



NSSE 2014

Engagement Indicators

Loyola University New Orleans

About Your Engagement Indicators Report

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

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

Report sections

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Jesuit	Your first-year students compared with Carnegie Class	Your first-year students compared with Peer Group
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	--
	Learning Strategies	▽	--	--
	Quantitative Reasoning	▼	▼	▼
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▲	▲	▲
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Jesuit	Your seniors compared with Carnegie Class	Your seniors compared with Peer Group
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	▲	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	▼
	Discussions with Diverse Others	▲	▲	▲
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	△	▲	--

Academic Challenge: First-year students

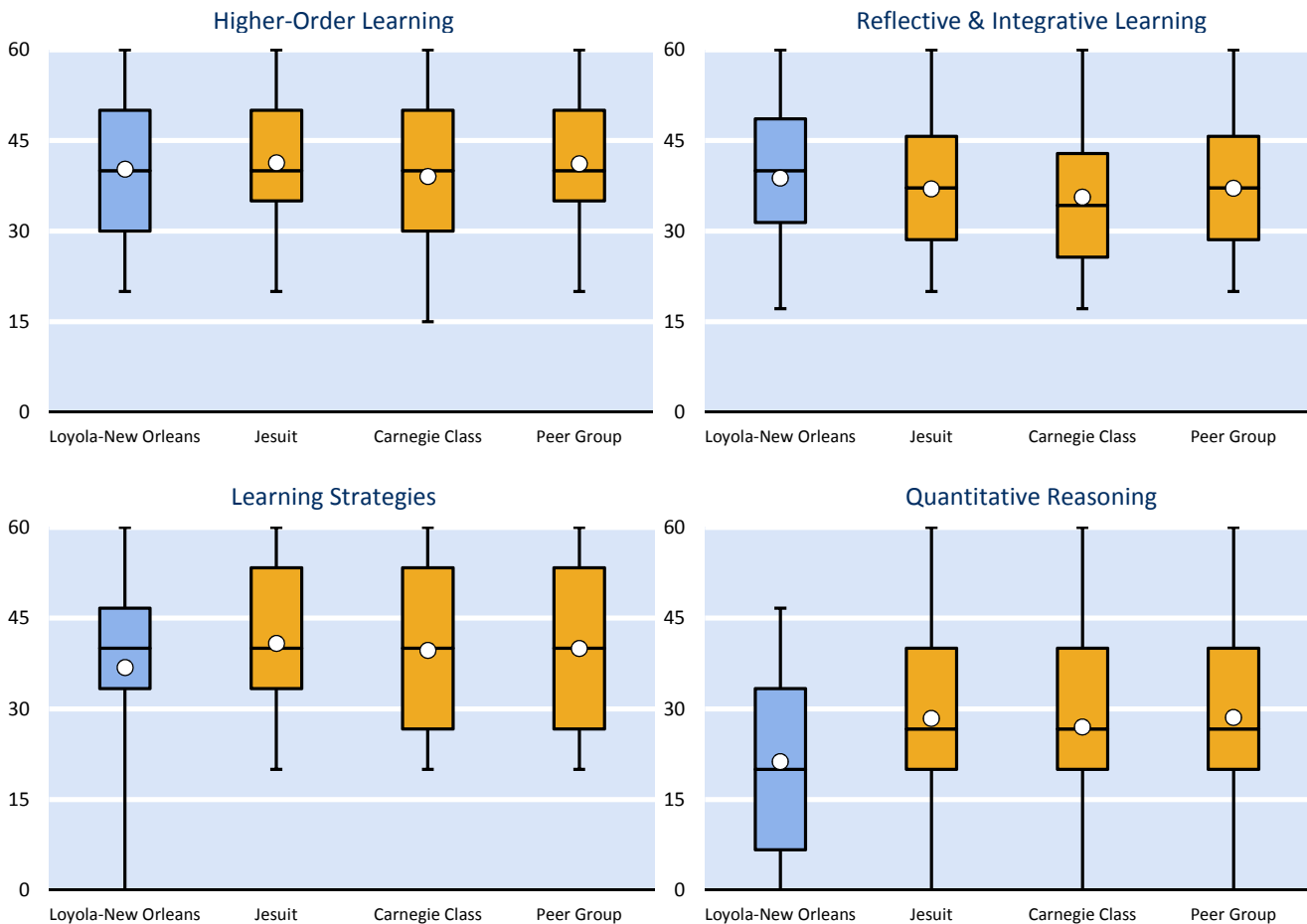
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your first-year students compared with					
		Jesuit		Carnegie Class		Peer Group	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	41.3	-.08	39.1	.09	41.1	-.07
Reflective & Integrative Learning	38.8	37.0	.14	35.6 *	.25	37.1	.14
Learning Strategies	36.9	40.8 *	-.29	39.7	-.20	40.0	-.23
Quantitative Reasoning	21.3	28.4 ***	-.44	27.0 **	-.34	28.6 ***	-.46

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
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	71 	78 	72 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82 	80 	72 	78 
4d. Evaluating a point of view, decision, or information source	82 	76 	71 	76 
4e. Forming a new idea or understanding from various pieces of information	72 	74 	69 	74 
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	62 	58 	55 	59 
2b. Connected your learning to societal problems or issues	73 	57 	53 	60 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69 	57 	51 	58 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71 	65 	63 	64 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	68 	67 	68 
2f. Learned something that changed the way you understand an issue or concept	76 	70 	65 	68 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	81 	77 	81 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86 	86 	81 	86 
9b. Reviewed your notes after class	45 	65 	66 	63 
9c. Summarized what you learned in class or from course materials	60 	65 	64 	63 
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.)	29 	53 	50 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	28 	40 	38 	40 
6c. Evaluated what others have concluded from numerical information	29 	41 	36 	41 

