
NSSE 2020

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
<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 2019 and 2020 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, 2018). 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 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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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 Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
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 Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
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

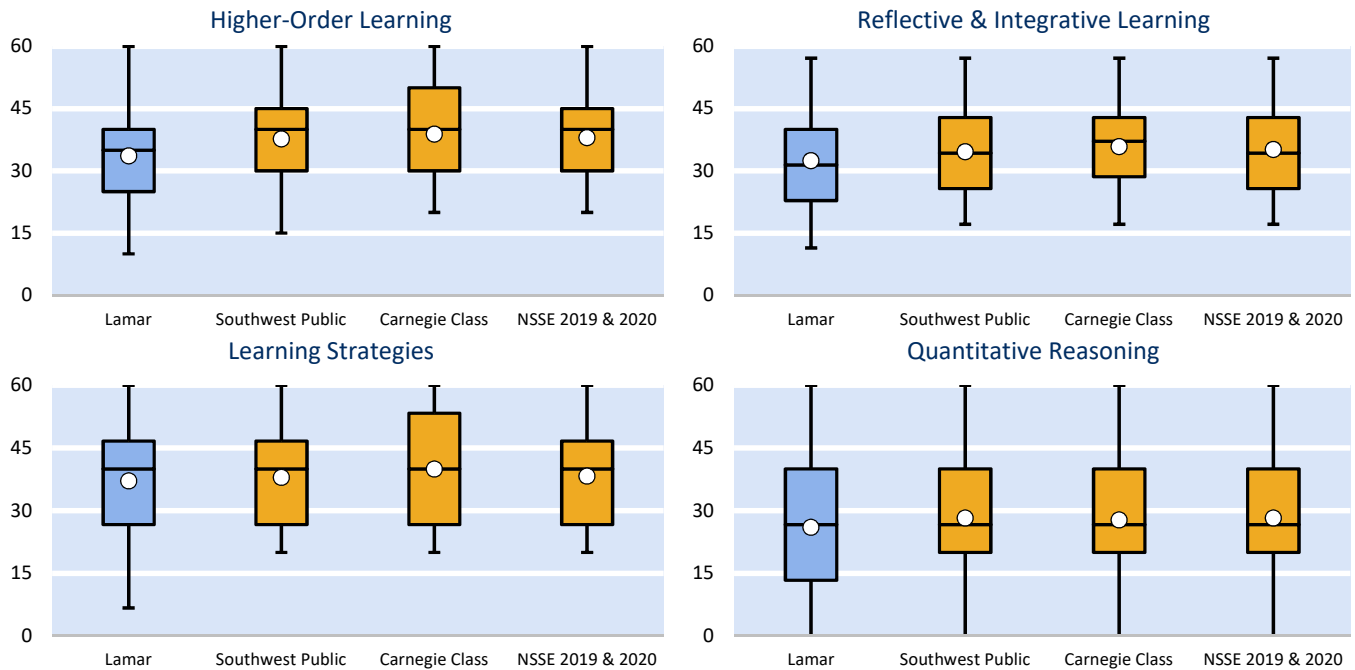
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	Lamar Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	33.6	37.7 **	-.30	38.9 ***	-.39	38.1 ***	-.34
Reflective & Integrative Learning	32.5	34.6	-.18	35.9 **	-.28	35.2 *	-.23
Learning Strategies	37.1	38.0	-.06	39.9 *	-.20	38.3	-.08
Quantitative Reasoning	26.0	28.2	-.14	27.8	-.11	28.2	-.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 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 ^a between your FY students and		
	Lamar	Southwest Public	Carnegie Class	NSSE 2019 & 2020
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	62	<div><div></div></div> -7	<div><div></div></div> -9	<div><div></div></div> -9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	59	<div><div></div></div> -9	<div><div></div></div> -12	<div><div></div></div> -11
4d. Evaluating a point of view, decision, or information source	63	<div><div></div></div> -5	<div><div></div></div> -11	<div><div></div></div> -7
4e. Forming a new idea or understanding from various pieces of information	60	<div><div></div></div> -8	<div><div></div></div> -11	<div><div></div></div> -9
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	46	<div><div></div></div> -3	<div><div></div></div> -4	<div><div></div></div> -5
2b. Connected your learning to societal problems or issues	36	<div><div></div></div> -12	<div><div></div></div> -17	<div><div></div></div> -15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	<div><div></div></div> -9	<div><div></div></div> -15	<div><div></div></div> -12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	<div><div></div></div> -7	<div><div></div></div> -11	<div><div></div></div> -8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	<div><div></div></div> -6	<div><div></div></div> -8	<div><div></div></div> -6
2f. Learned something that changed the way you understand an issue or concept	58	<div><div></div></div> -8	<div><div></div></div> -10	<div><div></div></div> -8
2g. Connected ideas from your courses to your prior experiences and knowledge	68	<div><div></div></div> -7	<div><div></div></div> -11	<div><div></div></div> -9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	<div><div></div></div> -0	<div><div></div></div> -6	<div><div></div></div> -3
9b. Reviewed your notes after class	63	<div><div></div></div> -4	<div><div></div></div> -8	<div><div></div></div> -3
9c. Summarized what you learned in class or from course materials	60	<div><div></div></div> -3	<div><div></div></div> -7	<div><div></div></div> -3
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.)	54	<div><div></div></div> +1	<div><div></div></div> +2	<div><div></div></div> +1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	<div><div></div></div> -8	<div><div></div></div> -8	<div><div></div></div> -8
6c. Evaluated what others have concluded from numerical information	30	<div><div></div></div> -10	<div><div></div></div> -9	<div><div></div></div> -10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

