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# **NSSE 2017**

## **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 broad themes as shown at right.

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

### Report Sections

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

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Performance on Indicator Items**  
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). 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 website: [nsse.indiana.edu](https://nsse.indiana.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with LUNO Ref Group	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
<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 LUNO Ref Group	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
<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

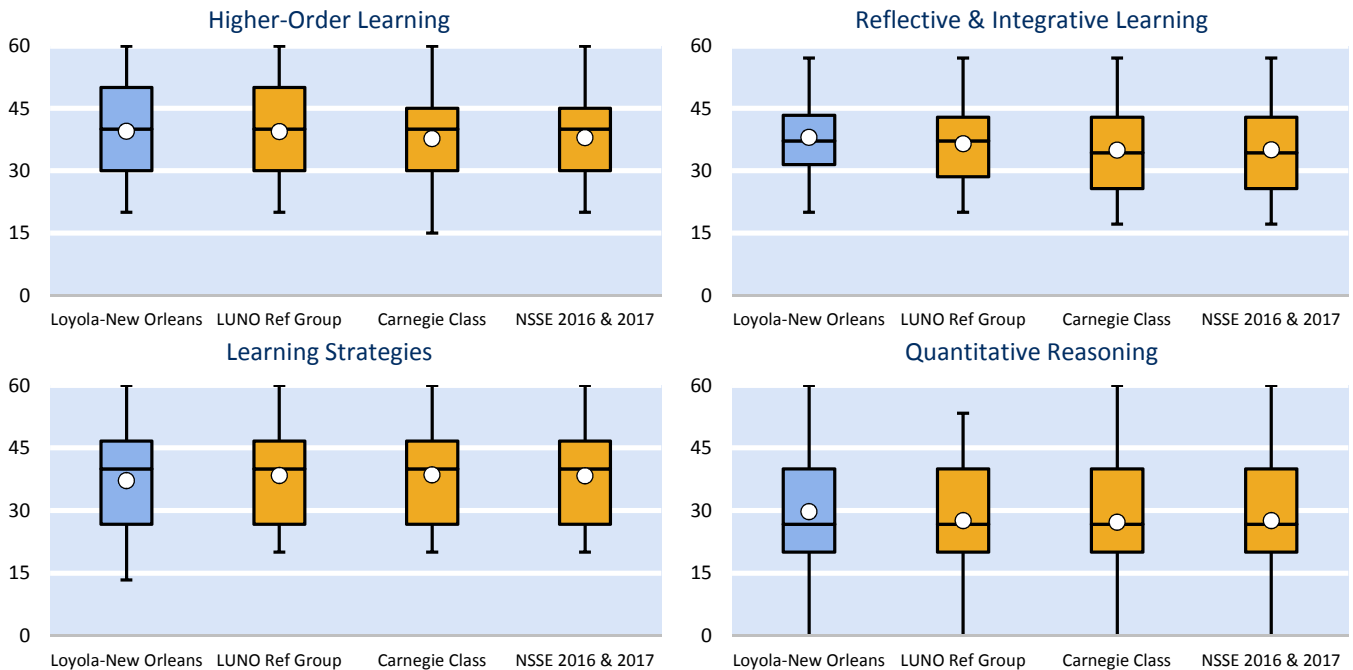
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		LUNO Ref Group		Carnegie Class		NSSE 2016 & 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.5	39.4	.01	37.8	.13	37.9	.12
Reflective & Integrative Learning	38.0	36.5	.14	34.9 **	.26	35.0 **	.25
Learning Strategies	37.2	38.4	-.09	38.5	-.10	38.3	-.08
Quantitative Reasoning	29.8	27.6	.14	27.2	.17	27.6	.14

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

#### Score Distributions



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

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

### Performance<sup>a</sup> on Indicator Items

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

	Loyola-New Orleans	Percentage point difference between your FY students and		
		LUNO Ref Group	Carnegie Class	NSSE 2016 & 2017
<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	75	-1	+6	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-3	+5	+4
4d. Evaluating a point of view, decision, or information source	74	+0	+4	+5
4e. Forming a new idea or understanding from various pieces of information	76	+3	+7	+8
<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	61	+5	+10	+9
2b. Connected your learning to societal problems or issues	72	+14	+20	+20
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+6	+12	+13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+6	+8	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+1	+5	+5
2f. Learned something that changed the way you understand an issue or concept	75	+5	+9	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-3	+2	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-7	-2	-2
9b. Reviewed your notes after class	55	-8	-11	-10
9c. Summarized what you learned in class or from course materials	62	-1	-1	-1
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+5	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+7	+7	+7
6c. Evaluated what others have concluded from numerical information	40	-1	+3	+2

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 website.

