
NSSE 2022

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with 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

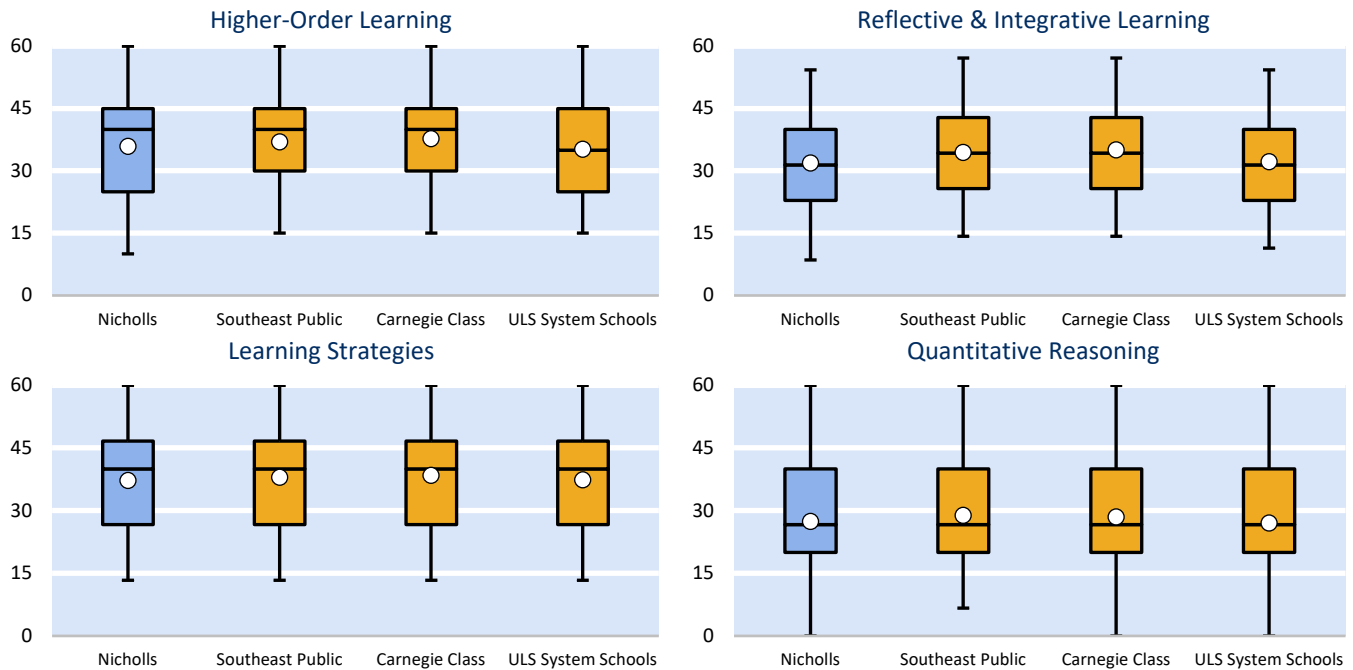
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	37.1	-.08	37.8	-.13	35.3	.05
Reflective & Integrative Learning	32.0	34.5 **	-.20	35.1 ***	-.25	32.2	-.02
Learning Strategies	37.2	37.9	-.05	38.4	-.08	37.3	-.01
Quantitative Reasoning	27.4	28.9	-.10	28.5	-.07	27.0	.03

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

Score Distributions



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

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	64	-3	-3	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+0	-1	+6
4d. Evaluating a point of view, decision, or information source	65	-2	-5	+2
4e. Forming a new idea or understanding from various pieces of information	69	+2	-1	+7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	43	-5	-6	+4
2b. Connected your learning to societal problems or issues	36	-13	-16	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-10	-11	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-3	-4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-6	-8	-3
2f. Learned something that changed the way you understand an issue or concept	62	-1	-4	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-4	-5	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	61	-9	-12	-6
9b. Reviewed your notes after class	73	+6	+6	+7
9c. Summarized what you learned in class or from course materials	65	+1	-1	+1
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.)	46	-8	-6	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-5	-5	-1
6c. Evaluated what others have concluded from numerical information	35	-6	-5	+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.