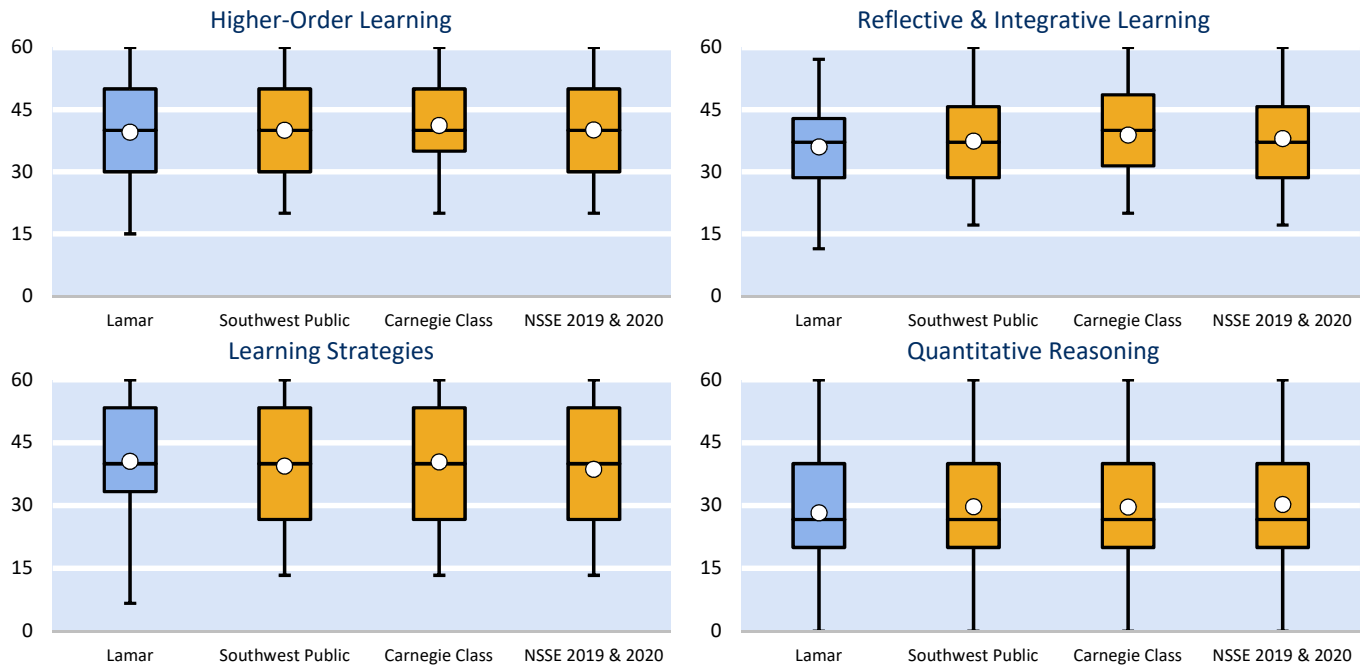
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Lamar Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Higher-Order Learning	39.6	40.1	-.03	41.2	-.12	40.1	-.04
Reflective & Integrative Learning	36.0	37.4	-.11	38.9 **	-.23	38.1 *	-.16
Learning Strategies	40.6	39.4	.08	40.4	.01	38.6	.13
Quantitative Reasoning	28.2	29.7	-.09	29.6	-.08	30.2	-.12

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 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 ^a between your seniors and		
	Lamar	Southwest Public	Carnegie Class	NSSE 2019 & 2020
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	80	+4	+1	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+2	-0	+1
4d. Evaluating a point of view, decision, or information source	73	+2	-3	+2
4e. Forming a new idea or understanding from various pieces of information	75	+3	-0	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	61	-5	-5	-7
2b. Connected your learning to societal problems or issues	53	-5	-11	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-2	-10	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-1	-5	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-4	-6	-4
2f. Learned something that changed the way you understand an issue or concept	70	-2	-3	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-4	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	-0	-5	-1
9b. Reviewed your notes after class	73	+6	+6	+10
9c. Summarized what you learned in class or from course materials	73	+7	+3	+8
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.)	55	-1	+1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-8	-9	-9
6c. Evaluated what others have concluded from numerical information	41	-3	-2	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

