About Your Engagement Indicators 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

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparis
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 group

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

EIs vary more among students within an institution than between institutions, like 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-
(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 every item.

For more information on EIs and their psychometric properties, refer to the NSSE Website at 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' averagewas significantly higher (p<.05) with an effect size at least .3 in magnitude.
Þ Your students' averagewas significantly higher (p<.05) with an effect size less than .3 in magnitude.
-- No significant difference.
A Your students' averagewas significantly lower (p<.05) with an effect size less than .3 in magn
Z Your students' averagewas 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	A	--	
	Discussions with Diverse Others		A	
Experiences with Faculty	Student-Faculty Interaction	Z	Z	Z
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	A	A
	Supportive Environment	A	--	A

Seniors

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

Academic Challenge: First-year stude

Mean Comparisons

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

NSSE 2013 Engagement Indicators

Academic Challenge

Lamar University

Academic Challenge: Seniors

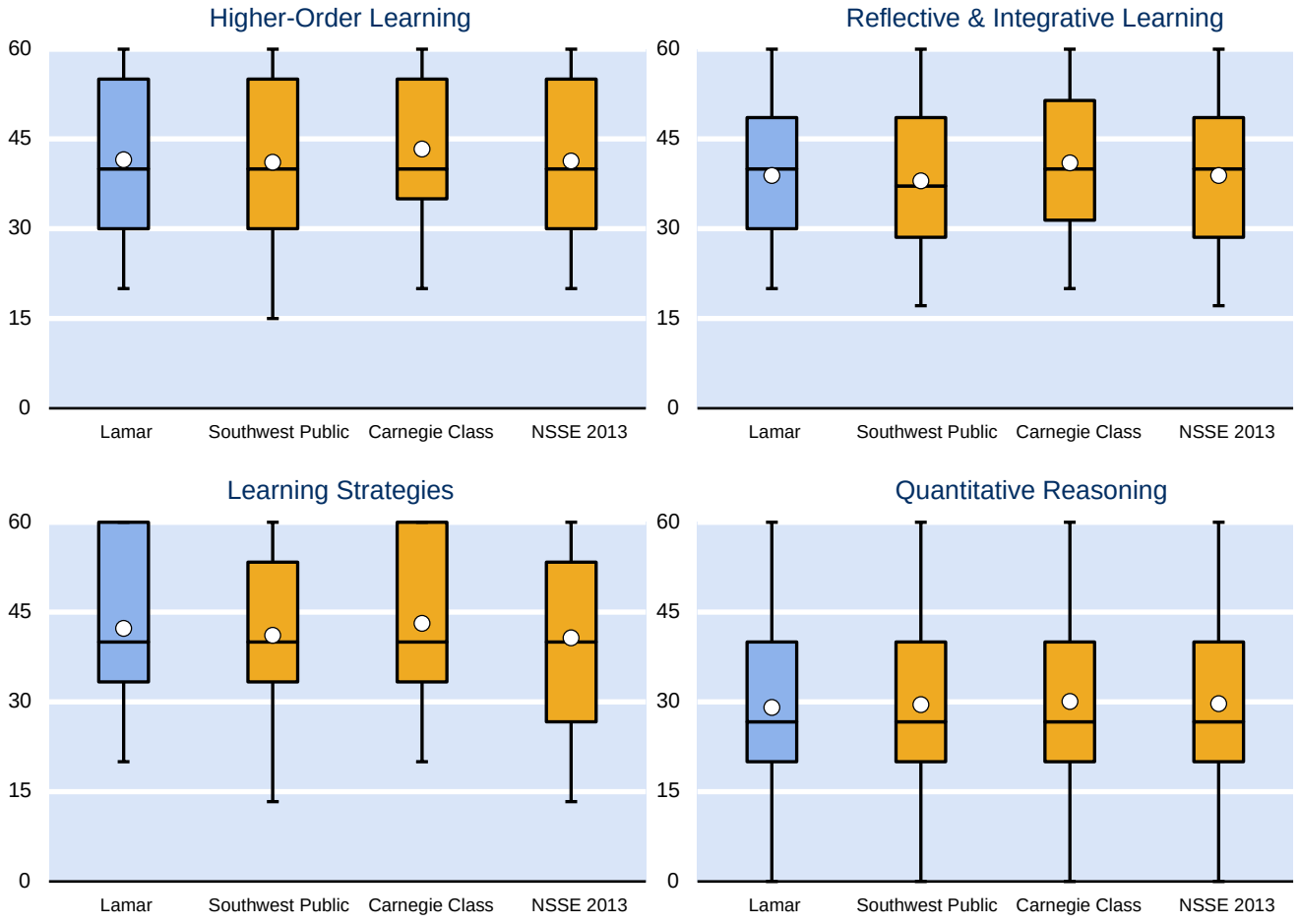
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators ar part of this theme: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, Quantitative Reasoning. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	Lamar	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	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 differenc 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) percentil The dot represents the mean score.

