



NSSE 2017 Consortium Report Jesuit Colleges and Universities

Loyola University New Orleans

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About This Consortium Report

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Comparison Group

This section summarizes how your consortium comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Jesuit' column of this report.

Group label	Jesuit
Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (all consortium participants) was used.
Group description	Default comparison group

Jesuit (N=11)

Boston College (Chestnut Hill, MA)*
 Canisius College (Buffalo, NY)*
 College of the Holy Cross (Worcester, MA)
 Gonzaga University (Spokane, WA)*
 Loyola Marymount University (Los Angeles, CA)
 Marquette University (Milwaukee, WI)*
 Saint Louis University (Saint Louis, MO)
 Saint Peter's University (Jersey City, NJ)*
 Seattle University (Seattle, WA)
 University of Scranton (Scranton, PA)
 Xavier University (Cincinnati, OH)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Loyola-New Orleans		Jesuit		Loyola-New Orleans	Jesuit	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. To what extent has your experience at this institution contributed to your development of each of the following?										
a. Understanding the mission of your institution	JES01a	1	Very little	5	6	113	4	3.0	3.0	-.02
		2	Some	23	22	650	23			
		3	Quite a bit	46	41	1,271	41			
		4	Very much	37	32	984	32			
		Total		111	100	3,018	100			
b. Devoting effort to help others in need	JES01b	1	Very little	3	4	112	4	3.0	3.0	-.01
		2	Some	15	17	579	21			
		3	Quite a bit	56	51	1,249	41			
		4	Very much	37	28	1,073	34			
		Total		111	100	3,013	100			
c. Leading by example	JES01c	1	Very little	3	3	123	5	3.2	3.0 *	.24
		2	Some	10	10	634	22			
		3	Quite a bit	52	49	1,247	41			
		4	Very much	46	38	1,011	32			
		Total		111	100	3,015	100			
d. Increasing your awareness of the relationship between global and local issues	JES01d	1	Very little	3	4	177	7	3.0	2.9	.17
		2	Some	17	18	789	27			
		3	Quite a bit	57	50	1,198	39			
		4	Very much	34	28	843	27			
		Total		111	100	3,007	100			
e. Actively working to further social justice	JES01e	1	Very little	4	4	225	8	3.1	2.9 **	.28
		2	Some	20	20	752	26			
		3	Quite a bit	37	35	1,115	37			
		4	Very much	50	40	914	29			
		Total		111	100	3,006	100			
f. Defining your own values and beliefs	JES01f	1	Very little	5	5	127	5	3.0	3.1	-.09
		2	Some	21	20	505	18			
		3	Quite a bit	43	40	1,155	38			
		4	Very much	41	34	1,219	39			
		Total		110	100	3,006	100			
g. Demonstrating respect for others' differences	JES01g	1	Very little	2	2	107	4	3.3	3.1	.18
		2	Some	9	9	469	17			
		3	Quite a bit	49	46	1,170	39			
		4	Very much	50	43	1,262	40			
		Total		110	100	3,008	100			
h. Actively working toward a more inclusive community	JES01h	1	Very little	4	5	155	6	3.1	3.0	.07
		2	Some	18	19	601	22			
		3	Quite a bit	44	40	1,179	39			
		4	Very much	45	36	1,071	34			
		Total		111	100	3,006	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Loyola-New Orleans		Jesuit		Loyola-New Orleans	Jesuit	Effect size ^d
				Count	%	Count	%	Mean	Mean	
i. Ability to look critically at society and its institutions	JES01i	1	Very little	3	3	119	5	3.2	3.0 **	.29
		2	Some	8	8	636	22			
		3	Quite a bit	54	50	1,287	42			
		4	Very much	46	39	963	31			
		Total		111	100	3,005	100			
j. Making ethical decisions in personal situations	JES01j	1	Very little	5	6	135	5	3.2	3.0	.16
		2	Some	14	13	585	20			
		3	Quite a bit	44	41	1,270	42			
		4	Very much	48	40	1,010	33			
		Total		111	100	3,000	100			
k. Making ethical decisions in professional situations	JES01k	1	Very little	3	4	155	6	3.2	3.0 **	.27
		2	Some	14	11	626	22			
		3	Quite a bit	44	42	1,213	40			
		4	Very much	49	42	997	32			
		Total		110	100	2,991	100			
l. Understanding the Jesuit principle of being "men and women for others"	JES01l	1	Very little	7	7	196	8	3.1	3.0	.04
		2	Some	20	18	567	20			
		3	Quite a bit	37	36	972	32			
		4	Very much	47	40	1,254	40			
		Total		111	100	2,989	100			
m. Making connections between your intellectual and spiritual life	JES01m	1	Very little	6	6	343	12	2.9	2.8	.11
		2	Some	34	32	717	25			
		3	Quite a bit	34	30	1,030	34			
