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**NSSE 2019**  
**Multi-Year Report**  
Lamar University

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### About Your Multi-Year Report

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

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: [nsse.indiana.edu/links/webinar](https://nsse.indiana.edu/links/webinar)

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

### Report sections

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

### Interpreting year-to-year results

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

### For further investigation

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

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

#### Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013	8%	+/- 6.0%	243	182	61	15%	+/- 4.6%	382	306	76
2014										
2015										
2016	15%	+/- 4.8%	352	242	110	14%	+/- 4.5%	413	326	87
2017	8%	+/- 6.8%	192	121	71	10%	+/- 5.5%	285	216	69
2018	10%	+/- 6.3%	222	134	88	11%	+/- 5.3%	305	221	84
2019	5%	+/- 8.3%	132	76	56	7%	+/- 7.0%	185	132	53
2020										

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	No	None	No	No	Yes
2014							
2015							
2016	Email	Census	No	None	No	No	Yes
2017	Email	Census	No	None	No	No	Yes
2018	Email	Census	No	Academic Advising, Inclusiv & Cult Div	No	No	Yes
2019	Email	Census	No	Academic Advising, Inclusiv & Cult Div	No	No	Yes
2020							

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

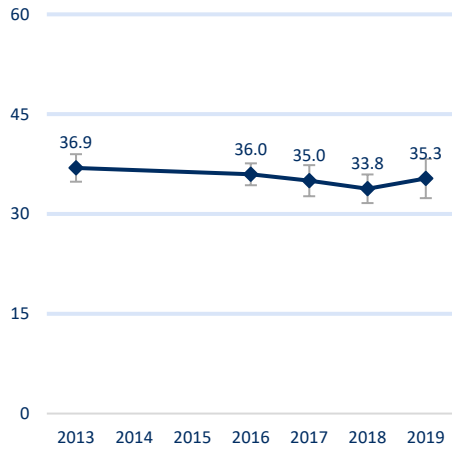
- a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95%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



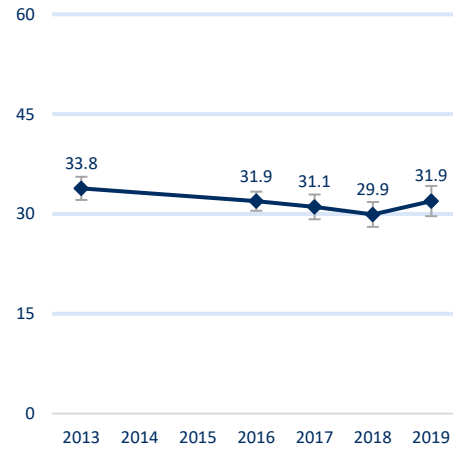
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

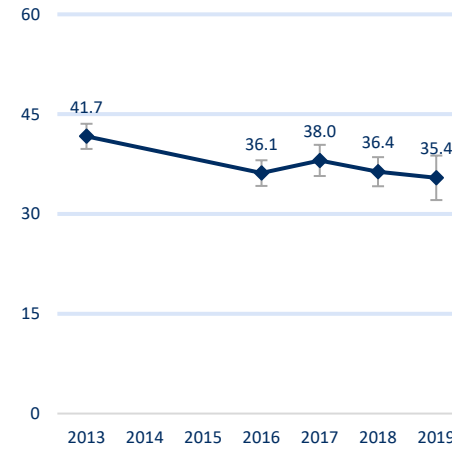
##### Higher-Order Learning



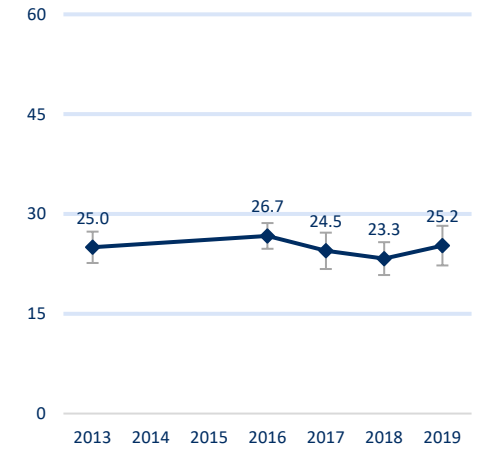
##### Reflective & Integrative Learning



##### Learning Strategies

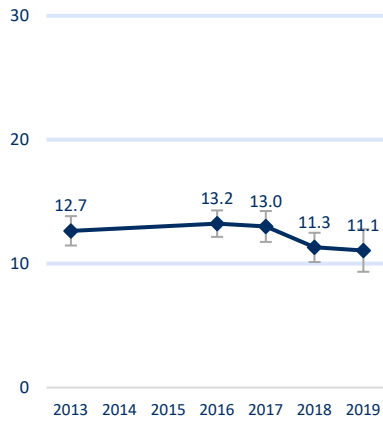


##### Quantitative Reasoning

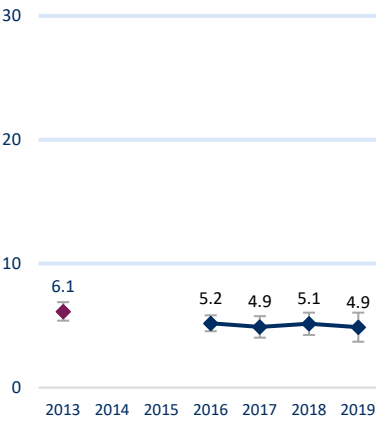


#### Academic Challenge (additional items): First-year students

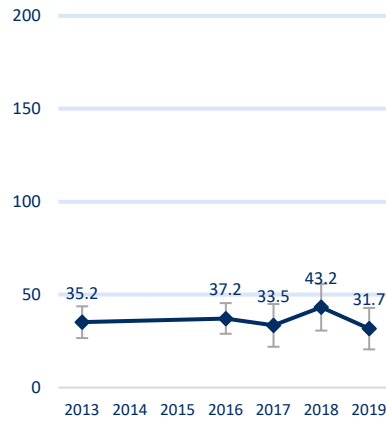
##### Preparing for Class (hrs/wk)



