



NSSE 2017
Multi-Year Report
Lamar University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website.

nsse.indiana.edu/pdf/MYDAG.pdf

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in a learning community, service-learning, and research with faculty, and who planned to do an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students			Seniors						
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	8%	+/- 6.0%	243	182	61	15%	+/- 4.6%	382	306	76
2014										
2015										
2016	15%	+/- 4.8%	352	242	110	14%	+/- 4.5%	413	326	87
2017	8%	+/- 6.8%	192	121	71	10%	+/- 5.5%	285	216	69
2018										
2019										
2020										

Administration Details by Participation Year

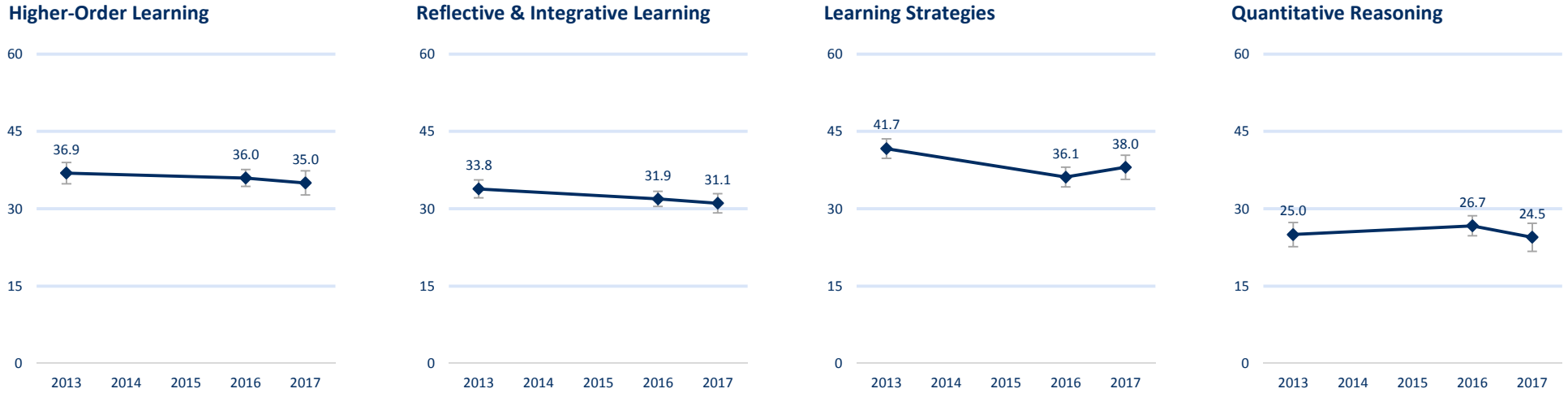
Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	No	None	No	No	Yes
2014							
2015							
2016	Email	Census	No	None	No	No	Yes
2017	Email	Census	No	None	No	No	Yes
2018							
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

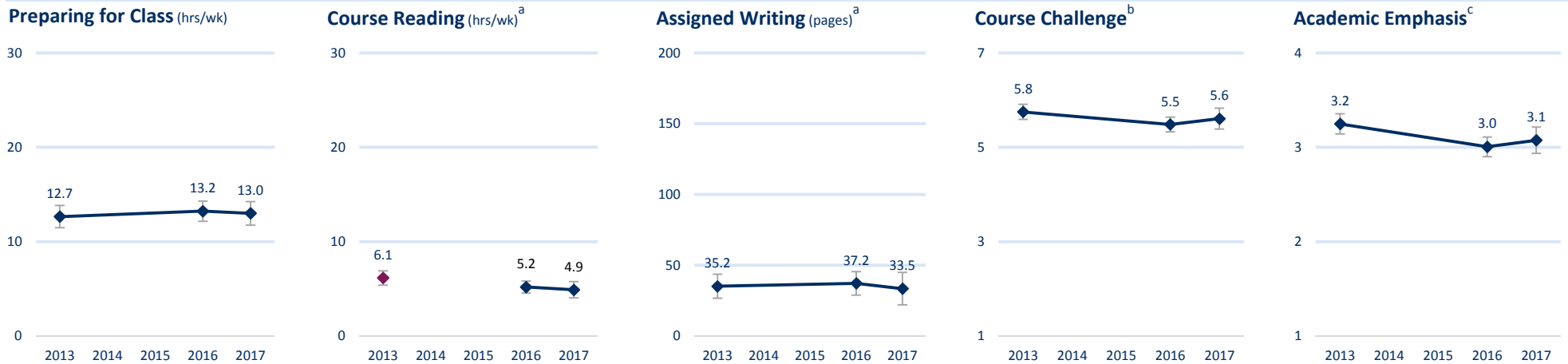
- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
- Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