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

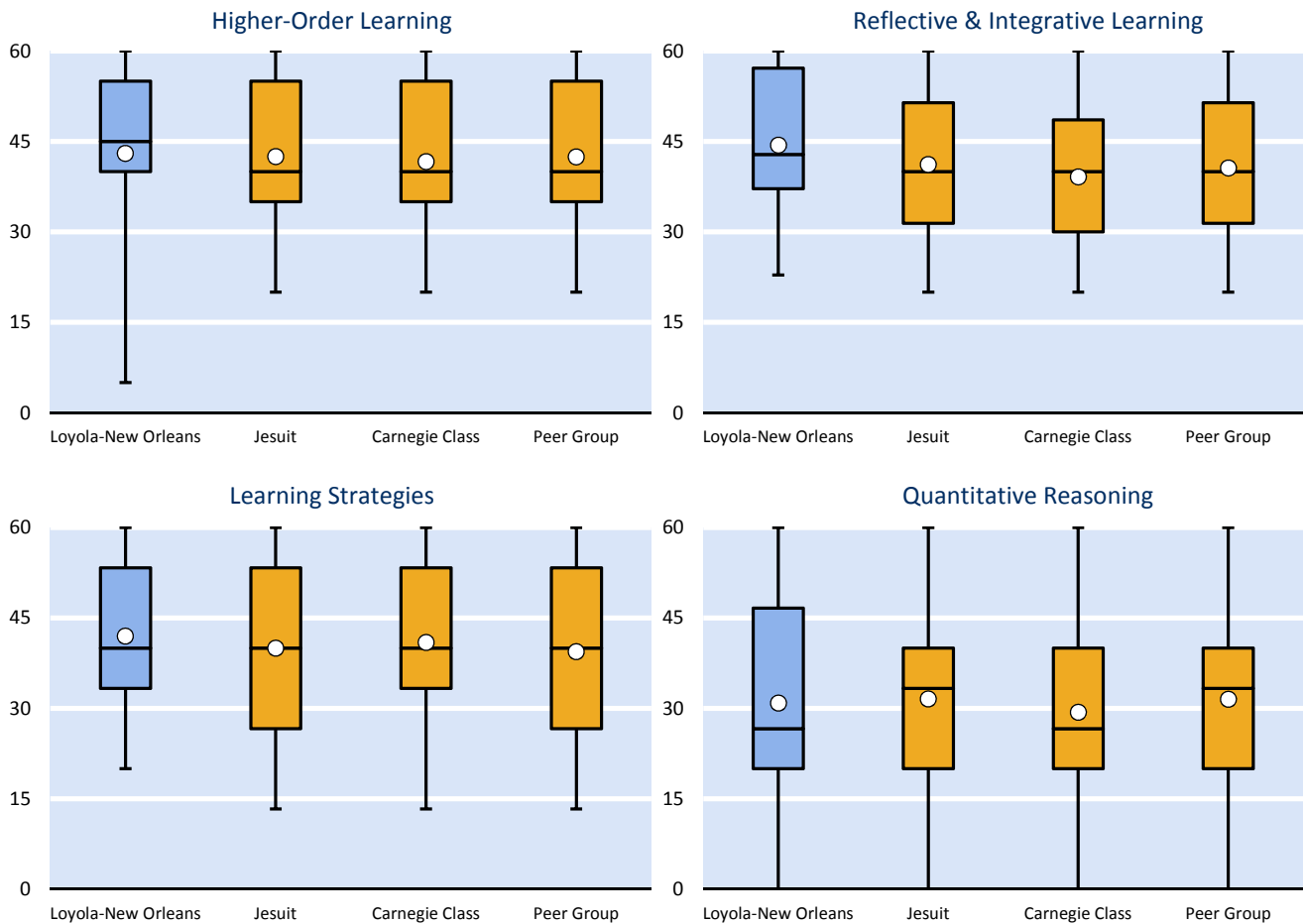
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Jesuit		Carnegie Class		Peer Group	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.0	42.5	.04	41.6	.10	42.4	.05
Reflective & Integrative Learning	44.4	41.2 *	.26	39.1 ***	.41	40.6 **	.31
Learning Strategies	42.0	40.0	.14	40.9	.07	39.4	.18
Quantitative Reasoning	30.9	31.6	-.04	29.3	.09	31.5	-.04

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





































































Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
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	83 	83 	80 	82 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82 	82 	78 	82 
4d. Evaluating a point of view, decision, or information source	76 	76 	74 	75 
4e. Forming a new idea or understanding from various pieces of information	79 	76 	74 	76 
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	83 	76 	71 	76 
2b. Connected your learning to societal problems or issues	79 	71 	65 	71 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	77 	65 	57 	62 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	87 	72 	67 	69 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79 	75 	71 	73 
2f. Learned something that changed the way you understand an issue or concept	79 	76 	70 	75 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	87 	84 	87 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	92 	87 	84 	86 
9b. Reviewed your notes after class	64 	58 	66 	57 
9c. Summarized what you learned in class or from course materials	74 	65 	67 	62 
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.)	49 	56 	53 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52 	48 	44 	48 
6c. Evaluated what others have concluded from numerical information	49 	52 	43 	51 

