NSSE 2024
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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)
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. Your NSSE Tableau dashboards and Report Builder (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.

NSSE 2024 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

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 2023 & 2024
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 2023 & 2024
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	--	--	△

NSSE 2024 Engagement Indicators

Academic Challenge
Lamar University

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 | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.2	37.8	-.27	39.4 **	-.38	38.6 *	-.33
Reflective & Integrative Learning	32.0	35.0	-.24	36.3 **	-.35	35.9 *	-.32
Learning Strategies	34.4	38.0	-.25	40.0 *	-.39	38.6	-.30
Quantitative Reasoning	21.8	29.1 **	-.46	29.4 **	-.46	29.5 **	-.49

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

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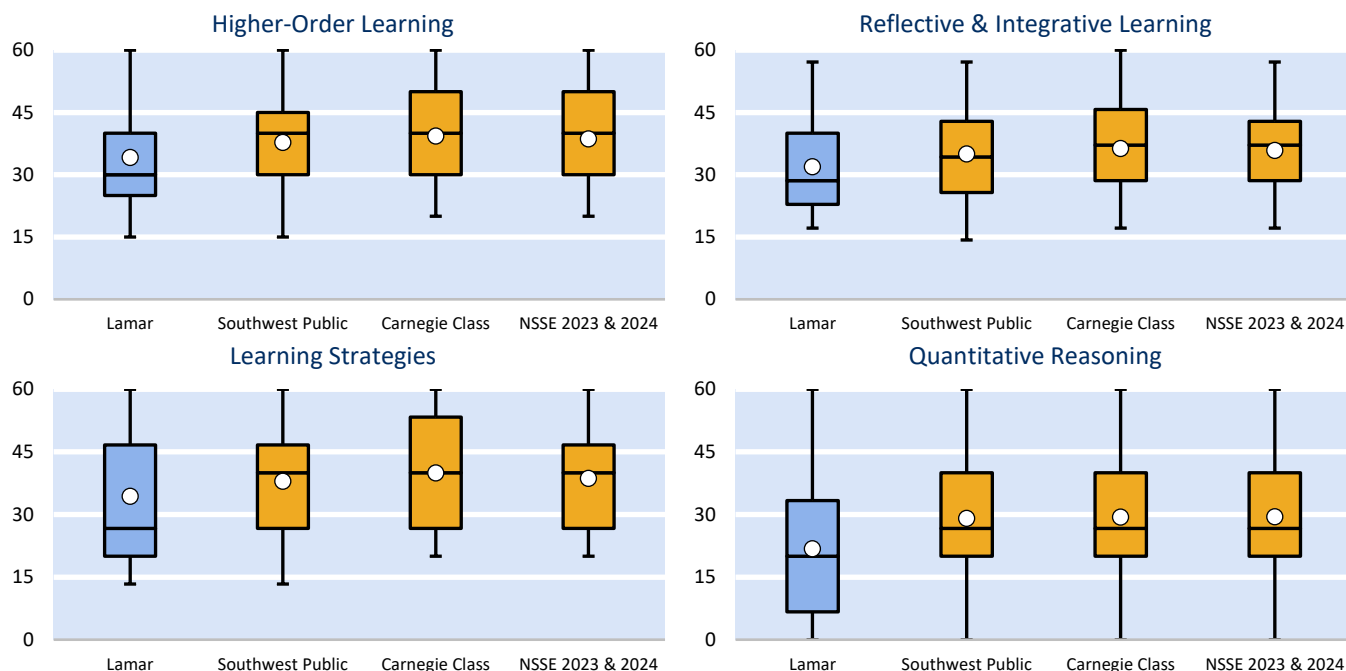
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Lamar	Percentage point difference [a] between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
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	54	-14	-17	-17
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	52	-15	-19	-18
4d. Evaluating a point of view, decision, or information source	66	-3	-7	-5
4e. Forming a new idea or understanding from various pieces of information	51	-19	-21	-20
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	33	-19	-19	-21
2b. Connected your learning to societal problems or issues	38	-11	-15	-14
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-9	-14	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+2	-0	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	51	-20	-22	-20
2f. Learned something that changed the way you understand an issue or concept	55	-11	-14	-13
2g. Connected ideas from your courses to your prior experiences and knowledge	68	-9	-11	-11
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	60	-11	-17	-14
9b. Reviewed your notes after class	53	-13	-16	-13
9c. Summarized what you learned in class or from course materials	48	-17	-22	-19
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.)	36	-19	-17	-18
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-10	-11	-11
6c. Evaluated what others have concluded from numerical information	27	-15	-16	-17

