



NSSE 2022

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with IPEDS Group	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2021 & 2022
	Higher-Order Learning	--	--	--
Academic Challenge	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with IPEDS Group	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2021 & 2022
	Higher-Order Learning	--	--	--
Academic Challenge	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	▲	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▽	--	--

Academic Challenge: First-year students

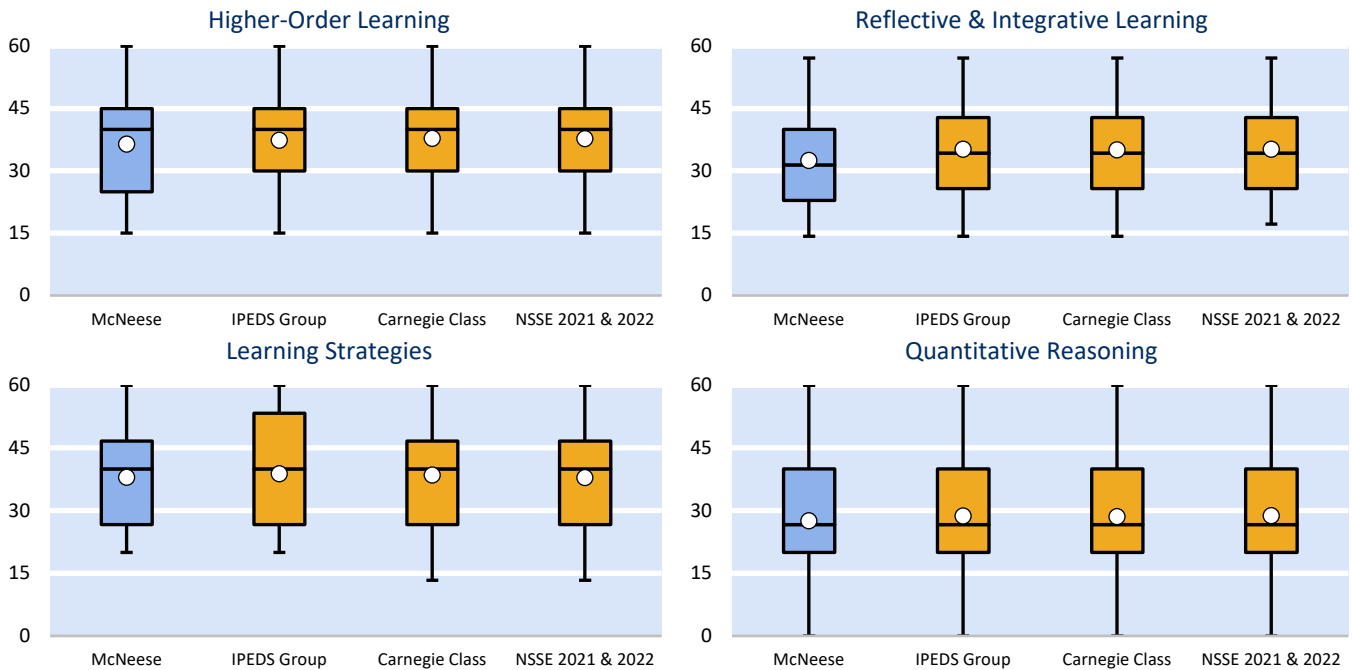
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		IPEDS Group		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	37.4	-.07	37.9	-.10	37.8	-.09
Reflective & Integrative Learning	32.6	35.3 *	-.21	35.1 *	-.20	35.3 *	-.22
Learning Strategies	38.0	38.8	-.06	38.5	-.04	37.9	.00
Quantitative Reasoning	27.5	28.7	-.07	28.5	-.06	28.7	-.08

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

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 Group	Carnegie Class	NSSE 2021 & 2022
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	67	+1	-1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-3	-5	-6
4d. Evaluating a point of view, decision, or information source	66	-3	-4	-3
4e. Forming a new idea or understanding from various pieces of information	69	+1	-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	42	-6	-7	-9
2b. Connected your learning to societal problems or issues	35	-15	-17	-17
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-12	-10	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	51	-15	-12	-12
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-6	-6	-6
2f. Learned something that changed the way you understand an issue or concept	63	-4	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-2	-4	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-1	-4	-3
9b. Reviewed your notes after class	70	+1	+3	+4
9c. Summarized what you learned in class or from course materials	67	+0	+1	+3
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.)	57	+6	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-2	-1	-1
6c. Evaluated what others have concluded from numerical information	34	-5	-6	-7