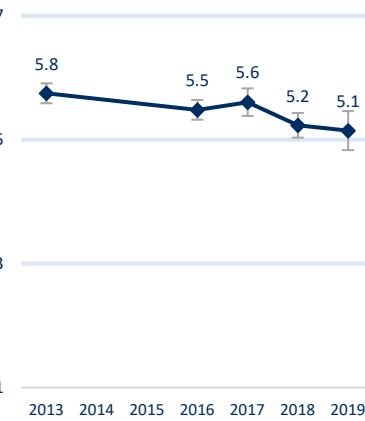
##### Course Reading (hrs/wk)<sup>a</sup>



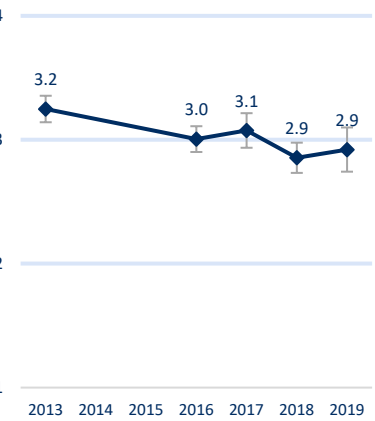
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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

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

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





# NSSE 2019 Multi-Year Report

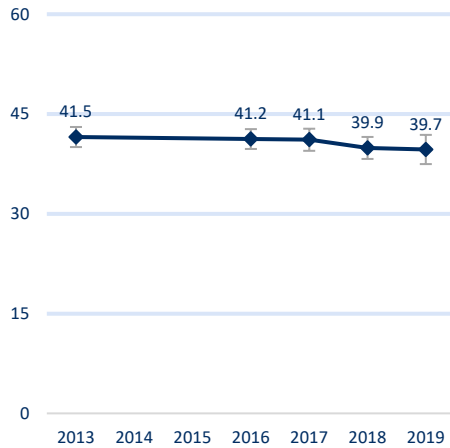
## Engagement Results by Theme

### Lamar University

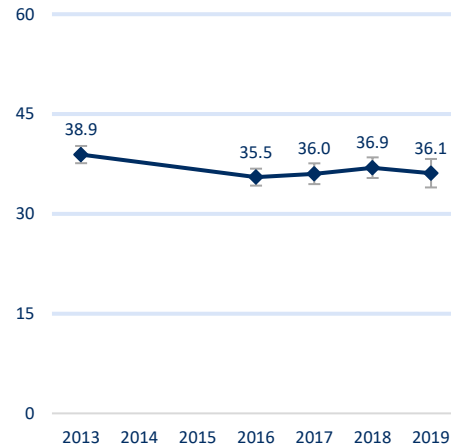
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

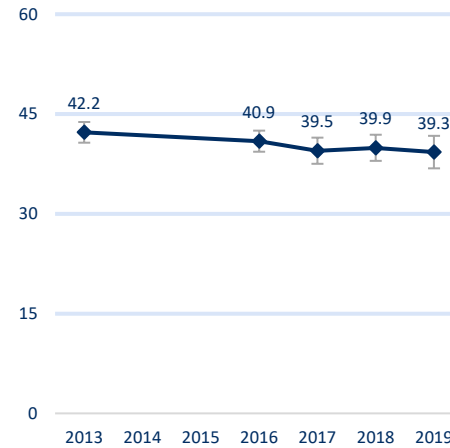
##### Higher-Order Learning



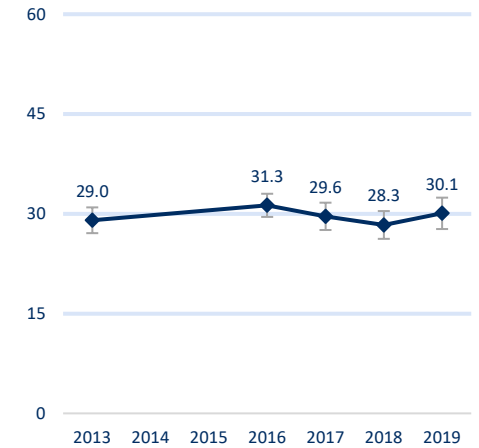
##### Reflective & Integrative Learning



##### Learning Strategies

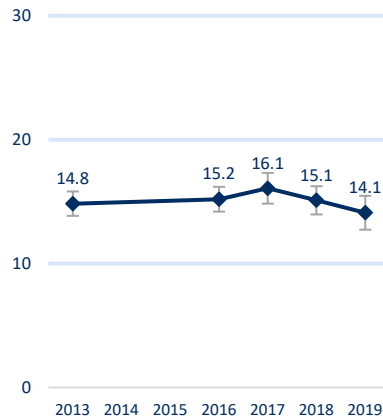


##### Quantitative Reasoning

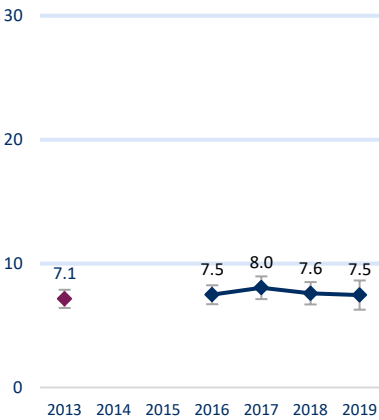


#### Academic Challenge (additional items): Seniors

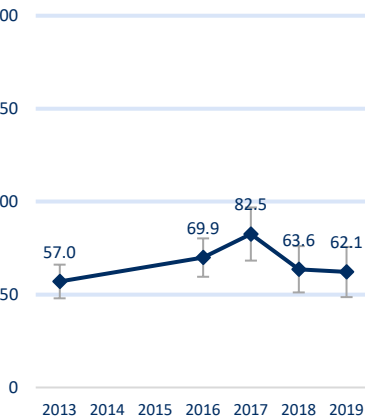
##### Preparing for Class (hrs/wk)



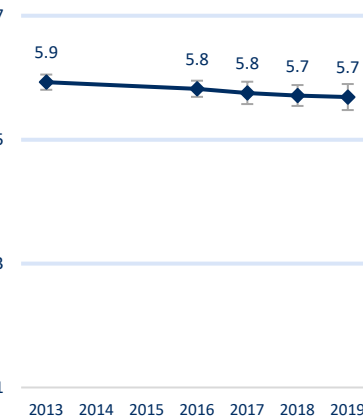
##### Course Reading (hrs/wk)<sup>a</sup>



