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# **NSSE 2016**

## **Engagement Indicators**

Lamar University

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### About Your Engagement Indicators Report

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

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your 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.
  - 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 2015 and 2016 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](http://nsse.indiana.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▼	▽
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	--	▽
	Effective Teaching Practices	▽	▽	▽
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▽
	Supportive Environment	▼	▽	▽

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▽	▼	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	▽
	Effective Teaching Practices	▽	▽	▽
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▽	--	▽

### Academic Challenge: First-year students

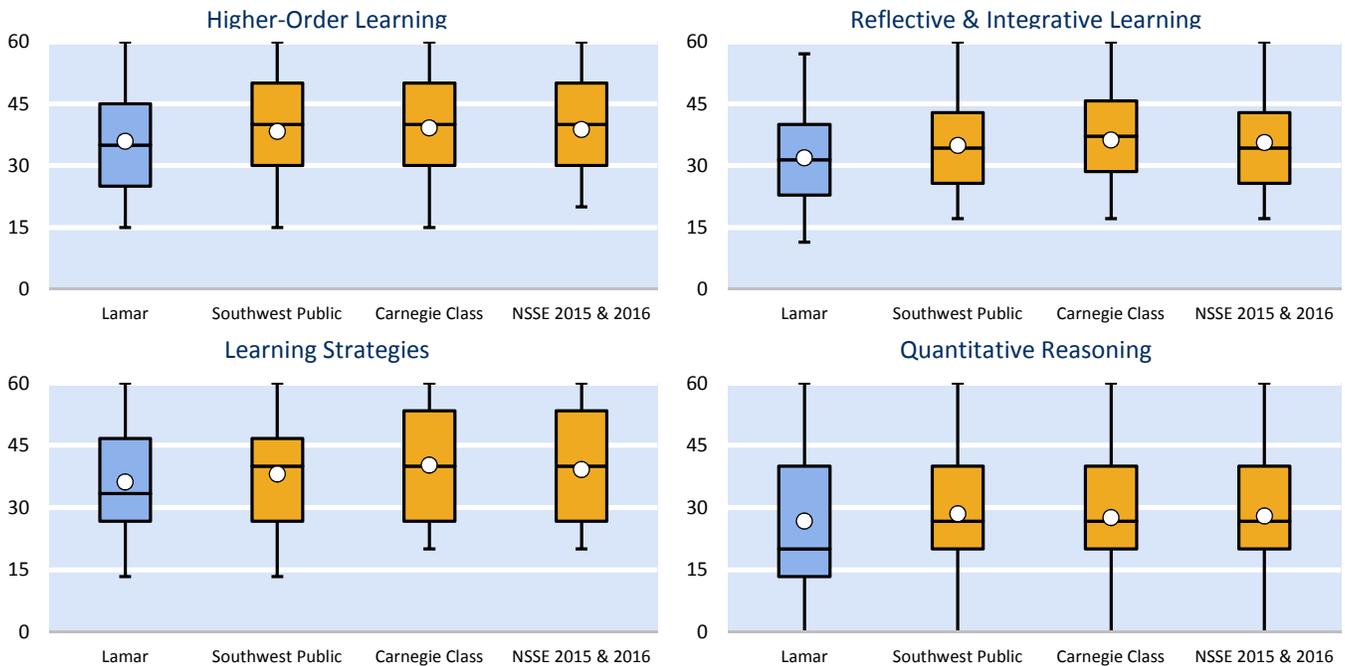
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Lamar Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.0	38.3 **	-.17	39.2 ***	-.23	38.8 ***	-.20
Reflective & Integrative Learning	31.9	34.9 ***	-.24	36.3 ***	-.34	35.6 ***	-.30
Learning Strategies	36.1	38.1	-.13	40.3 ***	-.28	39.2 **	-.21
Quantitative Reasoning	26.7	28.5	-.11	27.6	-.05	28.0	-.08

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Lamar	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	65	-6	-6	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-6	-7	-7
4d. Evaluating a point of view, decision, or information source	66	-3	-7	-4
4e. Forming a new idea or understanding from various pieces of information	63	-5	-6	-5
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	42	-10	-12	-12
2b. Connected your learning to societal problems or issues	42	-8	-12	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-10	-14	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-5	-9	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-5	-7	-5
2f. Learned something that changed the way you understand an issue or concept	60	-5	-7	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	67	-7	-10	-10
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	66	-10	-13	-13
9b. Reviewed your notes after class	64	-1	-5	-2
9c. Summarized what you learned in class or from course materials	55	-5	-11	-8
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-5	-2	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-3	-1	-2
6c. Evaluated what others have concluded from numerical information	35	-4	-3	-4

