
NSSE 2020

Engagement Indicators

Nicholls State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

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

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 ULS System Schools
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 ULS System Schools
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

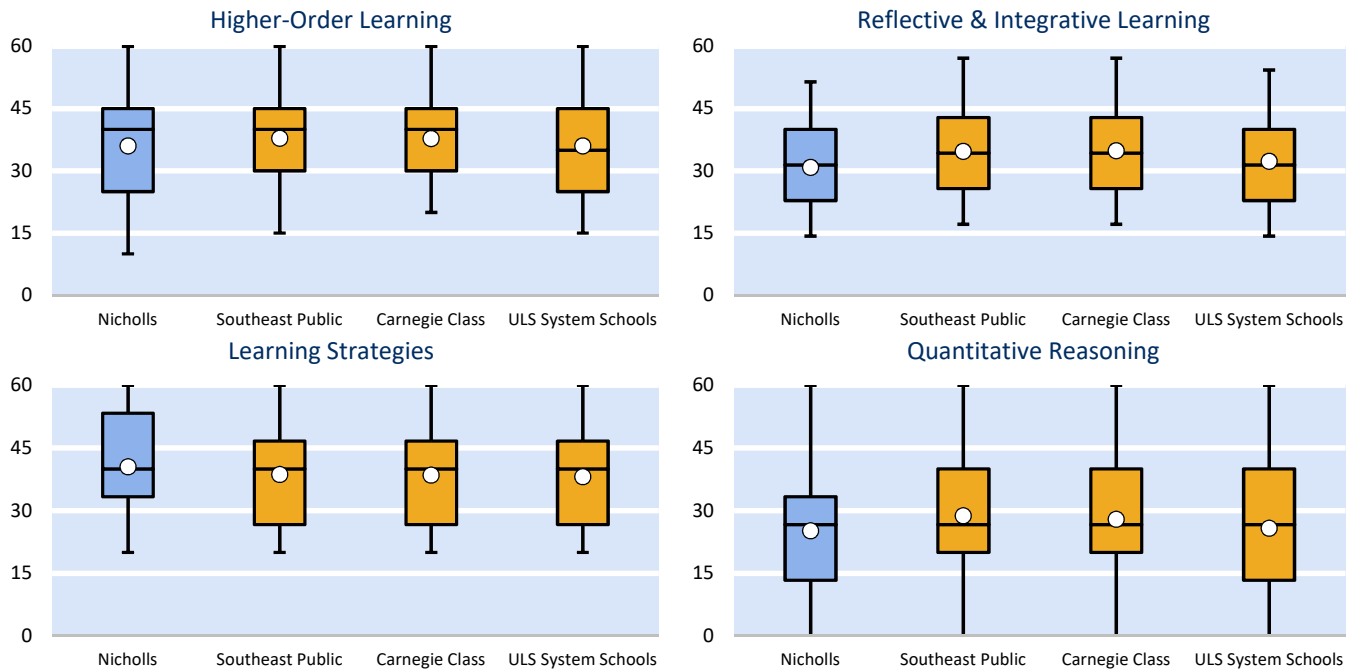
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		ULS System Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.0	37.9 *	-.14	37.8 *	-.13	36.0	.00
Reflective & Integrative Learning	30.9	34.7 ***	-.31	34.9 ***	-.33	32.3 *	-.11
Learning Strategies	40.5	38.6 *	.14	38.5 *	.15	38.1 **	.17
Quantitative Reasoning	25.2	28.8 ***	-.23	28.0 **	-.18	25.8	-.04

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

Score Distributions



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

Academic Challenge: 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 ^a between your FY students and		
	Nicholls	Southeast Public	Carnegie Class	ULS System Schools
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	65	<div><div></div></div> -5	<div><div></div></div> -3	+0 <div><div></div></div>
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	<div><div></div></div> -4	<div><div></div></div> -4	+1 <div><div></div></div>
4d. Evaluating a point of view, decision, or information source	61	<div><div></div></div> -7	<div><div></div></div> -9	<div><div></div></div> -2
4e. Forming a new idea or understanding from various pieces of information	66	<div><div></div></div> -2	<div><div></div></div> -4	+3 <div><div></div></div>
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	36	<div><div></div></div> -14	<div><div></div></div> -15	<div><div></div></div> -5
2b. Connected your learning to societal problems or issues	36	<div><div></div></div> -12	<div><div></div></div> -15	<div><div></div></div> -6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	34	<div><div></div></div> -15	<div><div></div></div> -16	<div><div></div></div> -7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	52	<div><div></div></div> -10	<div><div></div></div> -10	<div><div></div></div> -5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	<div><div></div></div> -6	<div><div></div></div> -6	<div><div></div></div> -2
2f. Learned something that changed the way you understand an issue or concept	59	<div><div></div></div> -5	<div><div></div></div> -7	<div><div></div></div> -0
2g. Connected ideas from your courses to your prior experiences and knowledge	69	<div><div></div></div> -6	<div><div></div></div> -7	<div><div></div></div> -1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	68	<div><div></div></div> -5	<div><div></div></div> -7	+0 <div><div></div></div>
9b. Reviewed your notes after class	79	+11 <div><div></div></div>	+12 <div><div></div></div>	+10 <div><div></div></div>
9c. Summarized what you learned in class or from course materials	70	+5 <div><div></div></div>	+6 <div><div></div></div>	+5 <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.)	48	<div><div></div></div> -7	<div><div></div></div> -4	+0 <div><div></div></div>
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	<div><div></div></div> -8	<div><div></div></div> -7	<div><div></div></div> -1
6c. Evaluated what others have concluded from numerical information	32	<div><div></div></div> -9	<div><div></div></div> -7	<div><div></div></div> -2

