NSSE 2017
Engagement Indicators

Lamar University

About Your *Engagement Indicators* Report

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

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

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**

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2017 Engagement Indicators

Overview

Lamar University

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

Theme	Engagement Indicator	Your first-year students compared with Texas Public Peers	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	▽	▽
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	--	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	--	▽
	Supportive Environment	▽	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Texas Public Peers	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	--	▽
	Effective Teaching Practices	▽	--	--
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	▽	--	--

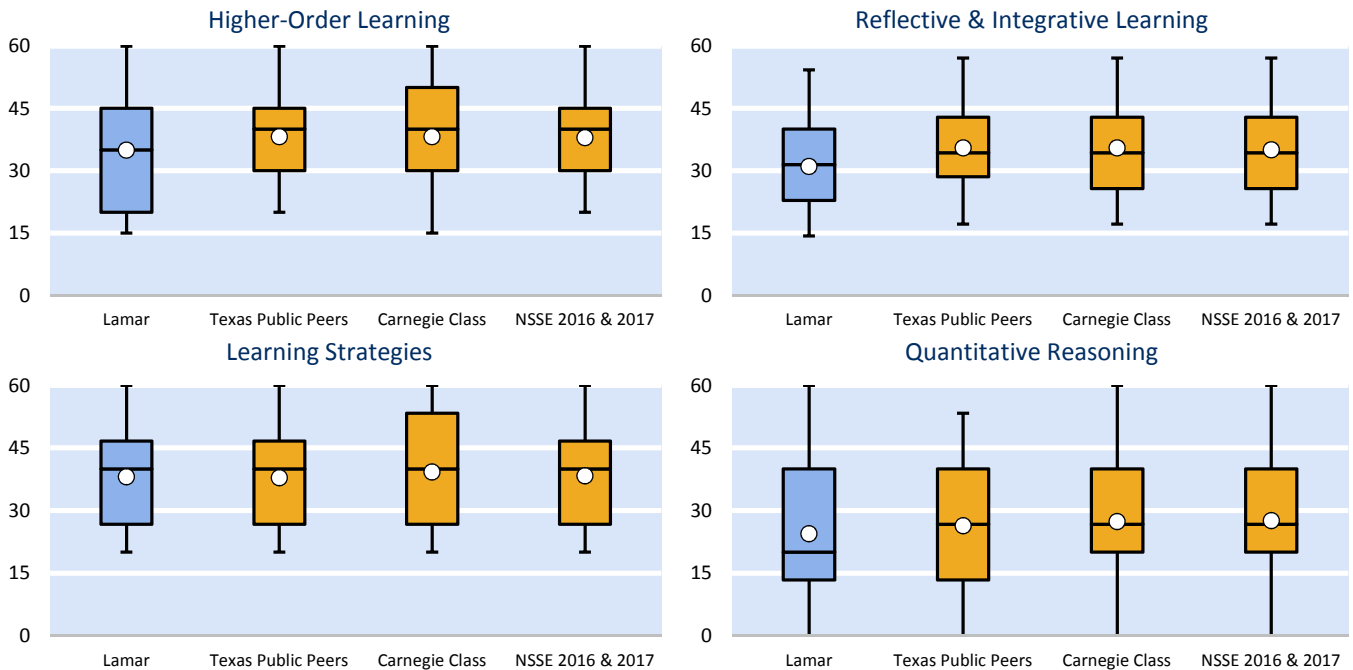## Academic Challenge: First-year students

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

Mean Comparisons

	Lamar	Texas Public Peers		Carnegie Class		NSSE 2016 & 2017	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	35.0	38.2 *	-.24	38.2 **	-.23	37.9 *	-.22
Reflective & Integrative Learning	31.1	35.5 ***	-.38	35.5 ***	-.35	35.1 ***	-.33
Learning Strategies	38.0	37.8	.02	39.2	-.08	38.3	-.02
Quantitative Reasoning	24.5	26.3	-.12	27.4 *	-.18	27.6 *	-.20

Your first-year students compared with

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[a] 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.

	Lamar %	Percentage point difference between your FY students and		
		Texas Public Peers	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
4b. Applying facts, theories, or methods to practical problems or new situations	61	-10	-9	-11
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-9	-8	-9
4d. Evaluating a point of view, decision, or information source	60	-10	-11	-9
4e. Forming a new idea or understanding from various pieces of information	55	-15	-14	-13
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	39	-12	-12	-13
2b. Connected your learning to societal problems or issues	35	-17	-17	-16
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	-20	-17	-16
2d. Examined the strengths and weaknesses of your own views on a topic or issue	53	-13	-12	-10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-10	-7	-6
2f. Learned something that changed the way you understand an issue or concept	60	-9	-7	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-4	-4	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	70	-4	-7	-7
9b. Reviewed your notes after class	74	+10	+6	+9
9c. Summarized what you learned in class or from course materials	62	-1	-4	-1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-6	-7	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	30	-6	-9	-9
6c. Evaluated what others have concluded from numerical information	32	-4	-5	-6

