

---

NSSE 2013  
Engagement Indicators  
Lamar University

---

# About Your Engagement Indicator Report

| Theme |                                     |
|-------|-------------------------------------|
|       | Engagement Indicator                |
|       | 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              |

## Report sections

Overview (p. 3)

Theme Reports (pp. 4-13)

### Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison 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.

### Summary of Indicator Items

Responses to each item in a given EI are displayed for your institution and comparison groups.

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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

EIs vary more among students within an institution than between institutions, reflecting 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 Institutional Report Builder and your Major Field Report (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 for every item.

For more information on EIs and their psychometric properties, refer to the NSSE Website at [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student e: The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and

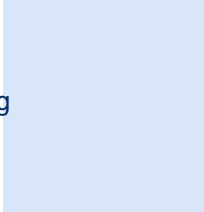
- X** Your students' averages were significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- P** Your students' averages were significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- A** Your students' averages were significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- Z** Your students' averages were significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year (FY) Students

| Theme                    | Engagement Indicator                |                           |  |                                     |
|--------------------------|-------------------------------------|---------------------------|--|-------------------------------------|
|                          | Higher-Order Learning               |                           |  |                                     |
|                          | Reflective and Integrative Learning |                           |  |                                     |
|                          | Learning Strategies                 |                           |  |                                     |
|                          | Quantitative Reasoning              |                           |  |                                     |
|                          | Collaborative Learning              | <b>A</b>                  | --                                       |                                     |
|                          | Discussions with Diverse Others     |                           | <b>A</b>                                 |                                     |
| Experiences with Faculty | Student-Faculty Interaction         | <b>Z</b>                  | <b>Z</b>                                 | <b>Z</b>                            |
|                          | Effective Teaching Practices        | --                        | --                                       | --                                  |
| Campus Environment       | Quality of Interactions             | --                        | <b>A</b>                                 | <b>A</b>                            |
|                          | Supportive Environment              | <b>A</b>                  | --                                       | <b>A</b>                            |
| <b>Seniors</b>           |                                     |                           |  |                                     |
| Theme                    | Engagement Indicator                | Yourseniors compared with | Yourseniors compared with Carnegie Class | Yourseniors compared with NSSE 2013 |
|                          | Higher-Order Learning               | --                        | <b>A</b>                                 | --                                  |
| Academic Challenge       | Reflective and Integrative Learning | --                        | <b>A</b>                                 | --                                  |
|                          | Learning Strategies                 | --                        | --                                       | --                                  |
|                          | Quantitative Reasoning              | --                        | --                                       | --                                  |
| Learning with Peers      | Collaborative Learning              | --                        | --                                       | --                                  |
|                          | Discussions with Diverse Others     | --                        | --                                       | <b>P</b>                            |
|                          | Student-Faculty Interaction         | --                        | <b>P</b>                                 | --                                  |
|                          | Effective Teaching Practices        | --                        | --                                       | --                                  |
| Campus Environment       | Quality of Interactions             | <b>P</b>                  | --                                       | <b>P</b>                            |
|                          | Supportive Environment              | --                        | <b>P</b>                                 | --                                  |

# Academic Challenge: First-year stude

## Mean Comparisons



|                                   |    |    |   |
|-----------------------------------|----|----|---|
| Engagement Indicator              |    |    |   |
| Higher-Order Learning             |    | ** | * |
| Reflective & Integrative Learning |    | ** | * |
| Learning Strategies               | ** |    |   |
| Quantitative Reasoning            |    | *  | * |