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

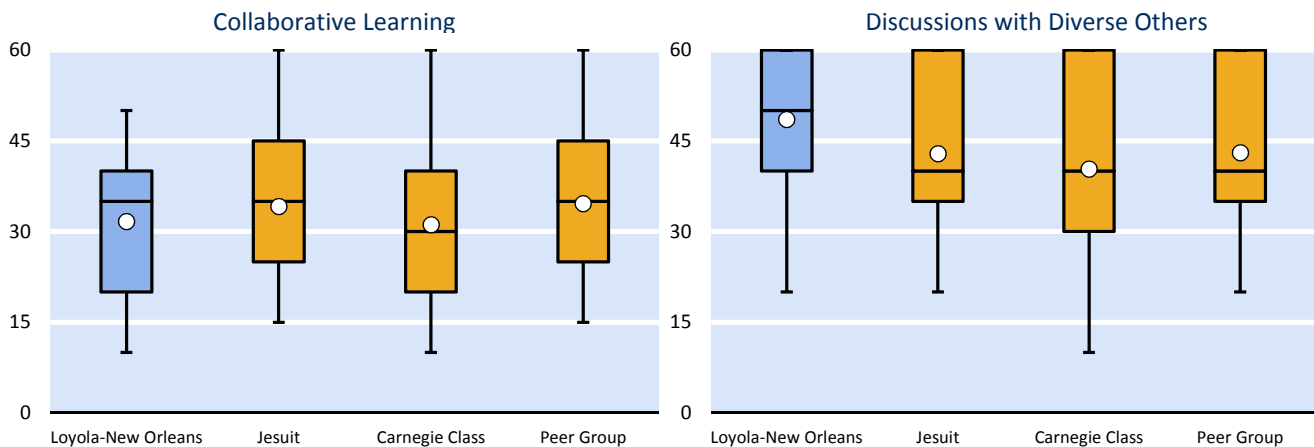
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	34.1	-.18	31.1	.04	34.6	-.23
Discussions with Diverse Others	48.5	42.9 **	.39	40.3 ***	.50	43.0 **	.38

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
1e. Asked another student to help you understand course material	47	54	47	55
1f. Explained course material to one or more students	51	62	55	63
1g. Prepared for exams by discussing or working through course material with other students	60	56	46	55
1h. Worked with other students on course projects or assignments	50	55	51	60

Discussions with Diverse Others

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
8a. People from a race or ethnicity other than your own	96	75	71	73
8b. People from an economic background other than your own	84	75	72	75
8c. People with religious beliefs other than your own	79	73	67	74
8d. People with political views other than your own	75	73	67	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.

Learning with Peers: Seniors

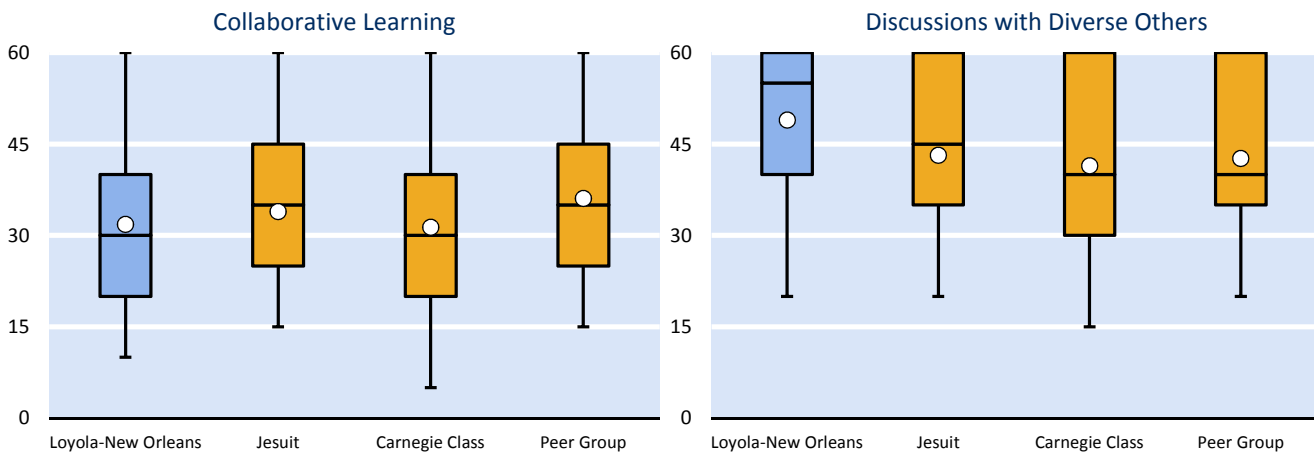
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		Jesuit		Carnegie Class		Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	33.9	-.15	31.3	.03	36.1 **	-.32
Discussions with Diverse Others	48.9	43.2 ***	.40	41.4 ***	.46	42.7 ***	.43

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

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Summary of Indicator Items

Collaborative Learning

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
1e. Asked another student to help you understand course material	38	44	38	49
1f. Explained course material to one or more students	60	61	56	67
1g. Prepared for exams by discussing or working through course material with other students	46	51	44	55
1h. Worked with other students on course projects or assignments	51	66	62	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	Peer Group
8a. People from a race or ethnicity other than your own	86	76	73	72
8b. People from an economic background other than your own	85	77	74	75
8c. People with religious beliefs other than your own	87	74	69	73
8d. People with political views other than your own	75	75	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.