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

| | Lamar | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.8	40.7	.15	41.8	.08	40.9	.14
Reflective & Integrative Learning	37.6	37.7	-.01	39.5	-.15	38.7	-.09
Learning Strategies	42.0	40.2	.12	40.7	.09	39.5	.17
Quantitative Reasoning	30.8	31.1	-.02	31.2	-.02	31.4	-.04

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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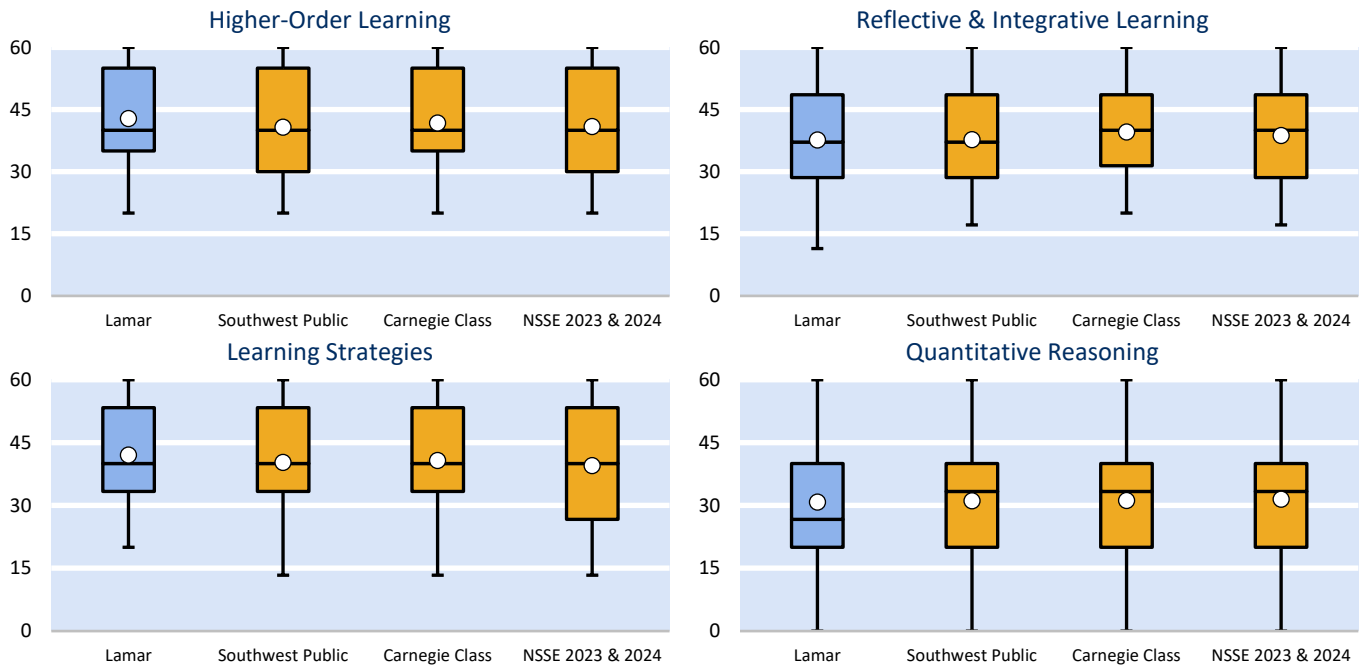
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Academic Challenge: Seniors (continued)

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.

	Lamar %	Percentage point difference [a] between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
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	83	+6	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-2	-3	-2
4d. Evaluating a point of view, decision, or information source	78	+7	+2	+6
4e. Forming a new idea or understanding from various pieces of information	79	+5	+3	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	57	-9	-10	-12
2b. Connected your learning to societal problems or issues	60	+1	-4	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+2	-7	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-0	-5	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	-2	-6	-3
2f. Learned something that changed the way you understand an issue or concept	69	-2	-4	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-2	-4	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	+5	+2	+4
9b. Reviewed your notes after class	74	+5	+6	+9
9c. Summarized what you learned in class or from course materials	75	+5	+3	+7
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.)	68	+10	+13	+11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-7	-8	-8
6c. Evaluated what others have concluded from numerical information	41	-5	-5	-7

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.

