

Engagement Indicators & High-Impact Practices

To represent the multiple dimensions of student engagement, NSSE reports on 10 Engagement Indicators calculated from 47 core NSSE items and grouped within four themes. Additionally, in a separate report, NSSE provides results on six High-Impact Practices, aptly named for their positive associations with student learning and retention.

Engagement Indicators

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement by summarizing students' responses to sets of related survey questions. (Component items are listed on the next page.)

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

The EIs and component items were rigorously tested both qualitatively and quantitatively in a multi-year effort that included student focus groups, cognitive interviews, and two years of pilot testing and analysis. As a result, each EI provides valuable, concise, actionable information about a distinct aspect of student engagement.

Scoring EIs

In the Engagement Indicators report, each EI is expressed on a 60-point scale. Component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional EI scores are the weighted averages of student-level scores for each class level. Student-level EI scores are provided to participating institutions in their NSSE data file.

High-Impact Practices

High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).

High-Impact Practices	First-year	Senior
Learning community	✓	✓
Service-learning	✓	✓
Research with faculty	✓	✓
Internship or field experience		✓
Study abroad		✓
Culminating senior experience		✓

Note: Survey wording is on the next page.

Scoring HIPs

For each HIP except service-learning, participation is reported as the percentage of students who responded "Done or in progress." For service-learning, it is the percentage of students for whom at least "Some" courses included a community-based project. Thus, a HIP score of 26 means that 26% of respondents participated in the activity.

NSSE founding director George Kuh recommends that all students participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major. The High-Impact Practices report summarizes student participation in "1" or "2 or more" HIPs for first-year and senior students and disaggregates results by student and enrollment characteristics.

Engagement Indicators and Items

Academic Challenge

Higher-Order Learning

During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

During the current school year, how often have you

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

During the current school year, how often have you

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

During the current school year, how often have you

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

During the current school year, how often have you

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others

During the current school year, how often have you had discussions with people from the following groups:

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

During the current school year, to what extent have your instructors done the following:

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions

Indicate the quality of your interactions with the following people at your institution:

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

High-Impact Practice Items

Which of the following have you done or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement

- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

About how many of your courses at this institution have included a community-based project (service-learning)?

NSSE 2016

Engagement Indicators

McNeese State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)	Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
Theme Reports (pp. 4-13)	Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores: <ul style="list-style-type: none"> 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 <i>within</i> 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 2015 and 2016 participating institutions.
Detailed Statistics (pp. 16-19)	Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Louisiana	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
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 Louisiana	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
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

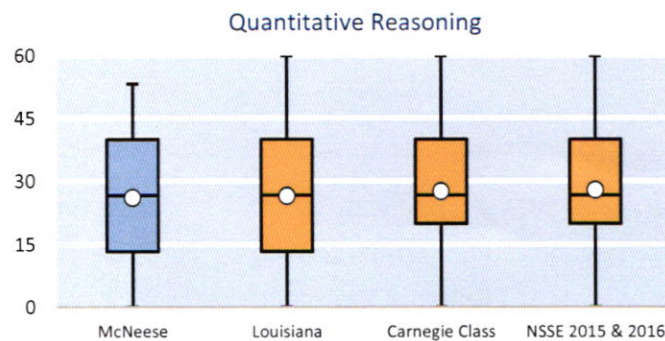
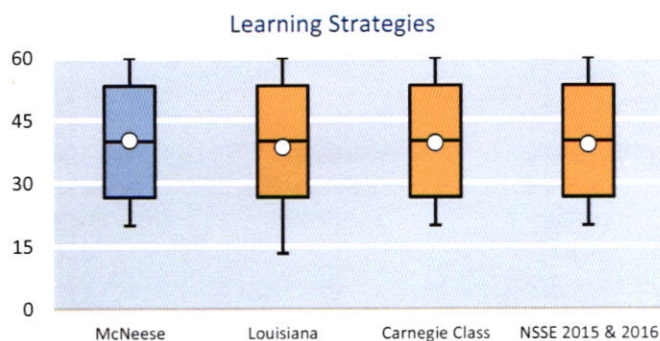
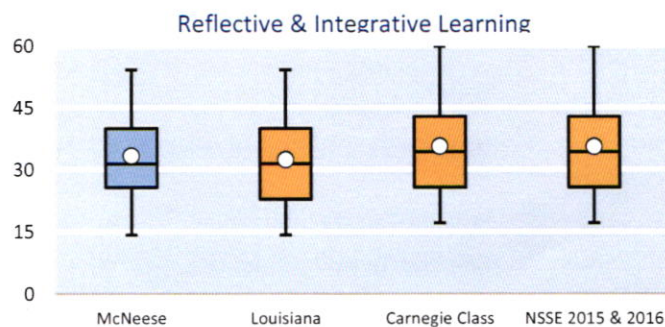
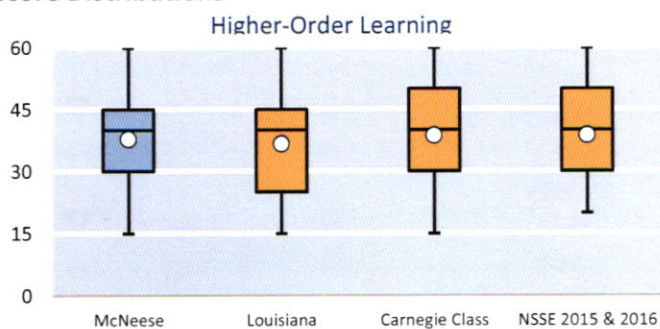
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	McNeese Mean	Your first-year students compared with					
		Louisiana Mean	Louisiana Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Higher-Order Learning	37.9	36.7	.08	38.7	-.06	38.8	-.06
Reflective & Integrative Learning	33.4	32.5	.08	35.7 ***	-.18	35.6 ***	-.18
Learning Strategies	40.3	38.6 *	.12	39.6	.05	39.2	.08
Quantitative Reasoning	26.2	26.6	-.02	27.7	-.09	28.0 *	-.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.

