



NSSE 2019

Engagement Indicators

Lamar University

About Your Engagement Indicators Report

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

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 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 2018 and 2019 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. 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

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 SACSCOC	Your first-year students compared with TSUS +	Your first-year students compared with NSSE 2018 & 2019
<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 SACSCOC	Your seniors compared with TSUS +	Your seniors compared with NSSE 2018 & 2019
<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

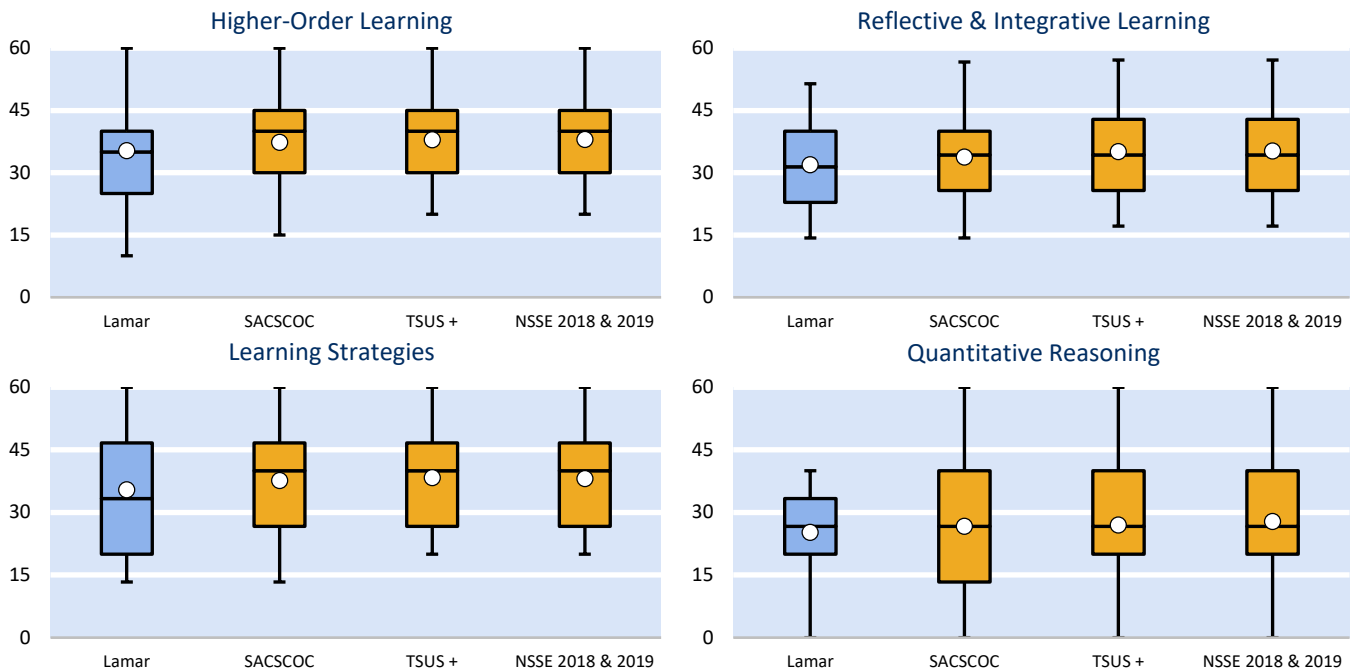
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		SACSCOC Mean	Effect size	TSUS + Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Higher-Order Learning	35.3	37.3	-.14	37.9	-.20	38.0	-.20
Reflective & Integrative Learning	31.9	33.8	-.15	35.1 *	-.26	35.3 **	-.28
Learning Strategies	35.4	37.7	-.16	38.3	-.21	38.1	-.20
Quantitative Reasoning	25.2	26.7	-.10	27.0	-.11	27.8	-.17

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

Score Distributions






















































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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Lamar	Percentage point difference ^a between your FY students and		
		SACSCOC	TSUS +	NSSE 2018 & 2019
Higher-Order Learning				
<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	64	 -4	 -5	 -7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	 -5	 -7	 -8
4d. Evaluating a point of view, decision, or information source	62	 -5	 -7	 -8
4e. Forming a new idea or understanding from various pieces of information	58	 -7	 -12	 -10
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	37	 -11	 -12	 -15
2b. Connected your learning to societal problems or issues	35	 -11	 -15	 -17
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	 -0	 -7	 -5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	 -4	 -7	 -6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	 -3	 -6	 -5
2f. Learned something that changed the way you understand an issue or concept	59	 -4	 -6	 -7
2g. Connected ideas from your courses to your prior experiences and knowledge	61	 -13	 -14	 -17
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	63	 -9	 -11	 -12
9b. Reviewed your notes after class	61	 -4	 -6	 -4
9c. Summarized what you learned in class or from course materials	53	 -9	 -10	 -10
Quantitative Reasoning				
<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.)	55	 +4	 +5	 +2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	 -4	 -6	 -7
6c. Evaluated what others have concluded from numerical information	34	 -2	 -3	 -5

