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# **NSSE 2013**

## **Engagement Indicators**

Loyola University New Orleans

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### About Your Engagement Indicators Report

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

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

### Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of current-year participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

*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 Institutional 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 Web site: [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year (FY) Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your FY students compared with Jesuit	Your FY students compared with Carnegie Class	Your FY students compared with Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	△	--
	Reflective and 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 Jesuit	Your seniors compared with Carnegie Class	Your seniors compared with Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	△	--
	Reflective and 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

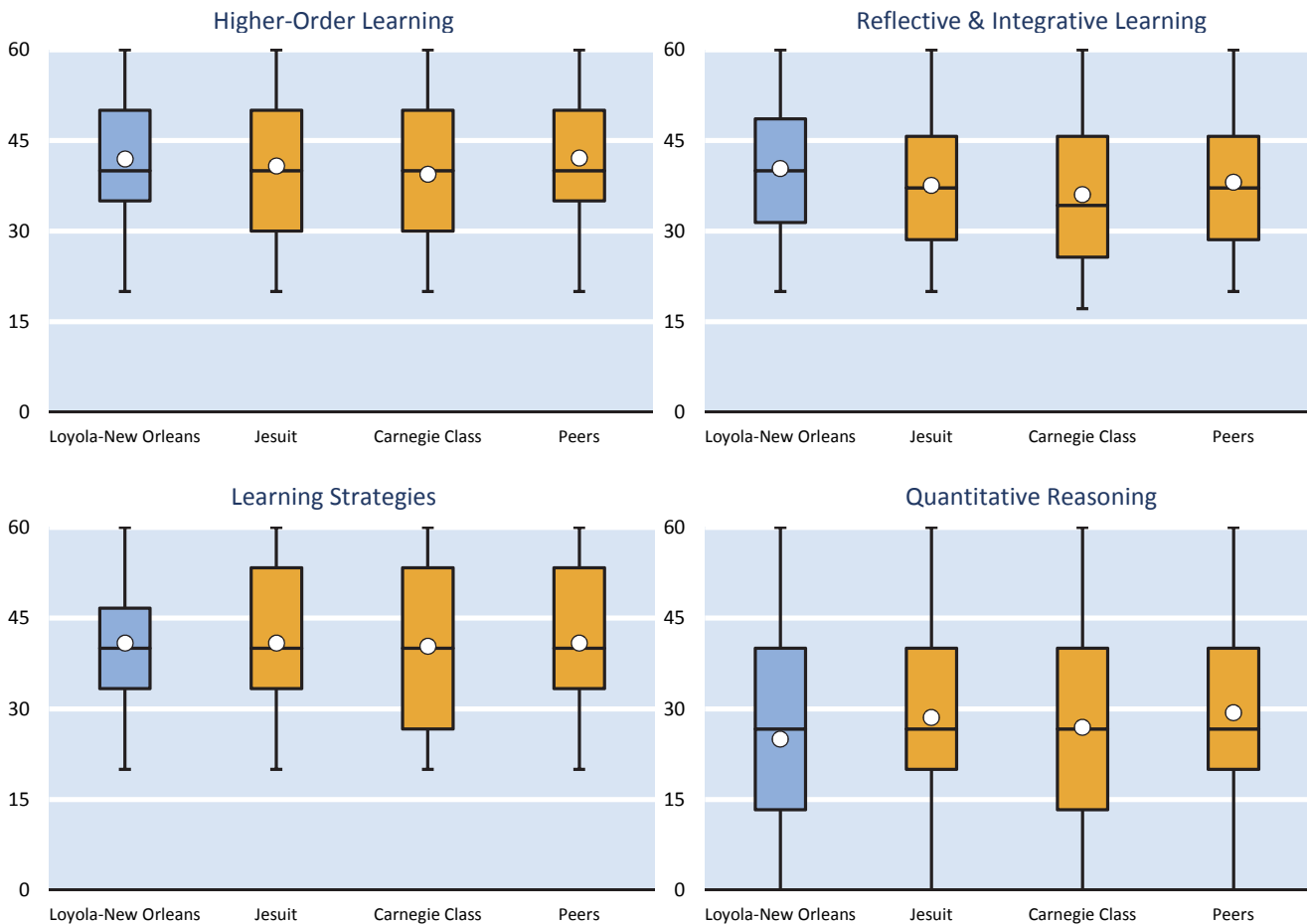
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Loyola-New Orleans Mean	Your first-year students compared with					
		Jesuit		Carnegie Class		Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.9	40.7	.09	39.4 *	.18	42.1	-.01
Reflective & Integrative Learning	40.3	37.5 **	.23	36.0 ***	.34	38.1 *	.19
Learning Strategies	40.9	40.9	.00	40.4	.04	40.9	.00
Quantitative Reasoning	25.0	28.6 **	-.22	26.9	-.12	29.4 **	-.27

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





































































#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73 	78 	73 	82 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	80 	73 	82 
4d. Evaluating a point of view, decision, or information source	82 	74 	72 	77 
4e. Forming a new idea or understanding from various pieces of information	78 	71 	70 	76 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67 	60 	56 	60 
2b. Connected your learning to societal problems or issues	69 	59 	54 	61 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69 	57 	52 	61 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71 	66 	64 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	70 	68 	70 
2f. Learned something that changed the way you understand an issue or concept	71 	70 	66 	71 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	82 	78 	85 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88 	88 	82 	89 
9b. Reviewed your notes after class	61 	63 	68 	64 
9c. Summarized what you learned in class or from course materials	62 	64 	66 	67 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43 	53 	50 	57 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36 	40 	38 	43 
6c. Evaluated what others have concluded from numerical information	35 	41 	36 	44 

