



NSSE 2020

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 students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with IPEDS Peers	Your first-year students compared with ULS Schools	Your first-year students compared with NSSE 2019 & 2020
<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 IPEDS Peers	Your seniors compared with ULS Schools	Your seniors compared with NSSE 2019 & 2020
<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

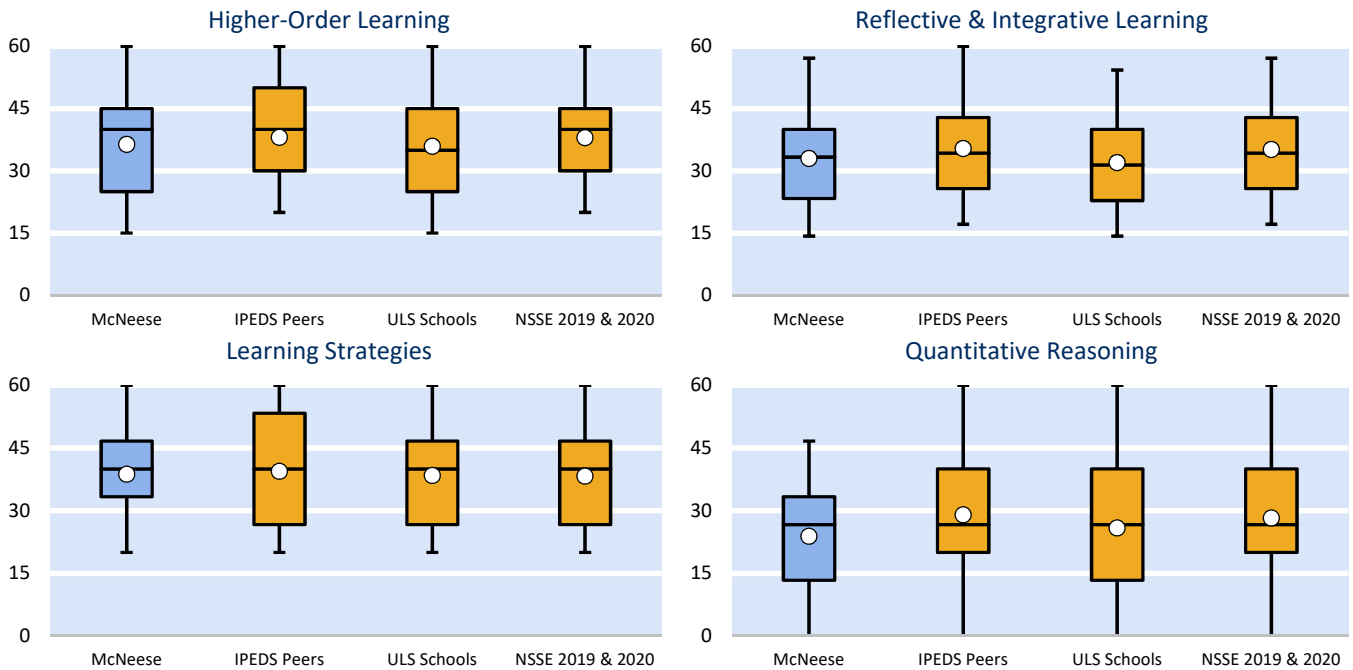
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		IPEDS Peers		ULS Schools		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	38.1	-.12	36.0	.03	38.1	-.12
Reflective & Integrative Learning	33.1	35.4 **	-.19	32.0	.08	35.2 *	-.18
Learning Strategies	38.7	39.4	-.05	38.4	.03	38.3	.03
Quantitative Reasoning	23.9	29.0 ***	-.32	25.9	-.13	28.2 ***	-.28

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

Score Distributions






















































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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	McNeese	Percentage point difference ^a between your FY students and		
		IPEDS Peers	ULS Schools	NSSE 2019 & 2020
Higher-Order Learning				
<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	69	+1 	+4 	-2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-2 	+3 	-4 
4d. Evaluating a point of view, decision, or information source	61	-9 	-2 	-8 
4e. Forming a new idea or understanding from various pieces of information	61	-9 	-2 	-8 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	46	-5 	+5 	-6 
2b. Connected your learning to societal problems or issues	45	-3 	+4 	-6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-8 	+3 	-8 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-5 	+3 	-4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-6 	+1 	-4 
2f. Learned something that changed the way you understand an issue or concept	61	-7 	+2 	-5 
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-3 	+2 	-5 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-5 	+1 	-5 
9b. Reviewed your notes after class	74	+3 	+4 	+8 
9c. Summarized what you learned in class or from course materials	70	+3 	+4 	+6 
Quantitative Reasoning				
<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.)	45	-8 	-2 	-7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-10 	-1 	-7 
6c. Evaluated what others have concluded from numerical information	27	-15 	-8 	-14 

