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# NSSE 2018

## Engagement Indicators

Lamar University

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# NSSE 2018 Engagement Indicators

## About This Report

### About Your Engagement Indicator Report

Engagement Indicators (EIs) provide a useful summary of

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

### Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Mean Comparisons

Score Distributions

Performance on Indicator Items

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 participating institutions.

### Interpreting Comparisons

### How Engagement Indicators are Computed

# NSSE 2018 Engagement Indicators

## Overview

### Lamar University

#### Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student e  
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- X** 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.
- Z** Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

#### First-Year Students

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

#### Seniors

Theme	Engagement Indicator		
Academic Challenge	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		
	Supportive Environment		

# Academic Challenge: First-year students

## Mean Comparisons



Engagement Indicator			
Higher-Order Learning	**	***	***
Reflective & Integrative Learning	***	***	***
Learning Strategies		*	



# NSSE 2018 Engagement Indicators

Academic Challenge

Lamar University

## Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities 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					
		Peer Group Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Higher-Order Learning	39.9	39.7	.01	40.4	-.03	39.8	.01
Reflective & Integrative Learning	36.9	36.9	.00	38.4	-.11	37.8	-.07
Learning Strategies	39.9	39.2	.05	39.0	.06	38.3	.11
Quantitative Reasoning							

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 rounding; †  $p < .05$ , \*\*  $p < .01$ , \*\*\*

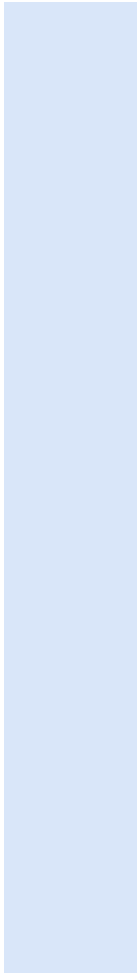
### Score Distributions

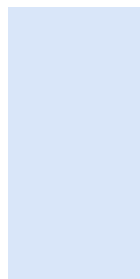
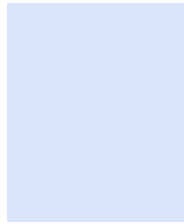
Higher-Order Learning

