
NSSE 2017
Engagement Indicators
Lamar University

NSSE 2017 Engagement Indicators

About This Report

About Your

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Report

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

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores in your institution and comparison groups.

Performance on Indicator Items

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

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 2016 and 2017 participating institutions.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of a difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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 is not 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 Report Builder—Institution Version and Your Field Report (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in detail.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator, 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 student responded at the bottom of the scale for every item in the EI, while a score of 60 means student responded at the top of the scale for every item in the EI.

NSSE 2017 Engagement Indicators

Overview

Lamar University

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those of your comparison groups.

Use the following key:

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.

Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

| Theme | Engagement Indicator | Your first-year students compared with Texas Public Peers | Your first-year students compared with Carnegie Class | Your first-year students compared with NSSE 2016 & 2017 |
|--------------------------|-----------------------------------|---|---|---|
| | Higher-Order Learning | | | |
| Academic Challenge | 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 | | -- | -- |

Seniors

| Theme | Engagement Indicator | Your seniors compared with Texas Public Peers | Your seniors compared with Carnegie Class | Your seniors compared with NSSE 2016 & 2017 |
|--------------------------|-----------------------------------|---|---|---|
| | Higher-Order Learning | -- | -- | -- |
| Academic Challenge | 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 | | -- | -- |

Academic Challenge: First-year students

Mean Comparisons

Engagement Indicator

Higher-Order Learning

Reflective & Integrative Learning

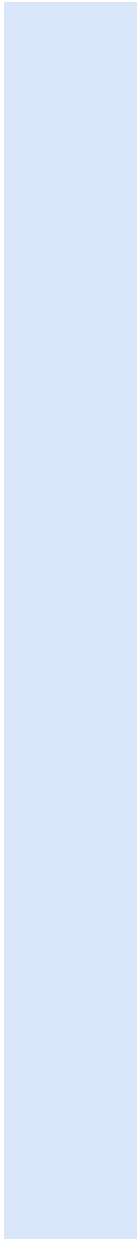


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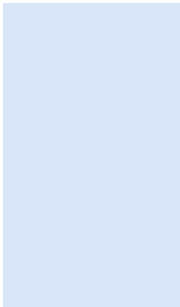
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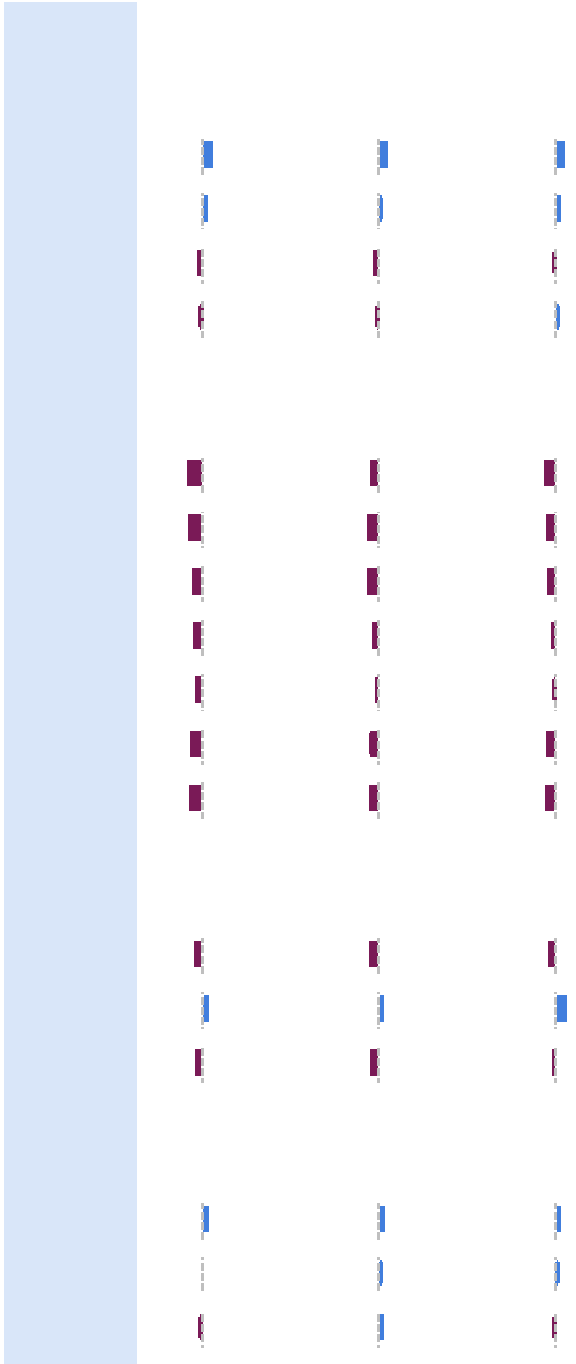
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Academic Challenge: Seniors



Academic Challenge: Seniors (continued)

