



NSSE 2017

Multi-Year Report

Lamar University

NSSE 2017 Multi-Year Report

About This Report

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement indicators (rEoi)sr,oiHoihoiatr(a)-19catic (rHoi)r,oi(a)-19Indec y

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Report sections

Interpreting year-to-year results

For further investigation

Response Details by Participation Year

First-year students

Seniors

Year	Response rate ^a	Sampling error ^b		Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	8%	+/- 6.0%	182	61	15%	+/- 4.6%	382	306	76
2014									
2015									
2016	15%	+/- 4.8%	352	242	14%	+/- 4.5%	413	326	
2017	8%	+/- 6.8%	192	121	10%	+/- 5.5%	285	216	
2018									
2019									
2020									

Administration Details by Participation Year

Year	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	None	No	No	Yes
2014				
2015				
2016	None	No	No	Yes
2017	None	No	No	Yes
2018				
2019				
2020				

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, they should be interpreted with caution.

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Engagement Results by Theme

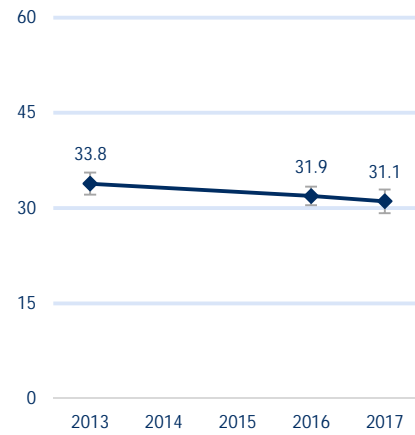
Lamar University

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 more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

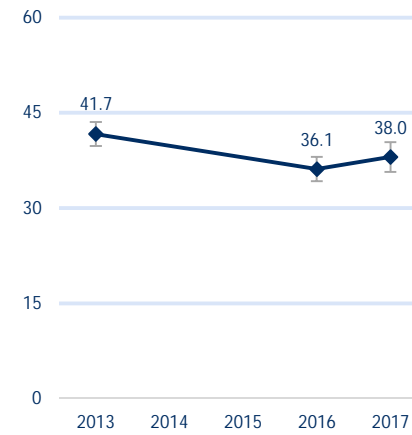
Academic Challenge: First-year students

Higher-Order Learning

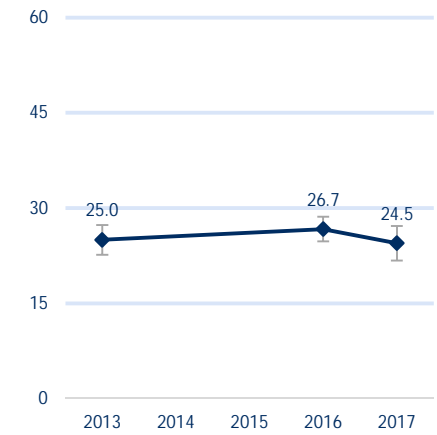
Reflective & Integrative Learning



Learning Strategies

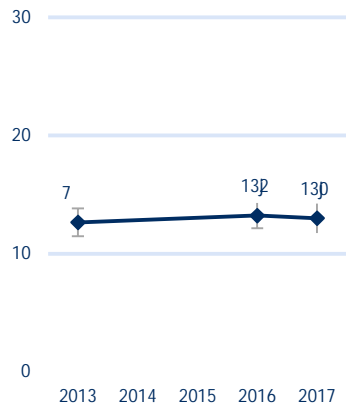


Quantitative Reasoning



Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)



Course Reading (hrs/wk)^a

Assigned Writing (pages)^a

Course Challenge^b

Academic Emphasis^c

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item 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").