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Academic Challenge: Seniors

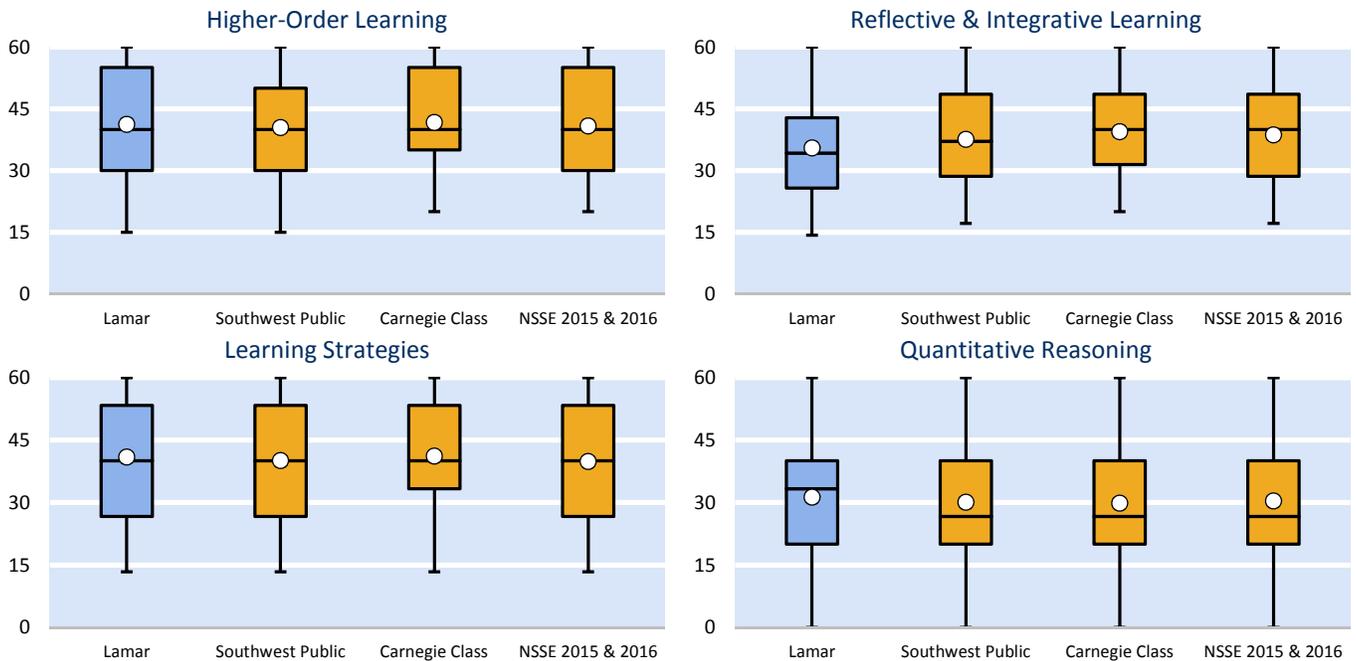
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#### Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	40.4	.06	41.7	-.03	40.9	.03
Reflective & Integrative Learning	35.5	37.6 **	-.16	39.4 ***	-.30	38.7 ***	-.25
Learning Strategies	40.9	40.1	.06	41.2	-.02	39.9	.07
Quantitative Reasoning	31.3	30.1	.07	29.9	.08	30.3	.06

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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## 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Lamar	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+2 	+1 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2 	-1 	+1 
4d. Evaluating a point of view, decision, or information source	75	+4 	-1 	+3 
4e. Forming a new idea or understanding from various pieces of information	71	-0 	-3 	-1 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62	-6 	-7 	-8 
2b. Connected your learning to societal problems or issues	56	-4 	-9 	-7 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-7 	-15 	-11 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-2 	-7 	-4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2 	-6 	-4 
2f. Learned something that changed the way you understand an issue or concept	66	-2 	-5 	-4 
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-4 	-7 	-6 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+1 	-2 	-0 
9b. Reviewed your notes after class	73	+7 	+6 	+9 
9c. Summarized what you learned in class or from course materials	67	+0 	-3 	+1 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+4 	+5 	+4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+3 	+3 	+2 
6c. Evaluated what others have concluded from numerical information	44	-0 	+1 	-1 

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

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## Learning with Peers: First-year students