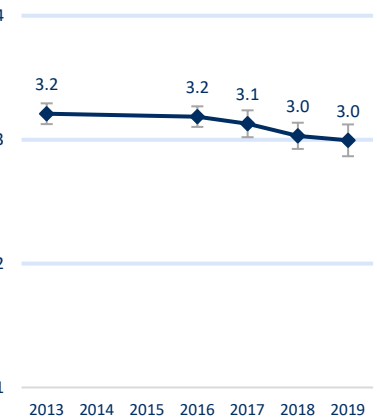
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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

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

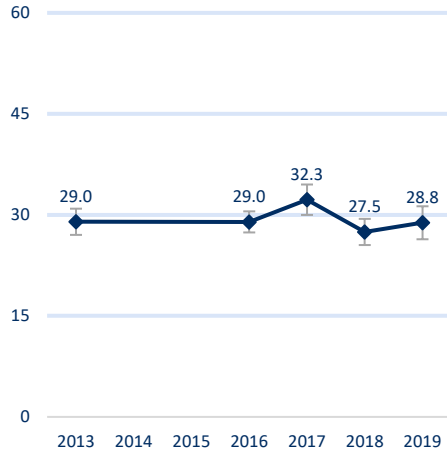
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").



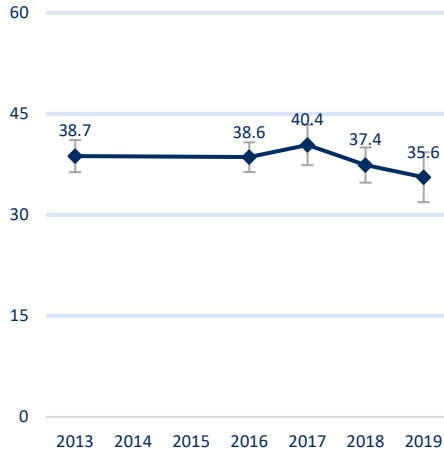
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: First-year students

##### Collaborative Learning

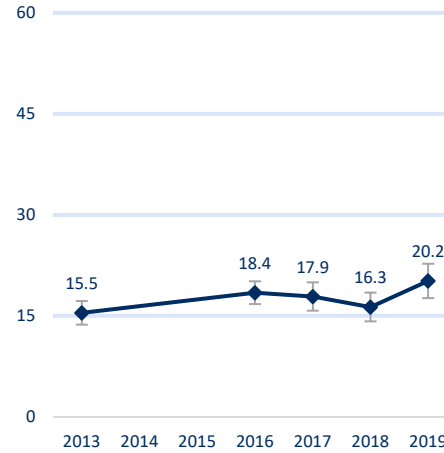


##### Discussions with Diverse Others

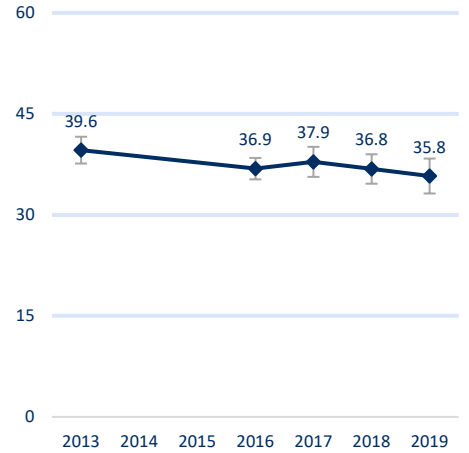


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

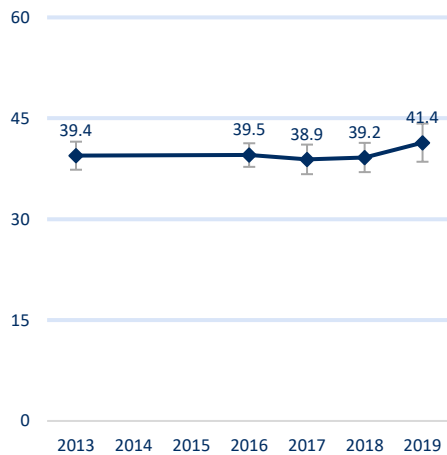


##### Effective Teaching Practices

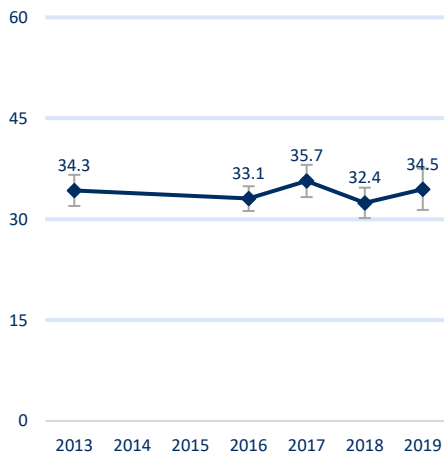


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment

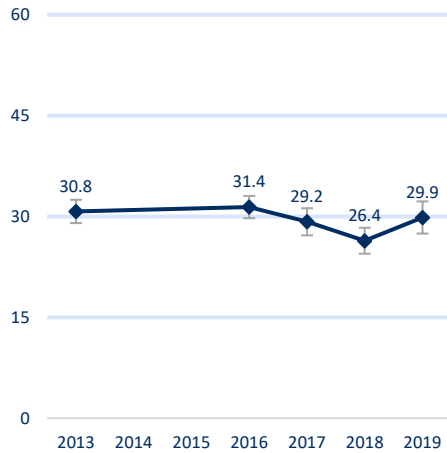




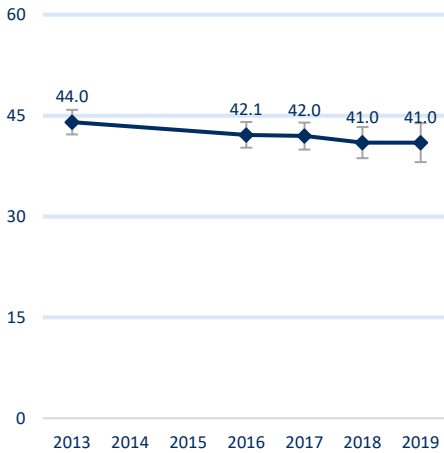
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#### Learning with Peers: Seniors