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

### Academic Challenge: Seniors

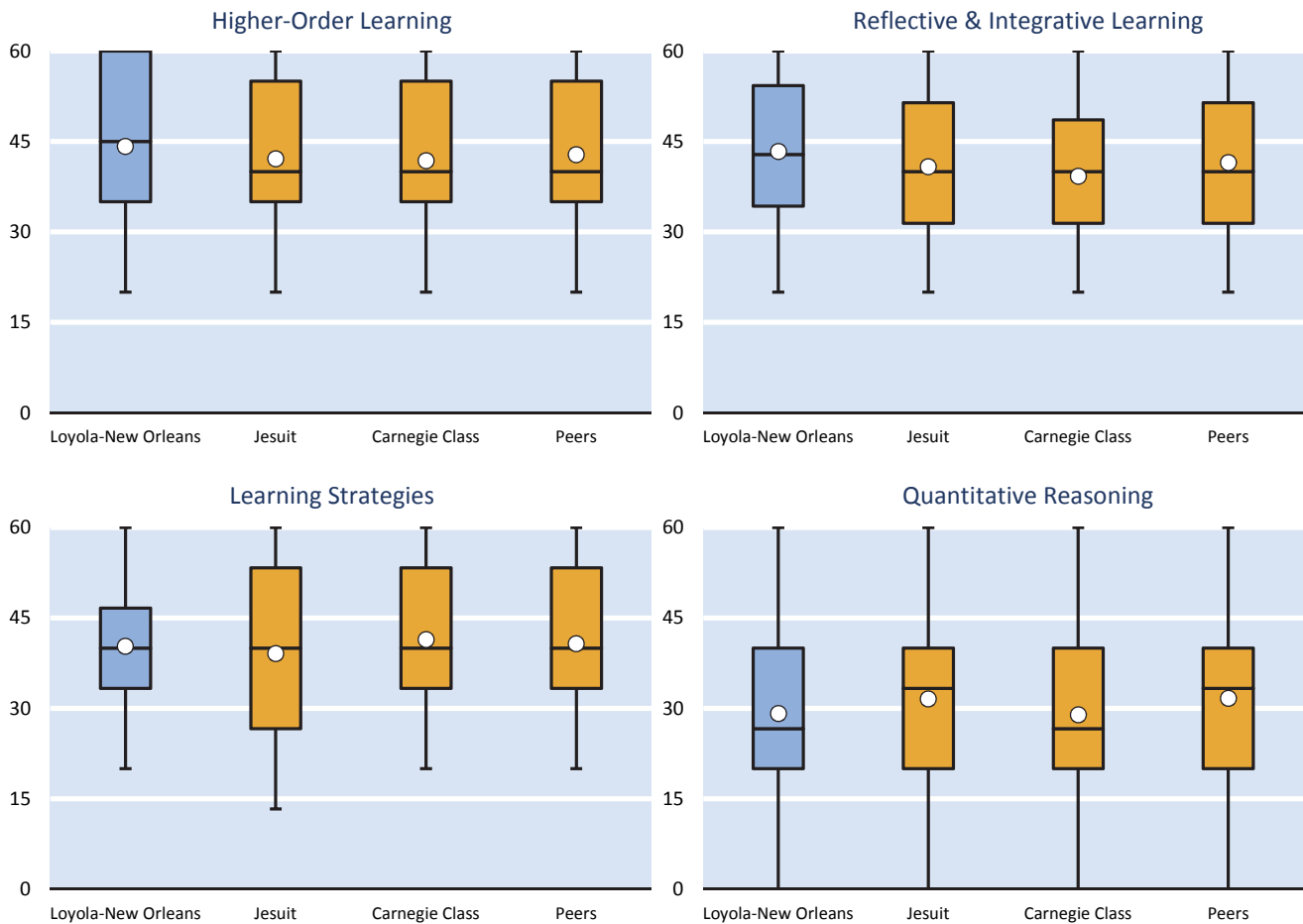
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Loyola-New Orleans Mean	Your first-year students compared with					
		Jesuit		Carnegie Class		Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.2	42.1	.16	41.8 *	.17	42.8	.11
Reflective & Integrative Learning	43.3	40.8 *	.20	39.2 ***	.32	41.5	.15
Learning Strategies	40.3	39.1	.08	41.4	-.08	40.7	-.03
Quantitative Reasoning	29.1	31.6	-.14	28.9	.01	31.7	-.15

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



































































#### Score Distributions



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## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80 	83 	80 	85 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80 	81 	78 	82 
4d. Evaluating a point of view, decision, or information source	81 	74 	75 	75 
4e. Forming a new idea or understanding from various pieces of information	80 	74 	74 	76 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	82 	77 	71 	79 
2b. Connected your learning to societal problems or issues	80 	70 	65 	72 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	74 	63 	58 	64 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77 	70 	68 	70 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76 	73 	71 	74 
2f. Learned something that changed the way you understand an issue or concept	77 	74 	70 	75 
2g. Connected ideas from your courses to your prior experiences and knowledge	89 	87 	85 	88 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	90 	86 	85 	88 
9b. Reviewed your notes after class	61 	53 	67 	58 
9c. Summarized what you learned in class or from course materials	65 	62 	68 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52 	55 	52 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	47 	43 	47 
6c. Evaluated what others have concluded from numerical information	42 	51 	41 	52 

