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NSSE 2020  
Multi-Year Report  
Lamar University

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## About Your Multi-Year Report

### Report sections

Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.

Results for six HIPs are displayed. First-year student results

### Interpreting year-to-year results

#### For further investigation

The Report Builder, updated with current data in the fall, allows multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation.

## Response Details by Participation Year

Year

2013

2014

2015

2016

2017

2018

2019

2020

## Administration Details by Participation Year

Year

# NSSE 2020 Multi-Year Report

## Engagement Results by Theme

### Lamar University

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For information, including the items that make up each EI, refer to your *Engagement Indicators* report.

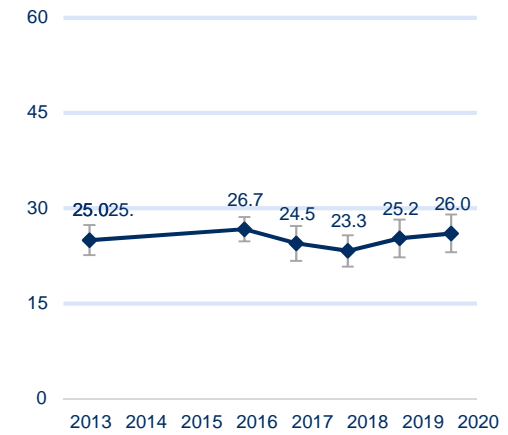
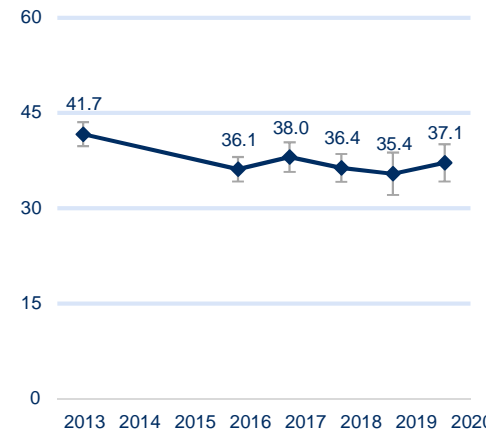
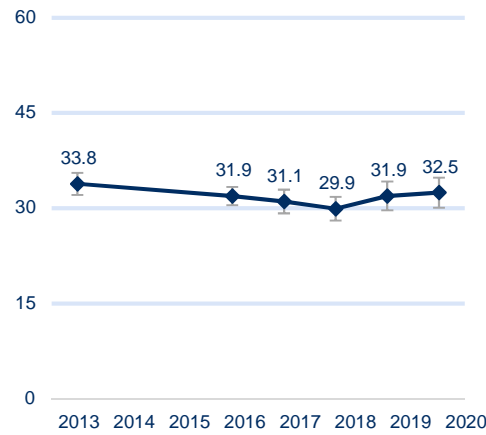
#### Academic Challenge: First-year students

##### Higher-Order Learning

##### Reflective & Integrative Learning

##### Learning Strategies

##### Quantitative Reasoning



#### Academic Challenge (additional items): First-year students

##### Preparing for Class (hrs/wk)

##### Course Reading (hrs/wk)<sup>a</sup>

##### Assigned Writing (pages)<sup>a</sup>

##### Course Challenge<sup>b</sup>

##### Academic Emphasis<sup>c</sup>

a. Values for Course Reading and Assigned Writing are estimated from two or more survey questions. The Course Reading changed in 2014; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

