NSSE
national survey of
student engagement

NSSE 2013
Engagement Indicators

Lamar University

IPEDS: 226091

NSSE 2013 Engagement Indicators

About This Report

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 themes as shown at right.

Theme	*Engagement Indicator*
Academic Challenge	Higher-Order Learning
	Reflective and 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 first-year and senior 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.
- **Summary of Indicator Items**
  Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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 Institutional 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 Web site: **nsse.iub.edu**

NSSE 2013 Engagement Indicators

Overview

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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 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 (FY) Students

Theme	*Engagement Indicator*	**Your FY students** compared with Southwest Public	**Your FY students** compared with Carnegie Class	**Your FY students** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective and 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 2013
Academic Challenge	Higher-Order Learning	--	▽	--
	Reflective and 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 2013 Engagement Indicators

Academic Challenge

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Academic Challenge: First-year students

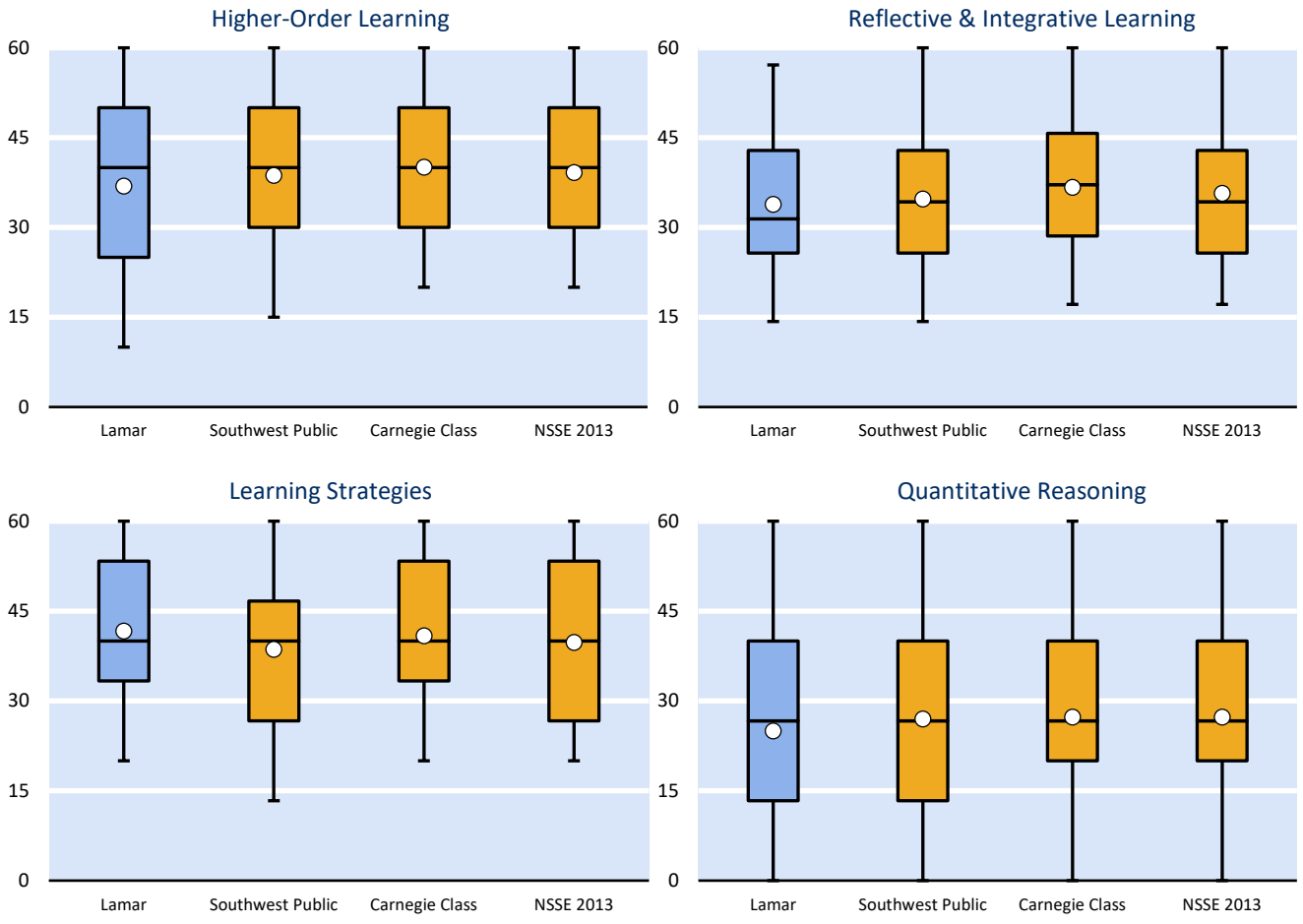
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	36.9	38.7	-.12	40.1 **	-.22	39.1 *	-.16
Reflective & Integrative Learning	33.8	34.7	-.07	36.7 **	-.22	35.7 *	-.15
Learning Strategies	41.7	38.6 **	.21	40.9	.06	39.8	.13
Quantitative Reasoning	25.0	27.0	-.12	27.3 *	-.14	27.3 *	-.14