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

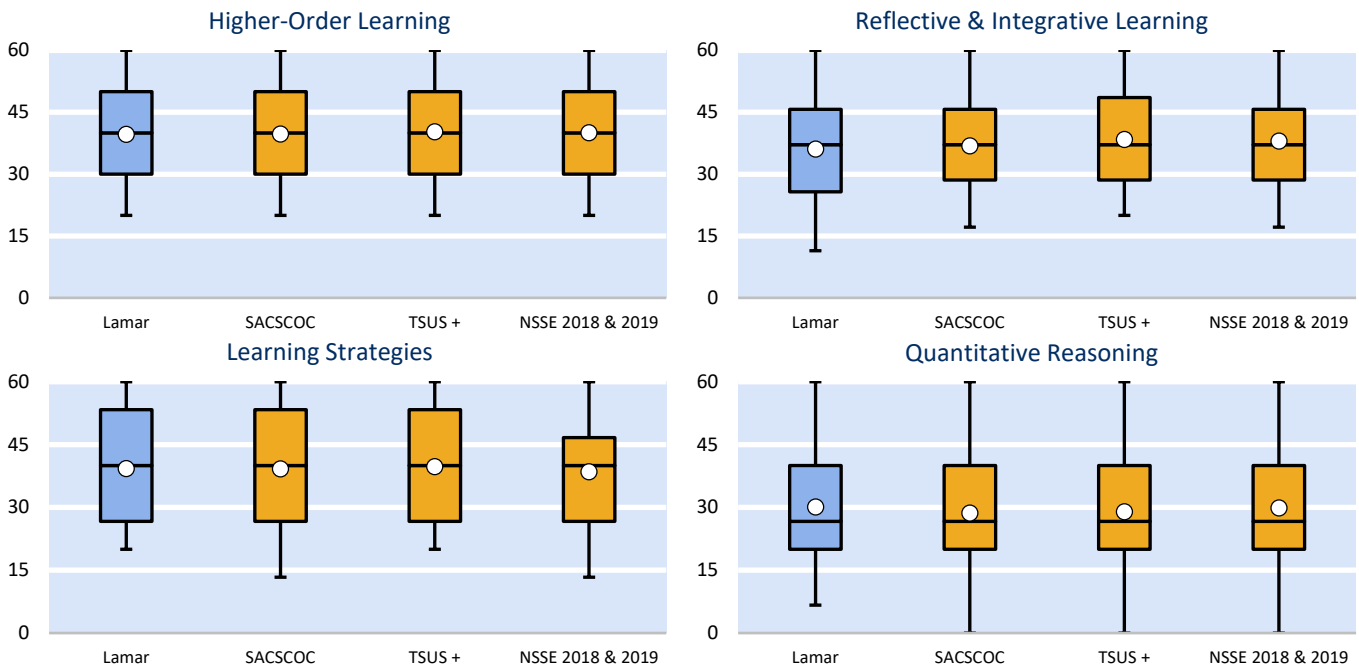
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Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		SACSCOC		TSUS +		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.7	39.8	-.01	40.3	-.04	40.0	-.03
Reflective & Integrative Learning	36.1	36.8	-.06	38.4 *	-.18	38.0	-.15
Learning Strategies	39.3	39.2	.01	39.7	-.03	38.5	.06
Quantitative Reasoning	30.1	28.6	.09	28.9	.07	29.8	.01

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

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Lamar	Percentage point difference ^a between your seniors and		
		SACSCOC	TSUS +	NSSE 2018 & 2019
Higher-Order Learning				
<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	83	+5 	+5 	+5 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+4 	+4 	+4 
4d. Evaluating a point of view, decision, or information source	69	-0 	-4 	-2 
4e. Forming a new idea or understanding from various pieces of information	69	-2 	-4 	-3 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63	-4 	-8 	-6 
2b. Connected your learning to societal problems or issues	52	-4 	-11 	-9 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	+0 	-7 	-6 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+0 	-3 	-2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-3 	-5 	-4 
2f. Learned something that changed the way you understand an issue or concept	63	-6 	-8 	-9 
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-3 	-5 	-5 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+2 	+1 	+1 
9b. Reviewed your notes after class	68	+3 	-0 	+6 
9c. Summarized what you learned in class or from course materials	67	+2 	+1 	+3 
Quantitative Reasoning				
<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.)	58	+4 	+4 	+3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+4 	+3 	+1 
6c. Evaluated what others have concluded from numerical information	43	+1 	-1 	-2 