##### Collaborative Learning

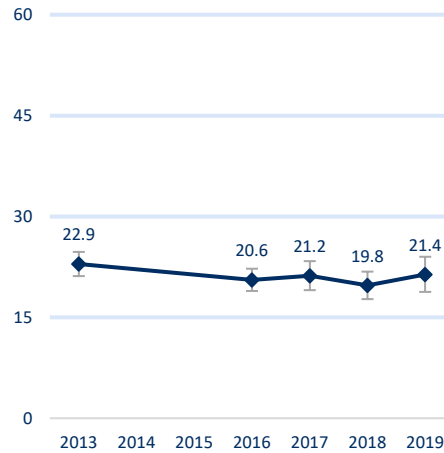


##### Discussions with Diverse Others

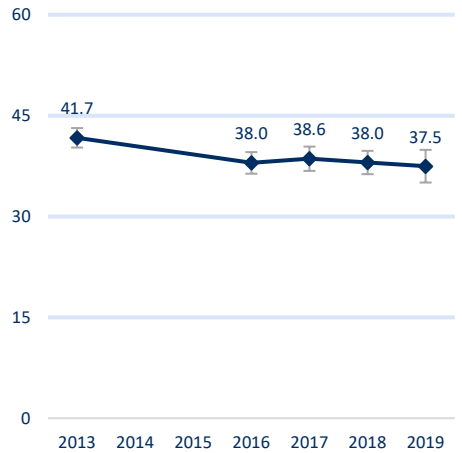


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

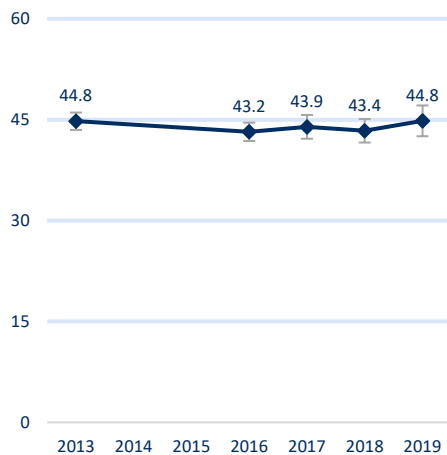


##### Effective Teaching Practices

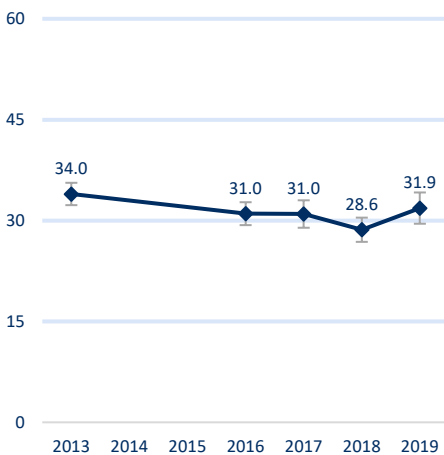


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment



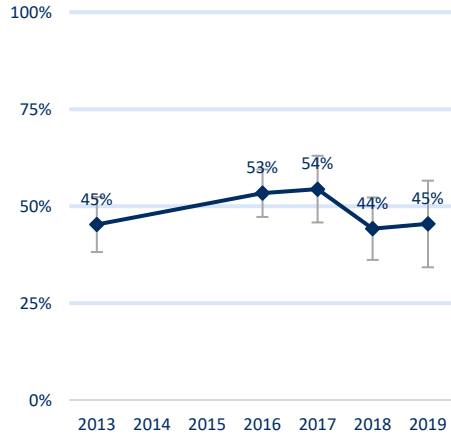


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

### High-Impact Practices: First-year students

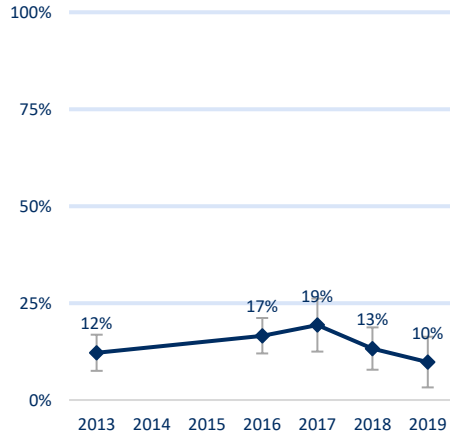
#### Service-Learning

(Some, most, or all courses)



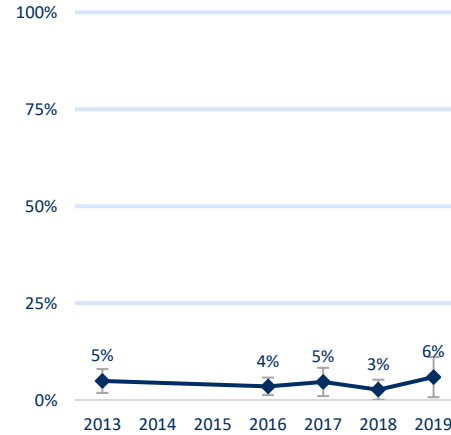
#### Learning Community

(Done or in progress)



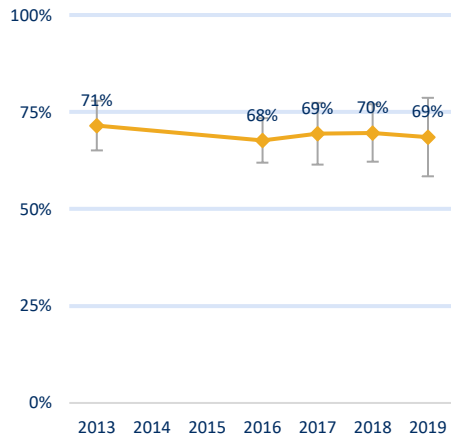
#### Research with Faculty

(Done or in progress)



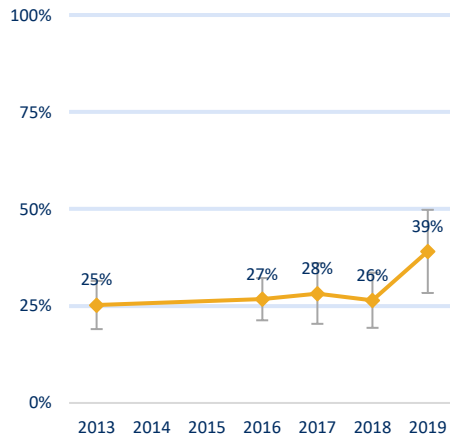
#### Internship/Field Experience

(Plan to do)