		4	Very much	37	33	901	29			
		Total		111	100	2,991	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Loyola-New Orleans		Jesuit		Loyola-New Orleans	Jesuit	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. To what extent has your experience at this institution contributed to your development of each of the following?										
a. Understanding the mission of your institution	JES01a	1	Very little	4	4	133	5	3.1	3.1	.06
		2	Some	15	20	517	19			
		3	Quite a bit	26	34	1,072	38			
		4	Very much	33	42	1,112	38			
		Total		78	100	2,834	100			
b. Devoting effort to help others in need	JES01b	1	Very little	2	2	107	4	3.2	3.2	.11
		2	Some	11	16	483	18			
		3	Quite a bit	28	38	1,030	37			
		4	Very much	37	44	1,216	42			
		Total		78	100	2,836	100			
c. Leading by example	JES01c	1	Very little	2	2	108	4	3.3	3.2	.12
		2	Some	10	17	458	17			
		3	Quite a bit	27	33	1,040	36			
		4	Very much	39	48	1,230	42			
		Total		78	100	2,836	100			
d. Increasing your awareness of the relationship between global and local issues	JES01d	1	Very little	1	1	149	5	3.2	3.0 **	.30
		2	Some	10	15	671	24			
		3	Quite a bit	36	42	1,046	38			
		4	Very much	31	42	972	33			
		Total		78	100	2,838	100			
e. Actively working to further social justice	JES01e	1	Very little	1	1	189	7	3.4	3.0 ***	.46
		2	Some	7	7	642	24			
		3	Quite a bit	30	41	938	33			
		4	Very much	40	51	1,068	37			
		Total		78	100	2,837	100			
f. Defining your own values and beliefs	JES01f	1	Very little	0	0	98	4	3.5	3.2 *	.28
		2	Some	6	11	428	16			
		3	Quite a bit	26	33	1,006	36			
		4	Very much	46	56	1,307	45			
		Total		78	100	2,839	100			
g. Demonstrating respect for others' differences	JES01g	1	Very little	1	1	102	4	3.4	3.2 *	.26
		2	Some	7	10	419	15			
		3	Quite a bit	24	34	1,027	37			
		4	Very much	46	55	1,291	44			
		Total		78	100	2,839	100			
h. Actively working toward a more inclusive community	JES01h	1	Very little	1	1	192	7	3.4	3.0 ***	.41
		2	Some	7	10	551	20			
		3	Quite a bit	28	36	1,006	36			
		4	Very much	42	52	1,085	37			
		Total		78	100	2,834	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Loyola-New Orleans		Jesuit		Loyola-New Orleans	Jesuit	Effect size ^d
				Count	%	Count	%	Mean	Mean	
i. Ability to look critically at society and its institutions	JES01i	1	Very little	1	1	97	3	3.5	3.2 **	.37
		2	Some	5	5	474	17			
		3	Quite a bit	29	41	1,091	40			
		4	Very much	43	53	1,174	40			
		Total		78	100	2,836	100			
j. Making ethical decisions in personal situations	JES01j	1	Very little	0	0	107	4	3.4	3.2 *	.29
		2	Some	10	13	448	16			
		3	Quite a bit	24	31	1,045	38			
		4	Very much	43	56	1,237	42			
		Total		77	100	2,837	100			
k. Making ethical decisions in professional situations	JES01k	1	Very little	0	0	106	4	3.4	3.2	.20
		2	Some	9	12	408	15			
		3	Quite a bit	29	37	1,021	37			
		4	Very much	40	51	1,294	45			
		Total		78	100	2,829	100			
l. Understanding the Jesuit principle of being "men and women for others"	JES01l	1	Very little	5	5	187	7	3.2	3.2	.06
		2	Some	14	19	445	17			
		3	Quite a bit	19	26	818	29			
		4	Very much	39	50	1,380	47			
		Total		77	100	2,830	100			
m. Making connections between your intellectual and spiritual life	JES01m	1	Very little	3	3	358	13	3.1	2.8 **	.30
		2	Some	19	24	669	24			
		3	Quite a bit	24	32	853	31			
		4	Very much	32	41	946	32			
		Total		78	100	2,826	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Loyola-New Orleans	Loyola-New Orleans	Jesuit	Loyola-New Orleans	Jesuit	Loyola-New Orleans	Jesuit	Comparisons with:		
								Jesuit		
JES01a	114	2.99	3.01	.08	.02	0.87	0.84	2,764	.817	-.02
JES01b	114	3.04	3.05	.07	.02	0.79	0.85	2,760	.893	-.01
JES01c	114	3.21	3.01	.07	.02	0.76	0.85	2,762	.014	.24
JES01d	114	3.01	2.87	.07	.02	0.79	0.89	126	.054	.17
JES01e	114	3.12	2.86	.08	.02	0.88	0.93	2,754	.004	.28
JES01f	114	3.04	3.12	.08	.02	0.87	0.87	2,754	.326	-.09
JES01g	113	3.30	3.15	.07	.02	0.72	0.85	2,754	.068	.18
JES01h	114	3.07	3.01	.08	.02	0.87	0.89	2,754	.466	.07
JES01i	114	3.24	3.00	.07	.02	0.74	0.84	2,752	.002	.29
JES01j	114	3.16	3.02	.08	.02	0.86	0.86	2,748	.095	.16
JES01k	113	3.22	2.99	.08	.02	0.81	0.88	2,740	.006	.27
JES01l	114	3.08	3.04	.09	.02	0.92	0.95	2,737	.691	.04
JES01m	114	2.90	2.80	.09	.02	0.93	1.00	2,738	.263	.11





Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Loyola-New Orleans	Loyola-New Orleans	Jesuit	Loyola-New Orleans	Jesuit	Loyola-New Orleans	Jesuit	Comparisons with:		
		Jesuit						Jesuit		
JES01a	79	3.14	3.09	.10	.02	0.87	0.87	1,962	.584	.06
JES01b	79	3.25	3.16	.09	.02	0.79	0.85	1,963	.360	.11
JES01c	79	3.28	3.17	.09	.02	0.81	0.85	1,964	.289	.12
JES01d	79	3.25	2.98	.08	.02	0.74	0.89	1,964	.009	.30
JES01e	79	3.42	2.99	.08	.02	0.67	0.93	91	.000	.46
JES01f	79	3.45	3.22	.08	.02	0.69	0.84	1,966	.016	.28
JES01g	79	3.43	3.21	.08	.02	0.72	0.83	1,966	.025	.26
JES01h	79	3.40	3.03	.08	.02	0.71	0.92	1,962	.000	.41
JES01i	79	3.47	3.16	.07	.02	0.64	0.82	1,964	.001	.37
JES01j	78	3.43	3.19	.08	.02	0.72	0.84	1,963	.014	.29
JES01k	79	3.38	3.22	.08	.02	0.70	0.84	1,959	.088	.20
JES01l	78	3.22	3.16	.10	.02	0.93	0.95	1,960	.614	.06
JES01m	79	3.12	2.81	.10	.02	0.87	1.03	87	.003	.30

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

Key to symbols:

-  **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.
-  **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
-  **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.