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. Orange 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			
	McNeese	Louisiana	Carnegie Class	NSSE 2015 & 2016	
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	66	<div><div></div></div> -4	<div><div></div></div> -5	<div><div></div></div> -6	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	+0 <div><div></div></div>	<div><div></div></div> -5	<div><div></div></div> -5	
4d. Evaluating a point of view, decision, or information source	72	+8 <div><div></div></div>	+1 <div><div></div></div>	+2 <div><div></div></div>	
4e. Forming a new idea or understanding from various pieces of information	70	+7 <div><div></div></div>	+1 <div><div></div></div>	+2 <div><div></div></div>	
Reflective & Integrative Learning ✕					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	44	+2 <div><div></div></div>	<div><div></div></div> -10	<div><div></div></div> -10	
2b. Connected your learning to societal problems or issues	41	+0 <div><div></div></div>	<div><div></div></div> -13	<div><div></div></div> -12	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	+2 <div><div></div></div>	<div><div></div></div> -7	<div><div></div></div> -7	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	+5 <div><div></div></div>	<div><div></div></div> -1	<div><div></div></div> -1	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	+4 <div><div></div></div>	<div><div></div></div> -1	<div><div></div></div> -1	
2f. Learned something that changed the way you understand an issue or concept	64	+5 <div><div></div></div>	<div><div></div></div> -2	<div><div></div></div> -2	
2g. Connected ideas from your courses to your prior experiences and knowledge	71	+0 <div><div></div></div>	<div><div></div></div> -6	<div><div></div></div> -6	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	76	+7 <div><div></div></div>	<div><div></div></div> -3	<div><div></div></div> -2	
9b. Reviewed your notes after class	75	+4 <div><div></div></div>	+7 <div><div></div></div>	+9 <div><div></div></div>	
9c. Summarized what you learned in class or from course materials	68	+4 <div><div></div></div>	+4 <div><div></div></div>	+5 <div><div></div></div>	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+2 <div><div></div></div>	+3 <div><div></div></div>	+1 <div><div></div></div>	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	<div><div></div></div> -4	<div><div></div></div> -7	<div><div></div></div> -7	
6c. Evaluated what others have concluded from numerical information	34	+0 <div><div></div></div>	<div><div></div></div> -4	<div><div></div></div> -5	

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

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

Academic Challenge: Seniors

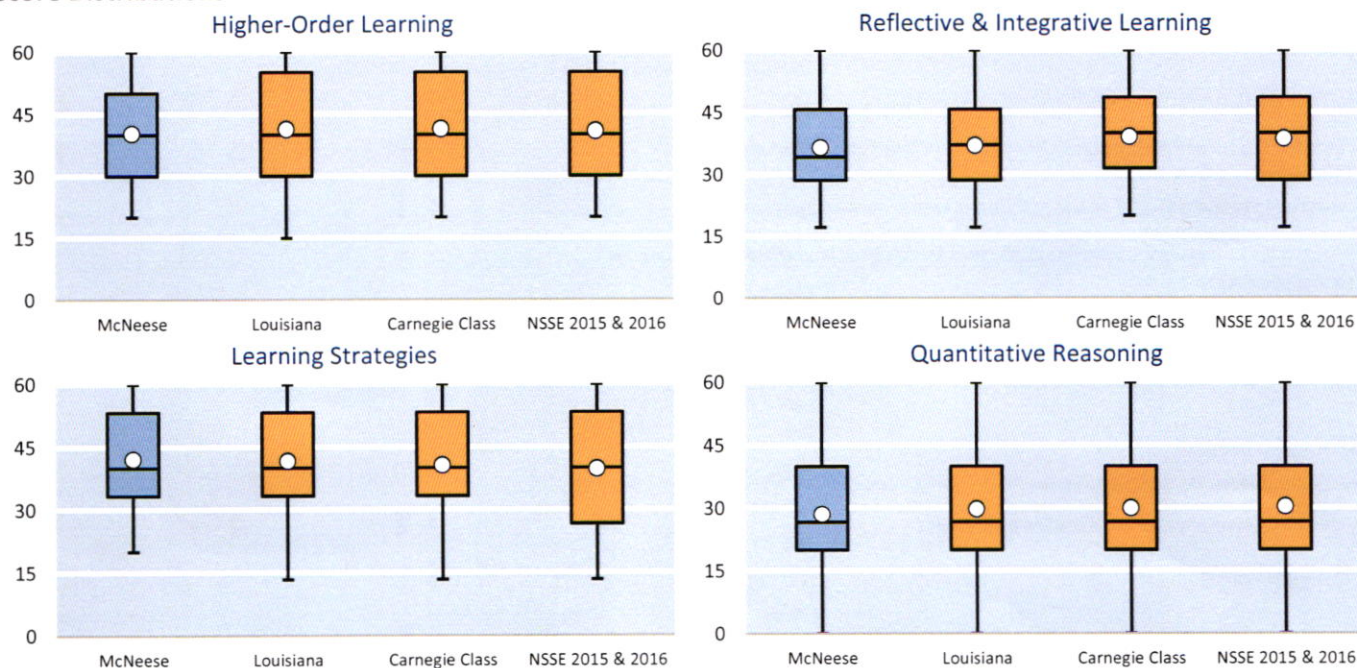
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	McNeese Mean	Your seniors compared with					
		Louisiana		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	41.3	-.07	41.4	-.08	40.9	-.04
Reflective & Integrative Learning	36.6	37.1	-.04	39.2 ***	-.20	38.7 ***	-.16
Learning Strategies	42.1	41.7	.03	40.7 *	.10	39.9 **	.15
Quantitative Reasoning	28.5	29.8	-.07	30.0	-.09	30.3 *	-.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).