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

### Learning with Peers: First-year students

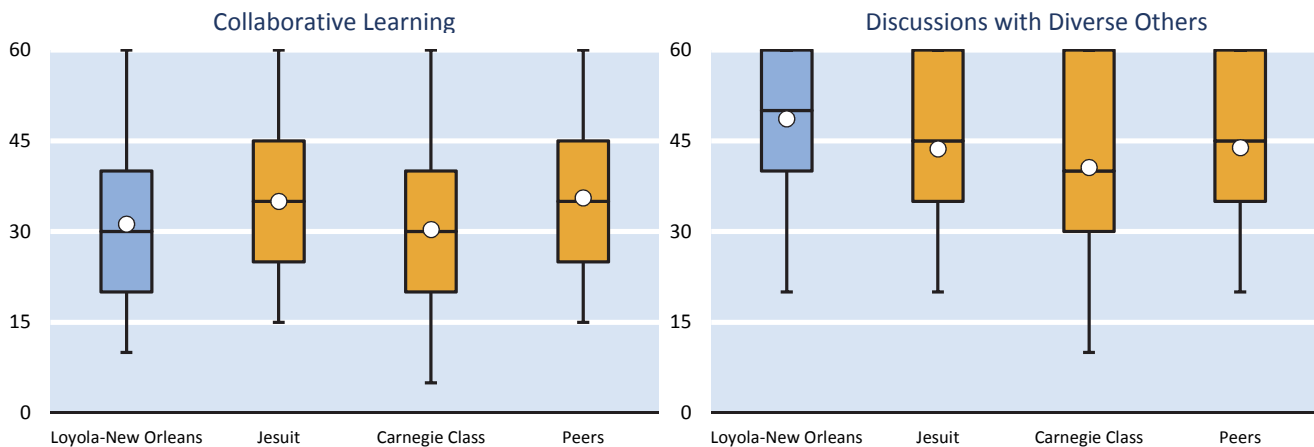
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your first-year students compared with					
		Jesuit		Carnegie Class		Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.2	35.0 ***	-.27	30.3	.06	35.6 ***	-.33
Discussions with Diverse Others	48.6	43.7 ***	.35	40.6 ***	.49	43.9 ***	.35

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
1e. Asked another student to help you understand course material	40	58	44	59
1f. Explained course material to one or more students	58	63	53	65
1g. Prepared for exams by discussing or working through course material with other students	50	58	45	56
1h. Worked with other students on course projects or assignments	43	54	49	64

##### Discussions with Diverse Others

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
8a. People from a race or ethnicity other than your own	90	74	71	71
8b. People from an economic background other than your own	87	77	73	77
8c. People with religious beliefs other than your own	83	76	67	79
8d. People with political views other than your own	78	77	69	79

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



### Learning with Peers: Seniors

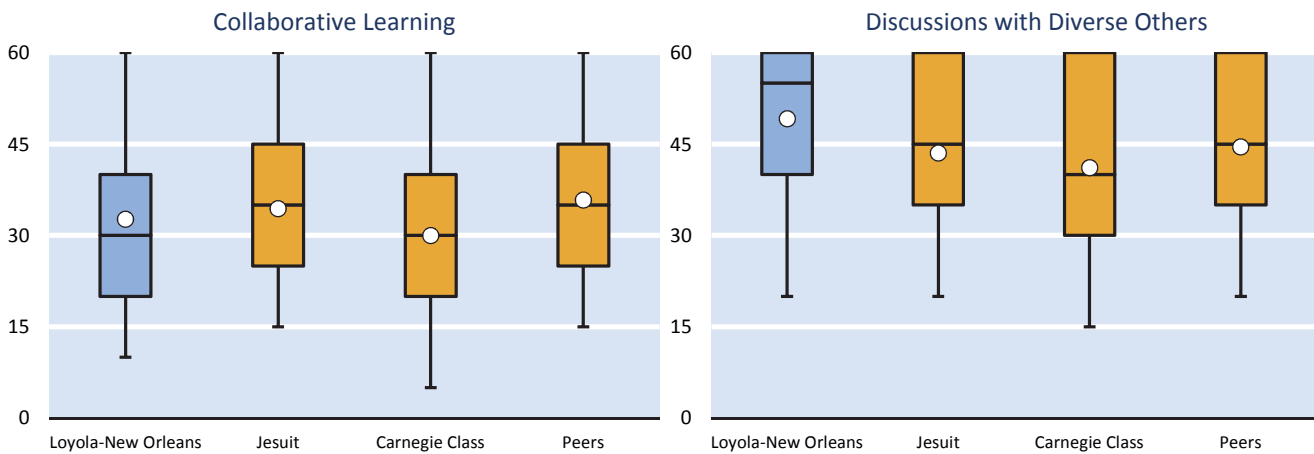
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#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		Jesuit		Carnegie Class		Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	34.4	-.13	30.0 *	.18	35.8 **	-.24
Discussions with Diverse Others	49.2	43.6 ***	.40	41.1 ***	.49	44.6 ***	.34