Experiences with Faculty: First-year students

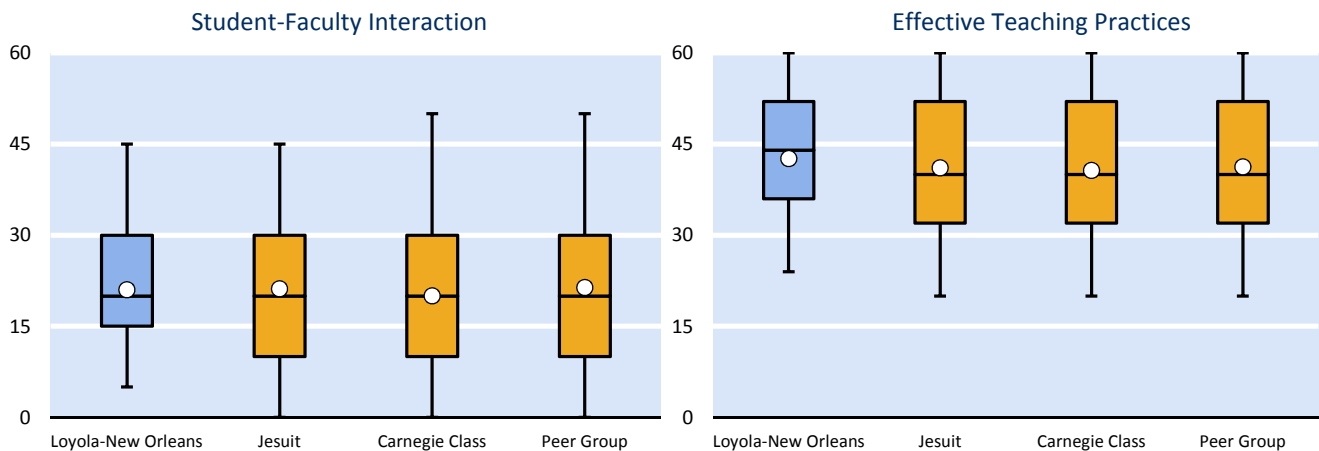
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Peer Group	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.0	21.2	-.01	20.0	.06	21.4	-.03
Effective Teaching Practices	42.6	41.1	.13	40.6	.15	41.2	.12

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
3a. Talked about career plans with a faculty member	29	32	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	18	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	29	25	29
3d. Discussed your academic performance with a faculty member	25	30	29	30

Effective Teaching Practices

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
5a. Clearly explained course goals and requirements	85	83	81	84
5b. Taught course sessions in an organized way	82	83	79	83
5c. Used examples or illustrations to explain difficult points	71	79	77	82
5d. Provided feedback on a draft or work in progress	79	67	67	67
5e. Provided prompt and detailed feedback on tests or completed assignments	76	68	64	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.

Experiences with Faculty: Seniors

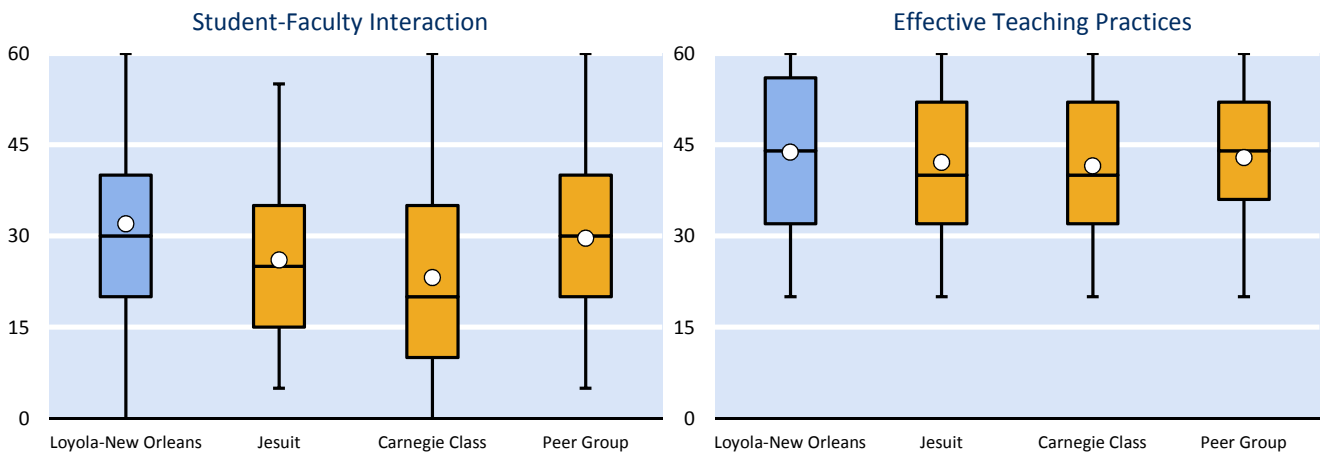
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Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		Jesuit		Carnegie Class		Peer Group	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	32.0	26.0 ***	.38	23.2 ***	.54	29.6	.15
Effective Teaching Practices	43.8	42.1	.14	41.5	.17	42.9	.07