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

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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Lamar	Southwest Public	Carnegie Class	NSSE 2013
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	67	72	74	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	71	74	73
4d. Evaluating a point of view, decision, or information source	65	68	73	70
4e. Forming a new idea or understanding from various pieces of information	68	68	72	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	49	52	57	56
2b. Connected your learning to societal problems or issues	44	49	56	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	48	54	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	61	65	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	66	69	66
2f. Learned something that changed the way you understand an issue or concept	63	63	67	66
2g. Connected ideas from your courses to your prior experiences and knowledge	73	73	78	78
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	78	82	81
9b. Reviewed your notes after class	73	65	68	66
9c. Summarized what you learned in class or from course materials	64	61	67	64
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.)	51	51	51	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	37	39	38
6c. Evaluated what others have concluded from numerical information	29	36	38	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Academic Challenge: Seniors

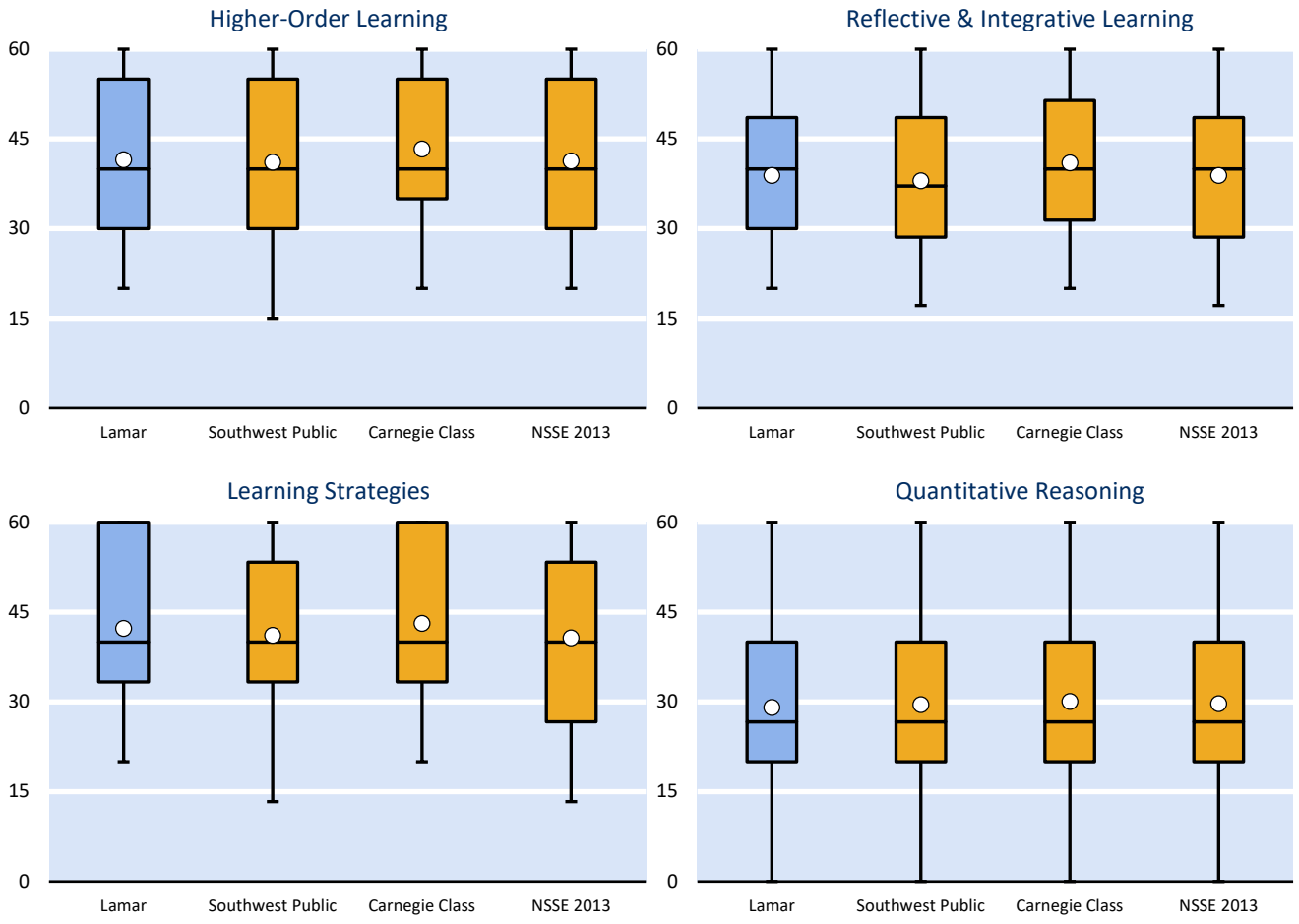
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.5	41.1	.03	43.3 *	-.13	41.3	.02
Reflective & Integrative Learning	38.9	38.0	.07	41.0 **	-.16	38.9	.00
Learning Strategies	42.2	41.1	.08	43.1	-.06	40.7	.10
Quantitative Reasoning	29.0	29.5	-.03	30.0	-.06	29.7	-.04

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Lamar	Southwest Public	Carnegie Class	NSSE 2013
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	82	79	82	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	77	81	78
4d. Evaluating a point of view, decision, or information source	73	71	79	72
4e. Forming a new idea or understanding from various pieces of information	74	72	78	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	67	70	71	71
2b. Connected your learning to societal problems or issues	64	61	70	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	52	63	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	64	73	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	68	76	70
2f. Learned something that changed the way you understand an issue or concept	74	68	73	70
2g. Connected ideas from your courses to your prior experiences and knowledge	87	82	87	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	84	83	88	84
9b. Reviewed your notes after class	73	67	68	65
9c. Summarized what you learned in class or from course materials	70	67	73	66
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	54	54	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	44	46	44
6c. Evaluated what others have concluded from numerical information	44	43	43	44