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
1e. Asked another student to help you understand course material	39	45	35	47
1f. Explained course material to one or more students	58	62	53	66
1g. Prepared for exams by discussing or working through course material with other students	51	52	41	55
1h. Worked with other students on course projects or assignments	57	67	59	73

##### Discussions with Diverse Others

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
8a. People from a race or ethnicity other than your own	87	74	71	73
8b. People from an economic background other than your own	89	76	74	78
8c. People with religious beliefs other than your own	84	75	68	78
8d. People with political views other than your own	82	78	71	83

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

## Experiences with Faculty: First-year students

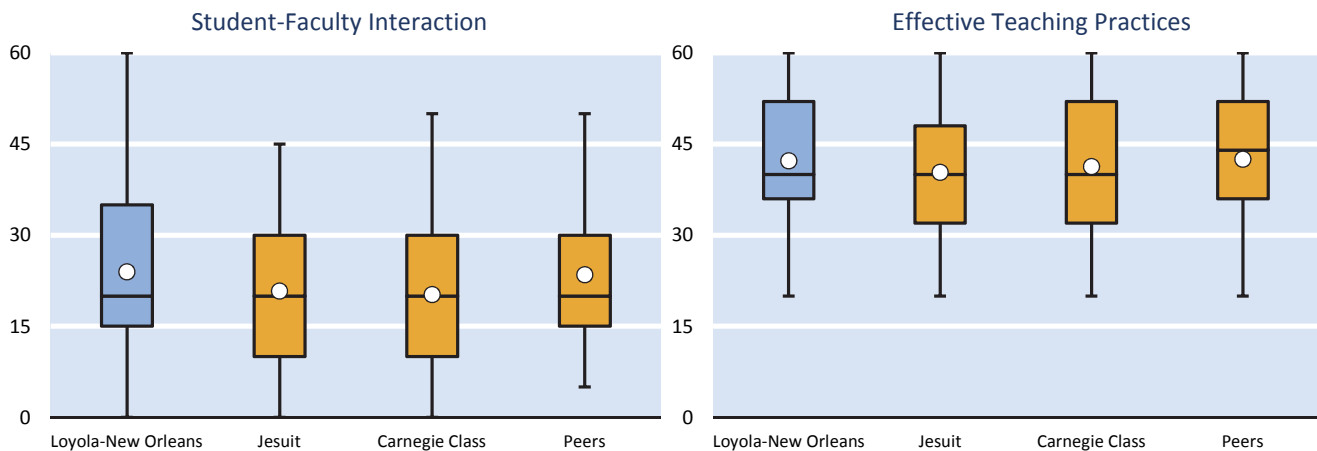
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your first-year students compared with					
		Jesuit		Carnegie Class		Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.0	20.8 *	.23	20.2 **	.25	23.5	.04
Effective Teaching Practices	42.2	40.3	.15	41.3	.07	42.5	-.03

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

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
3a. Talked about career plans with a faculty member	37	33	33	38
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	17	18	21
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	27	24	32
3d. Discussed your academic performance with a faculty member	32	27	29	33

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
5a. Clearly explained course goals and requirements	89	84	82	87
5b. Taught course sessions in an organized way	90	83	80	86
5c. Used examples or illustrations to explain difficult points	81	80	78	83
5d. Provided feedback on a draft or work in progress	71	64	68	71
5e. Provided prompt and detailed feedback on tests or completed assignments	66	64	66	73

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

## Experiences with Faculty: Seniors

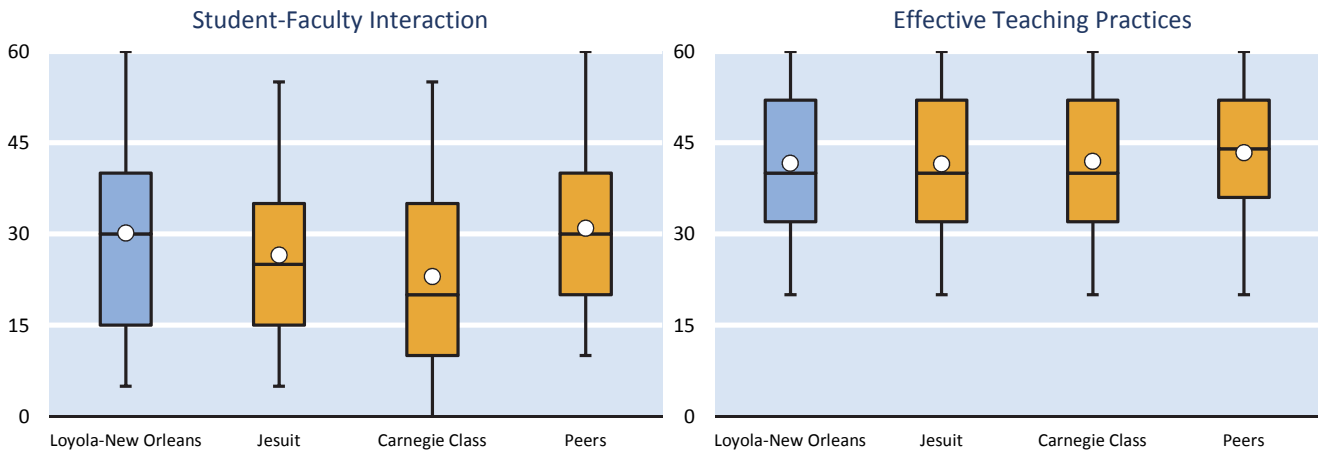
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Loyola-New Orleans Mean	Your seniors compared with					
		Jesuit		Carnegie Class		Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.1	26.5 **	.24	23.0 ***	.43	30.9	-.05
Effective Teaching Practices	41.6	41.5	.01	41.9	-.02	43.3	-.14