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

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

Academic Challenge: Seniors

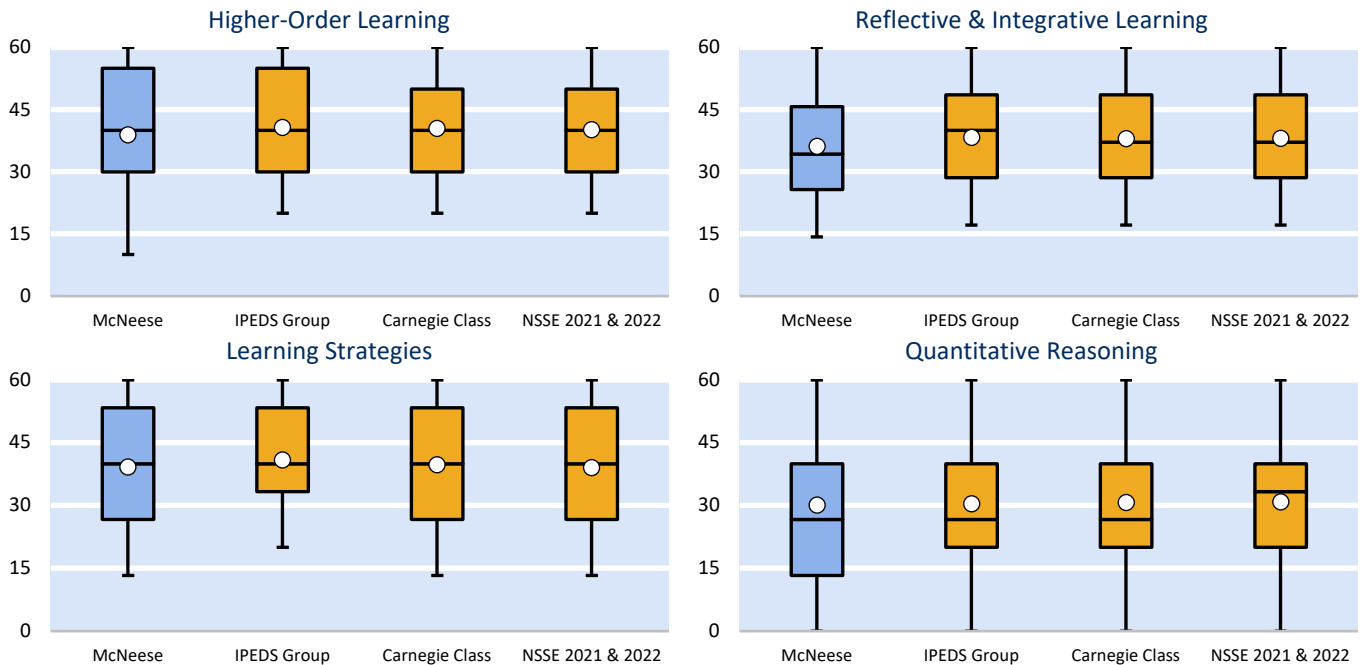
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		IPEDS Group		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	40.7	-.12	40.5	-.11	40.2	-.09
Reflective & Integrative Learning	36.2	38.4 *	-.16	38.1 *	-.14	38.1 *	-.15
Learning Strategies	39.1	40.8	-.12	39.7	-.04	39.0	.01
Quantitative Reasoning	30.1	30.4	-.02	30.7	-.03	30.9	-.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.

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.

Higher-Order Learning	McNeese	Percentage point difference ^a between your seniors and		
		IPEDS Group	Carnegie Class	NSSE 2021 & 2022
<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	77	+0	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-6	-7	-6
4d. Evaluating a point of view, decision, or information source	68	-6	-5	-4
4e. Forming a new idea or understanding from various pieces of information	70	-3	-4	-3
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	66	+1	+1	-0
2b. Connected your learning to societal problems or issues	51	-12	-11	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-15	-13	-14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-9	-7	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-7	-6	-6
2f. Learned something that changed the way you understand an issue or concept	67	-3	-3	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-6	-7	-7
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-7	-9	-7
9b. Reviewed your notes after class	70	-1	+3	+6
9c. Summarized what you learned in class or from course materials	68	-4	-1	+1
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.)	58	+3	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-4	-4	-4
6c. Evaluated what others have concluded from numerical information	42	-3	-3	-5