Academic Challenge: Seniors

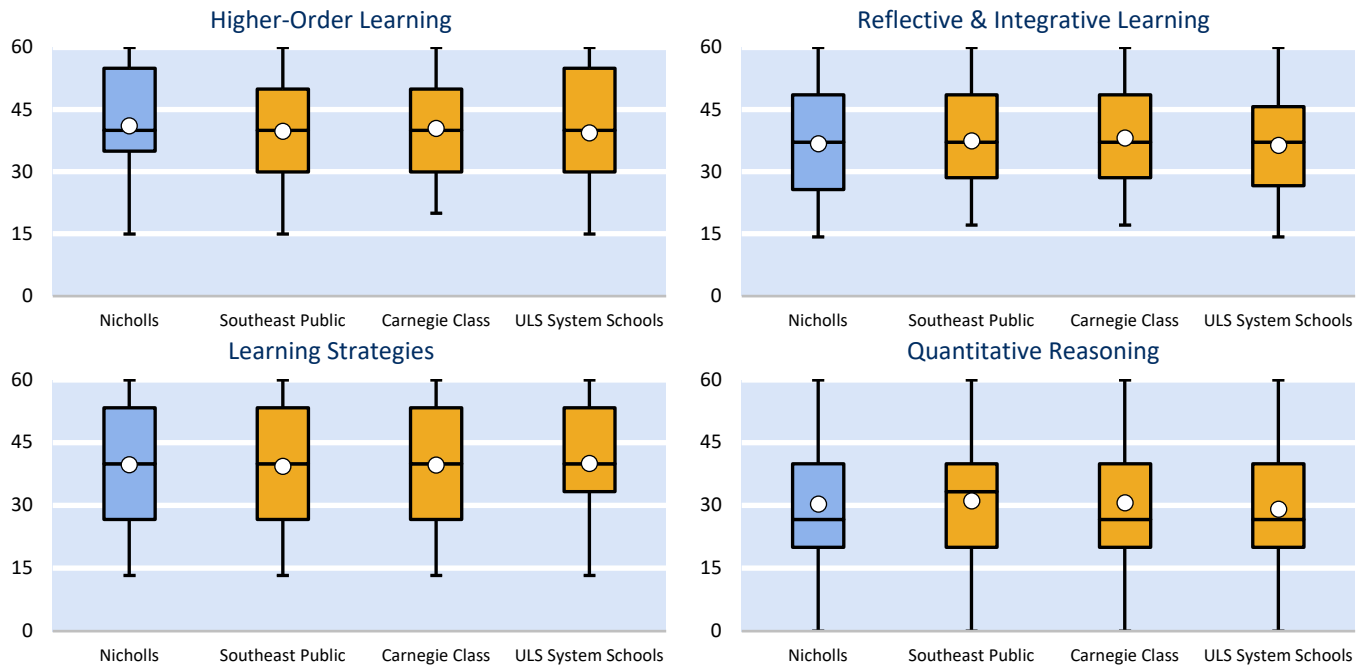
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Southeast Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	Uls System Schools Mean	Uls System Schools Effect size
Higher-Order Learning	41.1	39.8	.09	40.5	.04	39.4	.11
Reflective & Integrative Learning	36.8	37.5	-.05	38.2	-.10	36.4	.03
Learning Strategies	39.7	39.3	.03	39.6	.01	40.0	-.02
Quantitative Reasoning	30.3	31.1	-.05	30.6	-.02	29.1	.07

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 ^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	76	+0	-1	+2	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-0	-2	+1	
4d. Evaluating a point of view, decision, or information source	76	+6	+3	+7	
4e. Forming a new idea or understanding from various pieces of information	74	+3	-0	+4	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	54	-12	-11	-8	
2b. Connected your learning to societal problems or issues	58	-0	-4	+4	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-4	-7	+0	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+0	-1	+2	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-3	-4	-1	
2f. Learned something that changed the way you understand an issue or concept	68	-1	-3	+3	
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-3	-5	+0	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	73	-1	-5	+2	
9b. Reviewed your notes after class	68	+1	+1	-3	
9c. Summarized what you learned in class or from course materials	69	+1	+1	-1	
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.)	56	-1	-0	+2	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-2	-2	+3	
6c. Evaluated what others have concluded from numerical information	46	-1	+0	+5	

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

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Learning with Peers: First-year students