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
3a. Talked about career plans with a faculty member	60	48	41	58
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	42	32	25	38
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	51	38	32	47
3d. Discussed your academic performance with a faculty member	44	34	33	40

Effective Teaching Practices

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
5a. Clearly explained course goals and requirements	91	86	83	87
5b. Taught course sessions in an organized way	74	85	81	86
5c. Used examples or illustrations to explain difficult points	87	84	79	86
5d. Provided feedback on a draft or work in progress	75	63	64	67
5e. Provided prompt and detailed feedback on tests or completed assignments	73	72	69	74

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

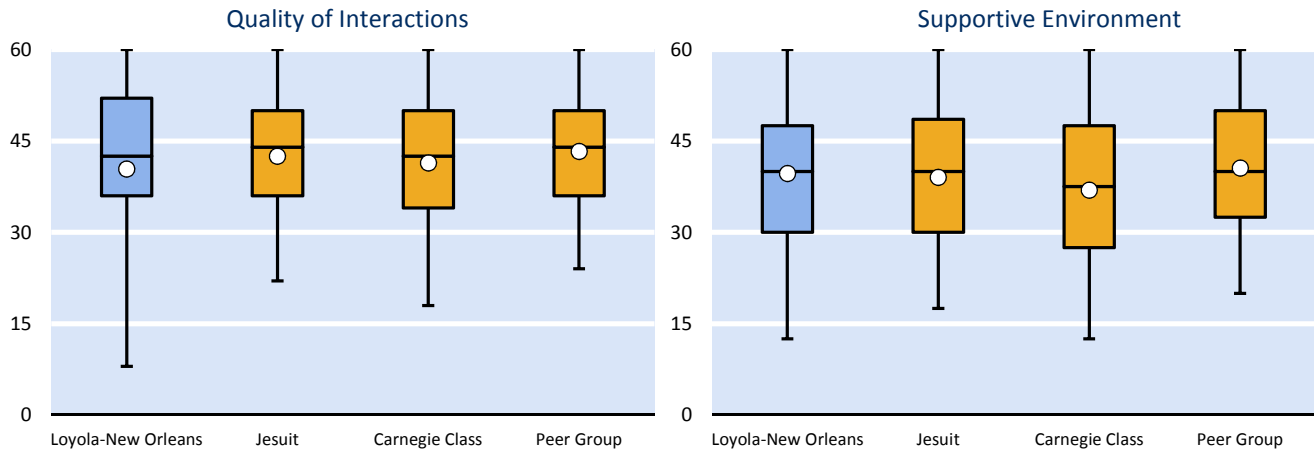
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your first-year students compared with					
		Jesuit		Carnegie Class		Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.4	42.5	-.19	41.4	-.08	43.3	-.27
Supportive Environment	39.7	39.0	.05	36.9	.19	40.6	-.07

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
13a. Students	55	63	59	66
13b. Academic advisors	43	49	48	47
13c. Faculty	63	54	50	58
13d. Student services staff (career services, student activities, housing, etc.)	40	44	43	49
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	41	42	45

Supportive Environment

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
14b. Providing support to help students succeed academically	71	81	77	84
14c. Using learning support services (tutoring services, writing center, etc.)	81	80	78	83
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	74	64	59	65
14e. Providing opportunities to be involved socially	80	77	71	82
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	76	71	81
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	46	45	49
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	72	65	77
14i. Attending events that address important social, economic, or political issues	71	61	52	64

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

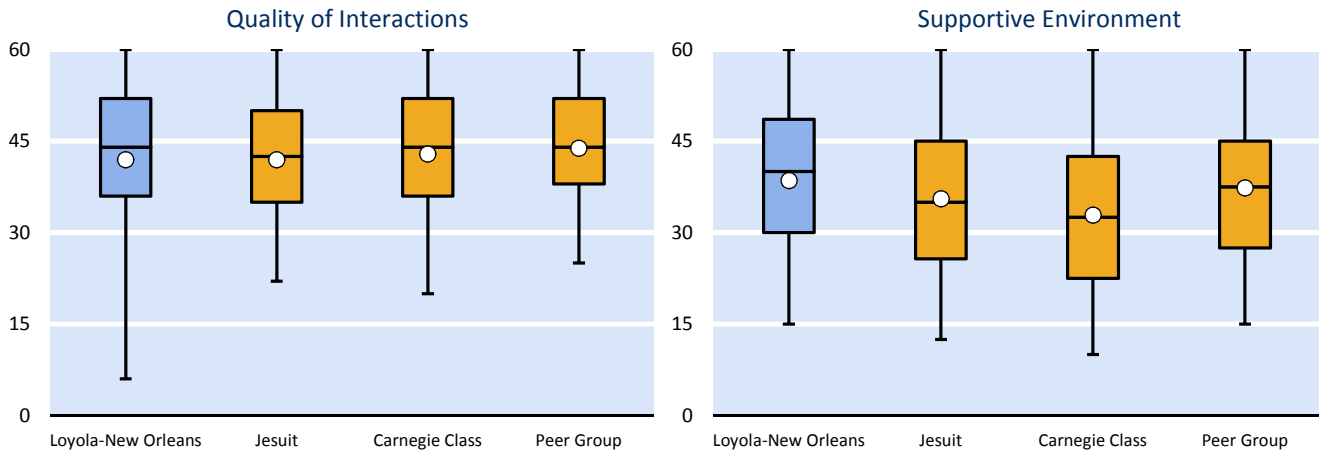
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		Jesuit		Carnegie Class		Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	41.9	.00	42.9	-.07	43.8	-.18
Supportive Environment	38.5	35.5 *	.22	32.9 ***	.39	37.3	.09