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

### Academic Challenge: Seniors

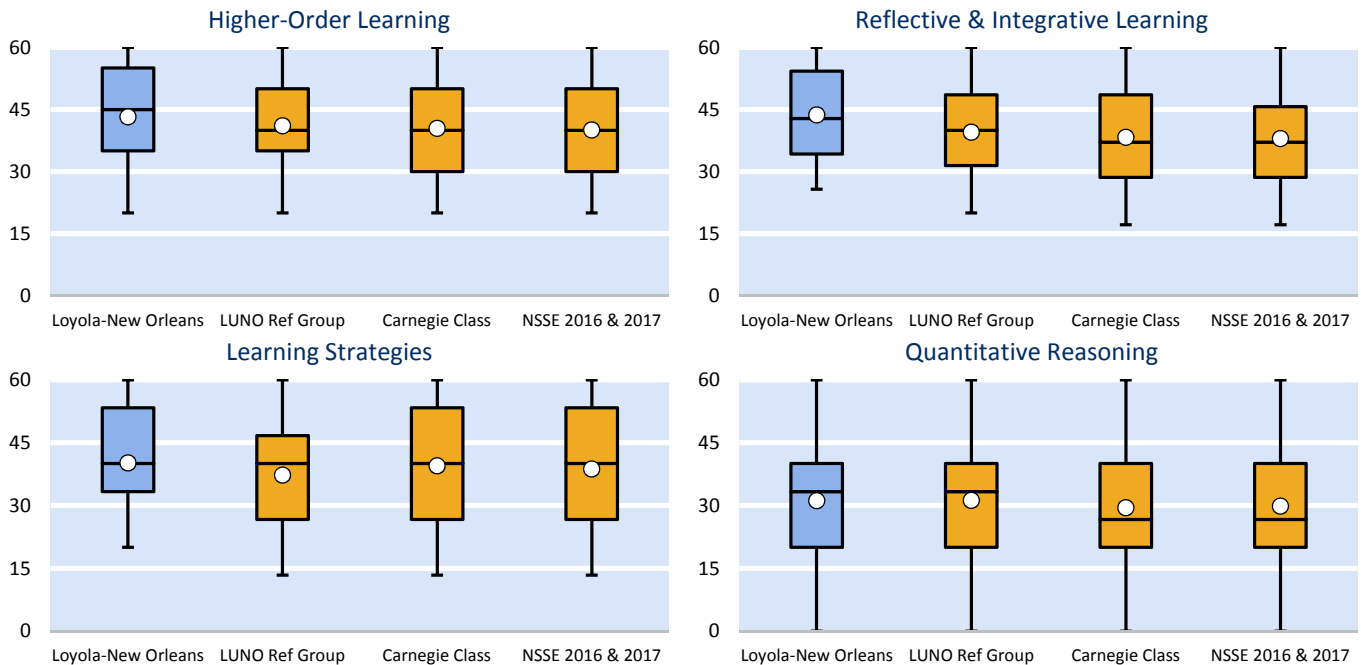
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		LUNO Ref Group		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.2	41.1	.17	40.5	.20	40.0 *	.23
Reflective & Integrative Learning	43.7	39.5 ***	.36	38.3 ***	.43	38.0 ***	.45
Learning Strategies	40.2	37.2	.21	39.4	.05	38.7	.10
Quantitative Reasoning	31.1	31.2	-.01	29.5	.10	29.9	.08

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

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## Academic Challenge: Seniors (continued)

### Performance<sup>a</sup> on Indicator Items

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

Higher-Order Learning	Loyola-New Orleans	Percentage point difference between your seniors and		
		LUNO Ref Group	Carnegie Class	NSSE 2016 & 2017
<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	79	-2	+0	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	85	+6	+9	+9
4d. Evaluating a point of view, decision, or information source	72	-2	-1	+2
4e. Forming a new idea or understanding from various pieces of information	76	+2	+3	+4
<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	68	-7	-0	-1
2b. Connected your learning to societal problems or issues	84	+17	+21	+22
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	72	+12	+17	+19
2d. Examined the strengths and weaknesses of your own views on a topic or issue	81	+13	+14	+15
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	86	+13	+14	+15
2f. Learned something that changed the way you understand an issue or concept	79	+4	+8	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	94	+8	+10	+11
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	95	+14	+14	+16
9b. Reviewed your notes after class	60	+6	-4	-2
9c. Summarized what you learned in class or from course materials	65	+6	-1	+1
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-5	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	-1	+3	+3
6c. Evaluated what others have concluded from numerical information	54	+4	+11	+10

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### Learning with Peers: First-year students