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
	McNeese	Louisiana	Carnegie Class	NSSE 2015 & 2016	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	78	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div></div> -1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> -3	
4d. Evaluating a point of view, decision, or information source	68	+0 <div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> -6	<div><div></div><div></div><div></div><div></div><div></div></div> -3	
4e. Forming a new idea or understanding from various pieces of information	68	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -6	<div><div></div><div></div><div></div><div></div><div></div></div> -4	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	64	<div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div></div> -7	<div><div></div><div></div><div></div><div></div><div></div></div> -7	
2b. Connected your learning to societal problems or issues	55	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> -11	<div><div></div><div></div><div></div><div></div><div></div></div> -9	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> -13	<div><div></div><div></div><div></div><div></div><div></div></div> -10	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	<div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div></div> -7	<div><div></div><div></div><div></div><div></div><div></div></div> -6	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	<div><div></div><div></div><div></div><div></div><div></div></div> -0	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> -3	
2f. Learned something that changed the way you understand an issue or concept	68	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -2	
2g. Connected ideas from your courses to your prior experiences and knowledge	79	<div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div></div> -4	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	82	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> -0	
9b. Reviewed your notes after class	73	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+7 <div><div></div><div></div><div></div><div></div><div></div></div>	+10 <div><div></div><div></div><div></div><div></div><div></div></div>	
9c. Summarized what you learned in class or from course materials	72	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+4 <div><div></div><div></div><div></div><div></div><div></div></div>	+6 <div><div></div><div></div><div></div><div></div><div></div></div>	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	<div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> -2	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> -6	<div><div></div><div></div><div></div><div></div><div></div></div> -6	
6c. Evaluated what others have concluded from numerical information	41	<div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -5	

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

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

Learning with Peers: First-year students

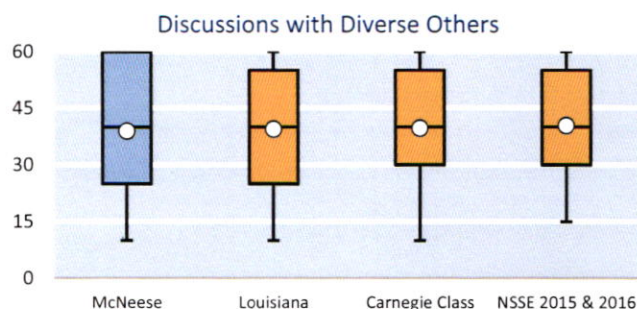
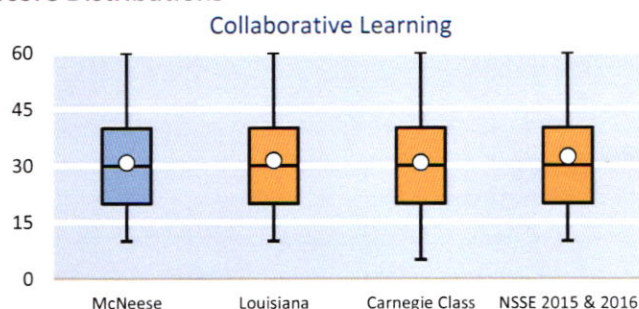
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		Louisiana		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.9	31.4	-.04	30.8	.01	32.3 *	-.10
Discussions with Diverse Others	38.9	39.4	-.03	39.7	-.05	40.4	-.09

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	McNeese	Percentage point difference ^a between your FY students and		
		Louisiana	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	47	-4	-1	-4
1f. Explained course material to one or more students	49	-7	-5	-8
1g. Prepared for exams by discussing or working through course material with other students	51	+4	+5	+2
1h. Worked with other students on course projects or assignments	46	-2	-5	-8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	67	-3	-3	-4
8b. People from an economic background other than your own	66	-3	-5	-7
8c. People with religious beliefs other than your own	64	-1	-3	-4
8d. People with political views other than your own	69	+3	+2	+1