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

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

Academic Challenge: Seniors

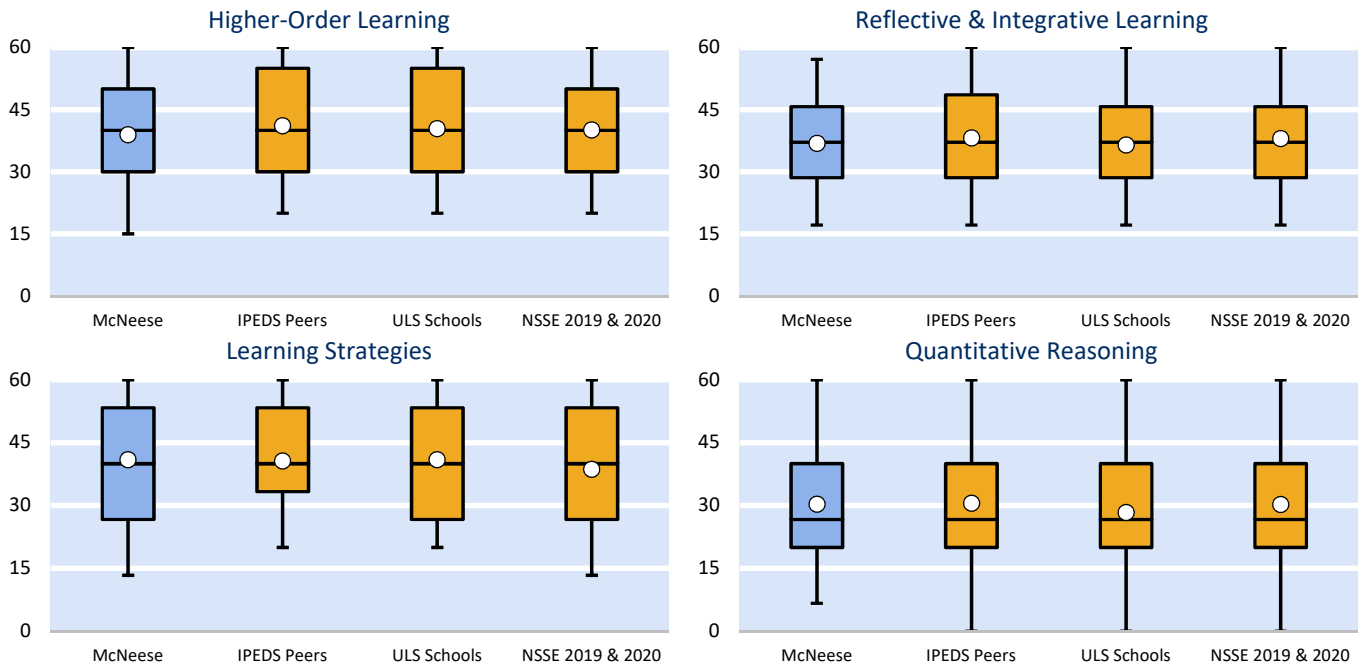
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Engagement Indicator	McNeese Mean	Your seniors compared with					
		IPEDS Peers		ULS Schools		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	41.1 *	-.16	40.4	-.11	40.1	-.09
Reflective & Integrative Learning	36.9	38.2	-.11	36.5	.03	38.1	-.10
Learning Strategies	40.9	40.6	.02	41.0	.00	38.6 *	.16
Quantitative Reasoning	30.3	30.6	-.02	28.3	.12	30.2	.00

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

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	McNeese	Percentage point difference ^a between your seniors and		
		IPEDS Peers	ULS Schools	NSSE 2019 & 2020
Higher-Order Learning				
<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	76	 -2	 -2	 -1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	 -5	 -4	 -4
4d. Evaluating a point of view, decision, or information source	67	 -8	 -3	 -4
4e. Forming a new idea or understanding from various pieces of information	72	 -3	 +1	 0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	64	 -2	 +4	 -4
2b. Connected your learning to societal problems or issues	58	 -3	 +4	 -3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	 -4	 +2	 -4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	 -6	 -2	 -6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	 0	 +3	 +1
2f. Learned something that changed the way you understand an issue or concept	72	 0	 +2	 +0
2g. Connected ideas from your courses to your prior experiences and knowledge	83	 0	 +1	 -1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	 +2	 +3	 +3
9b. Reviewed your notes after class	71	 +0	 +0	 +8
9c. Summarized what you learned in class or from course materials	70	 -1	 -0	 +5
Quantitative Reasoning				
<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.)	59	 +3	 +6	 +3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	 -3	 +3	 -1
6c. Evaluated what others have concluded from numerical information	42	 -3	 +3	 -3