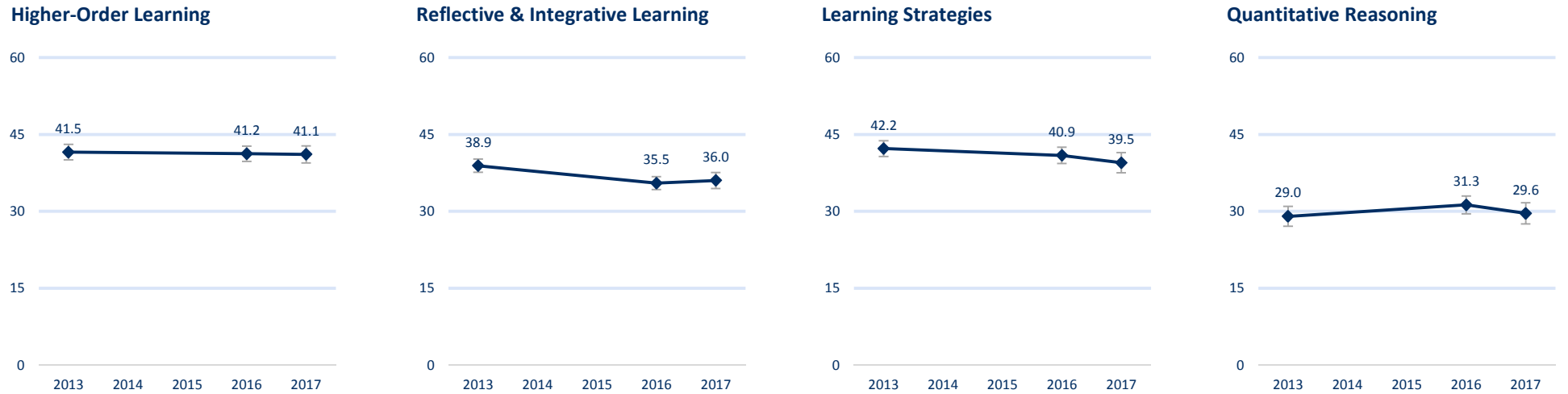
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Engagement Results by Theme

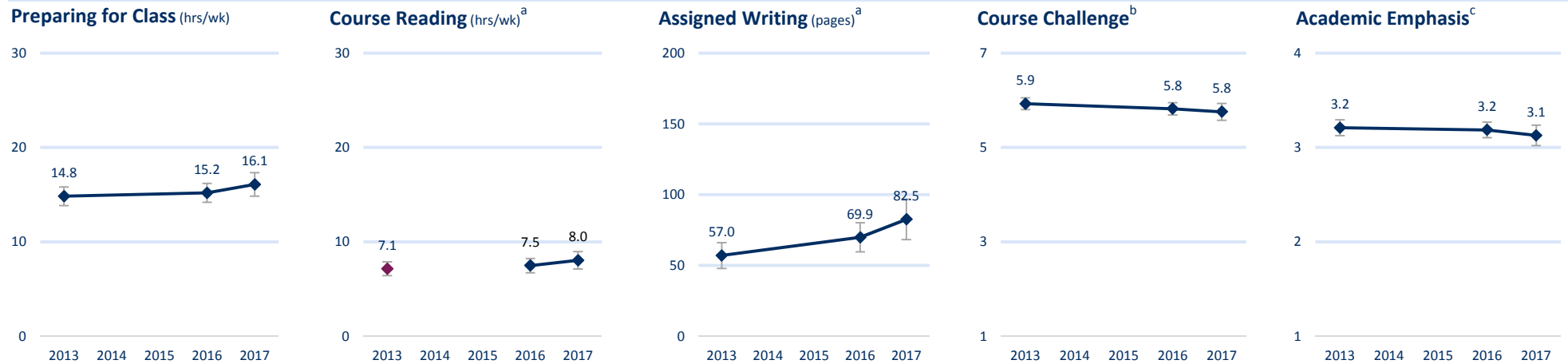
Lamar University

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Academic Challenge: Seniors



Academic Challenge (additional items): Seniors



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

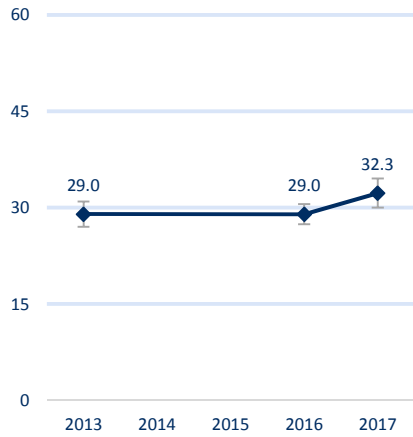
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