NSSE 2024 Engagement Indicators

Learning with Peers
Lamar University

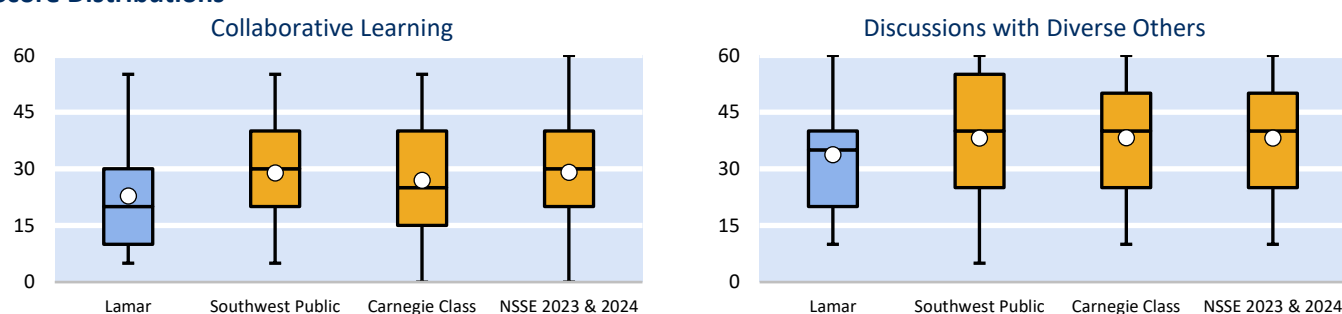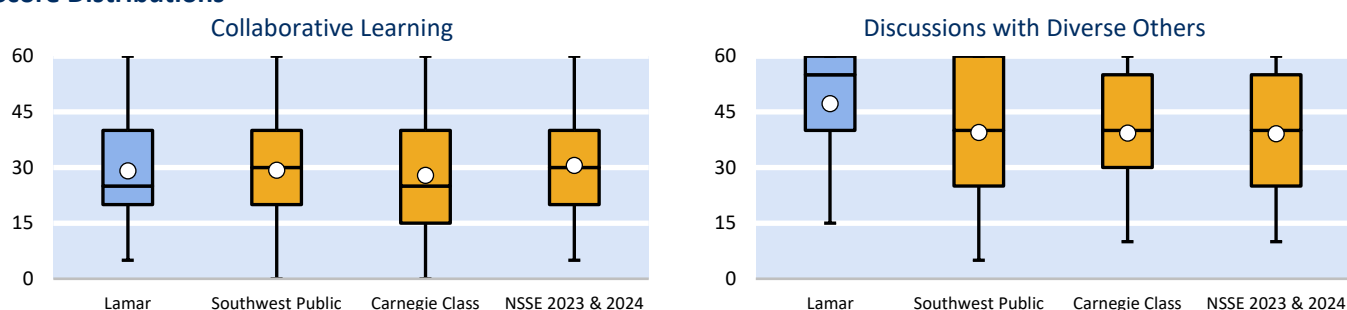## Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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* | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	22.8	28.9 ***	-.41	27.0 *	-.26	29.1 **	-.41
Discussions with Diverse Others	33.7	38.2	-.27	38.2	-.27	38.1	-.27

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

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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.

| | Lamar | Percentage point difference [a] between your FY students and | | |
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	29	-15	-10	-15
1c. Explained course material to one or more students	30	-16	-14	-18
1d. Prepared for exams by discussing or working through course material with other students	24	-16	-14	-17
1e. Worked with other students on course projects or assignments	30	-21	-17	-21
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	69	-0	-1	-0
8b. People from economic backgrounds other than your own	54	-16	-17	-16
8c. People with religious beliefs other than your own	49	-16	-14	-16
8d. People with political views other than your own	49	-11	-11	-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.

Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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 seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.1	29.3	-.01	27.9	.07	30.6	-.09
Discussions with Diverse Others	47.2	39.5 ***	.45	39.3 ***	.48	39.1 ***	.50

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 | Percentage point difference [a] between your seniors and | | |
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	38	-2	+2	-4
1c. Explained course material to one or more students	49	+0	+2	-3
1d. Prepared for exams by discussing or working through course material with other students	40	+1	+3	-1
1e. Worked with other students on course projects or assignments	50	-6	-4	-10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	86	+14	+15	+16
8b. People from economic backgrounds other than your own	83	+11	+10	+11
8c. People with religious beliefs other than your own	75	+8	+11	+10
8d. People with political views other than your own	81	+19	+18	+21