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.
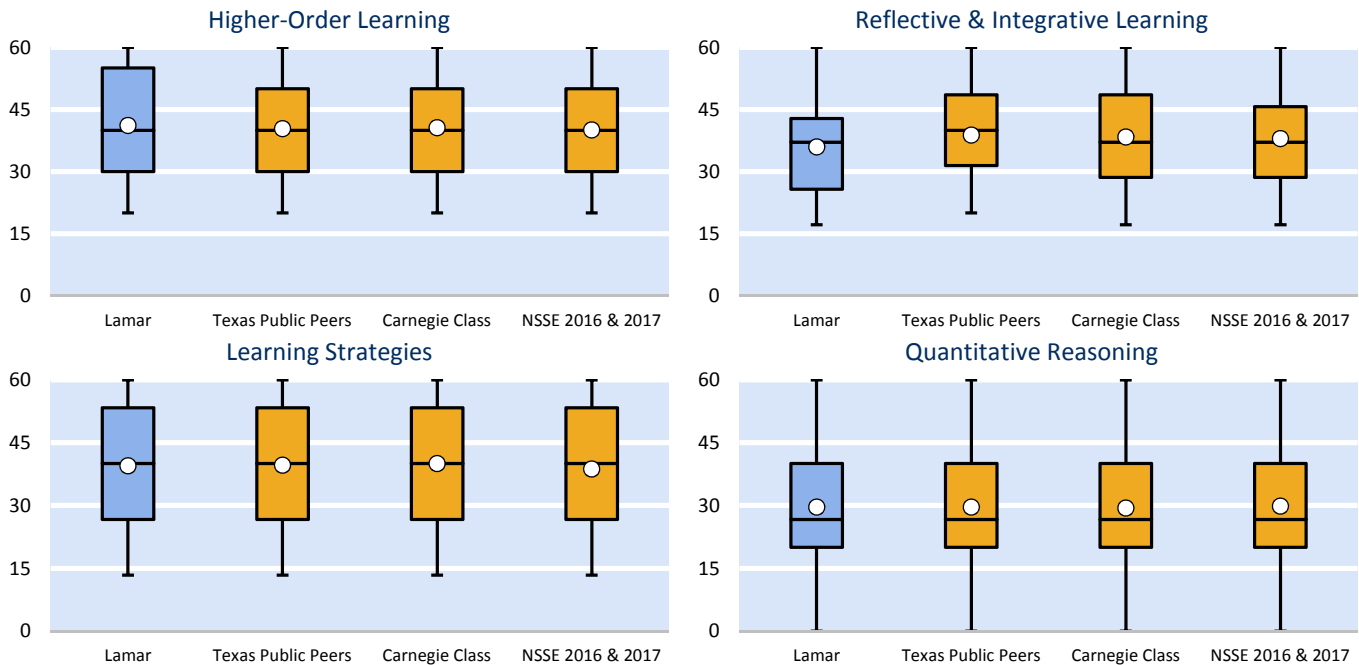
Academic Challenge: Seniors

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Mean Comparisons

| | Lamar | *Your seniors compared with* | | | | | |
| | | Texas Public Peers | | Carnegie Class | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	41.1	40.4	.06	40.6	.04	40.0	.08
Reflective & Integrative Learning	36.0	38.9 ***	-.23	38.4 **	-.19	38.0 **	-.16
Learning Strategies	39.5	39.6	-.01	40.0	-.03	38.7	.05
Quantitative Reasoning	29.6	29.6	.00	29.4	.01	29.9	-.02

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

Score Distributions

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

Academic Challenge: Seniors (continued)

Performance[a] 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.

	Lamar	Percentage point difference between your seniors and		
Higher-Order Learning		**Texas Public Peers**	**Carnegie Class**	**NSSE 2016 & 2017**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	83	+6	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+3	+1	+2
4d. Evaluating a point of view, decision, or information source	70	-2	-3	-0
4e. Forming a new idea or understanding from various pieces of information	73	-0	-0	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	62	-9	-5	-7
2b. Connected your learning to societal problems or issues	56	-8	-7	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-6	-7	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-5	-3	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-4	-2	-0
2f. Learned something that changed the way you understand an issue or concept	65	-7	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-8	-6	-6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	-4	-5	-4
9b. Reviewed your notes after class	68	+3	+2	+6
9c. Summarized what you learned in class or from course materials	62	-4	-5	-1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+3	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+0	+1	+1
6c. Evaluated what others have concluded from numerical information	44	-1	+2	-0

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.

