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# NSSE 2014

## Engagement Indicators

McNeese State University

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### About Your Engagement Indicators Report

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

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

### Report sections

- Overview (p. 3)** Displays how average EI scores for your 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:

  - 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.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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 Web site: [nsse.iub.edu](http://nsse.iub.edu)

## 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 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with ULS	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<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	▼	▼	▼

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with ULS	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
<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	--	--	--

### Academic Challenge: First-year students

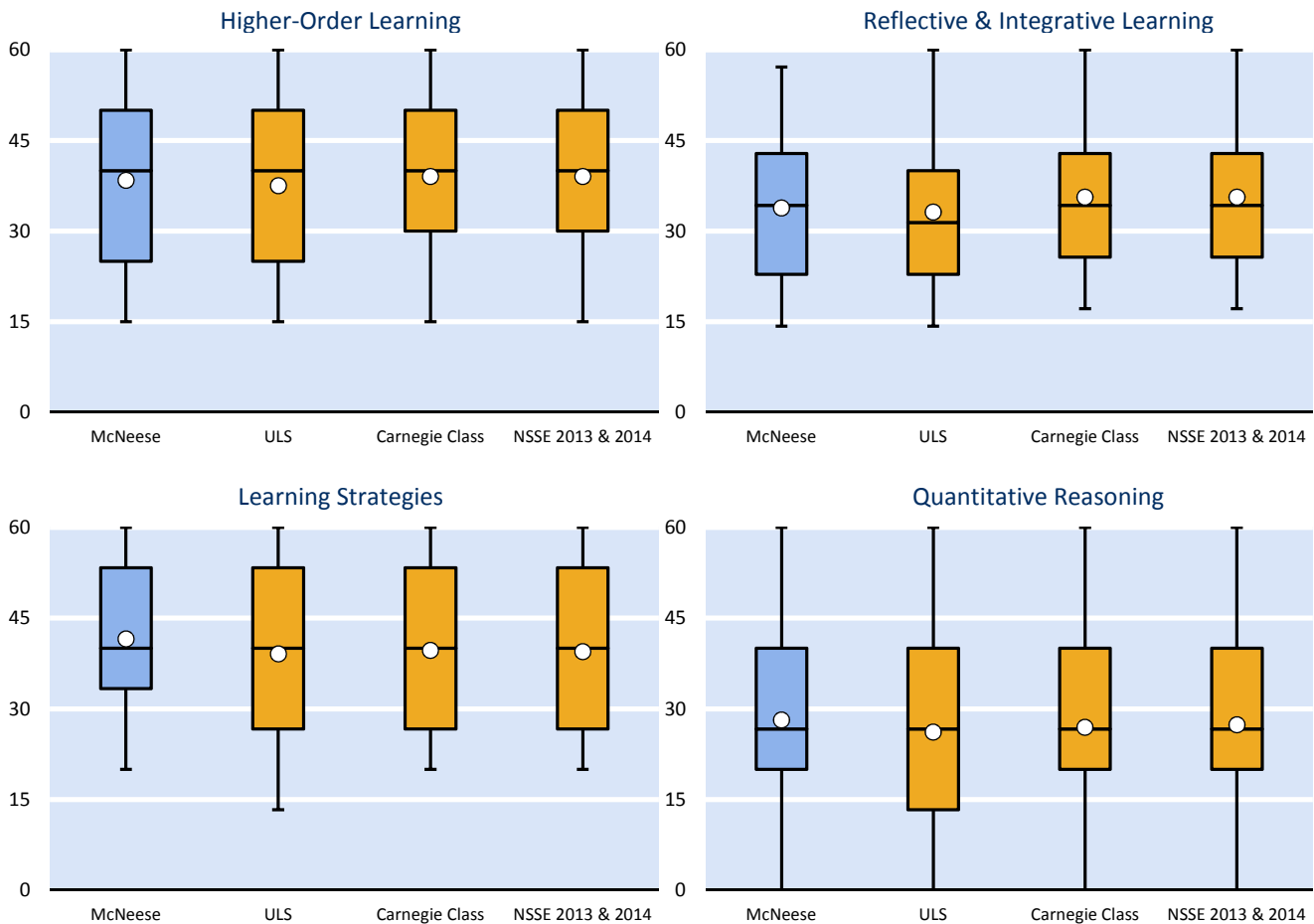
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		ULS		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	37.5	.06	39.1	-.05	39.0	-.05
Reflective & Integrative Learning	33.8	33.2	.05	35.6 **	-.14	35.6 **	-.14
Learning Strategies	41.6	39.1 ***	.17	39.7 **	.13	39.5 **	.15
Quantitative Reasoning	28.2	26.2 *	.12	27.0	.07	27.4	.05

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





































































#### 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)

### Summary of Indicator Items

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72 	68 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66 	66 	72 	72 
4d. Evaluating a point of view, decision, or information source	63 	66 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	69 	65 	69 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50 	45 	55 	56 
2b. Connected your learning to societal problems or issues	41 	43 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41 	44 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60 	60 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64 	63 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	65 	62 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	74 	70 	77 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78 	75 	81 	80 
9b. Reviewed your notes after class	75 	67 	66 	65 
9c. Summarized what you learned in class or from course materials	67 	64 	64 	63 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57 	49 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36 	36 	38 	38 
6c. Evaluated what others have concluded from numerical information	37 	34 	36 	37 

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 Web site.