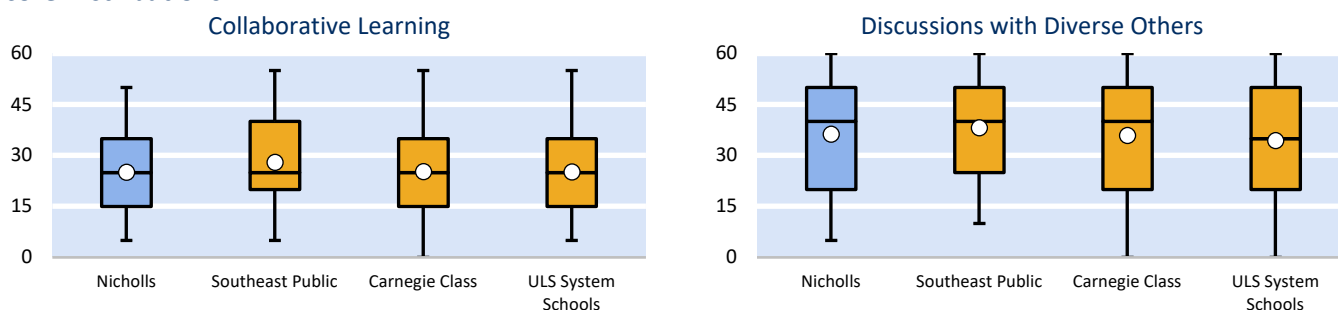
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	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	25.1	27.9 **	-.19	25.2	-.01	25.1	-.01
Discussions with Diverse Others	36.2	38.1	-.12	35.9	.02	34.3	.11

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).








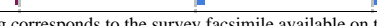
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		Percentage point difference ^a between your FY students and			
	Nicholls	Southeast Public	Carnegie Class	ULS System Schools	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	36				
1c. Explained course material to one or more students	42				
1d. Prepared for exams by discussing or working through course material with other students	33				
1e. Worked with other students on course projects or assignments	33				
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	65				
8b. People from an economic background other than your own	60				
8c. People with religious beliefs other than your own	61				
8d. People with political views other than your own	62				

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Learning with Peers: Seniors

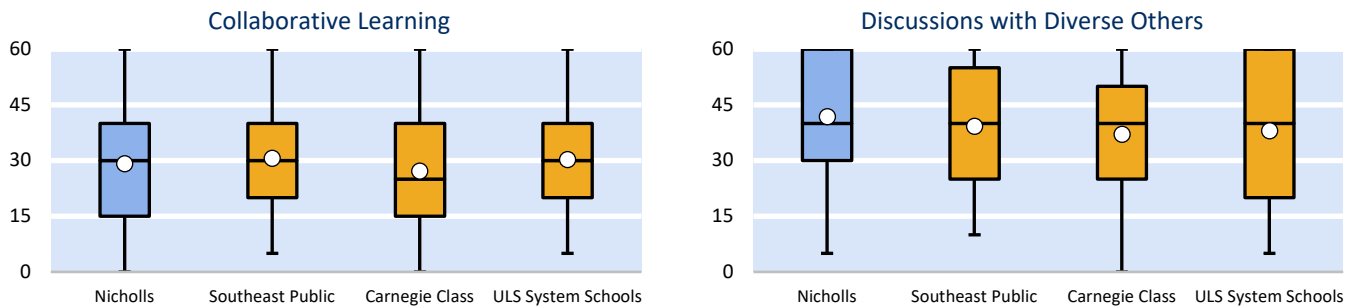
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Collaborative Learning	29.2	30.6	-.09	27.2	.12	30.3	-.07
Discussions with Diverse Others	41.9	39.3 *	.16	37.1 ***	.28	38.1 **	.21

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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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	39	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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.

Experiences with Faculty: First-year students

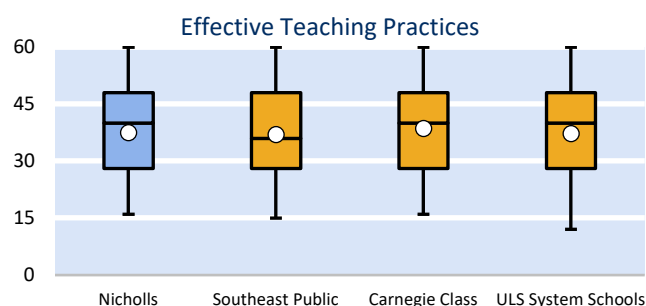
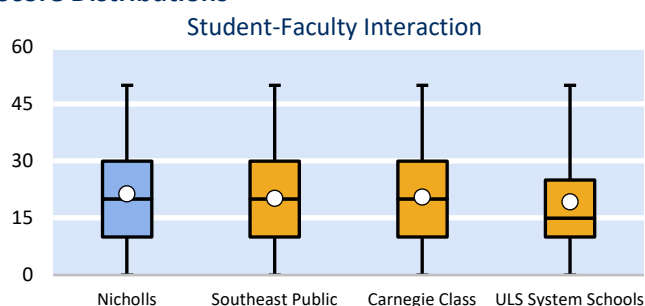
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	21.3	20.1	.08	20.5	.05	19.2	.14
Effective Teaching Practices	37.5	36.9	.04	38.5	-.07	37.2	.02