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

| | Lamar | Your first-year students compared with | | | | | |
| | | Texas Public Peers | | Carnegie Class | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.3	32.0	.02	30.1	.14	32.2	.01
Discussions with Diverse Others	40.4	42.6	-.14	39.3	.07	39.7	.05

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| Collaborative Learning | Lamar | Percentage point difference between your FY students and | | |
		Texas Public Peers	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	55	+3	+8	+2
1f. Explained course material to one or more students	58	+0	+6	+1
1g. Prepared for exams by discussing or working through course material with other students	47	-3	+2	-3
1h. Worked with other students on course projects or assignments	50	-1	-1	-4

Discussions with Diverse Others	Lamar	Texas Public Peers	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	73	-7	+2	+2
8b. People from an economic background other than your own	74	-4	+4	+3
8c. People with religious beliefs other than your own	66	-6	+1	-1
8d. People with political views other than your own	70	-5	+4	+3

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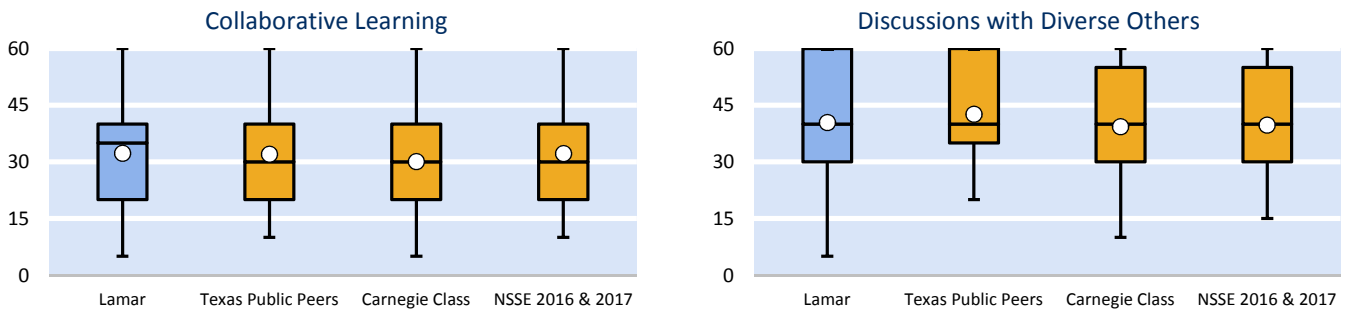
Learning with Peers: Seniors

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

	Lamar	Texas Public Peers		Carnegie Class		NSSE 2016 & 2017	
		Your seniors compared with					
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	29.2	32.9 ***	-.25	30.4	-.08	32.3 **	-.20
Discussions with Diverse Others	42.0	42.3	-.02	40.8	.07	40.5	.09

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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	Lamar	Texas Public Peers	Carnegie Class	NSSE 2016 & 2017
		Percentage point difference between your seniors and		
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	35	-9	-1	-7
1f. Explained course material to one or more students	52	-9	-0	-6
1g. Prepared for exams by discussing or working through course material with other students	42	-6	+1	-5
1h. Worked with other students on course projects or assignments	50	-14	-14	-14
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	77	-1	+2	+5
8b. People from an economic background other than your own	77	-1	+3	+4
8c. People with religious beliefs other than your own	73	+3	+6	+5
8d. People with political views other than your own	74	+2	+7	+7

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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

	Lamar	*Your first-year students compared with*					
		Texas Public Peers		**Carnegie Class**		**NSSE 2016 & 2017**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	17.9	21.9 **	-.28	19.7	-.13	20.6 *	-.19
Effective Teaching Practices	37.9	39.2	-.10	38.8	-.06	38.7	-.06

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	Lamar	*Percentage point difference between your FY students and*		
Student-Faculty Interaction		**Texas Public Peers**	**Carnegie Class**	**NSSE 2016 & 2017**
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	38	-2	+3	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	-10	-5	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-3	-1	-3
3d. Discussed your academic performance with a faculty member	21	-10	-8	-8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	71	-10	-6	-7
5b. Taught course sessions in an organized way	73	-4	-1	-3
5c. Used examples or illustrations to explain difficult points	75	-3	+3	+1
5d. Provided feedback on a draft or work in progress	57	-5	-7	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-5	-4	-4