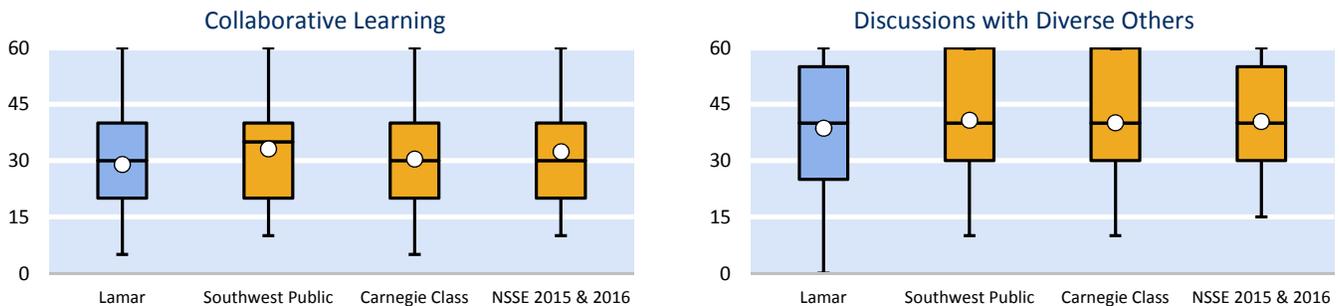
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Lamar Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.0	33.1 ***	-.29	30.3	-.09	32.3 ***	-.23
Discussions with Diverse Others	38.6	40.7	-.13	40.0	-.09	40.4	-.11

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

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	Lamar %	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	46	-8	+1	-5
1f. Explained course material to one or more students	51	-7	-1	-6
1g. Prepared for exams by discussing or working through course material with other students	39	-12	-5	-11
1h. Worked with other students on course projects or assignments	45	-10	-7	-8
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	72	-0	+1	+1
8b. People from an economic background other than your own	66	-6	-5	-6
8c. People with religious beliefs other than your own	61	-8	-5	-7
8d. People with political views other than your own	61	-8	-5	-7

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## Learning with Peers: Seniors

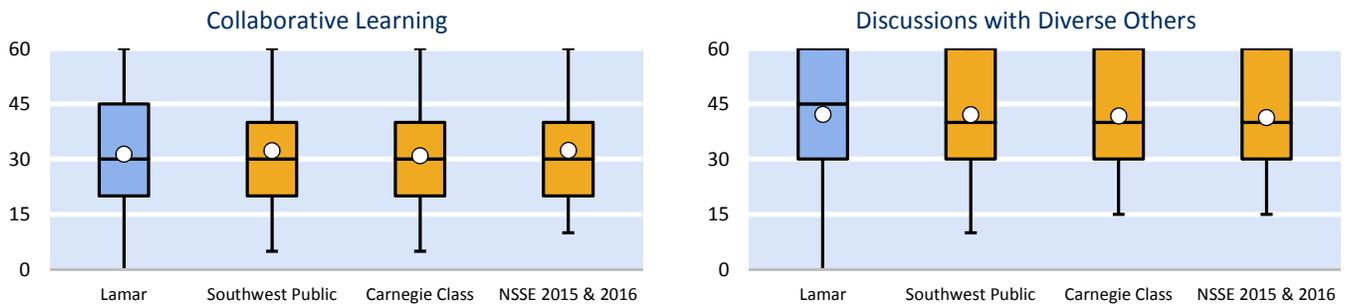
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### Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Collaborative Learning	31.4	32.3	-.06	30.9	.03	32.4	-.07
Discussions with Diverse Others	42.1	42.0	.01	41.7	.02	41.3	.05

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

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<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	42	+0	+7	+1
1f. Explained course material to one or more students	54	-4	+2	-5
1g. Prepared for exams by discussing or working through course material with other students	46	-1	+5	-0
1h. Worked with other students on course projects or assignments	55	-8	-12	-9
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	78	+3	+3	+6
8b. People from an economic background other than your own	76	+2	+1	+2
8c. People with religious beliefs other than your own	69	-2	+1	+0
8d. People with political views other than your own	72	+1	+3	+2

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## Experiences with Faculty: First-year students

