> -5	
6c. Evaluated what others have concluded from numerical information	31	<div><div></div></div> -9	<div><div></div></div> -6	<div><div></div></div> -7	

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

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

## Academic Challenge: Seniors

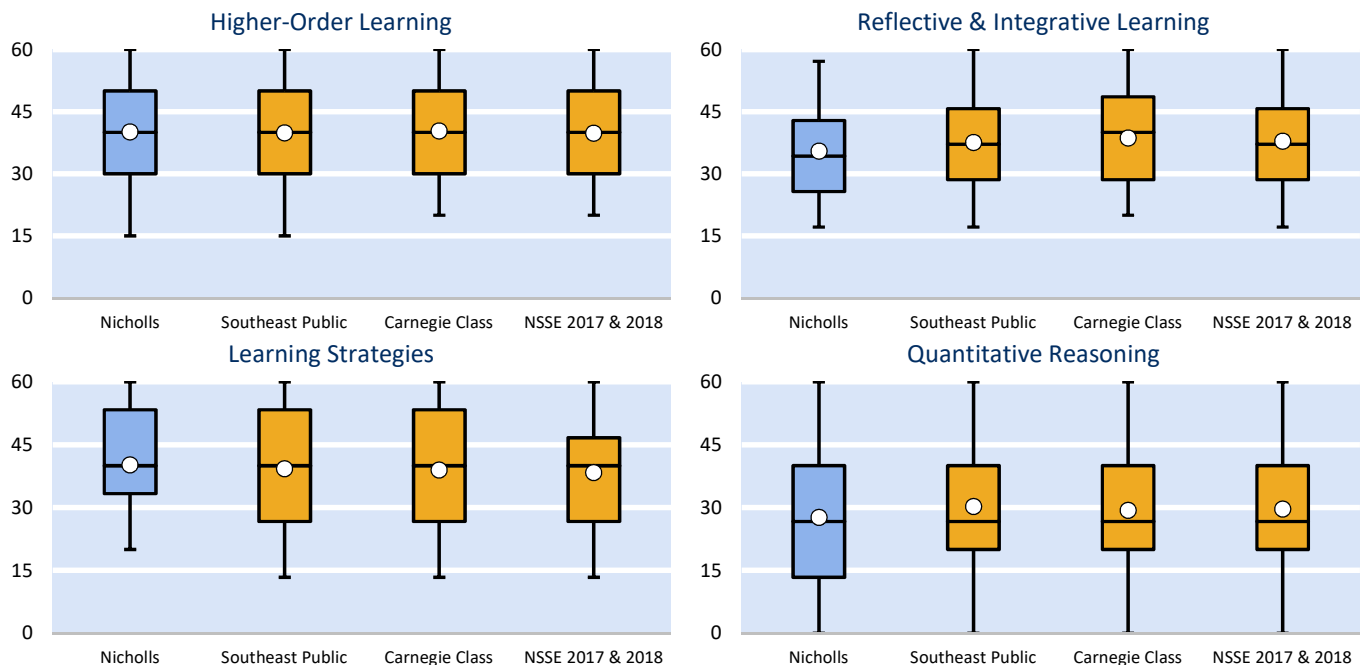
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	39.9	.02	40.3	-.01	39.8	.02
Reflective & Integrative Learning	35.5	37.6 **	-.16	38.6 ***	-.25	37.8 ***	-.19
Learning Strategies	40.2	39.3	.06	38.9	.09	38.3 *	.13
Quantitative Reasoning	27.7	30.2 **	-.16	29.3	-.10	29.6 *	-.12