Academic Challenge: Seniors

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

Course Reading (hrs/wk)<sup>a</sup>

Assigned Writing (pages)<sup>a</sup>

Course Challenge<sup>b</sup>

Academic Emphasis<sup>c</sup>

a. Values for Course Reading and Assigned Writing are estimates cal

Learning with Peers: First-year students

Experiences with Faculty: First-year students

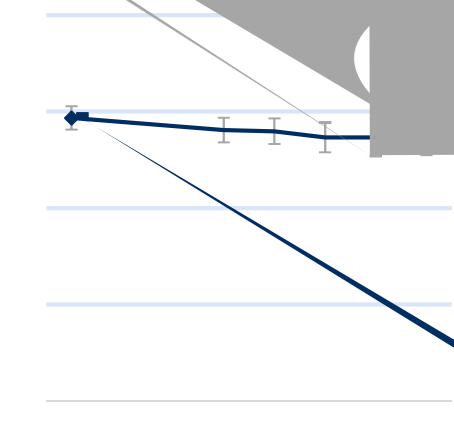
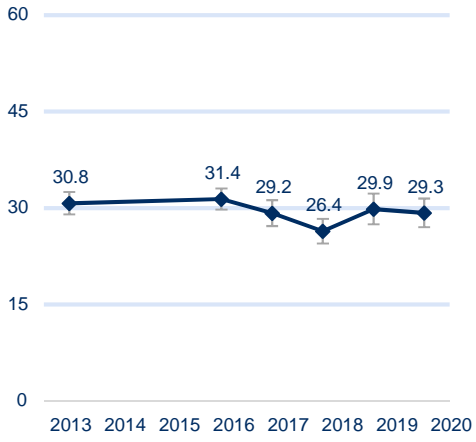


Engagement Indicators (EIs) represent... statistics. For more information, including...

### Learning with Peers: Seniors

Collaborative Learning

Discussions



### Campus Environment: Seniors

Quality of Interactions

Supportive Environment

- | |

# NSSE 2020 Multi-Year Report

## High-Impact Practices

### Lamar University

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated as "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

#### High-Impact Practices: First-year students

##### Service-Learning

(Some, most, or all courses)

##### Learning Community

(Done or in progress)

##### Research with Faculty

(Done or in progress)

##### Internship/Field Experience

(Plan to do)

##### Study Abroad

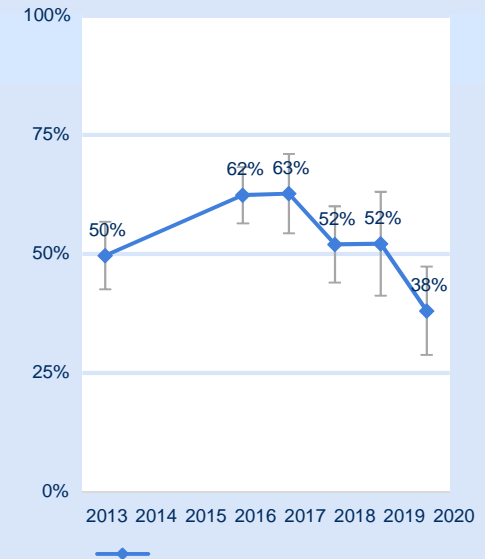
(Plan to do)

##### Culminating Senior Experience

(Plan to do)

#### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.





