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**NSSE 2016**  
**Engagement Indicators**  
Lamar University

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## About Your *Engagement Indicators* Report

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

## Engagement Indicators: Overview

**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.

# NSSE 2016 Engagement Indicators

Academic Challenge

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## Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and college 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*

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Lamar

*Your first-year students compared with*

Southwest Public

Carnegie Class

NSSE 2015 & 2016

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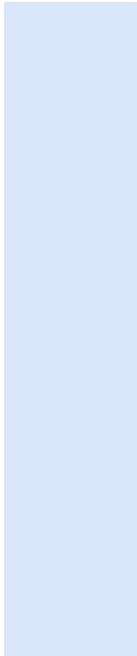
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### Score Distributions



1  
2  
3  
4

1  
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4

1  
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4

1  
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4

1  
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1  
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# NSSE 2016 Engagement Indicators

## Academic Challenge

### Lamar University

#### Academic Challenge: Seniors

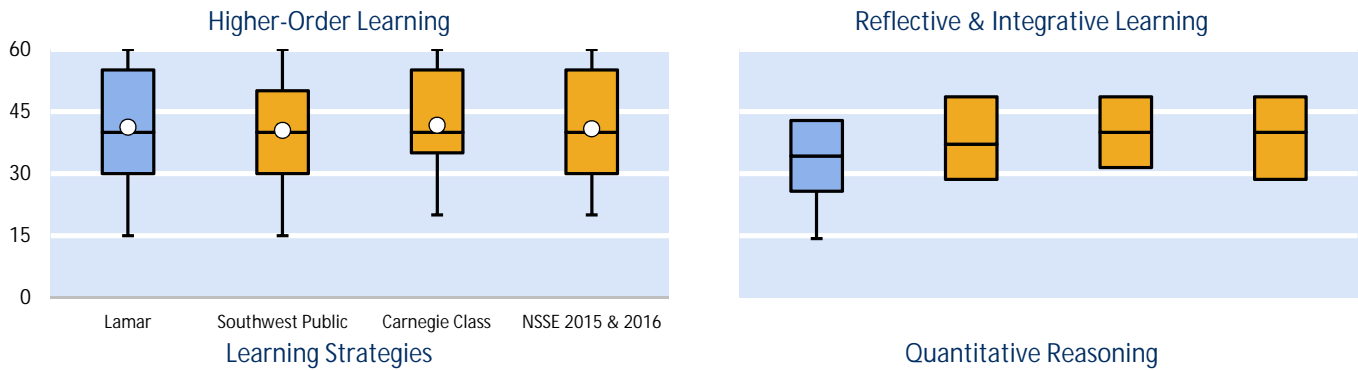
Challenging intellectual and creative work is central to student learning and college quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