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

NSSE 2013 Engagement Indicators

Learning with Peers

Lamar University

Learning with Peers: First-year students

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

Mean Comparisons

	Lamar	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	29.0	31.7 **	-.20	30.5	-.11	31.5 **	-.17
Discussions with Diverse Others	38.7	40.9	-.13	41.4 *	-.16	40.8	-.13

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

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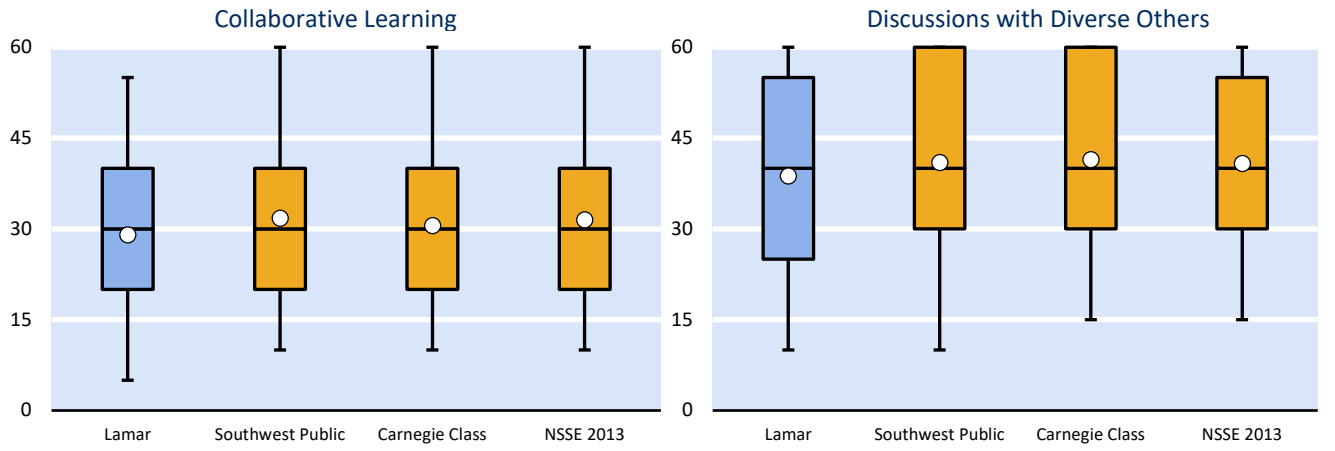

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Summary of Indicator Items

Collaborative Learning	Lamar	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	43	49	42	48
1f. Explained course material to one or more students	56	57	53	56
1g. Prepared for exams by discussing or working through course material with other students	42	49	45	48
1h. Worked with other students on course projects or assignments	39	50	51	50
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	69	73	74	71
8b. People from an economic background other than your own	69	72	74	73
8c. People with religious beliefs other than your own	57	69	68	68
8d. People with political views other than your own	64	70	70	70

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

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

Mean Comparisons

	Lamar	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	30.8	32.0	-.09	30.6	.01	31.7	-.07
Discussions with Diverse Others	44.0	42.8	.08	44.1	.00	41.8 *	.14

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

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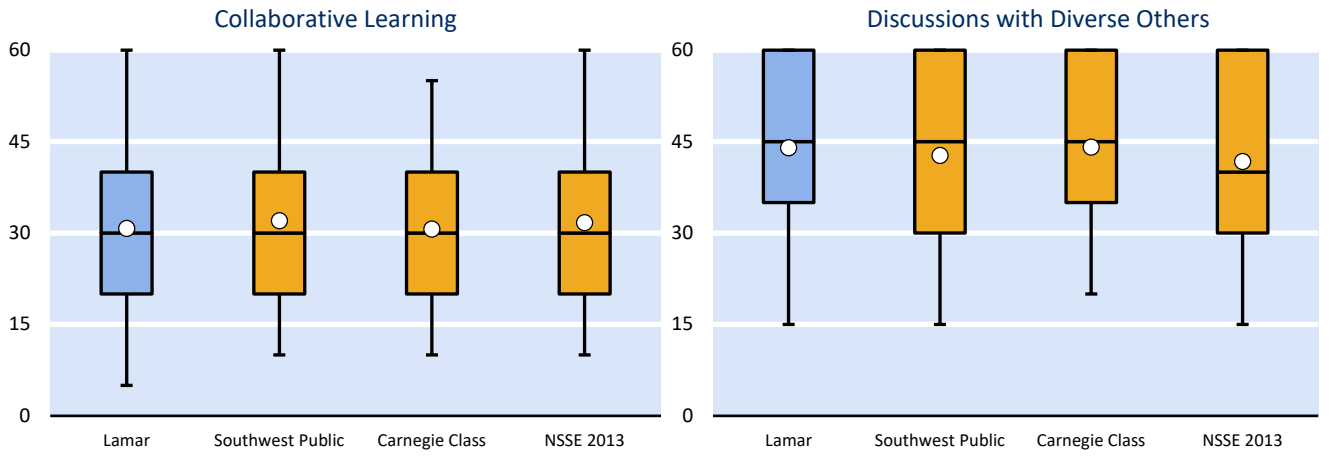