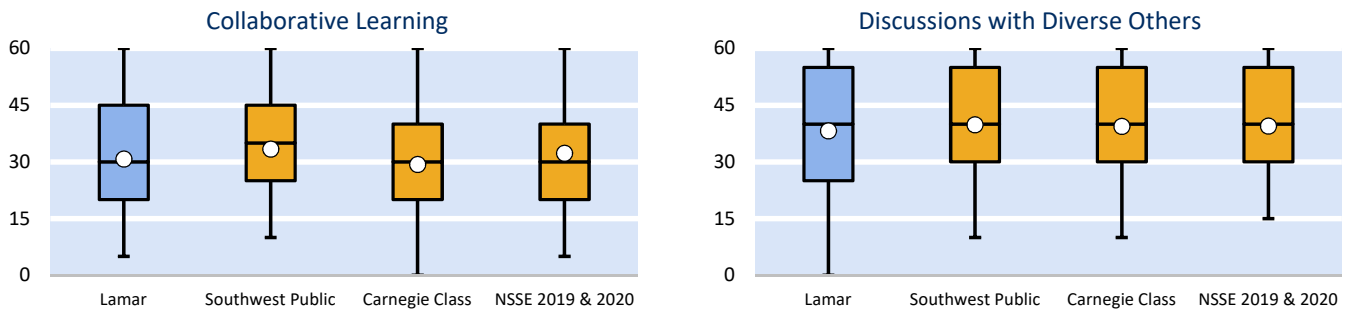
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Lamar Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Collaborative Learning	30.8	33.3	-.18	29.3	.09	32.3	-.10
Discussions with Diverse Others	38.2	39.8	-.10	39.3	-.07	39.5	-.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).









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 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 ^a between your FY students and			
	Lamar	Southwest Public	Carnegie Class	NSSE 2019 & 2020	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1e. Asked another student to help you understand course material	46				
1f. Explained course material to one or more students	57				
1g. Prepared for exams by discussing or working through course material with other students	43				
1h. Worked with other students on course projects or assignments	46				
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	71				
8b. People from an economic background other than your own	75				
8c. People with religious beliefs other than your own	62				
8d. People with political views other than your own	59				

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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: Seniors

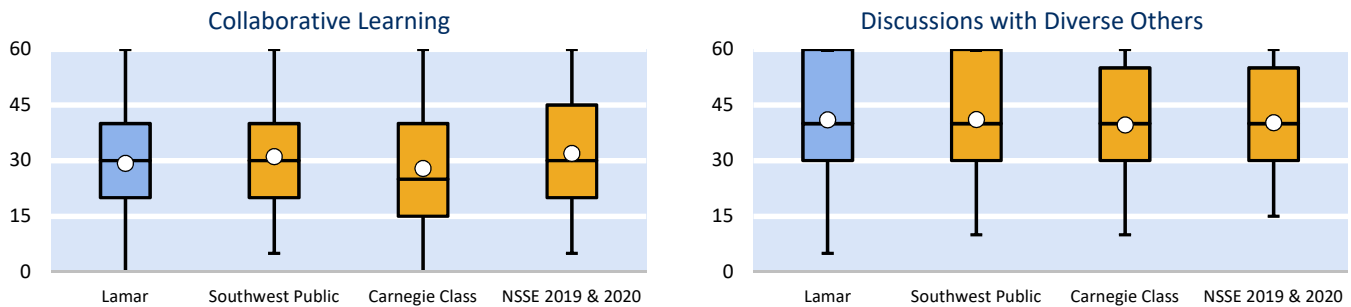
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Collaborative Learning	29.3	31.1	-.12	27.9	.08	32.0 *	-.18
Discussions with Diverse Others	41.0	41.1	.00	39.7	.08	40.2	.05

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 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 ^a between your seniors and			
	Lamar	Southwest Public	Carnegie Class	NSSE 2019 & 2020	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	35	<div><div></div></div> -6	+2 <div><div></div></div>	<div><div></div></div> -8	
1f. Explained course material to one or more students	47	<div><div></div></div> -8	+0 <div><div></div></div>	<div><div></div></div> -10	
1g. Prepared for exams by discussing or working through course material with other students	44	<div><div></div></div> -2	+5 <div><div></div></div>	<div><div></div></div> -3	
1h. Worked with other students on course projects or assignments	53	<div><div></div></div> -7	<div><div></div></div> -4	<div><div></div></div> -10	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	75	+1 <div><div></div></div>	+4 <div><div></div></div>	+4 <div><div></div></div>	
8b. People from an economic background other than your own	76	+2 <div><div></div></div>	+4 <div><div></div></div>	+3 <div><div></div></div>	
8c. People with religious beliefs other than your own	70	<div><div></div></div> -0	+6 <div><div></div></div>	+2 <div><div></div></div>	
8d. People with political views other than your own	67	<div><div></div></div> -0	+1 <div><div></div></div>	+2 <div><div></div></div>	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