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

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

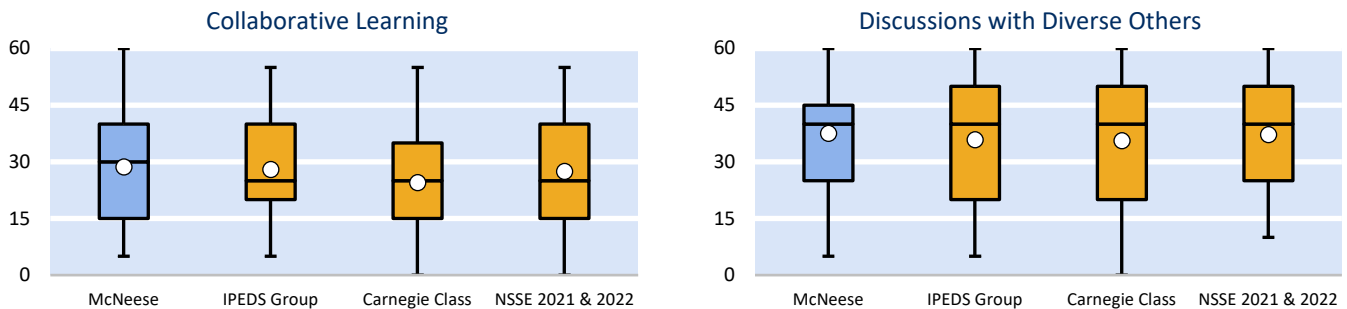
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		IPEDS Group		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.6	27.9	.05	24.4 **	.27	27.5	.08
Discussions with Diverse Others	37.5	35.8	.10	35.6	.11	37.1	.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).

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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.

Engagement Indicator	McNeese %	Percentage point difference ^a between your FY students and		
		IPEDS Group	Carnegie Class	NSSE 2021 & 2022
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	47	+4	+12	+6
1c. Explained course material to one or more students	46	+1	+8	+1
1d. Prepared for exams by discussing or working through course material with other students	37	-3	+4	-0
1e. Worked with other students on course projects or assignments	42	-1	+2	-3
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	70	+8	+6	+4
8b. People from an economic background other than your own	60	-3	-3	-6
8c. People with religious beliefs other than your own	66	+9	+7	+4
8d. People with political views other than your own	65	+8	+10	+6

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Learning with Peers: Seniors

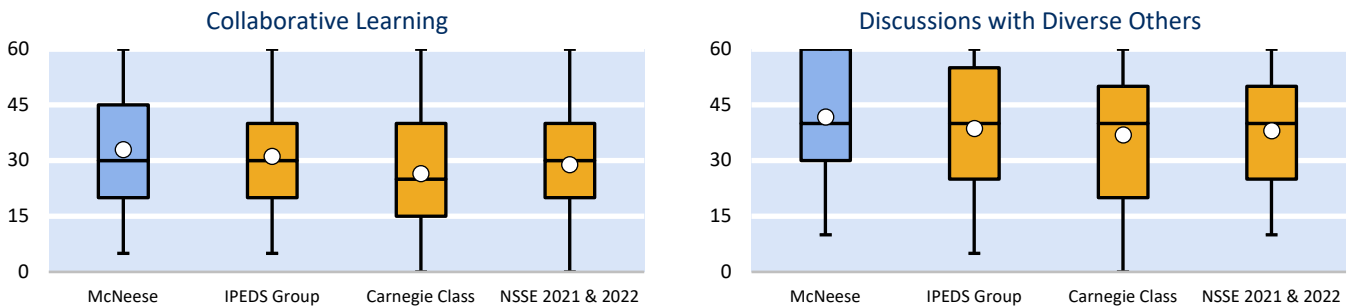
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		IPEDS Group		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	31.2	.11	26.6 ***	.38	29.0 ***	.25
Discussions with Diverse Others	41.8	38.7 **	.18	37.0 ***	.28	38.1 ***	.23

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

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Performance on Indicator Items

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Collaborative Learning	McNeese	Percentage point difference ^a between your seniors and		
		IPEDS Group	Carnegie Class	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	53	+9	+18	+15
1c. Explained course material to one or more students	56	+2	+12	+7
1d. Prepared for exams by discussing or working through course material with other students	53	+9	+19	+15
1e. Worked with other students on course projects or assignments	52	-3	+2	-4
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	72	+4	+6	+4
8b. People from an economic background other than your own	75	+5	+9	+7
8c. People with religious beliefs other than your own	71	+8	+10	+8
8d. People with political views other than your own	71	+8	+13	+11

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Experiences with Faculty: First-year students