### Academic Challenge: Seniors

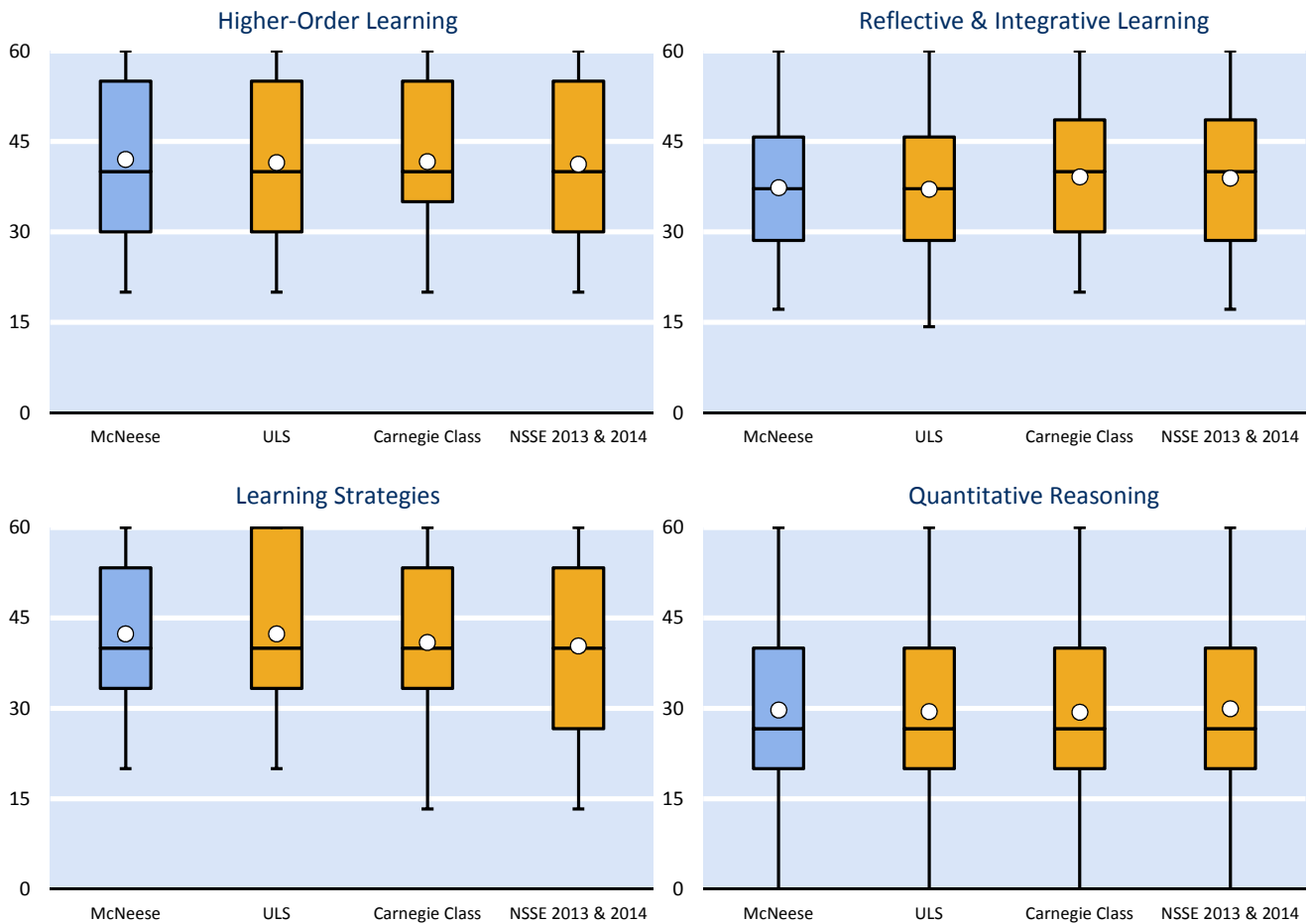
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#### Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		ULS		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.0	41.5	.04	41.6	.03	41.2	.06
Reflective & Integrative Learning	37.3	37.1	.02	39.1 **	-.14	38.9 **	-.12
Learning Strategies	42.3	42.4	.00	40.9 *	.10	40.3 **	.14
Quantitative Reasoning	29.7	29.4	.01	29.3	.02	29.9	-.01

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




































































#### Score Distributions



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## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80 	80 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	70 	70 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	72 	73 	74 	72 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67 	67 	71 	72 
2b. Connected your learning to societal problems or issues	56 	60 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46 	48 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	62 	67 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	67 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	68 	67 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	82 	81 	84 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84 	82 	84 	83 
9b. Reviewed your notes after class	72 	72 	66 	63 
9c. Summarized what you learned in class or from course materials	72 	71 	67 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54 	54 	53 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	44 	44 	44 
6c. Evaluated what others have concluded from numerical information	43 	42 	43 	44 

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 Web site.