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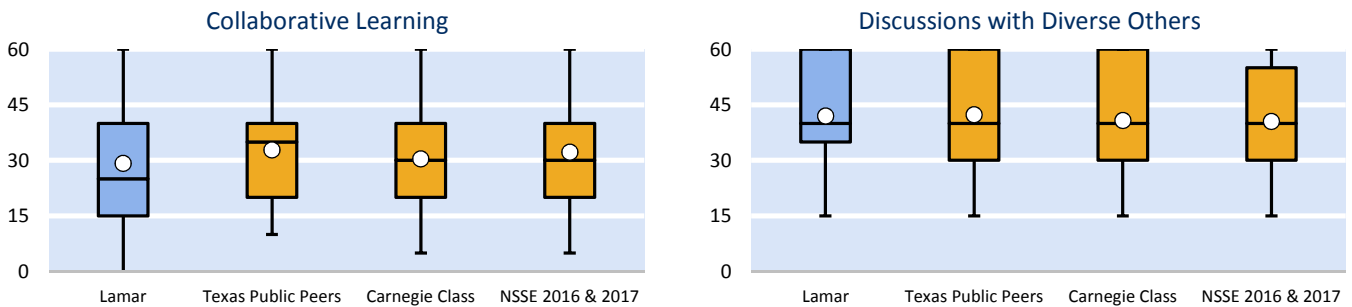
Experiences with Faculty

Lamar University
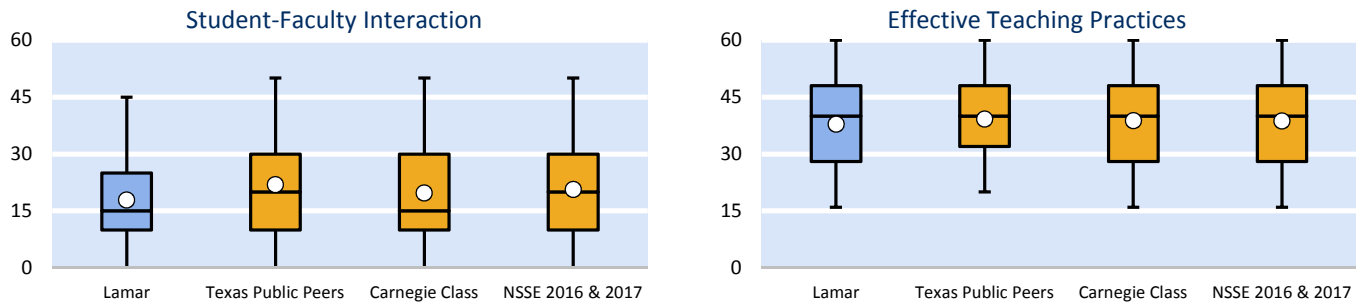
Experiences with Faculty: Seniors

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

Mean Comparisons

	Lamar	Your seniors compared with					
		Texas Public Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.2	24.8 **	-.21	21.2	.00	23.6 *	-.15
Effective Teaching Practices	38.6	41.3 **	-.19	39.6	-.07	39.6	-.08

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Student-Faculty Interaction	Lamar	Texas Public Peers	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	38	-9	+0	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-4	+3	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-7	+0	-4
3d. Discussed your academic performance with a faculty member	32	-5	+1	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	-2	+1	+1
5b. Taught course sessions in an organized way	77	-5	-1	-2
5c. Used examples or illustrations to explain difficult points	67	-12	-8	-11
5d. Provided feedback on a draft or work in progress	60	-3	-0	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-6	-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.

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

	Lamar	Texas Public Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	38.9	42.1 **	-.27	41.1	-.17	41.8 *	-.23
Supportive Environment	35.7	38.7 *	-.23	35.4	.02	36.3	-.05

Your first-year students compared with

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[a] 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	Lamar	Texas Public Peers	Carnegie Class	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	43	-5	-7	-9
13b. Academic advisors	46	-5	-5	-4
13c. Faculty	39	-10	-9	-10
13d. Student services staff (career services, student activities, housing, etc.)	36	-9	-7	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-11	-11	-12
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	-2	+0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	82	+2	+6	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-9	-1	-1
14e. Providing opportunities to be involved socially	74	-2	+6	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-10	+1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-19	-13	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	-0	+11	+6
14i. Attending events that address important social, economic, or political issues	39	-18	-8	-13