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

### Score Distributions






































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

### Academic Challenge: Seniors (continued)

#### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your seniors and		
	Nicholls	Southeast Public	Carnegie Class	NSSE 2017 & 2018
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+1 	+1 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+5 	+4 	+5 
4d. Evaluating a point of view, decision, or information source	69	+1 	 -3	 -1
4e. Forming a new idea or understanding from various pieces of information	71	+0 	 -2	 -0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	62	 -7	 -8	 -6
2b. Connected your learning to societal problems or issues	54	 -5	 -10	 -7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	 -4	 -10	 -6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	 -1	 -3	 -2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	 -5	 -7	 -6
2f. Learned something that changed the way you understand an issue or concept	66	 -5	 -6	 -5
2g. Connected ideas from your courses to your prior experiences and knowledge	80	 -2	 -4	 -3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	 -1	 -2	 -1
9b. Reviewed your notes after class	72	+7 	+9 	+10 
9c. Summarized what you learned in class or from course materials	73	+7 	+7 	+10 
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.)	50	 -8	 -4	 -6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	 -1	+0 	 -0
6c. Evaluated what others have concluded from numerical information	41	 -4	 -1	 -3

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## Learning with Peers: First-year students

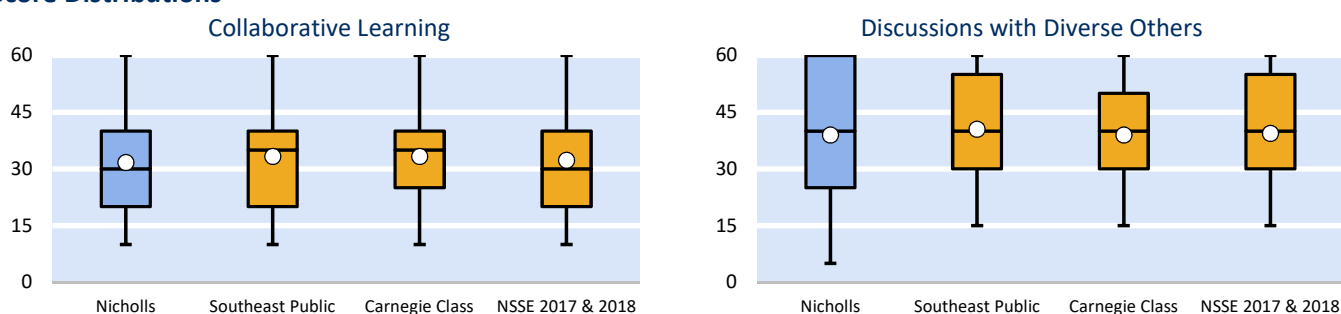
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	33.3	-.12	33.3	-.12	32.3	-.05
Discussions with Diverse Others	39.0	40.5	-.10	38.9	.00	39.4	-.03

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		Percentage point difference <sup>a</sup> between your FY students and			
	Nicholls	Southeast Public	Carnegie Class	NSSE 2017 & 2018	
<b>Collaborative Learning</b>					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	55	+1	-0	+2	
1f. Explained course material to one or more students	54	-6	-5	-4	
1g. Prepared for exams by discussing or working through course material with other students	47	-5	-5	-3	
1h. Worked with other students on course projects or assignments	48	-8	-10	-7	
<b>Discussions with Diverse Others</b>					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People from a race or ethnicity other than your own	68	-4	-0	-2	
8b. People from an economic background other than your own	69	-3	-1	-2	
8c. People with religious beliefs other than your own	65	-3	+1	-1	
8d. People with political views other than your own	65	-3	-0	+0	

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## Learning with Peers: Seniors

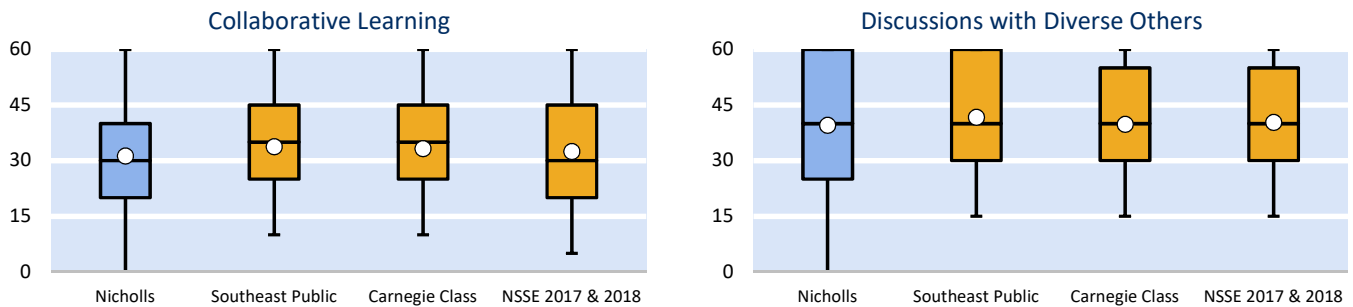
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Discussions with Diverse Others	39.5	41.7	-.13	39.8	-.02	40.3	-.05