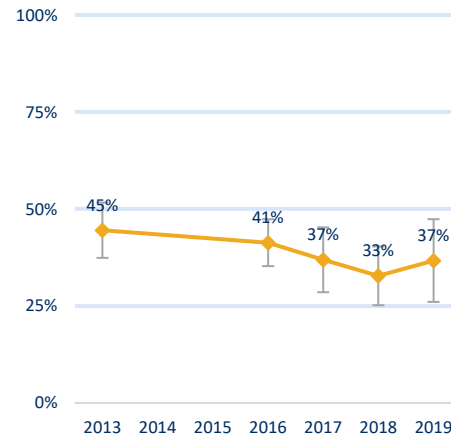
#### Study Abroad

(Plan to do)



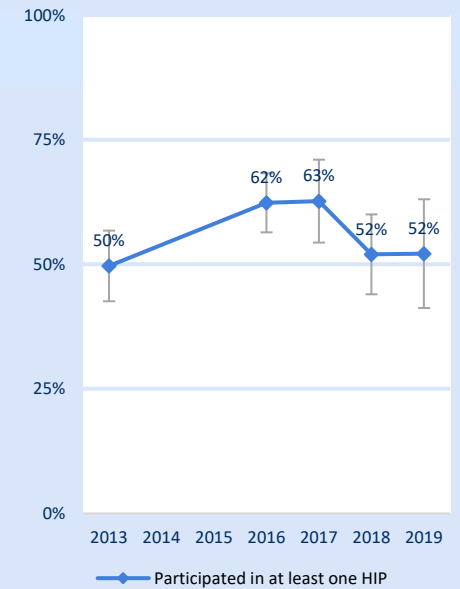
#### Culminating Senior Experience

(Plan to do)



### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



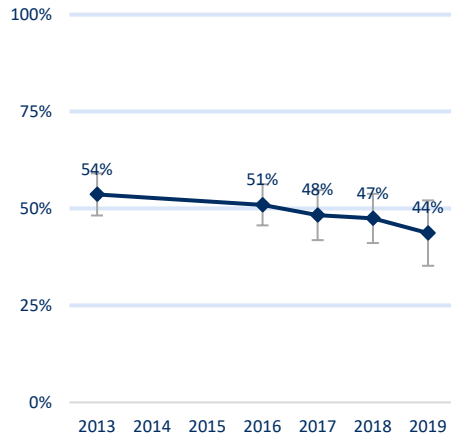


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

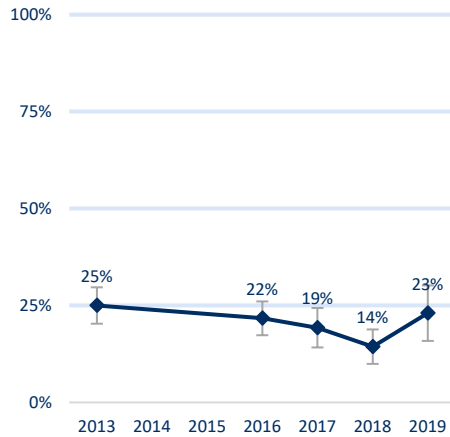
#### Service-Learning

(Some, most, or all courses)



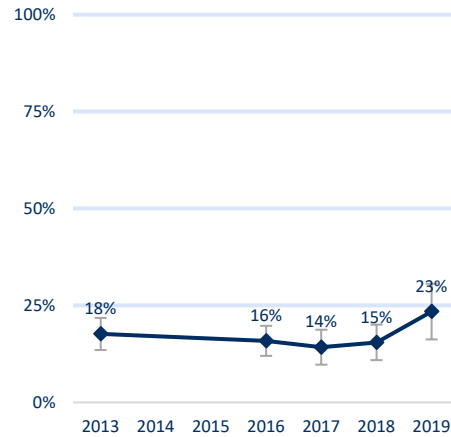
#### Learning Community

(Done or in progress)



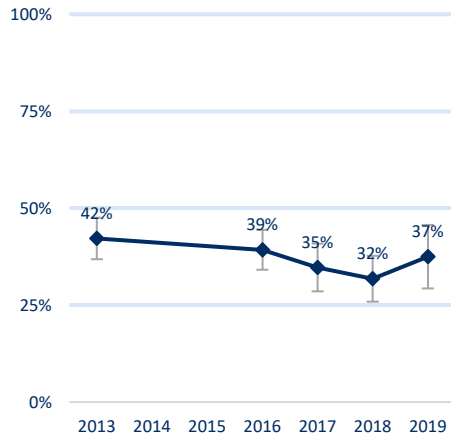
#### Research with Faculty

(Done or in progress)



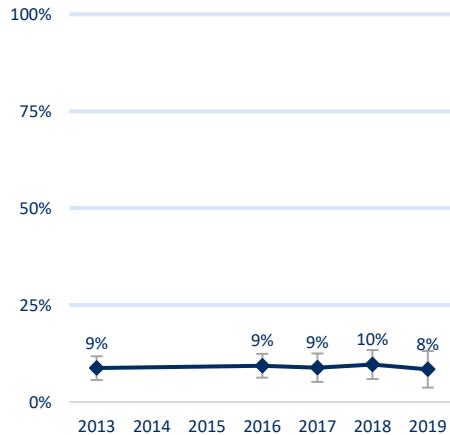
#### Internship/Field Experience

(Done or in progress)



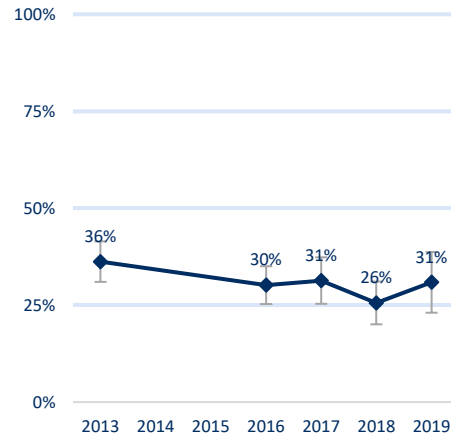
#### Study Abroad

(Done or in progress)