Percentage point difference between your FY students and

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.
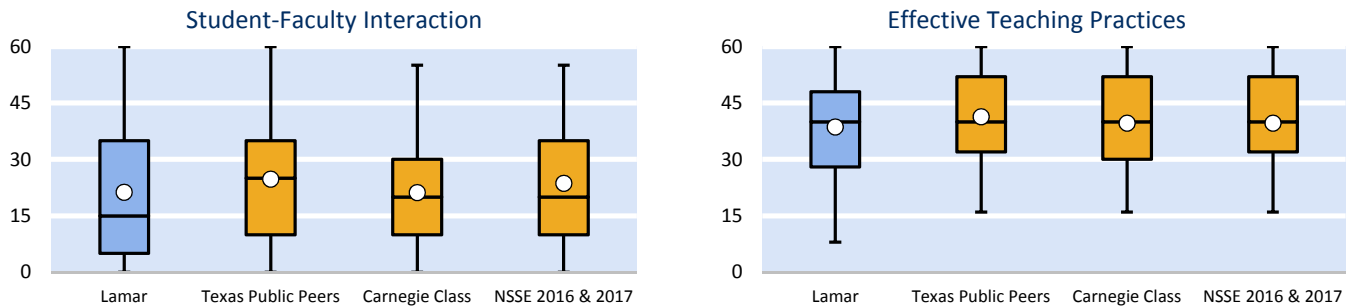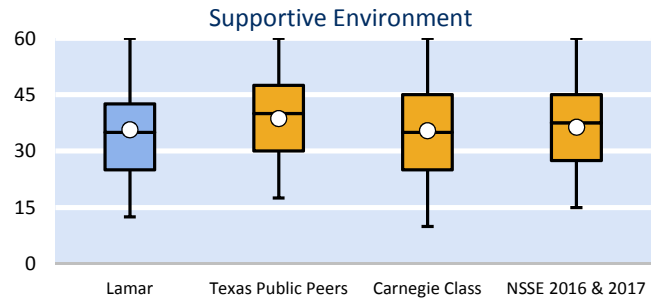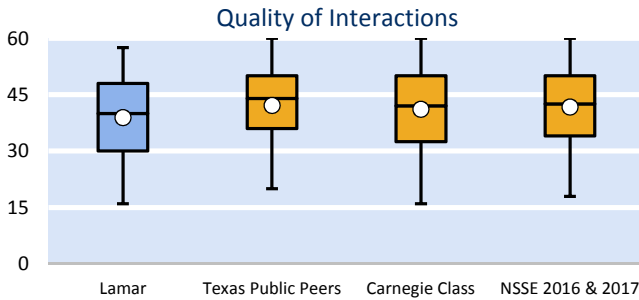
Campus Environment: Seniors

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

	Lamar	Texas Public Peers		Carnegie Class		NSSE 2016 & 2017	
			Effect		*Effect*		*Effect*
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	43.9	43.5	.03	42.4	.12	42.2 *	.14
Supportive Environment	31.0	34.7 ***	-.26	31.5	-.04	32.3	-.10

Your seniors compared with

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[a] 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.

		Percentage point difference between your seniors and		
Quality of Interactions	Lamar	Texas Public Peers	Carnegie Class	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	58	+0	+1	+0
13b. Academic advisors	60	+6	+7	+8
13c. Faculty	57	-6	+0	+0
13d. Student services staff (career services, student activities, housing, etc.)	44	-1	+2	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+6	+8	+10
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	68	-6	-2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	64	-6	-3	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-8	-3	-1
14e. Providing opportunities to be involved socially	59	-12	-1	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-10	-1	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-9	-4	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-10	+2	-4
14i. Attending events that address important social, economic, or political issues	36	-10	-3	-7

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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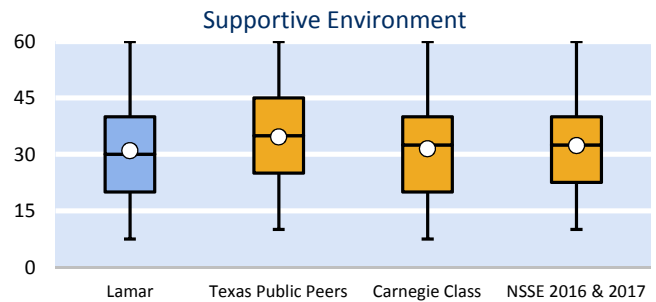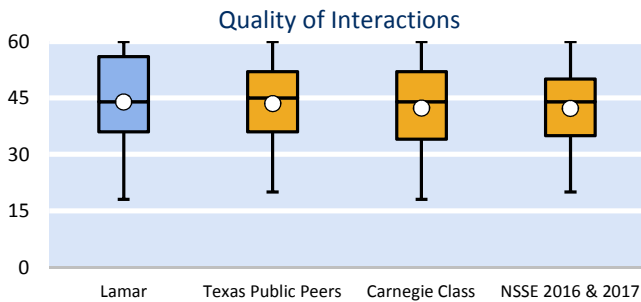
Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 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[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

| | | Lamar | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.0	39.2 ***	-.32		41.2 ***	-.46	
	Reflective and Integrative Learning	31.1	36.6 ***	-.46		38.3 ***	-.59	
	Learning Strategies	38.0	39.8	-.13		41.9 **	-.28	
	Quantitative Reasoning	24.5	28.8 ***	-.29		30.4 ***	-.39	
Learning with Peers	Collaborative Learning	32.3	35.2 *	-.22		37.1 ***	-.36	
	Discussions with Diverse Others	40.4	41.7	-.09	✓	43.8 *	-.23	
Experiences with Faculty	Student-Faculty Interaction	17.9	23.8 ***	-.40		27.2 ***	-.60	
	Effective Teaching Practices	37.9	40.7 *	-.22		42.6 ***	-.35	
Campus Environment	Quality of Interactions	38.9	43.8 ***	-.43		46.1 ***	-.61	
	Supportive Environment	35.7	38.2 *	-.19		40.0 ***	-.33	