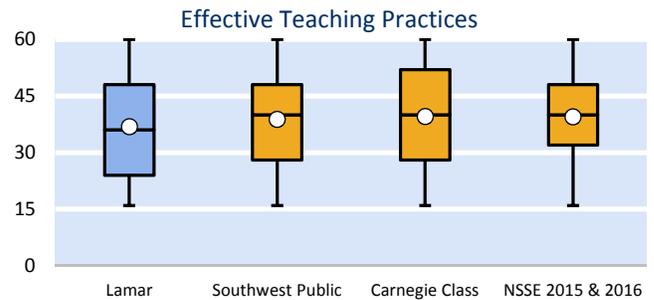
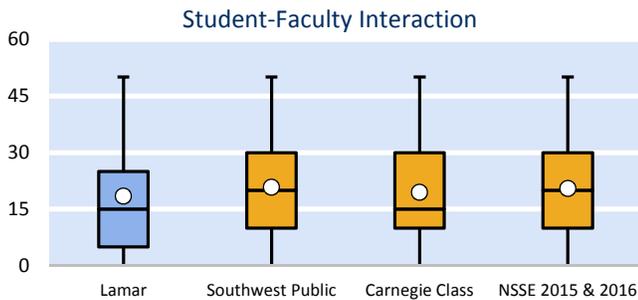
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	Lamar Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.4	20.9 **	-.16	19.4	-.07	20.5 *	-.14
Effective Teaching Practices	36.9	38.8 *	-.14	39.5 **	-.19	39.4 ***	-.19

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Student-Faculty Interaction	Lamar %	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	31	-3	-0	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-3	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-3	+0	-2
3d. Discussed your academic performance with a faculty member	24	-5	-5	-5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	-3	-2	-3
5b. Taught course sessions in an organized way	66	-11	-10	-12
5c. Used examples or illustrations to explain difficult points	66	-9	-7	-10
5d. Provided feedback on a draft or work in progress	58	-4	-8	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-2	-7	-6

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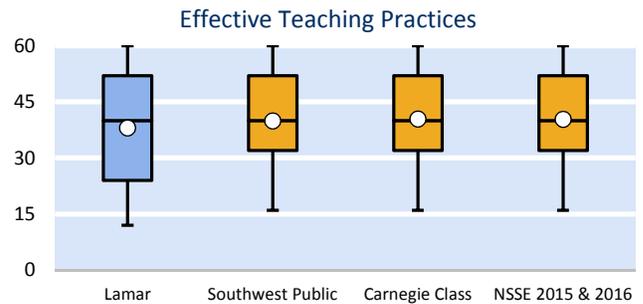
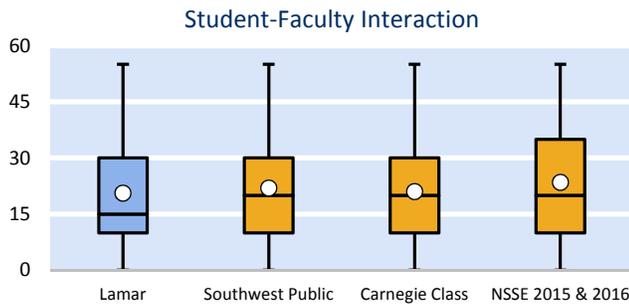
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Effective Teaching Practices	38.0	39.9 *	-.13	40.4 **	-.17	40.3 **	-.17

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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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	Lamar	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	35	-2	-1	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+0	+4	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-4	-2	-7
3d. Discussed your academic performance with a faculty member	30	-0	-0	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	-5	-5	-5
5b. Taught course sessions in an organized way	73	-6	-6	-7
5c. Used examples or illustrations to explain difficult points	71	-6	-4	-8
5d. Provided feedback on a draft or work in progress	52	-6	-10	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-4	-8	-6

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: First-year students

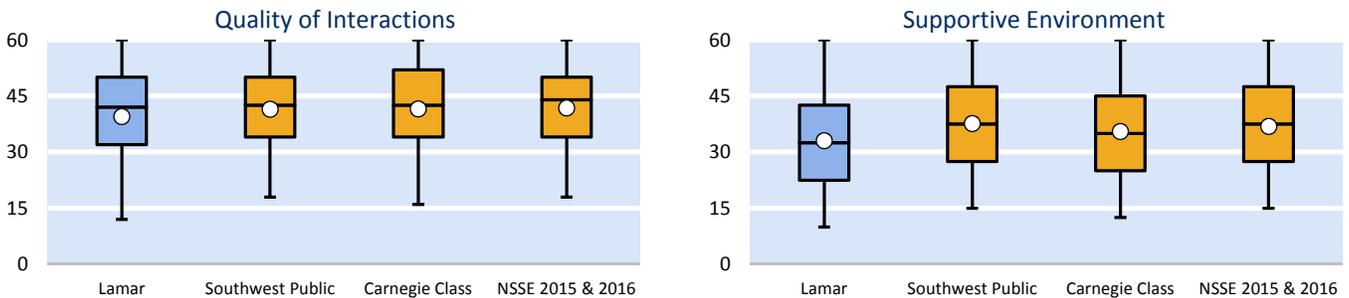
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Lamar Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.5	41.5 *	-.15	41.6 *	-.15	41.8 *	-.18
Supportive Environment	33.1	37.7 ***	-.33	35.6 **	-.17	36.8 ***	-.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