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

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
3a. Talked about career plans with a faculty member	58	49	42	62
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	41	32	24	41
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	39	32	47
3d. Discussed your academic performance with a faculty member	39	32	33	42

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
5a. Clearly explained course goals and requirements	82	86	84	86
5b. Taught course sessions in an organized way	79	86	82	87
5c. Used examples or illustrations to explain difficult points	83	85	80	85
5d. Provided feedback on a draft or work in progress	66	58	65	68
5e. Provided prompt and detailed feedback on tests or completed assignments	71	71	70	76

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

### Campus Environment: First-year students

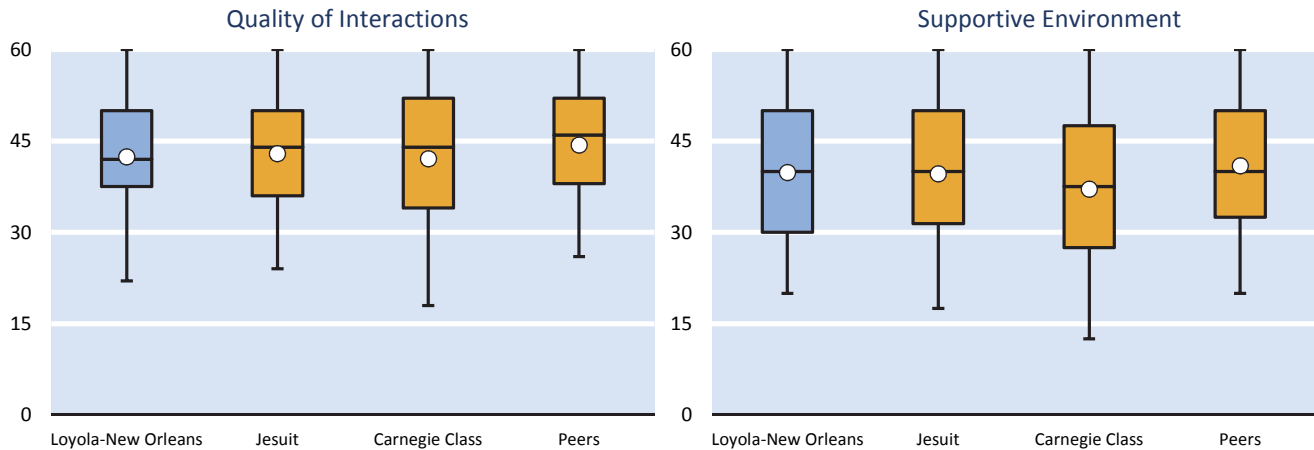
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your first-year students compared with					
		Jesuit		Carnegie Class		Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	42.9	-.05	42.1	.03	44.3 *	-.19
Supportive Environment	39.8	39.6	.02	37.1 **	.19	40.9	-.09

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Quality of Interactions

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
13a. Students	60	66	60	68
13b. Academic advisors	45	51	50	54
13c. Faculty	57	54	53	62
13d. Student services staff (career services, student activities, housing, etc.)	38	44	45	48
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	42	44	48

##### Supportive Environment

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
14b. Providing support to help students succeed academically	81	81	78	87
14c. Using learning support services (tutoring services, writing center, etc.)	78	79	78	82
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	63	59	66
14e. Providing opportunities to be involved socially	79	79	71	83
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	79	71	81
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	44	46	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	75	65	80
14i. Attending events that address important social, economic, or political issues	67	63	53	67

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

### Campus Environment: Seniors

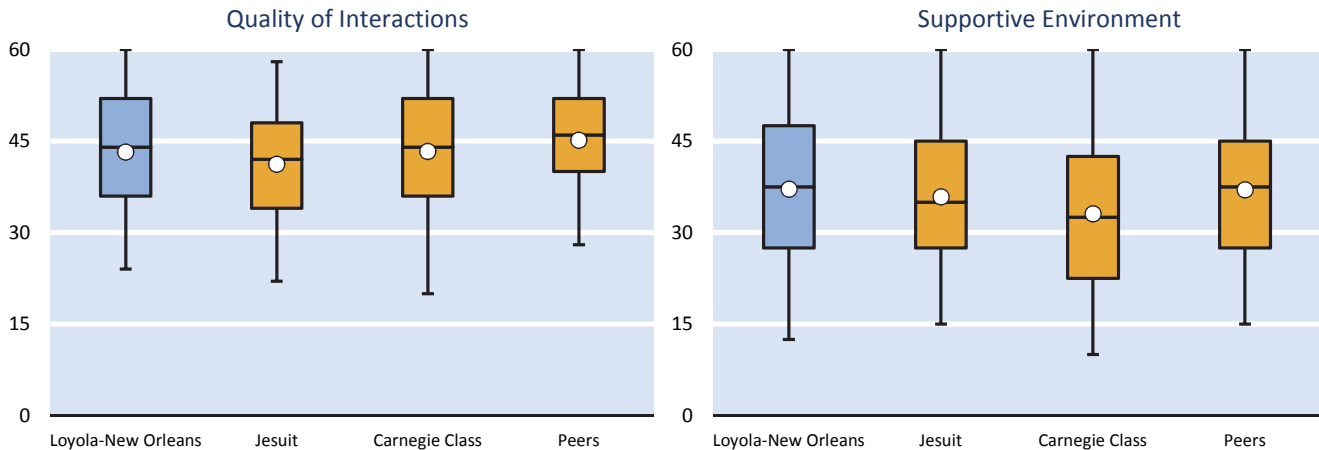
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		Jesuit		Carnegie Class		Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	41.2 *	.19	43.3	-.01	45.1	-.20
Supportive Environment	37.1	35.8	.10	33.1 **	.28	37.0	.01

