NSSE 2024
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
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

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

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

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)
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.

NSSE 2024 Engagement Indicators

Overview

Nicholls State University

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 LA Public 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 LA Public 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

| | Nicholls | Your first-year students compared with | | | | | |
| | | Southeast Public | | Carnegie Class | | LA Public Schools | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.3	38.6	-.17	37.7	-.11	35.6	.05
Reflective & Integrative Learning	31.3	35.7 ***	-.36	35.4 ***	-.35	33.2	-.15
Learning Strategies	37.3	38.7	-.10	37.5	-.02	37.1	.01
Quantitative Reasoning	25.8	30.4 **	-.30	28.3	-.17	26.2	-.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
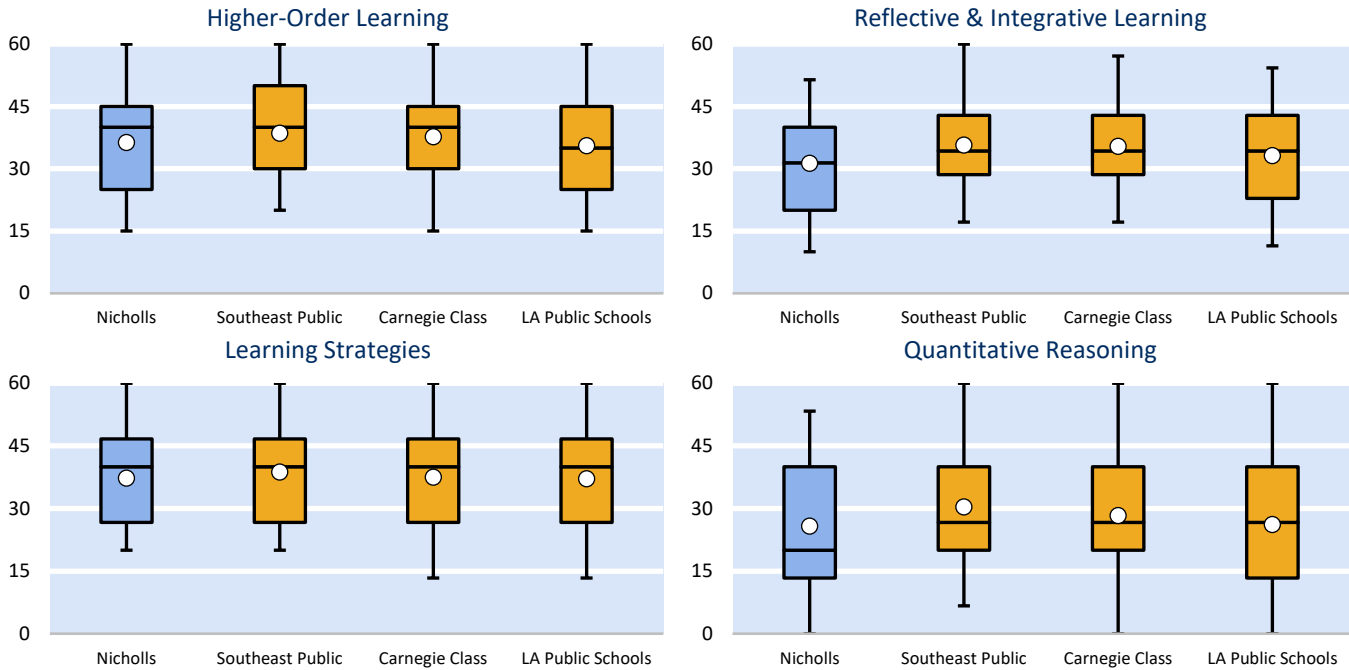
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Nicholls	Percentage point difference [a] between your FY students and		
		Southeast Public	Carnegie Class	LA Public 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	73	+2	+5	+15
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-8	-6	+3
4d. Evaluating a point of view, decision, or information source	67	-3	-3	+2
4e. Forming a new idea or understanding from various pieces of information	65	-6	-5	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	45	-9	-9	+3
2b. Connected your learning to societal problems or issues	37	-14	-14	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	32	-21	-22	-14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-8	-7	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	58	-13	-13	-10
2f. Learned something that changed the way you understand an issue or concept	64	-4	-2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	69	-9	-7	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	64	-8	-7	-1
9b. Reviewed your notes after class	69	+1	+4	+4
9c. Summarized what you learned in class or from course materials	62	-5	-2	-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.)	54	-2	+3	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-11	-7	-3
6c. Evaluated what others have concluded from numerical information	36	-9	-4	+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.