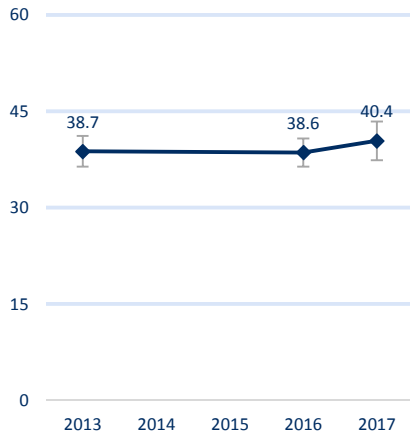
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

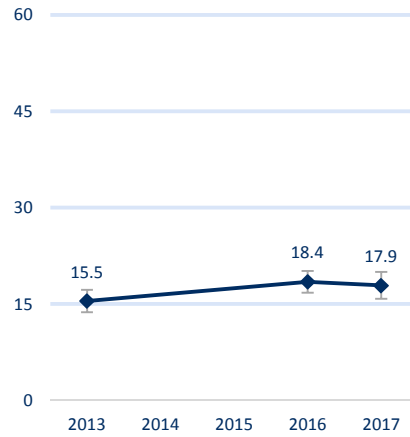


Discussions with Diverse Others

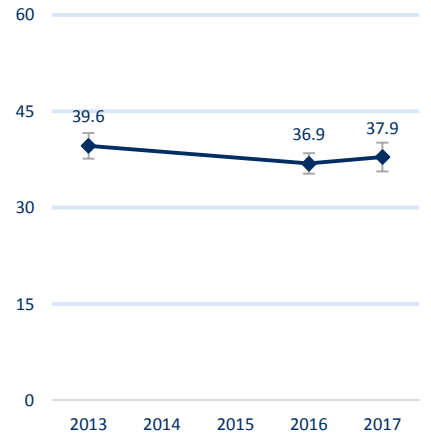


Experiences with Faculty: First-year students

Student-Faculty Interaction

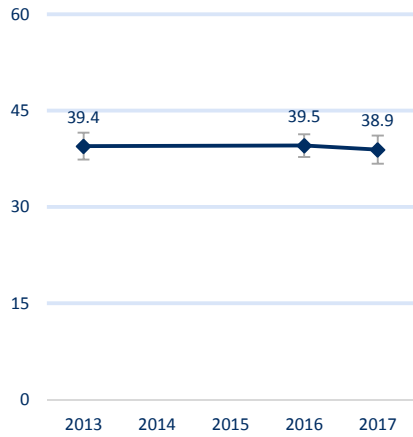


Effective Teaching Practices

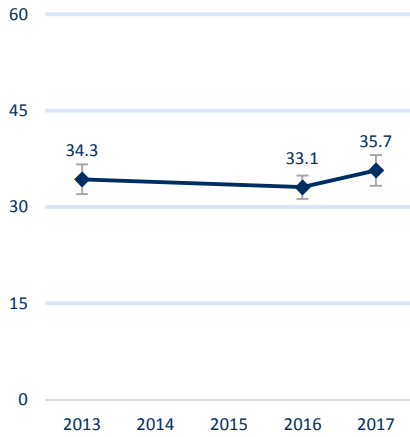


Campus Environment: First-year students

Quality of Interactions



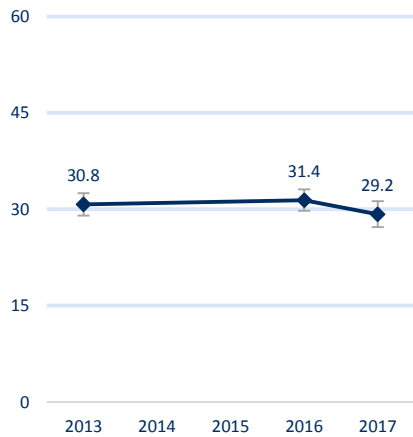
Supportive Environment



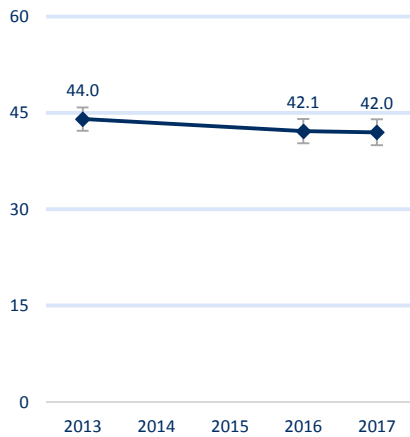
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