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 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	41	+6	+6	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+3	+3	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-4	-4	-2
3d. Discussed your academic performance with a faculty member	32	+4	+1	+4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	69	-4	-7	-0
5b. Taught course sessions in an organized way	71	+2	-0	+7
5c. Used examples or illustrations to explain difficult points	72	+2	+0	+5
5d. Provided feedback on a draft or work in progress	64	+4	-0	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+4	-2	+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.

Experiences with Faculty: Seniors

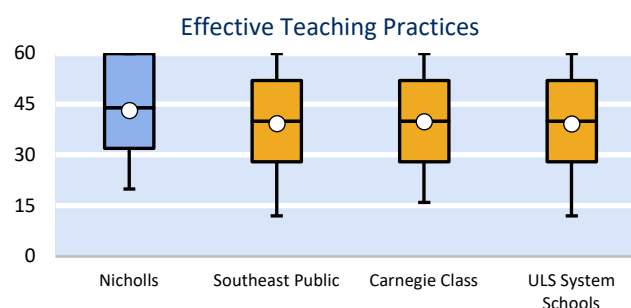
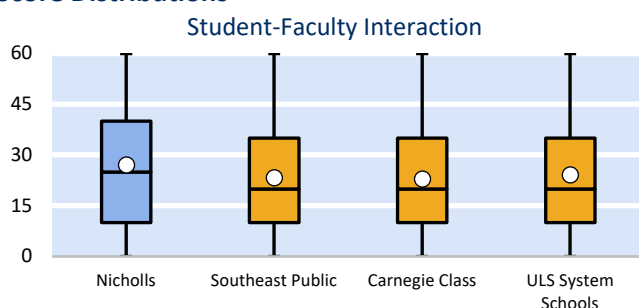
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean Effect size	Carnegie Class Mean Effect size	Uls System Schools Mean Effect size	
Student-Faculty Interaction	27.0	23.2 *** .23	22.8 *** .26	24.1 * .17	
Effective Teaching Practices	43.1	39.2 *** .27	39.8 *** .23	39.1 *** .26	

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.

Student-Faculty Interaction	Nicholls	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	Uls System Schools
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	49	+8	+8	+7
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	30	+3	+6	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+9	+10	+7
3d. Discussed your academic performance with a faculty member	45	+12	+10	+7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+4	+3	+6
5b. Taught course sessions in an organized way	79	+5	+4	+7
5c. Used examples or illustrations to explain difficult points	81	+6	+6	+9
5d. Provided feedback on a draft or work in progress	72	+9	+8	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+7	+4	+7

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

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

Campus Environment: First-year students

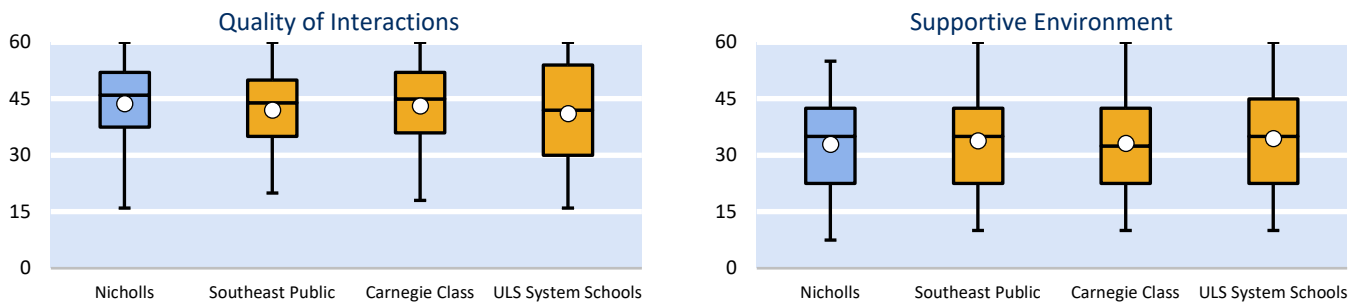
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	43.8	42.1	.14	43.1	.05	41.1 *	.19
Supportive Environment	32.9	33.9	-.07	33.2	-.02	34.5	-.11

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	47	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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.