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

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

Academic Challenge: Seniors

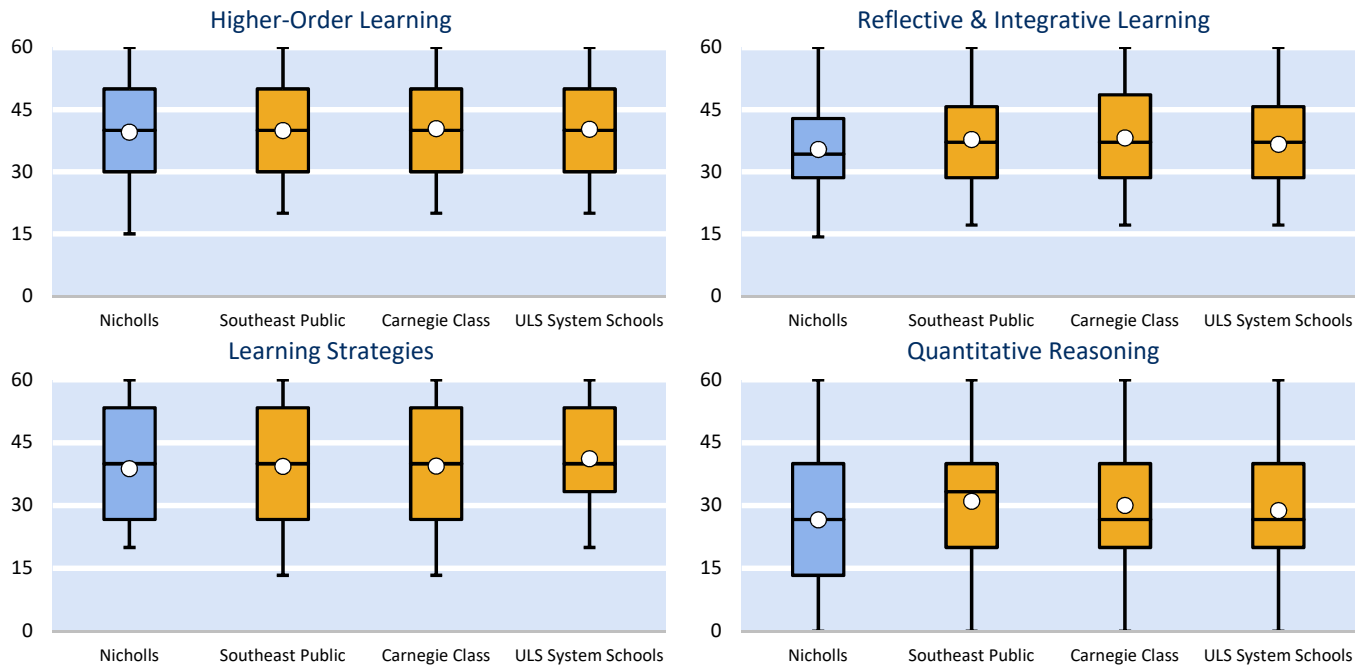
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Nicholls Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		ULS System Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.6	40.0	-.03	40.5	-.06	40.3	-.05
Reflective & Integrative Learning	35.4	37.8 **	-.19	38.2 ***	-.22	36.7	-.10
Learning Strategies	38.8	39.3	-.04	39.4	-.04	41.2 *	-.16
Quantitative Reasoning	26.6	31.0 ***	-.27	30.0 ***	-.21	28.8 *	-.13