## Learning with Peers: First-year students

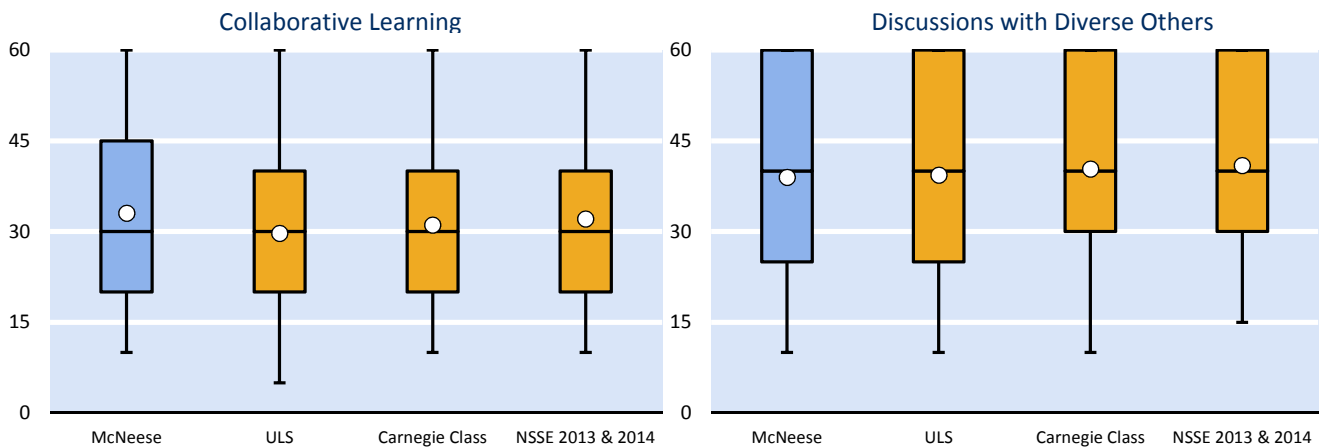
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		ULS		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	29.7 ***	.23	31.1 **	.14	32.1	.07
Discussions with Diverse Others	38.9	39.3	-.02	40.3	-.08	40.9 *	-.12

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

### 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.

### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	50	46	47	49
1f. Explained course material to one or more students	59	53	54	57
1g. Prepared for exams by discussing or working through course material with other students	53	42	46	49
1h. Worked with other students on course projects or assignments	48	40	51	52

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	69	70	71	72
8b. People from an economic background other than your own	66	69	72	73
8c. People with religious beliefs other than your own	66	65	67	69
8d. People with political views other than your own	62	64	67	69

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 Web site.



### Learning with Peers: Seniors

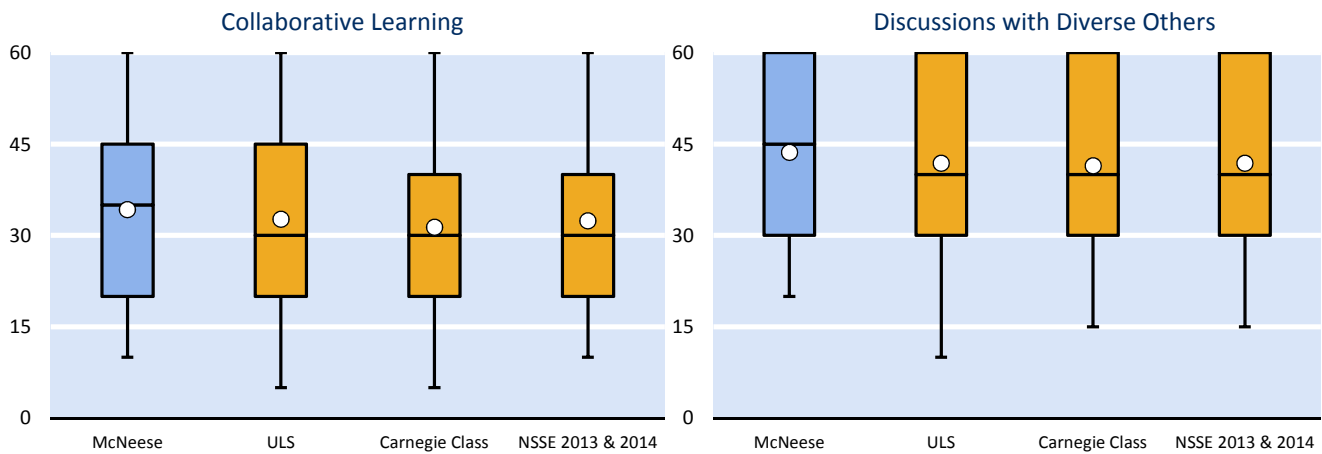
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#### Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		ULS		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.2	32.6 *	.10	31.3 ***	.19	32.4 **	.13
Discussions with Diverse Others	43.7	41.9 *	.11	41.4 **	.13	41.8 *	.11

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

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#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	44	42	38	40
1f. Explained course material to one or more students	63	59	56	58
1g. Prepared for exams by discussing or working through course material with other students	53	48	44	46
1h. Worked with other students on course projects or assignments	62	60	62	64

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	76	74	73	73
8b. People from an economic background other than your own	76	74	74	75
8c. People with religious beliefs other than your own	73	70	69	70
8d. People with political views other than your own	71	71	70	71

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 Web site.