Campus Environment: Seniors

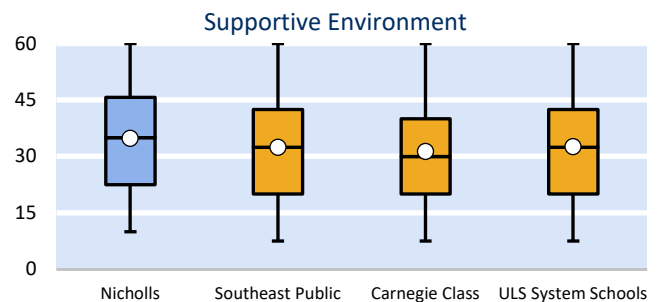
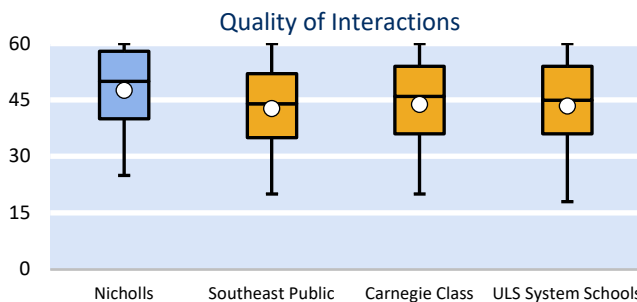
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	47.7	42.8 ***	.39	43.9 ***	.29	43.5 ***	.33
Supportive Environment	34.9	32.5 *	.16	31.4 ***	.24	32.6 *	.15

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	71	+18	+13	+15
13c. Faculty	67	+13	+8	+13
13d. Student services staff (career services, student activities, housing, etc.)	58	+13	+9	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	59	+13	+8	+11
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+5	+2	+6
14c. Using learning support services (tutoring services, writing center, etc.)	67	+2	+2	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+2	+3	+2
14e. Providing opportunities to be involved socially	67	+2	+8	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+11	+14	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	+12	+9	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+6	+17	+5
14i. Attending events that address important social, economic, or political issues	46	+5	+6	+7

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

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

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NSSE 2022 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 go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