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1e. Asked another student to help you understand course material	44	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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

### Experiences with Faculty: First-year students

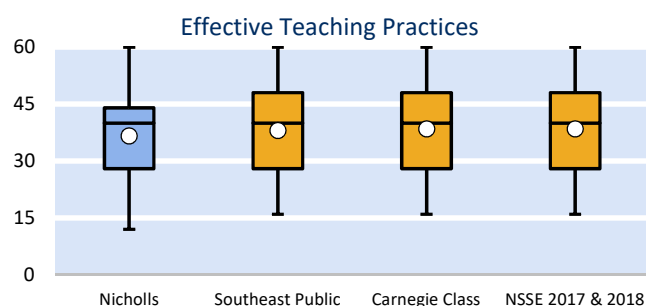
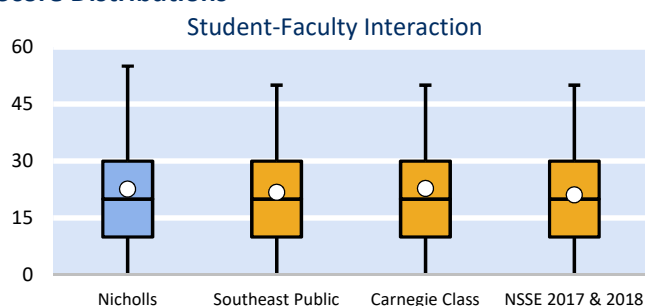
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.6	21.8	.05	22.7	-.01	21.1	.10
Effective Teaching Practices	36.6	38.1	-.11	38.5 *	-.14	38.5 *	-.14

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

#### Score Distributions



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

#### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and			
	Nicholls	Southeast Public	Carnegie Class	NSSE 2017 & 2018	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	46	+8	+6	+10	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-0	-2	+1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-0	-2	+0	
3d. Discussed your academic performance with a faculty member	34	+2	+0	+4	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	74	-2	-3	-3	
5b. Taught course sessions in an organized way	74	+1	-0	-1	
5c. Used examples or illustrations to explain difficult points	73	-0	-1	-1	
5d. Provided feedback on a draft or work in progress	63	+0	-2	-1	
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-4	-7	-5	

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

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

### Experiences with Faculty: Seniors

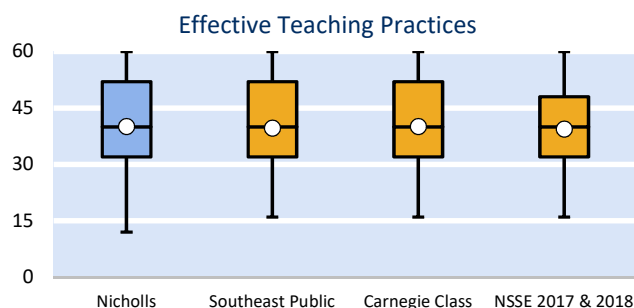
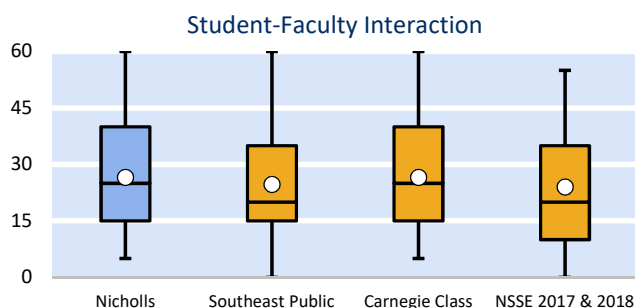
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.5	24.7 *	.11	26.5	.00	23.9 **	.16
Effective Teaching Practices	40.1	39.6	.03	40.0	.00	39.4	.05