## Experiences with Faculty: First-year students

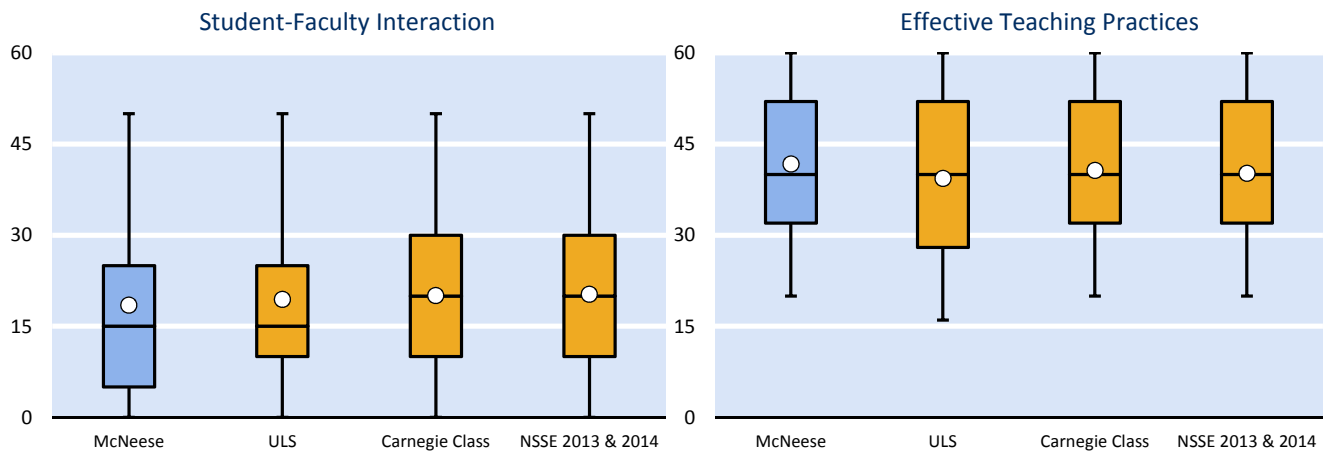
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
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Student-Faculty Interaction	18.5	19.4	-.06	20.0 *	-.10	20.3 **	-.12
Effective Teaching Practices	41.7	39.3 ***	.17	40.6	.08	40.2 *	.12

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

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### Summary of Indicator Items

Student-Faculty Interaction	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	30	32	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	17	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	23	25	25
3d. Discussed your academic performance with a faculty member	25	27	29	29
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	78	81	81
5b. Taught course sessions in an organized way	82	74	79	79
5c. Used examples or illustrations to explain difficult points	79	73	77	77
5d. Provided feedback on a draft or work in progress	67	63	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	71	59	64	63

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 Web site.

## Experiences with Faculty: Seniors

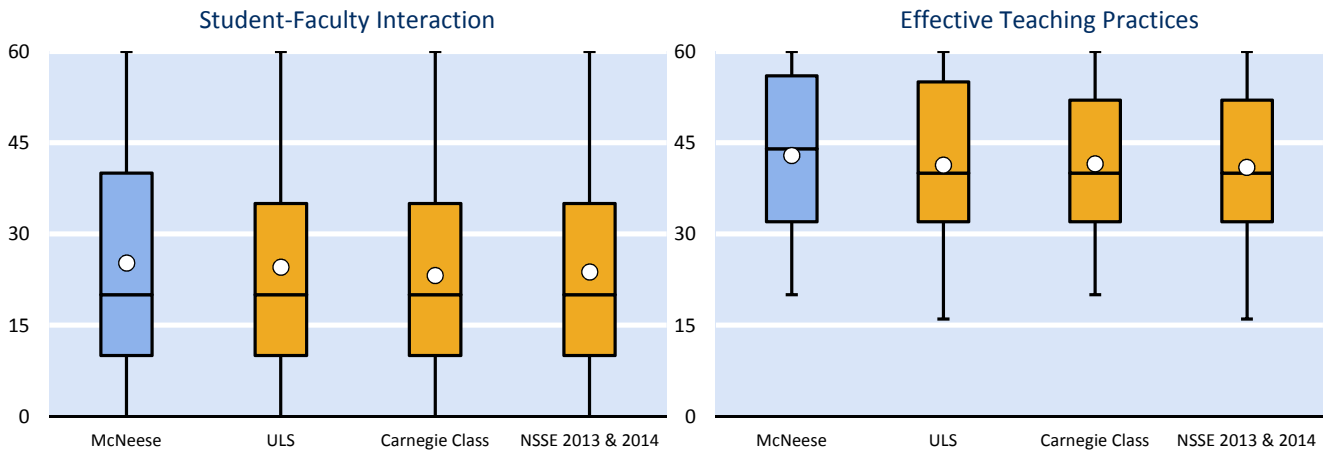
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Student-Faculty Interaction	25.2	24.5	.04	23.2 **	.12	23.7 *	.09
Effective Teaching Practices	42.9	41.3 *	.11	41.5 *	.10	40.9 **	.14

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
3a. Talked about career plans with a faculty member	46	44	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	26	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	35	32	33
3d. Discussed your academic performance with a faculty member	39	37	33	33
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	80	83	83
5b. Taught course sessions in an organized way	80	78	81	81
5c. Used examples or illustrations to explain difficult points	78	79	79	79
5d. Provided feedback on a draft or work in progress	71	63	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	77	68	69	67

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 Web site.