NSSE 2024 Engagement Indicators
Academic Challenge
Nicholls State University

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

| | Nicholls | Your seniors compared with | | | | | |
| | | Southeast Public | | Carnegie Class | | LA Public Schools | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.8	40.8	-.01	40.9	-.01	40.4	.03
Reflective & Integrative Learning	37.6	38.4	-.07	39.2	-.13	36.7	.07
Learning Strategies	42.4	40.1	.16	39.6	.20	41.0	.09
Quantitative Reasoning	28.4	32.1 *	-.22	30.9	-.15	30.2	-.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).

Score Distributions
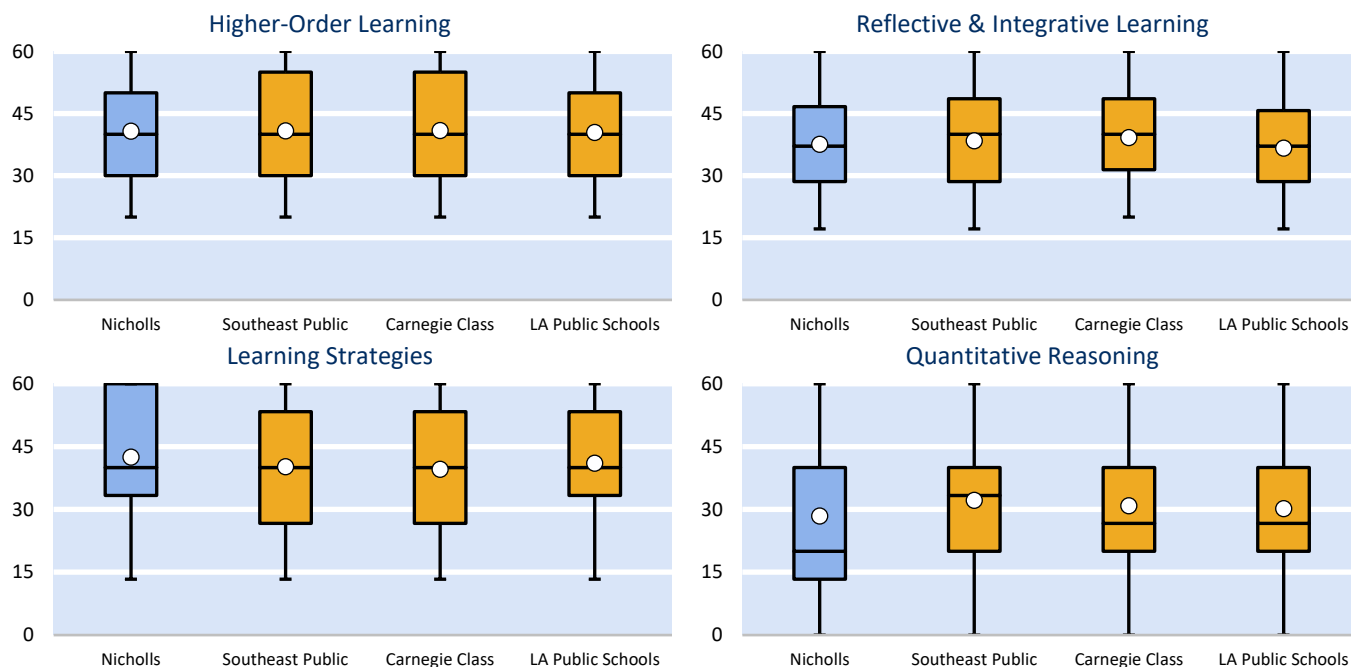
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Academic Challenge: Seniors (continued)

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.

	Nicholls	Percentage point difference [a] between your seniors and		
		Southeast Public	Carnegie Class	LA Public 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	82	+4	+4	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+3	+3	+5
4d. Evaluating a point of view, decision, or information source	75	+4	+2	+3
4e. Forming a new idea or understanding from various pieces of information	77	+3	+2	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	62	-8	-9	-0
2b. Connected your learning to societal problems or issues	61	+1	-4	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-4	-8	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-6	-8	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	67	-5	-8	-3
2f. Learned something that changed the way you understand an issue or concept	71	-1	-1	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+1	+0	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+4	+3	+3
9b. Reviewed your notes after class	76	+7	+10	+2
9c. Summarized what you learned in class or from course materials	75	+5	+7	+5
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.)	44	-15	-12	-9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-13	-11	-8
6c. Evaluated what others have concluded from numerical information	41	-9	-5	-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.

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.