Performance



NSSE 2017 Engagement Indicators

Learning with Peers Lamar University

Learning with Peers: First-year students

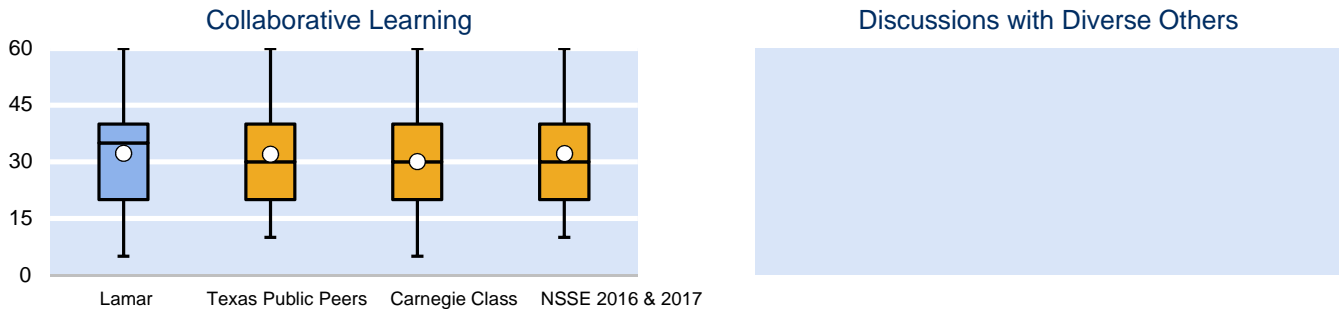
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with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

Mean Comparisons

| Engagement Indicator | Lamar Mean | Your first-year students compared with | | | | | |
|---------------------------------|---------------|--|-------------|----------------|-------------|------------------|-------------|
| | | Texas Public Peers | | Carnegie Class | | NSSE 2016 & 2017 | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Collaborative Learning | 32.3 | 32.0 | .02 | 30.1 | .14 | 32.2 | .01 |
| Discussions with Diverse Others | 40.4 | 42.6 | -.14 | 39.3 | .07 | 39.7 | .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 and 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 upper bar) and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

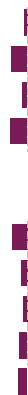
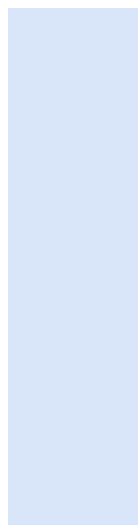
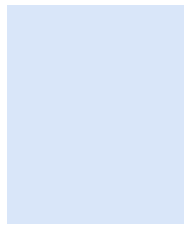
Performance on Indicator Items

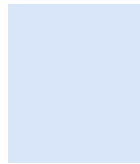
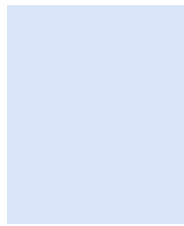
The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| Collaborative Learning | Lamar % | Percentage point difference between your FY students and | | |
|---|------------|--|----------------|------------------|
| | | Texas Public Peers | Carnegie Class | NSSE 2016 & 2017 |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 1e. Asked another student to help you understand course material | 55 | +3 | +8 | +2 |
| 1f. Explained course material to one or more students | 58 | +0 | +6 | +1 |
| 1g. Prepared for exams by discussing or working through course material with other students | 47 | -3 | +2 | -3 |
| 1h. Worked with other students on course projects or assignments | 50 | -1 | -1 | -4 |
| <i>Discussions with Diverse Others</i> | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i> | | | | |
| 8a. People from a race or ethnicity other than your own | 73 | -7 | +2 | +2 |
| 8b. People from an economic background other than your own | 74 | -4 | +4 | +3 |
| 8c. People with religious beliefs other than your own | 66 | -6 | +1 | -1 |
| 8d. People with political views other than your own | 70 | -5 | +4 | +3 |

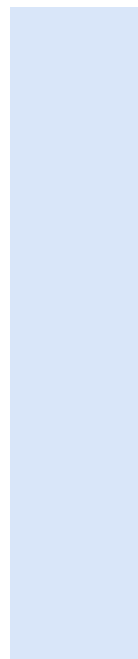
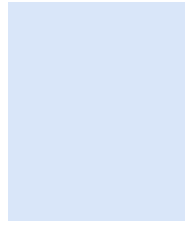
Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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.