### Campus Environment: First-year students

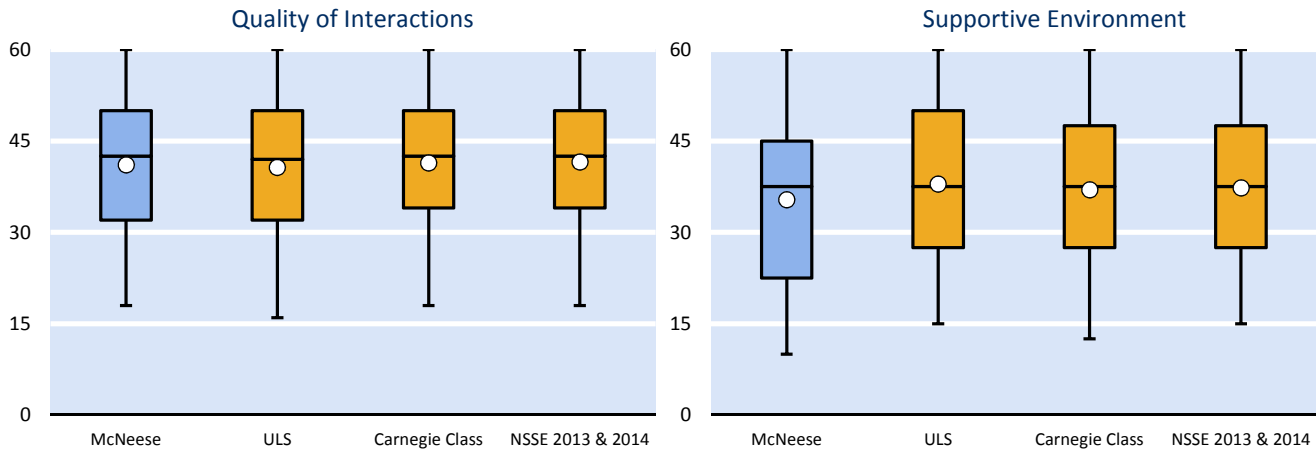
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		ULS		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	40.6	.03	41.4	-.02	41.5	-.04
Supportive Environment	35.3	37.9 **	-.18	37.0 *	-.11	37.3 **	-.14

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

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
13a. Students	56	55	59	59
13b. Academic advisors	51	53	48	48
13c. Faculty	45	47	50	50
13d. Student services staff (career services, student activities, housing, etc.)	42	40	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	39	42	41

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	78	78	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	77	77	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	60	59	59
14e. Providing opportunities to be involved socially	71	72	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	74	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	49	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	71	65	68
14i. Attending events that address important social, economic, or political issues	45	51	52	53

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 Web site.

### Campus Environment: Seniors

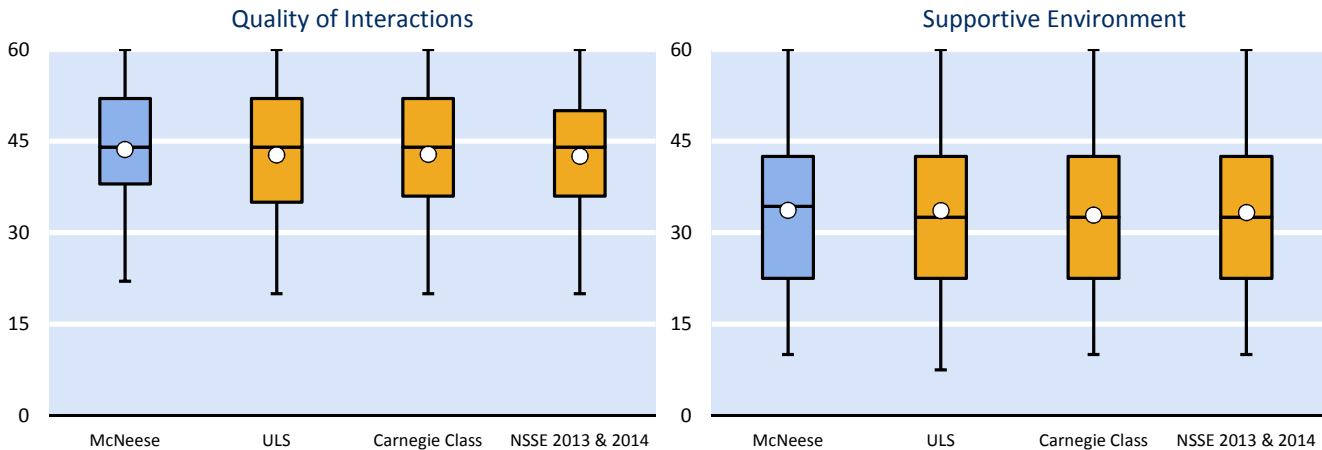
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		ULS		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	42.7	.08	42.9	.07	42.5 *	.09
Supportive Environment	33.6	33.6	.00	32.9	.05	33.3	.03