NSSE 2024 Engagement Indicators

Learning with Peers

Nicholls State University
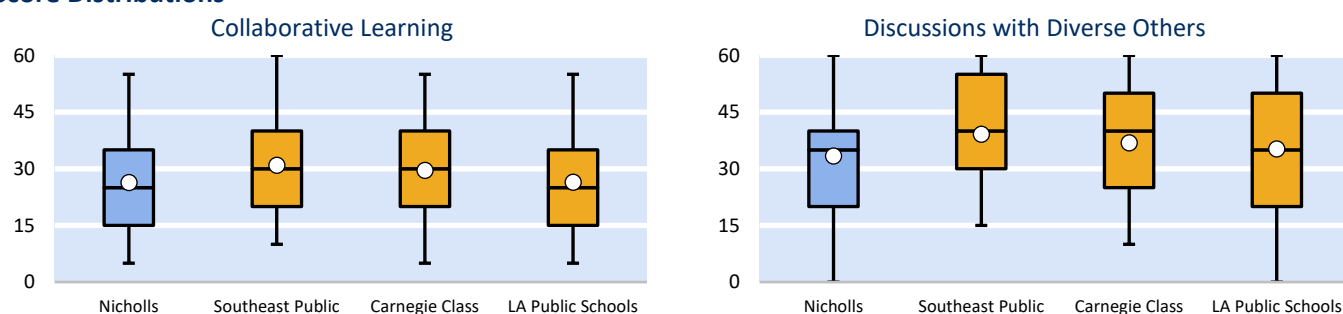
Learning with Peers: First-year students

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

	Nicholls	*Your first-year students compared with*					
		Southeast Public		Carnegie Class		LA Public Schools	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	26.4	30.9 ***	-.31	29.6 *	-.23	26.4	.00
Discussions with Diverse Others	33.4	39.1 ***	-.36	36.8 *	-.22	35.2	-.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

Collaborative Learning

Discussions with Diverse Others

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

Performance on Indicator Items

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.

	Nicholls	*Percentage point difference [a] between your FY students and*		
Collaborative Learning		Southeast Public	Carnegie Class	LA Public Schools
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	37	-10	-7	-3
1c. Explained course material to one or more students	41	-11	-8	+1
1d. Prepared for exams by discussing or working through course material with other students	38	-6	-2	+3
1e. Worked with other students on course projects or assignments	39	-15	-12	+0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	69	-1	+6	+9
8b. People from economic backgrounds other than your own	58	-14	-11	-6
8c. People with religious beliefs other than your own	56	-10	-4	-1
8d. People with political views other than your own	46	-16	-10	-10

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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NSSE 2024 Engagement Indicators
Learning with Peers
Nicholls State University
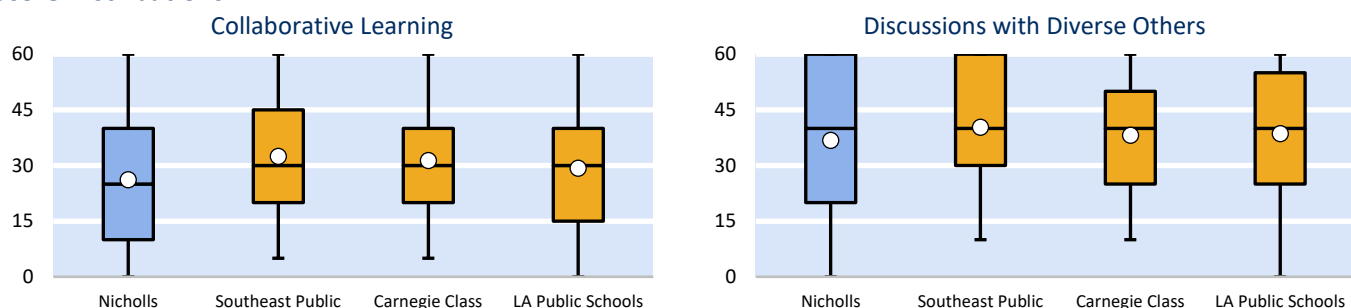
Learning with Peers: Seniors

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

Mean Comparisons

| | Nicholls | Your seniors compared with | | | | | |
| | | Southeast Public | | Carnegie Class | | LA Public Schools | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.2	32.5 ***	-.40	31.3 **	-.33	29.3	-.18
Discussions with Diverse Others	36.8	40.3	-.22	38.2	-.09	38.6	-.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).

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.

| | Nicholls | Percentage point difference [a] between your seniors and | | |
		Southeast Public	Carnegie Class	LA Public Schools
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	34	-11	-8	-7
1c. Explained course material to one or more students	44	-11	-11	-4
1d. Prepared for exams by discussing or working through course material with other students	39	-6	-2	-3
1e. Worked with other students on course projects or assignments	49	-15	-12	-2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	63	-9	-1	-6
8b. People from economic backgrounds other than your own	70	-3	-0	-0
8c. People with religious beliefs other than your own	58	-9	-4	-6
8d. People with political views other than your own	60	-5	-2	-2

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NSSE 2024 Engagement Indicators

Experiences with Faculty

Nicholls State University

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

	Nicholls	Your first-year students compared with					
		Southeast Public		Carnegie Class		LA Public Schools	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.7	23.0	-.08	22.9	-.08	20.2	.10
Effective Teaching Practices	39.3	38.8	.04	38.6	.05	36.5	.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).

