



NSSE 2018

Engagement Indicators

University of Houston-Clear Lake

About Your Engagement Indicators Report

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.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student-Faculty Interaction
<i>Campus Environment</i>	Effective Teaching Practices
	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 *within* your institution and comparison group.
 - 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 2017 and 2018 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed 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 amounts to 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 and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 in 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	▼
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▼	▼
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

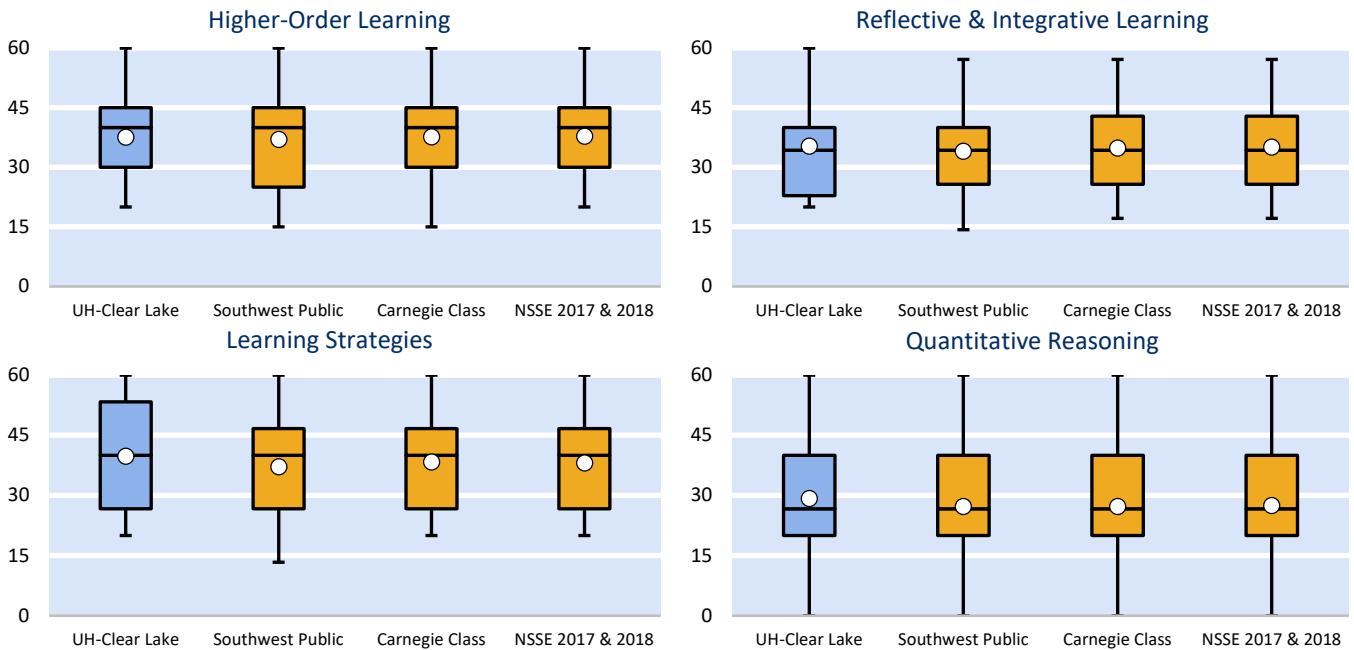
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2017 & 2018 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	37.0	.05	37.7	-.01	37.8	-.02
Reflective & Integrative Learning	35.3	34.0	.11	34.9	.04	35.1	.02
Learning Strategies	39.8	37.2	.19	38.3	.11	38.0	.13
Quantitative Reasoning	29.2	27.2	.13	27.2	.13	27.5	.11

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 p before 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 box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

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.

	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	70	+2	+0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+3	+1	+0
4d. Evaluating a point of view, decision, or information source	69	+2	-2	-1
4e. Forming a new idea or understanding from various pieces of information	60	-7	-8	-8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	45	-4	-6	-7
2b. Connected your learning to societal problems or issues	47	+1	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+5	+2	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+10	+8	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-4	-4	-4
2f. Learned something that changed the way you understand an issue or concept	61	-4	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-2	-4	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+8	+3	+3
9b. Reviewed your notes after class	58	-7	-9	-7
9c. Summarized what you learned in class or from course materials	64	+3	+1	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	-4	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+3	+2	+2
6c. Evaluated what others have concluded from numerical information	39	+2	+2	+1

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.