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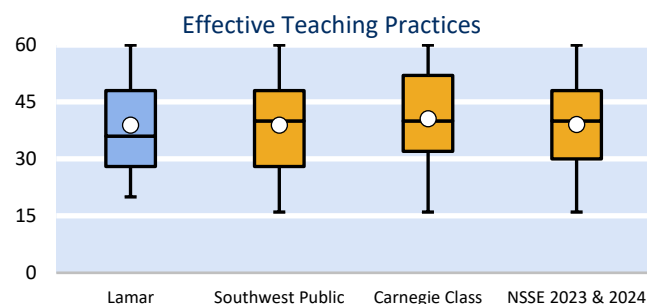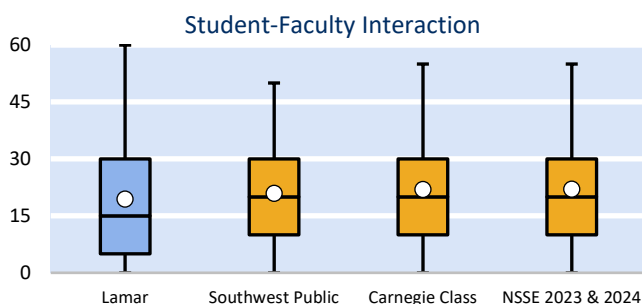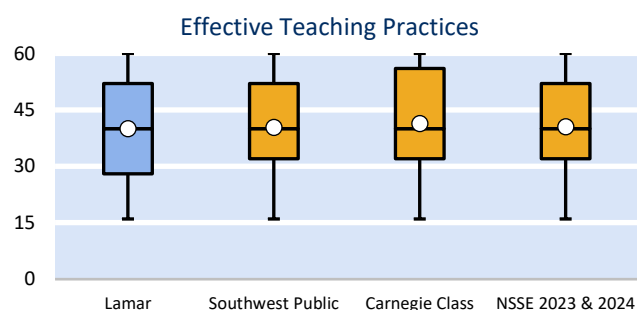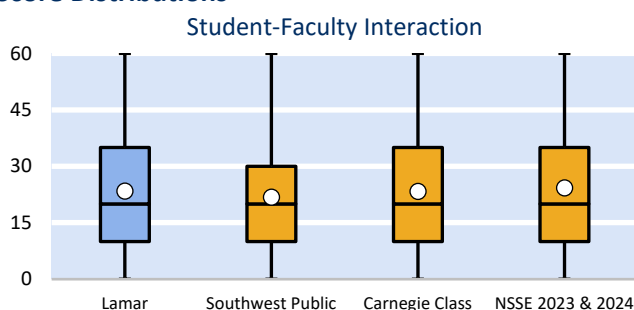## Experiences with Faculty: First-year students

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 | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
| | | | | *Your first-year students compared with* | | | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.4	20.9	-.09	21.9	-.16	22.0	-.17
Effective Teaching Practices	38.9	38.9	.00	40.6	-.12	39.0	-.01

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

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Performance 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 [a] between your FY students and | | |
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	38	+1	-0	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+1	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-4	-6	-7
3d. Discussed your academic performance with a faculty member	22	-7	-11	-10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	75	-4	-5	-3
5b. Taught course sessions in an organized way	79	+4	+3	+5
5c. Used examples or illustrations to explain difficult points	69	-4	-6	-5
5d. Provided feedback on a draft or work in progress	54	-11	-16	-11
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+3	-3	+2

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

	Lamar	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.4	21.7	.10	23.3	.01	24.2	-.05
Effective Teaching Practices	39.9	40.3	-.02	41.3	-.09	40.4	-.04

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

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Student-Faculty Interaction	Lamar	Percentage point difference [a] between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	39	+0	-4	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+1	+0	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-1	-3	-5
3d. Discussed your academic performance with a faculty member	41	+11	+7	+7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+0	+0	-0
5b. Taught course sessions in an organized way	73	-3	-5	-4
5c. Used examples or illustrations to explain difficult points	77	+1	+2	+0
5d. Provided feedback on a draft or work in progress	67	+4	-1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-2	-7	-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.

NSSE 2024 Engagement Indicators
Campus Environment
Lamar University

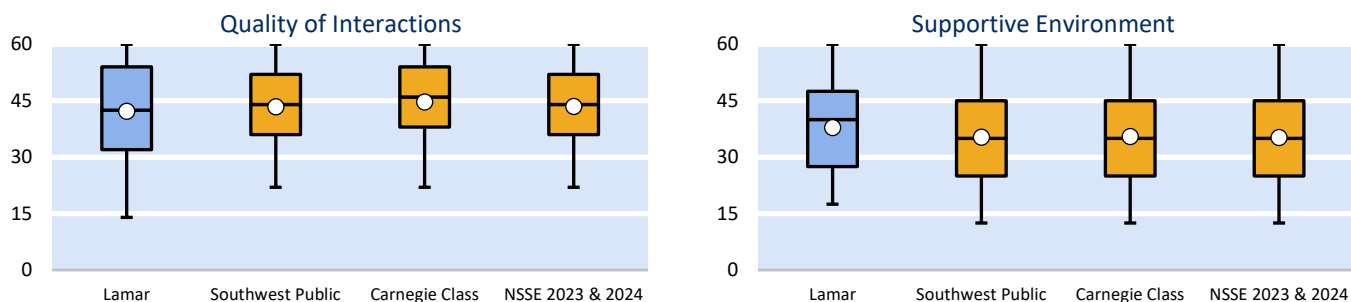## Campus Environment: First-year students