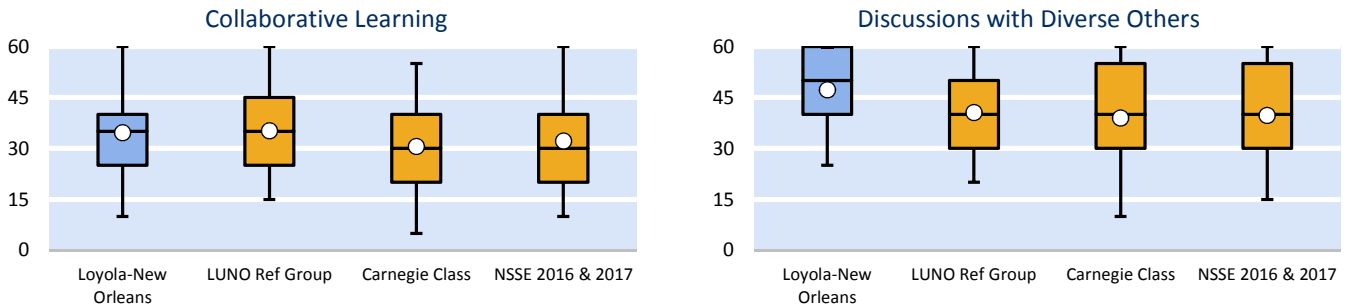
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		LUNO Ref Group		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	35.2	-.05	30.6 ***	.27	32.2 *	.17
Discussions with Diverse Others	47.2	40.5 ***	.49	39.0 ***	.52	39.7 ***	.49

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

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#### Performance<sup>a</sup> on Indicator Items

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

	Loyola-New Orleans %	Percentage point difference between your FY students and		
		LUNO Ref Group	Carnegie Class	NSSE 2016 & 2017
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	55	-3	+6	+2
1f. Explained course material to one or more students	59	-7	+5	+1
1g. Prepared for exams by discussing or working through course material with other students	62	+2	+15	+12
1h. Worked with other students on course projects or assignments	58	-4	+7	+4
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	91	+19	+22	+21
8b. People from an economic background other than your own	87	+14	+18	+16
8c. People with religious beliefs other than your own	81	+10	+16	+15
8d. People with political views other than your own	72	+3	+5	+4

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### Learning with Peers: Seniors

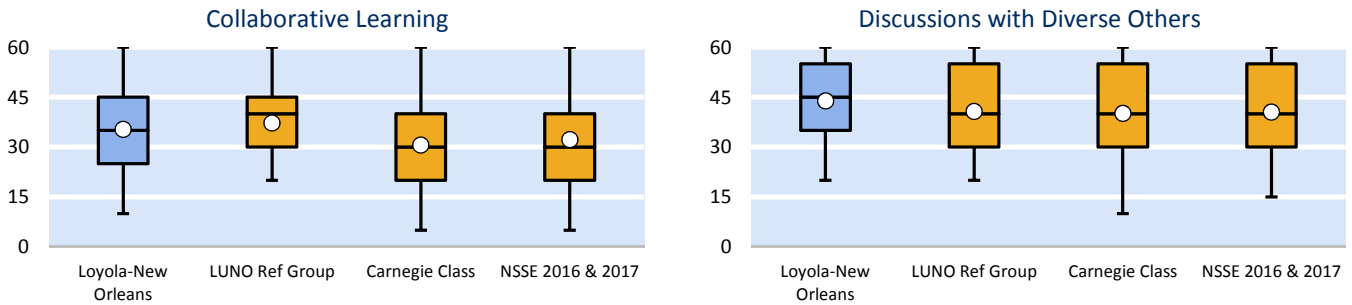
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#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		LUNO Ref Group		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.3	37.2	-.15	30.6 **	.30	32.3	.20
Discussions with Diverse Others	43.8	40.7 *	.22	40.1 **	.23	40.5 *	.21

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

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#### Performance<sup>a</sup> on Indicator Items

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

	Loyola-New Orleans %	Percentage point difference between your seniors and		
		LUNO Ref Group	Carnegie Class	NSSE 2016 & 2017
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	47	-7	+7	+4
1f. Explained course material to one or more students	66	-3	+11	+7
1g. Prepared for exams by discussing or working through course material with other students	59	-2	+15	+12
1h. Worked with other students on course projects or assignments	65	-11	+6	+2
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	88	+16	+17	+16
8b. People from an economic background other than your own	83	+8	+11	+10
8c. People with religious beliefs other than your own	77	+7	+9	+9
8d. People with political views other than your own	56	-10	-11	-11

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## Experiences with Faculty: First-year students