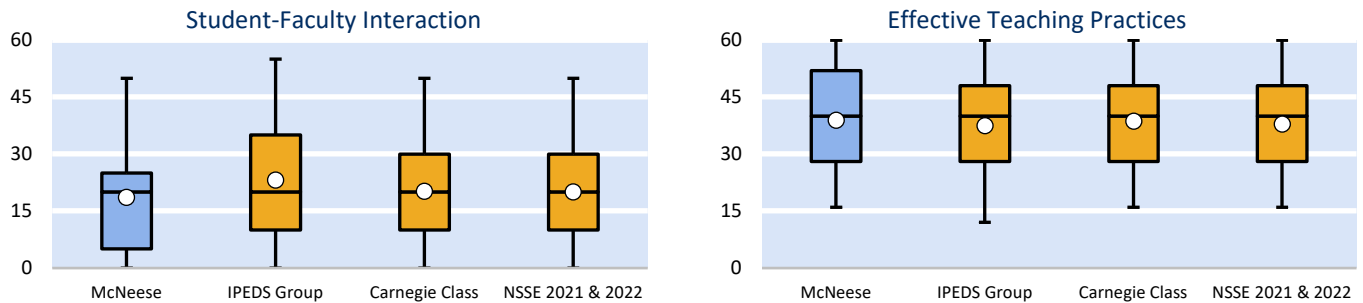
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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.

Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		IPEDS Group		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.5	23.1 **	-.29	20.2	-.11	20.0	-.10
Effective Teaching Practices	38.9	37.5	.10	38.6	.02	37.9	.07

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Student-Faculty Interaction	McNeese %	Percentage point difference ^a between your FY students and			
		IPEDS Group	Carnegie Class	NSSE 2021 & 2022	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	34	-8	-2	-1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	-13	-6	-6	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-6	-1	-1	
3d. Discussed your academic performance with a faculty member	23	-15	-9	-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	68	-3	-8	-7	
5b. Taught course sessions in an organized way	70	+3	-2	-2	
5c. Used examples or illustrations to explain difficult points	70	+1	-2	-2	
5d. Provided feedback on a draft or work in progress	70	+6	+5	+7	
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+5	+2	+5	

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Experiences with Faculty: Seniors

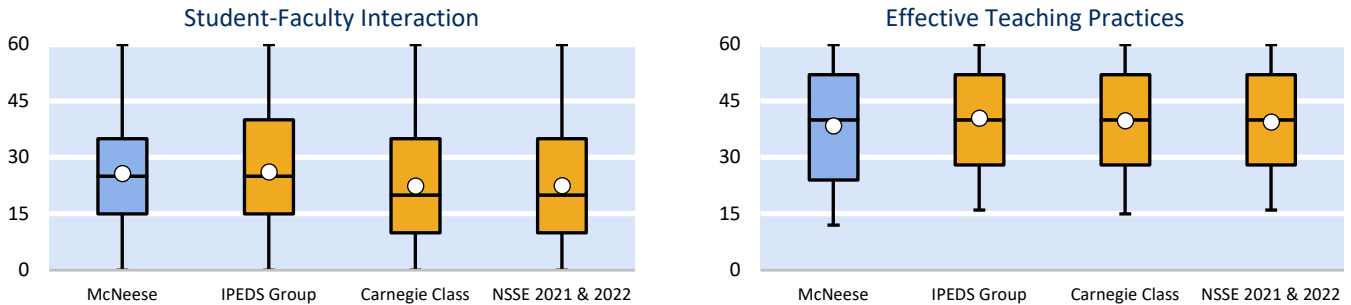
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Mean Comparisons

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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.7	26.1	-.02	22.4 **	.20	22.5 **	.20
Effective Teaching Practices	38.4	40.3	-.13	39.7	-.09	39.4	-.07

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		IPEDS Group	Carnegie Class	NSSE 2021 & 2022	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	44	-5	+4	+4	
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	29	-2	+6	+4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	-1	+7	+6	
3d. Discussed your academic performance with a faculty member	37	-4	+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	69	-9	-9	-9	
5b. Taught course sessions in an organized way	67	-6	-7	-7	
5c. Used examples or illustrations to explain difficult points	73	-2	-1	-2	
5d. Provided feedback on a draft or work in progress	58	-7	-5	-4	
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-7	-7	-5	

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

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

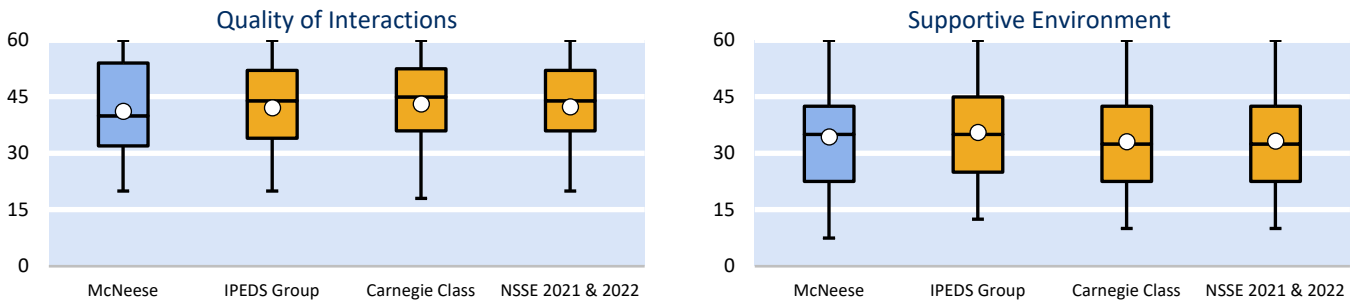
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your first-year students compared with					
		IPEDS Group		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	42.2	-.07	43.2	-.15	42.4	-.10
Supportive Environment	34.4	35.6	-.08	33.1	.09	33.3	.08