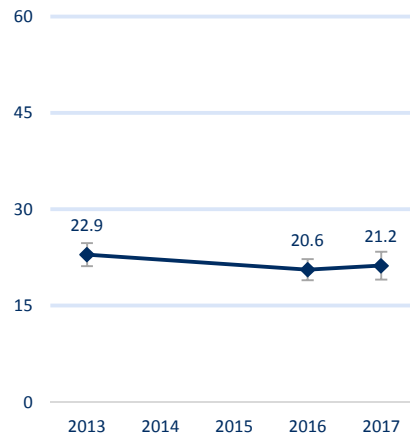


Discussions with Diverse Others



Experiences with Faculty: Seniors

Student-Faculty Interaction

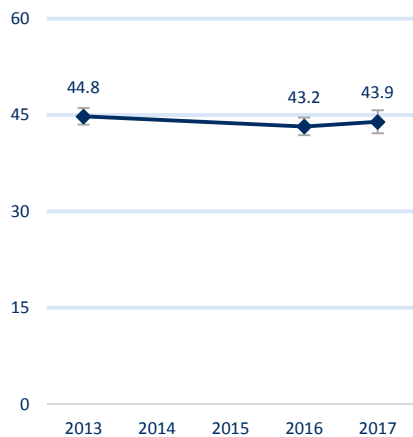


Effective Teaching Practices

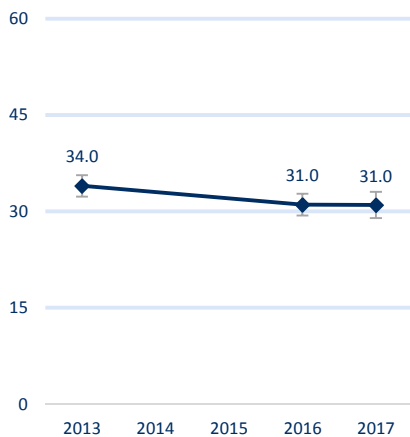


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

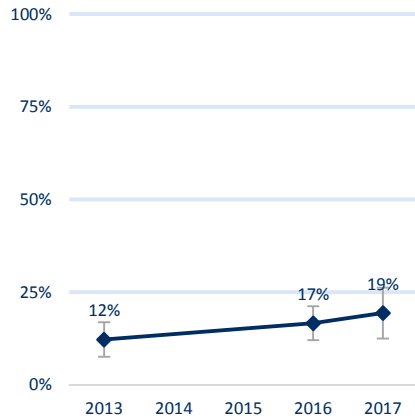


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

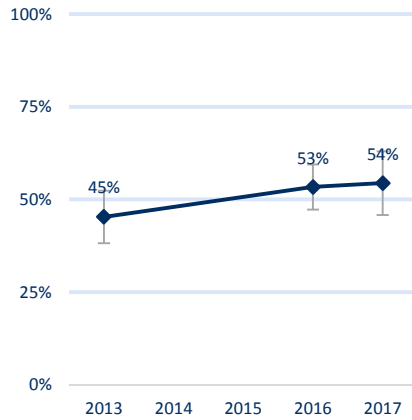
Learning Community

(Done or in progress)



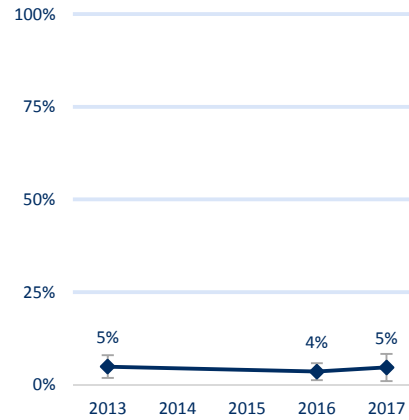
Service-Learning

(Some, most, or all courses)



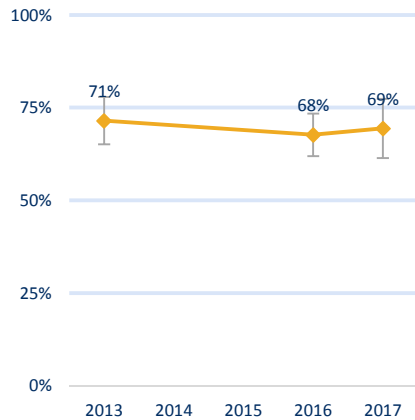
Research with Faculty

(Done or in progress)