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Engagement Results by Theme

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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 more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors



Academic Challenge (additional items): Seniors

Preparing for Class <small>(hrs/wk)</small>	Course Reading <small>(hrs/wk)^a</small>	Assigned Writing <small>(pages)^a</small>	Course Challenge ^b	Academic Emphasis ^c
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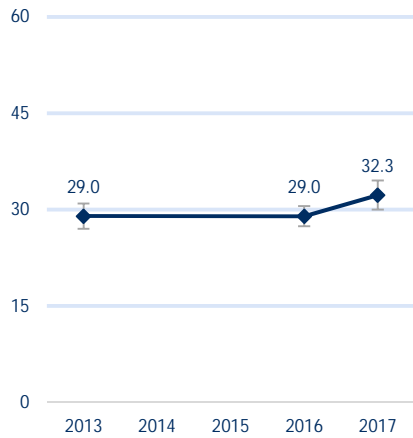
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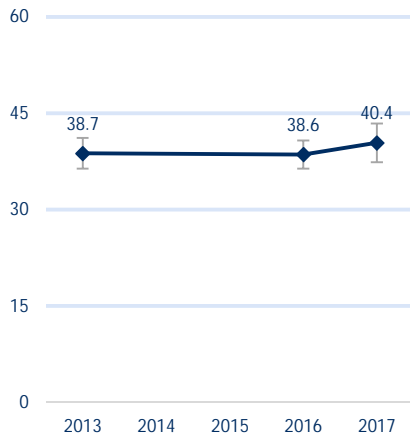
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning



Discussions with Diverse Others

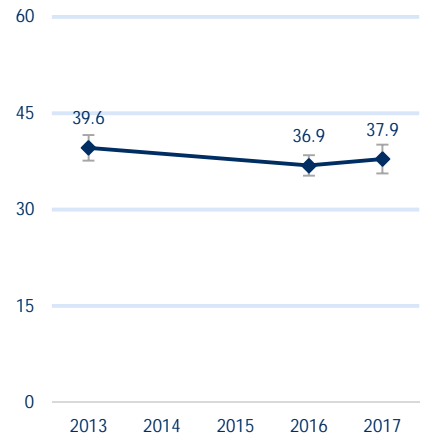


Experiences with Faculty: First-year students

Student-Faculty Interaction

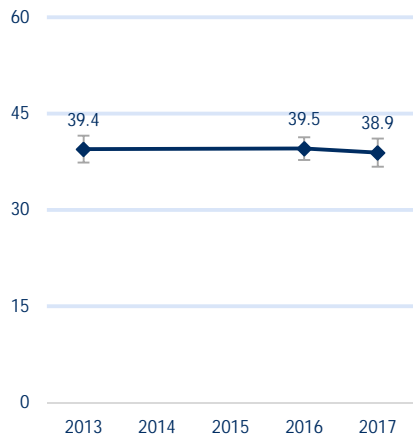


Effective Teaching Practices

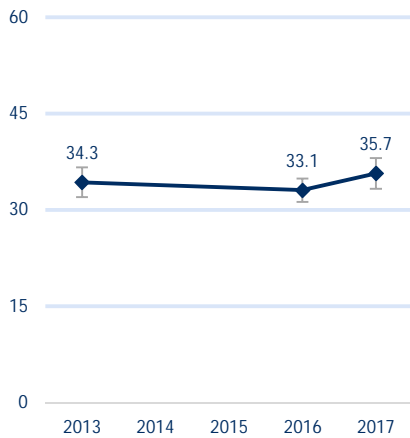


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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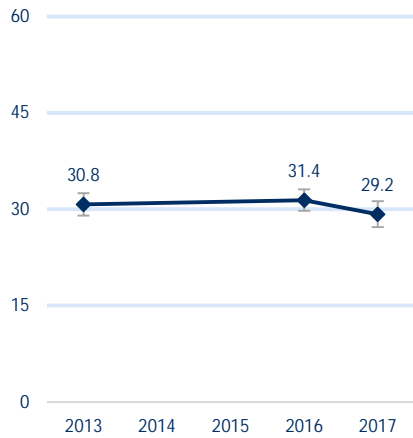
Engagement Results by Theme

Lamar University

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning



Discussions with Diverse Others



Experiences with Faculty: Seniors

Student-Faculty Interaction



Effective Teaching Practices



Campus Environment: Seniors

Quality of Interactions



Supportive Environment



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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