Experiences with Faculty: First-year students

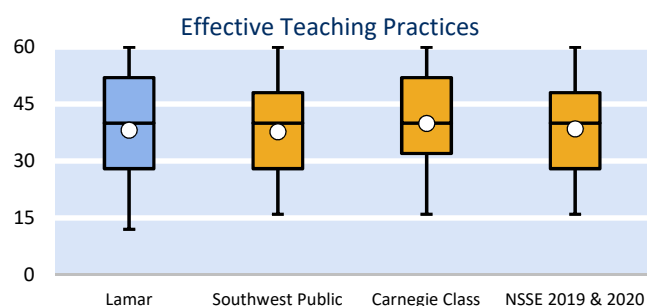
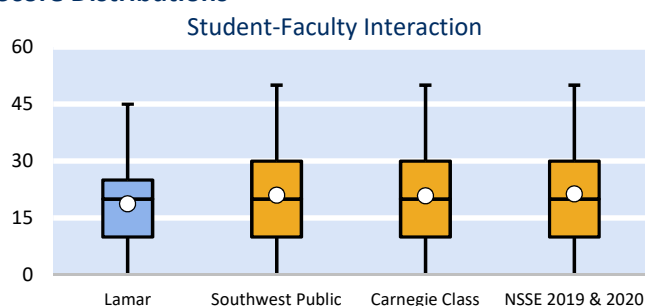
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Lamar Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.8	21.0	-.15	20.8	-.14	21.4 *	-.18
Effective Teaching Practices	38.1	37.7	.03	39.9	-.13	38.4	-.03

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 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 ^a between your FY students and			
	Lamar	Southwest Public	Carnegie Class	NSSE 2019 & 2020	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	32	<div><div></div></div> -5	<div><div></div></div> -6	<div><div></div></div> -6	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	<div><div></div></div> -2	<div><div></div></div> -0	<div><div></div></div> -2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	<div><div></div></div> -4	<div><div></div></div> -3	<div><div></div></div> -5	
3d. Discussed your academic performance with a faculty member	28	<div><div></div></div> -1	<div><div></div></div> -3	<div><div></div></div> -2	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	75	<div><div></div></div> -1	<div><div></div></div> -4	<div><div></div></div> -2	
5b. Taught course sessions in an organized way	66	<div><div></div></div> -6	<div><div></div></div> -10	<div><div></div></div> -8	
5c. Used examples or illustrations to explain difficult points	74	+1 <div><div></div></div>	<div><div></div></div> -1	<div><div></div></div> -0	
5d. Provided feedback on a draft or work in progress	61	+2 <div><div></div></div>	<div><div></div></div> -6	<div><div></div></div> -2	
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+3 <div><div></div></div>	<div><div></div></div> -5	<div><div></div></div> -1	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

Experiences with Faculty: Seniors

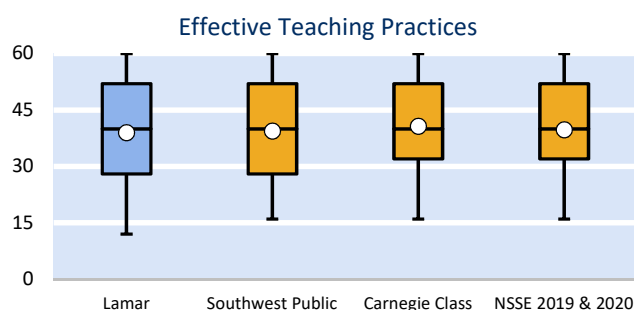
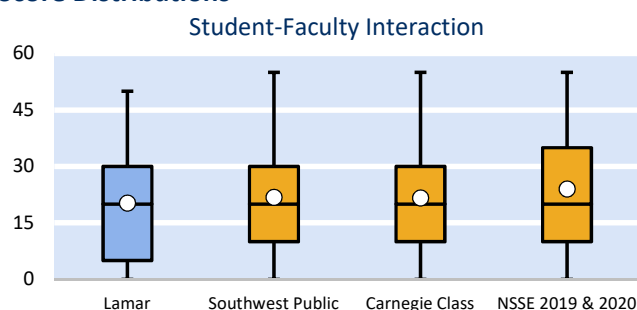
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2019 & 2020 Effect size	
Student-Faculty Interaction	20.3	21.7	-.09	21.6	-.08	23.9 **	-.23
Effective Teaching Practices	39.0	39.3	-.03	40.7	-.12	39.7	-.05

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 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 ^a between your seniors and		
	Lamar	Southwest Public	Carnegie Class	NSSE 2019 & 2020
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	36	<div><div></div></div> -3	<div><div></div></div> -5	<div><div></div></div> -8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	<div><div></div></div> -3	<div><div></div></div> -2	<div><div></div></div> -7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	<div><div></div></div> -4	<div><div></div></div> -3	<div><div></div></div> -8
3d. Discussed your academic performance with a faculty member	27	<div><div></div></div> -3	<div><div></div></div> -3	<div><div></div></div> -6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	<div><div></div></div> -3	<div><div></div></div> -4	<div><div></div></div> -3
5b. Taught course sessions in an organized way	74	<div><div></div></div> -1	<div><div></div></div> -4	<div><div></div></div> -3
5c. Used examples or illustrations to explain difficult points	72	<div><div></div></div> -3	<div><div></div></div> -3	<div><div></div></div> -5
5d. Provided feedback on a draft or work in progress	52	<div><div></div></div> -8	<div><div></div></div> -12	<div><div></div></div> -10
5e. Provided prompt and detailed feedback on tests or completed assignments	60	<div><div></div></div> -1	<div><div></div></div> -8	<div><div></div></div> -4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