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Summary of Indicator Items

Collaborative Learning	Lamar	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	38	39	28	38
1f. Explained course material to one or more students	55	58	48	57
1g. Prepared for exams by discussing or working through course material with other students	46	45	37	44
1h. Worked with other students on course projects or assignments	53	62	74	63
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	80	76	79	72
8b. People from an economic background other than your own	79	76	78	74
8c. People with religious beliefs other than your own	72	72	74	70
8d. People with political views other than your own	76	73	76	72

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

NSSE 2013 Engagement Indicators

Experiences with Faculty

Lamar University

Experiences with Faculty: First-year students

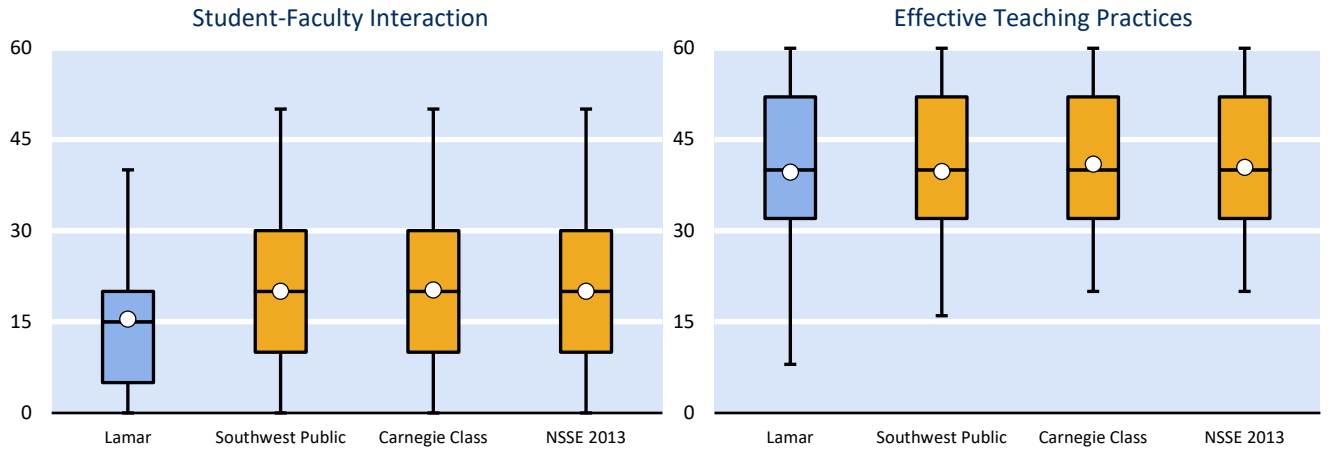
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

	Lamar	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	15.5	20.0 ***	-.30	20.2 ***	-.32	20.0 ***	-.32
Effective Teaching Practices	39.6	39.7	-.01	40.9	-.10	40.4	-.06

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	Lamar	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	24	33	34	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	20	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	25	25	24
3d. Discussed your academic performance with a faculty member	20	28	30	28
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	80	82	82
5b. Taught course sessions in an organized way	79	78	79	80
5c. Used examples or illustrations to explain difficult points	77	75	77	78
5d. Provided feedback on a draft or work in progress	59	63	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	61	59	64	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: Seniors

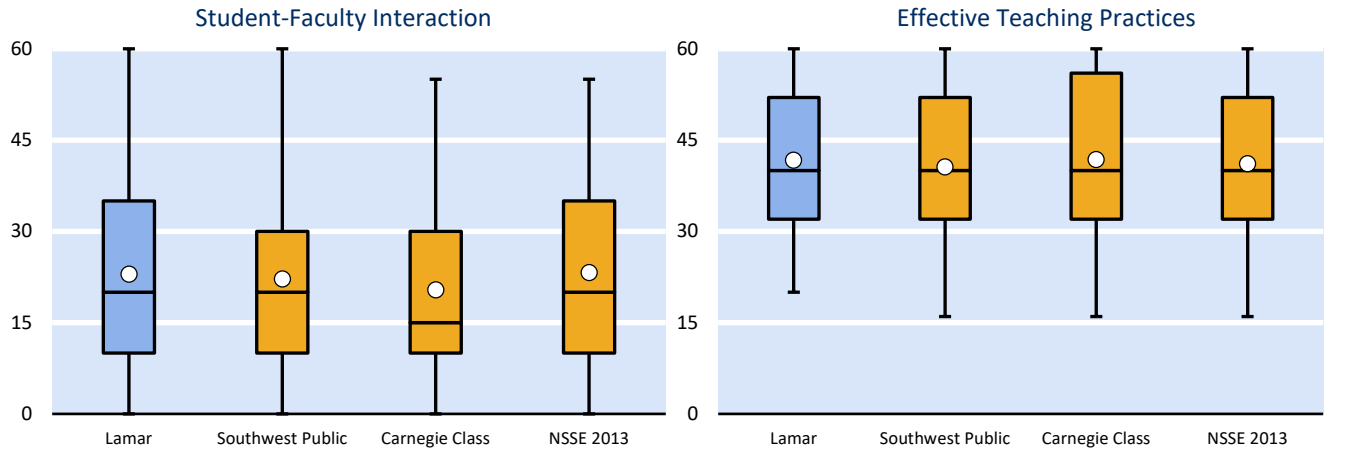
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

	Lamar	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.9	22.2	.05	20.4 **	.16	23.2	-.02
Effective Teaching Practices	41.7	40.6	.08	41.8	.00	41.1	.04