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

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

First-Year Students		Nicholls Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.0	39.2 ***	-.25		42.1 ***	-.46	
	Reflective and Integrative Learning	32.0	36.9 ***	-.41		39.2 ***	-.61	
	Learning Strategies	37.2	39.6 *	-.17		42.9 ***	-.40	
	Quantitative Reasoning	27.4	30.2 *	-.18		33.3 ***	-.38	
Learning with Peers	Collaborative Learning	25.1	31.8 ***	-.49		35.4 ***	-.77	
	Discussions with Diverse Others	36.2	39.8 **	-.24		42.6 ***	-.45	
Experiences with Faculty	Student-Faculty Interaction	21.3	24.3 **	-.20		27.8 ***	-.43	
	Effective Teaching Practices	37.5	40.3 **	-.20		43.3 ***	-.43	
Campus Environment	Quality of Interactions	43.8	45.1	-.11		48.2 ***	-.35	
	Supportive Environment	32.9	35.9 **	-.22		39.1 ***	-.46	
Seniors		Nicholls Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.1	41.9	-.06	✓	44.2 **	-.24	
	Reflective and Integrative Learning	36.8	40.3 ***	-.27		42.7 ***	-.50	
	Learning Strategies	39.7	41.1	-.09	✓	43.4 ***	-.26	
	Quantitative Reasoning	30.3	32.4	-.13		35.3 ***	-.31	
Learning with Peers	Collaborative Learning	29.2	34.0 ***	-.33		37.9 ***	-.63	
	Discussions with Diverse Others	41.9	40.4	.09	✓	43.2	-.09	✓
Experiences with Faculty	Student-Faculty Interaction	27.0	28.8	-.11		33.2 ***	-.38	
	Effective Teaching Practices	43.1	41.9	.09	✓	44.5	-.10	✓
Campus Environment	Quality of Interactions	47.7	45.6 *	.17	✓	48.0	-.02	✓
	Supportive Environment	34.9	34.2	.04	✓	37.4 *	-.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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2022 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 = 209)	36.0	14.3	.99	10	25	40	45	60				
Southeast Public	37.1	13.7	.07	15	30	40	45	60	34,135	-1.1	.260	-.078
Carnegie Class	37.8	13.6	.06	15	30	40	45	60	45,152	-1.8	.058	-.132
ULS System Schools	35.3	13.7	.49	15	25	35	45	60	1,003	.7	.513	.051
Top 50%	39.2	13.3	.05	20	30	40	50	60	83,859	-3.3	.000	-.246
Top 10%	42.1	13.0	.14	20	35	40	55	60	9,412	-6.1	.000	-.465
Reflective & Integrative Learning												
Nicholls (N = 232)	32.0	12.9	.85	9	23	31	40	54				
Southeast Public	34.5	12.4	.06	14	26	34	43	57	37,390	-2.5	.002	-.204
Carnegie Class	35.1	12.4	.06	14	26	34	43	57	49,101	-3.1	.000	-.254
ULS System Schools	32.2	12.8	.43	11	23	31	40	54	1,135	-.3	.786	-.020
Top 50%	36.9	12.1	.04	17	29	37	46	60	84,080	-4.9	.000	-.408
Top 10%	39.2	11.8	.11	20	31	40	49	60	239	-7.2	.000	-.611
Learning Strategies												
Nicholls (N = 195)	37.2	14.4	1.03	13	27	40	47	60				
Southeast Public	37.9	14.1	.08	13	27	40	47	60	31,472	-.7	.472	-.052
Carnegie Class	38.4	14.2	.07	13	27	40	47	60	41,786	-1.2	.248	-.083
ULS System Schools	37.3	14.4	.54	13	27	40	47	60	908	-.1	.928	-.007
Top 50%	39.6	14.1	.05	20	27	40	53	60	76,452	-2.3	.020	-.167
Top 10%	42.9	14.3	.12	20	33	40	60	60	14,107	-5.7	.000	-.399
Quantitative Reasoning												
Nicholls (N = 197)	27.4	15.9	1.13	0	20	27	40	60				
Southeast Public	28.9	15.4	.09	7	20	27	40	60	31,946	-1.5	.178	-.096
Carnegie Class	28.5	15.7	.08	0	20	27	40	60	42,439	-1.1	.324	-.070
ULS System Schools	27.0	15.3	.56	0	20	27	40	60	939	.4	.752	.025
Top 50%	30.2	15.3	.05	7	20	27	40	60	88,324	-2.8	.010	-.182
Top 10%	33.3	15.5	.15	7	20	33	40	60	11,586	-5.9	.000	-.380
Learning with Peers												
Collaborative Learning												
Nicholls (N = 259)	25.1	14.2	.88	5	15	25	35	50				
Southeast Public	27.9	14.5	.07	5	20	25	40	55	41,261	-2.8	.002	-.195
Carnegie Class	25.2	15.7	.07	0	15	25	35	55	261	-.1	.902	-.007
ULS System Schools	25.1	14.6	.46	5	15	25	35	55	1,264	-.1	.941	-.005
Top 50%	31.8	13.9	.05	10	20	30	40	60	77,780	-6.8	.000	-.489
Top 10%	35.4	13.5	.11	15	25	35	45	60	14,429	-10.4	.000	-.766
Discussions with Diverse Others												
Nicholls (N = 198)	36.2	16.7	1.19	5	20	40	50	60				
Southeast Public	38.1	16.1	.09	10	25	40	50	60	31,716	-1.9	.097	-.118
Carnegie Class	35.9	17.0	.08	0	20	40	50	60	42,070	.3	.804	.018
ULS System Schools	34.3	17.7	.66	0	20	35	50	60	922	1.9	.184	.106
Top 50%	39.8	15.1	.06	15	30	40	55	60	198	-3.6	.002	-.241
Top 10%	42.6	14.2	.15	20	35	40	55	60	204	-6.4	.000	-.448