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Learning with Peers: First-year students

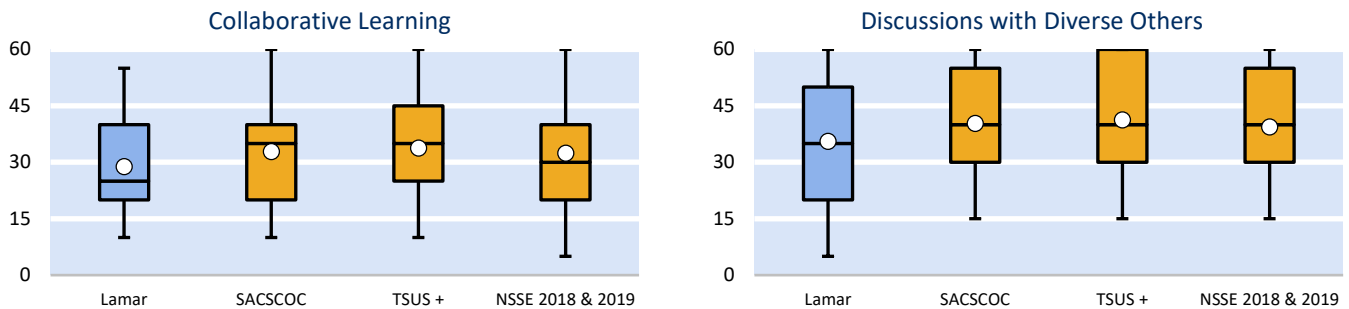
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		SACSCOC		TSUS +		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.8	32.9 **	-.28	33.8 ***	-.36	32.4 **	-.24
Discussions with Diverse Others	35.6	40.3 **	-.29	41.3 **	-.35	39.4 *	-.24

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Score Distributions



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Performance on Indicator Items

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	Lamar	Percentage point difference ^a between your FY students and		
		SACSCOC	TSUS +	NSSE 2018 & 2019
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	48	-8	-9	-5
1f. Explained course material to one or more students	49	-10	-12	-9
1g. Prepared for exams by discussing or working through course material with other students	38	-12	-15	-12
1h. Worked with other students on course projects or assignments	38	-16	-16	-17
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	63	-12	-14	-8
8b. People from an economic background other than your own	60	-12	-14	-12
8c. People with religious beliefs other than your own	54	-12	-14	-12
8d. People with political views other than your own	59	-7	-10	-5

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Learning with Peers: Seniors

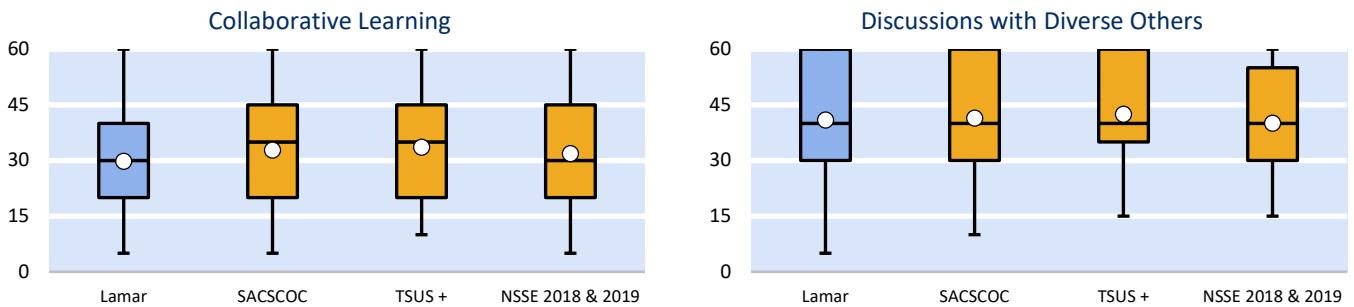
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Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		SACSCOC		TSUS +		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	32.8 *	-.19	33.6 **	-.25	31.8	-.13
Discussions with Diverse Others	41.0	41.5	-.03	42.5	-.09	40.1	.05

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	Lamar	Percentage point difference ^a between your seniors and		
		SACSCOC	TSUS +	NSSE 2018 & 2019
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	41	-3	-5	-2
1f. Explained course material to one or more students	51	-8	-11	-7
1g. Prepared for exams by discussing or working through course material with other students	46	-3	-5	-1
1h. Worked with other students on course projects or assignments	56	-9	-9	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	78	+2	-1	+6
8b. People from an economic background other than your own	74	-1	-4	+2
8c. People with religious beliefs other than your own	67	-3	-4	-0
8d. People with political views other than your own	71	+3	+1	+5

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Experiences with Faculty: First-year students