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

#### Score Distributions



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

#### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your seniors and			
	Nicholls	Southeast Public	Carnegie Class	NSSE 2017 & 2018	
<b>Student-Faculty Interaction</b>					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	49	+3	-2	+5	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+2	-0	+4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+6	+3	+7	
3d. Discussed your academic performance with a faculty member	40	+5	+1	+7	
<b>Effective Teaching Practices</b>					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	78	-2	-2	-2	
5b. Taught course sessions in an organized way	76	-1	-1	-1	
5c. Used examples or illustrations to explain difficult points	78	+0	+0	+1	
5d. Provided feedback on a draft or work in progress	65	+4	+0	+4	
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+4	+1	+4	

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

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

### Campus Environment: First-year students

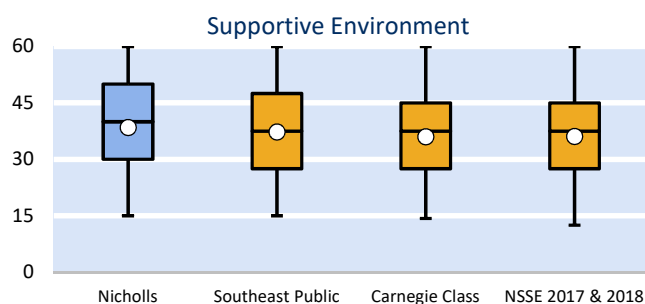
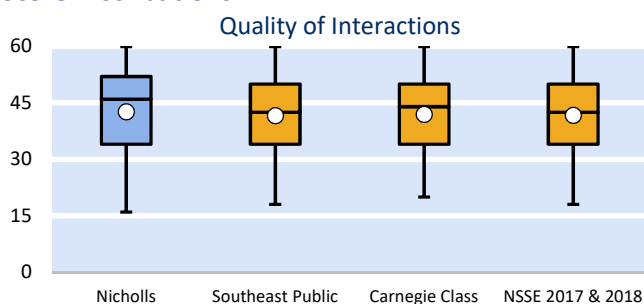
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	41.6	.08	42.0	.05	41.7	.08
Supportive Environment	38.5	37.3	.09	36.0 **	.18	36.1 **	.18

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

#### Score Distributions



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

#### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and		
	Nicholls	Southeast Public	Carnegie Class	NSSE 2017 & 2018
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
	%			
13a. Students	52	+2	+2	+2
13b. Academic advisors	62	+12	+12	+13
13c. Faculty	47	-0	-3	-2
13d. Student services staff (career services, student activities, housing, etc.)	48	+3	+3	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+7	+5	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	-1	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	81	+4	+5	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	-0	+2	+1
14e. Providing opportunities to be involved socially	76	+3	+5	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	-1	+4	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+1	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	77	+7	+13	+14
14i. Attending events that address important social, economic, or political issues	51	-2	-1	-0

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

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

### Campus Environment: Seniors

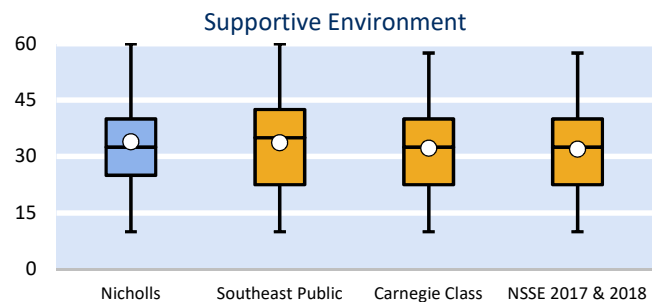
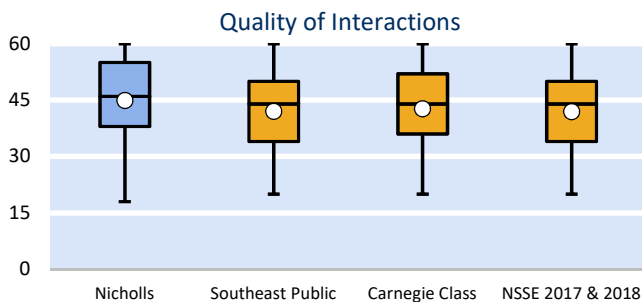
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Nicholls Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.9	42.0 ***	.23	42.7 **	.18	42.0 ***	.24
Supportive Environment	34.0	33.7	.02	32.3 *	.12	32.0 *	.14