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 = 222)	21.3	14.7	.99	0	10	20	30	50				
Southeast Public	20.1	14.8	.08	0	10	20	30	50	35,520	1.2	.243	.079
Carnegie Class	20.5	15.0	.07	0	10	20	30	50	46,988	.8	.417	.055
ULS System Schools	19.2	14.8	.51	0	10	15	25	50	1,072	2.1	.064	.139
Top 50%	24.3	15.1	.07	5	15	20	35	55	42,736	-3.0	.003	-.201
Top 10%	27.8	15.3	.18	5	15	25	40	60	7,427	-6.5	.000	-.427
Effective Teaching Practices												
Nicholls (N = 208)	37.5	14.2	.98	16	28	40	48	60				
Southeast Public	36.9	13.9	.08	15	28	36	48	60	34,020	.5	.570	.040
Carnegie Class	38.5	14.1	.07	16	28	40	48	60	45,014	-1.1	.282	-.075
ULS System Schools	37.2	15.2	.54	12	28	40	48	60	1,004	.3	.799	.020
Top 50%	40.3	13.8	.06	16	32	40	52	60	58,625	-2.8	.003	-.204
Top 10%	43.3	13.7	.14	20	36	44	56	60	9,360	-5.8	.000	-.425
Campus Environment												
Quality of Interactions												
Nicholls (N = 172)	43.8	13.2	1.01	16	38	46	52	60				
Southeast Public	42.1	12.2	.07	20	35	44	50	60	28,857	1.7	.068	.140
Carnegie Class	43.1	12.8	.07	18	36	45	52	60	37,207	.7	.502	.051
ULS System Schools	41.1	14.3	.55	16	30	42	54	60	284	2.6	.022	.188
Top 50%	45.1	11.9	.06	22	38	48	54	60	46,771	-1.4	.138	-.113
Top 10%	48.2	12.5	.13	23	42	50	60	60	9,164	-4.4	.000	-.354
Supportive Environment												
Nicholls (N = 189)	32.9	14.1	1.02	8	23	35	43	55				
Southeast Public	33.9	14.0	.08	10	23	35	43	60	30,465	-1.0	.350	-.068
Carnegie Class	33.2	14.3	.07	10	23	33	43	60	40,454	-.3	.766	-.022
ULS System Schools	34.5	14.7	.56	10	23	35	45	60	869	-1.6	.183	-.109
Top 50%	35.9	13.6	.06	13	26	38	45	60	53,273	-3.0	.002	-.221
Top 10%	39.1	13.3	.17	18	30	40	50	60	6,167	-6.2	.000	-.464

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 2022 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 = 256)	41.1	15.6	.98	15	35	40	55	60				
Southeast Public	39.8	14.3	.07	15	30	40	50	60	258	1.3	.195	.089
Carnegie Class	40.5	13.9	.05	20	30	40	50	60	257	.6	.542	.043
ULS System Schools	39.4	15.1	.42	15	30	40	55	60	1,541	1.7	.101	.112
Top 50%	41.9	13.7	.05	20	35	40	55	60	257	-.8	.423	-.057
Top 10%	44.2	13.1	.15	20	35	45	60	60	267	-3.1	.002	-.237
Reflective & Integrative Learning												
Nicholls (N = 273)	36.8	14.7	.89	14	26	37	49	60				
Southeast Public	37.5	13.3	.06	17	29	37	49	60	275	-.7	.432	-.053
Carnegie Class	38.2	13.1	.05	17	29	37	49	60	274	-1.4	.128	-.104
ULS System Schools	36.4	13.3	.36	14	27	37	46	60	366	.4	.675	.030
Top 50%	40.3	12.5	.04	20	31	40	50	60	273	-3.4	.000	-.274
Top 10%	42.7	11.7	.13	23	34	43	51	60	285	-5.9	.000	-.499
Learning Strategies												
Nicholls (N = 239)	39.7	15.4	.99	13	27	40	53	60				
Southeast Public	39.3	14.8	.07	13	27	40	53	60	40,391	.4	.689	.026
Carnegie Class	39.6	14.7	.06	13	27	40	53	60	61,230	.1	.932	.006
ULS System Schools	40.0	14.8	.43	13	33	40	53	60	1,430	-.3	.801	-.018
Top 50%	41.1	14.6	.05	20	33	40	53	60	95,955	-1.4	.146	-.094
Top 10%	43.4	14.2	.11	20	33	40	60	60	16,424	-3.7	.000	-.262
Quantitative Reasoning												
Nicholls (N = 238)	30.3	18.7	1.21	0	20	27	40	60				
Southeast Public	31.1	16.8	.08	0	20	33	40	60	239	-.8	.523	-.046
Carnegie Class	30.6	16.6	.07	0	20	27	40	60	238	-.3	.776	-.021
ULS System Schools	29.1	16.8	.48	0	20	27	40	60	317	1.2	.350	.071
Top 50%	32.4	16.5	.05	7	20	33	40	60	238	-2.1	.077	-.130
Top 10%	35.3	16.0	.14	7	20	33	47	60	244	-5.0	.000	-.315
Learning with Peers												
Collaborative Learning												
Nicholls (N = 286)	29.2	17.0	1.00	0	15	30	40	60				
Southeast Public	30.6	15.9	.07	5	20	30	40	60	288	-1.5	.148	-.092
Carnegie Class	27.2	16.8	.06	0	15	25	40	60	72,301	1.9	.051	.116
ULS System Schools	30.3	16.0	.42	5	20	30	40	60	391	-1.1	.304	-.069
Top 50%	34.0	14.6	.05	10	25	35	45	60	287	-4.8	.000	-.331
Top 10%	37.9	13.7	.13	15	30	40	50	60	295	-8.7	.000	-.630
Discussions with Diverse Others												
Nicholls (N = 237)	41.9	17.8	1.15	5	30	40	60	60				
Southeast Public	39.3	16.5	.08	10	25	40	55	60	238	2.6	.027	.156
Carnegie Class	37.1	17.1	.07	0	25	40	50	60	61,433	4.7	.000	.277
ULS System Schools	38.1	18.2	.52	5	20	40	60	60	1,441	3.8	.003	.211
Top 50%	40.4	15.9	.05	15	30	40	55	60	237	1.5	.198	.094
Top 10%	43.2	15.1	.15	20	35	45	60	60	244	-1.4	.245	-.089