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Quality of Interactions

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
13a. Students	68	65	64	68
13b. Academic advisors	55	41	54	63
13c. Faculty	66	61	63	72
13d. Student services staff (career services, student activities, housing, etc.)	46	36	44	47
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	35	45	44

##### Supportive Environment

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peers
14b. Providing support to help students succeed academically	75	75	74	81
14c. Using learning support services (tutoring services, writing center, etc.)	71	67	68	68
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	54	53	60
14e. Providing opportunities to be involved socially	78	75	64	76
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	72	61	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	34	33	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	67	54	69
14i. Attending events that address important social, economic, or political issues	67	59	46	61

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

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

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

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students		Loyola-New Orleans Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	40.9	.08	✓	42.7	-.06	✓
	Reflective and Integrative Learning	40.3	37.6 **	.22	✓	39.4	.07	✓
	Learning Strategies	40.9	41.8	-.07	✓	44.3 **	-.24	
	Quantitative Reasoning	25.0	28.8 **	-.23		30.5 ***	-.34	
Learning with Peers	Collaborative Learning	31.2	34.5 **	-.24		37.1 ***	-.43	
	Discussions with Diverse Others	48.6	43.2 ***	.35	✓	45.6 **	.20	✓
Experiences with Faculty	Student-Faculty Interaction	24.0	23.4	.04	✓	26.7 *	-.16	
	Effective Teaching Practices	42.2	42.8	-.04	✓	44.7 *	-.18	
Campus Environment	Quality of Interactions	42.4	44.3 *	-.17		46.3 ***	-.32	
	Supportive Environment	39.8	39.5	.02	✓	41.4	-.13	✓
Seniors		Loyola-New Orleans Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	44.2	43.5	.05	✓	45.3	-.08	✓
	Reflective and Integrative Learning	43.3	41.1 *	.18	✓	43.1	.02	✓
	Learning Strategies	40.3	43.2 *	-.20		45.4 ***	-.36	
	Quantitative Reasoning	29.1	31.1	-.12	✓	32.5 *	-.20	
Learning with Peers	Collaborative Learning	32.7	35.0 *	-.17		37.5 ***	-.36	
	Discussions with Diverse Others	49.2	44.1 ***	.32	✓	45.8 **	.22	✓
Experiences with Faculty	Student-Faculty Interaction	30.1	29.7	.03	✓	34.6 ***	-.28	
	Effective Teaching Practices	41.6	43.3	-.12	✓	45.3 ***	-.27	
Campus Environment	Quality of Interactions	43.2	45.8 *	-.22		47.6 ***	-.38	
	Supportive Environment	37.1	36.2	.07	✓	39.1	-.15	✓

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

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

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Loyola-New Orleans (N = 165)	41.9	13.1	1.02	20	35	40	50	60				
Jesuit	40.7	13.0	.28	20	30	40	50	60	2,270	1.2	.264	.090
Carnegie Class	39.4	13.9	.07	20	30	40	50	60	39,224	2.5	.022	.179
Peers	42.1	12.4	.37	20	35	40	50	60	1,292	-.2	.880	-.013
Top 50%	40.9	13.6	.06	20	30	40	50	60	59,508	1.1	.314	.078
Top 10%	42.7	13.7	.12	20	35	40	55	60	13,901	-.8	.447	-.060
<b>Reflective and Integrative Learning</b>												
Loyola-New Orleans (N = 174)	40.3	11.4	.86	20	31	40	49	60				
Jesuit	37.5	12.2	.26	20	29	37	46	60	2,347	2.8	.003	.232
Carnegie Class	36.0	12.6	.06	17	26	34	46	60	40,776	4.3	.000	.341
Peers	38.1	12.1	.35	20	29	37	46	60	1,341	2.3	.020	.188
Top 50%	37.6	12.5	.05	17	29	37	46	60	58,959	2.8	.003	.222
Top 10%	39.4	12.6	.10	20	31	40	49	60	14,654	.9	.326	.075
<b>Learning Strategies</b>												
Loyola-New Orleans (N = 155)	40.9	12.6	1.02	20	33	40	47	60				
Jesuit	40.9	13.8	.31	20	33	40	53	60	184	.0	.967	.003
Carnegie Class	40.4	14.2	.07	20	27	40	53	60	155	.5	.605	.037
Peers	40.9	13.2	.41	20	33	40	53	60	1,183	.0	.984	.002
Top 50%	41.8	14.1	.06	20	33	40	53	60	155	-.9	.363	-.066
Top 10%	44.3	14.2	.13	20	33	47	60	60	159	-3.4	.001	-.240
<b>Quantitative Reasoning</b>												
Loyola-New Orleans (N = 162)	25.0	17.5	1.38	0	13	27	40	60				
Jesuit	28.6	16.1	.35	0	20	27	40	60	2,292	-3.6	.007	-.222
Carnegie Class	26.9	16.7	.08	0	13	27	40	60	39,886	-1.9	.139	-.117
Peers	29.4	15.8	.47	0	20	27	40	60	200	-4.4	.003	-.273
Top 50%	28.8	16.3	.06	0	20	27	40	60	75,470	-3.8	.003	-.234
Top 10%	30.5	16.2	.13	0	20	27	40	60	16,174	-5.5	.000	-.339
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Loyola-New Orleans (N = 181)	31.2	13.8	1.03	10	20	30	40	60				
Jesuit	35.0	13.7	.29	15	25	35	45	60	2,409	-3.8	.000	-.274
Carnegie Class	30.3	14.6	.07	5	20	30	40	60	41,493	.9	.399	.063
Peers	35.6	13.2	.38	15	25	35	45	60	1,386	-4.4	.000	-.328
Top 50%	34.5	13.7	.06	15	25	35	45	60	62,144	-3.2	.001	-.237
Top 10%	37.1	13.6	.12	15	25	35	45	60	12,706	-5.9	.000	-.432
<b>Discussions with Diverse Others</b>												
Loyola-New Orleans (N = 158)	48.6	12.9	1.03	20	40	50	60	60				
Jesuit	43.7	14.1	.32	20	35	45	60	60	2,147	5.0	.000	.354
Carnegie Class	40.6	16.3	.08	10	30	40	60	60	159	8.0	.000	.494
Peers	43.9	13.6	.42	20	35	45	60	60	1,200	4.8	.000	.353
Top 50%	43.2	15.4	.06	20	35	45	60	60	158	5.4	.000	.352
Top 10%	45.6	15.0	.14	20	40	50	60	60	163	3.0	.005	.198