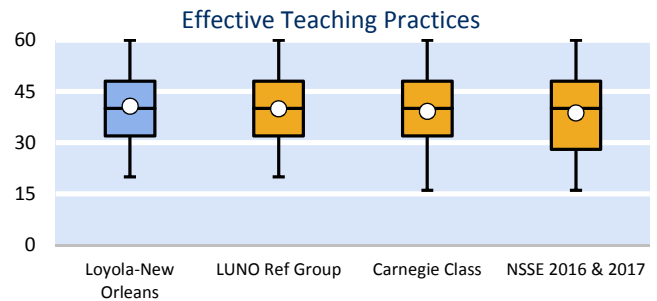
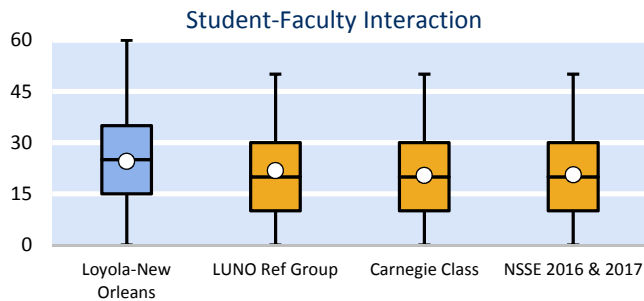
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your first-year students compared with					
		LUNO Ref Group Mean	LUNO Ref Group Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Student-Faculty Interaction	24.5	21.8 *	.19	20.4 ***	.28	20.6 **	.27
Effective Teaching Practices	40.6	39.8	.06	39.1	.11	38.7	.15

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

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Student-Faculty Interaction	Loyola-New Orleans %	Percentage point difference between your FY students and		
		LUNO Ref Group	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+9	+7	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+9	+10	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+6	+11	+11
3d. Discussed your academic performance with a faculty member	35	+4	+6	+6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	85	+5	+7	+7
5b. Taught course sessions in an organized way	82	+2	+7	+6
5c. Used examples or illustrations to explain difficult points	77	-3	+2	+2
5d. Provided feedback on a draft or work in progress	72	+5	+6	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	65	-1	+2	+4

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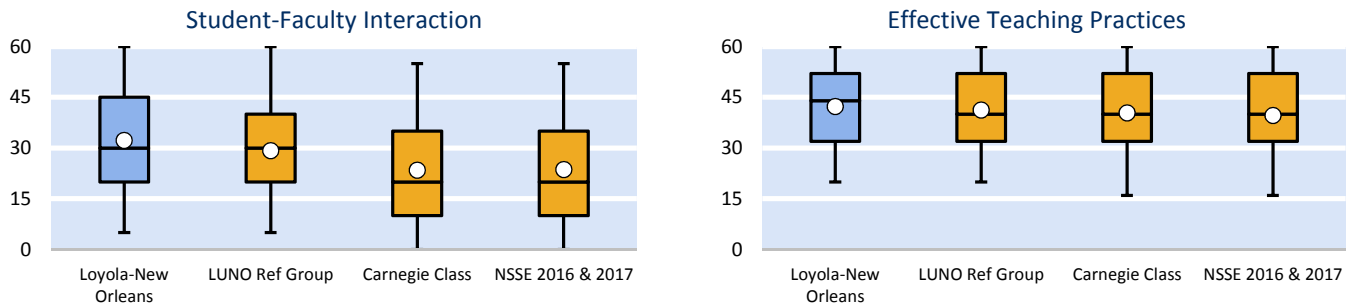
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#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		LUNO Ref Group Mean	LUNO Ref Group Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Student-Faculty Interaction	32.2	29.2	.20	23.5 ***	.54	23.6 ***	.54
Effective Teaching Practices	42.3	41.2	.09	40.3	.14	39.6	.19

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

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#### Performance<sup>a</sup> on Indicator Items

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

Student-Faculty Interaction	Loyola-New Orleans %	Percentage point difference between your seniors and		
		LUNO Ref Group	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	57	+3	+15	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	44	+8	+19	+18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	49	+5	+18	+17
3d. Discussed your academic performance with a faculty member	40	+0	+5	+7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	87	+3	+5	+6
5b. Taught course sessions in an organized way	81	-1	+2	+3
5c. Used examples or illustrations to explain difficult points	80	-4	+2	+3
5d. Provided feedback on a draft or work in progress	72	+8	+9	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+0	+2	+5

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 website.

