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# NSSE 2018 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 indicate students who participated in service-learning, a learning community, and research with faculty, and who planned to do an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.

Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

### Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

### For further investigation



## Response Details by Participation Year

Year  
2013  
2014  
2015  
2016  
2017  
2018  
2019  
2020

## Administration Details by Participation Year

Year

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# NSSE 2018 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 more information, including the items that make up each EI, refer to your Engagement Indicators report.

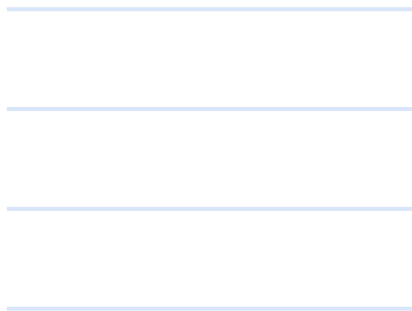
#### Academic Challenge: Seniors

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 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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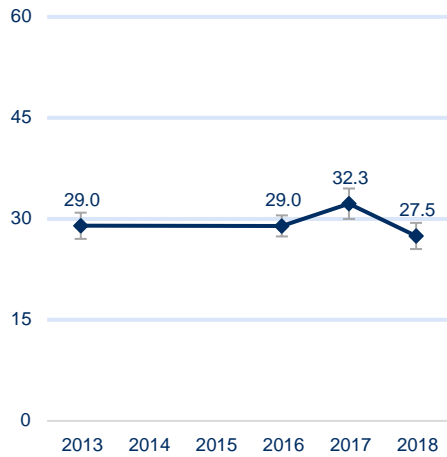
## Engagement Results by Theme

### Lamar University

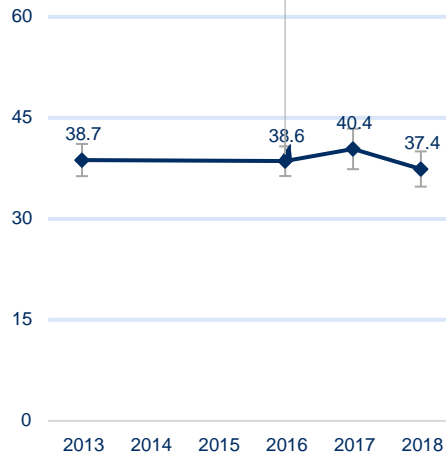
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#### Learning with Peers: First-year students

##### Collaborative Learning

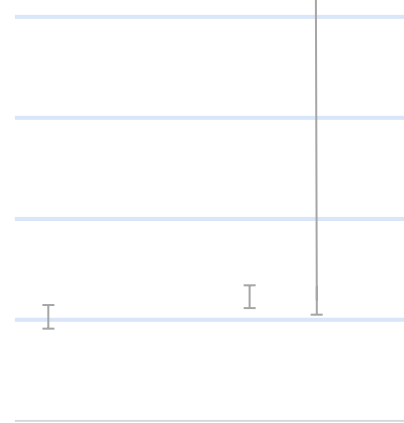


##### Discussions with Diverse Others



#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction



##### Effective Teaching Practices

#### Campus Environment: First-year students

##### Quality of Interactions

##### Supportive Environment





# NSSE 2018 Multi-Year Report

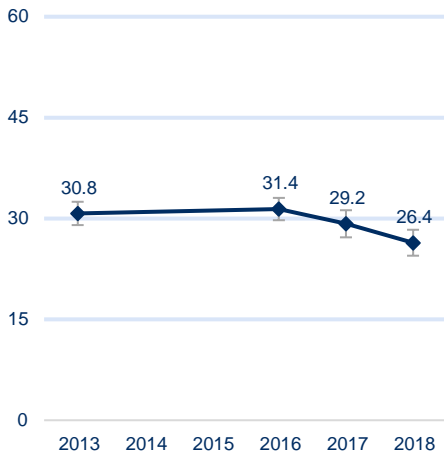
## Engagement Results by Theme

### Lamar University

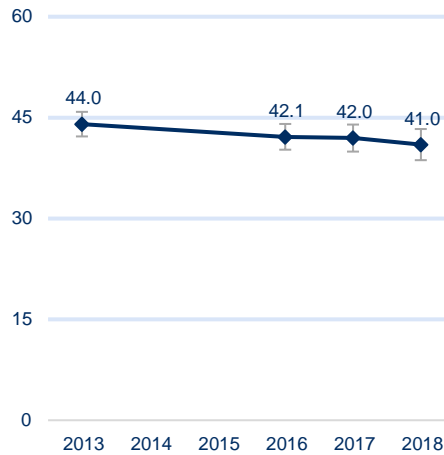
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#### Learning with Peers: Seniors