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

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 FY students and		
		IPEDS Group	Carnegie Class	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	44	-2	-5	-5
13b. Academic advisors	46	-6	-11	-8
13c. Faculty	43	-4	-11	-7
13d. Student services staff (career services, student activities, housing, etc.)	38	-11	-12	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+0	-5	-0
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-2	-5	-3
14c. Using learning support services (tutoring services, writing center, etc.)	73	+2	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-1	+0	+0
14e. Providing opportunities to be involved socially	72	+3	+10	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-3	+3	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-4	-1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-6	+9	+4
14i. Attending events that address important social, economic, or political issues	45	-6	+2	+1

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

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

Campus Environment: Seniors

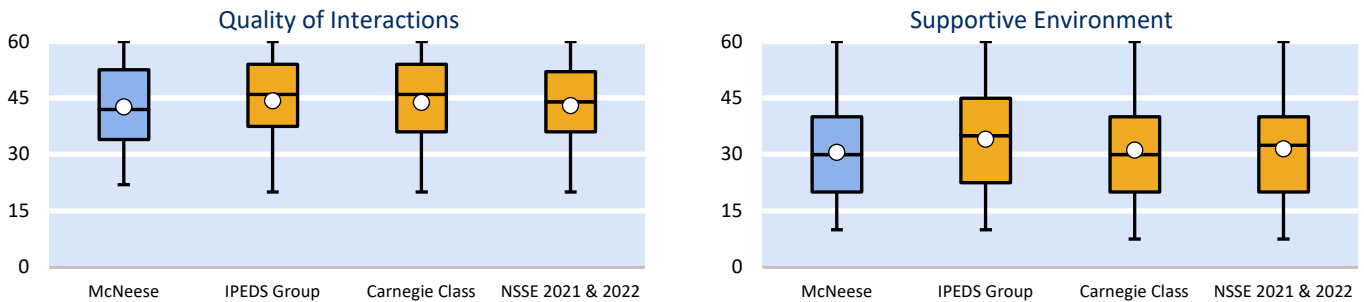
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	McNeese Mean	Your seniors compared with					
		IPEDS Group		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	44.4	-.13	43.9	-.09	43.0	-.02
Supportive Environment	30.6	34.1 ***	-.23	31.2	-.04	31.6	-.06

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 Group	Carnegie Class	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	68	+8	+10	+10
13b. Academic advisors	48	-9	-10	-7
13c. Faculty	49	-8	-10	-8
13d. Student services staff (career services, student activities, housing, etc.)	40	-10	-10	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	-6	-6	-1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	63	-6	-6	-5
14c. Using learning support services (tutoring services, writing center, etc.)	55	-10	-10	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-5	-1	-1
14e. Providing opportunities to be involved socially	58	-8	+1	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-12	-4	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-9	-5	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-5	+10	+3
14i. Attending events that address important social, economic, or political issues	30	-18	-9	-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.

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

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

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

First-Year Students

Theme	Engagement Indicator	McNeese Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	36.5	39.2 *	-.21		42.1 ***	-.43	
Academic	Reflective and Integrative Learning	32.6	36.9 ***	-.36		39.2 ***	-.56	
Challenge	Learning Strategies	38.0	39.6	-.11		42.9 ***	-.35	
	Quantitative Reasoning	27.5	30.2	-.17		33.3 ***	-.37	
Learning with Peers	Collaborative Learning	28.6	31.8 *	-.23		35.4 ***	-.50	
	Discussions with Diverse Others	37.5	39.8	-.16		42.6 **	-.36	
Experiences with Faculty	Student-Faculty Interaction	18.5	24.3 ***	-.38		27.8 ***	-.61	
	Effective Teaching Practices	38.9	40.3	-.10		43.3 **	-.32	
Campus Environment	Quality of Interactions	41.2	45.1 **	-.33		48.2 ***	-.56	
	Supportive Environment	34.4	35.9	-.12		39.1 ***	-.36	