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






















































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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	Nicholls	Southeast Public	Carnegie Class	ULS System Schools
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	78	+1 	+1 	+0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	 -1	 -2	 -1
4d. Evaluating a point of view, decision, or information source	68	 -2	 -6	 -3
4e. Forming a new idea or understanding from various pieces of information	71	 -1	 -3	 -1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	57	 -12	 -10	 -5
2b. Connected your learning to societal problems or issues	53	 -6	 -9	 -2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	 -4	 -7	 -0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	 -8	 -9	 -4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	 -6	 -6	 -5
2f. Learned something that changed the way you understand an issue or concept	63	 -8	 -9	 -8
2g. Connected ideas from your courses to your prior experiences and knowledge	79	 -4	 -5	 -3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	+0 	 -2	 -0
9b. Reviewed your notes after class	62	 -4	 -3	 -9
9c. Summarized what you learned in class or from course materials	64	 -2	 -2	 -6
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	 -5	 -4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	 -9	 -8	 -4
6c. Evaluated what others have concluded from numerical information	35	 -13	 -10	 -5

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

Learning with Peers: First-year students

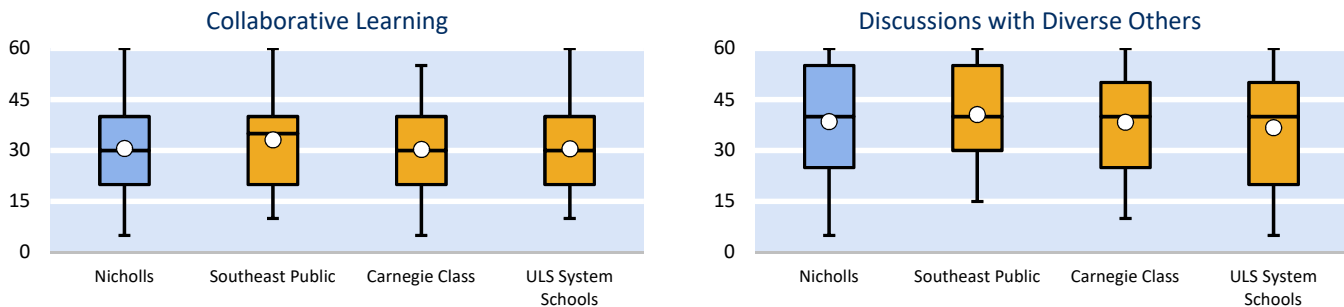
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Southeast Public		Carnegie Class		ULS System Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.5	33.1 ***	-.18	30.3	.01	30.4	.01
Discussions with Diverse Others	38.5	40.6 *	-.14	38.3	.01	36.7	.10

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).

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		Percentage point difference ^a between your FY students and			
	Nicholls	Southeast Public	Carnegie Class	ULS System Schools	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
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Asked another student to help you understand course material	53	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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 available on the NSSE website.

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

Learning with Peers: Seniors

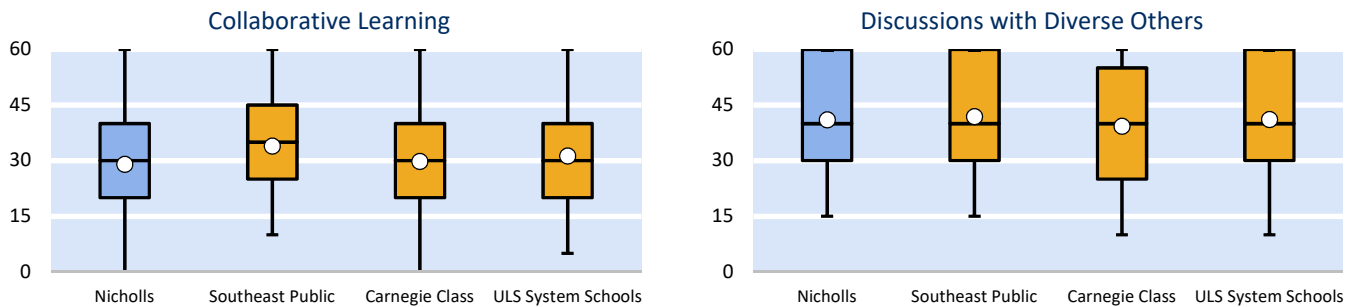
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Southeast Public		Carnegie Class		ULS System Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.0	34.0 ***	-.33	29.8	-.05	31.3 *	-.14
Discussions with Diverse Others	41.0	41.9	-.06	39.3	.10	41.1	-.01

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	Nicholls	Southeast Public	Carnegie Class	ULS System Schools
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	37	<div><div></div></div> -10	<div><div></div></div> -2	<div><div></div></div> -5
1f. Explained course material to one or more students	50	<div><div></div></div> -12	<div><div></div></div> -3	<div><div></div></div> -7
1g. Prepared for exams by discussing or working through course material with other students	37	<div><div></div></div> -14	<div><div></div></div> -6	<div><div></div></div> -8
1h. Worked with other students on course projects or assignments	57	<div><div></div></div> -10	<div><div></div></div> -1	<div><div></div></div> +1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	76	<div><div></div></div> +1	<div><div></div></div> +5	<div><div></div></div> +1
8b. People from an economic background other than your own	74	<div><div></div></div> -2	<div><div></div></div> +4	<div><div></div></div> -0
8c. People with religious beliefs other than your own	66	<div><div></div></div> -5	<div><div></div></div> -0	<div><div></div></div> -2
8d. People with political views other than your own	69	<div><div></div></div> -1	<div><div></div></div> +6	<div><div></div></div> -0

