NSSE
national survey of
student engagement

NSSE 2018
Engagement Indicators

Lamar University

IPEDS: 226091

NSSE 2018 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 broad themes as shown at right.

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

- **Mean Comparisons**
  Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
- **Score Distributions**
  Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
- **Performance on Indicator Items**
  Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 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 and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2018 Engagement Indicators

Overview

Lamar University

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	*Engagement Indicator*	**Your first-year students** compared with Peer Group	**Your first-year students** compared with Carnegie Class	**Your first-year students** compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning		▼	▼
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--		--
	Quantitative Reasoning			
Learning with Peers	Collaborative Learning	▼		▼
	Discussions with Diverse Others		--	--
Experiences with Faculty	Student-Faculty Interaction	▼		▼
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	
	Supportive Environment	▼		

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with Peer Group	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction			
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment			

Academic Challenge: First-year students

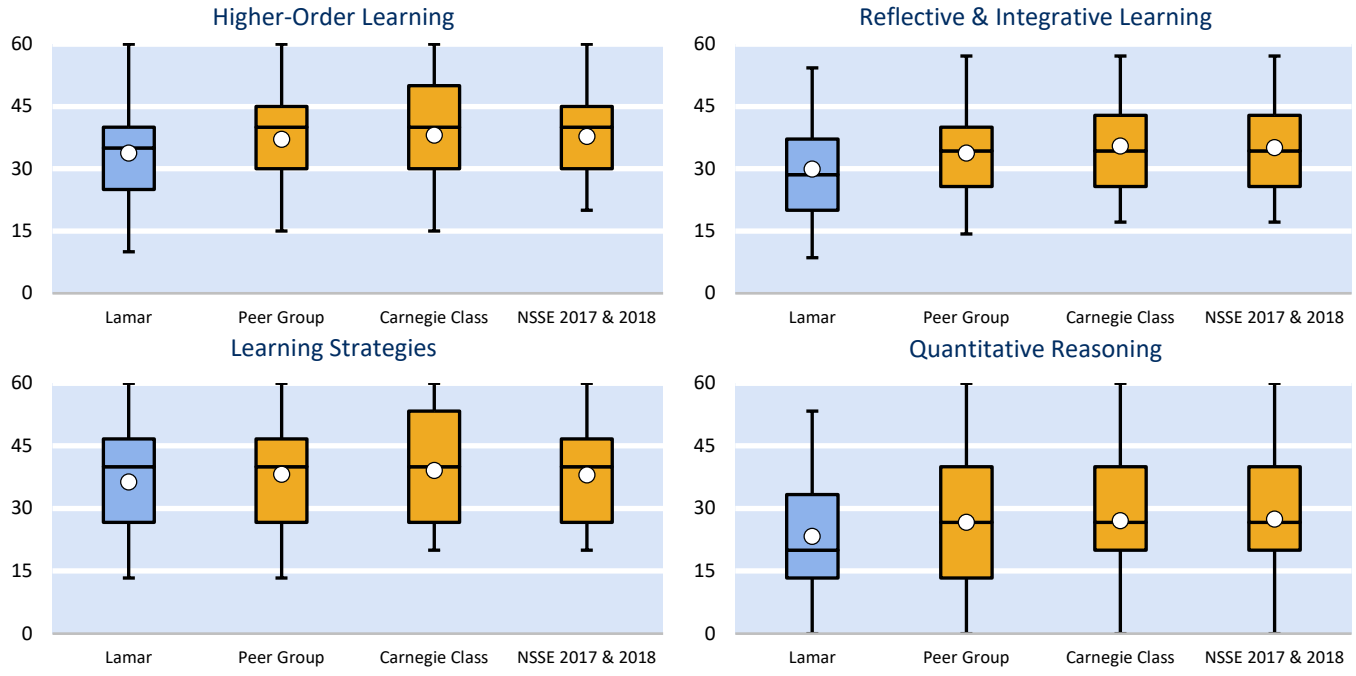
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

Mean Comparisons

	Lamar	*Your first-year students compared with*					
		Peer Group		**Carnegie Class**		**NSSE 2017 & 2018**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	33.8	37.1 **	-.24	38.1 ***	-.31	37.8 ***	-.31
Reflective & Integrative Learning	29.9	33.8 ***	-.31	35.5 ***	-.45	35.1 ***	-.43
Learning Strategies	36.4	38.2	-.13	39.1 *	-.20	38.0	-.12
Quantitative Reasoning	23.3	26.7 **	-.21	27.1 **	-.24	27.5 ***	-.27

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

Score Distributions



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Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your FY students and		
Higher-Order Learning	**Lamar**	**Peer Group**	**Carnegie Class**	**NSSE 2017 & 2018**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	62	-6	-7	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	57	-10	-13	-13
4d. Evaluating a point of view, decision, or information source	63	-4	-8	-6
4e. Forming a new idea or understanding from various pieces of information	57	-9	-13	-12
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	45	-3	-6	-7
2b. Connected your learning to societal problems or issues	38	-9	-14	-14
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-9	-13	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	50	-12	-15	-13
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	-8	-12	-10
2f. Learned something that changed the way you understand an issue or concept	54	-10	-14	-13
2g. Connected ideas from your courses to your prior experiences and knowledge	62	-12	-16	-15
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	67	-7	-10	-9
9b. Reviewed your notes after class	66	-1	-2	+1
9c. Summarized what you learned in class or from course materials	55	-8	-11	-7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	44	-8	-8	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	27	-9	-11	-12
6c. Evaluated what others have concluded from numerical information	27	-9	-10	-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.