Score Distributions

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	Nicholls	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Southeast Public	Carnegie Class	LA Public Schools
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	41	+0	+0	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-1	+0	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-3	-3	+2
3d. Discussed your academic performance with a faculty member	35	+1	+2	+4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-2	-2	+4
5b. Taught course sessions in an organized way	78	+4	+4	+11
5c. Used examples or illustrations to explain difficult points	79	+5	+6	+13
5d. Provided feedback on a draft or work in progress	62	-3	-3	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-6	-7	+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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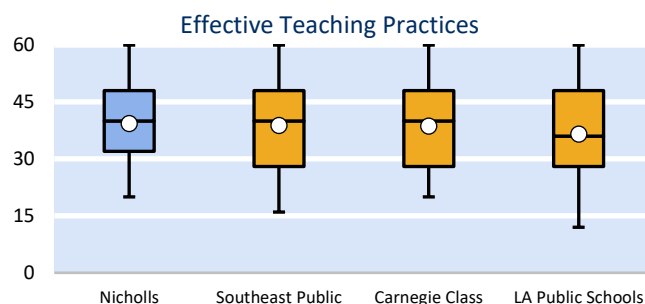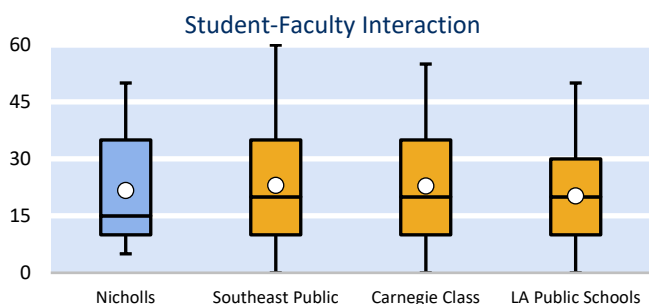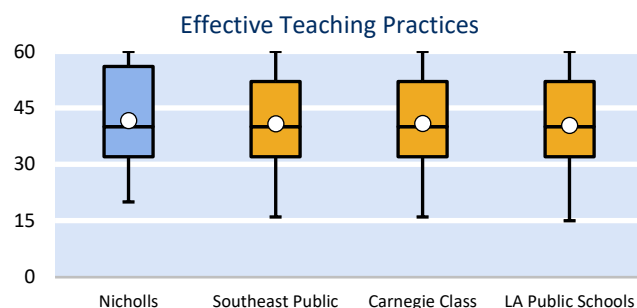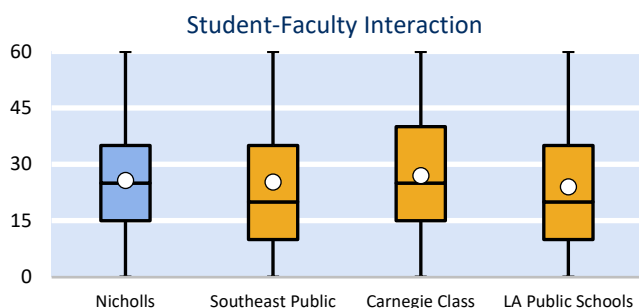
Experiences with Faculty: Seniors

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

| | Nicholls | Your seniors compared with | | | | | |
| | | Southeast Public | | Carnegie Class | | LA Public Schools | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.7	25.3	.03	26.9	-.08	23.9	.10
Effective Teaching Practices	41.5	40.7	.06	40.8	.05	40.3	.08

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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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 | | |
Student-Faculty Interaction	Nicholls	Southeast Public	Carnegie Class	LA Public Schools
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	47	+2	-2	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-4	-6	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+6	+3	+8
3d. Discussed your academic performance with a faculty member	47	+11	+8	+10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	72	-9	-9	-8
5b. Taught course sessions in an organized way	77	+0	+0	+3
5c. Used examples or illustrations to explain difficult points	74	-4	-4	-2
5d. Provided feedback on a draft or work in progress	72	+6	+4	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+9	+7	+10

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.

NSSE 2024 Engagement Indicators
Campus Environment
Nicholls State University

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

	Nicholls	Your first-year students compared with					
		Southeast Public		Carnegie Class		LA Public Schools	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	43.3	.08	43.5	.07	43.3	.09
Supportive Environment	32.9	36.4 *	-.26	35.4	-.19	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	LA Public Schools
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	42	-10	-8	-3
13b. Academic advisors	63	+7	+7	+5
13c. Faculty	58	+6	+4	+10
13d. Student services staff (career services, student activities, housing, etc.)	49	+1	+0	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+5	+1	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	70	-3	-2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	64	-11	-10	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-5	-5	-1
14e. Providing opportunities to be involved socially	59	-14	-12	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-6	-3	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-0	+3	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-14	-10	-9
14i. Attending events that address important social, economic, or political issues	31	-16	-18	-12

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.