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

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

Learning with Peers: First-year students

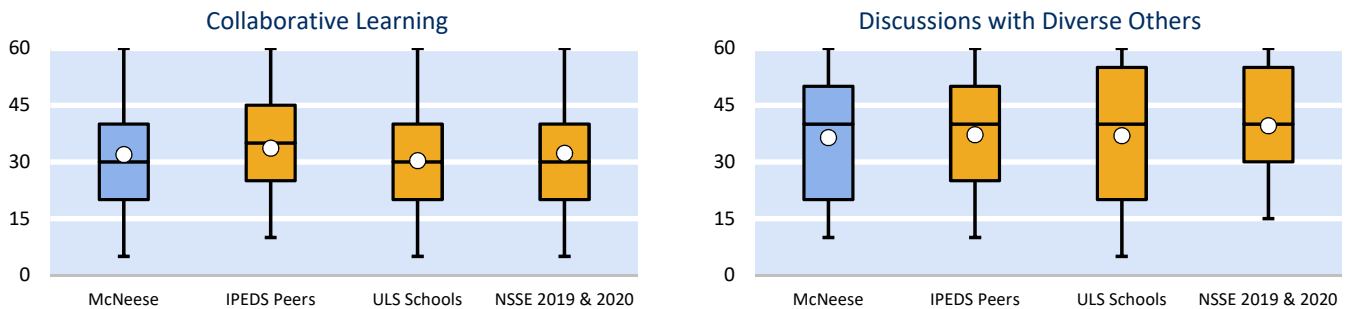
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
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Collaborative Learning	31.9	33.6	-.12	30.3	.11	32.3	-.02
Discussions with Diverse Others	36.4	37.2	-.05	37.0	-.03	39.5 *	-.20

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Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	54	-2	+3	+1
1f. Explained course material to one or more students	56	-3	+5	-1
1g. Prepared for exams by discussing or working through course material with other students	55	+2	+10	+5
1h. Worked with other students on course projects or assignments	50	-9	+5	-5
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	69	+5	+2	-2
8b. People from an economic background other than your own	60	-7	-4	-11
8c. People with religious beliefs other than your own	58	-2	-1	-8
8d. People with political views other than your own	55	-6	-3	-9

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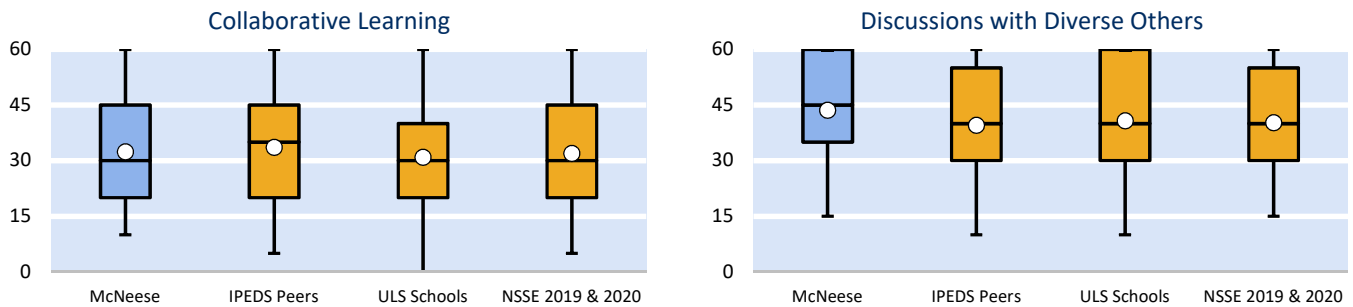
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1h. Worked with other students on course projects or assignments	57	-9	+1	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	81	+10	+6	+9
8b. People from an economic background other than your own	82	+10	+8	+9
8c. People with religious beliefs other than your own	74	+8	+7	+6
8d. People with political views other than your own	75	+11	+7	+10

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Experiences with Faculty: First-year students