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	Lamar	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	41	39	37	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	24	19	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	30	25	32
3d. Discussed your academic performance with a faculty member	34	31	31	32
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	83	82	83	83
5b. Taught course sessions in an organized way	83	80	82	82
5c. Used examples or illustrations to explain difficult points	80	78	76	79
5d. Provided feedback on a draft or work in progress	63	60	63	62
5e. Provided prompt and detailed feedback on tests or completed assignments	70	65	72	68

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

NSSE 2013 Engagement Indicators

Campus Environment

Lamar University

Campus Environment: First-year students

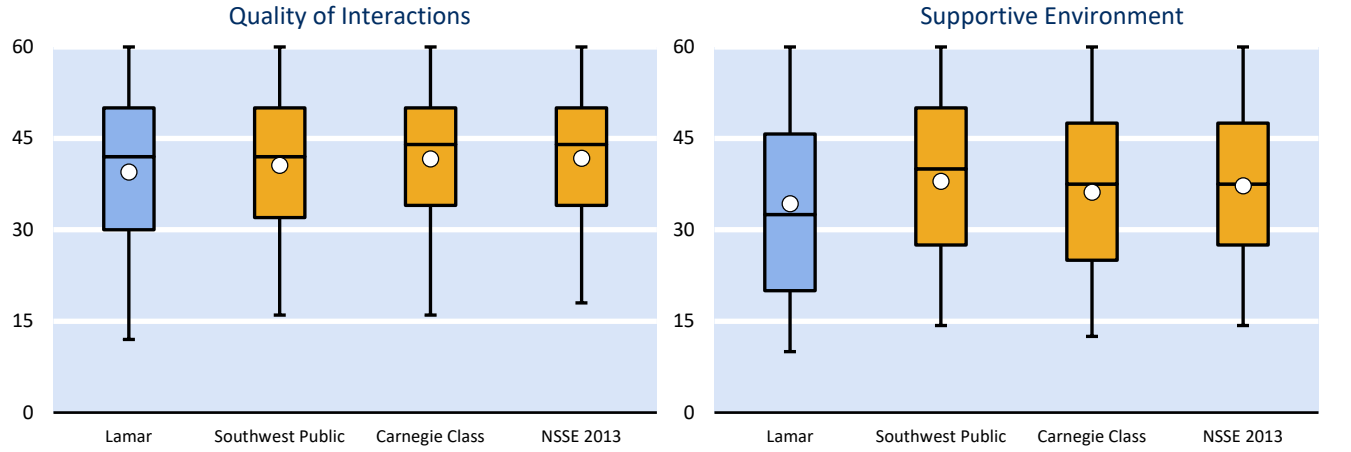
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Lamar	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	39.4	40.6	-.09	41.6 *	-.17	41.7 *	-.18
Supportive Environment	34.3	37.9 **	-.25	36.2	-.13	37.2 *	-.21

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

Score Distributions



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Summary of Indicator Items

Quality of Interactions	Lamar	Southwest Public	Carnegie Class	NSSE 2013
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	54	56	58	60
13b. Academic advisors	50	47	51	49
13c. Faculty	47	47	52	51
13d. Student services staff (career services, student activities, housing, etc.)	40	43	44	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	39	43	42
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	75	77	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	68	79	76	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	60	60	58
14e. Providing opportunities to be involved socially	62	72	69	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	73	68	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	48	44	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	69	63	68
14i. Attending events that address important social, economic, or political issues	46	54	51	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

NSSE 2013 Engagement Indicators

Campus Environment

Lamar University

Campus Environment: Seniors

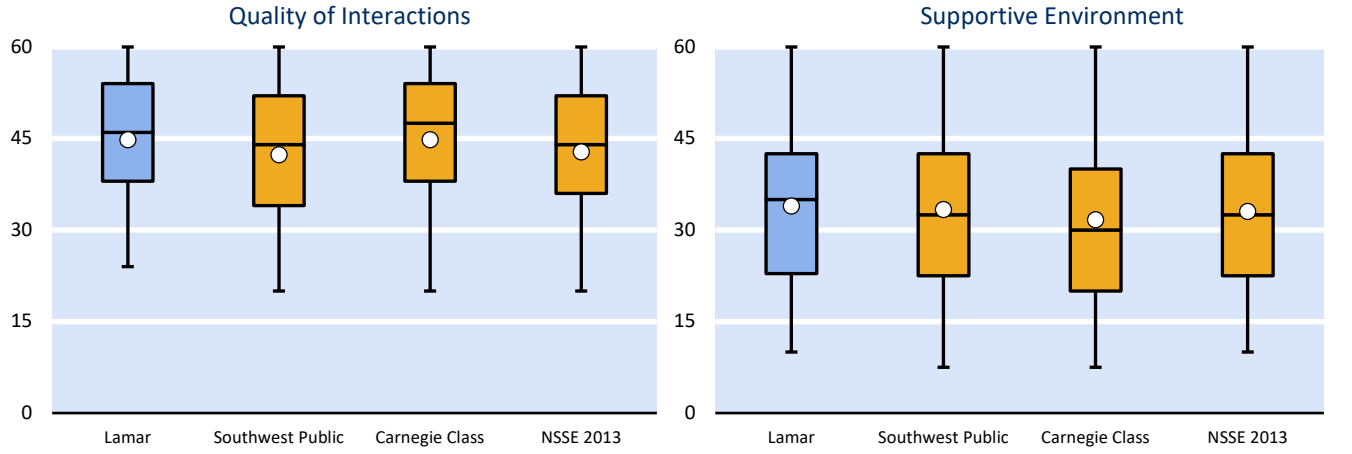
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Lamar	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	44.8	42.3 ***	.20	44.8	.00	42.8 **	.17
Supportive Environment	34.0	33.3	.04	31.7 **	.15	33.1	.06

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

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.