Academic Challenge: Seniors

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

Mean Comparisons

	Lamar	Your seniors compared with					
		Peer Group		Carnegie Class		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.9	39.7	.01	40.4	-.03	39.8	.01
Reflective & Integrative Learning	36.9	36.9	.00	38.4	-.11	37.8	-.07
Learning Strategies	39.9	39.2	.05	39.0	.06	38.3	.11
Quantitative Reasoning	28.3	28.9	-.03	29.2	-.06	29.6	-.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).

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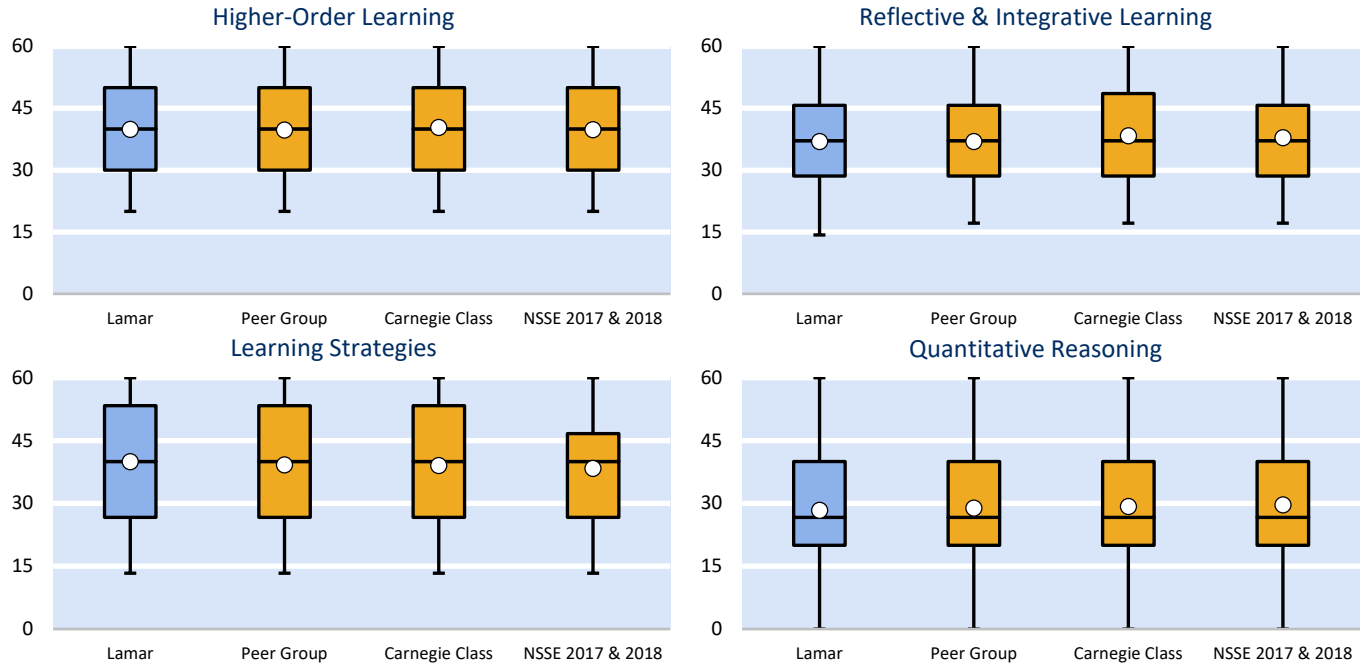

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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your seniors and		
	Lamar	**Peer Group**	**Carnegie Class**	**NSSE 2017 & 2018**
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	78	+0	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-1	-1	-1
4d. Evaluating a point of view, decision, or information source	70	+2	-2	+1
4e. Forming a new idea or understanding from various pieces of information	70	-0	-3	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	59	-9	-9	-10
2b. Connected your learning to societal problems or issues	56	+0	-6	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+7	-1	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	-4	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+5	+3	+4
2f. Learned something that changed the way you understand an issue or concept	66	-4	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+1	-1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+1	-0	+1
9b. Reviewed your notes after class	69	+4	+6	+8
9c. Summarized what you learned in class or from course materials	67	+1	+2	+4
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.)	57	+2	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-0	-2	-3
6c. Evaluated what others have concluded from numerical information	40	-2	-3	-4

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NSSE 2018 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					
		Peer Group		Carnegie Class		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	27.5	33.1 ***	-.39	30.0 *	-.17	32.3 ***	-.34
Discussions with Diverse Others	37.4	40.2 *	-.18	38.8	-.09	39.4	-.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).