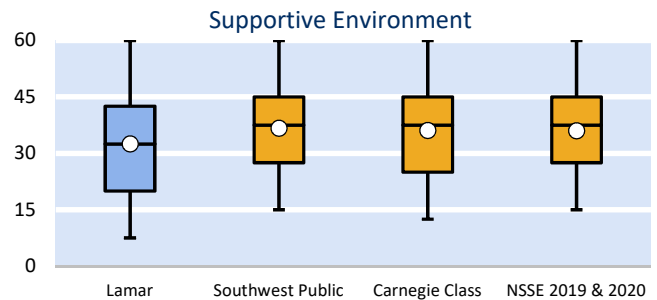
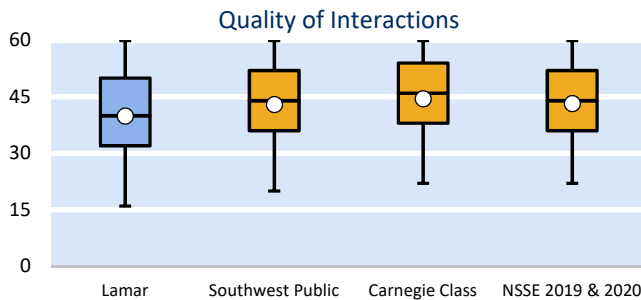
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Lamar Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	43.0 *	-.25	44.5 ***	-.37	43.2 **	-.28
Supportive Environment	32.5	36.7 **	-.31	36.1 *	-.25	36.0 *	-.26

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 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	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	46	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>		

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

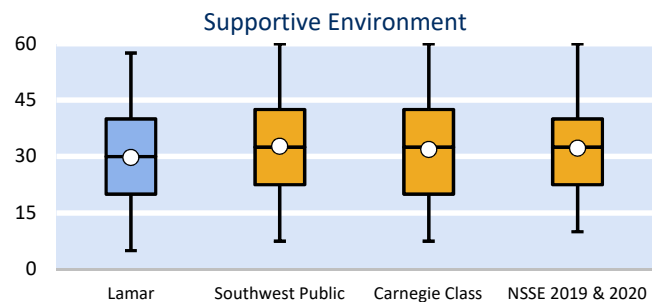
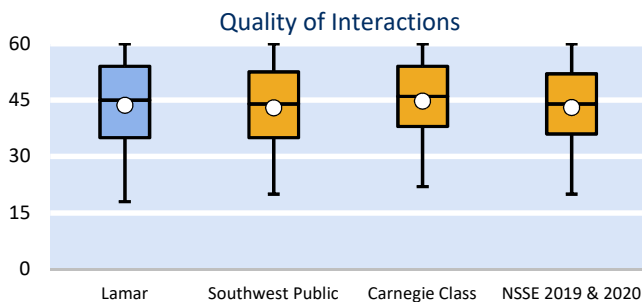
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Quality of Interactions	43.7	43.0	.05	44.8	-.09	43.0	.05
Supportive Environment	29.8	32.8 *	-.20	31.9	-.14	32.2 *	-.17

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 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	Percentage point difference ^a between your seniors and			
		Southwest Public	Carnegie Class	NSSE 2019 & 2020	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	63	+5	+2	+5	
13b. Academic advisors	53	+1	-6	-1	
13c. Faculty	54	-3	-9	-3	
13d. Student services staff (career services, student activities, housing, etc.)	45	-1	-5	+1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+4	-1	+6	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	63	-7	-10	-8	
14c. Using learning support services (tutoring services, writing center, etc.)	58	-8	-11	-8	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-6	-6	-3	
14e. Providing opportunities to be involved socially	63	-1	+2	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-8	-4	-7	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-7	-8	-5	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-8	-0	-7	
14i. Attending events that address important social, economic, or political issues	33	-8	-6	-8	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), 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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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

Theme	Engagement Indicator	Lamar Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	33.6	39.3 ***	-.43		41.4 ***	-.60	
	Reflective and Integrative Learning	32.5	36.7 ***	-.36		39.0 ***	-.55	
	Learning Strategies	37.1	39.9	-.20		42.3 ***	-.37	
	Quantitative Reasoning	26.0	29.4 *	-.22		31.4 ***	-.35	
Learning with Peers	Collaborative Learning	30.8	35.2 **	-.32		37.4 ***	-.49	
	Discussions with Diverse Others	38.2	41.5	-.22		43.6 **	-.37	
Experiences with Faculty	Student-Faculty Interaction	18.8	24.5 ***	-.39		28.1 ***	-.61	
	Effective Teaching Practices	38.1	40.5	-.18		42.3 **	-.29	
Campus Environment	Quality of Interactions	39.9	45.2 ***	-.47		47.2 ***	-.62	
	Supportive Environment	32.5	37.9 ***	-.41		40.0 ***	-.58	