Summary of Indicator Items

Quality of Interactions	Lamar	Southwest Public	Carnegie Class	NSSE 2013
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	67	64	66	65
13b. Academic advisors	65	51	61	53
13c. Faculty	65	60	65	61
13d. Student services staff (career services, student activities, housing, etc.)	42	43	48	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	42	52	43
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	76	71	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	70	67	71	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	54	59	52
14e. Providing opportunities to be involved socially	65	66	59	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	61	53	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	33	34	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	58	42	56
14i. Attending events that address important social, economic, or political issues	42	46	38	45

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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NSSE 2013 Engagement Indicators

Comparisons with High-Performing Institutions

Lamar University

Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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

			Your first-year students compared with					
		Lamar	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	36.9	40.9 ***	-.29		42.7 ***	-.42	
	Reflective and Integrative Learning	33.8	37.6 ***	-.30		39.4 ***	-.44	
	Learning Strategies	41.7	41.8	-.01	✓	44.5 **	-.20	
	Quantitative Reasoning	25.0	28.8 ***	-.24		30.5 ***	-.34	
Learning with Peers	Collaborative Learning	29.0	34.5 ***	-.40		37.1 ***	-.59	
	Discussions with Diverse Others	38.7	43.2 ***	-.29		45.7 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	15.5	23.4 ***	-.53		26.7 ***	-.69	
	Effective Teaching Practices	39.6	42.8 ***	-.24		44.7 ***	-.36	
Campus Environment	Quality of Interactions	39.4	44.3 ***	-.42		46.3 ***	-.56	
	Supportive Environment	34.3	39.5 ***	-.40		41.4 ***	-.55	

Seniors

			Your seniors compared with					
		Lamar	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	41.5	43.5 **	-.14		45.3 ***	-.27	
	Reflective and Integrative Learning	38.9	41.1 **	-.17		43.1 ***	-.33	
	Learning Strategies	42.2	43.2	-.06	✓	45.4 ***	-.22	
	Quantitative Reasoning	29.0	31.1 *	-.12		32.5 ***	-.21	
Learning with Peers	Collaborative Learning	30.8	35.0 ***	-.31		37.5 ***	-.49	
	Discussions with Diverse Others	44.0	44.1	.00	✓	45.8 *	-.12	
Experiences with Faculty	Student-Faculty Interaction	22.9	29.7 ***	-.42		34.6 ***	-.72	
	Effective Teaching Practices	41.7	43.3 *	-.11		45.3 ***	-.27	
Campus Environment	Quality of Interactions	44.8	45.8	-.09	✓	47.6 ***	-.25	
	Supportive Environment	34.0	36.2 **	-.16		39.1 ***	-.39	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, separately for first-year and senior students. 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.

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

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Lamar University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Lamar (N = 206)	36.9	15.1	1.06	10	25	40	50	60				
Southwest Public	38.7	14.4	.22	15	30	40	50	60	4,646	-1.8	.084	-.123
Carnegie Class	40.1	14.1	.23	20	30	40	50	60	3,973	-3.2	.002	-.223
NSSE 2013	39.1	13.8	.07	20	30	40	50	60	44,874	-2.2	.021	-.161
Top 50%	40.9	13.6	.10	20	30	40	50	60	20,478	-3.9	.000	-.289
Top 10%	42.7	13.7	.20	20	35	40	55	60	4,884	-5.8	.000	-.424
Reflective and Integrative Learning												
Lamar (N = 213)	33.8	13.0	.89	14	26	31	43	57				
Southwest Public	34.7	12.9	.19	14	26	34	43	60	4,865	-.9	.329	-.068
Carnegie Class	36.7	12.7	.20	17	29	37	46	60	4,155	-2.9	.001	-.225
NSSE 2013	35.7	12.6	.06	17	26	34	43	60	46,727	-1.8	.032	-.147
Top 50%	37.6	12.5	.09	17	29	37	46	60	20,298	-3.7	.000	-.301
Top 10%	39.4	12.5	.18	20	31	40	49	60	5,204	-5.6	.000	-.444
Learning Strategies												
Lamar (N = 190)	41.7	13.3	.96	20	33	40	53	60				
Southwest Public	38.6	14.3	.22	13	27	40	47	60	4,288	3.0	.004	.212
Carnegie Class	40.9	14.2	.24	20	33	40	53	60	3,703	.8	.449	.056
NSSE 2013	39.8	14.2	.07	20	27	40	53	60	41,785	1.9	.065	.134
Top 50%	41.8	14.1	.11	20	33	40	53	60	17,784	-.2	.864	-.012
Top 10%	44.5	14.2	.23	20	33	47	60	60	211	-2.8	.005	-.196
Quantitative Reasoning												
Lamar (N = 211)	25.0	17.5	1.20	0	13	27	40	60				
Southwest Public	27.0	16.6	.25	0	13	27	40	60	4,740	-2.0	.085	-.121
Carnegie Class	27.3	16.9	.27	0	20	27	40	60	4,051	-2.3	.050	-.139
NSSE 2013	27.3	16.4	.08	0	20	27	40	60	45,612	-2.3	.042	-.140
Top 50%	28.8	16.3	.10	0	20	27	40	60	25,867	-3.8	.001	-.235
Top 10%	30.5	16.2	.22	0	20	27	40	60	5,665	-5.5	.000	-.339
Learning with Peers												
Collaborative Learning												
Lamar (N = 221)	29.0	14.8	.99	5	20	30	40	55				
Southwest Public	31.7	14.0	.20	10	20	30	40	60	5,000	-2.8	.004	-.197
Carnegie Class	30.5	14.3	.22	10	20	30	40	60	4,258	-1.6	.115	-.109
NSSE 2013	31.5	14.2	.07	10	20	30	40	60	47,811	-2.5	.010	-.175
Top 50%	34.5	13.7	.09	15	25	35	45	60	21,330	-5.5	.000	-.399
Top 10%	37.1	13.6	.21	15	25	35	45	60	4,487	-8.1	.000	-.594
Discussions with Diverse Others												
Lamar (N = 193)	38.7	17.0	1.22	10	25	40	55	60				
Southwest Public	40.9	16.6	.26	10	30	40	60	60	4,332	-2.2	.075	-.131
Carnegie Class	41.4	16.4	.27	15	30	40	60	60	3,762	-2.7	.027	-.164
NSSE 2013	40.8	16.0	.08	15	30	40	55	60	42,279	-2.0	.080	-.126
Top 50%	43.2	15.4	.11	20	35	45	60	60	195	-4.5	.000	-.290
Top 10%	45.7	15.0	.23	20	40	50	60	60	206	-7.0	.000	-.461