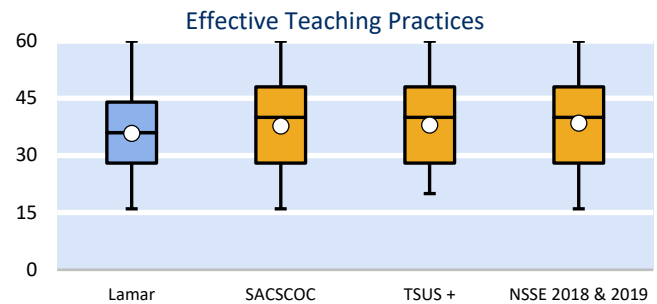
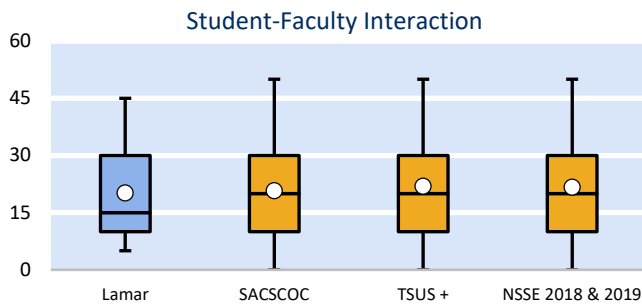
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		SACSCOC Mean	Effect size	TSUS + Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Student-Faculty Interaction	20.2	20.7	-.04	21.9	-.12	21.7	-.10
Effective Teaching Practices	35.8	37.7	-.14	38.0	-.17	38.5	-.21

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Student-Faculty Interaction	Lamar %	Percentage point difference ^a between your FY students and		
		SACSCOC	TSUS +	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	35	-2	-5	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+3	-0	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	+0	+0
3d. Discussed your academic performance with a faculty member	27	-3	-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	75	-0	-1	-2
5b. Taught course sessions in an organized way	70	-1	-3	-4
5c. Used examples or illustrations to explain difficult points	66	-6	-8	-8
5d. Provided feedback on a draft or work in progress	55	-5	-6	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-1	+0	-4

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Experiences with Faculty: Seniors

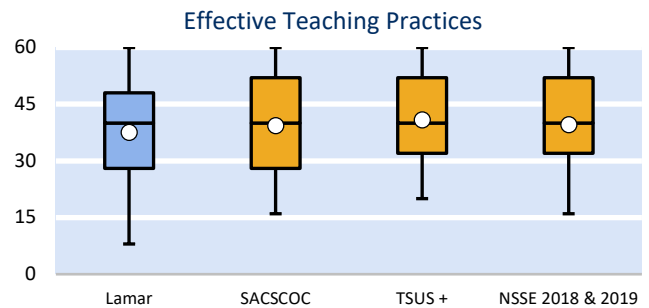
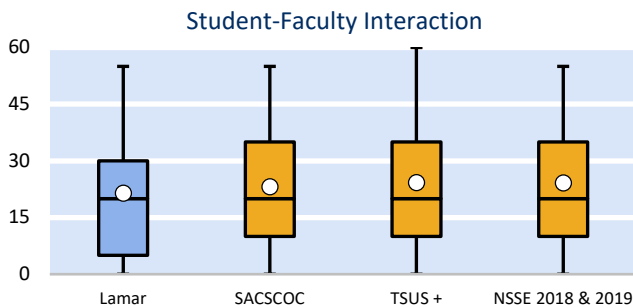
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Effective Teaching Practices	37.5	39.3	-.13	40.8 *	-.25	39.6	-.15

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3a. Talked about career plans with a faculty member	35	-6	-10	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+1	+1	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-2	-4	-4
3d. Discussed your academic performance with a faculty member	28	-4	-7	-6
<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	77	-2	-6	-3
5b. Taught course sessions in an organized way	72	-5	-7	-5
5c. Used examples or illustrations to explain difficult points	72	-4	-7	-5
5d. Provided feedback on a draft or work in progress	58	-2	-6	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+3	-0	+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.