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Loyola-New Orleans (N = 167)	24.0	16.0	1.24	0	15	20	35	60				
Jesuit	20.8	13.5	.29	0	10	20	30	45	184	3.2	.013	.232
Carnegie Class	20.2	14.8	.07	0	10	20	30	50	40,028	3.7	.001	.252
Peers	23.5	13.5	.40	5	15	20	30	50	202	.5	.707	.035
Top 50%	23.4	15.0	.07	0	10	20	35	55	42,457	.6	.630	.037
Top 10%	26.7	16.4	.20	0	15	25	40	60	6,656	-2.7	.036	-.164
<b>Effective Teaching Practices</b>												
Loyola-New Orleans (N = 166)	42.2	12.6	.98	20	36	40	52	60				
Jesuit	40.3	12.1	.26	20	32	40	48	60	2,312	1.9	.057	.153
Carnegie Class	41.3	13.5	.07	20	32	40	52	60	40,301	1.0	.364	.071
Peers	42.5	11.7	.35	20	36	44	52	60	1,314	-.3	.761	-.025
Top 50%	42.8	13.3	.06	20	35	44	56	60	47,561	-.6	.574	-.044
Top 10%	44.7	13.8	.12	20	36	48	60	60	171	-2.4	.014	-.177
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Loyola-New Orleans (N = 155)	42.4	10.7	.86	22	38	42	50	60				
Jesuit	42.9	10.7	.24	24	36	44	50	60	2,060	-.5	.558	-.049
Carnegie Class	42.1	12.6	.07	18	34	44	52	60	156	.3	.703	.026
Peers	44.3	10.2	.32	26	38	46	52	60	1,175	-1.9	.030	-.187
Top 50%	44.3	11.6	.06	22	38	46	53	60	40,559	-1.9	.038	-.167
Top 10%	46.3	12.0	.11	23	40	48	56	60	11,278	-3.9	.000	-.322
<b>Supportive Environment</b>												
Loyola-New Orleans (N = 148)	39.8	12.2	1.00	20	30	40	50	60				
Jesuit	39.6	12.6	.29	18	31	40	50	60	2,027	.2	.852	.016
Carnegie Class	37.1	14.2	.08	13	28	38	48	60	149	2.7	.008	.190
Peers	40.9	11.9	.39	20	33	40	50	60	1,103	-1.1	.302	-.091
Top 50%	39.5	13.2	.06	18	30	40	50	60	53,339	.3	.808	.020
Top 10%	41.4	12.9	.13	20	33	43	53	60	10,655	-1.6	.130	-.125