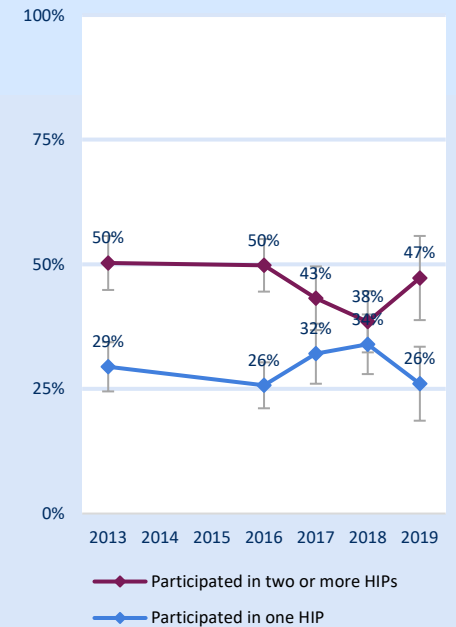
#### Culminating Senior Experience

(Done or in progress)



### Overall senior HIP participation

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



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
<b>Higher-Order Learning</b>	<i>Mean</i>	<b>36.9</b>			<b>36.0</b>	<b>35.0</b>	<b>33.8</b>	<b>35.3</b>		<b>41.5</b>			<b>41.2</b>	<b>41.1</b>	<b>39.9</b>	<b>39.7</b>	
	<i>n</i>	206			296	153	171	93		339			372	259	263	154	
	<i>SD</i>	15.1			14.4	14.8	14.4	14.5		14.2			14.7	13.6	13.7	13.9	
	<i>SE</i>	1.06			.84	1.19	1.10	1.50		.77			.76	.85	.84	1.12	
	<i>CI upper bound</i>	39.0			37.6	37.3	35.9	38.3		43.1			42.7	42.8	41.6	41.9	
	<i>CI lower bound</i>	34.8			34.3	32.7	31.6	32.4		40.0			39.7	39.5	38.2	37.5	
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>	<b>33.8</b>			<b>31.9</b>	<b>31.1</b>	<b>29.9</b>	<b>31.9</b>		<b>38.9</b>			<b>35.5</b>	<b>36.0</b>	<b>36.9</b>	<b>36.1</b>	
	<i>n</i>	213			308	163	190	110		353			388	268	276	166	
	<i>SD</i>	13.0			12.9	12.1	13.1	12.2		12.4			12.8	13.0	13.1	14.1	
	<i>SE</i>	.89			.73	.95	.95	1.16		.66			.65	.80	.79	1.09	
	<i>CI upper bound</i>	35.6			33.4	32.9	31.8	34.2		40.2			36.8	37.6	38.5	38.2	
	<i>CI lower bound</i>	32.1			30.5	29.2	28.1	29.7		37.6			34.2	34.5	35.4	34.0	
<b>Learning Strategies</b>	<i>Mean</i>	<b>41.7</b>			<b>36.1</b>	<b>38.0</b>	<b>36.4</b>	<b>35.4</b>		<b>42.2</b>			<b>40.9</b>	<b>39.5</b>	<b>39.9</b>	<b>39.3</b>	
	<i>n</i>	190			253	129	153	85		325			338	230	241	134	
	<i>SD</i>	13.3			15.7	13.6	13.8	15.7		14.3			14.9	15.2	15.6	14.4	
	<i>SE</i>	.96			.98	1.20	1.12	1.71		.79			.81	1.00	1.00	1.25	
	<i>CI upper bound</i>	43.6			38.1	40.4	38.5	38.8		43.8			42.5	41.4	41.9	41.7	
	<i>CI lower bound</i>	39.8			34.2	35.7	34.2	32.1		40.7			39.3	37.5	38.0	36.8	
<b>Quantitative Reasoning</b>	<i>Mean</i>	<b>25.0</b>			<b>26.7</b>	<b>24.5</b>	<b>23.3</b>	<b>25.2</b>		<b>29.0</b>			<b>31.3</b>	<b>29.6</b>	<b>28.3</b>	<b>30.1</b>	
	<i>n</i>	211			296	151	160	88		349			375	257	248	145	
	<i>SD</i>	17.5			17.0	17.2	15.9	14.3		18.5			17.2	16.8	16.8	14.5	
	<i>SE</i>	1.20			.99	1.39	1.26	1.52		.99			.89	1.05	1.07	1.20	
	<i>CI upper bound</i>	27.3			28.6	27.2	25.8	28.2		31.0			33.0	31.7	30.4	32.4	
	<i>CI lower bound</i>	22.6			24.8	21.7	20.8	22.3		27.1			29.5	27.6	26.2	27.7	
<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>	<b>12.7</b>			<b>13.2</b>	<b>13.0</b>	<b>11.3</b>	<b>11.1</b>		<b>14.8</b>			<b>15.2</b>	<b>16.1</b>	<b>15.1</b>	<b>14.1</b>	
	<i>n</i>	180			242	122	145	79		307			323	216	236	133	
	<i>SD</i>	8.1			8.5	7.0	7.2	7.8		8.8			9.2	9.3	8.9	8.0	
	<i>SE</i>	.60			.55	.64	.60	.88		.50			.51	.63	.58	.70	
	<i>CI upper bound</i>	13.8			14.3	14.2	12.5	12.8		15.8			16.2	17.3	16.2	15.5	
	<i>CI lower bound</i>	11.5			12.2	11.8	10.1	9.3		13.8			14.2	14.8	14.0	12.7	
<b>Course Reading</b> Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	<i>Mean</i>	<b>6.1</b>			<b>5.2</b>	<b>4.9</b>	<b>5.1</b>	<b>4.9</b>		<b>7.1</b>			<b>7.5</b>	<b>8.0</b>	<b>7.6</b>	<b>7.5</b>	
	<i>n</i>	176			237	121	143	77		309			316	214	236	132	
	<i>SD</i>	5.1			5.1	4.9	5.5	5.3		6.6			6.9	6.8	7.1	6.9	
	<i>SE</i>	.38			.33	.44	.46	.60		.37			.39	.47	.46	.60	
	<i>CI upper bound</i>	6.9			5.8	5.8	6.0	6.0		7.9			8.2	9.0	8.5	8.6	
	<i>CI lower bound</i>	5.4			4.5	4.0	4.2	3.7		6.4			6.7	7.1	6.7	6.3	