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

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

Learning with Peers: Seniors

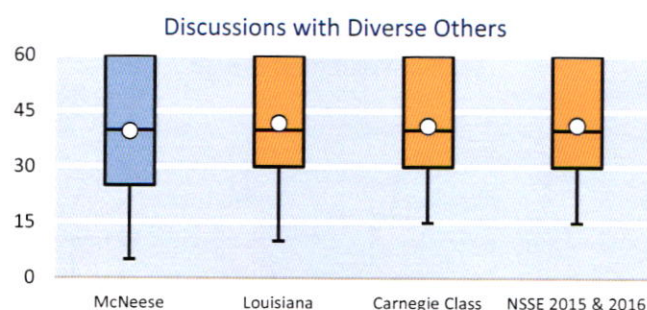
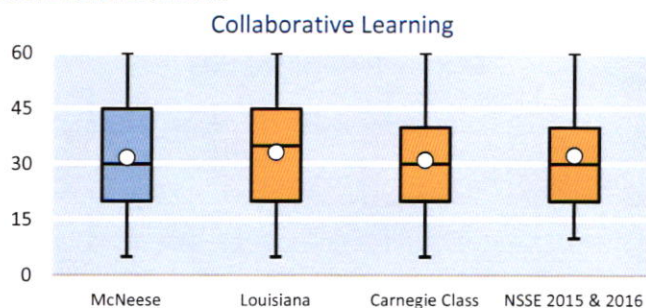
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		Louisiana Mean	Louisiana Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Collaborative Learning	31.8	33.2	-.09	31.1	.05	32.4	-.04
Discussions with Diverse Others	39.7	41.8 *	-.13	41.1	-.09	41.3 *	-.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
	McNeese	Louisiana	Carnegie Class	NSSE 2015 & 2016	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	43	 -3	+5 	+2 	
1f. Explained course material to one or more students	55	 -5	-1 	-4 	
1g. Prepared for exams by discussing or working through course material with other students	50	 -1	+6 	+4 	
1h. Worked with other students on course projects or assignments	52	 -8	-9 	-12 	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People from a race or ethnicity other than your own	68	 -7	-4 	-4 	
8b. People from an economic background other than your own	71	 -3	-2 	-3 	
8c. People with religious beliefs other than your own	68	 -1	-1 	-1 	
8d. People with political views other than your own	67	 -4	-3 	-3 	

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

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

Experiences with Faculty: First-year students

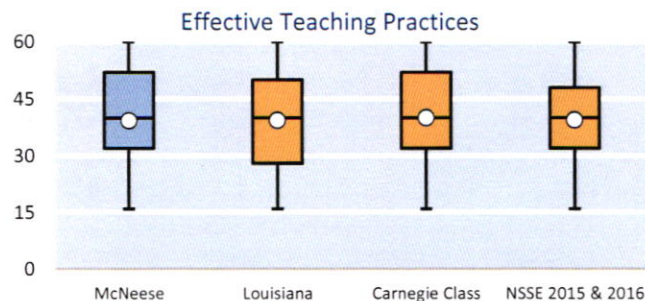
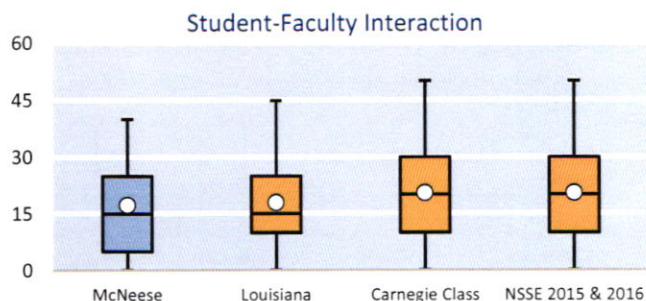
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		Louisiana Mean	Louisiana Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Student-Faculty Interaction	17.2	17.9	-.05	20.5 ***	-.22	20.5 ***	-.22
Effective Teaching Practices	39.3	39.4	-.01	40.1	-.06	39.4	-.01

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










Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange 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		
	McNeese	Louisiana	Carnegie Class	NSSE 2015 & 2016
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	21	 -7-13-12		
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	 -4-6-6		
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	 +5-0-1		
3d. Discussed your academic performance with a faculty member	23	 -2-7-7		
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	 -3-3-2		
5b. Taught course sessions in an organized way	74	 -3-4-3		
5c. Used examples or illustrations to explain difficult points	75	 -1-1-1		
5d. Provided feedback on a draft or work in progress	65	 +2-2+0		
5e. Provided prompt and detailed feedback on tests or completed assignments	65	 +6+1+3		