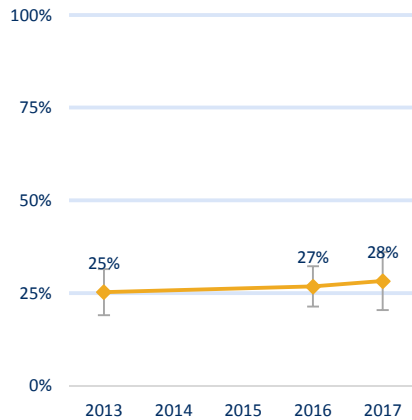
Internship/Field Experience

(Plan to do)



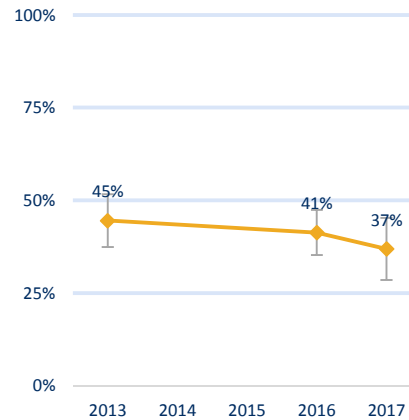
Study Abroad

(Plan to do)



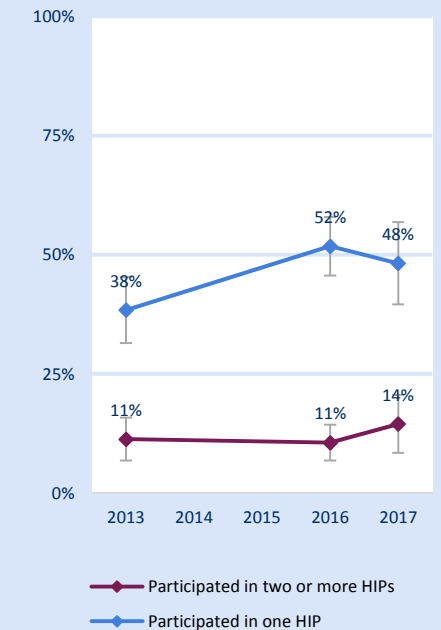
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

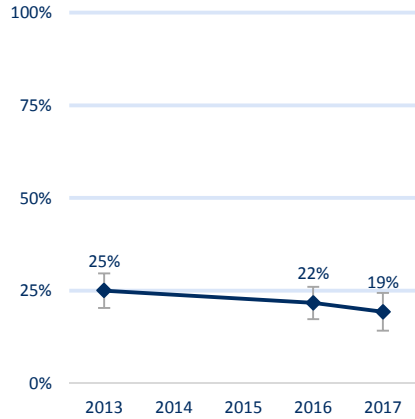


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

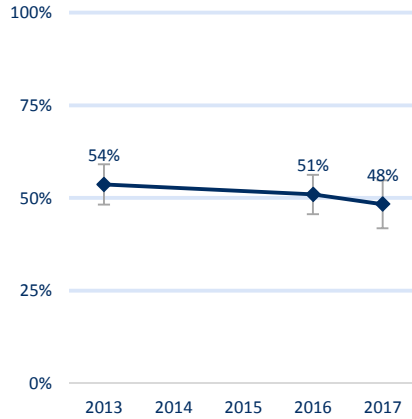
Learning Community

(Done or in progress)



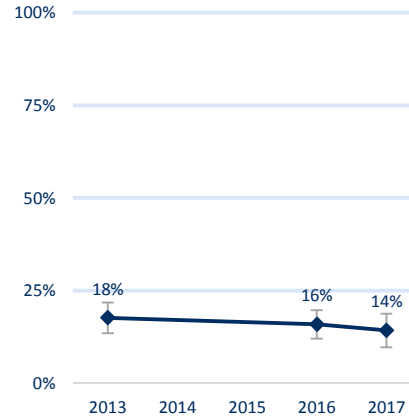
Service-Learning

(Some, most, or all courses)



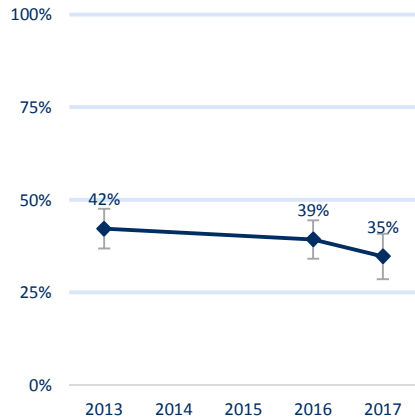
Research with Faculty

(Done or in progress)