### Academic Challenge: Seniors

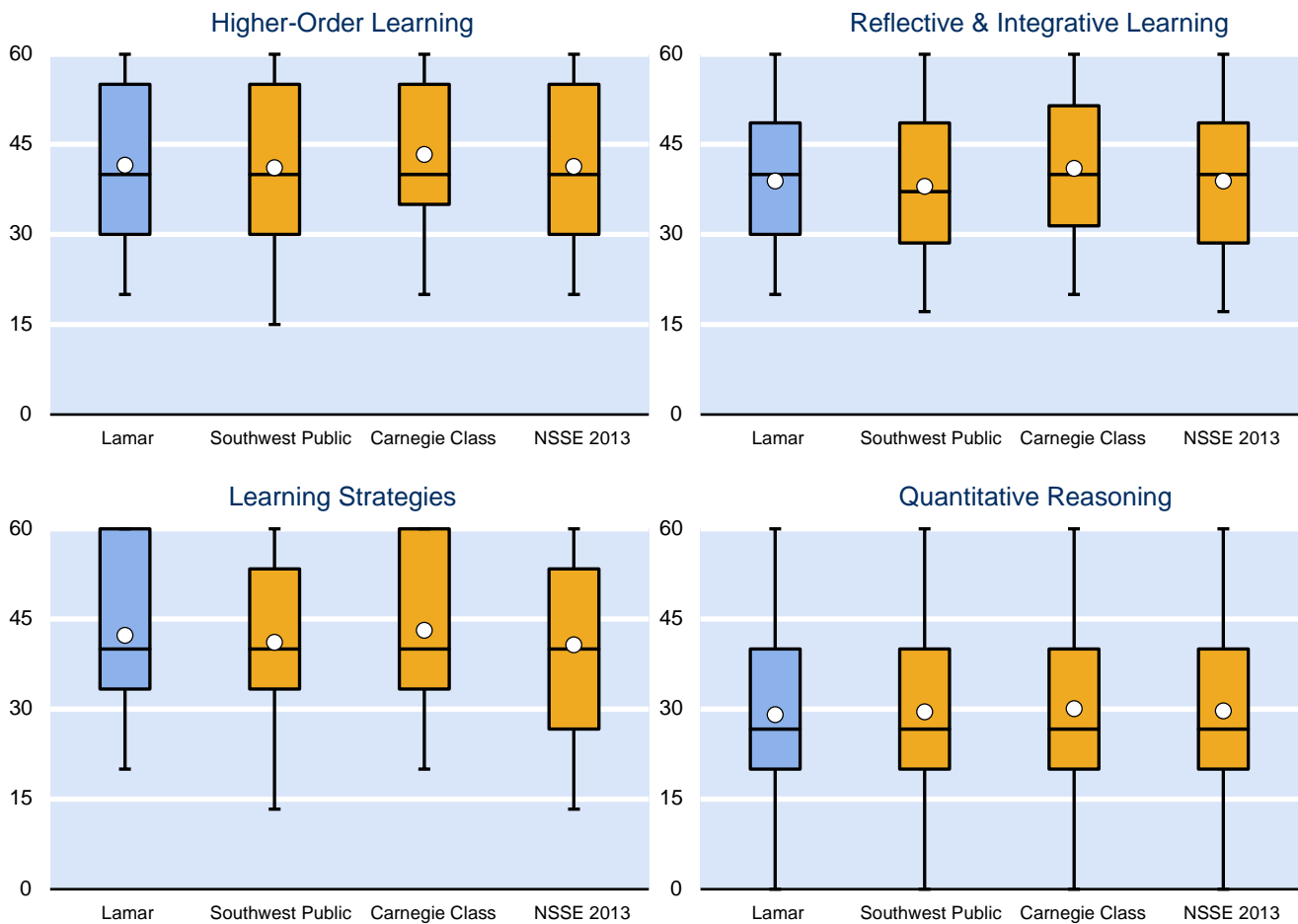
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & 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<br>Mean | Your first-year students compared with |                                 |                        |                               |                   |                          |
|-----------------------------------|---------------|--|---------------------------------|------------------------|-------------------------------|-------------------|--------------------------|
|                                   |               | Southwest Public<br>Mean               | Southwest Public<br>Effect size | Carnegie Class<br>Mean | Carnegie Class<br>Effect size | NSSE 2013<br>Mean | NSSE 2013<br>Effect size |
| Higher-Order Learning             | 41.5          | 41.1                                   | .03                             | 43.3 *                 | -.13                          | 41.3              | .02                      |
| Reflective & Integrative Learning | 38.9          | 38.0                                   | .07                             | 41.0 **                | -.16                          | 38.9              | .00                      |
| Learning Strategies               | 42.2          | 41.1                                   | .08                             | 43.1                   | -.06                          | 40.7              | .10                      |
| Quantitative Reasoning            | 29.0          | 29.5                                   | -.03                            | 30.0                   | -.06                          | 29.7              | -.04                     |