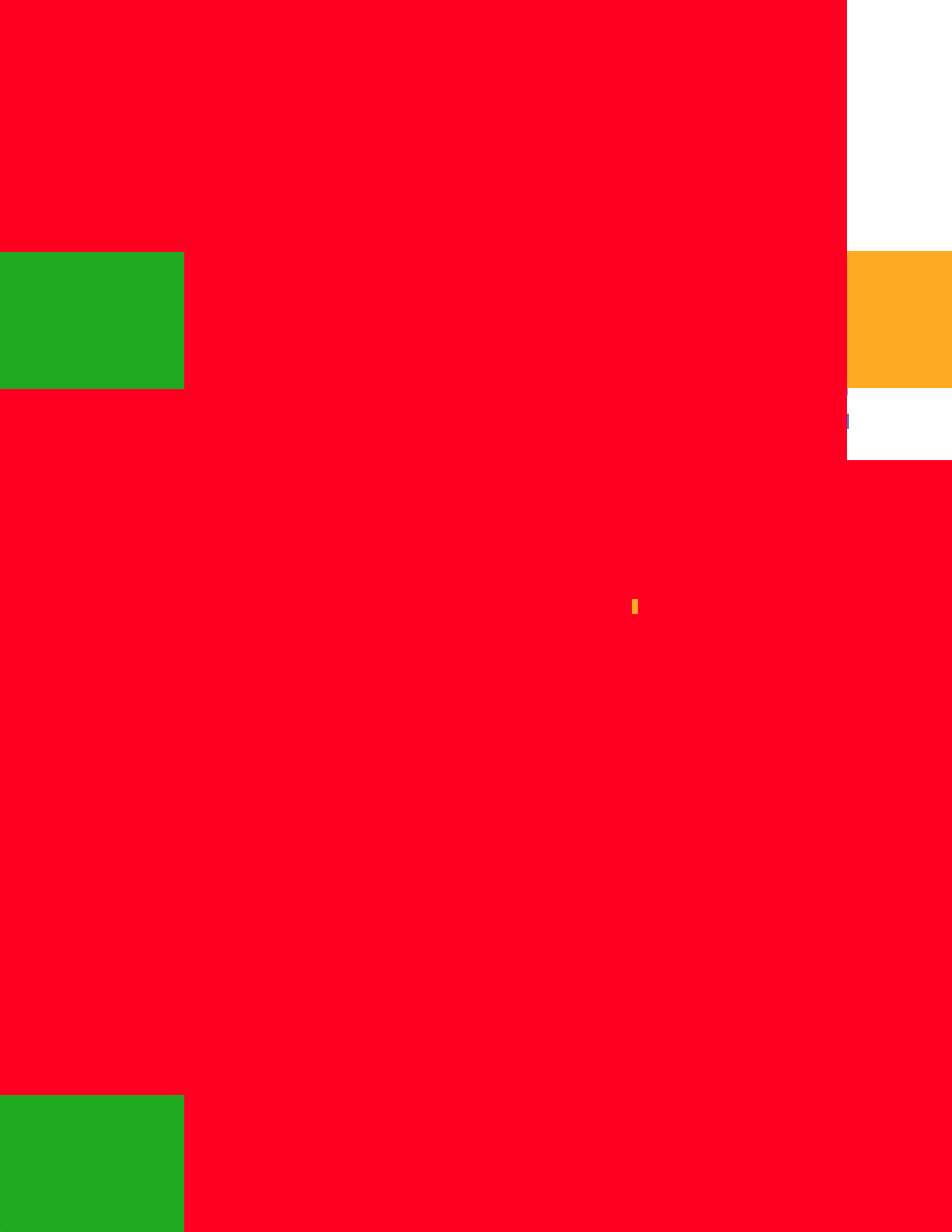
Engagement Indicator	Lamar Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	40.4	.06	41.7	-.03	40.9	.03
Reflective & Integrative Learning	35.5	37.6 **	-.16	39.4 ***	-.30	38.7 ***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

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size = Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and 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.



# NSSE 2016 Engagement Indicators

Learning with Peers

Lamar University

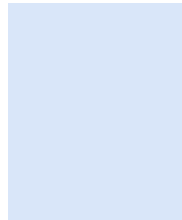
## Learning with Peers: First-year students

### Mean Comparisons

Engagement Indicator

Collaborative Learning

Discussions with Diverse Others



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Mean

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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 before rounding;  $\dagger p < .05$ ,  $*p < .01$ ,  $**p < .001$  (2-tailed).

### Score Distributions

p

### Performance on Indicator Items

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

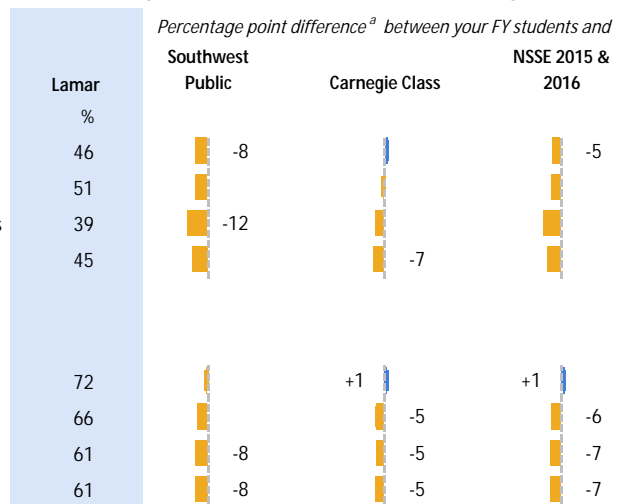
#### Collaborative Learning

Item	Lamar %
1e. Asked another student to help you understand course material	46
1f. Explained course material to one or more students	51
1g. Prepared for exams by discussing or working through course material with other students	39
1h. Worked with other students on course projects or assignments	45