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
13a. Students	52	66	64	68
13b. Academic advisors	60	46	53	54
13c. Faculty	69	64	61	68
13d. Student services staff (career services, student activities, housing, etc.)	46	38	43	45
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	36	43	41

Supportive Environment

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

	Loyola-New Orleans	Jesuit	Carnegie Class	Peer Group
14b. Providing support to help students succeed academically	76	76	73	80
14c. Using learning support services (tutoring services, writing center, etc.)	76	69	67	72
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	72	57	54	55
14e. Providing opportunities to be involved socially	77	73	64	78
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	68	61	75
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	36	33	38
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	64	53	71
14i. Attending events that address important social, economic, or political issues	72	58	45	59

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^a for their high average levels of student engagement:

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

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b 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	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>	<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
	Higher-Order Learning	40.3	40.6	-.02	✓	42.7	-.18	
<i>Academic Challenge</i>	Reflective and Integrative Learning	38.8	37.3	.12	✓	39.3	-.04	✓
	Learning Strategies	36.9	41.2 *	-.31		43.4 ***	-.47	
	Quantitative Reasoning	21.3	28.8 ***	-.46		30.6 ***	-.58	
<i>Learning with Peers</i>	Collaborative Learning	31.6	34.7	-.23		37.0 ***	-.40	
	Discussions with Diverse Others	48.5	43.2 **	.34	✓	45.6	.20	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.0	23.3	-.16		26.9 ***	-.37	
	Effective Teaching Practices	42.6	42.4	.02	✓	44.6	-.15	
<i>Campus Environment</i>	Quality of Interactions	40.4	44.0 *	-.31		46.0 ***	-.48	
	Supportive Environment	39.7	39.4	.02	✓	41.4	-.13	

Seniors		Loyola-New Orleans	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>	<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
	Higher-Order Learning	43.0	43.3	-.02	✓	45.3	-.16	
<i>Academic Challenge</i>	Reflective and Integrative Learning	44.4	41.1 **	.27	✓	43.1	.11	✓
	Learning Strategies	42.0	42.5	-.03	✓	44.9	-.20	
	Quantitative Reasoning	30.9	31.3	-.03	✓	33.0	-.13	
<i>Learning with Peers</i>	Collaborative Learning	31.8	35.4 *	-.26		37.7 ***	-.43	
	Discussions with Diverse Others	48.9	43.9 **	.32	✓	45.8	.20	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	32.0	29.5	.15	✓	34.4	-.15	
	Effective Teaching Practices	43.8	43.0	.05	✓	45.1	-.10	
<i>Campus Environment</i>	Quality of Interactions	42.0	45.3 **	-.29		47.4 ***	-.46	
	Supportive Environment	38.5	36.1	.18	✓	39.0	-.03	✓

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Loyola-New Orleans (N = 66)	40.3	13.7	1.69	20	30	40	50	60				
Jesuit	41.3	12.9	.26	20	35	40	50	60	2,440	-1.0	.523	-.080
Carnegie Class	39.1	14.0	.07	15	30	40	50	60	37,370	1.2	.480	.087
Peer Group	41.1	12.7	.28	20	35	40	50	60	2,137	-.9	.593	-.067
Top 50%	40.6	13.6	.06	20	30	40	50	60	60,598	-.3	.852	-.023
Top 10%	42.7	13.6	.13	20	35	40	55	60	11,271	-2.4	.150	-.178
Reflective & Integrative Learning												
Loyola-New Orleans (N = 68)	38.8	12.2	1.48	17	31	40	49	60				
Jesuit	37.0	12.3	.25	20	29	37	46	60	2,530	1.8	.239	.145
Carnegie Class	35.6	12.7	.06	17	26	34	43	60	39,051	3.2	.040	.249
Peer Group	37.1	12.2	.26	20	29	37	46	60	2,230	1.7	.255	.140
Top 50%	37.3	12.5	.05	17	29	37	46	60	61,025	1.5	.336	.117
Top 10%	39.3	12.6	.11	20	31	40	49	60	13,062	-.5	.749	-.039
Learning Strategies												
Loyola-New Orleans (N = 60)	36.9	15.6	2.00	0	33	40	47	60				
Jesuit	40.8	13.7	.29	20	33	40	53	60	2,282	-4.0	.027	-.290
Carnegie Class	39.7	14.2	.08	20	27	40	53	60	34,673	-2.8	.122	-.199
Peer Group	40.0	13.8	.32	20	27	40	53	60	1,972	-3.1	.083	-.227
Top 50%	41.2	14.0	.06	20	33	40	53	60	53,602	-4.4	.016	-.310
Top 10%	43.4	14.0	.13	20	33	40	60	60	11,400	-6.6	.000	-.467
Quantitative Reasoning												
Loyola-New Orleans (N = 64)	21.3	15.8	1.98	0	7	20	33	47				
Jesuit	28.4	16.2	.33	0	20	27	40	60	2,458	-7.1	.001	-.441
Carnegie Class	27.0	16.6	.09	0	20	27	40	60	37,993	-5.7	.006	-.344
Peer Group	28.6	15.8	.35	0	20	27	40	60	2,157	-7.3	.000	-.461
Top 50%	28.8	16.3	.06	0	20	27	40	60	78,099	-7.5	.000	-.461
Top 10%	30.6	16.2	.12	0	20	27	40	60	17,855	-9.4	.000	-.576
Learning with Peers												
Collaborative Learning												
Loyola-New Orleans (N = 69)	31.6	13.3	1.60	10	20	35	40	50				
Jesuit	34.1	13.7	.27	15	25	35	45	60	2,594	-2.5	.135	-.182
Carnegie Class	31.1	14.3	.07	10	20	30	40	60	39,844	.5	.756	.037
Peer Group	34.6	13.2	.28	15	25	35	45	60	2,292	-3.0	.064	-.226
Top 50%	34.7	13.7	.05	15	25	35	45	60	73,837	-3.1	.060	-.226
Top 10%	37.0	13.6	.10	15	25	35	45	60	16,878	-5.4	.001	-.399
Discussions with Diverse Others												
Loyola-New Orleans (N = 60)	48.5	12.5	1.60	20	40	50	60	60				
Jesuit	42.9	14.6	.31	20	35	40	60	60	64	5.6	.001	.388
Carnegie Class	40.3	16.3	.09	10	30	40	60	60	60	8.2	.000	.504
Peer Group	43.0	14.6	.33	20	35	40	60	60	64	5.5	.001	.380
Top 50%	43.2	15.4	.06	20	35	45	60	60	59	5.3	.002	.343
Top 10%	45.6	14.8	.13	20	40	50	60	60	60	2.9	.077	.195