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Loyola-New Orleans (N = 147)	44.2	13.3	1.10	20	35	45	60	60				
Jesuit	42.1	12.8	.25	20	35	40	55	60	2,809	2.0	.062	.158
Carnegie Class	41.8	13.9	.06	20	35	40	55	60	61,020	2.4	.040	.169
Peers	42.8	12.5	.35	20	35	40	55	60	1,437	1.4	.217	.107
Top 50%	43.5	13.7	.05	20	35	40	55	60	76,987	.7	.546	.050
Top 10%	45.3	13.6	.09	20	40	45	60	60	22,649	-1.1	.329	-.081
<b>Reflective and Integrative Learning</b>												
Loyola-New Orleans (N = 155)	43.3	12.7	1.02	20	34	43	54	60				
Jesuit	40.8	12.5	.24	20	31	40	51	60	2,921	2.5	.014	.202
Carnegie Class	39.2	12.9	.05	20	31	40	49	60	63,261	4.1	.000	.321
Peers	41.5	12.3	.34	20	31	40	51	60	1,489	1.8	.079	.149
Top 50%	41.1	12.6	.05	20	31	40	51	60	76,192	2.2	.027	.178
Top 10%	43.1	12.6	.09	20	34	43	54	60	20,500	.3	.775	.023
<b>Learning Strategies</b>												
Loyola-New Orleans (N = 134)	40.3	13.3	1.15	20	33	40	47	60				
Jesuit	39.1	14.4	.28	13	27	40	53	60	150	1.2	.311	.084
Carnegie Class	41.4	14.6	.06	20	33	40	53	60	134	-1.1	.339	-.075
Peers	40.7	14.2	.40	20	33	40	53	60	167	-.4	.720	-.031
Top 50%	43.2	14.4	.05	20	33	40	60	60	133	-2.9	.014	-.199
Top 10%	45.4	14.0	.09	20	40	47	60	60	134	-5.1	.000	-.363
<b>Quantitative Reasoning</b>												
Loyola-New Orleans (N = 151)	29.1	18.3	1.49	0	20	27	40	60				
Jesuit	31.6	16.9	.32	0	20	33	40	60	2,866	-2.4	.084	-.144
Carnegie Class	28.9	17.4	.07	0	20	27	40	60	62,199	.2	.870	.013
Peers	31.7	17.1	.47	0	20	33	40	60	1,468	-2.5	.085	-.148
Top 50%	31.1	17.2	.05	0	20	33	40	60	113,410	-2.0	.152	-.117
Top 10%	32.5	17.0	.10	0	20	33	40	60	30,948	-3.4	.014	-.199
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Loyola-New Orleans (N = 164)	32.7	14.0	1.10	10	20	30	40	60				
Jesuit	34.4	13.8	.26	15	25	35	45	60	2,956	-1.8	.111	-.128
Carnegie Class	30.0	15.3	.06	5	20	30	40	60	63,797	2.7	.025	.176
Peers	35.8	13.0	.35	15	25	35	45	60	1,524	-3.2	.003	-.243
Top 50%	35.0	13.8	.05	15	25	35	45	60	86,145	-2.4	.030	-.170
Top 10%	37.5	13.5	.12	15	25	40	50	60	12,998	-4.9	.000	-.360
<b>Discussions with Diverse Others</b>												
Loyola-New Orleans (N = 133)	49.2	13.0	1.13	20	40	55	60	60				
Jesuit	43.6	14.0	.27	20	35	45	60	60	2,727	5.6	.000	.403
Carnegie Class	41.1	16.5	.07	15	30	40	60	60	133	8.1	.000	.490
Peers	44.6	13.8	.39	20	35	45	60	60	1,398	4.6	.000	.337
Top 50%	44.1	15.9	.05	20	35	45	60	60	133	5.1	.000	.322
Top 10%	45.8	15.7	.09	20	40	50	60	60	134	3.4	.004	.215

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Loyola-New Orleans (N = 151)	30.1	16.4	1.33	5	15	30	40	60				
Jesuit	26.5	14.8	.28	5	15	25	35	55	164	3.6	.009	.242
Carnegie Class	23.0	16.6	.07	0	10	20	35	55	62,063	7.2	.000	.432
Peers	30.9	15.1	.42	10	20	30	40	60	1,476	-.8	.541	-.053
Top 50%	29.7	16.1	.08	5	20	30	40	60	42,655	.5	.713	.030
Top 10%	34.6	16.0	.22	10	20	35	45	60	5,299	-4.4	.001	-.277
<b>Effective Teaching Practices</b>												
Loyola-New Orleans (N = 151)	41.6	13.3	1.08	20	32	40	52	60				
Jesuit	41.5	12.2	.23	20	32	40	52	60	2,904	.1	.921	.008
Carnegie Class	41.9	13.8	.06	20	32	40	52	60	62,755	-.3	.791	-.022
Peers	43.3	12.1	.33	20	36	44	52	60	1,469	-1.7	.101	-.141
Top 50%	43.3	13.7	.05	20	36	44	56	60	73,988	-1.6	.141	-.120
Top 10%	45.3	13.5	.12	20	36	48	60	60	13,167	-3.7	.001	-.273
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Loyola-New Orleans (N = 132)	43.2	10.7	.93	24	36	44	52	60				
Jesuit	41.2	10.8	.21	22	34	42	48	58	2,694	2.0	.036	.187
Carnegie Class	43.3	12.1	.05	20	36	44	52	60	56,102	-.1	.950	-.005
Peers	45.1	9.6	.27	28	40	46	52	60	154	-1.9	.050	-.197
Top 50%	45.8	11.5	.05	24	40	48	55	60	60,856	-2.6	.010	-.223
Top 10%	47.6	11.6	.09	24	42	50	58	60	17,659	-4.4	.000	-.383
<b>Supportive Environment</b>												
Loyola-New Orleans (N = 125)	37.1	14.5	1.29	13	28	38	48	60				
Jesuit	35.8	12.7	.25	15	28	35	45	60	134	1.3	.332	.100
Carnegie Class	33.1	14.7	.06	10	23	33	43	60	55,906	4.0	.002	.275
Peers	37.0	12.9	.37	15	28	38	45	60	146	.1	.954	.006
Top 50%	36.2	13.7	.05	13	28	38	45	60	67,660	.9	.440	.069
Top 10%	39.1	13.1	.13	18	30	40	50	60	127	-2.0	.121	-.154

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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

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

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

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