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

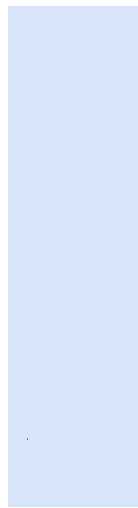
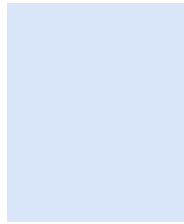
Item	Lamar %
8a. People from a race or ethnicity other than your own	72
8b. People from an economic background other than your own	66
8c. People with religious beliefs other than your own	61
8d. People with political views other than your own	61

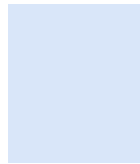
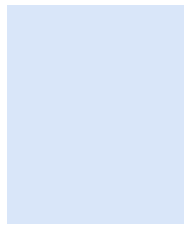


Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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.







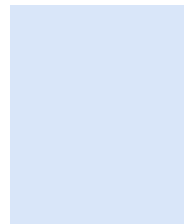
# Experiences with Faculty: Seniors

## Mean Comparisons

*Engagement Indicator*

Student-Faculty Interaction

Effective Teaching Practices



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## Score Distributions

## Performance on Indicator Items

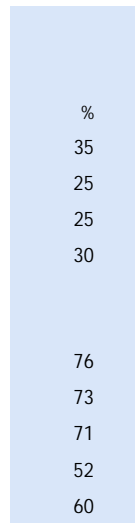
### Student-Faculty Interaction

*Percentage of students who responded that they "Very often" or "Often"...*

- 3a. Talked about career plans with a faculty member 35
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) 25
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class 25
- 3d. Discussed your academic performance with a faculty member 30

### Effective Teaching Practices

- 5a. Clearly explained course goals and requirements 76
- 5b. Taught course sessions in an organized way 73
- 5c. Used examples or illustrations to explain difficult points 71
- 5d. Provided feedback on a draft or work in progress 52
- 5e. Provided prompt and detailed feedback on tests or completed assignments 60



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



## Campus Environment: Seniors

### Mean Comparisons

*Engagement Indicator*

Quality of Interactions

Supportive Environment

42.4

.07

43.2

\*\*

32.0

\*

### Score Distributions

### Performance on Indicator Items

#### Quality of Interactions

*Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...*

13a. Students

%

59

13b. Academic advisors

63

13c. Faculty

56

13d. Student services staff (career services, student activities, housing, etc.)

41

13e. Other administrative staff and offices (registrar, financial aid, etc.)

44

#### Supportive Environment

*Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...*

14b. Providing support to help students succeed academically

68

14c. Using learning support services (tutoring services, writing center, etc.)

65

14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)

54

14e. Providing opportunities to be involved socially

61

14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)

53

14g. Helping you manage your non-academic responsibilities (work, family, etc.)

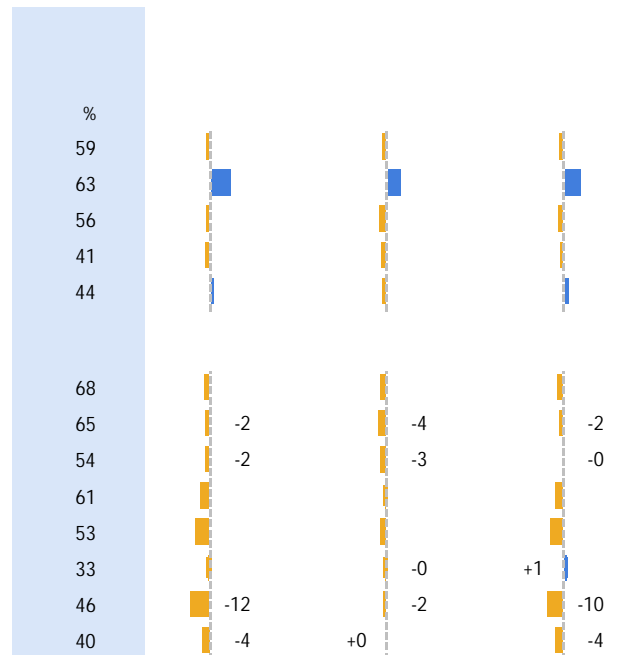
33

14h. Attending campus activities and events (performing arts, athletic events, etc.)