NSSE 2024 Engagement Indicators

Campus Environment
Nicholls State University
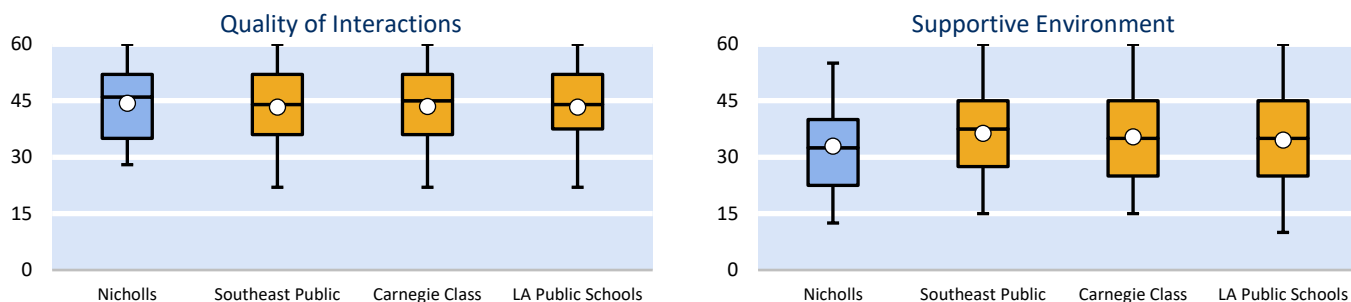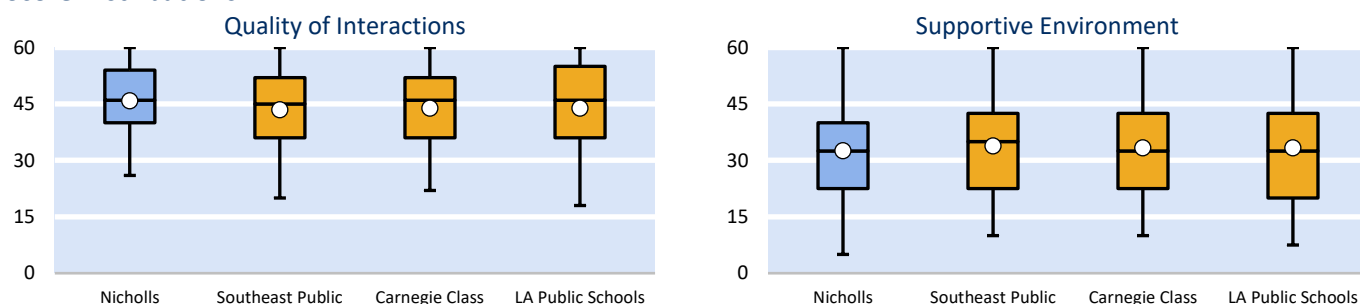
Campus Environment: Seniors

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

	Nicholls	Southeast Public		Carnegie Class		LA Public Schools	
				Your seniors compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.9	43.5	.20	43.9	.17	43.9	.15
Supportive Environment	32.6	33.9	-.09	33.3	-.05	33.3	-.05

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	Nicholls %	Southeast Public	Carnegie Class	LA Public Schools
		Percentage point difference [a] between your seniors and		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…				
13a. Students	49	-11	-10	-8
13b. Academic advisors	67	+15	+10	+9
13c. Faculty	65	+6	+4	+6
13d. Student services staff (career services, student activities, housing, etc.)	53	+5	+5	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+3	+2	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	68	-2	-2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	68	+1	+1	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-4	-3	-1
14e. Providing opportunities to be involved socially	64	-4	-3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+1	+4	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+1	+1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	-1	+2	+1
14i. Attending events that address important social, economic, or political issues	43	+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.

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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 2023 and 2024 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
			Your first-year students compared with					
Academic Challenge	Higher-Order Learning	36.3	39.8 **	-.27		42.4 ***	-.49	
	Reflective and Integrative Learning	31.3	37.3 ***	-.50		39.9 ***	-.73	
	Learning Strategies	37.3	40.2 *	-.21		43.1 ***	-.40	
	Quantitative Reasoning	25.8	30.8 **	-.33		33.3 ***	-.49	
Learning with Peers	Collaborative Learning	26.4	33.4 ***	-.50		36.7 ***	-.75	
	Discussions with Diverse Others	33.4	40.7 ***	-.49		44.2 ***	-.78	
Experiences with Faculty	Student-Faculty Interaction	21.7	25.4 *	-.24		29.9 ***	-.53	
	Effective Teaching Practices	39.3	40.8	-.11		43.6 **	-.30	
Campus Environment	Quality of Interactions	44.3	45.7	-.12		48.7 ***	-.37	
	Supportive Environment	32.9	37.1 **	-.32		40.4 ***	-.59	