Learning with Peers: First-year students

Mean Comparisons

Engagement Indicator				
Collaborative Learning		**		**
Discussions with Diverse Others			*	

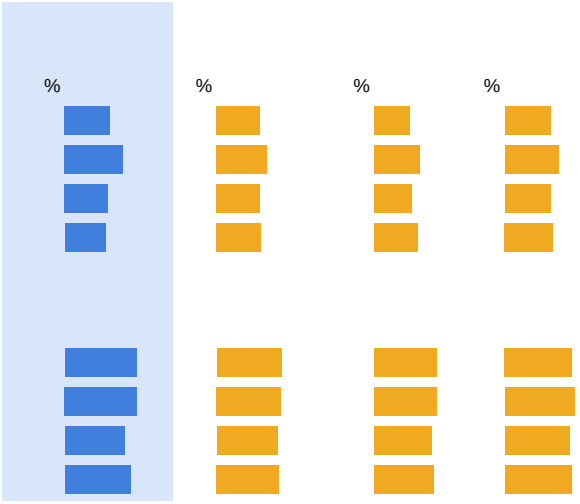
Score Distributions

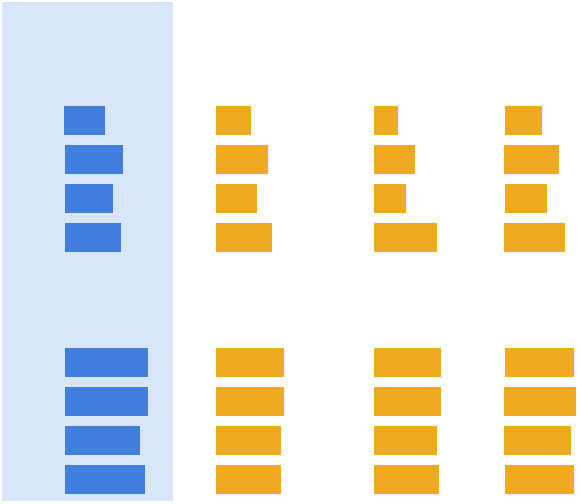
Summary of Indicator Items

Collaborative Learning

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

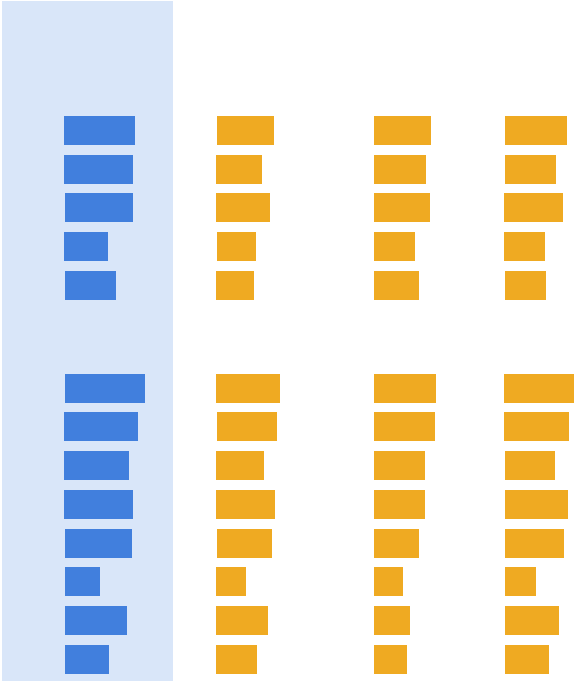
1e.





Campus Environment: Seniors

Mean Comparisons



Detailed Statistics: First-year students

	Mean	SD[b]	SEM[c]		5th	25th	50th	75th	95th		Deg. of freedom[e]

Detailed Statistics: Seniors

	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Lamar (N = 339)	41.5	14.2	.77	20	30	40	55	60				
Southwest Public	41.1	14.5	.12	15	30							

Detailed Statistics: Seniors