About Your ***Engagement Indicators*** Report

Theme	*Engagement Indicator*
	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

Academic Challenge: First-year students

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 ar part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies*2.8 (n)5 (dBDCet28 (g.277 TD [(p)-7 (

Mean Comparisons

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

Score Distributions

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, betwe 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.

		Percentage point difference [a] between your seniors and		
Higher-Order Learning	Lamar	SACSCOC	TSUS +	NSSE 2018 & 2019
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	83	+5	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+4	+4	+4
4d. Evaluating a point of view, decision, or information source	69	-0	-4	-2
4e. Forming a new idea or understanding from various pieces of information	69	-2	-4	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	63	-4	-8	-6
2b. Connected your learning to societal problems or issues	52	-4	-11	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in cour discussions or assignments	46	+0	-7	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+0	-3	-2
2e. Tried to better understand someone else's views by imagining how an issue looks f or her perspective	69	-3	-5	-4
2f. Learned something that changed the way you understand an issue or concept	63	-6	-8	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-3	-5	-5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+2	+1	+1
9b. Reviewed your notes after class	68	+3	-0	+6
9c. Summarized what you learned in class or from course materials	67	+2	+1	+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 (numbe graphs, statistics, etc.)	58	+4	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployme climate change, public health, etc.)	46	+4	+3	+1
6c. Evaluated what others have concluded from numerical information	43	+1	-1	-2

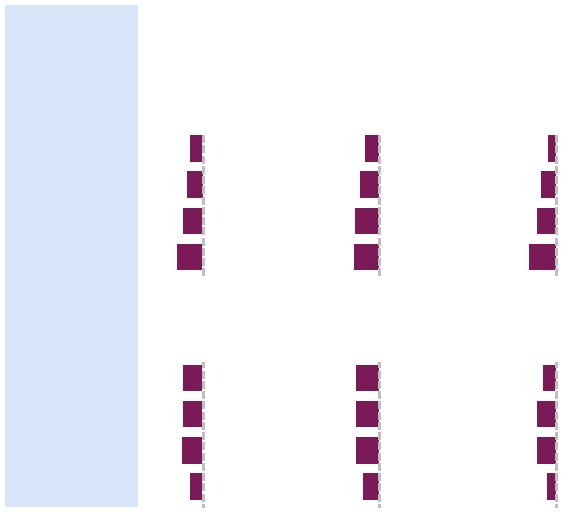
Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in y *Institutional Report* and available on the NSSE website.

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.

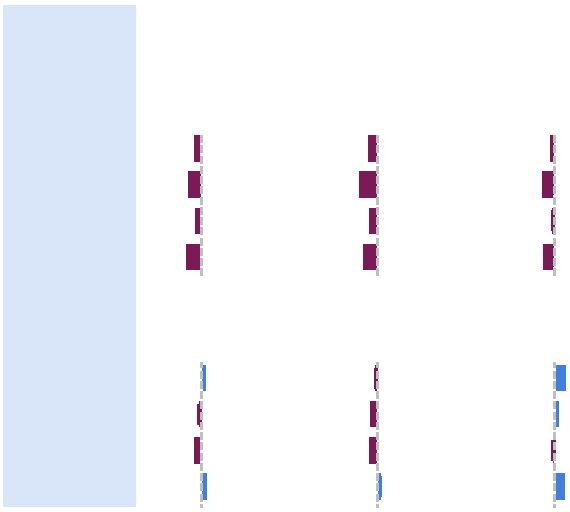
Learning with Peers: First-year students

Mean Comparisons

Engagement Indicator



Learning with Peers: Seniors



Comparisons with Top 50% and Top 10% Institutions

First-Year Students

Detailed Statistics: First-Year Students

	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
Lamar (N = 93)	35.3	14.5	1.50	10	25	35	40	60				
SACSCOC	37.3	13.7	.37	15	30	40	45	60	1,436	-2.0	.181	-.143
TSUS +	37.9	13.1	.51	20	30	40	45	60	745	-2.6	.075	-.197

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Lamar University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Lamar (N = 100)	20.2	13.0	1.30	5	10	15	30	45				
SACSCOC	20.7	14.6	.39	0	10	20	30	50	1,504	-.5	.731	-.036
TSUS +	21.9	14.8	.57	0	10	20	30	50	772	-1.7	.270	-.119
NSSE 2018 & 2019	21.7	14.7	.07	0	10	20	30	50	44,146	-1.5	.315	-.101
Top 50%	24.9	14.8	.12	5	15	20	35	55	15,677	-4.7	.001	-.320
Top 10%	28.0	15.5	.31	5	15	25	40	60	110	-7.8	.000	-.504
Effective Teaching Practices												
Lamar (N = 91)	35.8	12.6	1.32	16	28	36	44	60				
SACSCOC	37.7	13.6	.37	16	28	40	48	60	1,430	-1.9	.186	-.143
TSUS +	38.0	13.1	.52	20	28	40	48	60	738	-2.2	.134	-.168
NSSE 2018 & 2019	38.5	13.2	.06	16	28	40	48	60	42,D 5			

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Detailed Statistics: Seniors

	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
Lamar (N = 154)	39.7	13.9	1.12	20	30	40	50	60				
SACSCOC	39.8	13.9	.29	20	30	40	50	60	2,480	-.1	.922	-.008
TSUS [(.)4.3 (95>BDC T-9.06 (.)-4.7 (0.85 10.9 BDC cB T0.08 Tw 5.74 91 8 T0.1 0.88 T6 (0.)-9.5 d (C) (B)] TJ E (00.5 d <) 0.1 3.65 29 >BDC 0.4 3.88												