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 | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	43.4	-.10	44.7	-.20	43.5	-.11
Supportive Environment	37.9	35.3	.19	35.5	.17	35.2	.20

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 2023 & 2024
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	39	-12	-15	-13
13b. Academic advisors	50	-5	-10	-7
13c. Faculty	48	-5	-11	-6
13d. Student services staff (career services, student activities, housing, etc.)	56	+6	+4	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	-0	-6	-0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	84	+12	+10	+11
14c. Using learning support services (tutoring services, writing center, etc.)	82	+7	+7	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+1	+0	+1
14e. Providing opportunities to be involved socially	78	+9	+7	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+6	+6	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-5	-6	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+6	+9	+7
14i. Attending events that address important social, economic, or political issues	42	-2	-3	-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: 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	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	46.5	43.4 *	.24	44.4	.17	43.1 *	.28
Supportive Environment	35.5	32.7	.19	32.3	.22	32.4 *	.22

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 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	Southwest Public	Carnegie Class	NSSE 2023 & 2024
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	74	+14	+12	+15
13b. Academic advisors	61	+8	+3	+8
13c. Faculty	63	+5	+0	+4
13d. Student services staff (career services, student activities, housing, etc.)	54	+6	+4	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+6	+2	+8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	77	+8	+7	+9
14c. Using learning support services (tutoring services, writing center, etc.)	77	+11	+9	+11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+11	+12	+13
14e. Providing opportunities to be involved socially	67	+3	+5	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+1	+3	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+4	+5	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+2	+7	+2
14i. Attending events that address important social, economic, or political issues	43	+5	+5	+3

Percentage point difference [a] between your seniors and

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.

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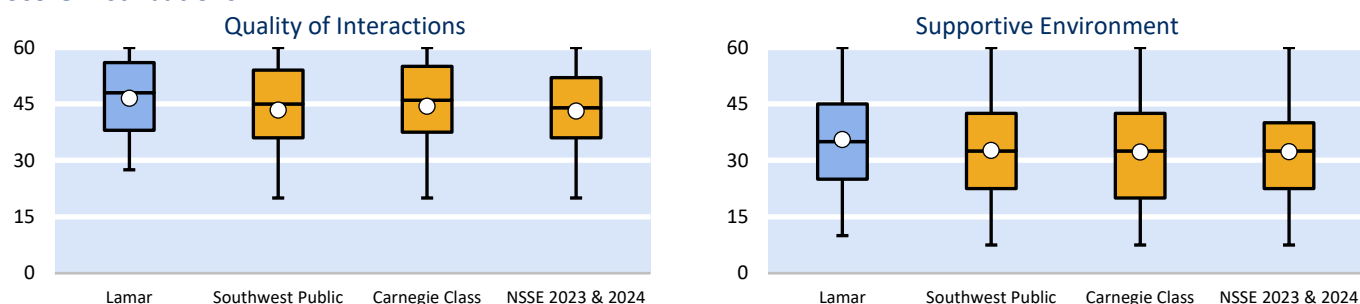
Comparisons with Top 50% and Top 10% Institutions

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 2023 and 2024 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
			Your first-year students compared with					
Academic Challenge	Higher-Order Learning	34.2	39.8 **	-.43		42.4 ***	-.66	
	Reflective and Integrative Learning	32.0	37.3 **	-.44		39.9 ***	-.68	
	Learning Strategies	34.4	40.2 *	-.42		43.1 ***	-.61	
	Quantitative Reasoning	21.8	30.8 ***	-.58		33.3 ***	-.74	
Learning with Peers	Collaborative Learning	22.8	33.4 ***	-.76		36.7 ***	-1.01	
	Discussions with Diverse Others	33.7	40.7 **	-.47		44.2 ***	-.76	
Experiences with Faculty	Student-Faculty Interaction	19.4	25.4 **	-.39		29.9 ***	-.67	
	Effective Teaching Practices	38.9	40.8	-.14		43.6 *	-.33	
Campus Environment	Quality of Interactions	42.2	45.7	-.30		48.7 ***	-.54	
	Supportive Environment	37.9	37.1	.06	✓	40.4	-.20	