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














#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	Nicholls	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	57		-0	+1
13b. Academic advisors	59		+5	+9
13c. Faculty	62		+4	+7
13d. Student services staff (career services, student activities, housing, etc.)	46		+4	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50		+7	+9
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		+0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	64		-3	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59		+4	+4
14e. Providing opportunities to be involved socially	71		+7	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67		+7	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43		+11	+12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60		+9	+9
14i. Attending events that address important social, economic, or political issues	47		+4	+5

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

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

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# NSSE 2018 Engagement Indicators

## Comparisons with High-Performing Institutions

### Nicholls State University

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

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](https://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<sup>b</sup> 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	Nicholls Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	34.5	38.9 ***	-.34		40.5 ***	-.45		
	Reflective and Integrative Learning	30.6	36.5 ***	-.49		38.1 ***	-.62		
	Learning Strategies	36.9	39.5 **	-.19		41.6 ***	-.34		
	Quantitative Reasoning	25.1	28.7 ***	-.24		30.4 ***	-.35		
Learning with Peers	Collaborative Learning	31.6	35.1 ***	-.26		37.2 ***	-.41		
	Discussions with Diverse Others	39.0	41.4 *	-.16		43.4 ***	-.30		
Experiences with Faculty	Student-Faculty Interaction	22.6	24.3	-.11		27.2 ***	-.29		
	Effective Teaching Practices	36.6	40.3 ***	-.28		42.0 ***	-.39		
Campus Environment	Quality of Interactions	42.6	43.9	-.11		45.9 ***	-.27		
	Supportive Environment	38.5	37.9	.04	✓	39.7	-.09	✓	

#### Seniors

Theme	Engagement Indicator	Nicholls Mean	Your seniors compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	40.1	41.3	-.09	✓	42.5 **	-.17		
	Reflective and Integrative Learning	35.5	39.6 ***	-.33		41.1 ***	-.46		
	Learning Strategies	40.2	40.2	.00	✓	42.3 **	-.15		
	Quantitative Reasoning	27.7	30.7 **	-.19		32.7 ***	-.32		
Learning with Peers	Collaborative Learning	31.3	35.7 ***	-.32		38.1 ***	-.50		
	Discussions with Diverse Others	39.5	41.9 *	-.15		43.8 ***	-.27		
Experiences with Faculty	Student-Faculty Interaction	26.5	29.2 **	-.17		33.3 ***	-.42		
	Effective Teaching Practices	40.1	41.1	-.08	✓	43.1 ***	-.22		
Campus Environment	Quality of Interactions	44.9	44.4	.04	✓	46.5 *	-.13		
	Supportive Environment	34.0	34.3	-.02	✓	36.4 **	-.17		