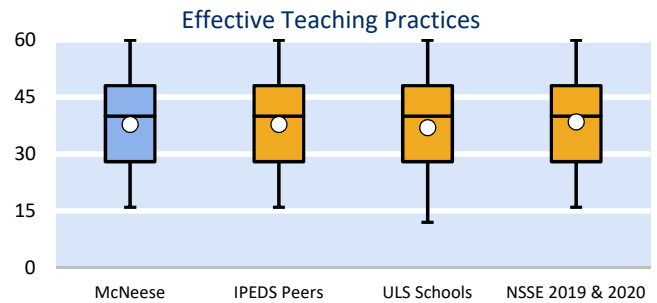
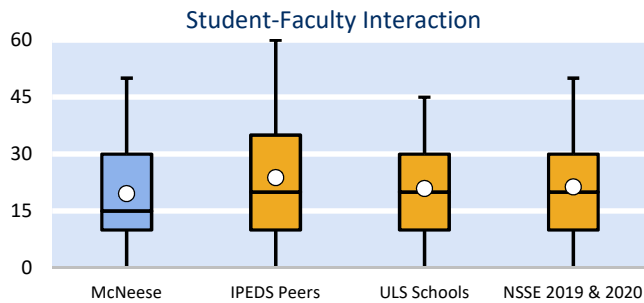
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

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Engagement Indicator	McNeese Mean	Your first-year students compared with					
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Student-Faculty Interaction	19.6	23.8 ***	-.26	20.9	-.09	21.4	-.12
Effective Teaching Practices	37.8	37.8	.00	36.9	.06	38.4	-.05

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	McNeese %	Percentage point difference ^a between your FY students and		
		IPEDS Peers	ULS Schools	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	33	-11	-5	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-6	+0	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-2	+3	+2
3d. Discussed your academic performance with a faculty member	24	-14	-7	-7
<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	77	+4	+5	-0
5b. Taught course sessions in an organized way	68	+0	+1	-6
5c. Used examples or illustrations to explain difficult points	65	-5	-4	-9
5d. Provided feedback on a draft or work in progress	64	+0	+3	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+3	+5	+2

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

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

Experiences with Faculty: Seniors

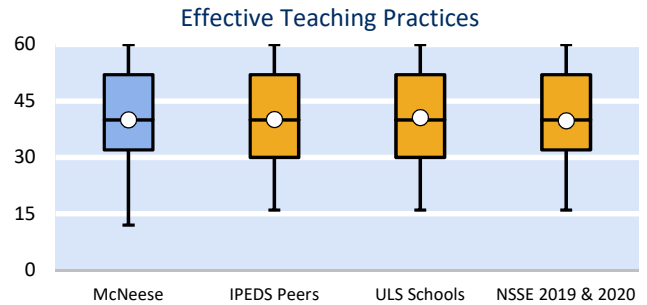
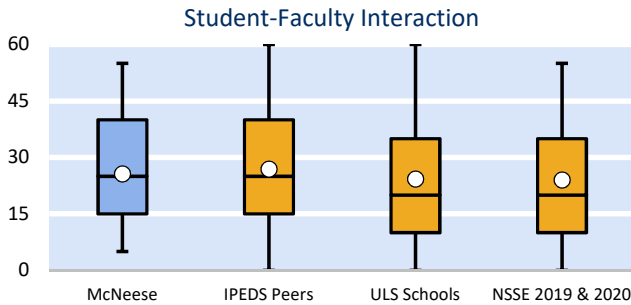
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		IPEDS Peers		ULS Schools		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.6	26.8	-.07	24.2	.09	23.9	.10
Effective Teaching Practices	40.0	40.1	-.01	40.6	-.04	39.7	.02

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	McNeese %	Percentage point difference ^a between your seniors and			
		IPEDS Peers	ULS Schools	NSSE 2019 & 2020	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	47	-2	+6	+4	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	-4	+4	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	-1	+6	+6	
3d. Discussed your academic performance with a faculty member	40	-3	+3	+6	
<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	74	-5	-6	-6	
5b. Taught course sessions in an organized way	74	+0	-2	-3	
5c. Used examples or illustrations to explain difficult points	80	+4	+2	+3	
5d. Provided feedback on a draft or work in progress	65	-1	+2	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+8	+8	+10	