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Lamar University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Lamar (N = 212)	15.5	13.0	.90	0	5	15	20	40				
Southwest Public	20.0	15.1	.22	0	10	20	30	50	238	-4.6	.000	-.303
Carnegie Class	20.2	14.8	.24	0	10	20	30	50	241	-4.8	.000	-.324
NSSE 2013	20.0	14.5	.07	0	10	20	30	50	213	-4.6	.000	-.316
Top 50%	23.4	15.0	.13	0	10	20	35	55	219	-7.9	.000	-.529
Top 10%	26.7	16.4	.35	0	15	25	40	60	279	-11.2	.000	-.694
Effective Teaching Practices												
Lamar (N = 214)	39.6	14.9	1.01	8	32	40	52	60				
Southwest Public	39.7	14.0	.21	16	32	40	52	60	4,792	-.1	.903	-.009
Carnegie Class	40.9	13.7	.22	20	32	40	52	60	4,101	-1.3	.175	-.095
NSSE 2013	40.4	13.3	.06	20	32	40	52	60	46,088	-.8	.376	-.061
Top 50%	42.8	13.3	.10	20	35	44	56	60	16,417	-3.2	.001	-.238
Top 10%	44.7	13.8	.21	20	36	48	60	60	4,394	-5.0	.000	-.363
Campus Environment												
Quality of Interactions												
Lamar (N = 173)	39.4	14.0	1.06	12	30	42	50	60				
Southwest Public	40.6	13.2	.21	16	32	42	50	60	4,158	-1.1	.272	-.085
Carnegie Class	41.6	13.0	.22	16	34	44	50	60	3,549	-2.2	.033	-.166
NSSE 2013	41.7	12.5	.06	18	34	44	50	60	173	-2.3	.034	-.182
Top 50%	44.3	11.6	.10	22	38	46	53	60	175	-4.9	.000	-.420
Top 10%	46.3	12.0	.20	23	40	48	56	60	184	-6.8	.000	-.564
Supportive Environment												
Lamar (N = 175)	34.3	15.7	1.18	10	20	33	46	60				
Southwest Public	37.9	14.3	.23	14	28	40	50	60	189	-3.6	.003	-.252
Carnegie Class	36.2	14.6	.25	13	25	38	48	60	3,440	-1.9	.098	-.128
NSSE 2013	37.2	13.9	.07	14	28	38	48	60	176	-2.9	.015	-.208
Top 50%	39.5	13.2	.10	18	30	40	50	60	177	-5.3	.000	-.398
Top 10%	41.4	12.9	.22	20	33	43	53	60	186	-7.1	.000	-.547

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.
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 2013 Engagement Indicators

Detailed Statistics[a]