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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>																	
Mean		15.5			18.4	17.9				22.9			20.6	21.2			
n		212			299	157				349			376	264			
SD		13.0			14.9	13.4				17.2			16.4	17.9			
SE		.90			.86	1.07				.92			.84	1.10			
CI upper bound		17.2			20.1	20.0				24.7			22.2	23.4			
CI lower bound		13.7			16.8	15.8				21.1			18.9	19.0			
Mean		39.6			36.9	37.9				41.7			38.0	38.6			
n		214			298	155				349			378	260			
SD		14.9			14.0	14.2				13.8			15.9	14.9			
SE		1.01			.81	1.14				.74			.82	.92			
CI upper bound		41.6			38.5	40.1				43.1			39.6	40.4			
CI lower bound		37.6			35.3	35.6				40.2			36.4	36.8			
<i>Campus Environment</i>																	
Mean		39.4			39.5	38.9				44.8			43.2	43.9			
n		173			240	125				311			310	203			
SD		14.0			13.9	12.5				11.6			12.3	12.9			
SE		1.06			.90	1.12				.66			.70	.90			
CI upper bound		41.5			41.3	41.1				46.1			44.6	45.7			
CI lower bound		37.4			37.8	36.7				43.5			41.8	42.2			
Mean		34.3			33.1	35.7				34.0			31.0	31.0			
n		175			242	121				304			327	217			
SD		15.7			14.6	13.5				14.8			15.7	15.4			
SE		1.18			.94	1.22				.85			.87	1.04			
CI upper bound		36.6			34.9	38.1				35.6			32.7	33.0			
CI lower bound		32.0			31.2	33.3				32.3			29.3	28.9			

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

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Detailed Statistics: High-Impact Practices Lamar University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community^a	%	12			17	19				25			22	19			
	<i>n</i>	190			255	129				328			345	232			
	<i>SE</i>	2.4			2.3	3.5				2.4			2.2	2.6			
	<i>CI upper bound (%)</i>	17			21	26				30			26	24			
	<i>CI lower bound (%)</i>	8			12	12				20			17	14			
Service-Learning^a	%	45			53	54				54			51	48			
	<i>n</i>	190			256	130				325			342	232			
	<i>SE</i>	3.6			3.1	4.4				2.8			2.7	3.3			
	<i>CI upper bound (%)</i>	52			59	63				59			56	55			
	<i>CI lower bound (%)</i>	38			47	46				48			46	42			
Research with Faculty^a	%	5			4	5				18			16	14			
	<i>n</i>	189			255	129				326			343	232			
	<i>SE</i>	1.6			1.2	1.9				2.1			2.0	2.3			
	<i>CI upper bound (%)</i>	8			6	8				22			20	19			
	<i>CI lower bound (%)</i>	2			1	1				14			12	10			
Internship or Field Experience (First-year results: Plan to do)	%	71			68	69				42			39	35			
	<i>n</i>	192			257	130				328			346	231			
	<i>SE</i>	3.3			2.9	4.1				2.7			2.6	3.1			
	<i>CI upper bound (%)</i>	78			73	77				48			44	41			
	<i>CI lower bound (%)</i>	65			62	61				37			34	29			
Study Abroad (First-year results: Plan to do)	%	25			27	28				9			9	9			
	<i>n</i>	189			255	128				327			346	232			
	<i>SE</i>	3.2			2.8	4.0				1.6			1.6	1.9			
	<i>CI upper bound (%)</i>	31			32	36				12			12	13			
	<i>CI lower bound (%)</i>	19			21	20				6			6	5			
Culminating Senior Experience (First-year results: Plan to do)	%	45			41	37				36			30	31			
	<i>n</i>	188			256	129				327			342	231			
	<i>SE</i>	3.6			3.1	4.3				2.7			2.5	3.1			
	<i>CI upper bound (%)</i>	52			47	45				41			35	37			
	<i>CI lower bound (%)</i>	37			35	29				31			25	25			
Overall HIP Participation^b																	
Participated in one HIP	%	38			52	48				29			26	32			
	<i>n</i>	191			257	130				329			346	232			
	<i>SE</i>	3.5			3.1	4.4				2.5			2.4	3.1			
	<i>CI upper bound (%)</i>	45			58	57				34			30	38			
	<i>CI lower bound (%)</i>	31			46	40				24			21	26			
Participated in two or more HIPs	%	11			11	14				50			50	43			
	<i>n</i>	191			257	130				329			346	232			
	<i>SE</i>	2.3			1.9	3.1				2.8			2.7	3.3			
	<i>CI upper bound (%)</i>	16			14	21				56			55	50			
	<i>CI lower bound (%)</i>	7			7	8				45			45	37			

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.