Seniors

Theme	Engagement Indicator	McNeese Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.0	41.9 **	-.21		44.2 ***	-.40	
Academic	Reflective and Integrative Learning	36.2	40.3 ***	-.32		42.7 ***	-.55	
Challenge	Learning Strategies	39.1	41.1 *	-.13		43.4 ***	-.30	
	Quantitative Reasoning	30.1	32.4 *	-.14		35.3 ***	-.33	
Learning with Peers	Collaborative Learning	33.0	34.0	-.07	✓	37.9 ***	-.35	
	Discussions with Diverse Others	41.8	40.4	.09	✓	43.2	-.09	✓
Experiences with Faculty	Student-Faculty Interaction	25.7	28.8 **	-.19		33.2 ***	-.47	
	Effective Teaching Practices	38.4	41.9 ***	-.25		44.5 ***	-.45	
Campus Environment	Quality of Interactions	42.7	45.6 ***	-.23		48.0 ***	-.42	
	Supportive Environment	30.6	34.3 ***	-.25		37.4 ***	-.47	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

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 = 115)	36.5	14.1	1.32	15	25	40	45	60				
IPEDS Group	37.4	13.8	.26	15	30	40	45	60	2,924	-.9	.493	-.065
Carnegie Class	37.9	13.7	.08	15	30	40	45	60	30,149	-1.4	.290	-.099
NSSE 2021 & 2022	37.8	13.5	.04	15	30	40	45	60	131,340	-1.3	.318	-.093
Top 50%	39.2	13.3	.05	20	30	40	50	60	67,560	-2.7	.027	-.206
Top 10%	42.1	13.0	.15	20	35	40	55	60	7,535	-5.5	.000	-.425
Reflective & Integrative Learning												
McNeese (N = 122)	32.6	13.0	1.18	14	23	31	40	57				
IPEDS Group	35.3	12.6	.23	14	26	34	43	57	3,242	-2.7	.021	-.213
Carnegie Class	35.1	12.5	.07	14	26	34	43	57	32,744	-2.5	.026	-.202
NSSE 2021 & 2022	35.3	12.3	.03	17	26	34	43	57	142,735	-2.7	.016	-.218
Top 50%	36.9	12.1	.05	17	29	37	46	60	67,726	-4.3	.000	-.357
Top 10%	39.2	11.8	.12	20	31	40	49	60	9,321	-6.6	.000	-.560
Learning Strategies												
McNeese (N = 109)	38.0	14.0	1.34	20	27	40	47	60				
IPEDS Group	38.8	14.4	.28	20	27	40	53	60	2,698	-.8	.560	-.057
Carnegie Class	38.5	14.3	.09	13	27	40	47	60	27,908	-.5	.700	-.037
NSSE 2021 & 2022	37.9	14.0	.04	13	27	40	47	60	122,085	.1	.969	.004
Top 50%	39.6	14.1	.06	20	27	40	53	60	61,484	-1.6	.240	-.112
Top 10%	42.9	14.3	.14	20	33	40	60	60	11,326	-5.0	.000	-.346
Quantitative Reasoning												
McNeese (N = 109)	27.5	15.2	1.46	0	20	27	40	60				
IPEDS Group	28.7	15.8	.31	0	20	27	40	60	2,746	-1.1	.468	-.071
Carnegie Class	28.5	15.8	.09	0	20	27	40	60	28,349	-1.0	.518	-.062
NSSE 2021 & 2022	28.7	15.5	.04	0	20	27	40	60	123,825	-1.2	.418	-.078
Top 50%	30.2	15.3	.06	7	20	27	40	60	71,163	-2.6	.074	-.171
Top 10%	33.3	15.5	.16	7	20	33	40	60	9,291	-5.7	.000	-.370
Learning with Peers												
Collaborative Learning												
McNeese (N = 131)	28.6	15.9	1.40	5	15	30	40	60				
IPEDS Group	27.9	14.8	.25	5	20	25	40	55	3,551	.7	.582	.049
Carnegie Class	24.4	15.9	.08	0	15	25	35	55	35,165	4.2	.002	.266
NSSE 2021 & 2022	27.5	15.0	.04	0	15	25	40	55	154,371	1.2	.367	.079
Top 50%	31.8	13.9	.06	10	20	30	40	60	130	-3.2	.024	-.230
Top 10%	35.4	13.5	.13	15	25	35	45	60	132	-6.8	.000	-.501
Discussions with Diverse Others												
McNeese (N = 109)	37.5	16.7	1.60	5	25	40	45	60				
IPEDS Group	35.8	16.9	.33	5	20	40	50	60	2,728	1.7	.315	.098
Carnegie Class	35.6	17.2	.10	0	20	40	50	60	28,095	1.9	.253	.109
NSSE 2021 & 2022	37.1	16.1	.05	10	25	40	50	60	122,862	.3	.823	.021
Top 50%	39.8	15.1	.06	15	30	40	55	60	56,795	-2.3	.105	-.155
Top 10%	42.6	14.2	.17	20	35	40	55	60	111	-5.1	.002	-.357