Reflective & Integrative Learning

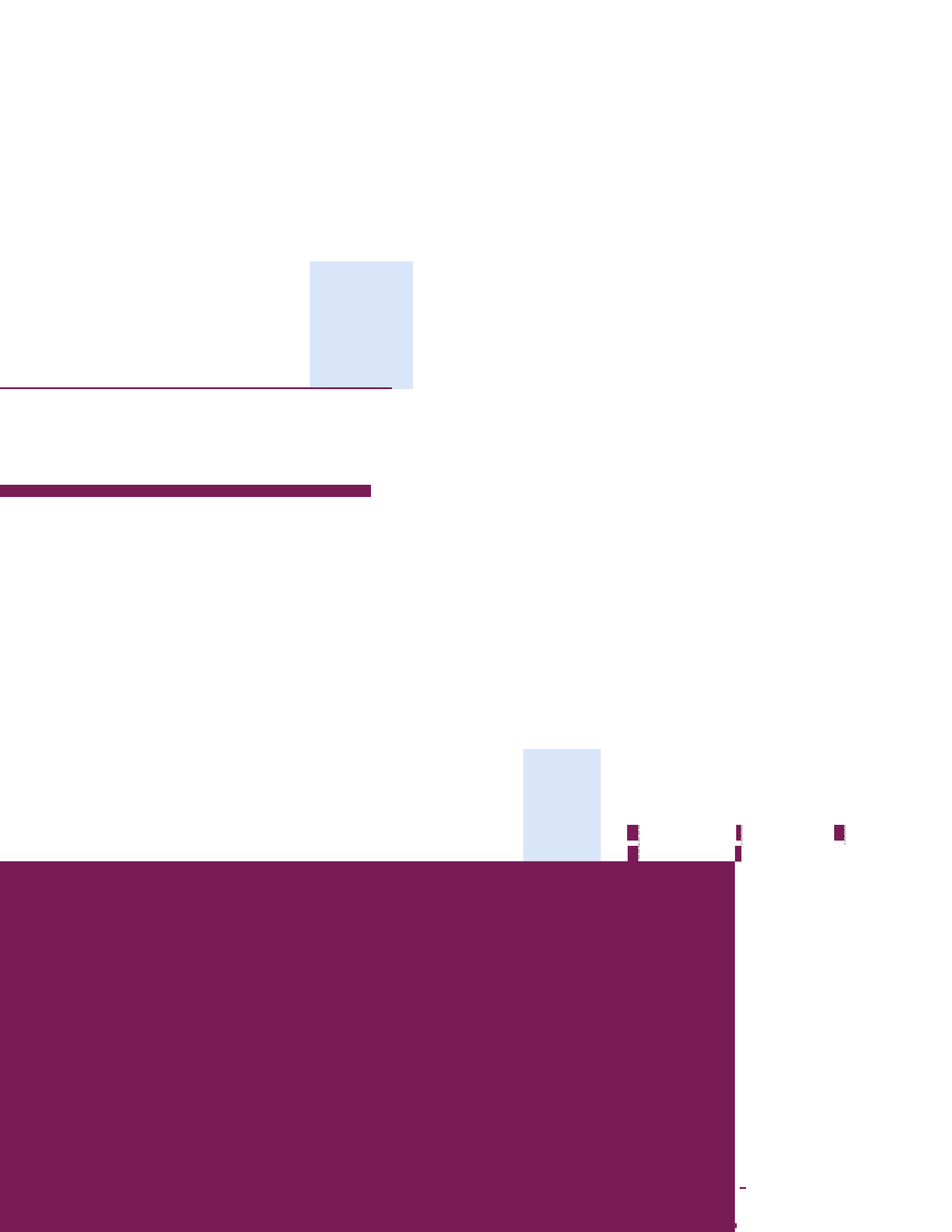
Learning Strategies

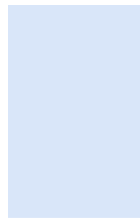
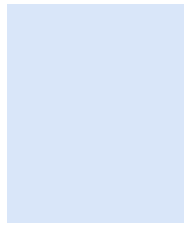
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentiles. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.



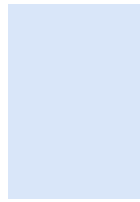
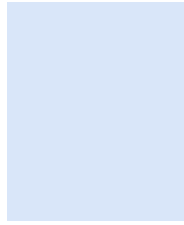








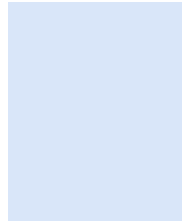




# Campus Environment: Seniors

## Mean Comparisons

- Engagement Indicator
- Quality of Interactions
- Supportive Environment



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## Score Distributions

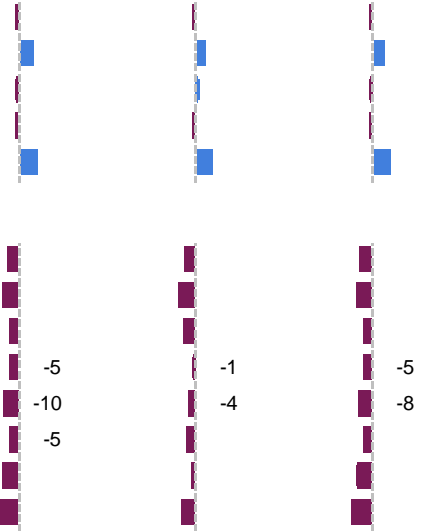
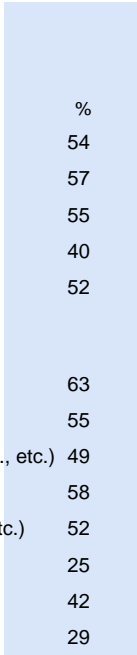
## Performance on Indicator Items

### Quality of Interactions

- 13a. Students
- 13b. Academic advisors
- 13c. Faculty
- 13d. Student services staff (career services, student activities, housing, etc.)
- 13e. Other administrative staff and offices (registrar, financial aid, etc.)