Seniors

Theme	Engagement Indicator	Nicholls Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
			Your seniors compared with					
Academic Challenge	Higher-Order Learning	40.8	42.4	-.12		44.9 **	-.32	
	Reflective and Integrative Learning	37.6	40.6 *	-.25		43.2 ***	-.48	
	Learning Strategies	42.4	41.2	.09	✓	44.1	-.11	
	Quantitative Reasoning	28.4	32.8 *	-.27		36.2 ***	-.48	
Learning with Peers	Collaborative Learning	26.2	34.7 ***	-.60		38.0 ***	-.86	
	Discussions with Diverse Others	36.8	41.4 *	-.30		44.1 ***	-.50	
Experiences with Faculty	Student-Faculty Interaction	25.7	29.9 *	-.26		34.9 ***	-.57	
	Effective Teaching Practices	41.5	42.5	-.07	✓	45.2 **	-.28	
Campus Environment	Quality of Interactions	45.9	45.4	.04	✓	48.1	-.18	
	Supportive Environment	32.6	34.6	-.15		38.0 ***	-.39	

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 current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2024 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 = 98)	36.3	13.7	1.39	15	25	40	45	60				
Southeast Public	38.6	13.5	.11	20	30	40	50	60	16,381	-2.3	.099	-.168
Carnegie Class	37.7	13.2	.20	15	30	40	45	60	4,305	-1.4	.291	-.108
LA Public Schools	35.6	14.3	.59	15	25	35	45	60	685	.7	.646	.050
Top 50%	39.8	13.2	.06	20	30	40	50	60	56,839	-3.5	.008	-.267
Top 10%	42.4	12.5	.16	20	35	40	55	60	6,624	-6.1	.000	-.485
Reflective & Integrative Learning												
Nicholls (N = 109)	31.3	12.7	1.22	10	20	31	40	51				
Southeast Public	35.7	12.3	.09	17	29	34	43	60	18,183	-4.4	.000	-.361
Carnegie Class	35.4	11.9	.17	17	29	34	43	57	4,832	-4.1	.000	-.347
LA Public Schools	33.2	12.4	.48	11	23	34	43	54	777	-1.9	.144	-.151
Top 50%	37.3	12.0	.05	17	29	37	46	60	51,163	-6.0	.000	-.499
Top 10%	39.9	11.7	.15	20	31	40	49	60	6,088	-8.6	.000	-.735
Learning Strategies												
Nicholls (N = 91)	37.3	12.7	1.33	20	27	40	47	60				
Southeast Public	38.7	13.9	.11	20	27	40	47	60	14,776	-1.4	.322	-.104
Carnegie Class	37.5	13.9	.22	13	27	40	47	60	3,924	-.2	.886	-.015
LA Public Schools	37.1	14.1	.62	13	27	40	47	60	608	.2	.910	.013
Top 50%	40.2	13.9	.06	20	33	40	53	60	46,003	-2.9	.048	-.207
Top 10%	43.1	14.5	.14	20	33	40	60	60	10,387	-5.8	.000	-.404
Quantitative Reasoning												
Nicholls (N = 94)	25.8	15.1	1.56	0	13	20	40	53				
Southeast Public	30.4	15.7	.13	7	20	27	40	60	15,156	-4.6	.004	-.295
Carnegie Class	28.3	15.2	.24	0	20	27	40	60	4,016	-2.5	.114	-.165
LA Public Schools	26.2	15.6	.68	0	13	27	40	60	629	-.4	.809	-.027
Top 50%	30.8	15.5	.07	7	20	33	40	60	54,354	-5.1	.002	-.327
Top 10%	33.3	15.4	.15	7	20	33	40	60	10,333	-7.5	.000	-.488
Learning with Peers												
Collaborative Learning												
Nicholls (N = 117)	26.4	14.0	1.29	5	15	25	35	55				
Southeast Public	30.9	14.5	.10	10	20	30	40	60	20,231	-4.5	.001	-.311
Carnegie Class	29.6	13.9	.19	5	20	30	40	55	5,346	-3.2	.013	-.232
LA Public Schools	26.4	14.6	.52	5	15	25	35	55	899	.0	.978	-.003
Top 50%	33.4	13.9	.06	10	25	35	40	60	62,378	-7.0	.000	-.504
Top 10%	36.7	13.7	.13	15	25	35	45	60	11,741	-10.3	.000	-.753
Discussions with Diverse Others												
Nicholls (N = 93)	33.4	15.7	1.63	0	20	35	40	60				
Southeast Public	39.1	15.8	.13	15	30	40	55	60	14,965	-5.7	.001	-.362
Carnegie Class	36.8	15.3	.25	10	25	40	50	60	3,958	-3.4	.033	-.224
LA Public Schools	35.2	17.2	.74	0	20	35	50	60	624	-1.8	.341	-.107
Top 50%	40.7	14.9	.07	20	30	40	55	60	51,196	-7.3	.000	-.490
Top 10%	44.2	13.8	.19	20	35	45	60	60	5,523	-10.8	.000	-.782