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

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

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



# NSSE 2018 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 = 243)	34.5	15.4	.99	10	25	35	45	60				
Southeast Public	37.8	13.5	.07	15	30	40	45	60	244	-3.3	.001	-.243
Carnegie Class	37.4	13.1	.11	20	30	40	45	60	248	-2.8	.004	-.216
NSSE 2017 & 2018	37.8	13.2	.03	20	30	40	45	60	242	-3.3	.001	-.251
Top 50%	38.9	13.1	.04	20	30	40	50	60	243	-4.4	.000	-.338
Top 10%	40.5	13.3	.08	20	30	40	50	60	245	-6.0	.000	-.448
<b>Reflective &amp; Integrative Learning</b>												
Nicholls (N = 278)	30.6	12.9	.77	11	20	31	37	54				
Southeast Public	34.7	12.3	.06	17	26	34	43	57	42,690	-4.1	.000	-.334
Carnegie Class	35.1	11.9	.09	17	26	34	43	57	16,229	-4.5	.000	-.379
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	198,715	-4.5	.000	-.373
Top 50%	36.5	11.8	.04	17	29	37	43	57	105,043	-5.8	.000	-.494
Top 10%	38.1	12.0	.08	20	29	37	46	60	22,716	-7.5	.000	-.619
<b>Learning Strategies</b>												
Nicholls (N = 221)	36.9	14.6	.98	13	27	40	47	60				
Southeast Public	38.6	13.8	.07	20	27	40	47	60	36,003	-1.8	.059	-.127
Carnegie Class	37.9	13.6	.12	20	27	40	47	60	14,146	-1.1	.240	-.080
NSSE 2017 & 2018	38.0	13.7	.03	20	27	40	47	60	171,709	-1.2	.196	-.087
Top 50%	39.5	13.7	.05	20	27	40	53	60	90,660	-2.7	.004	-.195
Top 10%	41.6	14.1	.10	20	33	40	53	60	22,039	-4.8	.000	-.339
<b>Quantitative Reasoning</b>												
Nicholls (N = 227)	25.1	15.6	1.03	0	13	20	33	60				
Southeast Public	28.3	15.5	.08	0	20	27	40	60	39,072	-3.2	.002	-.204
Carnegie Class	27.1	15.2	.12	0	20	27	40	60	14,937	-2.0	.052	-.130
NSSE 2017 & 2018	27.5	15.3	.04	0	20	27	40	60	183,852	-2.4	.018	-.157
Top 50%	28.7	15.2	.04	0	20	27	40	60	118,283	-3.6	.000	-.235
Top 10%	30.4	15.3	.09	7	20	27	40	60	29,084	-5.3	.000	-.347
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Nicholls (N = 300)	31.6	15.3	.89	10	20	30	40	60				
Southeast Public	33.3	14.1	.07	10	20	35	40	60	302	-1.6	.068	-.115
Carnegie Class	33.3	13.8	.11	10	25	35	40	60	307	-1.6	.069	-.118
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	299	-.7	.458	-.046
Top 50%	35.1	13.6	.04	15	25	35	45	60	300	-3.5	.000	-.256
Top 10%	37.2	13.6	.08	15	25	40	45	60	304	-5.6	.000	-.412
<b>Discussions with Diverse Others</b>												
Nicholls (N = 224)	39.0	17.3	1.15	5	25	40	60	60				
Southeast Public	40.5	15.6	.08	15	30	40	55	60	226	-1.5	.199	-.095
Carnegie Class	38.9	15.3	.13	15	30	40	50	60	229	.1	.961	.004
NSSE 2017 & 2018	39.4	15.5	.04	15	30	40	55	60	224	-.4	.737	-.025
Top 50%	41.4	15.0	.04	15	30	40	55	60	224	-2.4	.039	-.160
Top 10%	43.4	14.8	.09	20	35	45	60	60	226	-4.4	.000	-.299



