NSSE 2019
Multi-Year Report

Lamar University

NSSE 2019 Multi-Year Report

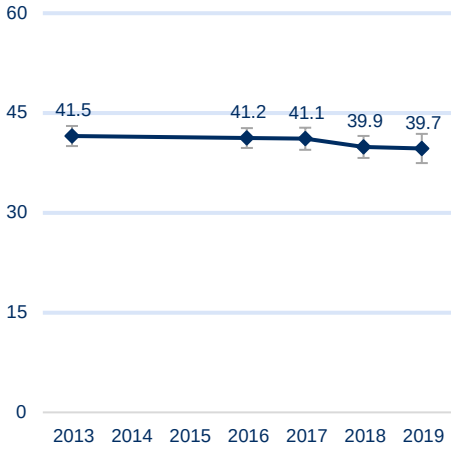
Engagement Results by Theme

Lamar University

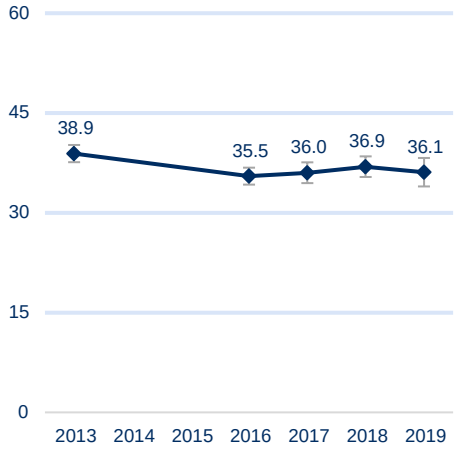
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Senic

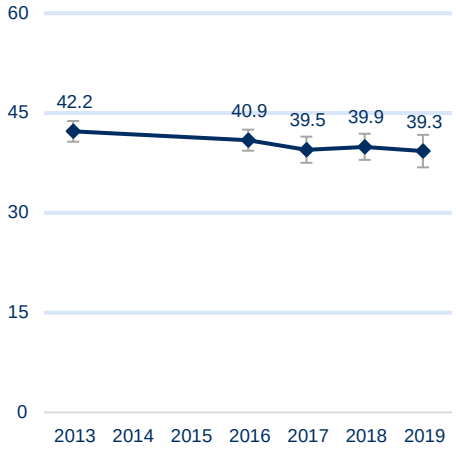
Higher-Order Learnin



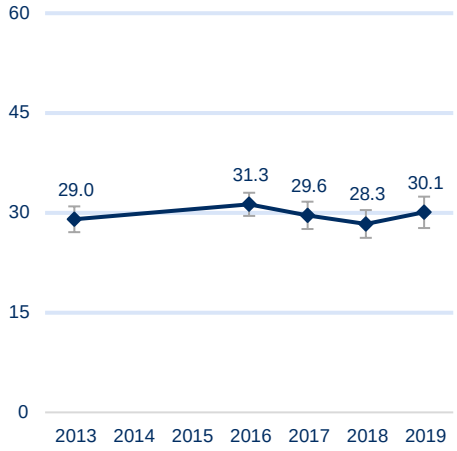
Reflective & Integrative Learning



Learning Strategies

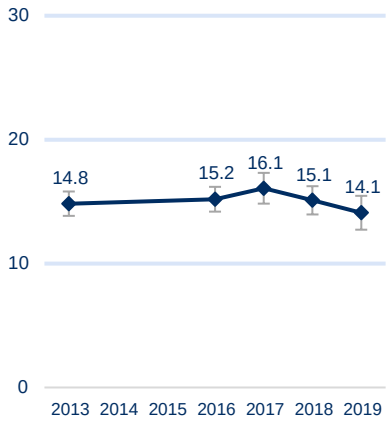


Quantitative Reasoning

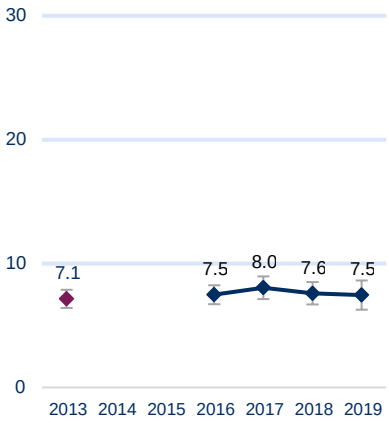


Academic Challenge (additional items): Seniors

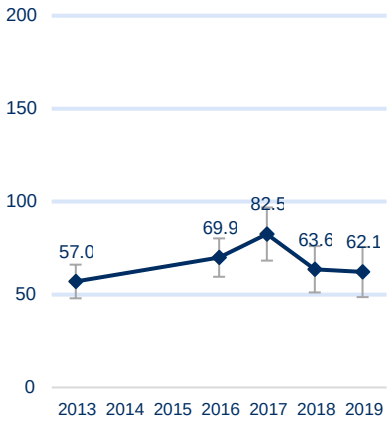
Preparing for Class (hrs/wk)



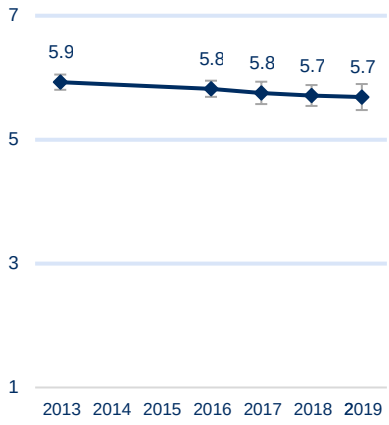
Course Reading (hrs/wk)[a]