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

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

Campus Environment: First-year students

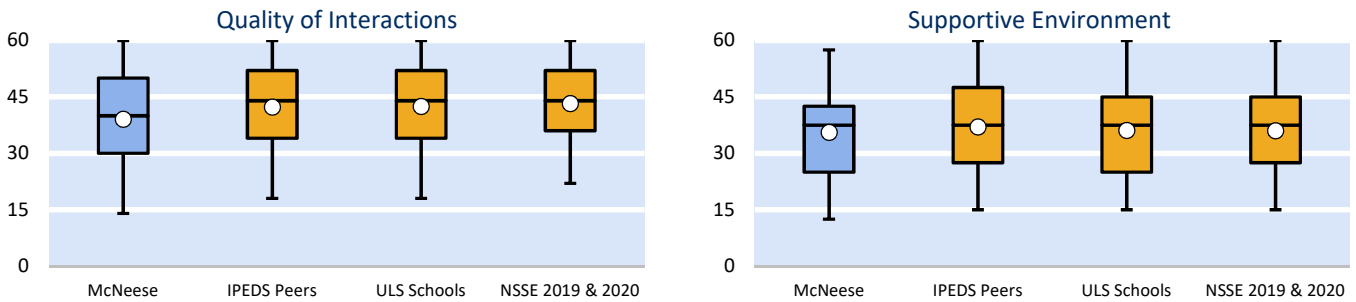
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		IPEDS Peers		ULS Schools		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.1	42.3 **	-.25	42.4 **	-.25	43.2 ***	-.35
Supportive Environment	35.6	37.1	-.11	36.1	-.04	36.0	-.03

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

Score Distributions



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Performance on Indicator Items

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

Quality of Interactions	McNeese	Percentage point difference ^a between your FY students and		
		IPEDS Peers	ULS Schools	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	43	-9	-7	-10
13b. Academic advisors	44	-6	-11	-10
13c. Faculty	40	-11	-10	-13
13d. Student services staff (career services, student activities, housing, etc.)	40	-7	-7	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-5	-7	-7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+2	+3	-0
14c. Using learning support services (tutoring services, writing center, etc.)	81	+5	+7	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-2	-2	-4
14e. Providing opportunities to be involved socially	69	-2	-2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+2	+6	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-6	-2	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	+4	+6	+9
14i. Attending events that address important social, economic, or political issues	47	-6	-1	-0

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

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

Campus Environment: Seniors

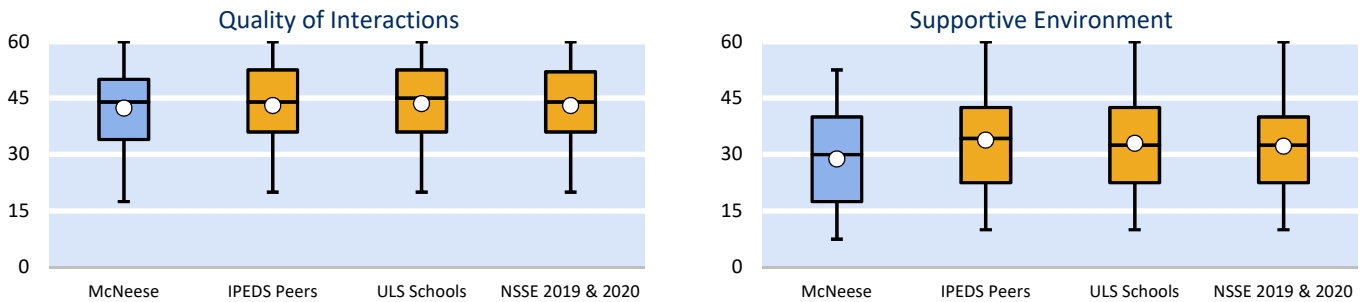
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		IPEDS Peers		ULS Schools		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	43.1	-.05	43.6	-.10	43.0	-.05
Supportive Environment	28.9	33.9 ***	-.34	33.0 ***	-.28	32.2 ***	-.24

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	McNeese	Percentage point difference ^a between your seniors and		
		IPEDS Peers	ULS Schools	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	60	+1	+2	+2
13b. Academic advisors	54	+0	-4	+1
13c. Faculty	53	-6	-7	-5
13d. Student services staff (career services, student activities, housing, etc.)	43	-2	-2	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-3	-4	-3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	61	-9	-9	-9
14c. Using learning support services (tutoring services, writing center, etc.)	56	-11	-9	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-12	-12	-10
14e. Providing opportunities to be involved socially	56	-11	-11	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-9	-6	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-9	-6	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-6	-5	-1
14i. Attending events that address important social, economic, or political issues	26	-20	-12	-14