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

#### 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) percentiles. The dot represents the mean score.



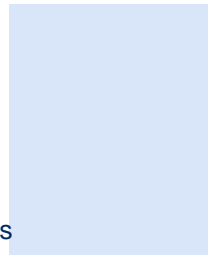
# Learning with Peers: First-year students

## Mean Comparisons

Engagement Indicator

Collaborative Learning

Discussions with Diverse Others



\*\*

\*\*

\*

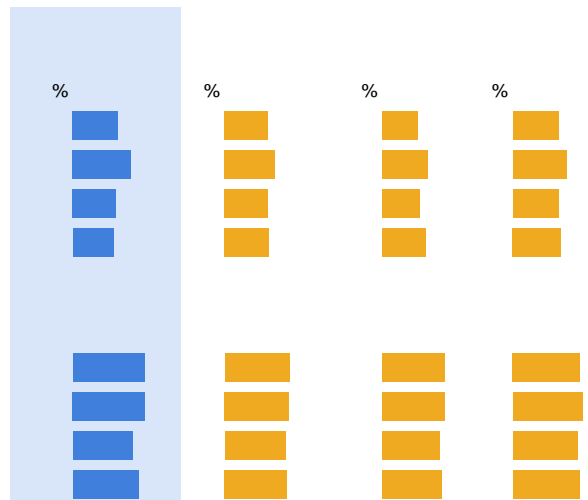
## Score Distributions

## Summary of Indicator Items

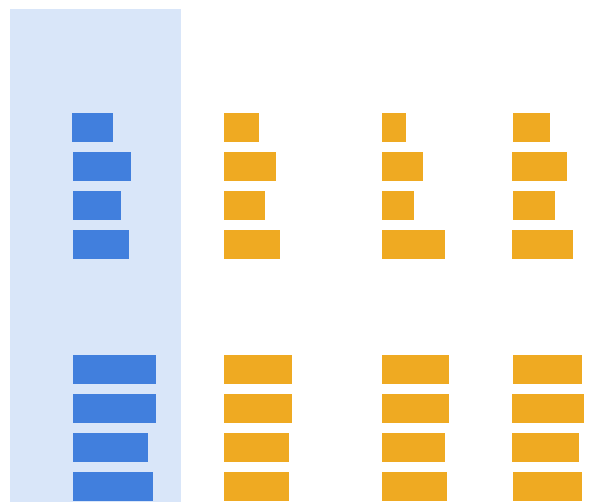
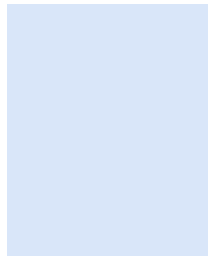
### Collaborative Learning

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

1e.

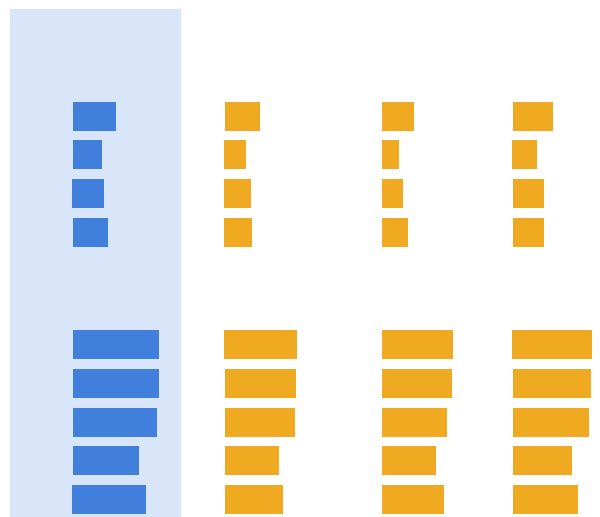
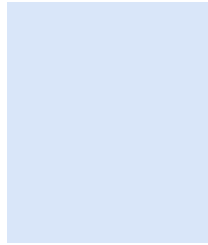