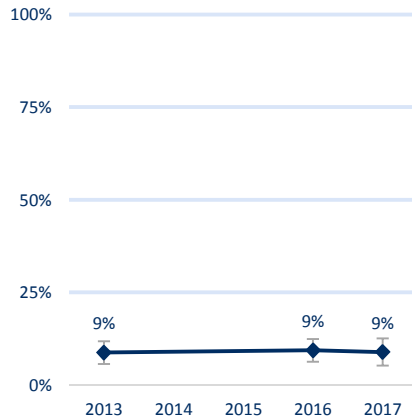
Internship/Field Experience

(Done or in progress)



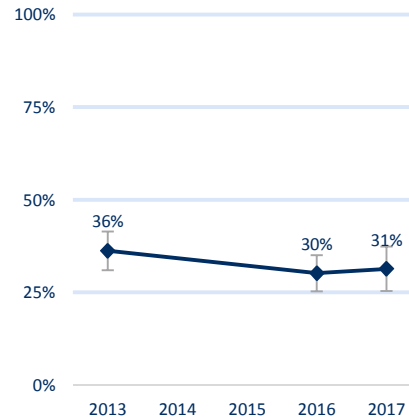
Study Abroad

(Done or in progress)



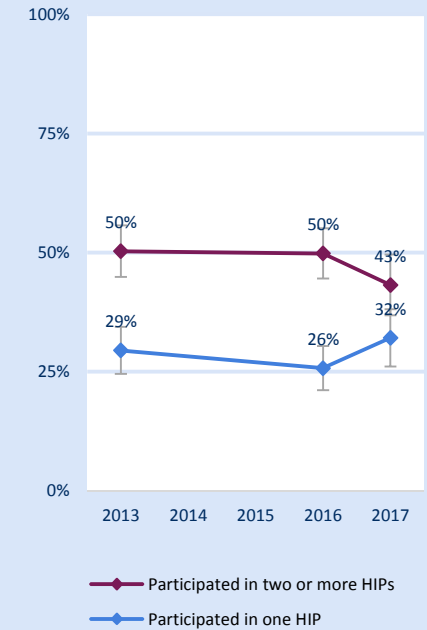
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