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Lamar University

#### First-year students

#### Seniors

	2013	2014	2015	2016	2017	2018	2019	2020		2013	2014	2015	2016	2017	2018	2019	2020
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Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Lamar University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
<b>Assigned Writing</b>	<i>Mean</i>	<b>35.2</b>			<b>37.2</b>	<b>33.5</b>	<b>43.2</b>	<b>31.7</b>		<b>57.0</b>			<b>69.9</b>	<b>82.5</b>	<b>63.6</b>	<b>62.1</b>	
Estimated number of pages calculated from three survey questions.	<i>n</i>	176			251	131	156	83		294			323	230	242	141	
	<i>SD</i>	57.8			66.8	67.0	80.0	51.8		79.3			94.7	110.6	99.0	81.9	
	<i>SE</i>	4.36			4.21	5.87	6.42	5.69		4.62			5.27	7.29	6.36	6.89	
	<i>CI upper bound</i>	43.7			45.5	44.9	55.8	42.9		66.1			80.2	96.8	76.1	75.6	
	<i>CI lower bound</i>	26.6			28.9	22.0	30.7	20.6		48.0			59.6	68.3	51.1	48.6	
<b>Course Challenge</b>	<i>Mean</i>	<b>5.8</b>			<b>5.5</b>	<b>5.6</b>	<b>5.2</b>	<b>5.1</b>		<b>5.9</b>			<b>5.8</b>	<b>5.8</b>	<b>5.7</b>	<b>5.7</b>	
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>	191			257	129	152	84		328			347	233	241	134	
	<i>SD</i>	1.1			1.3	1.3	1.2	1.5		1.1			1.2	1.4	1.3	1.2	
	<i>SE</i>	.08			.08	.11	.10	.16		.06			.07	.09	.09	.11	
	<i>CI upper bound</i>	5.9			5.6	5.8	5.4	5.5		6.1			6.0	5.9	5.9	5.9	
	<i>CI lower bound</i>	5.6			5.3	5.4	5.0	4.8		5.8			5.7	5.6	5.5	5.5	
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.2</b>			<b>3.0</b>	<b>3.1</b>	<b>2.9</b>	<b>2.9</b>		<b>3.2</b>			<b>3.2</b>	<b>3.1</b>	<b>3.0</b>	<b>3.0</b>	
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>	180			245	124	145	79		308			332	222	238	135	
	<i>SD</i>	0.7			0.8	0.8	0.8	0.8		0.8			0.8	0.8	0.8	0.8	
	<i>SE</i>	.05			.05	.07	.06	.09		.04			.04	.06	.05	.07	
	<i>CI upper bound</i>	3.4			3.1	3.2	3.0	3.1		3.3			3.3	3.2	3.1	3.1	
	<i>CI lower bound</i>	3.1			2.9	2.9	2.7	2.7		3.1			3.1	3.0	2.9	2.9	
<i>Learning with Peers</i>																	
<b>Collaborative Learning</b>	<i>Mean</i>	<b>29.0</b>			<b>29.0</b>	<b>32.3</b>	<b>27.5</b>	<b>28.8</b>		<b>30.8</b>			<b>31.4</b>	<b>29.2</b>	<b>26.4</b>	<b>29.9</b>	
	<i>n</i>	221			336	175	205	122		359			395	278	292	176	
	<i>SD</i>	14.8			14.6	15.3	14.2	13.8		16.8			16.8	17.1	16.8	16.2	
	<i>SE</i>	.99			.80	1.15	.99	1.25		.88			.85	1.03	.98	1.22	
	<i>CI upper bound</i>	30.9			30.5	34.5	29.4	31.3		32.5			33.1	31.2	28.3	32.2	
	<i>CI lower bound</i>	27.0			27.4	30.0	25.5	26.4		29.0			29.7	27.2	24.5	27.5	
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>38.7</b>			<b>38.6</b>	<b>40.4</b>	<b>37.4</b>	<b>35.6</b>		<b>44.0</b>			<b>42.1</b>	<b>42.0</b>	<b>41.0</b>	<b>41.0</b>	
	<i>n</i>	193			259	129	155	85		327			344	234	242	138	
	<i>SD</i>	17.0			18.1	17.4	16.6	17.4		16.9			18.1	15.7	18.4	17.3	
	<i>SE</i>	1.22			1.12	1.53	1.33	1.89		.93			.98	1.03	1.18	1.48	
	<i>CI upper bound</i>	41.1			40.8	43.4	40.0	39.3		45.9			44.1	44.0	43.3	43.9	
	<i>CI lower bound</i>	36.3			36.4	37.4	34.8	31.9		42.2			40.2	39.9	38.7	38.1	

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Lamar University

#### First-year students

#### Seniors

	2013	2014	2015	2016	2017	2018	2019	2020		2013	2014	2015	2016	2017	2018	2019	2020
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Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Lamar University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
<b>Student-Faculty Interaction</b>	<i>Mean</i>	15.5			18.4	17.9	16.3	20.2		22.9			20.6	21.2	19.8	21.4	
	<i>n</i>	212			299	157	178	100		349			376	264	267	157	
	<i>SD</i>	13.0			14.9	13.4	14.5	13.0		17.2			16.4	17.9	17.0	16.7	
	<i>SE</i>	.90			.86	1.07	1.09	1.30		.92			.84	1.10	1.04	1.33	
	<i>CI upper bound</i>	17.2			20.1	20.0	18.5	22.7		24.7			22.2	23.4	21.8	24.0	
	<i>CI lower bound</i>	13.7			16.8	15.8	14.2	17.6		21.1			18.9	19.0	17.7	18.8	
<b>Effective Teaching Practices</b>	<i>Mean</i>	39.6			36.9	37.9	36.8	35.8		41.7			38.0	38.6	38.0	37.5	
	<i>n</i>	214			298	155	167	91		349			378	260	258	151	
	<i>SD</i>	14.9			14.0	14.2	14.4	12.6		13.8			15.9	14.9	14.2	15.3	
	<i>SE</i>	1.01			.81	1.14	1.12	1.32		.74			.82	.92	.89	1.24	
	<i>CI upper bound</i>	41.6			38.5	40.1	39.0	38.4		43.1			39.6	40.4	39.8	39.9	
	<i>CI lower bound</i>	37.6			35.3	35.6	34.6	33.2		40.2			36.4	36.8	36.3	35.0	
<i>Campus Environment</i>																	
<b>Quality of Interactions</b>	<i>Mean</i>	39.4			39.5	38.9	39.2	41.4		44.8			43.2	43.9	43.4	44.8	
	<i>n</i>	173			240	125	141	71		311			310	203	207	125	
	<i>SD</i>	14.0			13.9	12.5	13.2	12.2		11.6			12.3	12.9	12.9	13.1	
	<i>SE</i>	1.06			.90	1.12	1.11	1.45		.66			.70	.90	.89	1.17	
	<i>CI upper bound</i>	41.5			41.3	41.1	41.3	44.2		46.1			44.6	45.7	45.1	47.1	
	<i>CI lower bound</i>	37.4			37.8	36.7	37.0	38.5		43.5			41.8	42.2	41.6	42.5	
<b>Supportive Environment</b>	<i>Mean</i>	34.3			33.1	35.7	32.4	34.5		34.0			31.0	31.0	28.6	31.9	
	<i>n</i>	175			242	121	145	79		304			327	217	237	134	
	<i>SD</i>	15.7			14.6	13.5	13.9	13.9		14.8			15.7	15.4	14.1	13.7	
	<i>SE</i>	1.18			.94	1.22	1.15	1.57		.85			.87	1.04	.92	1.19	
	<i>CI upper bound</i>	36.6			34.9	38.1	34.7	37.5		35.6			32.7	33.0	30.4	34.2	
	<i>CI lower bound</i>	32.0			31.2	33.3	30.2	31.4		32.3			29.3	28.9	26.8	29.5	