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 = 100)	21.7	15.2	1.52	5	10	15	35	50				
Southeast Public	23.0	15.6	.12	0	10	20	35	60	17,174	-1.3	.402	-.084
Carnegie Class	22.9	15.2	.23	0	10	20	35	55	4,558	-1.2	.452	-.076
LA Public Schools	20.2	14.8	.59	0	10	20	30	50	725	1.5	.346	.102
Top 50%	25.4	15.3	.09	5	15	25	35	60	32,612	-3.6	.018	-.237
Top 10%	29.9	15.5	.25	5	20	30	40	60	4,070	-8.1	.000	-.525
Effective Teaching Practices												
Nicholls (N = 95)	39.3	12.9	1.32	20	32	40	48	60				
Southeast Public	38.8	13.4	.11	16	28	40	48	60	16,255	.5	.703	.039
Carnegie Class	38.6	13.1	.20	20	28	40	48	60	4,303	.7	.605	.054
LA Public Schools	36.5	14.0	.58	12	28	36	48	60	676	2.8	.064	.205
Top 50%	40.8	13.5	.07	20	32	40	52	60	41,282	-1.4	.299	-.107
Top 10%	43.6	14.1	.16	20	36	44	56	60	97	-4.2	.002	-.301
Campus Environment												
Quality of Interactions												
Nicholls (N = 86)	44.3	11.2	1.21	28	35	46	52	60				
Southeast Public	43.3	11.6	.10	22	36	44	52	60	13,728	1.0	.436	.084
Carnegie Class	43.5	11.4	.19	22	36	45	52	60	3,653	.8	.509	.072
LA Public Schools	43.3	11.6	.54	22	38	44	52	60	547	1.0	.468	.085
Top 50%	45.7	11.5	.07	24	40	48	54	60	30,814	-1.4	.260	-.122
Top 10%	48.7	11.9	.15	24	42	52	60	60	6,013	-4.4	.001	-.369
Supportive Environment												
Nicholls (N = 90)	32.9	13.2	1.39	13	23	33	40	55				
Southeast Public	36.4	13.5	.11	15	28	38	45	60	14,216	-3.4	.016	-.256
Carnegie Class	35.4	13.2	.22	15	25	35	45	60	3,763	-2.5	.082	-.186
LA Public Schools	34.5	14.0	.63	10	25	35	45	60	583	-1.6	.317	-.115
Top 50%	37.1	13.0	.07	17	28	38	45	60	37,307	-4.2	.002	-.320
Top 10%	40.4	12.6	.23	20	33	40	50	60	3,208	-7.5	.000	-.593