Campus Environment: First-year students



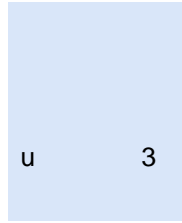
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Campus Environment: Seniors

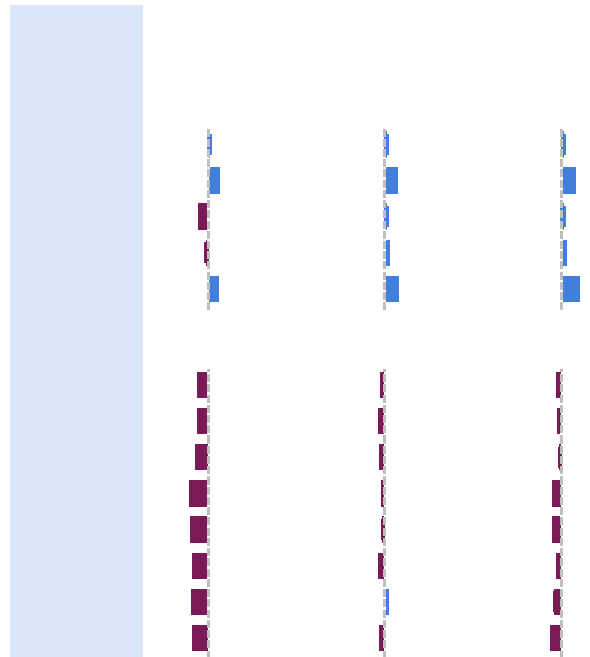
Mean Comparisons

Engagement Indicator

Quality of InteractionsQ



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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE nsse.indiana.edu/html/positi1ht

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 Environment | * | *** |

Seniors

| | | |
|-------------------------------------|-----|-----|
| 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 | *** | *** |

Detailed Statistics: First-year students

Mean

Detailed Statistics: Seniors

| | <i>Mean</i> | <i>SD^b</i> | <i>SEM^c</i> | <i>5th</i> | <i>25th</i> | <i>50th</i> | <i>75th</i> | <i>95th</i> | <i>Deg. of freedom^e</i> | <i>Mean diff.</i> | <i>Sig.^f</i> | <i>Effect size^g</i> |
|--|-------------|-----------------------|------------------------|------------|-------------|-------------|-------------|-------------|------------------------------------|-------------------|-------------------------|--------------------------------|
| Academic Challenge | | | | | | | | | | | | |
| Higher-Order Learning | | | | | | | | | | | | |
| Lamar (N = 259) | 41.1 | 13.6 | .85 | 20 | 30 | 40 | 55 | 60 | | | | |
| Texas Public Peers | 40.4 | 13.6 | .34 | 20 | 30 | 40 | 50 | 60 | 1,869 | .8 | .411 | .055 |
| Carnegie Class | 40.6 | 14.0 | .11 | 20 | 30 | 40 | 50 | 60 | 16,296 | .5 | .541 | .038 |
| NSSE 2016 & 2017 | 40.0 | 13.7 | .04 | 20 | 30 | 40 | 50 | 60 | 122,755 | 1.1 | .204 | .079 |
| Top 50% | 41.8 | 13.5 | .06 | 20 | 35 | 40 | 55 | 60 | 48,698 | -.7 | .398 | -.053 |
| Top 10% | 43.3 | 13.4 | .11 | 20 | 35 | 40 | 55 | 60 | 14,654 | -2.1 | .012 | -.158 |
| Reflective & Integrative Learning | | | | | | | | | | | | |
| Lamar (N = 268) | 36.0 | 13.0 | .80 | 17 | 26 | 37 | 43 | 60 | | | | |
| Texas Public Peers | 38.9 | 12.3 | .30 | 20 | 31 | 40 | 49 | 60 | 1,934 | -2.8 | .001 | -.229 |
| Carnegie Class | 38.4 | 12.7 | .10 | 17 | 29 | 37 | 49 | 60 | 16,861 | -2.4 | .003 | -.186 |

NSSE 2017 Engagement Indicators

Detailed Statistics

Lamar University

Detailed Statistics: Seniors

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|-------------------------------------|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^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 = 264) | 21.2 | 17.9 | 1.10 | 0 | 5 | 15 | 35 | 60 | | | | |
| Texas Public Peers | 24.8 | 16.5 | .41 | 0 | 10 | 25 | 35 | 60 | 1,896 | -3.6 | .001 | -.213 |
| Carnegie Class | 21.2 | 16.0 | .13 | 0 | 10 | 20 | 30 | 55 | 269 | .0 | .974 | .002 |
| NSSE 2016 & 2017 | 23.6 | 15.9 | .05 | 0 | 10 | 20 | 35 | 55 | 263 | -2.4 | .031 | -.149 |
| Top 50% | 29.2 | 15.7 | .09 | 5 | 20 | 30 | 40 | 60 | 266 | -8.0 | .000 | -.511 |
| Top 10% | 33.0 | 16.0 | .24 | 10 | 20 | 30 | 45 | 60 | 287 | -11.8 | .000 | -.732 |
| Effective Teaching Practices | | | | | | | | | | | | |
| Lamar (N = 260) | 38.6 | 14.9 | .92 | 8 | 28 | 40 | 48 | 60 | | | | |
| Texas Public Peers | 41.3 | 13.8 | .34 | 16 | 32 | 40 | 52 | 60 | 1,896 | -2.7 | .004 | -.194 |
| Carnegie Class | 39.6 | 14.2 | .11 | 16 | 30 | 40 | 52 | 60 | 16,529 | -1.0 | .262 | -.070 |