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

### Campus Environment: First-year students

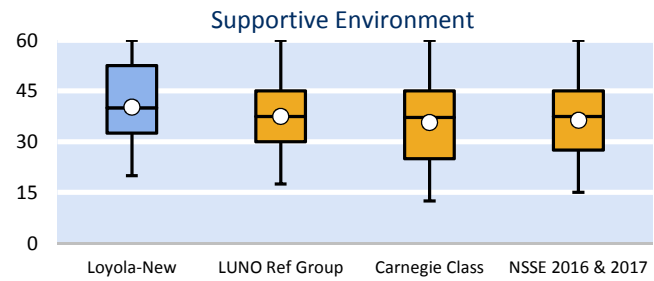
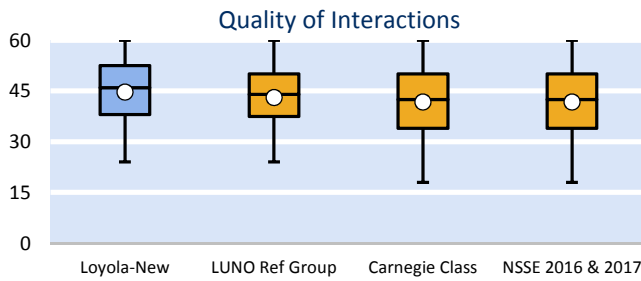
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your first-year students compared with					
		LUNO Ref Group		Carnegie Class		NSSE 2016 & 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.7	43.0	.15	41.7 **	.24	41.7 **	.24
Supportive Environment	40.2	37.5 *	.21	35.7 ***	.32	36.3 **	.28

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

#### Score Distributions



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

#### Performance<sup>a</sup> on Indicator Items

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

Quality of Interactions	Loyola-New Orleans	Percentage point difference between your FY students and		
		LUNO Ref Group	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+2	+9	+8
13b. Academic advisors	52	+6	+3	+3
13c. Faculty	63	+6	+13	+14
13d. Student services staff (career services, student activities, housing, etc.)	47	+1	+3	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+4	+4	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	82	+2	+6	+5
14c. Using learning support services (tutoring services, writing center, etc.)	78	+1	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	76	+13	+15	+14
14e. Providing opportunities to be involved socially	83	+8	+13	+12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	+8	+14	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	58	+15	+15	+15
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+5	+13	+9
14i. Attending events that address important social, economic, or political issues	74	+13	+24	+22

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 website.

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

### Campus Environment: Seniors

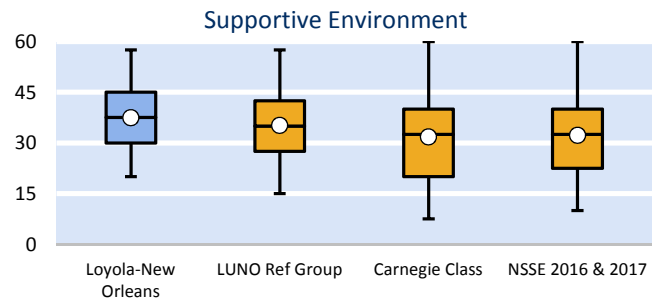
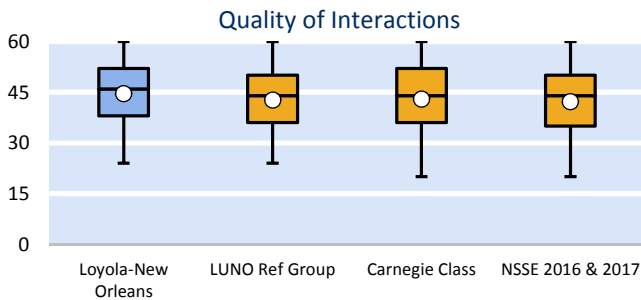
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Loyola-New Orleans Mean	Your seniors compared with					
		LUNO Ref Group Mean	LUNO Ref Group Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Quality of Interactions	44.6	42.7	.18	43.0	.13	42.2 *	.19
Supportive Environment	37.5	35.2	.18	31.8 ***	.39	32.3 ***	.36

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

#### Score Distributions



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

#### Performance<sup>a</sup> on Indicator Items

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

Quality of Interactions	Loyola-New Orleans %	Percentage point difference between your seniors and		
		LUNO Ref Group	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	66	+5	+7	+8
13b. Academic advisors	55	+5	+1	+3
13c. Faculty	66	+4	+7	+10
13d. Student services staff (career services, student activities, housing, etc.)	45	+4	+0	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+5	-3	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	83	+7	+11	+12
14c. Using learning support services (tutoring services, writing center, etc.)	75	+8	+9	+10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	82	+27	+27	+28
14e. Providing opportunities to be involved socially	73	-0	+11	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+2	+13	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-6	-4	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-9	+8	+2
14i. Attending events that address important social, economic, or political issues	60	+3	+18	+17

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 website.