# NSSE 2020 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Lamar University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
<b>Higher-Order Learning</b>	<i>Mean</i>	36.9		36.0	35.0	33.8	35.3	33.6		41.5		41.2	41.1	39.9	39.7	39.6	
	<i>n</i>	206		296	153	171	93	110		339		372	259	263	154	166	
	<i>SD</i>	15.1		14.4	14.8	14.4	14.5	13.9		14.2		14.7	13.6	13.7	13.9	13.8	
	<i>SE</i>	1.06		.84	1.19	1.10	1.50	1.33		.77		.76	.85	.84	1.12	1.07	
	<i>CI upper bound</i>	39.0		37.6	37.3	35.9	38.3	36.2		43.1		42.7	42.8	41.6	41.9	41.7	
	<i>CI lower bound</i>	34.8		34.3	32.7	31.6	32.4	31.0		40.0		39.7	39.5	38.2	37.5	37.5	
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>	33.8		31.9	31.1	29.9	31.9	32.5		38.9		35.5	36.0	36.9	36.1	36.0	
	<i>n</i>	213		308	163	190	110	131		353		388	268	276	166	179	
	<i>SD</i>	13.0		12.9	12.1	13.1	12.2	13.8		12.4		12.8	13.0	13.1	14.1	12.7	
	<i>SE</i>	.89		.73	.95	.95	1.16	1.21		.66		.65	.80	.79	1.09	.95	
	<i>CI upper bound</i>	35.6		33.4	32.9	31.8	34.2	34.8		40.2		36.8	37.6	38.5	38.2	37.9	
	<i>CI lower bound</i>	32.1		30.5	29.2	28.1	29.7	30.1		37.6		34.2	34.5	35.4	34.0	34.2	
<b>Learning Strategies</b>	<i>Mean</i>	41.7		36.1	38.0	36.4	35.4	37.1		42.2		40.9	39.5	39.9	39.3	40.6	
	<i>n</i>	190		253	129	153	85	108		325		338	230	241	134	155	
	<i>SD</i>	13.3		15.7	13.6	13.8	15.7	15.6		14.3		14.9	15.2	15.6	14.4	15.7	
	<i>SE</i>	.96		.98	1.20	1.12	1.71	1.50		.79		.81	1.00	1.00	1.25	1.26	
	<i>CI upper bound</i>	43.6		38.1	40.4	38.5	38.8	40.1		43.8		42.5	41.4	41.9	41.7	43.1	
	<i>CI lower bound</i>	39.8		34.2	35.7	34.2	32.1	34.2		40.7		39.3	37.5	38.0	36.8	38.1	
<b>Quantitative Reasoning</b>	<i>Mean</i>	25.0		26.7	24.5	23.3	25.2	26.0		29.0		31.3	29.6	28.3	30.1	28.2	
	<i>n</i>	211		296	151	160	88	106		349		375	257	248	145	153	
	<i>SD</i>	17.5		17.0	17.2	15.9	14.3	15.6		18.5		17.2	16.8	16.8	14.5	16.6	
	<i>SE</i>	1.20		.99	1.39	1.26	1.52	1.51		.99		.89	1.05	1.07	1.20	1.34	
	<i>CI upper bound</i>	27.3		28.6	27.2	25.8	28.2	29.0		31.0		33.0	31.7	30.4	32.4	30.9	
	<i>CI lower bound</i>	22.6		24.8	21.7	20.8	22.3	23.1		27.1		29.5	27.6	26.2	27.7	25.6	
<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>	12.7		13.2	13.0	11.3	11.1	13.1		14.8		15.2	16.1	15.1	14.1	13.3	
	<i>n</i>	180		242	122	145	79	98		307		323	216	236	133	148	
	<i>SD</i>	8.1		8.5	7.0	7.2	7.8	8.7		8.8		9.2	9.3	8.9	8.0	9.4	
	<i>SE</i>	.60		.55	.64	.60	.88	.87		.50		.51	.63	.58	.70	.78	
	<i>CI upper bound</i>	13.8		14.3	14.2	12.5	12.8	14.8		15.8		16.2	17.3	16.2	15.5	14.8	
	<i>CI lower bound</i>	11.5		12.2	11.8	10.1	9.3	11.3		13.8		14.2	14.8	14.0	12.7	11.8	
<b>Course Reading</b> Estimated hours per week	<i>Mean</i>	6.1		5.2	4.9	5.1	4.9	5.8		7.1		7.5	8.0	7.6	7.5	7.4	
	<i>n</i>	176		237	121	143	77	98		309		316	214	236	132	146	
	<i>SD</i>	5.1		5.1	4.9	5.5	5.3	5.5		6.6		6.9	6.8	7.1	6.9	7.4	
	<i>SE</i>	.38		.33	.44	.46	.60	.56		.37		.39	.47	.46	.60	.61	
	<i>CI upper bound</i>	6.9		5.8	5.8	6.0	6.0	6.9		7.9		8.2	9.0	8.5	8.6	8.6	
	<i>CI lower bound</i>	5.4		4.5	4.0	4.2	3.7	4.7		6.4		6.7	7.1	6.7	6.3	6.2	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent 95% confidence interval (mean +/- 1.96 \* SE).