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

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Experiences with Faculty: First-year students

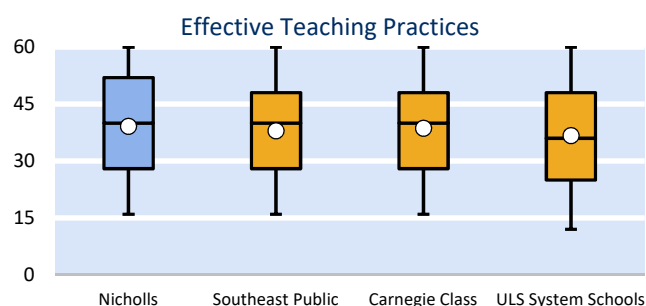
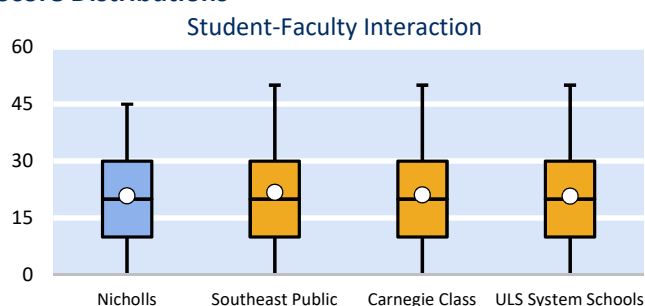
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Nicholls Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		ULS System Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.8	21.7	-.06	21.1	-.02	20.8	.00
Effective Teaching Practices	39.2	38.0	.09	38.7	.04	36.7 **	.17

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



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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 ^a between your FY students and			
	Nicholls	Southeast Public	Carnegie Class	ULS System Schools	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	42	+3	+5	+5	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-4	-3	-3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-2	-1	-2	
3d. Discussed your academic performance with a faculty member	28	-4	-3	-3	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	75	-1	-2	+3	
5b. Taught course sessions in an organized way	76	+3	+3	+10	
5c. Used examples or illustrations to explain difficult points	77	+3	+4	+8	
5d. Provided feedback on a draft or work in progress	64	+3	-1	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+2	-2	+3	

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

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Experiences with Faculty: Seniors

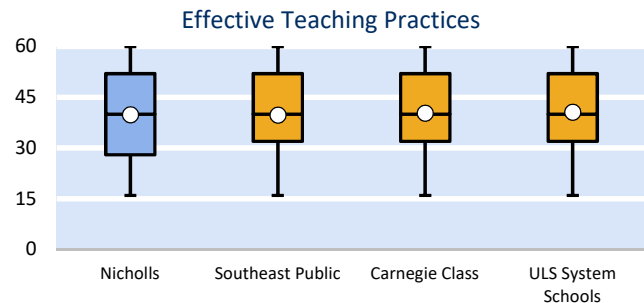
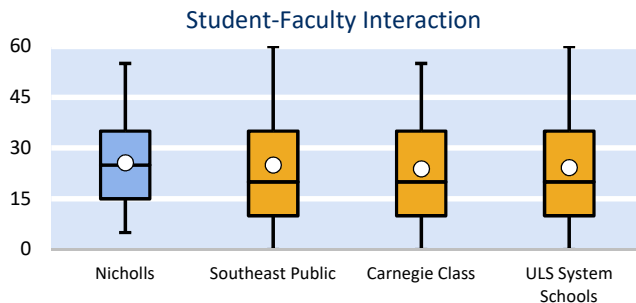
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Mean Comparisons

Engagement Indicator	Nicholls Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		ULS System Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.6	24.9	.04	23.8	.11	24.2	.08
Effective Teaching Practices	39.8	39.7	.01	40.2	-.03	40.6	-.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).

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	Nicholls	Southeast Public	Carnegie Class	ULS System Schools
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	49	+4	+5	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-3	+1	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-0	+2	+1
3d. Discussed your academic performance with a faculty member	37	+2	+1	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	-1	-2	-0
5b. Taught course sessions in an organized way	80	+3	+3	+4
5c. Used examples or illustrations to explain difficult points	79	+1	+2	+1
5d. Provided feedback on a draft or work in progress	65	+4	+2	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-4	-7	-9

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

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Campus Environment: First-year students