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

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

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

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

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

First-Year Students		Loyola-New Orleans	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.5	39.2	.02	✓	41.2	-.13	
	Reflective and Integrative Learning	38.0	36.6	.12	✓	38.3	-.02	✓
	Learning Strategies	37.2	39.8 *	-.19		41.9 ***	-.34	
	Quantitative Reasoning	29.8	28.8	.06	✓	30.4	-.04	✓
<i>Learning with Peers</i>	Collaborative Learning	34.6	35.2	-.04	✓	37.1 *	-.19	
	Discussions with Diverse Others	47.2	41.7 ***	.37	✓	43.8 **	.23	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.5	23.8	.05	✓	27.2 *	-.18	
	Effective Teaching Practices	40.6	40.7	-.01	✓	42.6	-.15	
<i>Campus Environment</i>	Quality of Interactions	44.7	43.8	.08	✓	46.1	-.12	
	Supportive Environment	40.2	38.2	.15	✓	40.0	.02	✓

Seniors		Loyola-New Orleans	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	43.2	41.8	.10	✓	43.3	.00	✓
	Reflective and Integrative Learning	43.7	40.0 **	.30	✓	42.0	.14	✓
	Learning Strategies	40.2	40.7	-.04	✓	42.9	-.19	
	Quantitative Reasoning	31.1	31.1	.00	✓	33.0	-.12	
<i>Learning with Peers</i>	Collaborative Learning	35.3	35.8	-.04	✓	37.9	-.19	
	Discussions with Diverse Others	43.8	42.3	.10	✓	44.3	-.03	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	32.2	29.2	.19	✓	33.0	-.05	✓
	Effective Teaching Practices	42.3	41.8	.04	✓	43.8	-.12	
<i>Campus Environment</i>	Quality of Interactions	44.6	44.8	-.02	✓	46.9 *	-.19	
	Supportive Environment	37.5	34.8	.20	✓	37.2	.02	✓

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <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 = 138)	39.5	12.7	1.08	20	30	40	50	60				
LUNO Ref Group	39.4	12.2	.21	20	30	40	50	60	3,368	.1	.934	.007
Carnegie Class	37.8	13.4	.05	15	30	40	45	60	71,400	1.7	.128	.129
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	247,999	1.5	.170	.117
Top 50%	39.2	13.1	.03	20	30	40	50	60	141,236	.3	.772	.025
Top 10%	41.2	13.3	.08	20	35	40	50	60	26,239	-1.7	.139	-.126
<b>Reflective &amp; Integrative Learning</b>												
Loyola-New Orleans (N = 146)	38.0	10.8	.89	20	31	37	43	57				
LUNO Ref Group	36.5	11.3	.20	20	29	37	43	57	3,483	1.5	.109	.136
Carnegie Class	34.9	12.0	.04	17	26	34	43	57	74,359	3.1	.002	.256
NSSE 2016 & 2017	35.0	12.0	.02	17	26	34	43	57	258,290	3.0	.003	.247
Top 50%	36.6	12.0	.03	17	29	37	46	57	131,392	1.4	.145	.121
Top 10%	38.3	12.3	.07	20	29	37	46	60	147	-.2	.793	-.019
<b>Learning Strategies</b>												
Loyola-New Orleans (N = 127)	37.2	14.4	1.28	13	27	40	47	60				
LUNO Ref Group	38.4	13.2	.25	20	27	40	47	60	136	-1.2	.372	-.088
Carnegie Class	38.5	13.8	.05	20	27	40	47	60	63,755	-1.3	.277	-.096
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	220,830	-1.1	.375	-.079
Top 50%	39.8	13.7	.04	20	27	40	53	60	109,266	-2.6	.030	-.192
Top 10%	41.9	14.1	.08	20	33	40	53	60	27,787	-4.7	.000	-.338
<b>Quantitative Reasoning</b>												
Loyola-New Orleans (N = 140)	29.8	15.0	1.27	0	20	27	40	60				
LUNO Ref Group	27.6	15.0	.27	0	20	27	40	53	3,339	2.2	.096	.144
Carnegie Class	27.2	15.4	.06	0	20	27	40	60	71,070	2.6	.050	.166
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	247,072	2.2	.096	.141
Top 50%	28.8	15.2	.04	0	20	27	40	60	152,339	.9	.476	.060
Top 10%	30.4	15.2	.08	7	20	27	40	60	37,215	-.7	.609	-.043
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Loyola-New Orleans (N = 149)	34.6	14.4	1.18	10	25	35	40	60				
LUNO Ref Group	35.2	13.0	.22	15	25	35	45	60	3,623	-.6	.580	-.046
Carnegie Class	30.6	14.9	.05	5	20	30	40	55	76,971	4.0	.001	.271
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	267,754	2.4	.041	.168
Top 50%	35.2	13.6	.03	15	25	35	45	60	152,862	-.6	.592	-.044
Top 10%	37.1	13.4	.07	15	25	40	45	60	37,586	-2.5	.024	-.186
<b>Discussions with Diverse Others</b>												
Loyola-New Orleans (N = 127)	47.2	12.0	1.07	25	40	50	60	60				
LUNO Ref Group	40.5	13.7	.25	20	30	40	50	60	3,046	6.7	.000	.487
Carnegie Class	39.0	15.9	.06	10	30	40	55	60	127	8.2	.000	.517
NSSE 2016 & 2017	39.7	15.5	.03	15	30	40	55	60	127	7.5	.000	.486
Top 50%	41.7	14.9	.04	20	30	40	55	60	127	5.5	.000	.367
Top 10%	43.8	14.5	.08	20	35	45	60	60	128	3.4	.002	.235