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Loyola-New Orleans (N = 64)	21.0	11.9	1.49	5	15	20	30	45				
Jesuit	21.2	13.4	.27	0	10	20	30	45	2,467	-.2	.912	-.014
Carnegie Class	20.0	14.8	.08	0	10	20	30	50	38,171	1.0	.605	.065
Peer Group	21.4	14.1	.31	0	10	20	30	50	2,171	-.4	.832	-.027
Top 50%	23.3	15.0	.07	0	10	20	30	55	63	-2.4	.119	-.157
Top 10%	26.9	16.2	.19	5	15	25	40	60	65	-6.0	.000	-.369
Effective Teaching Practices												
Loyola-New Orleans (N = 65)	42.6	11.7	1.46	24	36	44	52	60				
Jesuit	41.1	12.3	.25	20	32	40	52	60	2,488	1.6	.310	.128
Carnegie Class	40.6	13.4	.07	20	32	40	52	60	38,471	2.0	.235	.148
Peer Group	41.2	12.0	.26	20	32	40	52	60	2,184	1.4	.356	.116
Top 50%	42.4	13.2	.06	20	32	44	52	60	49,068	.3	.869	.021
Top 10%	44.6	13.3	.13	20	36	44	56	60	9,825	-2.0	.226	-.151
Campus Environment												
Quality of Interactions												
Loyola-New Orleans (N = 55)	40.4	14.4	1.95	8	36	43	52	60				
Jesuit	42.5	11.2	.24	22	36	44	50	60	2,227	-2.1	.175	-.186
Carnegie Class	41.4	12.7	.07	18	34	43	50	60	33,538	-1.0	.577	-.075
Peer Group	43.3	10.8	.25	24	36	44	50	60	56	-2.9	.146	-.267
Top 50%	44.0	11.4	.06	22	38	46	52	60	41,511	-3.6	.020	-.314
Top 10%	46.0	11.6	.13	24	40	48	55	60	8,644	-5.6	.000	-.484
Supportive Environment												
Loyola-New Orleans (N = 56)	39.7	13.1	1.76	13	30	40	48	60				
Jesuit	39.0	13.1	.29	18	30	40	49	60	2,166	.7	.708	.051
Carnegie Class	36.9	14.1	.08	13	28	38	48	60	32,266	2.7	.149	.194
Peer Group	40.6	12.5	.30	20	33	40	50	60	1,845	-.9	.604	-.071
Top 50%	39.4	13.2	.06	18	30	40	50	60	54,278	.3	.873	.022
Top 10%	41.4	12.8	.12	20	33	40	53	60	11,902	-1.7	.331	-.131

