
NSSE 2020
Engagement Indicators
Lamar University

About Your Engagement Indicators Report

Theme

Engagement Indicator

Higher-Order Learning

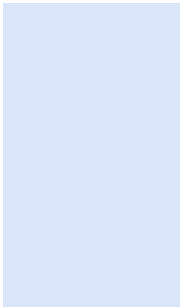
Reflective & Integrative Learning

Learning Strategies

Engagement Indicators: Overview

x Your students' average was significantly higher

Academic Challenge: First-year students



NSSE 2020 Engagement Indicators

Academic Challenge

Lamar University

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.

Higher-Order Learning	Lamar	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2019 & 2020
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	62	-7	-9	-9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	59	-9	-12	-11
4d. Evaluating a point of view, decision, or information source	63	-5	-11	-7
4e. Forming a new idea or understanding from various pieces of information	60	-8	-11	-9
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	46	-3	-4	-5
2b. Connected your learning to societal problems or issues	36	-12	-17	-15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-9	-15	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-7	-11	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-6	-8	-6
2f. Learned something that changed the way you understand an issue or concept	58	-8	-10	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	68	-7	-11	-9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	-0	-6	-3
9b. Reviewed your notes after class	63	-4	-8	-3
9c. Summarized what you learned in class or from course materials	60	-3	-7	-3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+1	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-8	-8	-8
6c. Evaluated what others have concluded from numerical information	30	-10	-9	-10

Notes: Refer to your frequencies and Statistical Comparison report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2020 Engagement Indicators

Academic Challenge

Lamar University

Academic Challenge: Seniors

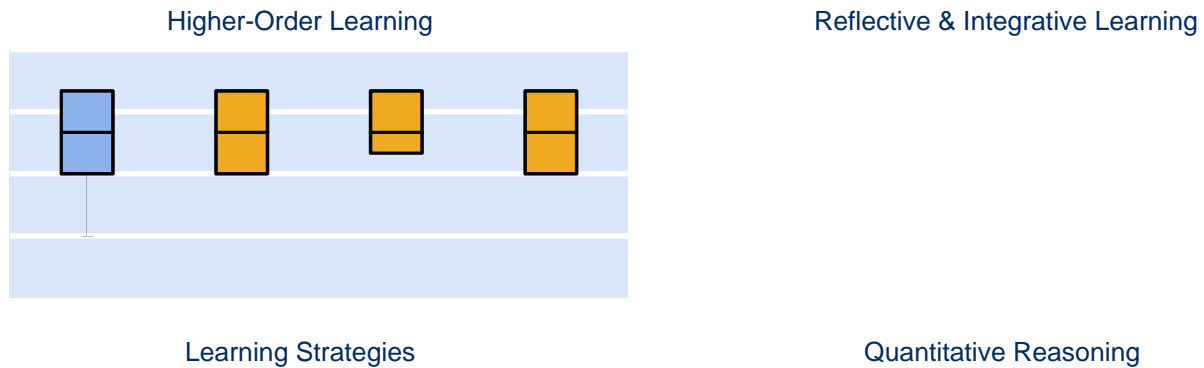
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, 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 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Higher-Order Learning	39.6	40.1	-.03	41.2	-.12	40.1	-.04
Reflective & Integrative Learning	36.0	37.4	-.11	38.9 **	-.23	38.1*	-.16
Learning Strategies	40.6	39.4	.08	40.4	.01	38.6	.13
Quantitative Reasoning	28.2	29.7	-.09	29.6	-.08	30.2	-.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 after rounding; † p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

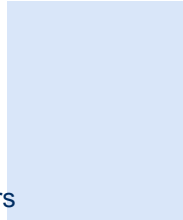


Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Learning with Peers: First-year students

Mean Comparisons

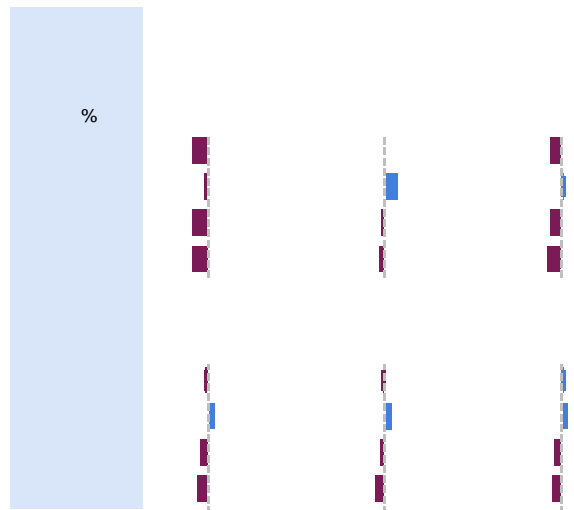
- Engagement Indicator
- Collaborative Learning
- Discussions with Diverse Others