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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Lamar	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-6	-6	-7
13b. Academic advisors	54	+4	+2	+4
13c. Faculty	45	-3	-5	-5
13d. Student services staff (career services, student activities, housing, etc.)	40	-5	-3	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-5	-6	-6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	63	-13	-12	-14
14c. Using learning support services (tutoring services, writing center, etc.)	69	-9	-8	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-6	-4	-4
14e. Providing opportunities to be involved socially	65	-8	-2	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-10	-5	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-10	-6	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-14	-2	-10
14i. Attending events that address important social, economic, or political issues	41	-13	-6	-11

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: Seniors

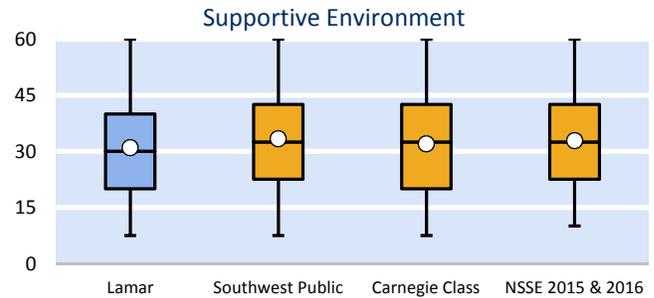
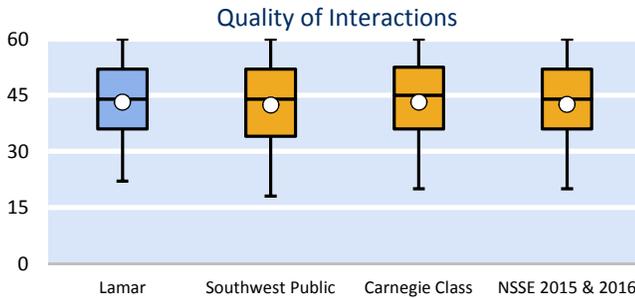
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Quality of Interactions	43.2	42.4	.07	43.2	.00	42.6	.05
Supportive Environment	31.0	33.4 **	-.16	32.0	-.07	32.9 *	-.13

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Lamar %	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	-2	-2	-2
13b. Academic advisors	63	+12	+8	+10
13c. Faculty	56	-2	-4	-3
13d. Student services staff (career services, student activities, housing, etc.)	41	-2	-3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+2	-2	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-3	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	65	-2	-4	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-2	-3	-0
14e. Providing opportunities to be involved socially	61	-5	-0	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-9	-3	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	-0	-0	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-12	-2	-10
14i. Attending events that address important social, economic, or political issues	40	-4	+0	-4

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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### Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

#### First-Year Students

Theme	Engagement Indicator	Lamar Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.0	40.5 ***	-.33		42.7 ***	-.49	
	Reflective and Integrative Learning	31.9	37.4 ***	-.44		39.5 ***	-.60	
	Learning Strategies	36.1	41.2 ***	-.36		43.7 ***	-.53	
	Quantitative Reasoning	26.7	29.4 **	-.17		31.3 ***	-.28	
<i>Learning with Peers</i>	Collaborative Learning	29.0	35.2 ***	-.46		37.3 ***	-.61	
	Discussions with Diverse Others	38.6	42.7 ***	-.27		44.3 ***	-.38	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.4	23.8 ***	-.36		26.9 ***	-.53	
	Effective Teaching Practices	36.9	41.6 ***	-.35		43.8 ***	-.51	
<i>Campus Environment</i>	Quality of Interactions	39.5	44.1 ***	-.38		45.9 ***	-.52	
	Supportive Environment	33.1	39.2 ***	-.46		40.9 ***	-.59	