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Loyola-New Orleans (N = 91)	43.0	14.9	1.56	5	40	45	55	60				
Jesuit	42.5	13.0	.21	20	35	40	55	60	3,884	.5	.697	.041
Carnegie Class	41.6	14.1	.05	20	35	40	55	60	73,006	1.4	.344	.099
Peer Group	42.4	13.0	.25	20	35	40	55	60	2,895	.6	.664	.046
Top 50%	43.3	13.7	.05	20	35	40	55	60	88,847	-.2	.868	-.017
Top 10%	45.3	13.6	.09	20	40	45	60	60	21,929	-2.2	.120	-.164
Reflective & Integrative Learning												
Loyola-New Orleans (N = 96)	44.4	12.1	1.23	23	37	43	57	60				
Jesuit	41.2	12.4	.20	20	31	40	51	60	4,041	3.2	.012	.260
Carnegie Class	39.1	13.0	.05	20	30	40	49	60	75,942	5.3	.000	.407
Peer Group	40.6	12.4	.23	20	31	40	51	60	3,027	3.8	.003	.307
Top 50%	41.1	12.6	.04	20	31	40	51	60	87,028	3.4	.009	.266
Top 10%	43.1	12.5	.09	20	34	43	54	60	19,080	1.4	.286	.109
Learning Strategies												
Loyola-New Orleans (N = 87)	42.0	13.3	1.43	20	33	40	53	60				
Jesuit	40.0	14.4	.24	13	27	40	53	60	3,734	2.0	.194	.141
Carnegie Class	40.9	14.8	.06	13	33	40	53	60	69,166	1.1	.498	.073
Peer Group	39.4	14.6	.28	13	27	40	53	60	2,787	2.6	.102	.178
Top 50%	42.5	14.5	.04	20	33	40	60	60	109,046	-.5	.767	-.032
Top 10%	44.9	14.1	.08	20	33	47	60	60	27,921	-2.9	.060	-.202
Quantitative Reasoning												
Loyola-New Orleans (N = 93)	30.9	19.6	2.03	0	20	27	47	60				
Jesuit	31.6	17.2	.28	0	20	33	40	60	95	-.7	.740	-.039
Carnegie Class	29.3	17.4	.06	0	20	27	40	60	92	1.5	.448	.089
Peer Group	31.5	17.4	.32	0	20	33	40	60	97	-.7	.752	-.037
Top 50%	31.3	17.2	.05	0	20	33	40	60	92	-.4	.831	-.025
Top 10%	33.0	16.9	.09	0	20	33	47	60	92	-2.2	.292	-.127
Learning with Peers												
Collaborative Learning												
Loyola-New Orleans (N = 99)	31.8	15.8	1.59	10	20	30	40	60				
Jesuit	33.9	13.9	.22	15	25	35	45	60	102	-2.1	.187	-.153
Carnegie Class	31.3	15.0	.05	5	20	30	40	60	76,668	.5	.760	.031
Peer Group	36.1	13.3	.24	15	25	35	45	60	103	-4.3	.009	-.319
Top 50%	35.4	13.8	.04	15	25	35	45	60	98	-3.6	.027	-.259
Top 10%	37.7	13.6	.09	15	30	40	50	60	99	-5.9	.000	-.434
Discussions with Diverse Others												
Loyola-New Orleans (N = 89)	48.9	13.8	1.47	20	40	55	60	60				
Jesuit	43.2	14.3	.24	20	35	45	60	60	3,768	5.8	.000	.402
Carnegie Class	41.4	16.4	.06	15	30	40	60	60	88	7.5	.000	.455
Peer Group	42.7	14.5	.28	20	35	40	60	60	2,813	6.3	.000	.433
Top 50%	43.9	15.8	.04	20	35	45	60	60	134,075	5.0	.003	.317
Top 10%	45.8	15.4	.08	20	40	50	60	60	34,612	3.1	.058	.201

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Loyola-New Orleans (N = 95)	32.0	17.4	1.78	0	20	30	40	60				
Jesuit	26.0	15.5	.25	5	15	25	35	55	3,981	6.0	.000	.384
Carnegie Class	23.2	16.5	.06	0	10	20	35	60	74,336	8.8	.000	.536
Peer Group	29.6	15.5	.29	5	20	30	40	60	2,963	2.4	.145	.152
Top 50%	29.5	16.1	.07	5	20	30	40	60	55,011	2.5	.137	.152
Top 10%	34.4	16.4	.19	10	20	35	45	60	7,460	-2.4	.150	-.149
Effective Teaching Practices												
Loyola-New Orleans (N = 94)	43.8	13.1	1.35	20	32	44	56	60				
Jesuit	42.1	12.5	.20	20	32	40	52	60	4,009	1.7	.196	.135
Carnegie Class	41.5	13.8	.05	20	32	40	52	60	75,234	2.3	.110	.165
Peer Group	42.9	12.2	.23	20	36	44	52	60	2,987	.9	.479	.074
Top 50%	43.0	13.6	.05	20	36	44	56	60	82,422	.7	.605	.053
Top 10%	45.1	13.4	.11	20	36	48	60	60	14,052	-1.4	.330	-.101
Campus Environment												
Quality of Interactions												
Loyola-New Orleans (N = 89)	42.0	13.8	1.46	6	36	44	52	60				
Jesuit	41.9	11.0	.18	22	35	43	50	60	91	.0	.979	.004
Carnegie Class	42.9	12.1	.05	20	36	44	52	60	66,532	-.9	.484	-.074
Peer Group	43.8	10.4	.20	25	38	44	52	60	92	-1.9	.206	-.179
Top 50%	45.3	11.3	.04	24	38	48	54	60	71,590	-3.3	.006	-.293
Top 10%	47.4	11.6	.08	24	40	50	58	60	19,207	-5.4	.000	-.465
Supportive Environment												
Loyola-New Orleans (N = 87)	38.5	14.4	1.54	15	30	40	49	60				
Jesuit	35.5	13.3	.22	13	26	35	45	60	3,630	3.0	.041	.222
Carnegie Class	32.9	14.6	.06	10	23	33	43	60	65,814	5.6	.000	.385
Peer Group	37.3	12.8	.25	15	28	38	45	60	2,700	1.2	.395	.093
Top 50%	36.1	13.8	.05	13	28	38	45	60	84,610	2.4	.101	.176
Top 10%	39.0	13.3	.11	17	30	40	50	60	14,206	-.5	.747	-.035

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

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

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

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

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

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

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