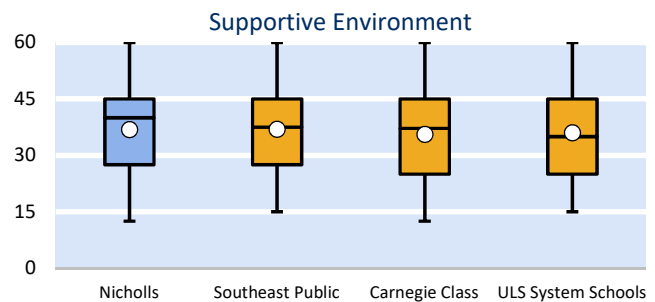
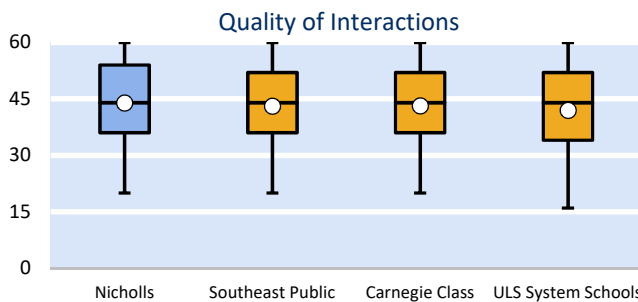
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Nicholls Mean	Your first-year students compared with					
		Southeast Public Mean	Effect size	Carnegie Class Mean	Effect size	ULS System Schools Mean	Effect size
Quality of Interactions	43.9	43.1	.07	43.1	.07	41.9 *	.15
Supportive Environment	36.9	36.9	.00	35.6	.09	36.0	.06

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 ^a between your FY students and		
		Southeast Public	Carnegie Class	ULS System Schools
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	54	+2	+3	+5
13b. Academic advisors	56	+2	+3	+2
13c. Faculty	55	+4	+2	+7
13d. Student services staff (career services, student activities, housing, etc.)	46	-2	-3	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+6	+3	+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	77	+2	+3	+6
14c. Using learning support services (tutoring services, writing center, etc.)	75	-2	-1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-0	+0	+2
14e. Providing opportunities to be involved socially	73	-0	+4	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	-2	+2	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+2	+1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	+4	+14	+7
14i. Attending events that address important social, economic, or political issues	48	-1	+1	+0

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

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

Campus Environment: Seniors

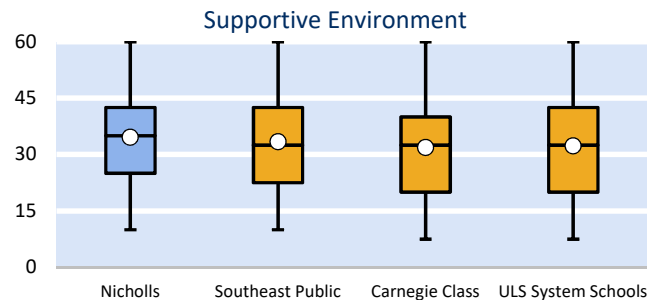
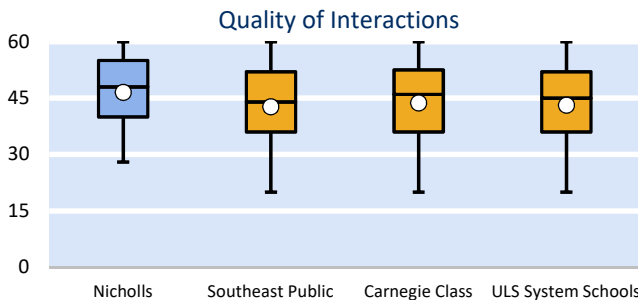
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Nicholls Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		ULS System Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.5	42.7 ***	.31	43.8 ***	.22	43.1 ***	.27
Supportive Environment	34.6	33.5	.08	31.9 **	.19	32.3 *	.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.

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 ^a between your seniors and		
		Southeast Public	Carnegie Class	ULS System Schools
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	60	+2	+2	+3
13b. Academic advisors	69	+17	+13	+12
13c. Faculty	68	+12	+8	+10
13d. Student services staff (career services, student activities, housing, etc.)	48	+4	+0	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+11	+5	+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	77	+6	+6	+9
14c. Using learning support services (tutoring services, writing center, etc.)	74	+8	+7	+10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+4	+4	+5
14e. Providing opportunities to be involved socially	70	+2	+9	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+6	+11	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+2	+0	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+4	+19	+10
14i. Attending events that address important social, economic, or political issues	38	-4	-1	+1

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

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	36.0	39.3 ***	-.25		41.4 ***	-.42	
	Reflective and Integrative Learning	30.9	36.7 ***	-.49		39.0 ***	-.69	
	Learning Strategies	40.5	39.9	.05	✓	42.3 *	-.13	
	Quantitative Reasoning	25.2	29.4 ***	-.28		31.4 ***	-.40	
Learning with Peers	Collaborative Learning	30.5	35.2 ***	-.34		37.4 ***	-.51	
	Discussions with Diverse Others	38.5	41.5 **	-.20		43.6 ***	-.35	
Experiences with Faculty	Student-Faculty Interaction	20.8	24.5 ***	-.25		28.1 ***	-.47	
	Effective Teaching Practices	39.2	40.5	-.10		42.3 ***	-.22	
Campus Environment	Quality of Interactions	43.9	45.2	-.11		47.2 ***	-.28	
	Supportive Environment	36.9	37.9	-.08	✓	40.0 ***	-.24	