Seniors

Theme	Engagement Indicator	Lamar Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.6	41.7 *	-.16		43.2 ***	-.27	
	Reflective and Integrative Learning	36.0	39.8 ***	-.31		41.8 ***	-.48	
	Learning Strategies	40.6	40.7	-.01	✓	42.7	-.15	
	Quantitative Reasoning	28.2	31.4 *	-.20		33.4 ***	-.32	
Learning with Peers	Collaborative Learning	29.3	35.9 ***	-.48		38.4 ***	-.67	
	Discussions with Diverse Others	41.0	42.1	-.07	✓	43.8	-.18	
Experiences with Faculty	Student-Faculty Interaction	20.3	29.7 ***	-.59		33.2 ***	-.81	
	Effective Teaching Practices	39.0	41.8 *	-.20		43.7 ***	-.35	
Campus Environment	Quality of Interactions	43.7	45.2	-.13		47.4 **	-.31	
	Supportive Environment	29.8	34.6 ***	-.35		36.8 ***	-.50	

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 2019 and 2020 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Lamar (N = 110)	33.6	13.9	1.33	10	25	35	40	60				
Southwest Public	37.7	13.5	.17	15	30	40	45	60	6,267	-4.1	.002	-.302
Carnegie Class	38.9	13.5	.15	20	30	40	50	60	8,536	-5.2	.000	-.388
NSSE 2019 & 2020	38.1	13.2	.05	20	30	40	45	60	74,062	-4.4	.000	-.335
Top 50%	39.3	13.1	.06	20	30	40	50	60	42,023	-5.7	.000	-.435
Top 10%	41.4	12.8	.14	20	35	40	50	60	8,141	-7.7	.000	-.603
Reflective & Integrative Learning												
Lamar (N = 131)	32.5	13.8	1.21	11	23	31	40	57				
Southwest Public	34.6	12.1	.15	17	26	34	43	57	134	-2.2	.079	-.178
Carnegie Class	35.9	12.1	.13	17	29	37	43	57	133	-3.4	.006	-.281
NSSE 2019 & 2020	35.2	12.0	.04	17	26	34	43	57	130	-2.7	.027	-.227
Top 50%	36.7	11.8	.06	17	29	37	46	57	130	-4.2	.001	-.359
Top 10%	39.0	11.7	.15	20	31	40	49	60	134	-6.5	.000	-.553
Learning Strategies												
Lamar (N = 108)	37.1	15.6	1.50	7	27	40	47	60				
Southwest Public	38.0	13.8	.18	20	27	40	47	60	5,917	-.9	.523	-.062
Carnegie Class	39.9	14.0	.16	20	27	40	53	60	8,151	-2.8	.040	-.199
NSSE 2019 & 2020	38.3	13.8	.05	20	27	40	47	60	70,010	-1.1	.392	-.082
Top 50%	39.9	13.7	.07	20	33	40	53	60	108	-2.8	.069	-.201
Top 10%	42.3	14.1	.16	20	33	40	53	60	7,933	-5.2	.000	-.366
Quantitative Reasoning												
Lamar (N = 106)	26.0	15.6	1.51	0	13	27	40	60				
Southwest Public	28.2	15.3	.20	0	20	27	40	60	6,032	-2.2	.150	-.141
Carnegie Class	27.8	15.7	.17	0	20	27	40	60	8,254	-1.8	.253	-.112
NSSE 2019 & 2020	28.2	15.3	.06	0	20	27	40	60	71,195	-2.2	.146	-.141
Top 50%	29.4	15.2	.07	7	20	27	40	60	46,307	-3.4	.022	-.223
Top 10%	31.4	15.3	.16	7	20	33	40	60	9,851	-5.3	.000	-.349
Learning with Peers												
Collaborative Learning												
Lamar (N = 150)	30.8	16.8	1.37	5	20	30	45	60				
Southwest Public	33.3	14.3	.17	10	25	35	45	60	153	-2.6	.064	-.179
Carnegie Class	29.3	16.3	.17	0	20	30	40	60	9,803	1.5	.276	.090
NSSE 2019 & 2020	32.3	14.7	.05	5	20	30	40	60	149	-1.5	.282	-.101
Top 50%	35.2	13.7	.06	15	25	35	45	60	149	-4.4	.002	-.320
Top 10%	37.4	13.5	.13	15	30	40	45	60	151	-6.6	.000	-.487
Discussions with Diverse Others												
Lamar (N = 109)	38.2	17.9	1.72	0	25	40	55	60				
Southwest Public	39.8	16.1	.21	10	30	40	55	60	5,969	-1.6	.304	-.099
Carnegie Class	39.3	16.2	.18	10	30	40	55	60	8,188	-1.2	.449	-.073
NSSE 2019 & 2020	39.5	15.6	.06	15	30	40	55	60	108	-1.3	.434	-.086
Top 50%	41.5	15.0	.07	20	30	40	55	60	108	-3.3	.058	-.220
Top 10%	43.6	14.5	.15	20	35	45	60	60	110	-5.4	.002	-.375