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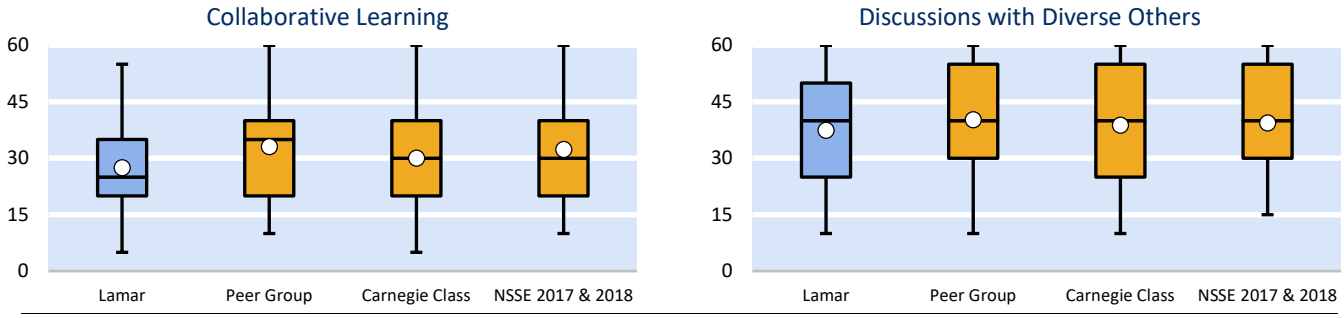

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		Percentage point difference[a] between your FY students and		
Collaborative Learning	Lamar	Peer Group	Carnegie Class	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	40	-16	-7	-13
1f. Explained course material to one or more students	45	-14	-7	-13
1g. Prepared for exams by discussing or working through course material with other students	36	-17	-10	-14
1h. Worked with other students on course projects or assignments	39	-15	-12	-16
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	72	-2	+2	+1
8b. People from an economic background other than your own	65	-7	-5	-6
8c. People with religious beliefs other than your own	59	-8	-6	-7
8d. People with political views other than your own	60	-8	-4	-5

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NSSE 2018 Engagement Indicators

Learning with Peers

Lamar University

Learning with Peers: Seniors

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Mean Comparisons

	Lamar	Your seniors compared with					
		Peer Group		Carnegie Class		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	26.4	32.9 ***	-.42	31.2 ***	-.33	32.5 ***	-.41
Discussions with Diverse Others	41.0	41.6	-.04	40.9	.01	40.3	.04

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

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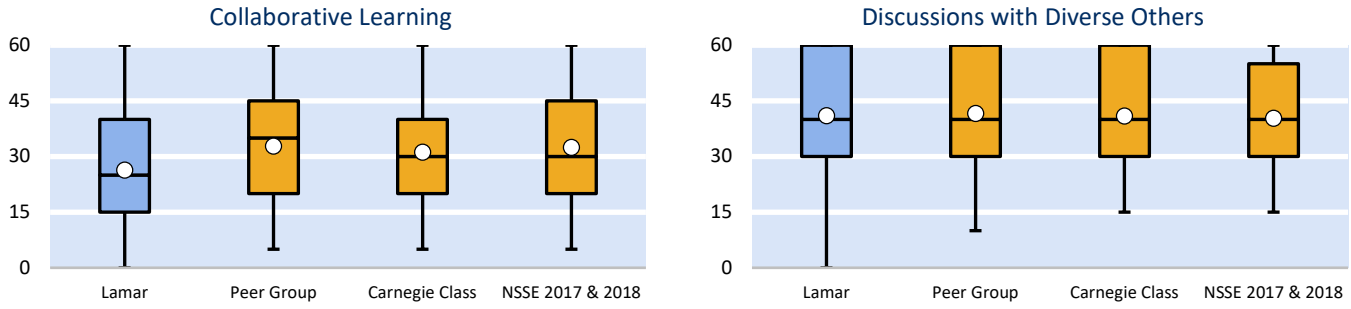

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		Percentage point difference[a] *between your seniors and*		
Collaborative Learning	Lamar	Peer Group	Carnegie Class	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	32	-12	-6	-11
1f. Explained course material to one or more students	47	-12	-7	-12
1g. Prepared for exams by discussing or working through course material with other students	33	-15	-9	-14
1h. Worked with other students on course projects or assignments	48	-16	-18	-16
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	74	-3	-1	+2
8b. People from an economic background other than your own	74	-1	+0	+1
8c. People with religious beliefs other than your own	69	-1	+1	+1
8d. People with political views other than your own	70	+1	+4	+4

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NSSE 2018 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*					
		Peer Group		Carnegie Class		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	16.3	20.9 ***	-.31	19.9 **	-.24	21.1 ***	-.33
Effective Teaching Practices	36.8	38.0	-.09	38.5	-.12	38.5	-.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).