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	39.6	41.7 *	-.16		43.2 ***	-.27	
	Reflective and Integrative Learning	35.4	39.8 ***	-.36		41.8 ***	-.53	
	Learning Strategies	38.8	40.7 *	-.13		42.7 ***	-.27	
	Quantitative Reasoning	26.6	31.4 ***	-.30		33.4 ***	-.43	
Learning with Peers	Collaborative Learning	29.0	35.9 ***	-.49		38.4 ***	-.69	
	Discussions with Diverse Others	41.0	42.1	-.07	✓	43.8 **	-.18	
Experiences with Faculty	Student-Faculty Interaction	25.6	29.7 ***	-.26		33.2 ***	-.48	
	Effective Teaching Practices	39.8	41.8 *	-.14		43.7 ***	-.29	
Campus Environment	Quality of Interactions	46.5	45.2	.11	✓	47.4	-.07	✓
	Supportive Environment	34.6	34.6	.00	✓	36.8 *	-.15	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Nicholls State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Nicholls (N = 325)	36.0	14.3	.79	10	25	40	45	60				
Southeast Public	37.9	13.5	.06	15	30	40	45	60	59,544	-1.9	.014	-.137
Carnegie Class	37.8	13.3	.05	20	30	40	45	60	327	-1.7	.031	-.130
ULS System Schools	36.0	14.0	.29	15	25	35	45	60	2,708	.1	.940	.004
Top 50%	39.3	13.1	.03	20	30	40	50	60	325	-3.3	.000	-.251
Top 10%	41.4	12.8	.07	20	35	40	50	60	330	-5.3	.000	-.416
Reflective & Integrative Learning												
Nicholls (N = 362)	30.9	12.3	.65	14	23	31	40	51				
Southeast Public	34.7	12.2	.05	17	26	34	43	57	65,445	-3.8	.000	-.313
Carnegie Class	34.9	12.0	.04	17	26	34	43	57	75,359	-4.0	.000	-.334
ULS System Schools	32.3	12.4	.24	14	23	31	40	54	3,017	-1.4	.042	-.114
Top 50%	36.7	11.8	.03	17	29	37	46	57	153,199	-5.8	.000	-.493
Top 10%	39.0	11.7	.08	20	31	40	49	60	24,362	-8.1	.000	-.688
Learning Strategies												
Nicholls (N = 296)	40.5	13.8	.80	20	33	40	53	60				
Southeast Public	38.6	13.8	.06	20	27	40	47	60	55,685	1.9	.019	.136
Carnegie Class	38.5	13.8	.05	20	27	40	47	60	65,455	2.0	.012	.146
ULS System Schools	38.1	13.8	.29	20	27	40	47	60	2,507	2.4	.005	.174
Top 50%	39.9	13.7	.04	20	33	40	53	60	132,664	.6	.429	.046
Top 10%	42.3	14.1	.08	20	33	40	53	60	29,524	-1.8	.032	-.125
Quantitative Reasoning												
Nicholls (N = 309)	25.2	15.9	.90	0	13	27	33	60				
Southeast Public	28.8	15.6	.07	0	20	27	40	60	56,815	-3.6	.000	-.230
Carnegie Class	28.0	15.4	.06	0	20	27	40	60	66,728	-2.8	.002	-.180
ULS System Schools	25.8	15.5	.33	0	13	27	40	60	2,571	-.6	.516	-.039
Top 50%	29.4	15.2	.04	7	20	27	40	60	172,849	-4.2	.000	-.279
Top 10%	31.4	15.3	.08	7	20	33	40	60	36,708	-6.2	.000	-.405
Learning with Peers												
Collaborative Learning												
Nicholls (N = 406)	30.5	15.4	.77	5	20	30	40	60				
Southeast Public	33.1	14.3	.05	10	20	35	40	60	409	-2.6	.001	-.181
Carnegie Class	30.3	15.1	.05	5	20	30	40	55	81,151	.2	.777	.014
ULS System Schools	30.4	14.7	.27	10	20	30	40	60	3,341	.1	.905	.006
Top 50%	35.2	13.7	.03	15	25	35	45	60	406	-4.6	.000	-.338
Top 10%	37.4	13.5	.07	15	30	40	45	60	411	-6.9	.000	-.506
Discussions with Diverse Others												
Nicholls (N = 303)	38.5	17.2	.99	5	25	40	55	60				
Southeast Public	40.6	15.7	.07	15	30	40	55	60	305	-2.1	.034	-.135
Carnegie Class	38.3	16.2	.06	10	25	40	50	60	65,993	.2	.856	.010
ULS System Schools	36.7	17.3	.37	5	20	40	50	60	2,537	1.8	.095	.102
Top 50%	41.5	15.0	.04	20	30	40	55	60	303	-3.0	.003	-.199
Top 10%	43.6	14.5	.08	20	35	45	60	60	306	-5.1	.000	-.353