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 = 117)	18.5	14.7	1.36	0	5	20	25	50				
IPEDS Group	23.1	16.0	.29	0	10	20	35	55	127	-4.6	.001	-.286
Carnegie Class	20.2	15.0	.09	0	10	20	30	50	31,365	-1.6	.240	-.109
NSSE 2021 & 2022	20.0	14.8	.04	0	10	20	30	50	136,390	-1.5	.285	-.099
Top 50%	24.3	15.1	.08	5	15	20	35	55	34,395	-5.8	.000	-.383
Top 10%	27.8	15.3	.20	5	15	25	40	60	5,926	-9.3	.000	-.606
Effective Teaching Practices												
McNeese (N = 113)	38.9	15.3	1.44	16	28	40	52	60				
IPEDS Group	37.5	14.7	.28	12	28	40	48	60	2,927	1.4	.314	.097
Carnegie Class	38.6	14.2	.08	16	28	40	48	60	30,065	.3	.842	.019
NSSE 2021 & 2022	37.9	13.7	.04	16	28	40	48	60	112	1.0	.494	.072
Top 50%	40.3	13.8	.06	16	32	40	52	60	113	-1.4	.325	-.103
Top 10%	43.3	13.7	.16	20	36	44	56	60	115	-4.4	.003	-.323
Campus Environment												
Quality of Interactions												
McNeese (N = 104)	41.2	13.2	1.29	20	32	40	54	60				
IPEDS Group	42.2	12.7	.26	20	34	44	52	60	2,535	-.9	.456	-.074
Carnegie Class	43.2	12.9	.08	18	36	45	53	60	24,606	-2.0	.120	-.152
NSSE 2021 & 2022	42.4	12.4	.04	20	36	44	52	60	104	-1.2	.350	-.097
Top 50%	45.1	11.9	.06	22	38	48	54	60	104	-3.9	.003	-.328
Top 10%	48.2	12.5	.15	23	42	50	60	60	106	-7.0	.000	-.560
Supportive Environment												
McNeese (N = 107)	34.4	14.6	1.41	8	23	35	43	60				
IPEDS Group	35.6	14.2	.28	13	25	35	45	60	2,604	-1.2	.404	-.083
Carnegie Class	33.1	14.4	.09	10	23	33	43	60	27,023	1.3	.362	.088
NSSE 2021 & 2022	33.3	14.0	.04	10	23	33	43	60	118,368	1.1	.434	.076
Top 50%	35.9	13.6	.07	13	28	38	45	60	42,800	-1.6	.233	-.115
Top 10%	39.1	13.3	.19	18	30	40	50	60	4,927	-4.7	.000	-.355