#### 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 = 143)	24.5	15.2	1.27	0	15	25	35	60				
LUNO Ref Group	21.8	13.9	.24	0	10	20	30	50	3,407	2.7	.024	.193
Carnegie Class	20.4	14.5	.05	0	10	20	30	50	72,498	4.1	.001	.281
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	251,912	3.9	.001	.269
Top 50%	23.8	14.7	.05	0	15	20	35	55	88,335	.7	.574	.047
Top 10%	27.2	15.6	.13	5	15	25	40	60	14,433	-2.7	.036	-.176
<b>Effective Teaching Practices</b>												
Loyola-New Orleans (N = 140)	40.6	11.9	1.01	20	32	40	48	60				
LUNO Ref Group	39.8	11.9	.21	20	32	40	48	60	3,389	.8	.453	.065
Carnegie Class	39.1	13.2	.05	16	32	40	48	60	72,152	1.5	.176	.114
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	250,646	1.9	.082	.147
Top 50%	40.7	13.0	.04	20	32	40	52	60	99,141	-.1	.942	-.006
Top 10%	42.6	13.6	.09	20	36	44	56	60	142	-2.0	.052	-.146
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Loyola-New Orleans (N = 123)	44.7	10.7	.97	24	38	46	53	60				
LUNO Ref Group	43.0	10.8	.20	24	38	44	50	60	2,911	1.7	.095	.154
Carnegie Class	41.7	12.6	.05	18	34	43	50	60	123	3.0	.002	.236
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	123	3.0	.003	.239
Top 50%	43.8	11.5	.04	22	38	46	52	60	91,501	.9	.396	.076
Top 10%	46.1	11.7	.09	24	40	48	56	60	15,752	-1.4	.201	-.116
<b>Supportive Environment</b>												
Loyola-New Orleans (N = 117)	40.2	12.4	1.15	20	33	40	53	60				
LUNO Ref Group	37.5	12.5	.24	18	30	38	45	60	2,834	2.7	.023	.215
Carnegie Class	35.7	13.8	.06	13	25	37	45	60	116	4.5	.000	.323
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	205,878	3.9	.002	.284
Top 50%	38.2	13.1	.04	18	30	40	48	60	111,977	2.0	.106	.150
Top 10%	40.0	13.0	.08	18	31	40	50	60	26,609	.2	.858	.017