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students

Theme	Engagement Indicator	McNeese Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.4	39.3 **	-.22		41.4 ***	-.39	
	Reflective and Integrative Learning	33.1	36.7 ***	-.31		39.0 ***	-.50	
	Learning Strategies	38.7	39.9	-.08	✓	42.3 ***	-.25	
	Quantitative Reasoning	23.9	29.4 ***	-.37		31.4 ***	-.49	
<i>Learning with Peers</i>	Collaborative Learning	31.9	35.2 ***	-.24		37.4 ***	-.41	
	Discussions with Diverse Others	36.4	41.5 ***	-.34		43.6 ***	-.50	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.6	24.5 ***	-.33		28.1 ***	-.55	
	Effective Teaching Practices	37.8	40.5 **	-.21		42.3 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	39.1	45.2 ***	-.54		47.2 ***	-.70	
	Supportive Environment	35.6	37.9 *	-.18		40.0 ***	-.34	

Seniors

Theme	Engagement Indicator	McNeese Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.9	41.7 **	-.21		43.2 ***	-.32	
	Reflective and Integrative Learning	36.9	39.8 ***	-.24		41.8 ***	-.41	
	Learning Strategies	40.9	40.7	.02	✓	42.7	-.12	
	Quantitative Reasoning	30.3	31.4	-.07	✓	33.4 **	-.19	
<i>Learning with Peers</i>	Collaborative Learning	32.4	35.9 ***	-.26		38.4 ***	-.44	
	Discussions with Diverse Others	43.6	42.1	.10	✓	43.8	-.01	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.6	29.7 ***	-.26		33.2 ***	-.48	
	Effective Teaching Practices	40.0	41.8	-.13		43.7 ***	-.28	
<i>Campus Environment</i>	Quality of Interactions	42.4	45.2 **	-.24		47.4 ***	-.41	
	Supportive Environment	28.9	34.6 ***	-.41		36.8 ***	-.56	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
McNeese (N = 166)	36.4	13.6	1.05	15	25	40	45	60				
IPEDS Peers	38.1	13.7	.16	20	30	40	50	60	7,602	-1.7	.115	-.124
ULS Schools	36.0	14.0	.32	15	25	35	45	60	2,142	.5	.668	.035
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	218,808	-1.6	.115	-.122
Top 50%	39.3	13.1	.04	20	30	40	50	60	123,994	-2.9	.004	-.221
Top 10%	41.4	12.8	.08	20	35	40	50	60	23,897	-4.9	.000	-.386
Reflective & Integrative Learning												
McNeese (N = 187)	33.1	12.4	.91	14	23	33	40	57				
IPEDS Peers	35.4	12.4	.14	17	26	34	43	60	8,429	-2.4	.010	-.191
ULS Schools	32.0	12.4	.26	14	23	31	40	54	2,386	1.0	.287	.081
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	236,802	-2.1	.016	-.176
Top 50%	36.7	11.8	.03	17	29	37	46	57	121,096	-3.6	.000	-.308
Top 10%	39.0	11.7	.09	20	31	40	49	60	19,173	-5.9	.000	-.504
Learning Strategies												
McNeese (N = 155)	38.7	12.8	1.03	20	33	40	47	60				
IPEDS Peers	39.4	14.0	.17	20	27	40	53	60	7,071	-.7	.557	-.048
ULS Schools	38.4	13.9	.33	20	27	40	47	60	1,983	.4	.759	.026
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	206,839	.5	.667	.035
Top 50%	39.9	13.7	.04	20	33	40	53	60	104,951	-1.2	.292	-.084
Top 10%	42.3	14.1	.09	20	33	40	53	60	157	-3.6	.001	-.252
Quantitative Reasoning												
McNeese (N = 164)	23.9	15.0	1.17	0	13	27	33	47				
IPEDS Peers	29.0	15.9	.19	0	20	27	40	60	7,251	-5.1	.000	-.323
ULS Schools	25.9	15.6	.36	0	13	27	40	60	2,033	-2.0	.111	-.130
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	210,340	-4.3	.000	-.283
Top 50%	29.4	15.2	.04	7	20	27	40	60	136,660	-5.6	.000	-.365
Top 10%	31.4	15.3	.09	7	20	33	40	60	28,958	-7.5	.000	-.491
Learning with Peers												
Collaborative Learning												
McNeese (N = 198)	31.9	15.0	1.07	5	20	30	40	60				
IPEDS Peers	33.6	14.3	.15	10	25	35	45	60	9,408	-1.7	.091	-.122
ULS Schools	30.3	14.8	.30	5	20	30	40	60	2,642	1.6	.153	.106
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	255,047	-.4	.736	-.024
Top 50%	35.2	13.7	.03	15	25	35	45	60	157,597	-3.3	.001	-.238
Top 10%	37.4	13.5	.07	15	30	40	45	60	199	-5.5	.000	-.405
Discussions with Diverse Others												
McNeese (N = 158)	36.4	16.8	1.34	10	20	40	50	60				
IPEDS Peers	37.2	16.4	.20	10	25	40	50	60	7,163	-.8	.541	-.049
ULS Schools	37.0	17.4	.40	5	20	40	55	60	2,007	-.6	.689	-.033
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	157	-3.1	.021	-.200
Top 50%	41.5	15.0	.04	20	30	40	55	60	157	-5.1	.000	-.339
Top 10%	43.6	14.5	.09	20	35	45	60	60	158	-7.2	.000	-.498