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

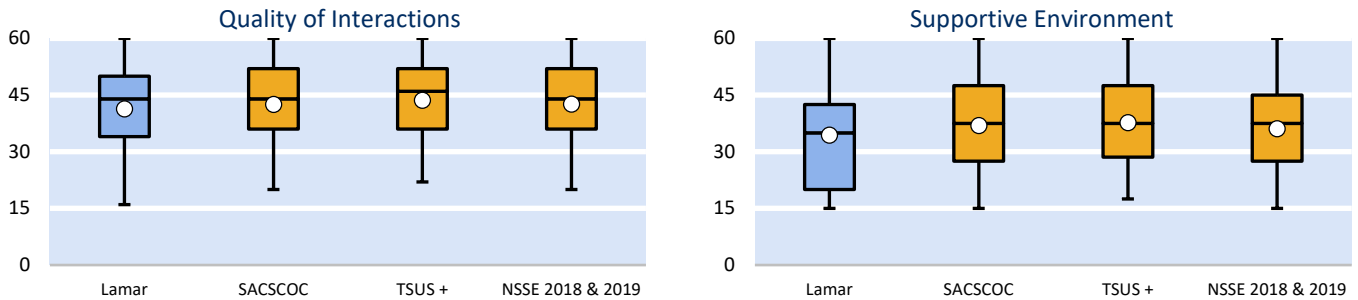
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Lamar Mean	Your first-year students compared with					
		SACSCOC Mean	Effect size	TSUS + Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Quality of Interactions	41.4	42.6	-.10	43.7	-.19	42.7	-.11
Supportive Environment	34.5	37.0	-.19	37.7 *	-.25	36.1	-.12

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Lamar	Percentage point difference ^a between your FY students and		
		SACSCOC	TSUS +	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	36	-13	-13	-15
13b. Academic advisors	50	-3	-5	-3
13c. Faculty	47	-4	-6	-4
13d. Student services staff (career services, student activities, housing, etc.)	44	-5	-5	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-1	-5	-3
<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	78	+1	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	74	-7	-4	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-12	-17	-12
14e. Providing opportunities to be involved socially	62	-11	-14	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-9	-9	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-5	-6	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	-7	-10	-6
14i. Attending events that address important social, economic, or political issues	39	-9	-10	-10

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

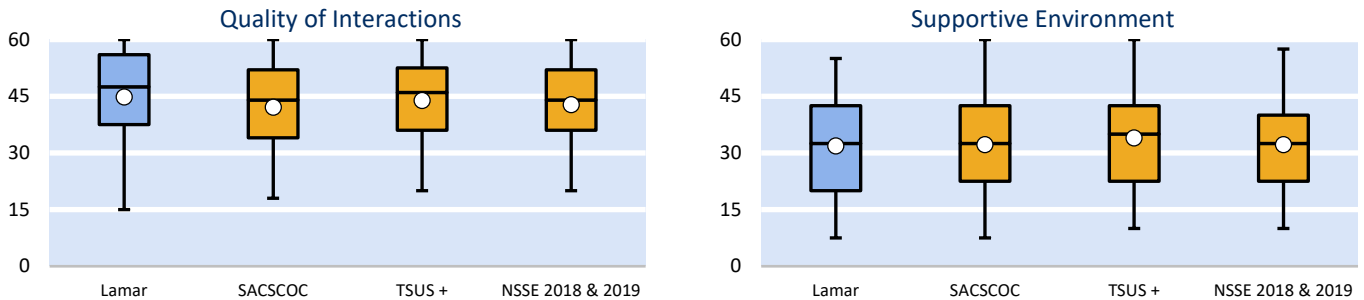
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		SACSCOC		TSUS +		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.8	42.1 *	.21	43.9	.08	42.8	.17
Supportive Environment	31.9	32.2	-.03	34.0	-.15	32.2	-.02

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Lamar	Percentage point difference ^a between your seniors and		
		SACSCOC	TSUS +	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	63	+7	+7	+6
13b. Academic advisors	57	+7	+4	+4
13c. Faculty	63	+6	+1	+6
13d. Student services staff (career services, student activities, housing, etc.)	56	+12	+7	+12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+3	-3	+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	70	+0	-3	-1
14c. Using learning support services (tutoring services, writing center, etc.)	66	-0	-4	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+1	-4	+2
14e. Providing opportunities to be involved socially	62	-1	-7	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-3	-6	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-4	-10	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-1	-6	-2
14i. Attending events that address important social, economic, or political issues	43	+3	+0	+2

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

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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 Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.3	39.3 **	-.31		41.0 ***	-.44	
	Reflective and Integrative Learning	31.9	36.8 ***	-.41		38.8 ***	-.58	
	Learning Strategies	35.4	39.9 *	-.32		42.5 ***	-.50	
	Quantitative Reasoning	25.2	29.3 *	-.26		30.8 ***	-.36	
Learning with Peers	Collaborative Learning	28.8	35.4 ***	-.48		37.7 ***	-.65	
	Discussions with Diverse Others	35.6	41.3 **	-.38		43.2 ***	-.53	
Experiences with Faculty	Student-Faculty Interaction	20.2	24.9 **	-.32		28.0 ***	-.50	
	Effective Teaching Practices	35.8	40.6 ***	-.37		42.7 ***	-.49	
Campus Environment	Quality of Interactions	41.4	44.9 *	-.30		47.1 ***	-.48	
	Supportive Environment	34.5	38.1 *	-.28		40.1 ***	-.43	
Seniors		Lamar Mean	Your seniors compared with					
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.7	41.8	-.16		43.0 **	-.25	
	Reflective and Integrative Learning	36.1	39.9 ***	-.31		41.6 ***	-.45	
	Learning Strategies	39.3	40.8	-.11		42.6 **	-.23	
	Quantitative Reasoning	30.1	31.3	-.08	✓	32.7 *	-.17	
Learning with Peers	Collaborative Learning	29.9	36.1 ***	-.45		38.6 ***	-.64	
	Discussions with Diverse Others	41.0	42.0	-.07	✓	43.5	-.17	
Experiences with Faculty	Student-Faculty Interaction	21.4	29.9 ***	-.53		33.9 ***	-.79	
	Effective Teaching Practices	37.5	41.8 ***	-.31		43.5 ***	-.45	
Campus Environment	Quality of Interactions	44.8	45.2	-.03	✓	47.4 *	-.22	
	Supportive Environment	31.9	34.8 *	-.21		37.0 ***	-.36	