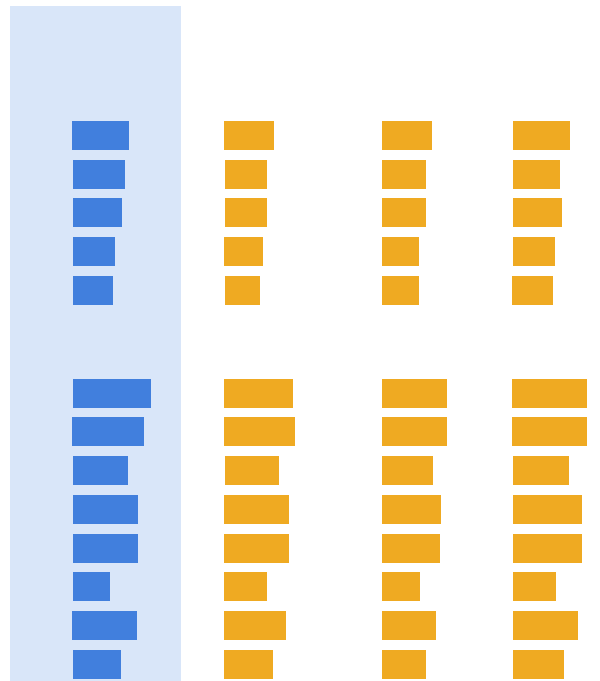
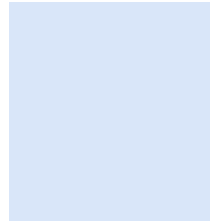


## Experiences with Faculty: Seniors



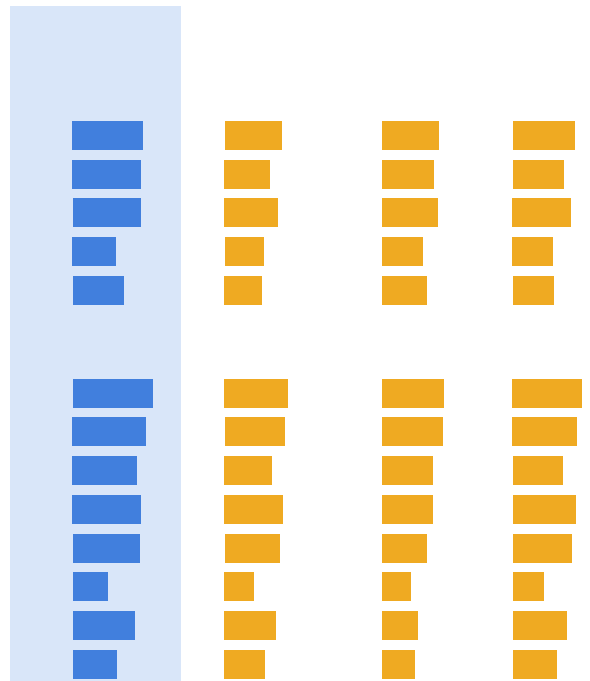
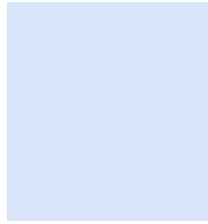
# Campus Environment: First-year students

Mean Comparisons



# Campus Environment: Seniors

Mean Comparisons



This page intentionally left blank.