## 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 = 259)	22.6	15.5	.96	0	10	20	30	55				
Southeast Public	21.8	15.0	.07	0	10	20	30	50	41,147	.8	.380	.055
Carnegie Class	22.7	14.6	.12	0	10	20	30	50	15,669	-.1	.892	-.009
NSSE 2017 & 2018	21.1	14.6	.03	0	10	20	30	50	192,389	1.5	.092	.105
Top 50%	24.3	14.8	.06	5	15	20	35	55	69,919	-1.6	.075	-.111
Top 10%	27.2	15.8	.15	5	15	25	40	60	11,957	-4.6	.000	-.292
<b>Effective Teaching Practices</b>												
Nicholls (N = 244)	36.6	13.8	.89	12	28	40	44	60				
Southeast Public	38.1	13.4	.07	16	28	40	48	60	40,177	-1.4	.092	-.108
Carnegie Class	38.5	13.1	.11	16	28	40	48	60	15,351	-1.9	.027	-.143
NSSE 2017 & 2018	38.5	13.1	.03	16	28	40	48	60	188,691	-1.9	.026	-.142
Top 50%	40.3	13.1	.05	20	32	40	52	60	82,779	-3.7	.000	-.280
Top 10%	42.0	13.7	.09	20	32	40	52	60	21,646	-5.4	.000	-.392
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Nicholls (N = 212)	42.6	13.3	.91	16	34	46	52	60				
Southeast Public	41.6	12.5	.07	18	34	43	50	60	34,101	1.0	.235	.082
Carnegie Class	42.0	12.3	.11	20	34	44	50	60	13,509	.6	.454	.052
NSSE 2017 & 2018	41.7	12.5	.03	18	34	43	50	60	161,834	.9	.268	.076
Top 50%	43.9	11.6	.04	22	38	46	52	60	212	-1.3	.166	-.110
Top 10%	45.9	12.1	.10	22	40	48	56	60	216	-3.3	.000	-.268
<b>Supportive Environment</b>												
Nicholls (N = 217)	38.5	14.3	.97	15	30	40	50	60				
Southeast Public	37.3	13.5	.07	15	28	38	48	60	34,036	1.2	.199	.087
Carnegie Class	36.0	13.6	.12	14	28	38	45	60	13,459	2.5	.008	.182
NSSE 2017 & 2018	36.1	13.5	.03	13	28	38	45	60	163,170	2.4	.009	.178
Top 50%	37.9	13.2	.04	15	30	40	48	60	87,975	.5	.548	.041
Top 10%	39.7	13.1	.09	18	30	40	50	60	21,340	-1.2	.184	-.091

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

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

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

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

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

# NSSE 2018 Engagement Indicators

## Detailed Statistics<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 = 294)	40.1	13.8	.81	15	30	40	50	60				
Southeast Public	39.9	13.9	.05	15	30	40	50	60	77,880	.3	.733	.020
Carnegie Class	40.3	13.5	.08	20	30	40	50	60	25,861	-.2	.807	-.014
NSSE 2017 & 2018	39.8	13.7	.02	20	30	40	50	60	356,149	.3	.696	.023
Top 50%	41.3	13.5	.03	20	35	40	55	60	166,825	-1.2	.134	-.088
Top 10%	42.5	13.7	.06	20	35	40	55	60	50,404	-2.3	.004	-.169
<b>Reflective &amp; Integrative Learning</b>												
Nicholls (N = 310)	35.5	12.0	.68	17	26	34	43	57				
Southeast Public	37.6	12.7	.04	17	29	37	46	60	81,491	-2.0	.005	-.162
Carnegie Class	38.6	12.4	.08	20	29	40	49	60	26,879	-3.1	.000	-.253
NSSE 2017 & 2018	37.8	12.4	.02	17	29	37	46	60	371,057	-2.3	.001	-.188
Top 50%	39.6	12.2	.03	20	31	40	49	60	163,069	-4.1	.000	-.332
Top 10%	41.1	12.2	.07	20	33	40	51	60	34,926	-5.6	.000	-.461
<b>Learning Strategies</b>												
Nicholls (N = 279)	40.2	13.4	.80	20	33	40	53	60				
Southeast Public	39.3	14.6	.05	13	27	40	53	60	281	.9	.248	.064
Carnegie Class	38.9	14.4	.09	13	27	40	53	60	286	1.2	.127	.086
NSSE 2017 & 2018	38.3	14.5	.03	13	27	40	47	60	279	1.9	.020	.130
Top 50%	40.2	14.4	.03	20	27	40	53	60	279	.0	1.000	.000
Top 10%	42.3	14.2	.07	20	33	40	53	60	282	-2.2	.008	-.152
<b>Quantitative Reasoning</b>												
Nicholls (N = 288)	27.7	16.9	.99	0	13	27	40	60				
Southeast Public	30.2	16.3	.06	0	20	27	40	60	76,423	-2.5	.008	-.156
Carnegie Class	29.3	16.1	.10	0	20	27	40	60	25,392	-1.6	.088	-.101
NSSE 2017 & 2018	29.6	16.1	.03	0	20	27	40	60	349,555	-1.9	.041	-.120
Top 50%	30.7	16.0	.03	0	20	33	40	60	228,459	-3.0	.001	-.188
Top 10%	32.7	15.7	.07	7	20	33	40	60	290	-5.0	.000	-.317
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Nicholls (N = 328)	31.3	15.4	.85	0	20	30	40	60				
Southeast Public	33.8	14.8	.05	10	25	35	45	60	84,389	-2.5	.002	-.168
Carnegie Class	33.3	14.6	.09	10	25	35	45	60	27,587	-2.0	.015	-.135
NSSE 2017 & 2018	32.5	15.0	.02	5	20	30	45	60	381,755	-1.2	.156	-.078
Top 50%	35.7	13.9	.03	15	25	35	45	60	328	-4.4	.000	-.316
Top 10%	38.1	13.5	.07	15	30	40	50	60	332	-6.8	.000	-.502
<b>Discussions with Diverse Others</b>												
Nicholls (N = 279)	39.5	18.3	1.10	0	25	40	60	60				
Southeast Public	41.7	15.9	.06	15	30	40	60	60	279	-2.1	.052	-.135
Carnegie Class	39.8	15.6	.10	15	30	40	55	60	282	-.3	.803	-.018
NSSE 2017 & 2018	40.3	15.8	.03	15	30	40	55	60	278	-.8	.494	-.047
Top 50%	41.9	15.6	.03	15	30	40	60	60	278	-2.4	.030	-.153
Top 10%	43.8	15.5	.07	20	35	45	60	60	280	-4.3	.000	-.275