Seniors

| | | Lamar | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.1	41.8	-.05	✓	43.3 *	-.16	
	Reflective and Integrative Learning	36.0	40.0 ***	-.32		42.0 ***	-.49	
	Learning Strategies	39.5	40.7	-.09	✓	42.9 ***	-.24	
	Quantitative Reasoning	29.6	31.1	-.09	✓	33.0 ***	-.21	
Learning with Peers	Collaborative Learning	29.2	35.8 ***	-.48		37.9 ***	-.64	
	Discussions with Diverse Others	42.0	42.3	-.02	✓	44.3 *	-.15	
Experiences with Faculty	Student-Faculty Interaction	21.2	29.2 ***	-.51		33.0 ***	-.73	
	Effective Teaching Practices	38.6	41.8 ***	-.24		43.8 ***	-.39	
Campus Environment	Quality of Interactions	43.9	44.8	-.07	✓	46.9 ***	-.24	
	Supportive Environment	31.0	34.8 ***	-.28		37.2 ***	-.45	

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[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												
Lamar (N = 153)	35.0	14.8	1.19	15	20	35	45	60				
Texas Public Peers	38.2	12.9	.39	20	30	40	45	60	186	-3.2	.011	-.244
Carnegie Class	38.2	13.9	.14	15	30	40	50	60	10,276	-3.2	.004	-.233
NSSE 2016 & 2017	37.9	13.3	.05	20	30	40	45	60	152	-2.9	.015	-.222
Top 50%	39.2	13.1	.06	20	30	40	50	60	153	-4.2	.001	-.318
Top 10%	41.2	13.3	.14	20	35	40	50	60	8,950	-6.2	.000	-.463
Reflective & Integrative Learning												
Lamar (N = 163)	31.1	12.1	.95	14	23	31	40	54				
Texas Public Peers	35.5	11.7	.35	17	29	34	43	57	1,290	-4.5	.000	-.380
Carnegie Class	35.5	12.4	.12	17	26	34	43	57	10,732	-4.4	.000	-.355
NSSE 2016 & 2017	35.1	12.0	.04	17	26	34	43	57	87,061	-4.0	.000	-.331
Top 50%	36.6	12.0	.06	17	29	37	46	57	44,450	-5.5	.000	-.461
Top 10%	38.3	12.3	.12	20	29	37	46	60	9,772	-7.2	.000	-.587
Learning Strategies												
Lamar (N = 129)	38.0	13.6	1.20	20	27	40	47	60				
Texas Public Peers	37.8	13.4	.43	20	27	40	47	60	1,095	.2	.867	.016
Carnegie Class	39.2	14.2	.15	20	27	40	53	60	9,087	-1.2	.344	-.084
NSSE 2016 & 2017	38.3	13.7	.05	20	27	40	47	60	74,434	-.2	.851	-.017
Top 50%	39.8	13.7	.07	20	27	40	53	60	36,915	-1.8	.140	-.130
Top 10%	41.9	14.1	.15	20	33	40	53	60	9,451	-3.9	.002	-.277
Quantitative Reasoning												
Lamar (N = 151)	24.5	17.2	1.39	0	13	20	40	60				
Texas Public Peers	26.3	15.2	.46	0	13	27	40	53	185	-1.9	.201	-.122
Carnegie Class	27.4	15.9	.16	0	20	27	40	60	10,247	-2.9	.026	-.183
NSSE 2016 & 2017	27.6	15.4	.05	0	20	27	40	60	83,280	-3.1	.012	-.204
Top 50%	28.8	15.2	.07	0	20	27	40	60	51,499	-4.4	.000	-.287
Top 10%	30.4	15.2	.14	7	20	27	40	60	12,647	-6.0	.000	-.391
Learning with Peers												
Collaborative Learning												
Lamar (N = 175)	32.3	15.3	1.15	5	20	35	40	60				
Texas Public Peers	32.0	13.6	.40	10	20	30	40	60	218	.3	.834	.019
Carnegie Class	30.1	15.3	.15	5	20	30	40	60	11,118	2.2	.060	.143
NSSE 2016 & 2017	32.2	14.5	.05	10	20	30	40	60	90,251	.1	.934	.006
Top 50%	35.2	13.6	.06	15	25	35	45	60	175	-2.9	.012	-.216
Top 10%	37.1	13.4	.12	15	25	40	45	60	178	-4.8	.000	-.359
Discussions with Diverse Others												
Lamar (N = 129)	40.4	17.4	1.53	5	30	40	60	60				
Texas Public Peers	42.6	14.9	.48	20	35	40	60	60	154	-2.2	.172	-.145
Carnegie Class	39.3	16.2	.17	10	30	40	55	60	9,168	1.1	.433	.069
NSSE 2016 & 2017	39.7	15.5	.06	15	30	40	55	60	129	.7	.638	.047
Top 50%	41.7	14.9	.07	20	30	40	55	60	129	-1.3	.382	-.090
Top 10%	43.8	14.5	.14	20	35	45	60	60	130	-3.4	.028	-.235