## Comparisons with High-Performing Institutions

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

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

#### First-Year Students

|                                     | Lamar<br>Mean | Your first-year students compared with |             |                   |             |
|-------------------------------------|---------------|--|-------------|-------------------|-------------|
|                                     |               | NSSE 2013 Top 50%                      |             | NSSE 2013 Top 10% |             |
|                                     |               | Mean                                   | Effect size | Mean              | Effect size |
| Higher-Order Learning               | 36.9          | ***                                    | -.29        | 42.7 ***          | -.42        |
| Reflective and Integrative Learning | 33.8          | ***                                    | -.30        | 39.4 ***          | -.44        |
| Learning Strategies                 | 41.7          |  | -.01        | 44.5 **           | -.20        |
| Quantitative Reasoning              | 25.0          | 28.8 ***                               | -.24        | ***               | -.34        |
| Collaborative Learning              | 29.0          | 34.5 ***                               | -.40        | 37.1 ***          | -.59        |
| Discussions with Diverse Others     | 38.7          | 43.2 ***                               | -.29        | 45.7 ***          | -.46        |
| Student-Faculty Interaction         |               | ***                                    | -.53        | 26.7 ***          | -.69        |
| Effective Teaching Practices        |               | ***                                    | -.24        | 44.7 ***          | -.36        |
| Quality of Interactions             |               | ***                                    | -.42        | 46.3 ***          | -.56        |
| Supportive Environment              | 34.3          | ***                                    | -.40        | 41.4 ***          | -.55        |

#### Seniors

|                                     | Lamar<br>Mean | Your seniors compared with |             |                   |             |
|-------------------------------------|---------------|----------------------------|-------------|-------------------|-------------|
|                                     |               | NSSE 2013 Top 50%          |             | NSSE 2013 Top 10% |             |
|                                     |               | Mean                       | Effect size | Mean              | Effect size |
| Higher-Order Learning               | 41.5          | 43.5 **                    | -.14        | 45.3 ***          | -.27        |
| Reflective and Integrative Learning | 38.9          | 41.1 **                    | -.17        | 43.1 ***          | -.33        |
| Learning Strategies                 | 42.2          | 43.2                       | -.06        | 45.4 ***          | -.22        |
| Quantitative Reasoning              | 29.0          | 31.1 *                     | -.12        | 32.5 ***          | -.21        |
| Collaborative Learning              | 30.8          | 35.0 ***                   | -.31        | 37.5 ***          | -.49        |
| Discussions with Diverse Others     | 44.0          | 44.1                       | .00         | 45.8 *            | -.12        |
| Student-Faculty Interaction         | 22.9          | 29.7 ***                   | -.42        | 34.6 ***          | -.72        |
| Effective Teaching Practices        | 41.7          | 43.3 *                     | -.11        | 45.3 ***          | -.27        |
| Quality of Interactions             | 44.8          | 45.8                       | -.09        | 47.6 ***          | -.25        |
| Supportive Environment              | 34.0          | 36.2 **                    | -.16        | 39.1 ***          | -.39        |

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, first-year and senior students. 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.

Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by standard deviation.





## Detailed Statistics: First-year students

| Mean | SD <sup>b</sup> | SEM <sup>c</sup> | 5th | 25th | 50th | 75th | 95th | Deg. of<br>freedom <sup>e</sup> |
|------|-----------------|------------------|-----|------|------|------|------|---------------------------------|
|------|-----------------|------------------|-----|------|------|------|------|---------------------------------|