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 2018 and 2019 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.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Lamar (N = 93)	35.3	14.5	1.50	10	25	35	40	60				
SACSCOC	37.3	13.7	.37	15	30	40	45	60	1,436	-2.0	.181	-.143
TSUS +	37.9	13.1	.51	20	30	40	45	60	745	-2.6	.075	-.197
NSSE 2018 & 2019	38.0	13.2	.06	20	30	40	45	60	42,810	-2.7	.050	-.203
Top 50%	39.3	13.0	.09	20	30	40	50	60	93	-4.0	.009	-.309
Top 10%	41.0	13.0	.17	20	35	40	50	60	6,001	-5.7	.000	-.437
Reflective & Integrative Learning												
Lamar (N = 110)	31.9	12.2	1.16	14	23	31	40	51				
SACSCOC	33.8	12.3	.32	14	26	34	40	57	1,573	-1.9	.122	-.153
TSUS +	35.1	12.0	.45	17	26	34	43	57	807	-3.1	.011	-.260
NSSE 2018 & 2019	35.3	12.0	.06	17	26	34	43	57	45,906	-3.3	.004	-.277
Top 50%	36.8	11.8	.08	17	29	37	46	57	23,174	-4.8	.000	-.410
Top 10%	38.8	11.8	.17	20	31	40	46	60	4,884	-6.8	.000	-.579
Learning Strategies												
Lamar (N = 85)	35.4	15.7	1.71	13	20	33	47	60				
SACSCOC	37.7	13.8	.39	13	27	40	47	60	93	-2.2	.205	-.160
TSUS +	38.3	13.4	.54	20	27	40	47	60	101	-2.9	.108	-.212
NSSE 2018 & 2019	38.1	13.8	.07	20	27	40	47	60	84	-2.7	.117	-.197
Top 50%	39.9	13.7	.10	20	33	40	53	60	84	-4.4	.011	-.324
Top 10%	42.5	14.0	.21	20	33	40	53	60	86	-7.0	.000	-.500
Quantitative Reasoning												
Lamar (N = 88)	25.2	14.3	1.52	0	20	27	33	40				
SACSCOC	26.7	15.6	.43	0	13	27	40	60	1,378	-1.5	.386	-.095
TSUS +	27.0	15.9	.64	0	20	27	40	60	710	-1.7	.334	-.110
NSSE 2018 & 2019	27.8	15.3	.08	0	20	27	40	60	41,332	-2.6	.112	-.169
Top 50%	29.3	15.2	.10	7	20	27	40	60	24,099	-4.0	.013	-.264
Top 10%	30.8	15.2	.19	7	20	33	40	60	6,516	-5.5	.001	-.364
Learning with Peers												
Collaborative Learning												
Lamar (N = 122)	28.8	13.8	1.25	10	20	25	40	55				
SACSCOC	32.9	14.3	.36	10	20	35	40	60	1,696	-4.0	.003	-.282
TSUS +	33.8	13.7	.50	10	25	35	45	60	862	-5.0	.000	-.362
NSSE 2018 & 2019	32.4	14.7	.07	5	20	30	40	60	48,756	-3.6	.008	-.243
Top 50%	35.4	13.7	.09	15	25	35	45	60	25,144	-6.6	.000	-.480
Top 10%	37.7	13.6	.19	15	30	40	50	60	5,503	-8.8	.000	-.648
Discussions with Diverse Others												
Lamar (N = 85)	35.6	17.4	1.89	5	20	35	50	60				
SACSCOC	40.3	16.0	.45	15	30	40	55	60	1,357	-4.7	.009	-.292
TSUS +	41.3	15.8	.63	15	30	40	60	60	708	-5.7	.002	-.354
NSSE 2018 & 2019	39.4	15.6	.08	15	30	40	55	60	41,003	-3.8	.026	-.243
Top 50%	41.3	14.9	.10	20	30	40	55	60	84	-5.7	.003	-.383
Top 10%	43.2	14.4	.20	20	35	40	60	60	86	-7.6	.000	-.528