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
McNeese (N = 179)	19.6	15.0	1.12	0	10	15	30	50				
IPEDS Peers	23.8	15.9	.18	0	10	20	35	60	7,969	-4.2	.000	-.265
ULS Schools	20.9	14.7	.32	0	10	20	30	45	2,248	-1.3	.246	-.090
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	226,603	-1.8	.096	-.125
Top 50%	24.5	14.7	.05	5	15	20	35	55	80,131	-4.9	.000	-.334
Top 10%	28.1	15.5	.15	5	15	25	40	60	10,748	-8.6	.000	-.554
Effective Teaching Practices												
McNeese (N = 167)	37.8	14.4	1.12	16	28	40	48	60				
IPEDS Peers	37.8	14.3	.17	16	28	40	48	60	7,583	.0	.976	-.002
ULS Schools	36.9	14.2	.32	12	28	40	48	60	2,138	.9	.458	.060
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	217,981	-.7	.510	-.051
Top 50%	40.5	13.2	.04	20	32	40	52	60	90,793	-2.8	.007	-.209
Top 10%	42.3	14.1	.09	16	32	44	56	60	25,131	-4.5	.000	-.318
Campus Environment												
Quality of Interactions												
McNeese (N = 148)	39.1	14.0	1.16	14	30	40	50	60				
IPEDS Peers	42.3	12.8	.16	18	34	44	52	60	6,738	-3.2	.003	-.250
ULS Schools	42.4	13.1	.32	18	34	44	52	60	1,832	-3.4	.003	-.254
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	147	-4.1	.000	-.352
Top 50%	45.2	11.2	.04	24	38	46	54	60	147	-6.1	.000	-.544
Top 10%	47.2	11.6	.08	25	40	50	58	60	148	-8.1	.000	-.696
Supportive Environment												
McNeese (N = 153)	35.6	13.4	1.09	13	25	38	43	58				
IPEDS Peers	37.1	14.1	.17	15	28	38	48	60	6,811	-1.5	.194	-.106
ULS Schools	36.1	14.1	.34	15	25	38	45	60	1,887	-.6	.641	-.039
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	200,154	-.4	.702	-.031
Top 50%	37.9	13.1	.04	18	30	38	48	60	102,353	-2.3	.030	-.176
Top 10%	40.0	12.9	.10	18	33	40	50	60	18,180	-4.4	.000	-.345