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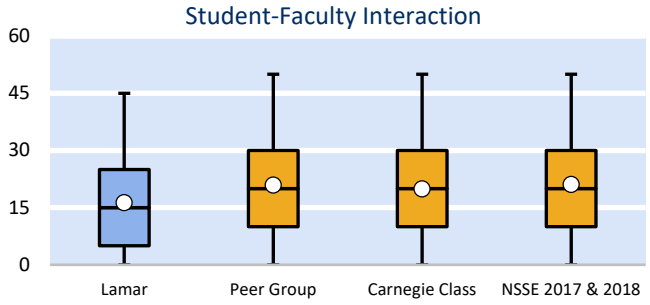

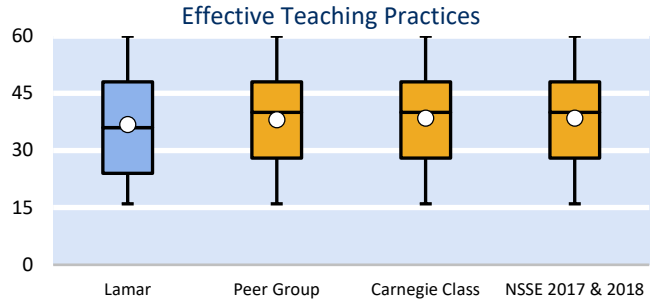

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		Percentage point difference[a] between your FY students and		
Student-Faculty Interaction	Lamar	Peer Group	Carnegie Class	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	24	-13	-11	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-5	-2	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-5	-4	-6
3d. Discussed your academic performance with a faculty member	19	-11	-10	-11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	70	-6	-6	-7
5b. Taught course sessions in an organized way	69	-4	-4	-6
5c. Used examples or illustrations to explain difficult points	64	-9	-7	-10
5d. Provided feedback on a draft or work in progress	59	-2	-6	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-4	-7	-6

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Experiences with Faculty: Seniors

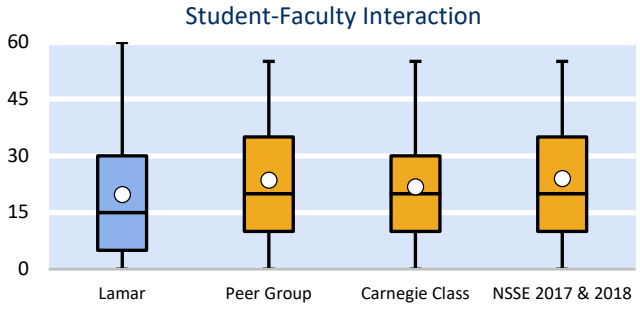
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

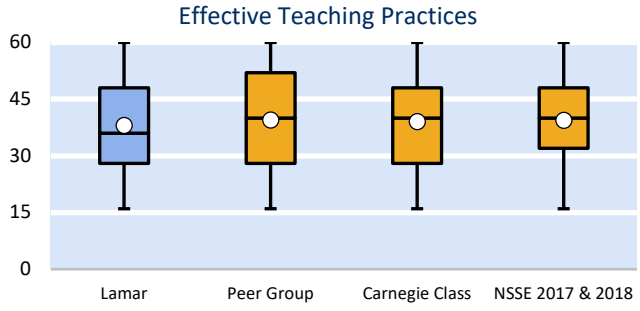
Mean Comparisons

	Lamar	Your seniors compared with					
		Peer Group		Carnegie Class		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.8	23.5 ***	-.23	21.8 *	-.13	23.9 ***	-.26
Effective Teaching Practices	38.0	39.5	-.10	39.0	-.07	39.4	-.10

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

Score Distributions





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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your seniors and		
Student-Faculty Interaction	Lamar	Peer Group	Carnegie Class	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	36	-6	-3	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-4	-0	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-6	-1	-5
3d. Discussed your academic performance with a faculty member	25	-8	-6	-8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	77	-3	-2	-3
5b. Taught course sessions in an organized way	74	-3	-2	-4
5c. Used examples or illustrations to explain difficult points	73	-3	-0	-3
5d. Provided feedback on a draft or work in progress	52	-8	-8	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-5	-5	-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.