Score Distributions

Performance on Indicator Items

Collaborative Learning



NSSE 2020 Engagement Indicators

Learning with Peers Lamar University

Learning with Peers: Seniors

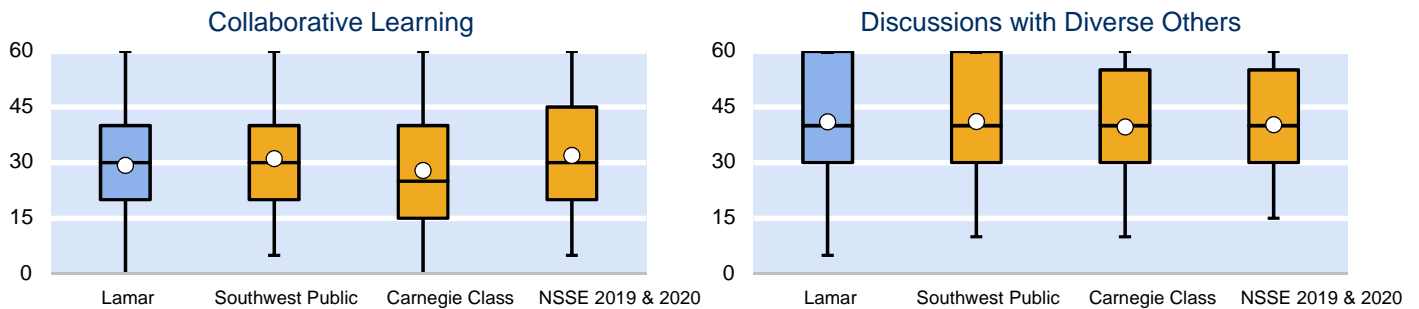
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse Others. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Lamar Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Collaborative Learning	29.3	31.1	-.12	27.9	.08	32.0 *	-.18
Discussions with Diverse Others	41.0	41.1	.00	39.7	.08	40.2	.05

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 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.

Item	Lamar %	Percentage point difference between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2019 & 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	35	-6	+2	-8
1f. Explained course material to one or more students	47	-8	+0	-10
1g. Prepared for exams by discussing or working through course material with other students	44	-2	+5	-3
1h. Worked with other students on course projects or assignments	53	-7	-4	-10
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	75	+1	+4	+4
8b. People from an economic background other than your own	76	+2	+4	+3
8c. People with religious beliefs other than your own	70	-0	+6	+2
8d. People with political views other than your own	67	-0	+1	+2

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NSSE 2020 Engagement Indicators

Experiences with Faculty

Lamar University

Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: Student-Faculty Interaction and Effective Teaching Practices. Below are three views of your results alongside those of your comparison groups.

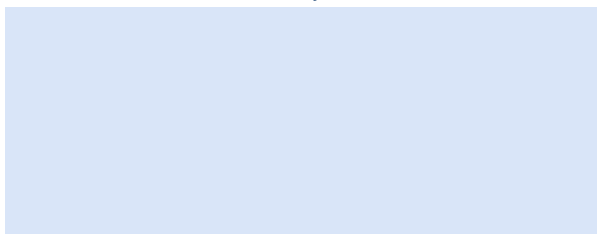
Mean Comparisons

Engagement Indicator	Lamar Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.8	21.0	-.15	20.8	-.14	21.4 *	-.18
Effective Teaching Practices	38.1	37.7	.03	39.9	-.13	38.4	-.03

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 before rounding; † < .05, * < .01, *** < .001 (2-tailed).

Score Distributions

Student-Faculty Interaction



Effective Teaching Practices

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

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Student-Faculty Interaction	Lamar %	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	32	-5	-6	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-2	-0	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-4	-3	-5
3d. Discussed your academic performance with a faculty member	28	-1	-3	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	75	-1	-4	-2
5b. Taught course sessions in an organized way	66	-6	-10	-8
5c. Used examples or illustrations to explain difficult points	74	+1	-1	-0
5d. Provided feedback on a draft or work in progress	61	+2	-6	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+3	-5	-1

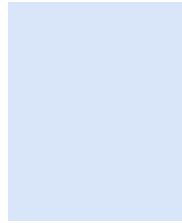
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Campus Environment: Seniors

Mean Comparisons

- Engagement Indicator
- Quality of Interactions
- Supportive Environment



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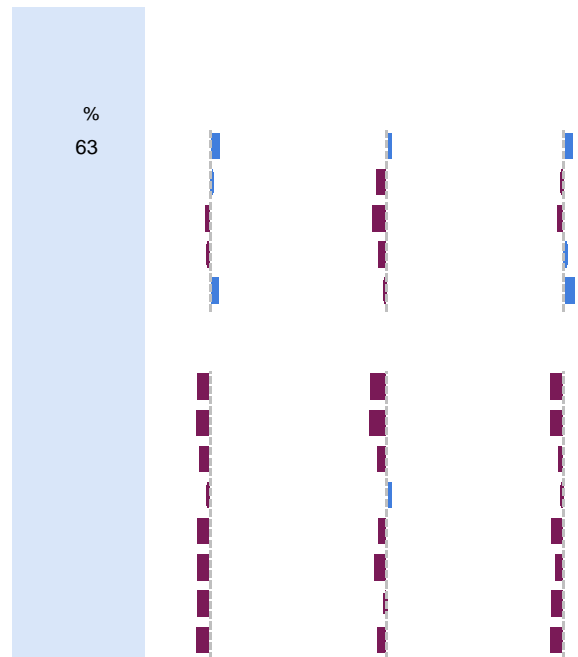
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Score Distributions

Performance on Indicator Items

Quality of Interactions

13a. Students
1



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Detailed Statistics: First-Year Students

Mean	SD ^p	SE ^q	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
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NSSE 2020 Engagement Indicators

Lamar University

Detailed Statistics: First-Year Students

Mean statistics

Mean	SD ^p	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
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