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 124)	18.8	14.4	1.30	0	10	20	25	45				
Southwest Public	21.0	14.9	.19	0	10	20	30	50	6,514	-2.3	.095	-.152
Carnegie Class	20.8	14.7	.16	0	10	20	30	50	8,848	-2.1	.115	-.143
NSSE 2019 & 2020	21.4	14.6	.05	0	10	20	30	50	76,700	-2.6	.046	-.179
Top 50%	24.5	14.7	.09	5	15	20	35	55	27,185	-5.7	.000	-.389
Top 10%	28.1	15.5	.26	5	15	25	40	60	3,700	-9.4	.000	-.606
Effective Teaching Practices												
Lamar (N = 112)	38.1	14.8	1.40	12	28	40	52	60				
Southwest Public	37.7	13.4	.17	16	28	40	48	60	6,258	.4	.736	.032
Carnegie Class	39.9	13.8	.15	16	32	40	52	60	8,537	-1.8	.168	-.131
NSSE 2019 & 2020	38.4	13.2	.05	16	28	40	48	60	73,782	-.3	.789	-.025
Top 50%	40.5	13.2	.08	20	32	40	52	60	30,786	-2.4	.054	-.183
Top 10%	42.3	14.1	.15	16	32	44	56	60	8,560	-4.2	.002	-.294
Campus Environment												
Quality of Interactions												
Lamar (N = 102)	39.9	13.4	1.33	16	32	40	50	60				
Southwest Public	43.0	12.2	.17	20	36	44	52	60	5,585	-3.1	.012	-.250
Carnegie Class	44.5	12.1	.14	22	38	46	54	60	7,573	-4.5	.000	-.374
NSSE 2019 & 2020	43.2	11.8	.05	22	36	44	52	60	65,494	-3.3	.005	-.279
Top 50%	45.2	11.2	.07	24	38	46	54	60	101	-5.2	.000	-.467
Top 10%	47.2	11.6	.14	25	40	50	58	60	103	-7.3	.000	-.622
Supportive Environment												
Lamar (N = 100)	32.5	15.3	1.53	8	20	33	43	60				
Southwest Public	36.7	13.6	.18	15	28	38	45	60	5,710	-4.2	.002	-.310
Carnegie Class	36.1	13.9	.16	13	25	38	45	60	7,877	-3.5	.011	-.254
NSSE 2019 & 2020	36.0	13.5	.05	15	28	38	45	60	100	-3.5	.025	-.258
Top 50%	37.9	13.1	.07	18	30	38	48	60	100	-5.4	.001	-.409
Top 10%	40.0	12.9	.16	18	33	40	50	60	102	-7.5	.000	-.581

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 \pm 1.96 x SE) 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 2020 Engagement Indicators