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Nicholls (N = 349)	20.8	14.6	.78	0	10	20	30	45				
Southeast Public	21.7	15.0	.06	0	10	20	30	50	62,119	-.9	.252	-.062
Carnegie Class	21.1	14.7	.06	0	10	20	30	50	72,030	-.3	.732	-.018
ULS System Schools	20.8	14.7	.29	0	10	20	30	50	2,842	.1	.945	.004
Top 50%	24.5	14.7	.05	5	15	20	35	55	101,413	-3.7	.000	-.248
Top 10%	28.1	15.5	.13	5	15	25	40	60	369	-7.3	.000	-.472
Effective Teaching Practices												
Nicholls (N = 323)	39.2	14.0	.78	16	28	40	52	60				
Southeast Public	38.0	13.4	.06	16	28	40	48	60	59,161	1.2	.112	.089
Carnegie Class	38.7	13.5	.05	16	28	40	48	60	69,269	.5	.501	.038
ULS System Schools	36.7	14.3	.29	12	25	36	48	60	2,703	2.5	.003	.174
Top 50%	40.5	13.2	.04	20	32	40	52	60	114,558	-1.4	.062	-.104
Top 10%	42.3	14.1	.08	16	32	44	56	60	31,879	-3.1	.000	-.220
Campus Environment												
Quality of Interactions												
Nicholls (N = 269)	43.9	12.4	.76	20	36	44	54	60				
Southeast Public	43.1	11.9	.05	20	36	44	52	60	52,200	.9	.233	.073
Carnegie Class	43.1	12.3	.05	20	36	44	52	60	60,224	.8	.284	.065
ULS System Schools	41.9	13.3	.29	16	34	44	52	60	2,317	2.0	.020	.151
Top 50%	45.2	11.2	.03	24	38	46	54	60	269	-1.2	.103	-.111
Top 10%	47.2	11.6	.07	25	40	50	58	60	272	-3.3	.000	-.281
Supportive Environment												
Nicholls (N = 288)	36.9	13.9	.82	13	28	40	45	60				
Southeast Public	36.9	13.5	.06	15	28	38	45	60	53,681	.0	.966	-.002
Carnegie Class	35.6	13.9	.06	13	25	37	45	60	63,140	1.3	.119	.092
ULS System Schools	36.0	14.0	.31	15	25	35	45	60	2,385	.9	.302	.065
Top 50%	37.9	13.1	.04	18	30	38	48	60	129,186	-1.0	.196	-.076
Top 10%	40.0	12.9	.09	18	33	40	50	60	294	-3.1	.000	-.243