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												
Lamar (N = 157)	17.9	13.4	1.07	0	10	15	25	45				
Texas Public Peers	21.9	14.6	.44	0	10	20	30	50	1,260	-4.0	.001	-.279
Carnegie Class	19.7	14.8	.15	0	10	15	30	50	10,466	-1.9	.118	-.126
NSSE 2016 & 2017	20.6	14.5	.05	0	10	20	30	50	84,911	-2.7	.018	-.189
Top 50%	23.8	14.7	.09	0	15	20	35	55	158	-5.9	.000	-.402
Top 10%	27.2	15.6	.22	5	15	25	40	60	170	-9.4	.000	-.603
Effective Teaching Practices												
Lamar (N = 155)	37.9	14.2	1.14	16	28	40	48	60				
Texas Public Peers	39.2	12.6	.38	20	32	40	48	60	190	-1.3	.273	-.103
Carnegie Class	38.8	13.9	.14	16	28	40	48	60	10,392	-.9	.426	-.064
NSSE 2016 & 2017	38.7	13.1	.05	16	28	40	48	60	155	-.8	.473	-.063
Top 50%	40.7	13.0	.07	20	32	40	52	60	155	-2.8	.014	-.217
Top 10%	42.6	13.6	.16	20	36	44	56	60	7,767	-4.7	.000	-.348
Campus Environment												
Quality of Interactions												
Lamar (N = 125)	38.9	12.5	1.12	16	30	40	48	58				
Texas Public Peers	42.1	12.1	.39	20	36	44	50	60	1,061	-3.3	.005	-.268
Carnegie Class	41.1	13.4	.15	16	33	42	50	60	8,483	-2.3	.062	-.169
NSSE 2016 & 2017	41.8	12.4	.05	18	34	43	50	60	70,496	-2.9	.010	-.231
Top 50%	43.8	11.5	.07	22	38	46	52	60	30,966	-4.9	.000	-.428
Top 10%	46.1	11.7	.16	24	40	48	56	60	5,391	-7.2	.000	-.610
Supportive Environment												
Lamar (N = 121)	35.7	13.5	1.22	13	25	35	43	60				
Texas Public Peers	38.7	13.0	.43	18	30	40	48	60	1,015	-3.0	.019	-.228
Carnegie Class	35.4	14.4	.16	10	25	35	45	60	8,397	.2	.854	.017
NSSE 2016 & 2017	36.3	13.6	.05	15	28	38	45	60	69,394	-.7	.590	-.049
Top 50%	38.2	13.1	.07	18	30	40	48	60	37,864	-2.6	.032	-.195
Top 10%	40.0	13.0	.14	18	31	40	50	60	9,089	-4.3	.000	-.332

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.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
Lamar University