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

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

Experiences with Faculty: Seniors

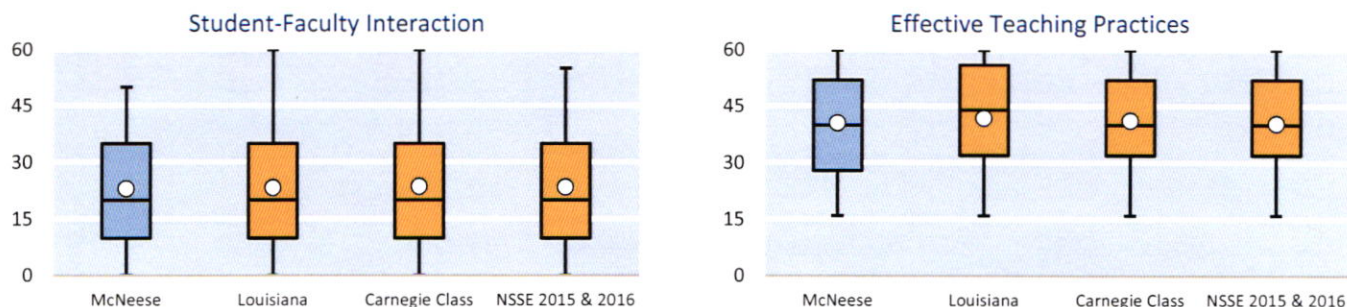
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		Louisiana Mean	Louisiana Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Student-Faculty Interaction	23.0	23.3	-.01	23.7	-.04	23.5	-.03
Effective Teaching Practices	40.5	41.8	-.09	41.1	-.04	40.3	.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	McNeese	Percentage point difference ^a between your seniors and			
		Louisiana	Carnegie Class	NSSE 2015 & 2016	
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	45	+5	+2	+3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-2	-4	-4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-2	-2	-2	
3d. Discussed your academic performance with a faculty member	35	+1	+1	+3	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	79	-4	-3	-2	
5b. Taught course sessions in an organized way	76	-3	-4	-3	
5c. Used examples or illustrations to explain difficult points	74	-5	-4	-4	
5d. Provided feedback on a draft or work in progress	63	-2	-1	+1	
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+1	+3	+5	

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

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

Campus Environment: First-year students

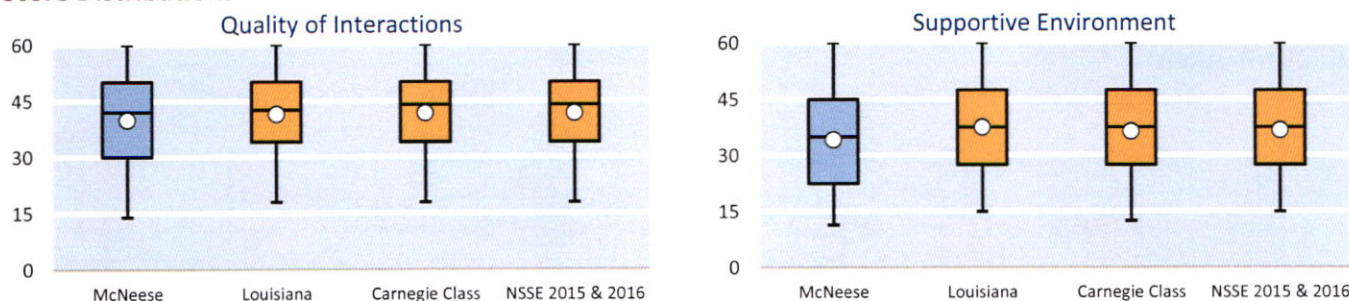
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		Louisiana		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	41.5	-.12	41.9 *	-.15	41.8 *	-.15
Supportive Environment	34.3	37.6 ***	-.23	36.4 **	-.15	36.8 **	-.18

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

Score Distributions



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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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	McNeese %	Percentage point difference ^a between your FY students and		
		Louisiana	Carnegie Class	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	47	-7	-8	-8
13b. Academic advisors	45	-7	-5	-5
13c. Faculty	45	-6	-7	-5
13d. Student services staff (career services, student activities, housing, etc.)	39	-5	-6	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+6	+2	+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	-8	-6	-7
14c. Using learning support services (tutoring services, writing center, etc.)	77	-2	-0	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-7	-7	-6
14e. Providing opportunities to be involved socially	63	-11	-8	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-5	-2	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-6	-8	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-10	-3	-6
14i. Attending events that address important social, economic, or political issues	46	-4	-5	-6

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

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

Campus Environment: Seniors

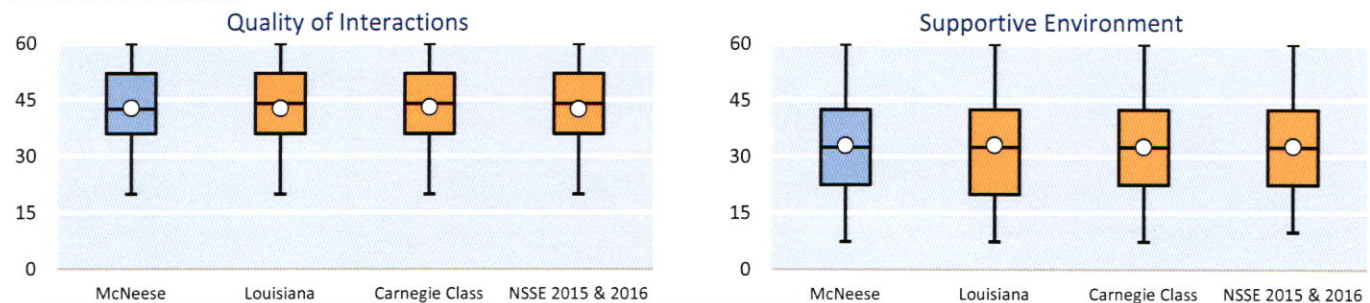
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		Louisiana Effect size		Carnegie Class Effect size		NSSE 2015 & 2016 Effect size	
Quality of Interactions	42.9	42.7	.01	43.1	-.02	42.6	.02
Supportive Environment	33.0	33.1	-.01	32.7	.02	32.9	.01