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 2024 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 = 93)	40.8	13.3	1.37	20	30	40	50	60				
Southeast Public	40.8	14.1	.10	20	30	40	55	60	19,526	-.1	.961	-.005
Carnegie Class	40.9	13.8	.20	20	30	40	55	60	4,729	-.1	.934	-.009
LA Public Schools	40.4	14.1	.53	20	30	40	50	60	797	.4	.814	.026
Top 50%	42.4	13.6	.07	20	35	40	55	60	42,740	-1.7	.240	-.122
Top 10%	44.9	12.8	.19	20	40	45	60	60	4,547	-4.1	.002	-.322
Reflective & Integrative Learning												
Nicholls (N = 99)	37.6	13.1	1.32	17	29	37	47	60				
Southeast Public	38.4	13.2	.09	17	29	40	49	60	21,046	-.9	.517	-.065
Carnegie Class	39.2	12.7	.18	20	31	40	49	60	5,100	-1.7	.197	-.131
LA Public Schools	36.7	13.5	.48	17	29	37	46	60	885	.9	.537	.066
Top 50%	40.6	12.4	.06	20	31	40	51	60	42,797	-3.1	.014	-.246
Top 10%	43.2	11.8	.18	23	34	43	54	60	4,216	-5.6	.000	-.475
Learning Strategies												
Nicholls (N = 89)	42.4	15.3	1.62	13	33	40	60	60				
Southeast Public	40.1	14.7	.11	13	27	40	53	60	18,174	2.3	.139	.157
Carnegie Class	39.6	14.6	.22	13	27	40	53	60	4,392	2.9	.066	.196
LA Public Schools	41.0	14.9	.58	13	33	40	53	60	737	1.4	.403	.094
Top 50%	41.2	14.5	.06	20	33	40	53	60	51,891	1.3	.405	.088
Top 10%	44.1	14.2	.18	20	33	47	60	60	6,492	-1.6	.281	-.115
Quantitative Reasoning												
Nicholls (N = 86)	28.4	17.4	1.88	0	13	20	40	60				
Southeast Public	32.1	16.9	.12	0	20	33	40	60	18,465	-3.7	.039	-.222
Carnegie Class	30.9	16.6	.25	0	20	27	40	60	4,472	-2.5	.168	-.150
LA Public Schools	30.2	17.1	.66	0	20	27	40	60	754	-1.8	.361	-.105
Top 50%	32.8	16.5	.07	7	20	33	40	60	56,050	-4.5	.012	-.271
Top 10%	36.2	16.2	.22	7	20	40	47	60	5,669	-7.8	.000	-.483
Learning with Peers												
Collaborative Learning												
Nicholls (N = 111)	26.2	17.2	1.63	0	10	25	40	60				
Southeast Public	32.5	15.6	.10	5	20	30	45	60	22,466	-6.3	.000	-.404
Carnegie Class	31.3	15.4	.21	5	20	30	40	60	113	-5.1	.002	-.334
LA Public Schools	29.3	16.9	.58	0	15	30	40	60	960	-3.1	.068	-.184
Top 50%	34.7	14.2	.06	10	25	35	45	60	110	-8.6	.000	-.601
Top 10%	38.0	13.6	.17	15	30	40	50	60	112	-11.8	.000	-.864
Discussions with Diverse Others												
Nicholls (N = 87)	36.8	19.5	2.09	0	20	40	60	60				
Southeast Public	40.3	16.4	.12	10	30	40	60	60	86	-3.6	.091	-.219
Carnegie Class	38.2	16.1	.24	10	25	40	50	60	88	-1.4	.496	-.089
LA Public Schools	38.6	17.6	.69	0	25	40	55	60	744	-1.8	.369	-.103
Top 50%	41.4	15.6	.07	15	30	40	60	60	86	-4.6	.030	-.296
Top 10%	44.1	14.5	.18	20	35	45	60	60	87	-7.3	.001	-.504

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 = 96)	25.7	15.8	1.62	0	15	25	35	60				
Southeast Public	25.3	17.0	.12	0	10	20	35	60	20,224	.4	.803	.025
Carnegie Class	26.9	16.4	.24	0	15	25	40	60	4,898	-1.2	.464	-.076
LA Public Schools	23.9	17.2	.63	0	10	20	35	60	831	1.8	.342	.103
Top 50%	29.9	16.3	.11	5	20	30	40	60	23,476	-4.2	.011	-.260
Top 10%	34.9	16.1	.32	10	20	35	45	60	2,552	-9.2	.000	-.573
Effective Teaching Practices												
Nicholls (N = 93)	41.5	14.5	1.51	20	32	40	56	60				
Southeast Public	40.7	14.2	.10	16	32	40	52	60	19,455	.8	.571	.059
Carnegie Class	40.8	14.1	.21	16	32	40	52	60	4,713	.7	.617	.052
LA Public Schools	40.3	15.1	.57	15	32	40	52	60	805	1.2	.459	.082
Top 50%	42.5	13.8	.07	20	32	44	56	60	38,494	-.9	.520	-.067
Top 10%	45.2	13.1	.19	20	36	48	60	60	4,801	-3.7	.007	-.281
Campus Environment												
Quality of Interactions												
Nicholls (N = 73)	45.9	10.8	1.26	26	40	46	54	60				
Southeast Public	43.5	12.1	.09	20	36	45	52	60	16,622	2.4	.092	.197
Carnegie Class	43.9	11.9	.19	22	36	46	52	60	4,070	2.0	.161	.165
LA Public Schools	43.9	13.0	.54	18	36	46	55	60	653	1.9	.221	.152
Top 50%	45.4	12.0	.06	22	38	48	55	60	37,585	.5	.746	.038
Top 10%	48.1	12.3	.14	23	42	50	60	60	7,316	-2.3	.117	-.184
Supportive Environment												
Nicholls (N = 85)	32.6	14.8	1.60	5	23	33	40	60				
Southeast Public	33.9	14.4	.11	10	23	35	43	60	17,686	-1.3	.403	-.091
Carnegie Class	33.3	14.4	.22	10	23	33	43	60	4,273	-.8	.630	-.053
LA Public Schools	33.3	15.1	.60	8	20	33	43	60	721	-.8	.666	-.050
Top 50%	34.6	14.2	.07	10	25	35	45	60	39,344	-2.1	.181	-.145
Top 10%	38.0	13.7	.23	15	28	40	48	60	3,772	-5.4	.000	-.392

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.