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Lamar (N = 100)	20.2	13.0	1.30	5	10	15	30	45				
SACSCOC	20.7	14.6	.39	0	10	20	30	50	1,504	-.5	.731	-.036
TSUS +	21.9	14.8	.57	0	10	20	30	50	772	-1.7	.270	-.119
NSSE 2018 & 2019	21.7	14.7	.07	0	10	20	30	50	44,146	-1.5	.315	-.101
Top 50%	24.9	14.8	.12	5	15	20	35	55	15,677	-4.7	.001	-.320
Top 10%	28.0	15.5	.31	5	15	25	40	60	110	-7.8	.000	-.504
Effective Teaching Practices												
Lamar (N = 91)	35.8	12.6	1.32	16	28	36	44	60				
SACSCOC	37.7	13.6	.37	16	28	40	48	60	1,430	-1.9	.186	-.143
TSUS +	38.0	13.1	.52	20	28	40	48	60	738	-2.2	.134	-.168
NSSE 2018 & 2019	38.5	13.2	.06	16	28	40	48	60	42,768	-2.7	.050	-.205
Top 50%	40.6	13.2	.10	20	32	40	52	60	17,462	-4.9	.000	-.367
Top 10%	42.7	14.0	.21	20	32	44	56	60	95	-6.9	.000	-.495
Campus Environment												
Quality of Interactions												
Lamar (N = 71)	41.4	12.2	1.45	16	34	44	50	60				
SACSCOC	42.6	12.3	.36	20	36	44	52	60	1,263	-1.2	.431	-.096
TSUS +	43.7	11.8	.49	22	36	46	52	60	656	-2.3	.124	-.194
NSSE 2018 & 2019	42.7	12.1	.06	20	36	44	52	60	38,235	-1.3	.377	-.105
Top 50%	44.9	11.4	.09	24	38	46	54	60	16,048	-3.5	.011	-.304
Top 10%	47.1	11.8	.19	24	40	50	58	60	4,072	-5.7	.000	-.484
Supportive Environment												
Lamar (N = 79)	34.5	13.9	1.57	15	20	35	43	60				
SACSCOC	37.0	13.6	.39	15	28	38	48	60	1,300	-2.6	.107	-.188
TSUS +	37.7	13.1	.54	18	29	38	48	60	671	-3.3	.038	-.249
NSSE 2018 & 2019	36.1	13.5	.07	15	28	38	45	60	39,500	-1.6	.280	-.122
Top 50%	38.1	13.2	.10	18	30	40	48	60	19,139	-3.7	.014	-.278
Top 10%	40.1	13.2	.21	18	30	40	50	60	4,019	-5.6	.000	-.426