NSSE 2018 Engagement Indicators

Campus Environment

Lamar University

Campus Environment: First-year students

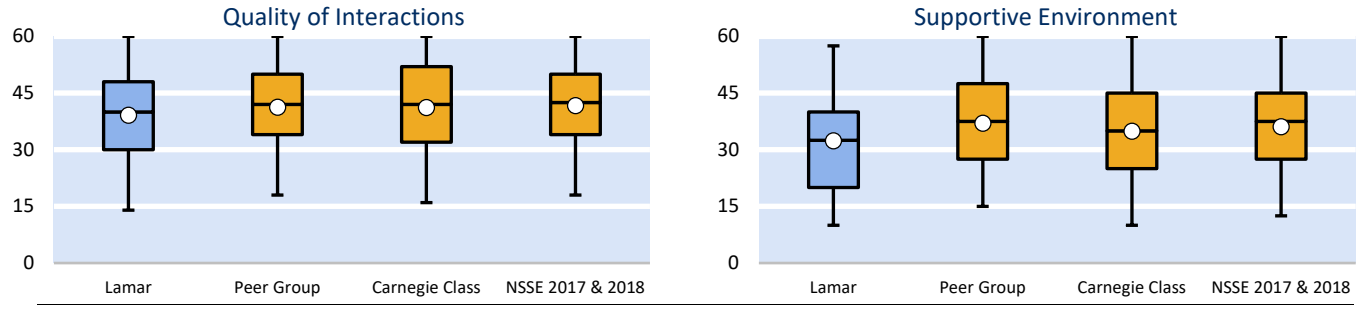
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Lamar	Your first-year students compared with					
		Peer Group		Carnegie Class		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	39.2	41.3	-.17	41.2	-.15	41.7 *	-.20
Supportive Environment	32.4	37.1 ***	-.34	35.0 *	-.18	36.1 **	-.27

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your FY students and		
Quality of Interactions	Lamar	Peer Group	Carnegie Class	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	38	-9	-12	-12
13b. Academic advisors	54	+4	+3	+4
13c. Faculty	44	-2	-3	-4
13d. Student services staff (career services, student activities, housing, etc.)	37	-9	-7	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-6	-7	-7
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	71	-5	-3	-5
14c. Using learning support services (tutoring services, writing center, etc.)	71	-9	-5	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-6	-6	-6
14e. Providing opportunities to be involved socially	70	-2	+3	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-15	-8	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-10	-8	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-10	-0	-7
14i. Attending events that address important social, economic, or political issues	38	-12	-7	-12

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.

NSSE 2018 Engagement Indicators

Campus Environment

Lamar University

Campus Environment: Seniors

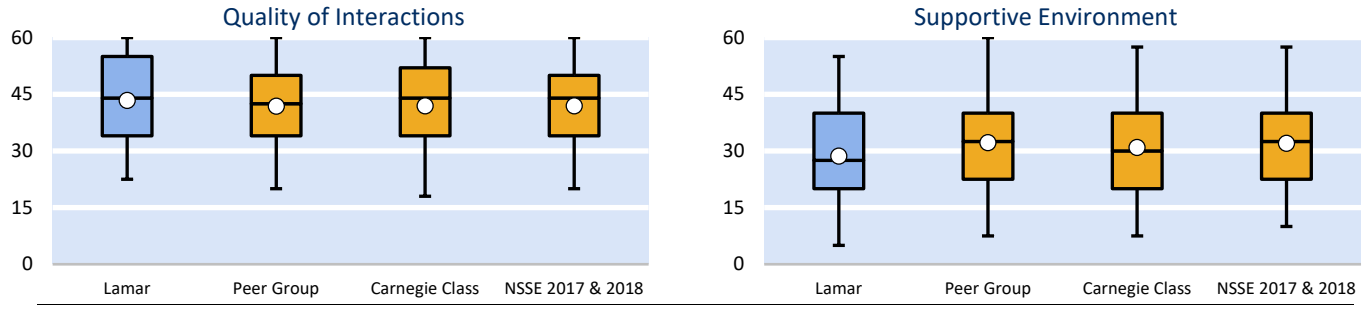
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Lamar	Your seniors compared with					
		Peer Group		Carnegie Class		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.4	41.8	.12	42.0	.11	42.0	.11
Supportive Environment	28.6	32.2 ***	-.25	30.9 *	-.16	32.0 ***	-.24

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your seniors and		
Quality of Interactions	Lamar	Peer Group	Carnegie Class	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	54	-1	-2	-2
13b. Academic advisors	57	+8	+6	+7
13c. Faculty	55	-1	+0	-1
13d. Student services staff (career services, student activities, housing, etc.)	40	-2	-1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+11	+10	+11
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	63	-7	-6	-8
14c. Using learning support services (tutoring services, writing center, etc.)	55	-10	-10	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-5	-7	-5
14e. Providing opportunities to be involved socially	58	-5	-1	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-10	-4	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-5	-6	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	-10	-2	-10
14i. Attending events that address important social, economic, or political issues	29	-12	-8	-13

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), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

		Lamar	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	33.8	38.9 ***	-.39		40.5 ***	-.50	
	Reflective and Integrative Learning	29.9	36.5 ***	-.55		38.1 ***	-.68	
	Learning Strategies	36.4	39.5 **	-.23		41.6 ***	-.37	
	Quantitative Reasoning	23.3	28.7 ***	-.35		30.4 ***	-.46	
Learning with Peers	Collaborative Learning	27.5	35.1 ***	-.56		37.2 ***	-.72	
	Discussions with Diverse Others	37.4	41.4 **	-.27		43.4 ***	-.41	
Experiences with Faculty	Student-Faculty Interaction	16.3	24.3 ***	-.54		27.2 ***	-.69	
	Effective Teaching Practices	36.8	40.3 **	-.26		42.0 ***	-.38	
Campus Environment	Quality of Interactions	39.2	43.9 ***	-.41		45.9 ***	-.55	
	Supportive Environment	32.4	37.9 ***	-.42		39.7 ***	-.55	