##### Collaborative Learning

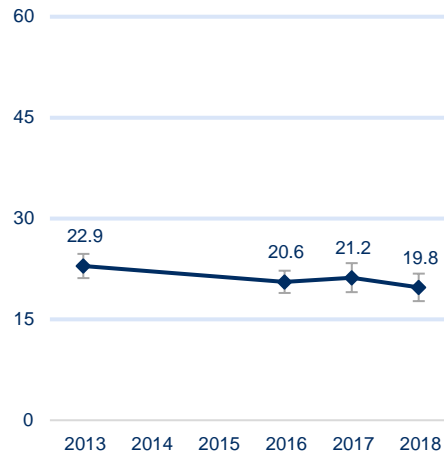


##### Discussions with Diverse Others

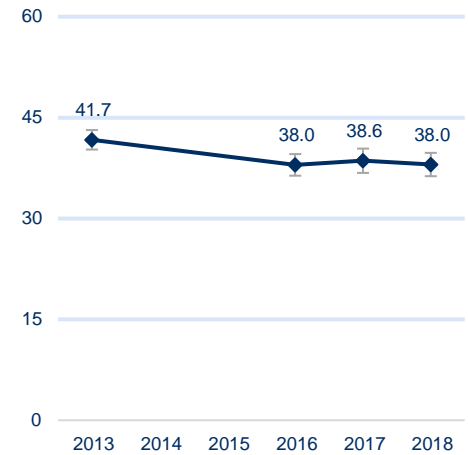


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

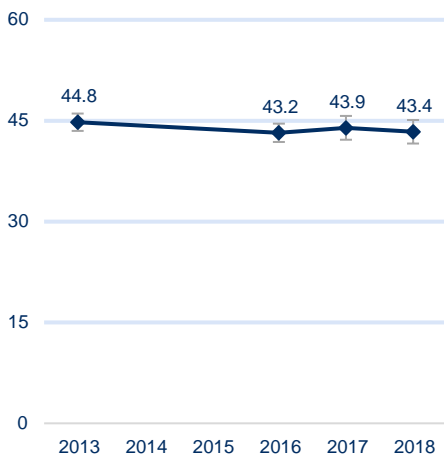


##### Effective Teaching Practices

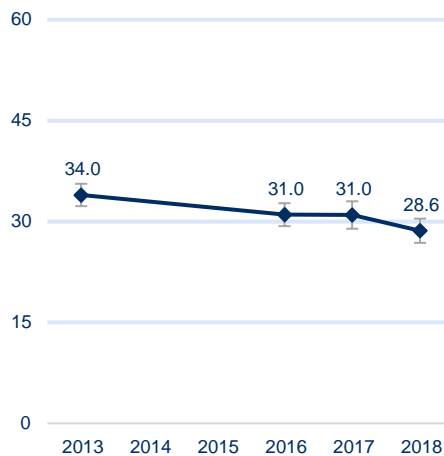


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment





# NSSE 2018 Multi-Year Report

## High-Impact Practices

### Lamar University

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "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)

#### Overall first-year HIP participation

##### Internship/Field Experience

(Plan to do)

##### Study Abroad

(Plan to do)

##### Culminating Senior Experience

(Plan to do)













# NSSE 2018 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

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).



# NSSE 2018 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
<b>Academic Challenge (additional items, continued)</b>																
Mean	35.2			37.2	33.5	43.2			57.0			69.9	82.5			



# NSSE 2018 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

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).

2013 2014 2015 2016

# NSSE 2018 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

2013 2014 2015 2016 2017 2018 2019 2020 2013 2014 2015 2016 2017 2018 2019 2020





- a. Results are the percentage who had done the activity.
- b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.
- c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.