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Detailed Statistics: Engagement Indicators and Additional Items Lamar University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning		<i>Mean</i>	36.9		36.0	35.0				41.5			41.2	41.1			
		<i>n</i>	206		296	153				339			372	259			
		<i>SD</i>	15.1		14.4	14.8				14.2			14.7	13.6			
		<i>SE</i>	1.06		.84	1.19				.77			.76	.85			
		<i>CI upper bound</i>	39.0		37.6	37.3				43.1			42.7	42.8			
		<i>CI lower bound</i>	34.8		34.3	32.7				40.0			39.7	39.5			
<hr/>																	
Reflective & Integrative Learning		<i>Mean</i>	33.8		31.9	31.1				38.9			35.5	36.0			
		<i>n</i>	213		308	163				353			388	268			
		<i>SD</i>	13.0		12.9	12.1				12.4			12.8	13.0			
		<i>SE</i>	.89		.73	.95				.66			.65	.80			
		<i>CI upper bound</i>	35.6		33.4	32.9				40.2			36.8	37.6			
		<i>CI lower bound</i>	32.1		30.5	29.2				37.6			34.2	34.5			
<hr/>																	
Learning Strategies		<i>Mean</i>	41.7		36.1	38.0				42.2			40.9	39.5			
		<i>n</i>	190		253	129				325			338	230			
		<i>SD</i>	13.3		15.7	13.6				14.3			14.9	15.2			
		<i>SE</i>	.96		.98	1.20				.79			.81	1.00			
		<i>CI upper bound</i>	43.6		38.1	40.4				43.8			42.5	41.4			
		<i>CI lower bound</i>	39.8		34.2	35.7				40.7			39.3	37.5			
<hr/>																	
Quantitative Reasoning		<i>Mean</i>	25.0		26.7	24.5				29.0			31.3	29.6			
		<i>n</i>	211		296	151				349			375	257			
		<i>SD</i>	17.5		17.0	17.2				18.5			17.2	16.8			
		<i>SE</i>	1.20		.99	1.39				.99			.89	1.05			
		<i>CI upper bound</i>	27.3		28.6	27.2				31.0			33.0	31.7			
		<i>CI lower bound</i>	22.6		24.8	21.7				27.1			29.5	27.6			
<hr/>																	
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)		<i>Mean</i>	12.7		13.2	13.0				14.8			15.2	16.1			
		<i>n</i>	180		242	122				307			323	216			
		<i>SD</i>	8.1		8.5	7.0				8.8			9.2	9.3			
		<i>SE</i>	.60		.55	.64				.50			.51	.63			
		<i>CI upper bound</i>	13.8		14.3	14.2				15.8			16.2	17.3			
		<i>CI lower bound</i>	11.5		12.2	11.8				13.8			14.2	14.8			
<hr/>																	
Course Reading		<i>Mean</i>	6.1		5.2	4.9				7.1			7.5	8.0			
	Estimated hours per week	<i>n</i>	176		237	121				309			316	214			
	calculated from two survey	<i>SD</i>	5.1		5.1	4.9				6.6			6.9	6.8			
	questions. Item wording changed in	<i>SE</i>	.38		.33	.44				.37			.39	.47			
	2014; comparability between 2013	<i>CI upper bound</i>	6.9		5.8	5.8				7.9			8.2	9.0			
	and later years is limited.	<i>CI lower bound</i>	5.4		4.5	4.0				6.4			6.7	7.1			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
Assigned Writing	<i>Mean</i>	35.2			37.2	33.5				57.0			69.9	82.5			
Estimated number of pages calculated from three survey questions.	<i>n</i>	176			251	131				294			323	230			
	<i>SD</i>	57.8			66.8	67.0				79.3			94.7	110.6			
	<i>SE</i>	4.36			4.21	5.87				4.62			5.27	7.29			
	<i>CI upper bound</i>	43.7			45.5	44.9				66.1			80.2	96.8			
	<i>CI lower bound</i>	26.6			28.9	22.0				48.0			59.6	68.3			
Course Challenge	<i>Mean</i>	5.8			5.5	5.6				5.9			5.8	5.8			
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>	191			257	129				328			347	233			
	<i>SD</i>	1.1			1.3	1.3				1.1			1.2	1.4			
	<i>SE</i>	.08			.08	.11				.06			.07	.09			
	<i>CI upper bound</i>	5.9			5.6	5.8				6.1			6.0	5.9			
	<i>CI lower bound</i>	5.6			5.3	5.4				5.8			5.7	5.6			
Academic Emphasis	<i>Mean</i>	3.2			3.0	3.1				3.2			3.2	3.1			
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>	180			245	124				308			332	222			
	<i>SD</i>	0.7			0.8	0.8				0.8			0.8	0.8			
	<i>SE</i>	.05			.05	.07				.04			.04	.06			
	<i>CI upper bound</i>	3.4			3.1	3.2				3.3			3.3	3.2			
	<i>CI lower bound</i>	3.1			2.9	2.9				3.1			3.1	3.0			
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>	29.0			29.0	32.3				30.8			31.4	29.2			
	<i>n</i>	221			336	175				359			395	278			
	<i>SD</i>	14.8			14.6	15.3				16.8			16.8	17.1			
	<i>SE</i>	.99			.80	1.15				.88			.85	1.03			
	<i>CI upper bound</i>	30.9			30.5	34.5				32.5			33.1	31.2			
	<i>CI lower bound</i>	27.0			27.4	30.0				29.0			29.7	27.2			
Discussions with Diverse Others	<i>Mean</i>	38.7			38.6	40.4				44.0			42.1	42.0			