Seniors

		Lamar	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	39.9	41.3	-.11		42.5 **	-.19	
	Reflective and Integrative Learning	36.9	39.6 ***	-.22		41.1 ***	-.34	
	Learning Strategies	39.9	40.2	-.02	✓	42.3 **	-.17	
	Quantitative Reasoning	28.3	30.7 *	-.15		32.7 ***	-.28	
Learning with Peers	Collaborative Learning	26.4	35.7 ***	-.67		38.1 ***	-.86	
	Discussions with Diverse Others	41.0	41.9	-.06	✓	43.8 *	-.18	
Experiences with Faculty	Student-Faculty Interaction	19.8	29.2 ***	-.60		33.3 ***	-.84	
	Effective Teaching Practices	38.0	41.1 ***	-.23		43.1 ***	-.37	
Campus Environment	Quality of Interactions	43.4	44.4	-.09	✓	46.5 ***	-.26	
	Supportive Environment	28.6	34.3 ***	-.41		36.4 ***	-.56	

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 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE national survey of student engagement

NSSE 2018 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 = 171)	33.8	14.4	1.10	10	25	35	40	60				
Peer Group	37.1	13.8	.25	15	30	40	45	60	3,264	-3.4	.002	-.242
Carnegie Class	38.1	13.8	.13	15	30	40	50	60	10,930	-4.3	.000	-.314
NSSE 2017 & 2018	37.8	13.2	.04	20	30	40	45	60	171	-4.0	.000	-.306
Top 50%	38.9	13.1	.06	20	30	40	50	60	171	-5.2	.000	-.394
Top 10%	40.5	13.3	.12	20	30	40	50	60	174	-6.7	.000	-.503
Reflective & Integrative Learning												
Lamar (N = 190)	29.9	13.1	.95	9	20	29	37	54				
Peer Group	33.8	12.4	.22	14	26	34	40	57	3,502	-3.9	.000	-.313
Carnegie Class	35.5	12.3	.12	17	26	34	43	57	11,618	-5.6	.000	-.452
NSSE 2017 & 2018	35.1	11.9	.04	17	26	34	43	57	189	-5.1	.000	-.431
Top 50%	36.5	11.8	.05	17	29	37	43	57	190	-6.5	.000	-.551
Top 10%	38.1	12.0	.11	20	29	37	46	60	11,391	-8.1	.000	-.675
Learning Strategies												
Lamar (N = 153)	36.4	13.8	1.12	13	27	40	47	60				
Peer Group	38.2	13.9	.26	13	27	40	47	60	2,957	-1.9	.108	-.134
Carnegie Class	39.1	14.2	.14	20	27	40	53	60	9,891	-2.8	.016	-.196
NSSE 2017 & 2018	38.0	13.7	.05	20	27	40	47	60	85,723	-1.7	.126	-.124
Top 50%	39.5	13.7	.06	20	27	40	53	60	45,303	-3.2	.004	-.231
Top 10%	41.6	14.1	.13	20	33	40	53	60	11,045	-5.3	.000	-.374
Quantitative Reasoning												
Lamar (N = 160)	23.3	15.9	1.26	0	13	20	33	53				
Peer Group	26.7	15.8	.29	0	13	27	40	60	3,167	-3.4	.009	-.213
Carnegie Class	27.1	15.8	.15	0	20	27	40	60	10,615	-3.8	.003	-.241
NSSE 2017 & 2018	27.5	15.3	.05	0	20	27	40	60	91,785	-4.2	.001	-.274
Top 50%	28.7	15.2	.06	0	20	27	40	60	59,097	-5.4	.000	-.353
Top 10%	30.4	15.3	.13	7	20	27	40	60	14,565	-7.1	.000	-.464
Learning with Peers												
Collaborative Learning												
Lamar (N = 205)	27.5	14.2	.99	5	20	25	35	55				
Peer Group	33.1	14.3	.24	10	20	35	40	60	3,738	-5.6	.000	-.391
Carnegie Class	30.0	15.3	.14	5	20	30	40	60	12,236	-2.6	.018	-.167
NSSE 2017 & 2018	32.3	14.4	.04	10	20	30	40	60	104,229	-4.8	.000	-.335
Top 50%	35.1	13.6	.05	15	25	35	45	60	61,708	-7.7	.000	-.563
Top 10%	37.2	13.6	.12	15	25	40	45	60	13,939	-9.8	.000	-.719
Discussions with Diverse Others												
Lamar (N = 155)	37.4	16.6	1.33	10	25	40	50	60				
Peer Group	40.2	16.2	.30	10	30	40	55	60	2,987	-2.8	.033	-.176
Carnegie Class	38.8	16.3	.16	10	25	40	55	60	9,972	-1.4	.281	-.087
NSSE 2017 & 2018	39.4	15.5	.05	15	30	40	55	60	86,457	-2.0	.114	-.127
Top 50%	41.4	15.0	.06	15	30	40	55	60	154	-4.0	.003	-.266
Top 10%	43.4	14.8	.13	20	35	45	60	60	157	-6.0	.000	-.406