Lamar University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Lamar (N = 339)	41.5	14.2	.77	20	30	40	55	60				
Southwest Public	41.1	14.5	.12	15	30	40	55	60	14,063	.4	.589	.030
Carnegie Class	43.3	14.1	.13	20	35	40	55	60	12,225	-1.8	.022	-.126
NSSE 2013	41.3	14.0	.04	20	30	40	55	60	107,000	.2	.775	.016
Top 50%	43.5	13.7	.07	20	35	40	55	60	41,505	-2.0	.009	-.143
Top 10%	45.3	13.6	.12	20	40	45	60	60	12,371	-3.7	.000	-.274
Reflective and Integrative Learning												
Lamar (N = 353)	38.9	12.4	.66	20	30	40	49	60				
Southwest Public	38.0	13.3	.11	17	29	37	49	60	14,599	.9	.206	.068
Carnegie Class	41.0	13.0	.12	20	31	40	51	60	12,715	-2.1	.003	-.162
NSSE 2013	38.9	13.0	.04	17	29	40	49	60	111,106	.0	.990	-.001
Top 50%	41.1	12.6	.06	20	31	40	51	60	41,094	-2.2	.001	-.174
Top 10%	43.1	12.6	.12	20	34	43	54	60	11,314	-4.2	.000	-.331
Learning Strategies												
Lamar (N = 325)	42.2	14.3	.79	20	33	40	60	60				
Southwest Public	41.1	14.8	.13	13	33	40	53	60	13,205	1.1	.171	.077
Carnegie Class	43.1	14.6	.14	20	33	40	60	60	11,674	-.8	.302	-.058
NSSE 2013	40.7	14.7	.05	13	27	40	53	60	101,741	1.5	.060	.105
Top 50%	43.2	14.4	.07	20	33	40	60	60	48,150	-.9	.252	-.064
Top 10%	45.4	14.0	.12	20	40	47	60	60	14,553	-3.1	.000	-.224
Quantitative Reasoning												
Lamar (N = 349)	29.0	18.5	.99	0	20	27	40	60				
Southwest Public	29.5	17.4	.15	0	20	27	40	60	14,263	-.5	.590	-.029
Carnegie Class	30.0	17.2	.16	0	20	27	40	60	366	-1.0	.309	-.059
NSSE 2013	29.7	17.3	.05	0	20	27	40	60	350	-.7	.495	-.039
Top 50%	31.1	17.2	.07	0	20	33	40	60	352	-2.1	.034	-.123
Top 10%	32.5	17.0	.13	0	20	33	40	60	361	-3.5	.001	-.206
Learning with Peers												
Collaborative Learning												
Lamar (N = 359)	30.8	16.8	.88	5	20	30	40	60				
Southwest Public	32.0	14.5	.12	10	20	30	40	60	372	-1.3	.159	-.086
Carnegie Class	30.6	13.3	.12	10	20	30	40	55	372	.1	.905	.008
NSSE 2013	31.7	14.6	.04	10	20	30	40	60	360	-1.0	.276	-.066
Top 50%	35.0	13.8	.06	15	25	35	45	60	362	-4.3	.000	-.307
Top 10%	37.5	13.5	.16	15	25	40	50	60	383	-6.8	.000	-.494
Discussions with Diverse Others												
Lamar (N = 327)	44.0	16.9	.93	15	35	45	60	60				
Southwest Public	42.8	16.7	.15	15	30	45	60	60	13,351	1.3	.178	.075
Carnegie Class	44.1	16.2	.15	20	35	45	60	60	11,754	-.1	.934	-.005
NSSE 2013	41.8	16.1	.05	15	30	40	60	60	102,585	2.3	.011	.140
Top 50%	44.1	15.8	.07	20	35	45	60	60	55,273	-.1	.937	-.004
Top 10%	45.8	15.7	.12	20	40	50	60	60	17,168	-1.8	.039	-.115

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Lamar University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Lamar (N = 349)	22.9	17.2	.92	0	10	20	35	60				
Southwest Public	22.2	16.4	.14	0	10	20	30	60	14,329	.8	.380	.048
Carnegie Class	20.4	16.1	.15	0	10	15	30	55	366	2.6	.006	.159
NSSE 2013	23.2	16.3	.05	0	10	20	35	55	109,002	-.2	.776	-.015
Top 50%	29.7	16.1	.11	5	20	30	40	60	23,157	-6.7	.000	-.418
Top 10%	34.6	16.0	.30	10	20	35	45	60	3,101	-11.6	.000	-.721
Effective Teaching Practices												
Lamar (N = 349)	41.7	13.8	.74	20	32	40	52	60				
Southwest Public	40.6	14.4	.12	16	32	40	52	60	14,417	1.1	.155	.077
Carnegie Class	41.8	14.4	.13	16	32	40	56	60	12,588	-.1	.938	-.004
NSSE 2013	41.1	13.8	.04	16	32	40	52	60	109,979	.6	.413	.044
Top 50%	43.3	13.7	.07	20	36	44	56	60	39,831	-1.6	.033	-.114
Top 10%	45.3	13.5	.16	20	36	48	60	60	7,308	-3.6	.000	-.267
Campus Environment												
Quality of Interactions												
Lamar (N = 311)	44.8	11.6	.66	24	38	46	54	60				
Southwest Public	42.3	12.4	.11	20	34	44	52	60	12,774	2.4	.001	.196
Carnegie Class	44.8	12.3	.12	20	38	48	54	60	11,085	.0	.990	-.001
NSSE 2013	42.8	11.9	.04	20	36	44	52	60	98,103	2.0	.004	.166
Top 50%	45.8	11.5	.06	24	40	48	55	60	32,469	-1.0	.123	-.088
Top 10%	47.6	11.6	.12	24	42	50	58	60	9,682	-2.9	.000	-.249
Supportive Environment												
Lamar (N = 304)	34.0	14.8	.85	10	23	35	43	60				
Southwest Public	33.3	14.9	.13	8	23	33	43	60	12,559	.6	.475	.042
Carnegie Class	31.7	15.1	.14	8	20	30	40	60	11,168	2.3	.009	.152
NSSE 2013	33.1	14.4	.05	10	23	33	43	60	97,172	.9	.280	.062
Top 50%	36.2	13.7	.07	13	28	38	45	60	36,178	-2.2	.005	-.163
Top 10%	39.1	13.1	.17	18	30	40	50	60	329	-5.2	.000	-.393

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.
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.