Seniors

Theme	Engagement Indicator	Lamar Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
			Your seniors compared with					
Academic Challenge	Higher-Order Learning	42.8	42.4	.03	✓	44.9	-.16	
	Reflective and Integrative Learning	37.6	40.6 *	-.24		43.2 ***	-.46	
	Learning Strategies	42.0	41.2	.06	✓	44.1	-.15	
	Quantitative Reasoning	30.8	32.8	-.13		36.2 **	-.34	
Learning with Peers	Collaborative Learning	29.1	34.7 ***	-.39		38.0 ***	-.65	
	Discussions with Diverse Others	47.2	41.4 ***	.38	✓	44.0 *	.22	✓
Experiences with Faculty	Student-Faculty Interaction	23.4	29.9 ***	-.40		34.9 ***	-.71	
	Effective Teaching Practices	39.9	42.5	-.18		45.2 ***	-.40	
Campus Environment	Quality of Interactions	46.5	45.4	.09	✓	48.1	-.13	
	Supportive Environment	35.5	34.6	.06	✓	38.0	-.18	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 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 = 48)	34.2	14.7	2.11	15	25	30	40	60				
Southwest Public	37.8	13.6	.20	15	30	40	45	60	4,586	-3.6	.067	-.265
Carnegie Class	39.4	13.7	.20	20	30	40	50	60	4,840	-5.2	.009	-.380
NSSE 2023 & 2024	38.6	13.4	.06	20	30	40	50	60	44,754	-4.5	.020	-.334
Top 50%	39.8	13.2	.08	20	30	40	50	60	29,322	-5.7	.003	-.430
Top 10%	42.4	12.5	.22	20	35	40	55	60	3,414	-8.2	.000	-.655
Reflective & Integrative Learning												
Lamar (N = 55)	32.0	12.3	1.66	17	23	29	40	57				
Southwest Public	35.0	12.4	.18	14	26	34	43	57	5,036	-3.0	.072	-.244
Carnegie Class	36.3	12.5	.17	17	29	37	46	60	5,381	-4.4	.010	-.350
NSSE 2023 & 2024	35.9	12.2	.06	17	29	37	43	57	49,271	-3.9	.019	-.317
Top 50%	37.3	12.0	.07	17	29	37	46	60	26,394	-5.3	.001	-.443
Top 10%	39.9	11.7	.21	20	31	40	49	60	3,139	-7.9	.000	-.678
Learning Strategies												
Lamar (N = 41)	34.4	15.9	2.48	13	20	27	47	60				
Southwest Public	38.0	14.1	.22	13	27	40	47	60	41	-3.6	.158	-.253
Carnegie Class	40.0	14.2	.21	20	27	40	53	60	41	-5.6	.031	-.391
NSSE 2023 & 2024	38.6	13.9	.07	20	27	40	47	60	40	-4.3	.094	-.305
Top 50%	40.2	13.9	.09	20	33	40	53	60	41	-5.8	.024	-.416
Top 10%	43.1	14.5	.20	20	33	40	60	60	5,352	-8.8	.000	-.605
Quantitative Reasoning												
Lamar (N = 41)	21.8	15.7	2.43	0	7	20	33	60				
Southwest Public	29.1	15.8	.24	0	20	27	40	60	4,282	-7.2	.003	-.460
Carnegie Class	29.4	16.3	.24	0	20	27	40	60	4,508	-7.6	.003	-.465
NSSE 2023 & 2024	29.5	15.7	.08	0	20	27	40	60	41,739	-7.6	.002	-.486
Top 50%	30.8	15.5	.09	7	20	33	40	60	28,035	-9.0	.000	-.582
Top 10%	33.3	15.4	.21	7	20	33	40	60	5,323	-11.4	.000	-.744
Learning with Peers												
Collaborative Learning												
Lamar (N = 65)	22.8	14.1	1.75	5	10	20	30	55				
Southwest Public	28.9	14.8	.20	5	20	30	40	55	5,534	-6.1	.001	-.414
Carnegie Class	27.0	16.0	.21	0	15	25	40	55	5,967	-4.2	.036	-.262
NSSE 2023 & 2024	29.1	15.3	.07	0	20	30	40	60	54,066	-6.3	.001	-.409
Top 50%	33.4	13.9	.08	10	25	35	40	60	32,186	-10.6	.000	-.762
Top 10%	36.7	13.7	.18	15	25	35	45	60	6,061	-13.9	.000	-1.014
Discussions with Diverse Others												
Lamar (N = 41)	33.7	16.8	2.63	10	20	35	40	60				
Southwest Public	38.2	16.7	.26	5	25	40	55	60	4,238	-4.4	.091	-.266
Carnegie Class	38.2	16.5	.25	10	25	40	50	60	4,453	-4.5	.086	-.271
NSSE 2023 & 2024	38.1	16.1	.08	10	25	40	50	60	41,207	-4.4	.082	-.273
Top 50%	40.7	14.9	.09	20	30	40	55	60	26,405	-7.0	.003	-.468
Top 10%	44.2	13.8	.26	20	35	45	60	60	2,841	-10.5	.000	-.759