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

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

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

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

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

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

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

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Nicholls State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Nicholls (N = 255)	39.6	14.2	.89	15	30	40	50	60				
Southeast Public	40.0	13.8	.05	20	30	40	50	60	70,541	-.4	.645	-.029
Carnegie Class	40.5	13.6	.05	20	30	40	50	60	91,333	-.9	.305	-.064
ULS System Schools	40.3	14.0	.28	20	30	40	50	60	2,715	-.7	.424	-.053
Top 50%	41.7	13.4	.03	20	35	40	55	60	152,924	-2.1	.011	-.159
Top 10%	43.2	13.3	.07	20	35	40	55	60	37,377	-3.6	.000	-.270
Reflective & Integrative Learning												
Nicholls (N = 278)	35.4	12.9	.77	14	29	34	43	60				
Southeast Public	37.8	12.6	.05	17	29	37	46	60	75,518	-2.4	.002	-.188
Carnegie Class	38.2	12.6	.04	17	29	37	49	60	96,816	-2.8	.000	-.219
ULS System Schools	36.7	12.7	.25	17	29	37	46	60	2,889	-1.3	.112	-.100
Top 50%	39.8	12.2	.03	20	31	40	49	60	151,874	-4.4	.000	-.361
Top 10%	41.8	12.0	.08	20	34	40	51	60	24,727	-6.3	.000	-.527
Learning Strategies												
Nicholls (N = 240)	38.8	15.1	.98	20	27	40	53	60				
Southeast Public	39.3	14.6	.06	13	27	40	53	60	66,980	-.5	.581	-.036
Carnegie Class	39.4	14.5	.05	13	27	40	53	60	87,617	-.6	.547	-.039
ULS System Schools	41.2	14.9	.31	20	33	40	53	60	2,593	-2.4	.020	-.158
Top 50%	40.7	14.5	.04	20	33	40	53	60	169,158	-1.9	.046	-.129
Top 10%	42.7	14.4	.06	20	33	40	60	60	54,684	-3.9	.000	-.267
Quantitative Reasoning												
Nicholls (N = 249)	26.6	16.5	1.05	0	13	27	40	60				
Southeast Public	31.0	16.2	.06	0	20	33	40	60	67,884	-4.4	.000	-.271
Carnegie Class	30.0	16.2	.05	0	20	27	40	60	88,671	-3.4	.001	-.211
ULS System Schools	28.8	16.3	.33	0	20	27	40	60	2,615	-2.2	.044	-.135
Top 50%	31.4	16.1	.03	0	20	33	40	60	216,564	-4.9	.000	-.302
Top 10%	33.4	15.9	.08	7	20	33	40	60	42,582	-6.8	.000	-.428
Learning with Peers												
Collaborative Learning												
Nicholls (N = 301)	29.0	15.5	.89	0	20	30	40	60				
Southeast Public	34.0	15.0	.05	10	25	35	45	60	80,046	-4.9	.000	-.330
Carnegie Class	29.8	16.2	.05	0	20	30	40	60	101,089	-.8	.393	-.049
ULS System Schools	31.3	15.8	.30	5	20	30	40	60	3,098	-2.2	.019	-.142
Top 50%	35.9	14.0	.03	15	25	35	45	60	301	-6.9	.000	-.493
Top 10%	38.4	13.6	.07	15	30	40	50	60	304	-9.3	.000	-.688
Discussions with Diverse Others												
Nicholls (N = 244)	41.0	16.3	1.04	15	30	40	60	60				
Southeast Public	41.9	15.7	.06	15	30	40	60	60	67,370	-.9	.374	-.057
Carnegie Class	39.3	16.6	.06	10	25	40	55	60	87,932	1.7	.114	.101
ULS System Schools	41.1	16.6	.34	10	30	40	60	60	2,599	-.2	.889	-.009
Top 50%	42.1	15.5	.03	15	30	40	60	60	215,031	-1.1	.281	-.069
Top 10%	43.8	15.3	.07	20	35	45	60	60	54,222	-2.8	.004	-.182

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Nicholls (N = 264)	25.6	15.4	.95	5	15	25	35	55				
Southeast Public	24.9	16.4	.06	0	10	20	35	60	72,832	.6	.529	.039
Carnegie Class	23.8	16.2	.05	0	10	20	35	55	93,756	1.7	.083	.107
ULS System Schools	24.2	16.5	.33	0	10	20	35	60	2,773	1.4	.202	.083
Top 50%	29.7	15.9	.06	5	20	30	40	60	80,576	-4.1	.000	-.258
Top 10%	33.2	16.0	.14	10	20	35	45	60	14,072	-7.7	.000	-.480
Effective Teaching Practices												
Nicholls (N = 256)	39.8	14.3	.89	16	28	40	52	60				
Southeast Public	39.7	14.0	.05	16	32	40	52	60	70,308	.1	.934	.005
Carnegie Class	40.2	14.1	.05	16	32	40	52	60	91,350	-.4	.626	-.031
ULS System Schools	40.6	14.5	.29	16	32	40	52	60	2,710	-.8	.421	-.053
Top 50%	41.8	13.7	.04	20	32	40	52	60	130,530	-2.0	.021	-.144
Top 10%	43.7	13.4	.08	20	36	44	56	60	28,850	-3.9	.000	-.291
Campus Environment												
Quality of Interactions												
Nicholls (N = 219)	46.5	10.6	.72	28	40	48	55	60				
Southeast Public	42.7	12.1	.05	20	36	44	52	60	220	3.8	.000	.312
Carnegie Class	43.8	12.3	.04	20	36	46	53	60	220	2.8	.000	.224
ULS System Schools	43.1	12.6	.27	20	36	45	52	60	285	3.4	.000	.272
Top 50%	45.2	11.7	.03	24	38	48	54	60	137,485	1.3	.101	.111
Top 10%	47.4	12.0	.06	24	40	50	58	60	221	-.9	.228	-.072
Supportive Environment												
Nicholls (N = 232)	34.6	13.9	.91	10	25	35	43	60				
Southeast Public	33.5	14.2	.06	10	23	33	43	60	65,197	1.2	.215	.082
Carnegie Class	31.9	14.5	.05	8	20	33	40	60	85,275	2.7	.005	.186
ULS System Schools	32.3	14.9	.31	8	20	33	43	60	289	2.3	.016	.158
Top 50%	34.6	14.0	.04	13	25	35	45	60	143,255	.0	.985	.001
Top 10%	36.8	14.1	.09	13	28	38	48	60	25,879	-2.2	.019	-.155

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

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

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

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

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

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

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