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
McNeese (N = 209)	38.9	13.3	.92	15	30	40	50	60				
IPEDS Peers	41.1	13.8	.16	20	30	40	55	60	7,294	-2.2	.023	-.160
ULS Schools	40.4	14.1	.35	20	30	40	55	60	1,795	-1.5	.149	-.106
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	229,041	-1.2	.216	-.086
Top 50%	41.7	13.4	.04	20	35	40	55	60	101,173	-2.8	.003	-.207
Top 10%	43.2	13.3	.08	20	35	40	55	60	24,758	-4.2	.000	-.319
Reflective & Integrative Learning												
McNeese (N = 215)	36.9	11.8	.81	17	29	37	46	57				
IPEDS Peers	38.2	12.7	.15	17	29	37	49	60	228	-1.3	.105	-.105
ULS Schools	36.5	12.8	.31	17	29	37	46	60	282	.3	.697	.026
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	242,801	-1.2	.158	-.096
Top 50%	39.8	12.2	.04	20	31	40	49	60	100,469	-2.9	.000	-.242
Top 10%	41.8	12.0	.09	20	34	40	51	60	16,383	-4.9	.000	-.407
Learning Strategies												
McNeese (N = 202)	40.9	14.5	1.02	13	27	40	53	60				
IPEDS Peers	40.6	14.5	.18	20	33	40	53	60	6,945	.3	.772	.021
ULS Schools	41.0	15.0	.38	20	27	40	53	60	1,714	.0	.987	-.001
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	219,319	2.3	.024	.159
Top 50%	40.7	14.5	.04	20	33	40	53	60	111,868	.3	.797	.018
Top 10%	42.7	14.4	.08	20	33	40	60	60	36,206	-1.7	.090	-.120
Quantitative Reasoning												
McNeese (N = 203)	30.3	15.1	1.06	7	20	27	40	60				
IPEDS Peers	30.6	16.5	.20	0	20	27	40	60	7,054	-.3	.816	-.017
ULS Schools	28.3	16.4	.42	0	20	27	40	60	1,729	2.0	.103	.122
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	222,081	.1	.963	.003
Top 50%	31.4	16.1	.04	0	20	33	40	60	143,055	-1.1	.321	-.070
Top 10%	33.4	15.9	.09	7	20	33	40	60	28,199	-3.1	.006	-.193
Learning with Peers												
Collaborative Learning												
McNeese (N = 219)	32.4	14.6	.99	10	20	30	45	60				
IPEDS Peers	33.6	15.5	.17	5	20	35	45	60	8,259	-1.3	.235	-.081
ULS Schools	30.9	15.9	.37	0	20	30	40	60	2,048	1.5	.198	.092
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	253,963	.4	.731	.023
Top 50%	35.9	14.0	.04	15	25	35	45	60	132,948	-3.6	.000	-.255
Top 10%	38.4	13.6	.09	15	30	40	50	60	222	-6.0	.000	-.443
Discussions with Diverse Others												
McNeese (N = 204)	43.6	15.3	1.07	15	35	45	60	60				
IPEDS Peers	39.6	16.4	.20	10	30	40	55	60	6,998	4.0	.001	.244
ULS Schools	40.8	16.7	.43	10	30	40	60	60	1,718	2.8	.023	.170
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	220,269	3.4	.002	.213
Top 50%	42.1	15.5	.04	15	30	40	60	60	142,206	1.6	.154	.100
Top 10%	43.8	15.3	.08	20	35	45	60	60	35,696	-.2	.876	-.011

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
McNeese (N = 211)	25.6	15.6	1.07	5	15	25	40	55				
IPEDS Peers	26.8	17.2	.20	0	15	25	40	60	7,549	-1.2	.306	-.072
ULS Schools	24.2	16.5	.41	0	10	20	35	60	1,833	1.4	.239	.086
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	235,154	1.7	.133	.104
Top 50%	29.7	15.9	.07	5	20	30	40	60	53,323	-4.1	.000	-.256
Top 10%	33.2	16.0	.17	10	20	35	45	60	9,342	-7.6	.000	-.479
Effective Teaching Practices												
McNeese (N = 207)	40.0	14.3	.99	12	32	40	52	60				
IPEDS Peers	40.1	14.7	.17	16	30	40	52	60	7,313	-.1	.917	-.007
ULS Schools	40.6	14.5	.36	16	30	40	52	60	1,792	-.6	.575	-.041
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	228,778	.2	.802	.017
Top 50%	41.8	13.7	.05	20	32	40	52	60	86,360	-1.8	.057	-.132
Top 10%	43.7	13.4	.10	20	36	44	56	60	19,117	-3.7	.000	-.279
Campus Environment												
Quality of Interactions												
McNeese (N = 182)	42.4	12.1	.89	18	34	44	50	60				
IPEDS Peers	43.1	12.8	.16	20	36	44	53	60	6,496	-.7	.484	-.053
ULS Schools	43.6	12.5	.34	20	36	45	53	60	1,544	-1.2	.219	-.097
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	203,044	-.6	.470	-.054
Top 50%	45.2	11.7	.04	24	38	48	54	60	91,105	-2.8	.001	-.242
Top 10%	47.4	12.0	.07	24	40	50	58	60	29,264	-5.0	.000	-.415
Supportive Environment												
McNeese (N = 195)	28.9	14.2	1.02	8	18	30	40	53				
IPEDS Peers	33.9	14.8	.18	10	23	34	43	60	6,768	-5.0	.000	-.339
ULS Schools	33.0	14.8	.39	10	23	33	43	60	1,636	-4.2	.000	-.281
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	214,132	-3.4	.001	-.238
Top 50%	34.6	14.0	.05	13	25	35	45	60	94,933	-5.8	.000	-.412
Top 10%	36.8	14.1	.11	13	28	38	48	60	17,156	-8.0	.000	-.565

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

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

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

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

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

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

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