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Lamar (N = 154)	39.7	13.9	1.12	20	30	40	50	60				
SACSCOC	39.8	13.9	.29	20	30	40	50	60	2,480	-.1	.922	-.008
TSUS +	40.3	13.4	.39	20	30	40	50	60	1,363	-.6	.600	-.045
NSSE 2018 & 2019	40.0	13.6	.05	20	30	40	50	60	68,959	-.4	.748	-.026
Top 50%	41.8	13.5	.08	20	35	40	55	60	28,965	-2.1	.053	-.156
Top 10%	43.0	13.5	.15	20	35	40	55	60	8,006	-3.4	.002	-.249
Reflective & Integrative Learning												
Lamar (N = 166)	36.1	14.1	1.09	11	26	37	46	60				
SACSCOC	36.8	12.7	.26	17	29	37	46	60	184	-.7	.511	-.058
TSUS +	38.4	12.4	.35	20	29	37	49	60	200	-2.3	.047	-.182
NSSE 2018 & 2019	38.0	12.4	.05	17	29	37	46	60	166	-1.9	.084	-.153
Top 50%	39.9	12.2	.07	20	31	40	49	60	167	-3.8	.001	-.311
Top 10%	41.6	12.2	.17	20	34	40	51	60	173	-5.5	.000	-.447
Learning Strategies												
Lamar (N = 134)	39.3	14.4	1.25	20	27	40	53	60				
SACSCOC	39.2	14.4	.31	13	27	40	53	60	2,353	.1	.927	.008
TSUS +	39.7	14.1	.41	20	27	40	53	60	1,307	-.4	.749	-.029
NSSE 2018 & 2019	38.5	14.6	.06	13	27	40	47	60	66,276	.8	.518	.056
Top 50%	40.8	14.4	.08	20	33	40	53	60	30,125	-1.5	.221	-.106
Top 10%	42.6	14.3	.15	20	33	40	60	60	9,739	-3.3	.008	-.232
Quantitative Reasoning												
Lamar (N = 145)	30.1	14.5	1.20	7	20	27	40	60				
SACSCOC	28.6	16.2	.34	0	20	27	40	60	2,389	1.5	.286	.091
TSUS +	28.9	16.1	.47	0	20	27	40	60	1,328	1.2	.405	.073
NSSE 2018 & 2019	29.8	16.1	.06	0	20	27	40	60	67,097	.2	.866	.014
Top 50%	31.3	16.0	.08	7	20	33	40	60	37,058	-1.2	.359	-.076
Top 10%	32.7	15.8	.16	7	20	33	40	60	10,419	-2.7	.043	-.169
Learning with Peers												
Collaborative Learning												
Lamar (N = 176)	29.9	16.2	1.22	5	20	30	40	60				
SACSCOC	32.8	15.3	.30	5	20	35	45	60	2,755	-3.0	.013	-.194
TSUS +	33.6	14.7	.41	10	20	35	45	60	1,489	-3.8	.002	-.252
NSSE 2018 & 2019	31.8	15.7	.06	5	20	30	45	60	75,234	-2.0	.091	-.128
Top 50%	36.1	14.0	.08	15	25	35	45	60	177	-6.3	.000	-.447
Top 10%	38.6	13.5	.19	15	30	40	50	60	184	-8.8	.000	-.644
Discussions with Diverse Others												
Lamar (N = 138)	41.0	17.3	1.48	5	30	40	60	60				
SACSCOC	41.5	16.5	.35	10	30	40	60	60	2,366	-.5	.733	-.030
TSUS +	42.5	15.9	.46	15	35	40	60	60	1,311	-1.5	.299	-.093
NSSE 2018 & 2019	40.1	16.0	.06	15	30	40	55	60	66,527	.9	.520	.055
Top 50%	42.0	15.6	.08	15	30	40	60	60	36,753	-1.1	.421	-.069
Top 10%	43.5	15.4	.16	20	35	45	60	60	9,921	-2.6	.053	-.166

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Lamar (N = 157)	21.4	16.7	1.33	0	5	20	30	55				
SACSCOC	23.1	16.1	.33	0	10	20	35	55	2,541	-1.7	.207	-.104
TSUS +	24.2	16.2	.46	0	10	20	35	60	1,388	-2.8	.041	-.173
NSSE 2018 & 2019	24.1	16.1	.06	0	10	20	35	55	70,466	-2.7	.037	-.167
Top 50%	29.9	15.9	.13	5	20	30	40	60	15,085	-8.5	.000	-.532
Top 10%	33.9	15.8	.33	10	20	35	45	60	2,418	-12.5	.000	-.790
Effective Teaching Practices												
Lamar (N = 151)	37.5	15.3	1.24	8	28	40	48	60				
SACSCOC	39.3	14.1	.29	16	28	40	52	60	2,478	-1.8	.124	-.129
TSUS +	40.8	13.3	.38	20	32	40	52	60	180	-3.3	.011	-.247
NSSE 2018 & 2019	39.6	13.7	.05	16	32	40	52	60	68,964	-2.1	.062	-.152
Top 50%	41.8	13.6	.09	20	32	40	52	60	24,210	-4.3	.000	-.314
Top 10%	43.5	13.5	.17	20	36	44	56	60	6,716	-6.0	.000	-.445
Campus Environment												
Quality of Interactions												
Lamar (N = 125)	44.8	13.1	1.17	15	38	48	56	60				
SACSCOC	42.1	12.9	.28	18	34	44	52	60	2,192	2.7	.024	.208
TSUS +	43.9	12.0	.36	20	36	46	53	60	1,223	.9	.421	.076
NSSE 2018 & 2019	42.8	12.2	.05	20	36	44	52	60	61,651	2.1	.059	.169
Top 50%	45.2	11.8	.07	23	38	48	54	60	26,753	-.3	.756	-.028
Top 10%	47.4	11.9	.13	24	40	50	58	60	8,732	-2.6	.017	-.216
Supportive Environment												
Lamar (N = 134)	31.9	13.7	1.19	8	20	33	43	55				
SACSCOC	32.2	14.5	.31	8	23	33	43	60	2,298	-.4	.769	-.026
TSUS +	34.0	14.2	.42	10	23	35	43	60	1,285	-2.1	.100	-.150
NSSE 2018 & 2019	32.2	14.1	.06	10	23	33	40	58	64,938	-.3	.779	-.024
Top 50%	34.8	13.9	.09	13	25	35	45	60	26,093	-2.9	.016	-.209
Top 10%	37.0	14.0	.20	13	28	38	48	60	5,049	-5.1	.000	-.365

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

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

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

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

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

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

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