NSSE national survey of student engagement

NSSE 2018 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 = 178)	16.3	14.5	1.09	0	5	15	25	45				
Peer Group	20.9	14.6	.26	0	10	20	30	50	3,379	-4.6	.000	-.312
Carnegie Class	19.9	14.8	.14	0	10	20	30	50	11,227	-3.6	.001	-.244
NSSE 2017 & 2018	21.1	14.6	.05	0	10	20	30	50	96,048	-4.8	.000	-.329
Top 50%	24.3	14.8	.08	5	15	20	35	55	35,084	-7.9	.000	-.536
Top 10%	27.2	15.8	.21	5	15	25	40	60	6,018	-10.9	.000	-.694
Effective Teaching Practices												
Lamar (N = 167)	36.8	14.4	1.12	16	24	36	48	60				
Peer Group	38.0	13.6	.24	16	28	40	48	60	3,264	-1.2	.273	-.087
Carnegie Class	38.5	14.1	.14	16	28	40	48	60	10,946	-1.6	.134	-.117
NSSE 2017 & 2018	38.5	13.1	.04	16	28	40	48	60	166	-1.7	.138	-.127
Top 50%	40.3	13.1	.06	20	32	40	52	60	167	-3.5	.002	-.265
Top 10%	42.0	13.7	.13	20	32	40	52	60	10,850	-5.2	.000	-.377
Campus Environment												
Quality of Interactions												
Lamar (N = 141)	39.2	13.2	1.11	14	30	40	48	60				
Peer Group	41.3	12.9	.25	18	34	42	50	60	2,799	-2.1	.053	-.167
Carnegie Class	41.2	13.6	.14	16	32	42	52	60	9,147	-2.0	.078	-.149
NSSE 2017 & 2018	41.7	12.5	.04	18	34	43	50	60	80,793	-2.5	.017	-.201
Top 50%	43.9	11.6	.06	22	38	46	52	60	141	-4.7	.000	-.406
Top 10%	45.9	12.1	.14	22	40	48	56	60	7,392	-6.7	.000	-.553
Supportive Environment												
Lamar (N = 145)	32.4	13.9	1.15	10	20	33	40	58				
Peer Group	37.1	13.8	.27	15	28	38	48	60	2,809	-4.7	.000	-.337
Carnegie Class	35.0	14.4	.15	10	25	35	45	60	9,324	-2.5	.036	-.176
NSSE 2017 & 2018	36.1	13.5	.05	13	28	38	45	60	81,460	-3.7	.001	-.270
Top 50%	37.9	13.2	.06	15	30	40	48	60	44,065	-5.5	.000	-.418
Top 10%	39.7	13.1	.13	18	30	40	50	60	10,689	-7.2	.000	-.552

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.