Detailed Statistics^a

Lamar University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Lamar (N = 166)	39.6	13.8	1.07	15	30	40	50	60				
Southwest Public	40.1	13.9	.14	20	30	40	50	60	10,185	-.5	.664	-.034
Carnegie Class	41.2	13.5	.12	20	35	40	50	60	11,942	-1.6	.128	-.119
NSSE 2019 & 2020	40.1	13.5	.05	20	30	40	50	60	88,238	-.5	.638	-.037
Top 50%	41.7	13.4	.07	20	35	40	55	60	39,062	-2.1	.043	-.157
Top 10%	43.2	13.3	.14	20	35	40	55	60	9,623	-3.6	.001	-.268
Reflective & Integrative Learning												
Lamar (N = 179)	36.0	12.7	.95	11	29	37	43	57				
Southwest Public	37.4	12.7	.12	17	29	37	46	60	10,806	-1.4	.144	-.110
Carnegie Class	38.9	12.4	.11	20	31	40	49	60	12,551	-2.8	.002	-.229
NSSE 2019 & 2020	38.1	12.5	.04	17	29	37	46	60	93,539	-2.0	.029	-.164
Top 50%	39.8	12.2	.06	20	31	40	49	60	38,801	-3.8	.000	-.311
Top 10%	41.8	12.0	.15	20	34	40	51	60	6,406	-5.7	.000	-.476
Learning Strategies												
Lamar (N = 155)	40.6	15.7	1.26	7	33	40	53	60				
Southwest Public	39.4	14.7	.15	13	27	40	53	60	9,719	1.2	.321	.080
Carnegie Class	40.4	14.7	.14	13	27	40	53	60	11,518	.2	.866	.014
NSSE 2019 & 2020	38.6	14.6	.05	13	27	40	53	60	84,492	2.0	.094	.135
Top 50%	40.7	14.4	.07	20	33	40	53	60	43,096	-.1	.937	-.006
Top 10%	42.7	14.4	.12	20	33	40	60	60	13,870	-2.1	.071	-.146
Quantitative Reasoning												
Lamar (N = 153)	28.2	16.6	1.34	0	20	27	40	60				
Southwest Public	29.7	16.3	.17	0	20	27	40	60	9,844	-1.5	.258	-.092
Carnegie Class	29.6	16.3	.15	0	20	27	40	60	11,648	-1.4	.299	-.085
NSSE 2019 & 2020	30.2	16.2	.06	0	20	27	40	60	85,556	-2.0	.123	-.125
Top 50%	31.4	16.1	.07	0	20	33	40	60	55,264	-3.2	.014	-.198
Top 10%	33.4	15.9	.15	7	20	33	40	60	10,937	-5.1	.000	-.323
Learning with Peers												
Collaborative Learning												
Lamar (N = 195)	29.3	15.8	1.13	0	20	30	40	60				
Southwest Public	31.1	15.9	.15	5	20	30	40	60	11,364	-1.9	.103	-.118
Carnegie Class	27.9	16.5	.15	0	15	25	40	60	12,994	1.3	.266	.080
NSSE 2019 & 2020	32.0	15.6	.05	5	20	30	45	60	97,839	-2.8	.014	-.177
Top 50%	35.9	14.0	.06	15	25	35	45	60	195	-6.7	.000	-.478
Top 10%	38.4	13.6	.14	15	30	40	50	60	200	-9.1	.000	-.670
Discussions with Diverse Others												
Lamar (N = 156)	41.0	18.1	1.45	5	30	40	60	60				
Southwest Public	41.1	16.8	.17	10	30	40	60	60	9,756	.0	.986	-.001
Carnegie Class	39.7	16.7	.16	10	30	40	55	60	11,554	1.4	.302	.083
NSSE 2019 & 2020	40.2	15.9	.05	15	30	40	55	60	156	.8	.562	.053
Top 50%	42.1	15.5	.07	15	30	40	60	60	156	-1.0	.487	-.065
Top 10%	43.8	15.3	.13	20	35	45	60	60	158	-2.7	.063	-.178

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 175)	20.3	16.2	1.23	0	5	20	30	50				
Southwest Public	21.7	16.2	.16	0	10	20	30	55	10,458	-1.5	.234	-.091
Carnegie Class	21.6	16.1	.15	0	10	20	30	55	12,204	-1.3	.281	-.082
NSSE 2019 & 2020	23.9	16.1	.05	0	10	20	35	55	90,593	-3.7	.002	-.229
Top 50%	29.7	15.9	.11	5	20	30	40	60	20,635	-9.4	.000	-.592
Top 10%	33.2	16.0	.27	10	20	35	45	60	3,691	-13.0	.000	-.812
Effective Teaching Practices												
Lamar (N = 161)	39.0	15.1	1.18	12	28	40	52	60				
Southwest Public	39.3	14.2	.14	16	28	40	52	60	10,159	-.4	.752	-.025
Carnegie Class	40.7	14.1	.13	16	32	40	52	60	164	-1.7	.156	-.120
NSSE 2019 & 2020	39.7	13.8	.05	16	32	40	52	60	161	-.8	.524	-.055
Top 50%	41.8	13.7	.08	20	32	40	52	60	162	-2.8	.019	-.205
Top 10%	43.7	13.4	.16	20	36	44	56	60	166	-4.7	.000	-.352
Campus Environment												
Quality of Interactions												
Lamar (N = 136)	43.7	13.7	1.18	18	35	45	54	60				
Southwest Public	43.0	12.8	.14	20	35	44	53	60	8,878	.7	.553	.051
Carnegie Class	44.8	12.3	.12	22	38	46	54	60	10,393	-1.1	.283	-.093
NSSE 2019 & 2020	43.0	12.1	.04	20	36	44	52	60	135	.6	.601	.051
Top 50%	45.2	11.7	.06	24	38	48	54	60	135	-1.6	.186	-.135
Top 10%	47.4	12.0	.11	24	40	50	58	60	137	-3.7	.002	-.309
Supportive Environment												
Lamar (N = 150)	29.8	14.5	1.18	5	20	30	40	58				
Southwest Public	32.8	14.8	.15	8	23	33	43	60	9,479	-3.0	.013	-.204
Carnegie Class	31.9	14.7	.14	8	20	33	43	60	11,230	-2.1	.079	-.144
NSSE 2019 & 2020	32.2	14.2	.05	10	23	33	40	60	82,494	-2.5	.033	-.174
Top 50%	34.6	14.0	.07	13	25	35	45	60	36,647	-4.9	.000	-.347
Top 10%	36.8	14.1	.17	13	28	38	48	60	6,683	-7.1	.000	-.501

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 SE) 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.