# NSSE 2020 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Lamar University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
<b>Student-Faculty Interaction</b>	<i>Mean</i>	15.5		18.4	17.9	16.3	20.2	18.8		22.9		20.6	21.2	19.8	21.4	20.3	
	<i>n</i>	212		299	157	178	100	124		349		376	264	267	157	175	
	<i>SD</i>	13.0		14.9	13.4	14.5	13.0	14.4		17.2		16.4	17.9	17.0	16.7	16.2	
	<i>SE</i>	.90		.86	1.07	1.09	1.30	1.30		.92		.84	1.10	1.04	1.33	1.23	
	<i>CI upper bound</i>	17.2		20.1	20.0	18.5	22.7	21.3		24.7		22.2	23.4	21.8	24.0	22.7	
	<i>CI lower bound</i>	13.7		16.8	15.8	14.2	17.6	16.2		21.1		18.9	19.0	17.7	18.8	17.9	
<hr/>																	
<b>Effective Teaching Practices</b>	<i>Mean</i>	39.6		36.9	37.9	36.8	35.8	38.1		41.7		38.0	38.6	38.0	37.5	39.0	
	<i>n</i>	214		298	155	167	91	112		349		378	260	258	151	161	
	<i>SD</i>	14.9		14.0	14.2	14.4	12.6	14.8		13.8		15.9	14.9	14.2	15.3	15.1	
	<i>SE</i>	1.01		.81	1.14	1.12	1.32	1.40		.74		.82	.92	.89	1.24	1.18	
	<i>CI upper bound</i>	41.6		38.5	40.1	39.0	38.4	40.9		43.1		39.6	40.4	39.8	39.9	41.3	
	<i>CI lower bound</i>	37.6		35.3	35.6	34.6	33.2	35.4		40.2		36.4	36.8	36.3	35.0	36.6	
<hr/>																	
<i>Campus Environment</i>																	
<b>Quality of Interactions</b>	<i>Mean</i>	39.4		39.5	38.9	39.2	41.4	39.9		44.8		43.2	43.9	43.4	44.8	43.7	
	<i>n</i>	173		240	125	141	71	102		311		310	203	207	125	136	
	<i>SD</i>	14.0		13.9	12.5	13.2	12.2	13.4		11.6		12.3	12.9	12.9	13.1	13.7	
	<i>SE</i>	1.06		.90	1.12	1.11	1.45	1.33		.66		.70	.90	.89	1.17	1.18	
	<i>CI upper bound</i>	41.5		41.3	41.1	41.3	44.2	42.6		46.1		44.6	45.7	45.1	47.1	46.0	
	<i>CI lower bound</i>	37.4		37.8	36.7	37.0	38.5	37.3		43.5		41.8	42.2	41.6	42.5	41.3	
<hr/>																	
<b>Supportive Environment</b>	<i>Mean</i>	34.3		33.1	35.7	32.4	34.5	32.5		34.0		31.0	31.0	28.6	31.9	29.8	
	<i>n</i>	175		242	121	145	79	100		304		327	217	237	134	150	
	<i>SD</i>	15.7		14.6	13.5	13.9	13.9	15.3		14.8		15.7	15.4	14.1	13.7	14.5	
	<i>SE</i>	1.18		.94	1.22	1.15	1.57	1.53		.85		.87	1.04	.92	1.19	1.18	
	<i>CI upper bound</i>	36.6		34.9	38.1	34.7	37.5	35.5		35.6		32.7	33.0	30.4	34.2	32.1	
	<i>CI lower bound</i>	32.0		31.2	33.3	30.2	31.4	29.5		32.3		29.3	28.9	26.8	29.5	27.4	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent 95% confidence interval (mean +/- 1.96 \* SE).

	2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
%	45			53	54	44	45	29	54			51	48	47	44	45
<i>n</i>	190			256	130	147	77	105	325			342	232	239	134	151
<i>SE</i>	3.6															