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 = 262)	27.0	17.9	1.11	0	10	25	40	60				
Southeast Public	23.2	16.7	.08	0	10	20	35	60	263	3.8	.001	.226
Carnegie Class	22.8	16.3	.06	0	10	20	35	60	262	4.2	.000	.256
ULS System Schools	24.1	17.0	.46	0	10	20	35	60	358	2.9	.015	.171
Top 50%	28.8	16.2	.08	5	15	25	40	60	263	-1.7	.117	-.107
Top 10%	33.2	16.1	.22	10	20	35	45	60	282	-6.2	.000	-.383
Effective Teaching Practices												
Nicholls (N = 253)	43.1	14.5	.91	20	32	44	60	60				
Southeast Public	39.2	14.7	.07	12	28	40	52	60	43,130	3.9	.000	.269
Carnegie Class	39.8	14.7	.06	16	28	40	52	60	64,896	3.4	.000	.230
ULS System Schools	39.1	15.4	.43	12	28	40	52	60	1,533	4.0	.000	.264
Top 50%	41.9	14.1	.05	16	32	40	56	60	69,739	1.2	.172	.086
Top 10%	44.5	13.6	.13	20	36	44	56	60	11,426	-1.3	.124	-.098
Campus Environment												
Quality of Interactions												
Nicholls (N = 222)	47.7	11.9	.80	25	40	50	58	60				
Southeast Public	42.8	12.7	.07	20	35	44	52	60	36,757	4.9	.000	.387
Carnegie Class	43.9	12.9	.06	20	36	46	54	60	54,514	3.8	.000	.294
ULS System Schools	43.5	13.0	.39	18	36	45	54	60	337	4.2	.000	.326
Top 50%	45.6	12.3	.05	22	38	48	56	60	74,118	2.1	.012	.169
Top 10%	48.0	12.5	.08	22	40	50	60	60	22,117	-.3	.718	-.024
Supportive Environment												
Nicholls (N = 239)	34.9	15.7	1.02	10	23	35	46	60				
Southeast Public	32.5	14.8	.07	8	20	33	43	60	39,408	2.4	.012	.162
Carnegie Class	31.4	15.0	.06	8	20	30	40	60	59,682	3.5	.000	.236
ULS System Schools	32.6	15.4	.46	8	20	33	43	60	1,381	2.3	.039	.147
Top 50%	34.2	14.7	.06	10	23	35	45	60	68,776	.7	.490	.045
Top 10%	37.4	14.5	.18	13	28	38	48	60	252	-2.5	.016	-.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 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.