	<i>n</i>	193			259	129				327			344	234			
	<i>SD</i>	17.0			18.1	17.4				16.9			18.1	15.7			
	<i>SE</i>	1.22			1.12	1.53				.93			.98	1.03			
	<i>CI upper bound</i>	41.1			40.8	43.4				45.9			44.1	44.0			
	<i>CI lower bound</i>	36.3			36.4	37.4				42.2			40.2	39.9			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: Engagement Indicators and Additional Items Lamar University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>	15.5			18.4	17.9				22.9			20.6	21.2			
	<i>n</i>	212			299	157				349			376	264			
	<i>SD</i>	13.0			14.9	13.4				17.2			16.4	17.9			
	<i>SE</i>	.90			.86	1.07				.92			.84	1.10			
	<i>CI upper bound</i>	17.2			20.1	20.0				24.7			22.2	23.4			
	<i>CI lower bound</i>	13.7			16.8	15.8				21.1			18.9	19.0			
<hr/>																	
Effective Teaching Practices	<i>Mean</i>	39.6			36.9	37.9				41.7			38.0	38.6			
	<i>n</i>	214			298	155				349			378	260			
	<i>SD</i>	14.9			14.0	14.2				13.8			15.9	14.9			
	<i>SE</i>	1.01			.81	1.14				.74			.82	.92			
	<i>CI upper bound</i>	41.6			38.5	40.1				43.1			39.6	40.4			
	<i>CI lower bound</i>	37.6			35.3	35.6				40.2			36.4	36.8			
<hr/>																	
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>	39.4			39.5	38.9				44.8			43.2	43.9			
	<i>n</i>	173			240	125				311			310	203			
	<i>SD</i>	14.0			13.9	12.5				11.6			12.3	12.9			
	<i>SE</i>	1.06			.90	1.12				.66			.70	.90			
	<i>CI upper bound</i>	41.5			41.3	41.1				46.1			44.6	45.7			
	<i>CI lower bound</i>	37.4			37.8	36.7				43.5			41.8	42.2			
<hr/>																	
Supportive Environment	<i>Mean</i>	34.3			33.1	35.7				34.0			31.0	31.0			
	<i>n</i>	175			242	121				304			327	217			
	<i>SD</i>	15.7			14.6	13.5				14.8			15.7	15.4			
	<i>SE</i>	1.18			.94	1.22				.85			.87	1.04			
	<i>CI upper bound</i>	36.6			34.9	38.1				35.6			32.7	33.0			
	<i>CI lower bound</i>	32.0			31.2	33.3				32.3			29.3	28.9			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community^a	%	12			17	19				25			22	19			
	<i>n</i>	190			255	129				328			345	232			
	<i>SE</i>	2.4			2.3	3.5				2.4			2.2	2.6			
	<i>CI upper bound (%)</i>	17			21	26				30			26	24			
	<i>CI lower bound (%)</i>	8			12	12				20			17	14			
Service-Learning^a	%	45			53	54				54			51	48			
	<i>n</i>	190			256	130				325			342	232			
	<i>SE</i>	3.6			3.1	4.4				2.8			2.7	3.3			
	<i>CI upper bound (%)</i>	52			59	63				59			56	55			
	<i>CI lower bound (%)</i>	38			47	46				48			46	42			
Research with Faculty^a	%	5			4	5				18			16	14			
	<i>n</i>	189			255	129				326			343	232			
	<i>SE</i>	1.6			1.2	1.9				2.1			2.0	2.3			
	<i>CI upper bound (%)</i>	8			6	8				22			20	19			
	<i>CI lower bound (%)</i>	2			1	1				14			12	10			
Internship or Field Experience (First-year results: Plan to do)	%	71			68	69				42			39	35			
	<i>n</i>	192			257	130				328			346	231			
	<i>SE</i>	3.3			2.9	4.1				2.7			2.6	3.1			
	<i>CI upper bound (%)</i>	78			73	77				48			44	41			
	<i>CI lower bound (%)</i>	65			62	61				37			34	29			
Study Abroad (First-year results: Plan to do)	%	25			27	28				9			9	9			
	<i>n</i>	189			255	128				327			346	232			
	<i>SE</i>	3.2			2.8	4.0				1.6			1.6	1.9			
	<i>CI upper bound (%)</i>	31			32	36				12			12	13			
	<i>CI lower bound (%)</i>	19			21	20				6			6	5			
Culminating Senior Experience (First-year results: Plan to do)	%	45			41	37				36			30	31			
	<i>n</i>	188			256	129				327			342	231			
	<i>SE</i>	3.6			3.1	4.3				2.7			2.5	3.1			
	<i>CI upper bound (%)</i>	52			47	45				41			35	37			
	<i>CI lower bound (%)</i>	37			35	29				31			25	25			
Overall HIP Participation^b																	
Participated in one HIP	%	38			52	48				29			26	32			
	<i>n</i>	191			257	130				329			346	232			
	<i>SE</i>	3.5			3.1	4.4				2.5			2.4	3.1			
	<i>CI upper bound (%)</i>	45			58	57				34			30	38			
	<i>CI lower bound (%)</i>	31			46	40				24			21	26			
Participated in two or more HIPs	%	11			11	14				50			50	43			
	<i>n</i>	191			257	130				329			346	232			
	<i>SE</i>	2.3			1.9	3.1				2.8			2.7	3.3			
	<i>CI upper bound (%)</i>	16			14	21				56			55	50			
	<i>CI lower bound (%)</i>	7			7	8				45			45	37			

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.