## 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 = 339)                            | 41.5 | 14.2            | .77              | 20  | 30   | 40   | 55   | 60   |                              |            |                   |                          |
| Southwest Public                           | 41.1 | 14.5            | .12              | 15  | 30   | 40   | 55   | 60   | 14,063                       | .4         | .589              | .030                     |
| Carnegie Class                             | 43.3 | 14.1            | .13              | 20  | 35   | 40   | 55   | 60   | 12,225                       | -1.8       | .022              | -.126                    |
| NSSE 2013                                  | 41.3 | 14.0            | .04              | 20  | 30   | 40   | 55   | 60   | 107,000                      | .2         | .775              | .016                     |
| Top 50%                                    | 43.5 | 13.7            | .07              | 20  | 35   | 40   | 55   | 60   | 41,505                       | -2.0       | .009              | -.143                    |
| Top 10%                                    | 45.3 | 13.6            | .12              | 20  | 40   | 45   | 60   | 60   | 12,371                       | -3.7       | .000              | -.274                    |
| <b>Reflective and Integrative Learning</b> |      |                 |                  |     |      |      |      |      |                              |            |                   |                          |
| Lamar (N = 353)                            | 38.9 | 12.4            | .66              | 20  | 30   | 40   | 49   | 60   |                              |            |                   |                          |
| Southwest Public                           | 38.0 | 13.3            | .11              | 17  | 29   | 37   | 49   | 60   | 14,599                       | .9         | .206              | .068                     |
| Carnegie Class                             | 41.0 | 13.0            | .12              | 20  | 31   | 40   | 51   | 60   | 12,715                       | -2.1       | .003              | -.162                    |
| NSSE 2013                                  | 38.9 | 13.0            | .04              | 17  | 29   | 40   | 49   | 60   | 111,106                      | .0         | .990              | -.001                    |
| Top 50%                                    | 41.1 | 12.6            | .06              | 20  | 31   | 40   | 51   | 60   | 41,094                       | -2.2       | .001              | -.174                    |
| Top 10%                                    | 43.1 | 12.6            | .12              | 20  | 34   | 43   | 54   | 60   | 11,314                       | -4.2       | .000              | -.331                    |
| <b>Learning Strategies</b>                 |      |                 |                  |     |      |      |      |      |                              |            |                   |                          |
| Lamar (N = 325)                            | 42.2 | 14.3            | .79              | 20  | 33   | 40   | 60   | 60   |                              |            |                   |                          |
| Southwest Public                           | 41.1 | 14.8            | .13              | 13  | 33   | 40   | 53   | 60   | 13,205                       | 1.1        | .171              | .077                     |
| Carnegie Class                             | 43.1 | 14.6            | .14              | 20  | 33   | 40   | 60   | 60   | 11,674                       | -.8        | .302              | -.058                    |
| NSSE 2013                                  | 40.7 | 14.7            | .05              | 13  | 27   | 40   | 53   | 60   | 101,741                      | 1.5        | .060              | .105                     |
| Top 50%                                    | 43.2 | 14.4            | .07              | 20  | 33   | 40   | 60   | 60   | 48,150                       | -.9        | .252              | -.064                    |
| Top 10%                                    | 45.4 | 14.0            | .12              | 20  | 40   | 47   | 60   | 60   | 14,553                       | -3.1       | .000              | -.224                    |
| <b>Quantitative Reasoning</b>              |      |                 |                  |     |      |      |      |      |                              |            |                   |                          |
| Lamar (N = 349)                            | 29.0 | 18.5            | .99              | 0   | 20   | 27   | 40   | 60   |                              |            |                   |                          |
| Southwest Public                           | 29.5 | 17.4            | .15              | 0   | 20   | 27   | 40   | 60   | 14,263                       | -.5        | .590              | -.029                    |
| Carnegie Class                             | 30.0 | 17.2            | .16              | 0   | 20   | 27   | 40   | 60   | 366                          | -1.0       | .309              | -.059                    |
| NSSE 2013                                  | 29.7 | 17.3            | .05              | 0   | 20   | 27   | 40   | 60   | 350                          | -.7        | .495              | -.039                    |
| Top 50%                                    | 31.1 | 17.2            | .07              | 0   | 20   | 33   | 40   | 60   | 352                          | -2.1       | .034              | -.123                    |
| Top 10%                                    | 32.5 | 17.0            | .13              | 0   | 20   | 33   | 40   | 60   | 361                          | -3.5       | .001              | -.206                    |
| <b>Learning with Peers</b>                 |      |                 |                  |     |      |      |      |      |                              |            |                   |                          |
| <b>Collaborative Learning</b>              |      |                 |                  |     |      |      |      |      |                              |            |                   |                          |

## Detailed Statistics: Seniors