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												
Lamar (N = 259)	41.1	13.6	.85	20	30	40	55	60				
Texas Public Peers	40.4	13.6	.34	20	30	40	50	60	1,869	.8	.411	.055
Carnegie Class	40.6	14.0	.11	20	30	40	50	60	16,296	.5	.541	.038
NSSE 2016 & 2017	40.0	13.7	.04	20	30	40	50	60	122,755	1.1	.204	.079
Top 50%	41.8	13.5	.06	20	35	40	55	60	48,698	-.7	.398	-.053
Top 10%	43.3	13.4	.11	20	35	40	55	60	14,654	-2.1	.012	-.158
Reflective & Integrative Learning												
Lamar (N = 268)	36.0	13.0	.80	17	26	37	43	60				
Texas Public Peers	38.9	12.3	.30	20	31	40	49	60	1,934	-2.8	.001	-.229
Carnegie Class	38.4	12.7	.10	17	29	37	49	60	16,861	-2.4	.003	-.186
NSSE 2016 & 2017	38.0	12.6	.04	17	29	37	46	60	126,797	-2.0	.009	-.159
Top 50%	40.0	12.3	.05	20	31	40	49	60	50,451	-4.0	.000	-.323
Top 10%	42.0	12.2	.12	20	34	43	51	60	10,709	-6.0	.000	-.488
Learning Strategies												
Lamar (N = 230)	39.5	15.2	1.00	13	27	40	53	60				
Texas Public Peers	39.6	14.7	.38	13	27	40	53	60	1,708	-.1	.927	-.006
Carnegie Class	40.0	14.6	.12	13	27	40	53	60	14,824	-.5	.600	-.035
NSSE 2016 & 2017	38.7	14.5	.04	13	27	40	53	60	111,716	.8	.433	.052
Top 50%	40.7	14.4	.06	20	33	40	53	60	58,839	-1.3	.185	-.088
Top 10%	42.9	14.3	.11	20	33	40	60	60	17,359	-3.4	.000	-.238
Quantitative Reasoning												
Lamar (N = 257)	29.6	16.8	1.05	0	20	27	40	60				
Texas Public Peers	29.6	16.3	.41	0	20	27	40	60	1,869	.0	.989	-.001
Carnegie Class	29.4	16.3	.13	0	20	27	40	60	16,318	.2	.816	.015
NSSE 2016 & 2017	29.9	16.3	.05	0	20	27	40	60	122,482	-.2	.810	-.015
Top 50%	31.1	16.2	.06	0	20	33	40	60	74,197	-1.5	.130	-.095
Top 10%	33.0	15.9	.12	7	20	33	40	60	16,639	-3.4	.001	-.212
Learning with Peers												
Collaborative Learning												
Lamar (N = 278)	29.2	17.1	1.03	0	15	25	40	60				
Texas Public Peers	32.9	14.5	.35	10	20	35	40	60	344	-3.7	.001	-.246
Carnegie Class	30.4	15.2	.12	5	20	30	40	60	284	-1.2	.236	-.081
NSSE 2016 & 2017	32.3	15.1	.04	5	20	30	40	60	278	-3.1	.003	-.203
Top 50%	35.8	13.8	.05	15	25	35	45	60	278	-6.6	.000	-.479
Top 10%	37.9	13.4	.11	15	30	40	50	60	283	-8.7	.000	-.643
Discussions with Diverse Others												
Lamar (N = 234)	42.0	15.7	1.03	15	35	40	60	60				
Texas Public Peers	42.3	16.0	.42	15	30	40	60	60	1,720	-.4	.735	-.024
Carnegie Class	40.8	16.3	.13	15	30	40	60	60	14,912	1.2	.280	.071
NSSE 2016 & 2017	40.5	15.9	.05	15	30	40	55	60	112,412	1.5	.160	.092
Top 50%	42.3	15.6	.06	15	30	40	60	60	74,799	-.4	.728	-.023
Top 10%	44.3	15.3	.12	20	35	45	60	60	16,388	-2.3	.022	-.151

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
Lamar University

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												
Lamar (N = 264)	21.2	17.9	1.10	0	5	15	35	60				
Texas Public Peers	24.8	16.5	.41	0	10	25	35	60	1,896	-3.6	.001	-.213
Carnegie Class	21.2	16.0	.13	0	10	20	30	55	269	.0	.974	.002
NSSE 2016 & 2017	23.6	15.9	.05	0	10	20	35	55	263	-2.4	.031	-.149
Top 50%	29.2	15.7	.09	5	20	30	40	60	266	-8.0	.000	-.511
Top 10%	33.0	16.0	.24	10	20	30	45	60	287	-11.8	.000	-.732
Effective Teaching Practices												
Lamar (N = 260)	38.6	14.9	.92	8	28	40	48	60				
Texas Public Peers	41.3	13.8	.34	16	32	40	52	60	1,896	-2.7	.004	-.194
Carnegie Class	39.6	14.2	.11	16	30	40	52	60	16,529	-1.0	.262	-.070
NSSE 2016 & 2017	39.6	13.7	.04	16	32	40	52	60	124,150	-1.0	.222	-.076
Top 50%	41.8	13.5	.07	20	32	40	52	60	42,778	-3.2	.000	-.236
Top 10%	43.8	13.4	.15	20	36	44	56	60	8,713	-5.2	.000	-.389
Campus Environment												
Quality of Interactions												
Lamar (N = 203)	43.9	12.9	.90	18	36	44	56	60				
Texas Public Peers	43.5	11.9	.32	20	36	45	52	60	255	.4	.672	.034
Carnegie Class	42.4	12.7	.11	18	34	44	52	60	13,684	1.6	.079	.124
NSSE 2016 & 2017	42.2	12.1	.04	20	35	44	50	60	105,268	1.7	.048	.139
Top 50%	44.8	11.6	.06	23	38	46	54	60	204	-.9	.342	-.074
Top 10%	46.9	12.1	.11	23	40	50	58	60	11,359	-2.9	.001	-.243
Supportive Environment												
Lamar (N = 217)	31.0	15.4	1.04	8	20	30	40	60				
Texas Public Peers	34.7	14.0	.38	10	25	35	45	60	276	-3.7	.001	-.260
Carnegie Class	31.5	14.8	.13	8	20	33	40	60	14,038	-.5	.594	-.036
NSSE 2016 & 2017	32.3	14.1	.04	10	23	33	40	60	217	-1.4	.193	-.096
Top 50%	34.8	13.7	.06	13	25	35	45	60	218	-3.8	.000	-.276
Top 10%	37.2	13.6	.15	13	28	38	48	60	225	-6.2	.000	-.453

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.