#### 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 = 302)	26.5	16.2	.93	5	15	25	40	60				
Southeast Public	24.7	16.1	.06	0	15	20	35	60	79,193	1.8	.048	.114
Carnegie Class	26.5	15.9	.10	5	15	25	40	60	26,257	.0	.973	-.002
NSSE 2017 & 2018	23.9	15.9	.03	0	10	20	35	55	361,857	2.6	.005	.162
Top 50%	29.2	15.8	.05	5	20	30	40	60	92,165	-2.7	.003	-.171
Top 10%	33.3	16.1	.15	10	20	35	45	60	12,007	-6.8	.000	-.420
<b>Effective Teaching Practices</b>												
Nicholls (N = 293)	40.1	14.4	.84	12	32	40	52	60				
Southeast Public	39.6	13.8	.05	16	32	40	52	60	78,182	.4	.592	.031
Carnegie Class	40.0	13.7	.09	16	32	40	52	60	25,971	.0	.964	.003
NSSE 2017 & 2018	39.4	13.7	.02	16	32	40	48	60	357,282	.7	.371	.052
Top 50%	41.1	13.6	.04	16	32	40	52	60	144,554	-1.1	.178	-.079
Top 10%	43.1	13.7	.08	20	36	44	56	60	29,881	-3.0	.000	-.220
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Nicholls (N = 250)	44.9	12.8	.81	18	38	46	55	60				
Southeast Public	42.0	12.4	.05	20	34	44	50	60	66,876	2.9	.000	.232
Carnegie Class	42.7	12.2	.08	20	36	44	52	60	23,156	2.2	.005	.180
NSSE 2017 & 2018	42.0	12.3	.02	20	34	44	50	60	308,791	2.9	.000	.237
Top 50%	44.4	11.9	.03	22	38	46	54	60	119,482	.5	.515	.041
Top 10%	46.5	12.3	.07	22	40	50	58	60	32,021	-1.6	.037	-.132
<b>Supportive Environment</b>												
Nicholls (N = 262)	34.0	14.1	.87	10	25	33	40	60				
Southeast Public	33.7	14.2	.05	10	23	35	43	60	68,389	.3	.730	.021
Carnegie Class	32.3	14.0	.09	10	23	33	40	58	23,565	1.7	.049	.122
NSSE 2017 & 2018	32.0	14.1	.02	10	23	33	40	58	317,981	2.0	.024	.140
Top 50%	34.3	13.7	.04	13	25	35	43	60	144,858	-.3	.720	-.022
Top 10%	36.4	13.7	.08	13	28	38	45	60	29,846	-2.4	.005	-.173

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

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

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

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

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