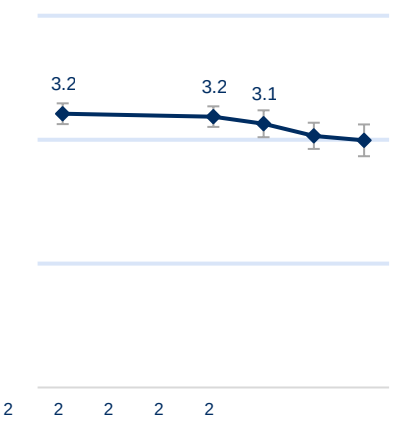
Assigned Writing (pages)[a]



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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High-Impact Practices

Lamar University

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your High-Impact Practices report.

High-Impact Practices: Seniors

Service-Learning
(Some, most, or all courses)

Learning Community
(Done or in progress)

Research with Faculty
(Done or in progress)

Internship/Field Experience
(Done or in progress)

Study Abroad
(Done or in progress)

Culminating Senior Experience
(Done or in progress)

Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.

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.

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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

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: 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
[illegible]	[illegible]																
	[illegible]	35.2			37.2	33.5	43.2	31.7		57.0			69.9	82.5	63.6	62.1	
	n	176			251	131	156	83		294			323	230	242	141	
	[illegible]	57.8			66.8	67.0	80.0	51.8		79.3							

2013
2014
2015
2016
2017
2018
2019
2020

2013
2014
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2016
2017
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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

NSSE 2019 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

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Detailed Statistics: High-Impact Practices

Lamar University

First-year students

		2013	2014	2015	2016	2017	2018	2019	2020
Service-Lrning [a]	%	45			53	54	44	45	
	n	190			256	130	147	77	
	SE	3.6			3.1	4.4	4.1	5.7	
	LC	52			59	63	52	57	
	UC	38			47	46	36	34	
Learning Community [a]	%	12			17	19	13	10	
	n	190			255	129	149	81	
	SE	2.4			2.3	3.5	2.8	3.3	
	LC	17			21	26	19	16	
	UC	8			12	12	8	3	
Resrch with Faculty [a]	%	5			4	5	3	6	
	n	189			255	129	149	81	
	SE	1.6			1.2	1.9	1.3	2.6	
	LC	8			6	8	5	11	
	UC	2			1	1	0	1	
	%	71			68	69	70	69	
	n	192			257	130	149	82	
	SE	3.3			2.9	4.1	3.8	5.2	
	LC	78			73	77	77	79	
	UC	65			62	61	62	58	
	%	25			27	28	26	39	
	n	189			255	128	149	81	
	SE	3.2			2.8	4.0	3.6	5.5	
	LC	31			32	36	34	50	
	UC	19			21	20	19	28	
	%	45			41	37	33	37	
	n	188			256	129	148	79	
	SE	3.6			3.1	4.3	3.9	5.4	
	LC	52			47	45	40	47	
	UC	37			35	29	25	26	
Overall HIP Participation [c]									
	%	38			52	48	45	45	
	n	191			257	130	149	81	
	SE	3.5			3.1	4.4	4.1	5.6	
	LC	45			58	57	53	56	
	UC	31			46	40	37	34	
Participated in two or more HIPs	%	11			11	14	7	7	
	n	191			257	130	149	81	
	SE	2.3			1.9	3.1	2.2	2.9	
	LC	16			14	21	12	13	
	UC	7			7	8	3	1	

Seniors

		2013	2014	2015	2016	2017	2018	2019	2020
Service-Lrning [a]	%	54			51	48	47	44	
	n	325			342	232	239	134	
	SE	2.8			2.7	3.3	3.2	4.3	
	LC	59			56	55	54	52	
	UC	48			46	42	41	35	
Learning Community [a]	%	25			22	19	14	23	
	n	328			345	232	241	134	
	SE	2.4			2.2	2.6	2.3	3.7	
	LC	30			26	24	19	30	
	UC	20			17	14	10	16	
Resrch with Faculty [a]	%	18			16	14	15	23	
	n	326			343	232	242	135	
	SE	2.1			2.0	2.3	2.3	3.7	
	LC	22			20	19	20	31	
	UC	14			12	10	11	16	
	%	42			39	35	32	37	
	n	328			346	231	239	135	
	SE	2.7			2.6	3.1	3.0	4.2	
	LC	48			44	41	38	46	
	UC	37			34	29	26	29	
	%	9			9	9	10	8	
	n	327			346	232	241	135	
	SE	1.6			1.6	1.9	1.9	2.4	
	LC	12			12	13	13	13	
	UC	6			6	5	6	4	
	%	36			30	31	26	31	
	n	327			342	231	242	135	
	SE	2.7			2.5	3.1	2.8	4.0	
	LC	41			35	37	31	39	
	UC	31			25	25	20	23	
	%	29			26	32	34	26	
	n	329			346	232	242	135	
	SE	2.5			2.4	3.1	3.1	3.8	
	LC	34			30	38	40	33	
	UC	24			21	26	28	19	
	%	50			50	43	38	47	
	n	329			346	232	242	135	
	SE	2.8			2.7	3.3	3.1	4.3	
	LC	56			55	50	45	56	
	UC	45			45	37	32	39	

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 +/- 1.96 * SE).

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.