#### Seniors

Theme	Engagement Indicator	Lamar Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.2	43.1 **	-.14		44.7 ***	-.25	
	Reflective and Integrative Learning	35.5	41.0 ***	-.43		42.9 ***	-.59	
	Learning Strategies	40.9	42.2	-.09	✓	44.5 ***	-.25	
	Quantitative Reasoning	31.3	31.8	-.03	✓	33.2 *	-.12	
<i>Learning with Peers</i>	Collaborative Learning	31.4	35.8 ***	-.32		37.9 ***	-.47	
	Discussions with Diverse Others	42.1	43.3	-.07	✓	45.1 **	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.6	29.6 ***	-.56		33.0 ***	-.76	
	Effective Teaching Practices	38.0	42.7 ***	-.35		44.5 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	43.2	45.3 **	-.19		46.9 ***	-.31	
	Supportive Environment	31.0	35.7 ***	-.34		38.1 ***	-.51	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, 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.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Lamar (N = 296)	36.0	14.4	.84	15	25	35	45	60				
Southwest Public	38.3	13.9	.13	15	30	40	50	60	11,656	-2.4	.004	-.169
Carnegie Class	39.2	14.2	.10	15	30	40	50	60	18,626	-3.2	.000	-.227
NSSE 2015 & 2016	38.8	13.7	.04	20	30	40	50	60	127,904	-2.8	.000	-.205
Top 50%	40.5	13.6	.06	20	30	40	50	60	60,178	-4.6	.000	-.335
Top 10%	42.7	13.7	.12	20	35	40	55	60	13,043	-6.7	.000	-.490
<b>Reflective &amp; Integrative Learning</b>												
Lamar (N = 308)	31.9	12.9	.73	11	23	31	40	57				
Southwest Public	34.9	12.6	.12	17	26	34	43	60	12,206	-3.0	.000	-.239
Carnegie Class	36.3	12.8	.09	17	29	37	46	60	19,515	-4.3	.000	-.340
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	133,777	-3.7	.000	-.296
Top 50%	37.4	12.5	.05	17	29	37	46	60	63,260	-5.5	.000	-.438
Top 10%	39.5	12.8	.12	20	31	40	49	60	12,284	-7.6	.000	-.596
<b>Learning Strategies</b>												
Lamar (N = 253)	36.1	15.7	.98	13	27	33	47	60				
Southwest Public	38.1	14.3	.14	13	27	40	47	60	262	-1.9	.055	-.134
Carnegie Class	40.3	14.5	.11	20	27	40	53	60	259	-4.1	.000	-.284
NSSE 2015 & 2016	39.2	14.1	.04	20	27	40	53	60	253	-3.0	.002	-.215
Top 50%	41.2	14.1	.06	20	33	40	53	60	254	-5.0	.000	-.355
Top 10%	43.7	14.3	.12	20	33	47	60	60	260	-7.6	.000	-.532
<b>Quantitative Reasoning</b>												
Lamar (N = 296)	26.7	17.0	.99	0	13	20	40	60				
Southwest Public	28.5	16.3	.15	0	20	27	40	60	11,804	-1.8	.058	-.112
Carnegie Class	27.6	16.8	.12	0	20	27	40	60	18,872	-.9	.383	-.051
NSSE 2015 & 2016	28.0	16.2	.05	0	20	27	40	60	129,411	-1.3	.168	-.080
Top 50%	29.4	16.1	.06	0	20	27	40	60	74,792	-2.7	.003	-.170
Top 10%	31.3	16.2	.12	0	20	33	40	60	17,977	-4.6	.000	-.282
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Lamar (N = 336)	29.0	14.6	.80	5	20	30	40	60				
Southwest Public	33.1	14.2	.13	10	20	35	40	60	12,668	-4.1	.000	-.292
Carnegie Class	30.3	15.0	.11	5	20	30	40	60	20,294	-1.4	.094	-.092
NSSE 2015 & 2016	32.3	14.5	.04	10	20	30	40	60	138,475	-3.4	.000	-.232
Top 50%	35.2	13.8	.05	15	25	35	45	60	69,223	-6.3	.000	-.455
Top 10%	37.3	13.6	.11	15	25	40	45	60	14,847	-8.4	.000	-.614
<b>Discussions with Diverse Others</b>												
Lamar (N = 259)	38.6	18.1	1.12	0	25	40	55	60				
Southwest Public	40.7	16.4	.16	10	30	40	60	60	268	-2.2	.057	-.132
Carnegie Class	40.0	16.8	.13	10	30	40	60	60	265	-1.5	.199	-.087
NSSE 2015 & 2016	40.4	16.0	.05	15	30	40	55	60	259	-1.8	.108	-.114
Top 50%	42.7	15.2	.06	20	35	40	60	60	259	-4.1	.000	-.269
Top 10%	44.3	15.1	.11	20	35	45	60	60	263	-5.8	.000	-.380