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

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Lamar University

**First-year students**

**Seniors**

2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
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# NSSE 2019 Multi-Year Report

## Detailed Statistics: High-Impact Practices

### Lamar University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<b>Service-Learning<sup>a</sup></b>	%	<b>45</b>			<b>53</b>	<b>54</b>	<b>44</b>	<b>45</b>		<b>54</b>			<b>51</b>	<b>48</b>	<b>47</b>	<b>44</b>	
	<i>n</i>	190			256	130	147	77		325			342	232	239	134	
	<i>SE</i>	3.6			3.1	4.4	4.1	5.7		2.8			2.7	3.3	3.2	4.3	
	<i>CI upper bound (%)</i>	52			59	63	52	57		59			56	55	54	52	
	<i>CI lower bound (%)</i>	38			47	46	36	34		48			46	42	41	35	
<b>Learning Community<sup>a</sup></b>	%	<b>12</b>			<b>17</b>	<b>19</b>	<b>13</b>	<b>10</b>		<b>25</b>			<b>22</b>	<b>19</b>	<b>14</b>	<b>23</b>	
	<i>n</i>	190			255	129	149	81		328			345	232	241	134	
	<i>SE</i>	2.4			2.3	3.5	2.8	3.3		2.4			2.2	2.6	2.3	3.7	
	<i>CI upper bound (%)</i>	17			21	26	19	16		30			26	24	19	30	
	<i>CI lower bound (%)</i>	8			12	12	8	3		20			17	14	10	16	
<b>Research with Faculty<sup>a</sup></b>	%	<b>5</b>			<b>4</b>	<b>5</b>	<b>3</b>	<b>6</b>		<b>18</b>			<b>16</b>	<b>14</b>	<b>15</b>	<b>23</b>	
	<i>n</i>	189			255	129	149	81		326			343	232	242	135	
	<i>SE</i>	1.6			1.2	1.9	1.3	2.6		2.1			2.0	2.3	2.3	3.7	
	<i>CI upper bound (%)</i>	8			6	8	5	11		22			20	19	20	31	
	<i>CI lower bound (%)</i>	2			1	1	0	1		14			12	10	11	16	
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>71</b>			<b>68</b>	<b>69</b>	<b>70</b>	<b>69</b>		<b>42</b>			<b>39</b>	<b>35</b>	<b>32</b>	<b>37</b>	
	<i>n</i>	192			257	130	149	82		328			346	231	239	135	
	<i>SE</i>	3.3			2.9	4.1	3.8	5.2		2.7			2.6	3.1	3.0	4.2	
	<i>CI upper bound (%)</i>	78			73	77	77	79		48			44	41	38	46	
	<i>CI lower bound (%)</i>	65			62	61	62	58		37			34	29	26	29	
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%	<b>25</b>			<b>27</b>	<b>28</b>	<b>26</b>	<b>39</b>		<b>9</b>			<b>9</b>	<b>9</b>	<b>10</b>	<b>8</b>	
	<i>n</i>	189			255	128	149	81		327			346	232	241	135	
	<i>SE</i>	3.2			2.8	4.0	3.6	5.5		1.6			1.6	1.9	1.9	2.4	
	<i>CI upper bound (%)</i>	31			32	36	34	50		12			12	13	13	13	
	<i>CI lower bound (%)</i>	19			21	20	19	28		6			6	5	6	4	
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>45</b>			<b>41</b>	<b>37</b>	<b>33</b>	<b>37</b>		<b>36</b>			<b>30</b>	<b>31</b>	<b>26</b>	<b>31</b>	
	<i>n</i>	188			256	129	148	79		327			342	231	242	135	
	<i>SE</i>	3.6			3.1	4.3	3.9	5.4		2.7			2.5	3.1	2.8	4.0	
	<i>CI upper bound (%)</i>	52			47	45	40	47		41			35	37	31	39	
	<i>CI lower bound (%)</i>	37			35	29	25	26		31			25	25	20	23	
<b>Overall HIP Participation<sup>c</sup></b>																	
<b>Participated in one HIP</b>	%	<b>38</b>			<b>52</b>	<b>48</b>	<b>45</b>	<b>45</b>		<b>29</b>			<b>26</b>	<b>32</b>	<b>34</b>	<b>26</b>	
	<i>n</i>	191			257	130	149	81		329			346	232	242	135	
	<i>SE</i>	3.5			3.1	4.4	4.1	5.6		2.5			2.4	3.1	3.1	3.8	
	<i>CI upper bound (%)</i>	45			58	57	53	56		34			30	38	40	33	
	<i>CI lower bound (%)</i>	31			46	40	37	34		24			21	26	28	19	
<b>Participated in two or more HIPs</b>	%	<b>11</b>			<b>11</b>	<b>14</b>	<b>7</b>	<b>7</b>		<b>50</b>			<b>50</b>	<b>43</b>	<b>38</b>	<b>47</b>	
	<i>n</i>	191			257	130	149	81		329			346	232	242	135	
	<i>SE</i>	2.3			1.9	3.1	2.2	2.9		2.8			2.7	3.3	3.1	4.3	
	<i>CI upper bound (%)</i>	16			14	21	12	13		56			55	50	45	56	
	<i>CI lower bound (%)</i>	7			7	8	3	1		45			45	37	32	39	

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

- a. Results are the percentage who had done the activity.
- b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.
- c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.