NSSE 2024 Engagement Indicators

Detailed Statistics[a]
Lamar University

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 = 51)	19.4	17.4	2.43	0	5	15	30	60				
Southwest Public	20.9	15.4	.22	0	10	20	30	50	4,803	-1.5	.501	-.094
Carnegie Class	21.9	15.5	.22	0	10	20	30	55	5,076	-2.5	.249	-.162
NSSE 2023 & 2024	22.0	15.3	.07	0	10	20	30	55	46,857	-2.6	.223	-.170
Top 50%	25.4	15.3	.12	5	15	25	35	60	16,824	-5.9	.006	-.387
Top 10%	29.9	15.5	.34	5	20	30	40	60	2,099	-10.4	.000	-.671
Effective Teaching Practices												
Lamar (N = 47)	38.9	13.6	1.99	20	28	36	48	60				
Southwest Public	38.9	13.6	.20	16	28	40	48	60	4,560	.0	.992	.001
Carnegie Class	40.6	14.0	.20	16	32	40	52	60	4,822	-1.7	.407	-.122
NSSE 2023 & 2024	39.0	13.4	.06	16	30	40	48	60	44,493	-.1	.940	-.011
Top 50%	40.8	13.5	.09	20	32	40	52	60	21,344	-1.9	.344	-.139
Top 10%	43.6	14.1	.23	20	36	44	56	60	3,939	-4.7	.024	-.331
Campus Environment												
Quality of Interactions												
Lamar (N = 38)	42.2	14.0	2.27	14	32	43	54	60				
Southwest Public	43.4	12.0	.19	22	36	44	52	60	3,812	-1.2	.551	-.097
Carnegie Class	44.7	12.2	.19	22	38	46	54	60	4,027	-2.4	.223	-.199
NSSE 2023 & 2024	43.5	11.7	.06	22	36	44	52	60	37,293	-1.3	.492	-.112
Top 50%	45.7	11.5	.09	24	40	48	54	60	15,934	-3.5	.063	-.303
Top 10%	48.7	11.9	.22	24	42	52	60	60	3,095	-6.5	.001	-.543
Supportive Environment												
Lamar (N = 40)	37.9	13.3	2.10	18	28	40	48	60				
Southwest Public	35.3	13.8	.22	13	25	35	45	60	4,000	2.6	.236	.189
Carnegie Class	35.5	14.1	.22	13	25	35	45	60	4,233	2.4	.290	.168
NSSE 2023 & 2024	35.2	13.6	.07	13	25	35	45	60	39,314	2.7	.217	.195
Top 50%	37.1	13.0	.09	17	28	38	45	60	19,200	.8	.700	.061
Top 10%	40.4	12.6	.31	20	33	40	50	60	1,648	-2.5	.209	-.201

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.

NSSE 2024 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 = 98)	42.8	13.4	1.36	20	35	40	55	60				
Southwest Public	40.7	14.2	.18	20	30	40	55	60	6,603	2.1	.145	.149
Carnegie Class	41.8	13.9	.18	20	35	40	55	60	5,823	1.0	.460	.075
NSSE 2023 & 2024	40.9	13.8	.06	20	30	40	55	60	52,326	1.9	.176	.137
Top 50%	42.4	13.6	.09	20	35	40	55	60	22,050	.4	.778	.029
Top 10%	44.9	12.8	.27	20	40	45	60	60	2,400	-2.1	.118	-.162
Reflective & Integrative Learning												
Lamar (N = 103)	37.6	14.6	1.44	11	29	37	49	60				
Southwest Public	37.7	13.1	.16	17	29	37	49	60	7,028	-.1	.944	-.007
Carnegie Class	39.5	12.9	.16	20	31	40	49	60	6,247	-1.9	.137	-.148
NSSE 2023 & 2024	38.7	12.9	.05	17	29	40	49	60	55,943	-1.1	.386	-.086
Top 50%	40.6	12.4	.08	20	31	40	51	60	102	-3.0	.042	-.240
Top 10%	43.2	11.8	.26	23	34	43	54	60	108	-5.6	.000	-.464
Learning Strategies												
Lamar (N = 87)	42.0	13.7	1.46	20	33	40	53	60				
Southwest Public	40.2	14.6	.19	13	33	40	53	60	6,221	1.8	.257	.122
Carnegie Class	40.7	14.8	.20	13	33	40	53	60	5,414	1.3	.419	.087
NSSE 2023 & 2024	39.5	14.6	.07	13	27	40	53	60	48,973	2.5	.115	.169
Top 50%	41.2	14.5	.09	20	33	40	53	60	26,830	.8	.599	.056
Top 10%	44.1	14.2	.25	20	33	47	60	60	3,397	-2.1	.173	-.148
Quantitative Reasoning												
Lamar (N = 90)	30.8	16.2	1.71	0	20	27	40	60				
Southwest Public	31.1	16.6	.21	0	20	33	40	60	6,317	-.3	.866	-.018
Carnegie Class	31.2	17.0	.23	0	20	33	40	60	5,537	-.4	.829	-.023
NSSE 2023 & 2024	31.4	16.7	.07	0	20	33	40	60	49,778	-.7	.701	-.041
Top 50%	32.8	16.5	.10	7	20	33	40	60	29,025	-2.1	.235	-.126
Top 10%	36.2	16.2	.30	7	20	40	47	60	2,975	-5.4	.002	-.336
Learning with Peers												
Collaborative Learning												
Lamar (N = 113)	29.1	15.1	1.42	5	20	25	40	60				
Southwest Public	29.3	16.2	.19	0	20	30	40	60	7,402	-.2	.912	-.011
Carnegie Class	27.9	16.7	.21	0	15	25	40	60	117	1.2	.409	.071
NSSE 2023 & 2024	30.6	16.0	.07	5	20	30	40	60	59,117	-1.5	.324	-.093
Top 50%	34.7	14.2	.09	10	25	35	45	60	26,902	-5.6	.000	-.394
Top 10%	38.0	13.6	.23	15	30	40	50	60	3,528	-8.9	.000	-.650
Discussions with Diverse Others												
Lamar (N = 88)	47.2	15.9	1.70	15	40	55	60	60				
Southwest Public	39.5	17.2	.22	5	25	40	60	60	6,258	7.7	.000	.452
Carnegie Class	39.3	16.6	.23	10	30	40	55	60	5,460	8.0	.000	.479
NSSE 2023 & 2024	39.1	16.4	.07	10	25	40	55	60	49,274	8.1	.000	.496
Top 50%	41.4	15.6	.09	15	30	40	60	60	27,731	5.9	.000	.378
Top 10%	44.0	14.4	.26	20	35	45	60	60	3,219	3.2	.040	.222