NSSE national survey of student engagement

NSSE 2018 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 = 263)	39.9	13.7	.84	20	30	40	50	60				
Peer Group	39.7	13.8	.21	20	30	40	50	60	4,744	.2	.841	.013
Carnegie Class	40.4	13.9	.11	20	30	40	50	60	15,424	-.5	.595	-.033
NSSE 2017 & 2018	39.8	13.7	.04	20	30	40	50	60	128,689	.1	.932	.005
Top 50%	41.3	13.5	.06	20	35	40	55	60	60,542	-1.4	.089	-.105
Top 10%	42.5	13.7	.10	20	35	40	55	60	18,368	-2.6	.003	-.187
Reflective & Integrative Learning												
Lamar (N = 276)	36.9	13.1	.79	14	29	37	46	60				
Peer Group	36.9	12.6	.18	17	29	37	46	60	4,974	.0	.989	.001
Carnegie Class	38.4	12.5	.10	17	29	37	49	60	16,132	-1.4	.062	-.113
NSSE 2017 & 2018	37.8	12.4	.03	17	29	37	46	60	134,076	-.9	.222	-.074
Top 50%	39.6	12.2	.05	20	31	40	49	60	59,086	-2.6	.000	-.216
Top 10%	41.1	12.2	.11	20	33	40	51	60	12,783	-4.2	.000	-.344
Learning Strategies												
Lamar (N = 241)	39.9	15.6	1.00	13	27	40	53	60				
Peer Group	39.2	14.5	.22	13	27	40	53	60	4,401	.7	.448	.050
Carnegie Class	39.0	14.6	.12	13	27	40	53	60	14,280	.9	.356	.060
NSSE 2017 & 2018	38.3	14.5	.04	13	27	40	47	60	119,226	1.6	.083	.112
Top 50%	40.2	14.3	.06	20	33	40	53	60	63,767	-.3	.778	-.018
Top 10%	42.3	14.2	.11	20	33	40	53	60	17,441	-2.4	.009	-.170
Quantitative Reasoning												
Lamar (N = 248)	28.3	16.8	1.07	0	20	27	40	60				
Peer Group	28.9	16.2	.25	0	20	27	40	60	4,612	-.5	.612	-.033
Carnegie Class	29.2	16.2	.13	0	20	27	40	60	15,108	-.9	.380	-.056
NSSE 2017 & 2018	29.6	16.1	.05	0	20	27	40	60	126,307	-1.3	.209	-.080
Top 50%	30.7	16.0	.06	0	20	33	40	60	82,693	-2.4	.021	-.147
Top 10%	32.7	15.7	.12	7	20	33	40	60	18,235	-4.3	.000	-.276
Learning with Peers												
Collaborative Learning												
Lamar (N = 292)	26.4	16.8	.98	0	15	25	40	60				
Peer Group	32.9	15.1	.22	5	20	35	45	60	320	-6.5	.000	-.425
Carnegie Class	31.2	14.7	.11	5	20	30	40	60	299	-4.8	.000	-.329
NSSE 2017 & 2018	32.5	15.0	.04	5	20	30	45	60	292	-6.1	.000	-.406
Top 50%	35.7	13.9	.05	15	25	35	45	60	293	-9.3	.000	-.670
Top 10%	38.1	13.5	.12	15	30	40	50	60	300	-11.7	.000	-.863
Discussions with Diverse Others												
Lamar (N = 242)	41.0	18.4	1.18	0	30	40	60	60				
Peer Group	41.6	16.6	.26	10	30	40	60	60	264	-.6	.613	-.037
Carnegie Class	40.9	16.2	.14	15	30	40	60	60	248	.1	.942	.005
NSSE 2017 & 2018	40.3	15.8	.05	15	30	40	55	60	242	.7	.560	.044
Top 50%	41.9	15.6	.05	15	30	40	60	60	242	-1.0	.422	-.061
Top 10%	43.8	15.5	.11	20	35	45	60	60	245	-2.8	.018	-.182

NSSE national survey of student engagement

NSSE 2018 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 = 267)	19.8	17.0	1.04	0	5	15	30	60				
Peer Group	23.5	16.0	.24	0	10	20	35	55	4,825	-3.7	.000	-.232
Carnegie Class	21.8	15.8	.13	0	10	20	30	55	15,717	-2.0	.039	-.128
NSSE 2017 & 2018	23.9	15.9	.04	0	10	20	35	55	130,752	-4.2	.000	-.263
Top 50%	29.2	15.8	.09	5	20	30	40	60	33,568	-9.4	.000	-.599
Top 10%	33.3	16.1	.25	10	20	35	45	60	4,495	-13.5	.000	-.836
Effective Teaching Practices												
Lamar (N = 258)	38.0	14.2	.89	16	28	36	48	60				
Peer Group	39.5	14.1	.21	16	28	40	52	60	4,739	-1.4	.114	-.101
Carnegie Class	39.0	14.1	.11	16	28	40	48	60	15,477	-1.0	.277	-.068
NSSE 2017 & 2018	39.4	13.7	.04	16	32	40	48	60	129,098	-1.3	.116	-.098
Top 50%	41.1	13.6	.06	16	32	40	52	60	52,490	-3.1	.000	-.229
Top 10%	43.1	13.7	.13	20	36	44	56	60	10,948	-5.1	.000	-.370
Campus Environment												
Quality of Interactions												
Lamar (N = 207)	43.4	12.9	.89	23	34	44	55	60				
Peer Group	41.8	12.5	.20	20	34	43	50	60	4,086	1.5	.087	.122
Carnegie Class	42.0	12.9	.11	18	34	44	52	60	13,104	1.4	.123	.108
NSSE 2017 & 2018	42.0	12.3	.04	20	34	44	50	60	111,577	1.4	.107	.112
Top 50%	44.4	11.9	.06	22	38	46	54	60	208	-1.1	.238	-.089
Top 10%	46.5	12.3	.11	22	40	50	58	60	213	-3.2	.001	-.258
Supportive Environment												
Lamar (N = 237)	28.6	14.1	.92	5	20	28	40	55				
Peer Group	32.2	14.3	.23	8	23	33	40	60	4,252	-3.6	.000	-.249
Carnegie Class	30.9	14.5	.12	8	20	30	40	58	13,764	-2.3	.016	-.157
NSSE 2017 & 2018	32.0	14.1	.04	10	23	33	40	58	114,898	-3.4	.000	-.241
Top 50%	34.3	13.7	.06	13	25	35	43	60	52,579	-5.6	.000	-.411
Top 10%	36.4	13.7	.13	13	28	38	45	60	10,926	-7.7	.000	-.562

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.