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

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
13a. Students	68	66	64	64
13b. Academic advisors	58	59	53	52
13c. Faculty	59	60	61	60
13d. Student services staff (career services, student activities, housing, etc.)	42	42	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	39	43	42

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	McNeese	ULS	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	71	70	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	65	66	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	53	54	53
14e. Providing opportunities to be involved socially	67	68	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	62	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	36	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	63	53	57
14i. Attending events that address important social, economic, or political issues	42	43	45	46

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 Web site.

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

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

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

<b>First-Year Students</b>		<b>McNeese</b>	<b>Your first-year students compared with</b>					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.4	40.6 **	-.16		42.7 ***	-.31	
	Reflective and Integrative Learning	33.8	37.3 ***	-.28		39.3 ***	-.44	
	Learning Strategies	41.6	41.2	.03	✓	43.4 **	-.13	
	Quantitative Reasoning	28.2	28.8	-.04	✓	30.6 **	-.15	
<i>Learning with Peers</i>	Collaborative Learning	33.0	34.7 *	-.12		37.0 ***	-.29	
	Discussions with Diverse Others	38.9	43.2 ***	-.28		45.6 ***	-.45	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.5	23.3 ***	-.32		26.9 ***	-.52	
	Effective Teaching Practices	41.7	42.4	-.05	✓	44.6 ***	-.22	
<i>Campus Environment</i>	Quality of Interactions	41.1	44.0 ***	-.26		46.0 ***	-.43	
	Supportive Environment	35.3	39.4 ***	-.31		41.4 ***	-.47	

<b>Seniors</b>		<b>McNeese</b>	<b>Your seniors compared with</b>					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.0	43.3	-.09	✓	45.3 ***	-.24	
	Reflective and Integrative Learning	37.3	41.1 ***	-.30		43.1 ***	-.46	
	Learning Strategies	42.3	42.5	-.01	✓	44.9 ***	-.18	
	Quantitative Reasoning	29.7	31.3 *	-.09		33.0 ***	-.20	
<i>Learning with Peers</i>	Collaborative Learning	34.2	35.4	-.08	✓	37.7 ***	-.26	
	Discussions with Diverse Others	43.7	43.9	-.02	✓	45.8 **	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.2	29.5 ***	-.27		34.4 ***	-.56	
	Effective Teaching Practices	42.9	43.0	-.01	✓	45.1 ***	-.17	
<i>Campus Environment</i>	Quality of Interactions	43.6	45.3 **	-.14		47.4 ***	-.32	
	Supportive Environment	33.6	36.1 ***	-.18		39.0 ***	-.40	

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

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 2013 and 2014 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
McNeese (N = 438)	38.4	14.7	.70	15	25	40	50	60				
ULS	37.5	14.7	.26	15	25	40	50	60	3,646	.9	.241	.060
Carnegie Class	39.1	14.0	.04	15	30	40	50	60	440	-.6	.359	-.046
NSSE 2013 & 2014	39.0	13.8	.02	15	30	40	50	60	438	-.6	.372	-.045
Top 50%	40.6	13.6	.03	20	30	40	50	60	438	-2.2	.002	-.159
Top 10%	42.7	13.6	.08	20	35	40	55	60	447	-4.3	.000	-.314
<b>Reflective &amp; Integrative Learning</b>												
McNeese (N = 448)	33.8	12.7	.60	14	23	34	43	57				
ULS	33.2	13.3	.23	14	23	31	40	60	3,865	.6	.329	.049
Carnegie Class	35.6	12.7	.04	17	26	34	43	60	110,916	-1.8	.002	-.145
NSSE 2013 & 2014	35.6	12.6	.02	17	26	34	43	60	363,843	-1.8	.003	-.142
Top 50%	37.3	12.5	.03	17	29	37	46	60	173,776	-3.5	.000	-.280
Top 10%	39.3	12.6	.07	20	31	40	49	60	37,552	-5.5	.000	-.435
<b>Learning Strategies</b>												
McNeese (N = 425)	41.6	14.0	.68	20	33	40	53	60				
ULS	39.1	14.6	.27	13	27	40	53	60	3,301	2.5	.001	.172
Carnegie Class	39.7	14.2	.05	20	27	40	53	60	98,481	1.9	.006	.134
NSSE 2013 & 2014	39.5	14.2	.02	20	27	40	53	60	323,061	2.1	.002	.151
Top 50%	41.2	14.0	.04	20	33	40	53	60	152,073	.4	.580	.027
Top 10%	43.4	14.0	.08	20	33	40	60	60	32,637	-1.8	.008	-.130
<b>Quantitative Reasoning</b>												
McNeese (N = 444)	28.2	16.2	.76	0	20	27	40	60				
ULS	26.2	17.0	.30	0	13	27	40	60	3,762	2.0	.019	.118
Carnegie Class	27.0	16.6	.05	0	20	27	40	60	107,911	1.2	.127	.072
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	354,267	.8	.295	.049
Top 50%	28.8	16.3	.03	0	20	27	40	60	221,637	-.6	.420	-.038
Top 10%	30.6	16.2	.07	0	20	27	40	60	50,983	-2.5	.001	-.152
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
McNeese (N = 459)	33.0	15.0	.70	10	20	30	45	60				
ULS	29.7	14.7	.25	5	20	30	40	60	4,032	3.3	.000	.226
Carnegie Class	31.1	14.3	.04	10	20	30	40	60	461	2.0	.006	.137
NSSE 2013 & 2014	32.1	14.1	.02	10	20	30	40	60	459	1.0	.171	.068
Top 50%	34.7	13.7	.03	15	25	35	45	60	459	-1.7	.016	-.123
Top 10%	37.0	13.6	.06	15	25	35	45	60	465	-4.0	.000	-.295
<b>Discussions with Diverse Others</b>												
McNeese (N = 426)	38.9	16.6	.81	10	25	40	60	60				
ULS	39.3	17.1	.32	10	25	40	60	60	3,344	-.3	.708	-.019
Carnegie Class	40.3	16.3	.05	10	30	40	60	60	99,682	-1.4	.084	-.084
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	327,067	-2.0	.012	-.122
Top 50%	43.2	15.4	.04	20	35	45	60	60	192,036	-4.3	.000	-.279
Top 10%	45.6	14.8	.07	20	40	50	60	60	433	-6.7	.000	-.450