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

Score Distributions



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

Performance on Indicator Items

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Quality of Interactions	McNeese	Percentage point difference ^a between your seniors and			
		Louisiana	Carnegie Class	NSSE 2015 & 2016	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	58	-4	-4	-3	
13b. Academic advisors	56	-0	+2	+3	
13c. Faculty	53	-6	-9	-6	
13d. Student services staff (career services, student activities, housing, etc.)	38	-6	-6	-4	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+5	-0	+3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	69	-1	-3	-2	
14c. Using learning support services (tutoring services, writing center, etc.)	65	-2	-2	-2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	+2	-1	-0	
14e. Providing opportunities to be involved socially	67	+2	+3	+2	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-3	-0	-1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+4	+2	+2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-5	+3	-1	
14i. Attending events that address important social, economic, or political issues	40	+1	-4	-4	

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), 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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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	McNeese Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	40.5 ***	-.19		42.7 ***	-.35	
	Reflective and Integrative Learning	33.4	37.4 ***	-.32		39.5 ***	-.48	
	Learning Strategies	40.3	41.2	-.06	✓	43.7 ***	-.24	
	Quantitative Reasoning	26.2	29.4 ***	-.20		31.3 ***	-.31	
Learning with Peers	Collaborative Learning	30.9	35.2 ***	-.32		37.3 ***	-.48	
	Discussions with Diverse Others	38.9	42.7 ***	-.25		44.3 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	17.2	23.8 ***	-.44		26.9 ***	-.61	
	Effective Teaching Practices	39.3	41.6 **	-.17		43.8 ***	-.33	
Campus Environment	Quality of Interactions	39.9	44.1 ***	-.35		45.9 ***	-.49	
	Supportive Environment	34.3	39.2 ***	-.37		40.9 ***	-.50	

Seniors

Theme	Engagement Indicator	McNeese Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.3	43.1 ***	-.20		44.7 ***	-.32	
	Reflective and Integrative Learning	36.6	41.0 ***	-.35		42.9 ***	-.50	
	Learning Strategies	42.1	42.2	-.01	✓	44.5 ***	-.16	
	Quantitative Reasoning	28.5	31.8 ***	-.19		33.2 ***	-.28	
Learning with Peers	Collaborative Learning	31.8	35.8 ***	-.28		37.9 ***	-.44	
	Discussions with Diverse Others	39.7	43.3 ***	-.23		45.1 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	23.0	29.6 ***	-.40		33.0 ***	-.61	
	Effective Teaching Practices	40.5	42.7 ***	-.16		44.5 ***	-.30	
Campus Environment	Quality of Interactions	42.9	45.3 ***	-.22		46.9 ***	-.34	
	Supportive Environment	33.0	35.7 ***	-.19		38.1 ***	-.36	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
McNeese (N = 359)	37.9	14.2	.75	15	30	40	45	60				
Louisiana	36.7	14.2	.28	15	25	40	45	60	2,876	1.2	.135	.084
Carnegie Class	38.7	13.8	.05	15	30	40	50	60	79,405	-.9	.238	-.062
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	291,922	-.9	.221	-.065
Top 50%	40.5	13.6	.04	20	30	40	50	60	137,032	-2.6	.000	-.194
Top 10%	42.7	13.7	.08	20	35	40	55	60	29,455	-4.8	.000	-.350
Reflective & Integrative Learning												
McNeese (N = 376)	33.4	11.6	.60	14	26	31	40	54				
Louisiana	32.5	12.2	.24	14	23	31	40	54	3,040	.9	.164	.077
Carnegie Class	35.7	12.6	.04	17	26	34	43	60	379	-2.3	.000	-.183
NSSE 2015 & 2016	35.6	12.5	.02	17	26	34	43	60	376	-2.2	.000	-.179
Top 50%	37.4	12.5	.03	17	29	37	46	60	377	-4.0	.000	-.321
Top 10%	39.5	12.8	.08	20	31	40	49	60	387	-6.1	.000	-.482
Learning Strategies												
McNeese (N = 328)	40.3	13.3	.73	20	27	40	53	60				
Louisiana	38.6	14.3	.31	13	27	40	53	60	449	1.7	.033	.120
Carnegie Class	39.6	14.2	.05	20	27	40	53	60	72,822	.7	.372	.049
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	267,136	1.1	.162	.077
Top 50%	41.2	14.1	.04	20	33	40	53	60	329	-.9	.220	-.064
Top 10%	43.7	14.3	.08	20	33	47	60	60	335	-3.5	.000	-.245
Quantitative Reasoning												
McNeese (N = 368)	26.2	15.5	.81	0	13	27	40	53				
Louisiana	26.6	16.0	.32	0	13	27	40	60	2,887	-.3	.712	-.021
Carnegie Class	27.7	16.3	.06	0	20	27	40	60	80,312	-1.4	.094	-.087
NSSE 2015 & 2016	28.0	16.2	.03	0	20	27	40	60	295,361	-1.8	.037	-.109
Top 50%	29.4	16.1	.04	0	20	27	40	60	170,394	-3.2	.000	-.199
Top 10%	31.3	16.2	.08	0	20	33	40	60	374	-5.0	.000	-.312
Learning with Peers												
Collaborative Learning												
McNeese (N = 386)	30.9	15.0	.76	10	20	30	40	60				
Louisiana	31.4	14.5	.27	10	20	30	40	60	3,196	-.6	.466	-.040
Carnegie Class	30.8	14.9	.05	5	20	30	40	60	85,747	.1	.909	.006
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	316,047	-1.5	.048	-.100
Top 50%	35.2	13.8	.03	15	25	35	45	60	387	-4.4	.000	-.318
Top 10%	37.3	13.6	.07	15	25	40	45	60	393	-6.5	.000	-.475
Discussions with Diverse Others												
McNeese (N = 334)	38.9	17.3	.95	10	25	40	60	60				
Louisiana	39.4	16.3	.35	10	25	40	55	60	2,541	-.5	.588	-.032
Carnegie Class	39.7	16.3	.06	10	30	40	55	60	336	-.8	.415	-.048
NSSE 2015 & 2016	40.4	16.0	.03	15	30	40	55	60	334	-1.5	.124	-.092
Top 50%	42.7	15.2	.04	20	35	40	60	60	334	-3.7	.000	-.246
Top 10%	44.3	15.1	.07	20	35	45	60	60	337	-5.4	.000	-.358