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Lamar (N = 299)	18.4	14.9	.86	0	5	15	25	50				
Southwest Public	20.9	15.2	.14	0	10	20	30	50	11,902	-2.4	.007	-.158
Carnegie Class	19.4	15.0	.11	0	10	15	30	50	19,034	-1.0	.253	-.067
NSSE 2015 & 2016	20.5	14.7	.04	0	10	20	30	50	130,612	-2.0	.016	-.139
Top 50%	23.8	15.0	.07	0	15	20	35	55	42,540	-5.4	.000	-.358
Top 10%	26.9	16.0	.19	5	15	25	40	60	328	-8.5	.000	-.530
<b>Effective Teaching Practices</b>												
Lamar (N = 298)	36.9	14.0	.81	16	24	36	48	60				
Southwest Public	38.8	13.6	.13	16	28	40	48	60	11,954	-1.9	.015	-.142
Carnegie Class	39.5	14.1	.10	16	28	40	52	60	19,073	-2.7	.001	-.189
NSSE 2015 & 2016	39.4	13.4	.04	16	32	40	48	60	130,905	-2.6	.001	-.193
Top 50%	41.6	13.4	.06	20	32	40	52	60	53,267	-4.7	.000	-.349
Top 10%	43.8	13.5	.13	20	36	44	56	60	11,351	-6.9	.000	-.513
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Lamar (N = 240)	39.5	13.9	.90	12	32	42	50	60				
Southwest Public	41.5	12.6	.13	18	34	43	50	60	10,324	-1.9	.018	-.154
Carnegie Class	41.6	13.2	.10	16	34	43	52	60	16,142	-2.1	.017	-.155
NSSE 2015 & 2016	41.8	12.5	.04	18	34	44	50	60	240	-2.3	.013	-.181
Top 50%	44.1	11.8	.06	22	38	46	52	60	241	-4.5	.000	-.385
Top 10%	45.9	12.1	.12	22	40	48	56	60	248	-6.3	.000	-.521
<b>Supportive Environment</b>												
Lamar (N = 242)	33.1	14.6	.94	10	23	33	43	60				
Southwest Public	37.7	13.9	.14	15	28	38	48	60	9,883	-4.6	.000	-.332
Carnegie Class	35.6	14.5	.12	13	25	35	45	60	15,779	-2.5	.008	-.173
NSSE 2015 & 2016	36.8	13.9	.04	15	28	38	48	60	109,226	-3.8	.000	-.272
Top 50%	39.2	13.3	.06	18	30	40	50	60	243	-6.1	.000	-.458
Top 10%	40.9	13.3	.12	20	33	40	53	60	249	-7.8	.000	-.587