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
McNeese (N = 444)	18.5	14.8	.70	0	5	15	25	50				
ULS	19.4	14.7	.25	0	10	15	25	50	3,796	-.9	.210	-.063
Carnegie Class	20.0	14.8	.04	0	10	20	30	50	108,417	-1.5	.027	-.105
NSSE 2013 & 2014	20.3	14.6	.02	0	10	20	30	50	355,544	-1.8	.009	-.124
Top 50%	23.3	15.0	.04	0	10	20	30	55	126,064	-4.8	.000	-.324
Top 10%	26.9	16.2	.11	5	15	25	40	60	467	-8.5	.000	-.523
<b>Effective Teaching Practices</b>												
McNeese (N = 448)	41.7	13.3	.63	20	32	40	52	60				
ULS	39.3	14.2	.25	16	28	40	52	60	3,802	2.4	.001	.169
Carnegie Class	40.6	13.4	.04	20	32	40	52	60	109,269	1.0	.100	.078
NSSE 2013 & 2014	40.2	13.3	.02	20	32	40	52	60	358,449	1.5	.014	.116
Top 50%	42.4	13.2	.04	20	32	44	52	60	139,366	-.7	.282	-.051
Top 10%	44.6	13.3	.08	20	36	44	56	60	28,173	-2.9	.000	-.221
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
McNeese (N = 418)	41.1	13.5	.66	18	32	43	50	60				
ULS	40.6	13.2	.25	16	32	42	50	60	3,202	.4	.553	.031
Carnegie Class	41.4	12.7	.04	18	34	43	50	60	420	-.3	.646	-.024
NSSE 2013 & 2014	41.5	12.4	.02	18	34	43	50	60	418	-.5	.471	-.039
Top 50%	44.0	11.4	.03	22	38	46	52	60	419	-2.9	.000	-.257
Top 10%	46.0	11.6	.07	24	40	48	55	60	427	-5.0	.000	-.427
<b>Supportive Environment</b>												
McNeese (N = 394)	35.3	14.7	.74	10	23	38	45	60				
ULS	37.9	14.4	.28	15	28	38	50	60	2,993	-2.6	.001	-.177
Carnegie Class	37.0	14.1	.05	13	28	38	48	60	91,646	-1.6	.024	-.114
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	301,183	-2.0	.005	-.142
Top 50%	39.4	13.2	.03	18	30	40	50	60	394	-4.1	.000	-.306
Top 10%	41.4	12.8	.07	20	33	40	53	60	400	-6.0	.000	-.468

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 \* SEM.