### Supportive Environment

- 14b. Providing support to help students succeed academically
- 14c. Using learning support services (tutoring services, writing center, etc.)
- 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
- 14e. Providing opportunities to be involved socially
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
- 14h. Attending campus activities and events (performing arts, athletic events, etc.)
- 14i. Attending events that address important social, economic, or political issues



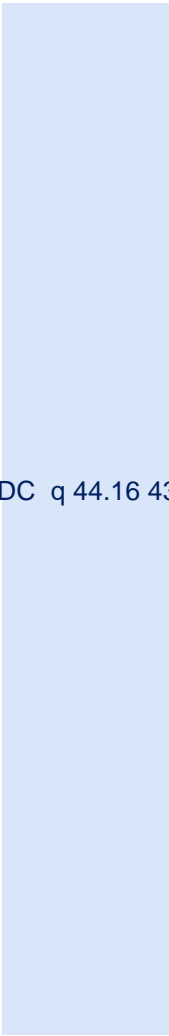
Notes: Refer to your Frequencies and Statistical Comparisons report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in y



## 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 Environme



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## Detailed Statistics: First-Year Students

	Mean	SD <sup>p</sup>	SEM <sup>f</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Lamar (N = 171)	33.8	14.4	1.10	10	25	35	40	60				
Peer Group	37.1	13.8	.25	15	30	40	45	60	3,264	-3.4	.002	-.242
Carnegie Class	38.1	13.8	.13	15	30	40	50	60	10,930	-4.3	.000	-.314
NSSE 2017 & 2018	37.8	13.2	.04	20	30	40	45	60	171	-4.0	.000	-.306
Top 50%	38.9	13.1	.06	20	30	40	50	60	171	-5.2	.000	-.394
Top 10%	40.5	13.3	.12	20	30	40	50	60	174	-6.7	.000	-.503
<b>Reflective &amp; Integrative Learning</b>												
Lamar (N = 190)	29.9	13.1	.95	9	20	29	37	54				
Peer Group	33.8	12.4	.22	14	26	34	40	57	3,502	-3.9	.000	-.313
Carnegie Class	35.5	12.3	.12	17	26	34	43	57	11,618	-5.6	.000	-.452
NSSE 2017 & 2018	35.1	11.9	.04	17	26	34	43	57	189	-5.1	.000	-.431
Top 50%	36.5	11.8	.05	17	29	37	43	57	190	-6.5	.000	-.551
Top 10%	38.1	12.0	.11	20	29	37	46	60	11,391	-8.1	.000	-.675





# NSSE 2018 Engagement Indicators

## Detailed Statistics

### Lamar University

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile scores					Comparison results			
	Mean	SD <sup>p</sup>	SEM <sup>f</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Lamar (N = 178)	16.3	14.5	1.09	0	5	15	25	45				245b#248. 5(0)TD
Peer Group	20.9	14.6	.26	0	10	20	30	50	3,379	-4.6	.000	-.312
Carnegie Class	19.9	14.8	.14	0	10	20	30	50	11,227	-3.6	.001	-.244
NSSE 2017 & 2018	21.1	14.6	.05	0	10	20	30	50	96,048	-4.8	.000	-.329
Top 50%	24.3	14.8	.08	5	15	20	35	55	35,084	-7.9	.000	27 TcnSP <</MCI

## Detailed Statistics: Seniors

	Mean	SD <sup>p</sup>	SEM <sup>f</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Lamar (N = 263)	39.9	13.7	.84	20	30	40	50	60				
Peer Group	39.7	13.8	.21	20	30	40	50	60	4,744	.2	.841	.013
Carnegie Class	40.4	13.9	.11	20	30	40	50	60	15,424	-.5	.595	-.033
NSSE 2017 & 2018	39.8	13.7	.04	20	30	40	50	60	128,689	.1	.932	.005
Top 50%	41.3	13.5	.06	20	35	40	55	60	60,542	-1.4	.089	-.105
Top 10%	42.5	13.7	.10	20	35	40	55	60	18,368	-2.6	.003	-.187
<b>Reflective &amp; Integrative Learning</b>												
Lamar (N = 276)	36.9	13.1	.79	14	29	37	46	60				
Peer Group	36.9	12.6	.18	17	29	37	46	60	4,974	.0	.989	.001
Carnegie Class	38.4	12.5	.10	17	29	37	49	60	16,132	-1.4	.062	-.113
NSSE 2017 & 2018	37.8	12.4	.03	17	29	37	46	60	134,076	-.9	.222	-.074
Top 50%	39.6	12.2	.05	20	31	40	49	60	59,086	-2.6	.000	-.216
Top 10%	41.1	12.2	.11	20	33	40	51	60	12,783	-4.2	.000	-.34460
<b>Learning Strategies</b>												