NSSE 2024 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]
Experiences with Faculty												
Student-Faculty Interaction												
Lamar (N = 101)	23.4	18.7	1.86	0	10	20	35	60				
Southwest Public	21.7	16.6	.20	0	10	20	30	60	6,799	1.7	.311	.102
Carnegie Class	23.3	16.8	.22	0	10	20	35	60	6,031	.1	.948	.007
NSSE 2023 & 2024	24.2	16.5	.07	0	10	20	35	60	53,988	-.8	.624	-.049
Top 50%	29.9	16.3	.15	5	20	30	40	60	12,189	-6.5	.000	-.400
Top 10%	34.9	16.1	.45	10	20	35	45	60	1,370	-11.5	.000	-.705
Effective Teaching Practices												
Lamar (N = 98)	39.9	14.4	1.45	16	28	40	52	60				
Southwest Public	40.3	14.4	.18	16	32	40	52	60	6,590	-.3	.814	-.024
Carnegie Class	41.3	14.6	.19	16	32	40	56	60	5,812	-1.3	.365	-.092
NSSE 2023 & 2024	40.4	14.0	.06	16	32	40	52	60	52,157	-.5	.726	-.035
Top 50%	42.5	13.8	.10	20	32	44	56	60	20,001	-2.5	.069	-.183
Top 10%	45.2	13.1	.27	20	36	48	60	60	2,532	-5.3	.000	-.403
Campus Environment												
Quality of Interactions												
Lamar (N = 75)	46.5	11.2	1.30	28	38	48	56	60				
Southwest Public	43.4	12.8	.17	20	36	45	54	60	5,555	3.1	.036	.243
Carnegie Class	44.4	12.6	.18	20	38	46	55	60	4,858	2.1	.148	.168
NSSE 2023 & 2024	43.1	12.4	.06	20	36	44	52	60	44,473	3.4	.017	.276
Top 50%	45.4	12.0	.09	22	38	48	55	60	19,433	1.1	.423	.092
Top 10%	48.1	12.3	.20	23	42	50	60	60	3,819	-1.6	.263	-.130
Supportive Environment												
Lamar (N = 81)	35.5	15.4	1.71	10	25	35	45	60				
Southwest Public	32.7	14.9	.19	8	23	33	43	60	6,062	2.9	.083	.194
Carnegie Class	32.3	15.1	.21	8	20	33	43	60	5,250	3.3	.051	.218
NSSE 2023 & 2024	32.4	14.4	.07	8	23	33	40	60	47,730	3.2	.047	.221
Top 50%	34.6	14.2	.10	10	25	35	45	60	20,299	.9	.569	.063
Top 10%	38.0	13.7	.31	15	28	40	48	60	1,987	-2.4	.122	-.176

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.