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <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 = 87)	43.2	13.9	1.49	20	35	45	55	60				
LUNO Ref Group	41.1	12.4	.27	20	35	40	50	60	92	2.1	.161	.173
Carnegie Class	40.5	13.7	.05	20	30	40	50	60	71,961	2.7	.063	.199
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	232,017	3.2	.031	.231
Top 50%	41.8	13.5	.04	20	35	40	55	60	92,044	1.4	.340	.102
Top 10%	43.3	13.4	.08	20	35	40	55	60	27,210	.0	.979	-.003
<b>Reflective &amp; Integrative Learning</b>												
Loyola-New Orleans (N = 90)	43.7	10.9	1.15	26	34	43	54	60				
LUNO Ref Group	39.5	11.6	.25	20	31	40	49	60	2,307	4.2	.001	.360
Carnegie Class	38.3	12.6	.05	17	29	37	49	60	74,240	5.4	.000	.431
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	239,658	5.7	.000	.452
Top 50%	40.0	12.3	.04	20	31	40	49	60	94,852	3.7	.004	.300
Top 10%	42.0	12.2	.09	20	34	43	51	60	19,737	1.7	.184	.141
<b>Learning Strategies</b>												
Loyola-New Orleans (N = 84)	40.2	13.8	1.50	20	33	40	53	60				
LUNO Ref Group	37.2	13.8	.31	13	27	40	47	60	2,068	2.9	.059	.211
Carnegie Class	39.4	14.5	.06	13	27	40	53	60	65,794	.7	.651	.049
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	211,154	1.4	.370	.098
Top 50%	40.7	14.4	.04	20	33	40	53	60	111,212	-.6	.711	-.041
Top 10%	42.9	14.3	.08	20	33	40	60	60	32,461	-2.7	.080	-.191
<b>Quantitative Reasoning</b>												
Loyola-New Orleans (N = 88)	31.1	17.2	1.83	0	20	33	40	60				
LUNO Ref Group	31.2	16.1	.35	0	20	33	40	60	2,245	-.1	.949	-.007
Carnegie Class	29.5	16.3	.06	0	20	27	40	60	71,733	1.6	.352	.099
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	231,503	1.2	.476	.076
Top 50%	31.1	16.2	.04	0	20	33	40	60	140,240	.0	.980	-.003
Top 10%	33.0	15.9	.09	7	20	33	40	60	31,054	-1.9	.264	-.119
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Loyola-New Orleans (N = 92)	35.3	14.3	1.49	10	25	35	45	60				
LUNO Ref Group	37.2	12.9	.27	20	30	40	45	60	2,365	-1.9	.158	-.150
Carnegie Class	30.6	15.8	.06	5	20	30	40	60	75,591	4.7	.004	.298
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	244,959	3.0	.054	.201
Top 50%	35.8	13.8	.04	15	25	35	45	60	130,186	-.5	.718	-.038
Top 10%	37.9	13.4	.08	15	30	40	50	60	26,552	-2.6	.063	-.194
<b>Discussions with Diverse Others</b>												
Loyola-New Orleans (N = 83)	43.8	12.7	1.40	20	35	45	55	60				
LUNO Ref Group	40.7	13.8	.31	20	30	40	55	60	2,088	3.1	.046	.223
Carnegie Class	40.1	16.3	.06	10	30	40	55	60	82	3.7	.010	.226
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	82	3.3	.019	.210
Top 50%	42.3	15.6	.04	15	30	40	60	60	82	1.5	.279	.098
Top 10%	44.3	15.3	.09	20	35	45	60	60	83	-.4	.758	-.028

#### 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 = 87)	32.2	17.0	1.82	5	20	30	45	60				
LUNO Ref Group	29.2	14.9	.32	5	20	30	40	60	91	3.0	.104	.203
Carnegie Class	23.5	16.1	.06	0	10	20	35	55	72,754	8.7	.000	.544
NSSE 2016 & 2017	23.6	15.9	.03	0	10	20	35	55	234,755	8.6	.000	.540
Top 50%	29.2	15.7	.07	5	20	30	40	60	56,445	3.0	.079	.189
Top 10%	33.0	16.0	.17	10	20	30	45	60	8,689	-.8	.631	-.052
<b>Effective Teaching Practices</b>												
Loyola-New Orleans (N = 90)	42.3	13.3	1.40	20	32	44	52	60				
LUNO Ref Group	41.2	12.2	.26	20	32	40	52	60	2,270	1.1	.420	.087
Carnegie Class	40.3	13.8	.05	16	32	40	52	60	72,750	2.0	.180	.141
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	234,654	2.6	.068	.193
Top 50%	41.8	13.5	.05	20	32	40	52	60	80,365	.5	.739	.035
Top 10%	43.8	13.4	.11	20	36	44	56	60	16,070	-1.6	.271	-.117
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Loyola-New Orleans (N = 83)	44.6	10.1	1.10	24	38	46	52	60				
LUNO Ref Group	42.7	10.4	.23	24	36	44	50	60	2,063	1.9	.102	.183
Carnegie Class	43.0	12.3	.05	20	36	44	52	60	82	1.6	.148	.132
NSSE 2016 & 2017	42.2	12.1	.03	20	35	44	50	60	82	2.4	.036	.194
Top 50%	44.8	11.6	.04	23	38	46	54	60	76,477	-.2	.882	-.016
Top 10%	46.9	12.1	.08	23	40	50	58	60	83	-2.3	.043	-.188
<b>Supportive Environment</b>												
Loyola-New Orleans (N = 79)	37.5	11.8	1.32	20	30	38	45	58				
LUNO Ref Group	35.2	12.5	.28	15	28	35	43	58	2,009	2.3	.110	.183
Carnegie Class	31.8	14.4	.06	8	20	33	40	60	79	5.7	.000	.394
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	79	5.2	.000	.365
Top 50%	34.8	13.7	.05	13	25	35	45	60	91,310	2.7	.075	.200
Top 10%	37.2	13.6	.11	13	28	38	48	60	16,507	.3	.831	.024

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

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

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

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

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

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

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