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
McNeese (N = 473)	42.0	14.8	.68	20	30	40	55	60				
ULS	41.5	14.7	.21	20	30	40	55	60	5,310	.5	.439	.037
Carnegie Class	41.6	14.1	.04	20	35	40	55	60	474	.4	.561	.028
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	472	.8	.236	.057
Top 50%	43.3	13.7	.03	20	35	40	55	60	474	-1.2	.068	-.090
Top 10%	45.3	13.6	.06	20	40	45	60	60	480	-3.2	.000	-.237
<b>Reflective &amp; Integrative Learning</b>												
McNeese (N = 493)	37.3	13.3	.60	17	29	37	46	60				
ULS	37.1	13.5	.19	14	29	37	46	60	5,533	.2	.730	.016
Carnegie Class	39.1	13.0	.03	20	30	40	49	60	164,662	-1.8	.002	-.141
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	504,085	-1.6	.006	-.124
Top 50%	41.1	12.6	.03	20	31	40	51	60	189,194	-3.7	.000	-.296
Top 10%	43.1	12.5	.06	20	34	43	54	60	41,865	-5.7	.000	-.459
<b>Learning Strategies</b>												
McNeese (N = 445)	42.3	14.3	.68	20	33	40	53	60				
ULS	42.4	15.0	.23	20	33	40	60	60	546	.0	.970	-.002
Carnegie Class	40.9	14.8	.04	13	33	40	53	60	149,970	1.4	.044	.096
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	458,497	2.0	.004	.137
Top 50%	42.5	14.5	.03	20	33	40	60	60	236,440	-.1	.859	-.008
Top 10%	44.9	14.1	.06	20	33	47	60	60	60,798	-2.5	.000	-.178
<b>Quantitative Reasoning</b>												
McNeese (N = 486)	29.7	16.9	.77	0	20	27	40	60				
ULS	29.4	17.9	.25	0	20	27	40	60	598	.3	.742	.015
Carnegie Class	29.3	17.4	.04	0	20	27	40	60	161,369	.4	.643	.021
NSSE 2013 & 2014	29.9	17.4	.02	0	20	27	40	60	493,793	-.2	.789	-.012
Top 50%	31.3	17.2	.03	0	20	33	40	60	299,223	-1.6	.038	-.094
Top 10%	33.0	16.9	.06	0	20	33	47	60	75,171	-3.3	.000	-.197
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
McNeese (N = 486)	34.2	15.3	.69	10	20	35	45	60				
ULS	32.6	15.6	.22	5	20	30	45	60	5,611	1.6	.031	.102
Carnegie Class	31.3	15.0	.04	5	20	30	40	60	166,236	2.9	.000	.194
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	486	1.8	.009	.126
Top 50%	35.4	13.8	.03	15	25	35	45	60	486	-1.1	.099	-.083
Top 10%	37.7	13.6	.06	15	30	40	50	60	492	-3.5	.000	-.256
<b>Discussions with Diverse Others</b>												
McNeese (N = 449)	43.7	16.3	.77	20	30	45	60	60				
ULS	41.9	17.1	.26	10	30	40	60	60	4,940	1.8	.034	.105
Carnegie Class	41.4	16.4	.04	15	30	40	60	60	151,212	2.2	.004	.135
NSSE 2013 & 2014	41.8	16.1	.02	15	30	40	60	60	462,876	1.8	.016	.113
Top 50%	43.9	15.8	.03	20	35	45	60	60	449	-.3	.720	-.018
Top 10%	45.8	15.4	.06	20	40	50	60	60	453	-2.2	.005	-.142

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
McNeese (N = 477)	25.2	16.9	.77	0	10	20	40	60				
ULS	24.5	17.0	.24	0	10	20	35	60	5,415	.7	.380	.042
Carnegie Class	23.2	16.5	.04	0	10	20	35	60	161,181	2.1	.007	.125
NSSE 2013 & 2014	23.7	16.3	.02	0	10	20	35	60	493,677	1.5	.048	.091
Top 50%	29.5	16.1	.05	5	20	30	40	60	119,756	-4.3	.000	-.268
Top 10%	34.4	16.4	.13	10	20	35	45	60	16,655	-9.2	.000	-.560
<b>Effective Teaching Practices</b>												
McNeese (N = 491)	42.9	14.0	.63	20	32	44	56	60				
ULS	41.3	14.5	.21	16	32	40	55	60	5,475	1.6	.020	.110
Carnegie Class	41.5	13.8	.03	20	32	40	52	60	163,128	1.4	.028	.099
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	498,860	1.9	.002	.141
Top 50%	43.0	13.6	.03	20	36	44	56	60	178,713	-.2	.760	-.014
Top 10%	45.1	13.4	.08	20	36	48	60	60	30,757	-2.3	.000	-.169
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
McNeese (N = 438)	43.6	11.7	.56	22	38	44	52	60				
ULS	42.7	12.3	.19	20	35	44	52	60	4,738	.9	.129	.076
Carnegie Class	42.9	12.1	.03	20	36	44	52	60	144,259	.8	.173	.065
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	443,571	1.1	.049	.094
Top 50%	45.3	11.3	.03	24	38	48	54	60	155,034	-1.6	.002	-.145
Top 10%	47.4	11.6	.06	24	40	50	58	60	41,891	-3.7	.000	-.321
<b>Supportive Environment</b>												
McNeese (N = 430)	33.6	14.7	.71	10	23	34	43	60				
ULS	33.6	15.0	.23	8	23	33	43	60	4,555	.0	.979	.001
Carnegie Class	32.9	14.6	.04	10	23	33	43	60	142,703	.7	.290	.051
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	436,889	.4	.601	.025
Top 50%	36.1	13.8	.03	13	28	38	45	60	431	-2.5	.001	-.178
Top 10%	39.0	13.3	.08	17	30	40	50	60	439	-5.3	.000	-.400

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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.