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 = 238)	39.0	15.2	.99	10	30	40	55	60				
IPEDS Group	40.7	14.4	.22	20	30	40	55	60	4,535	-1.8	.066	-.123
Carnegie Class	40.5	14.0	.06	20	30	40	50	60	239	-1.5	.126	-.109
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	237	-1.2	.209	-.089
Top 50%	41.9	13.7	.05	20	35	40	55	60	238	-2.9	.003	-.213
Top 10%	44.2	13.1	.16	20	35	45	60	60	249	-5.3	.000	-.400
Reflective & Integrative Learning												
McNeese (N = 251)	36.2	13.7	.87	14	26	34	46	60				
IPEDS Group	38.4	13.4	.20	17	29	40	49	60	4,794	-2.2	.013	-.161
Carnegie Class	38.1	13.1	.06	17	29	37	49	60	51,614	-1.9	.024	-.142
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	207,956	-1.9	.020	-.147
Top 50%	40.3	12.5	.05	20	31	40	50	60	251	-4.1	.000	-.325
Top 10%	42.7	11.7	.14	23	34	43	51	60	263	-6.5	.000	-.554
Learning Strategies												
McNeese (N = 229)	39.1	15.6	1.03	13	27	40	53	60				
IPEDS Group	40.8	14.5	.23	20	33	40	53	60	4,299	-1.7	.085	-.117
Carnegie Class	39.7	14.7	.07	13	27	40	53	60	45,626	-.6	.550	-.040
NSSE 2021 & 2022	39.0	14.8	.03	13	27	40	53	60	184,132	.1	.882	.010
Top 50%	41.1	14.6	.05	20	33	40	53	60	84,296	-1.9	.044	-.133
Top 10%	43.4	14.2	.12	20	33	40	60	60	14,448	-4.3	.000	-.302
Quantitative Reasoning												
McNeese (N = 231)	30.1	17.8	1.17	0	13	27	40	60				
IPEDS Group	30.4	17.1	.27	0	20	27	40	60	4,340	-.3	.794	-.018
Carnegie Class	30.7	16.6	.08	0	20	27	40	60	46,226	-.6	.597	-.035
NSSE 2021 & 2022	30.9	16.6	.04	0	20	33	40	60	231	-.8	.515	-.046
Top 50%	32.4	16.5	.05	7	20	33	40	60	231	-2.4	.045	-.143
Top 10%	35.3	16.0	.15	7	20	33	47	60	238	-5.2	.000	-.328
Learning with Peers												
Collaborative Learning												
McNeese (N = 259)	33.0	17.0	1.06	5	20	30	45	60				
IPEDS Group	31.2	16.2	.23	5	20	30	40	60	5,001	1.8	.074	.114
Carnegie Class	26.6	16.9	.07	0	15	25	40	60	53,919	6.5	.000	.383
NSSE 2021 & 2022	29.0	16.2	.03	0	20	30	40	60	218,094	4.0	.000	.250
Top 50%	34.0	14.6	.05	10	25	35	45	60	259	-1.0	.351	-.068
Top 10%	37.9	13.7	.14	15	30	40	50	60	267	-4.8	.000	-.350
Discussions with Diverse Others												
McNeese (N = 228)	41.8	17.2	1.14	10	30	40	60	60				
IPEDS Group	38.7	17.2	.27	5	25	40	55	60	4,323	3.2	.007	.184
Carnegie Class	37.0	17.3	.08	0	20	40	50	60	45,749	4.9	.000	.280
NSSE 2021 & 2022	38.1	16.5	.04	10	25	40	50	60	184,759	3.7	.001	.226
Top 50%	40.4	15.9	.05	15	30	40	55	60	228	1.4	.210	.090
Top 10%	43.2	15.1	.17	20	35	45	60	60	236	-1.4	.219	-.093

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 = 246)	25.7	17.0	1.09	0	15	25	35	60				
IPEDS Group	26.1	17.3	.26	0	15	25	40	60	4,654	-.4	.717	-.024
Carnegie Class	22.4	16.3	.07	0	10	20	35	60	49,938	3.3	.001	.205
NSSE 2021 & 2022	22.5	16.3	.04	0	10	20	35	60	201,050	3.2	.002	.199
Top 50%	28.8	16.2	.08	5	15	25	40	60	36,805	-3.1	.003	-.188
Top 10%	33.2	16.1	.24	10	20	35	45	60	4,902	-7.5	.000	-.466
Effective Teaching Practices												
McNeese (N = 236)	38.4	15.7	1.02	12	24	40	52	60				
IPEDS Group	40.3	15.0	.23	16	28	40	52	60	4,542	-2.0	.050	-.131
Carnegie Class	39.7	14.7	.07	15	28	40	52	60	237	-1.3	.205	-.088
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	236	-1.0	.323	-.070
Top 50%	41.9	14.1	.06	16	32	40	56	60	237	-3.6	.001	-.252
Top 10%	44.5	13.6	.14	20	36	44	56	60	244	-6.1	.000	-.447
Campus Environment												
Quality of Interactions												
McNeese (N = 210)	42.7	12.6	.87	22	34	42	53	60				
IPEDS Group	44.4	12.4	.20	20	38	46	54	60	3,956	-1.6	.065	-.131
Carnegie Class	43.9	13.0	.06	20	36	46	54	60	40,268	-1.2	.183	-.092
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	166,325	-.3	.731	-.024
Top 50%	45.6	12.3	.05	22	38	48	56	60	65,322	-2.9	.001	-.235
Top 10%	48.0	12.5	.09	22	40	50	60	60	19,640	-5.3	.000	-.419
Supportive Environment												
McNeese (N = 219)	30.6	15.4	1.04	10	20	30	40	60				
IPEDS Group	34.1	15.1	.24	10	23	35	45	60	4,190	-3.5	.001	-.232
Carnegie Class	31.2	15.0	.07	8	20	30	40	60	44,420	-.6	.553	-.040
NSSE 2021 & 2022	31.6	14.7	.03	8	20	33	40	60	179,739	-.9	.343	-.064
Top 50%	34.3	14.7	.06	10	23	35	45	60	60,639	-3.6	.000	-.247
Top 10%	37.4	14.5	.19	13	28	38	48	60	6,226	-6.8	.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 (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.