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Lamar (N = 372)	41.2	14.7	.76	15	30	40	55	60				
Southwest Public	40.4	14.4	.11	15	30	40	50	60	16,859	.8	.290	.055
Carnegie Class	41.7	14.2	.10	20	35	40	55	60	22,381	-.4	.556	-.031
NSSE 2015 & 2016	40.9	14.1	.04	20	30	40	55	60	148,494	.4	.595	.028
Top 50%	43.1	13.8	.06	20	35	40	55	60	53,660	-1.9	.008	-.138
Top 10%	44.7	13.7	.11	20	40	45	60	60	16,929	-3.4	.000	-.251
<b>Reflective &amp; Integrative Learning</b>												
Lamar (N = 388)	35.5	12.8	.65	14	26	34	43	60				
Southwest Public	37.6	13.3	.10	17	29	37	49	60	17,465	-2.1	.002	-.159
Carnegie Class	39.4	13.0	.09	20	31	40	49	60	23,278	-3.9	.000	-.302
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	154,340	-3.2	.000	-.246
Top 50%	41.0	12.7	.05	20	31	40	51	60	56,116	-5.5	.000	-.430
Top 10%	42.9	12.5	.11	20	34	43	54	60	14,350	-7.4	.000	-.587
<b>Learning Strategies</b>												
Lamar (N = 338)	40.9	14.9	.81	13	27	40	53	60				
Southwest Public	40.1	14.9	.12	13	27	40	53	60	15,574	.9	.295	.058
Carnegie Class	41.2	14.8	.10	13	33	40	53	60	20,947	-.2	.759	-.017
NSSE 2015 & 2016	39.9	14.8	.04	13	27	40	53	60	138,979	1.1	.190	.071
Top 50%	42.2	14.5	.06	20	33	40	60	60	64,677	-1.3	.094	-.091
Top 10%	44.5	14.2	.11	20	33	47	60	60	17,763	-3.5	.000	-.250
<b>Quantitative Reasoning</b>												
Lamar (N = 375)	31.3	17.2	.89	0	20	33	40	60				
Southwest Public	30.1	17.0	.13	0	20	27	40	60	17,027	1.2	.171	.072
Carnegie Class	29.9	17.0	.11	0	20	27	40	60	22,717	1.4	.112	.083
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	150,611	.9	.287	.055
Top 50%	31.8	16.9	.06	0	20	33	40	60	83,901	-.5	.576	-.029
Top 10%	33.2	16.8	.11	0	20	33	47	60	23,495	-1.9	.026	-.116
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Lamar (N = 395)	31.4	16.8	.85	0	20	30	45	60				
Southwest Public	32.3	15.1	.11	5	20	30	40	60	408	-.9	.281	-.061
Carnegie Class	30.9	14.8	.10	5	20	30	40	60	404	.5	.569	.033
NSSE 2015 & 2016	32.4	14.9	.04	10	20	30	40	60	395	-1.0	.222	-.070
Top 50%	35.8	13.9	.05	15	25	35	45	60	397	-4.4	.000	-.315
Top 10%	37.9	13.7	.11	15	30	40	50	60	407	-6.5	.000	-.471
<b>Discussions with Diverse Others</b>												
Lamar (N = 344)	42.1	18.1	.98	0	30	45	60	60				
Southwest Public	42.0	16.8	.14	10	30	40	60	60	15,717	.1	.915	.006
Carnegie Class	41.7	16.6	.12	15	30	40	60	60	353	.4	.684	.024
NSSE 2015 & 2016	41.3	16.1	.04	15	30	40	60	60	345	.8	.411	.050
Top 50%	43.3	15.9	.06	15	35	45	60	60	346	-1.2	.227	-.074
Top 10%	45.1	15.8	.10	20	35	50	60	60	351	-2.9	.003	-.186

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Lamar (N = 376)	20.6	16.4	.84	0	10	15	30	55				
Southwest Public	21.9	16.3	.13	0	10	20	30	55	17,103	-1.3	.115	-.082
Carnegie Class	21.0	16.2	.11	0	10	20	30	55	22,737	-.4	.637	-.025
NSSE 2015 & 2016	23.5	16.3	.04	0	10	20	35	55	150,949	-2.9	.001	-.178
Top 50%	29.6	16.1	.09	5	20	30	40	60	32,538	-9.0	.000	-.556
Top 10%	33.0	16.3	.22	5	20	30	45	60	5,661	-12.4	.000	-.763
<b>Effective Teaching Practices</b>												
Lamar (N = 378)	38.0	15.9	.82	12	24	40	52	60				
Southwest Public	39.9	14.4	.11	16	32	40	52	60	391	-1.9	.021	-.133
Carnegie Class	40.4	14.4	.10	16	32	40	52	60	388	-2.4	.003	-.170
NSSE 2015 & 2016	40.3	13.9	.04	16	32	40	52	60	379	-2.3	.005	-.168
Top 50%	42.7	13.7	.06	20	32	44	56	60	382	-4.7	.000	-.346
Top 10%	44.5	13.4	.13	20	36	44	56	60	396	-6.5	.000	-.484
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Lamar (N = 310)	43.2	12.3	.70	22	36	44	52	60				
Southwest Public	42.4	12.6	.10	18	34	44	52	60	14,758	.8	.256	.065
Carnegie Class	43.2	12.5	.09	20	36	45	53	60	19,620	.0	.974	.002
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	133,172	.6	.365	.052
Top 50%	45.3	11.5	.05	24	40	48	54	60	313	-2.1	.002	-.186
Top 10%	46.9	11.9	.10	24	40	50	56	60	14,676	-3.7	.000	-.311
<b>Supportive Environment</b>												
Lamar (N = 327)	31.0	15.7	.87	8	20	30	40	60				
Southwest Public	33.4	14.8	.12	8	23	33	43	60	14,718	-2.4	.004	-.161
Carnegie Class	32.0	15.0	.11	8	20	33	43	60	19,840	-1.0	.226	-.068
NSSE 2015 & 2016	32.9	14.4	.04	10	23	33	43	60	327	-1.9	.030	-.131
Top 50%	35.7	13.9	.06	13	25	35	45	60	329	-4.7	.000	-.336
Top 10%	38.1	13.9	.14	15	28	40	48	60	343	-7.0	.000	-.505

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.