46

14i. Attending events that address important social, economic, or political issues

40



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

### First-Year Students

Higher-Order Learning	***	***
Reflective and Integrative Learning	***	***
Learning Strategies	***	***
Quantitative Reasoning	**	***
Collaborative Learning	***	***
Discussions with Diverse Others	***	***
Student-Faculty Interaction	***	***
Effective Teaching Practices	***	***
Quality of Interactions	***	***
Supportive Environment	***	***

### Seniors

Higher-Order Learning	**	***
Reflective and Integrative Learning	***	***
Learning Strategies		***
Quantitative Reasoning		

## Detailed Statistics: First-Year Students

	<i>Mean</i>	<i>SD<sup>b</sup></i>	<i>SEM<sup>c</sup></i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom<sup>e</sup></i>	<i>Mean diff.</i>	<i>Sig.<sup>f</sup></i>	<i>Effect size<sup>g</sup></i>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Lamar (N = 296)	36.0	14.4	.84	15	25	35	45	60				
Southwest Public	38.3	13.9	.13	15	30	40	50	60	11,656	-2.4	.004	-.169
Carnegie Class	39.2	14.2	.10	15	30	40	50	60	18,626	-3.2	.000	-.227
NSSE 2015 & 2016	38.8	13.7	.04	20	30	40	50	60	127,904	-2.8	.000	-.205
Top 50%	40.5	13.6	.06	20	30	40	50	60	60,178	-4.6	.000	-.335
Top 10%	42.7	13.7	.12	20	35	40	55	60	13,043	-6.7	.000	-.490
<b>Reflective &amp; Integrative Learning</b>												
Lamar (N = 308)	31.9	12.9	.73	11	23	31	40	57				
Southwest Public	34.9	12.6	.12	17	26	34	43	60	12,206	-3.0	.000	-.239
Carnegie Class	36.3	12.8	.09	17	29	37	46	60	19,515	-4.3	.000	-.340
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	133,777	-3.7	.000	-.296
Top 50%	37.4	12.5	.05	17	29	37	46	60	63,260	-5.5	.000	-.438
Top 10%	39.5	12.8	.12	20	31	40	49	60	12,284	-7.6	.000	-.596
<b>Learning Strategies</b>												
Lamar (N = 253)	36.1	15.7	.98	13	27	33	47	60				
Southwest Public	38.1	14.3	.14	13	27	40	47	60	262	-1.9	.055	-.134
Carnegie Class	40.3	14.5	.11	20	27	40	53	60	259	-4.1	.000	-.284
NSSE 2015 & 2016	39.2	14.1	.04	20	27	40	53	60	253	-3.0	.002	-.215



# NSSE 2016 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Lamar University

#### Detailed Statistics: First-Year Students

		Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
		<i>Mean</i>	<i>SD<sup>b</sup></i>	<i>SEM<sup>c</sup></i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom<sup>e</sup></i>	<i>Mean diff.</i>	<i>Sig.<sup>f</sup></i>	<i>Effect size<sup>g</sup></i>
Experiences with Faculty													
Student-Faculty Interaction													
SD	Lamar (N = 299)	18.4	14.9	.86	0	5	15	25	50				
	Southwest Public	20.9	15.2	.14	0	10	20	30	50	11,902	-2.4	.007	-.158
	Carnegie Class	19.4	15.0	.11	0	10	15	30	50	19,034	-1.0	.253	-.067
	NSSE 2015 & 2016	20.5	14.7	.04	0	10	20	30	50	130,612	-2.0	.016	-.130