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
McNeese (N = 369)	17.2	13.3	.69	0	5	15	25	40				
Louisiana	17.9	13.7	.27	0	10	15	25	45	2,947	-.7	.351	-.052
Carnegie Class	20.5	14.9	.05	0	10	20	30	50	373	-3.2	.000	-.217
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	369	-3.3	.000	-.221
Top 50%	23.8	15.0	.05	0	15	20	35	55	372	-6.6	.000	-.438
Top 10%	26.9	16.0	.13	5	15	25	40	60	393	-9.7	.000	-.605
Effective Teaching Practices												
McNeese (N = 371)	39.3	14.3	.74	16	32	40	52	60				
Louisiana	39.4	13.6	.27	16	28	40	50	60	2,922	-.1	.878	-.009
Carnegie Class	40.1	13.5	.05	16	32	40	52	60	81,270	-.8	.272	-.057
NSSE 2015 & 2016	39.4	13.4	.02	16	32	40	48	60	371	-.1	.845	-.011
Top 50%	41.6	13.4	.04	20	32	40	52	60	121,267	-2.3	.001	-.169
Top 10%	43.8	13.5	.08	20	36	44	56	60	25,601	-4.5	.000	-.334
Campus Environment												
Quality of Interactions												
McNeese (N = 320)	39.9	13.7	.76	14	30	42	50	60				
Louisiana	41.5	12.9	.28	18	34	43	50	60	2,391	-1.5	.053	-.116
Carnegie Class	41.9	12.8	.05	18	34	44	50	60	321	-1.9	.013	-.150
NSSE 2015 & 2016	41.8	12.5	.02	18	34	44	50	60	320	-1.8	.016	-.148
Top 50%	44.1	11.8	.04	22	38	46	52	60	320	-4.1	.000	-.350
Top 10%	45.9	12.1	.08	22	40	48	56	60	326	-5.9	.000	-.488
Supportive Environment												
McNeese (N = 311)	34.3	14.2	.81	11	23	35	45	60				
Louisiana	37.6	14.1	.32	15	28	38	48	60	2,278	-3.3	.000	-.233
Carnegie Class	36.4	14.2	.05	13	28	38	48	60	67,842	-2.2	.008	-.152
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	249,292	-2.6	.001	-.184
Top 50%	39.2	13.3	.04	18	30	40	50	60	311	-4.9	.000	-.367
Top 10%	40.9	13.3	.08	20	33	40	53	60	315	-6.6	.000	-.495

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 \pm 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
McNeese (N = 460)	40.3	14.1	.66	20	30	40	50	60				
Louisiana	41.3	14.7	.26	15	30	40	55	60	3,632	-1.0	.168	-.069
Carnegie Class	41.4	14.1	.04	20	30	40	55	60	120,280	-1.1	.106	-.076
NSSE 2015 & 2016	40.9	14.1	.02	20	30	40	55	60	433,301	-.5	.433	-.037
Top 50%	43.1	13.8	.03	20	35	40	55	60	155,953	-2.8	.000	-.203
Top 10%	44.7	13.7	.06	20	40	45	60	60	48,773	-4.3	.000	-.317
Reflective & Integrative Learning												
McNeese (N = 481)	36.6	13.3	.61	17	29	34	46	60				
Louisiana	37.1	13.3	.23	17	29	37	46	60	3,754	-.5	.432	-.038
Carnegie Class	39.2	13.0	.04	20	31	40	49	60	125,085	-2.6	.000	-.201
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	450,358	-2.1	.000	-.164
Top 50%	41.0	12.7	.03	20	31	40	51	60	163,095	-4.4	.000	-.348
Top 10%	42.9	12.5	.06	20	34	43	54	60	41,223	-6.3	.000	-.504
Learning Strategies												
McNeese (N = 429)	42.1	14.5	.70	20	33	40	53	60				
Louisiana	41.7	15.1	.28	13	33	40	53	60	3,260	.4	.597	.027
Carnegie Class	40.7	14.7	.04	13	33	40	53	60	112,815	1.4	.047	.096
NSSE 2015 & 2016	39.9	14.8	.02	13	27	40	53	60	405,537	2.3	.002	.153
Top 50%	42.2	14.5	.03	20	33	40	60	60	188,727	-.1	.868	-.008
Top 10%	44.5	14.2	.06	20	33	47	60	60	51,280	-2.3	.001	-.165
Quantitative Reasoning												
McNeese (N = 459)	28.5	16.7	.78	0	20	27	40	60				
Louisiana	29.8	17.3	.31	0	20	27	40	60	3,622	-1.3	.146	-.073
Carnegie Class	30.0	17.1	.05	0	20	27	40	60	121,939	-1.5	.065	-.086
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	439,478	-1.8	.023	-.106
Top 50%	31.8	16.9	.03	0	20	33	40	60	245,281	-3.2	.000	-.191
Top 10%	33.2	16.8	.06	0	20	33	47	60	67,924	-4.7	.000	-.279
Learning with Peers												
Collaborative Learning												
McNeese (N = 491)	31.8	16.0	.72	5	20	30	45	60				
Louisiana	33.2	16.1	.28	5	20	35	45	60	3,907	-1.4	.073	-.087
Carnegie Class	31.1	15.3	.04	5	20	30	40	60	493	.7	.322	.047
NSSE 2015 & 2016	32.4	14.9	.02	10	20	30	40	60	491	-.6	.415	-.040
Top 50%	35.8	13.9	.03	15	25	35	45	60	492	-4.0	.000	-.284
Top 10%	37.9	13.7	.06	15	30	40	50	60	498	-6.0	.000	-.440
Discussions with Diverse Others												
McNeese (N = 427)	39.7	17.4	.84	5	25	40	60	60				
Louisiana	41.8	16.9	.31	10	30	40	60	60	3,302	-2.2	.014	-.127
Carnegie Class	41.1	16.3	.05	15	30	40	60	60	113,828	-1.5	.065	-.090
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	427	-1.7	.047	-.104
Top 50%	43.3	15.9	.03	15	35	45	60	60	428	-3.7	.000	-.230
Top 10%	45.1	15.8	.06	20	35	50	60	60	431	-5.4	.000	-.343

NSSE 2016 Engagement Indicators

Detailed Statistics^a

McNeese State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
McNeese (N = 470)	23.0	15.7	.72	0	10	20	35	50				
Louisiana	23.3	16.5	.29	0	10	20	35	60	3,680	-.2	.792	-.013
Carnegie Class	23.7	16.6	.05	0	10	20	35	60	473	-.6	.404	-.037
NSSE 2015 & 2016	23.5	16.3	.02	0	10	20	35	55	440,464	-.4	.568	-.026
Top 50%	29.6	16.1	.05	5	20	30	40	60	94,322	-6.5	.000	-.403
Top 10%	33.0	16.3	.13	5	20	30	45	60	500	-10.0	.000	-.613
Effective Teaching Practices												
McNeese (N = 469)	40.5	14.5	.67	16	28	40	52	60				
Louisiana	41.8	14.4	.25	16	32	44	56	60	3,685	-1.3	.069	-.090
Carnegie Class	41.1	14.0	.04	16	32	40	52	60	123,295	-.6	.365	-.042
NSSE 2015 & 2016	40.3	13.9	.02	16	32	40	52	60	443,736	.2	.710	.017
Top 50%	42.7	13.7	.04	20	32	44	56	60	141,087	-2.2	.001	-.159
Top 10%	44.5	13.4	.07	20	36	44	56	60	480	-4.0	.000	-.295
Campus Environment												
Quality of Interactions												
McNeese (N = 404)	42.9	12.0	.60	20	36	43	52	60				
Louisiana	42.7	12.4	.24	20	36	44	52	60	3,087	.1	.827	.012
Carnegie Class	43.1	12.2	.04	20	36	44	52	60	108,055	-.3	.670	-.021
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	388,590	.3	.643	.023
Top 50%	45.3	11.5	.03	24	40	48	54	60	132,686	-2.5	.000	-.216
Top 10%	46.9	11.9	.06	24	40	50	56	60	42,326	-4.0	.000	-.340
Supportive Environment												
McNeese (N = 397)	33.0	14.7	.74	8	23	33	43	60				
Louisiana	33.1	15.2	.29	8	20	33	43	60	3,077	-.1	.912	-.006
Carnegie Class	32.7	14.7	.04	8	23	33	43	60	107,547	.3	.646	.023
NSSE 2015 & 2016	32.9	14.4	.02	10	23	33	43	60	386,312	.1	.896	.007
Top 50%	35.7	13.9	.04	13	25	35	45	60	143,489	-2.7	.000	-.194
Top 10%	38.1	13.9	.08	15	28	40	48	60	28,820	-5.1	.000	-.364

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 \pm 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

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

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

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

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