Academic Challenge: Seniors

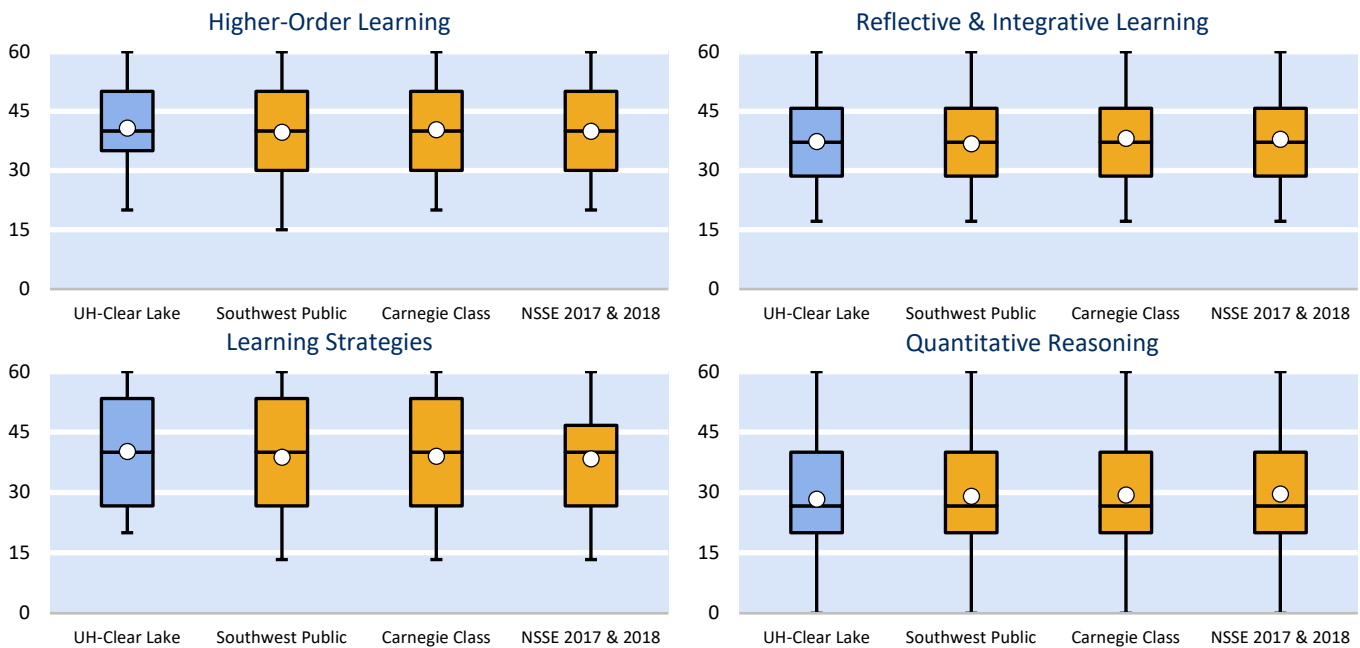
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.7	39.6	.08	40.3	.03	39.8	.06
Reflective & Integrative Learning	37.2	36.7	.04	38.1	-.07	37.8	-.05
Learning Strategies	40.1	38.7	.10	39.0	.08	38.3 *	.13
Quantitative Reasoning	28.3	29.0	-.04	29.4	-.07	29.6	-.08

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 *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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Academic Challenge: Seniors (continued)

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.

Higher-Order Learning	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	80	+4	+3	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2	+1	+2
4d. Evaluating a point of view, decision, or information source	73	+4	+1	+3
4e. Forming a new idea or understanding from various pieces of information	75	+4	+2	+4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	-1	-3	-3
2b. Connected your learning to societal problems or issues	54	-3	-8	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-2	-8	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+3	+0	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+2	+0	+1
2f. Learned something that changed the way you understand an issue or concept	73	+4	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+5	+2	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+1	-1	-1
9b. Reviewed your notes after class	70	+6	+6	+9
9c. Summarized what you learned in class or from course materials	68	+4	+3	+5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-1	-0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+1	-1	-1
6c. Evaluated what others have concluded from numerical information	39	-3	-4	-5

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.

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Learning with Peers: First-year students

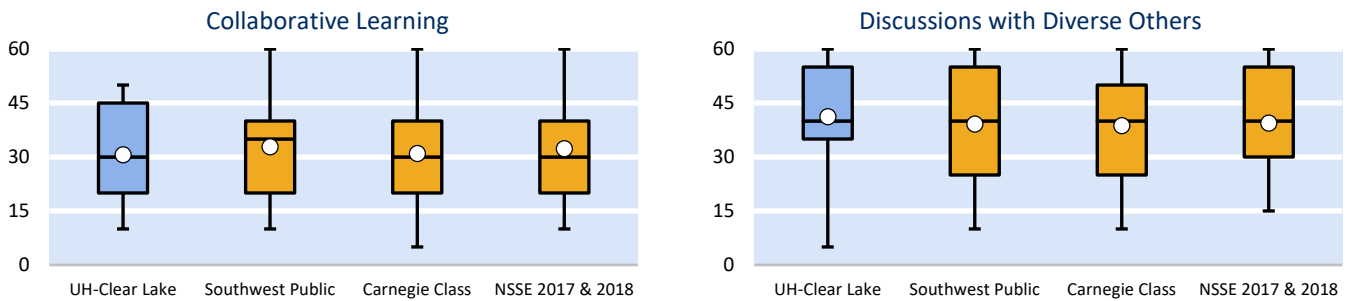
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	32.8	-.15	30.9	-.02	32.3	-.12
Discussions with Diverse Others	41.2	39.2	.12	38.7	.16	39.4	.12

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 *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Performance on Indicator Items

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Collaborative Learning	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	54	-1	+4	+1
1f. Explained course material to one or more students	57	-1	+3	-0
1g. Prepared for exams by discussing or working through course material with other students	49	-2	+3	-1
1h. Worked with other students on course projects or assignments	46	-9	-6	-8
<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	72	+2	+3	+2
8b. People from an economic background other than your own	72	+2	+2	+1
8c. People with religious beliefs other than your own	76	+10	+11	+10
8d. People with political views other than your own	73	+9	+8	+8

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Learning with Peers: Seniors

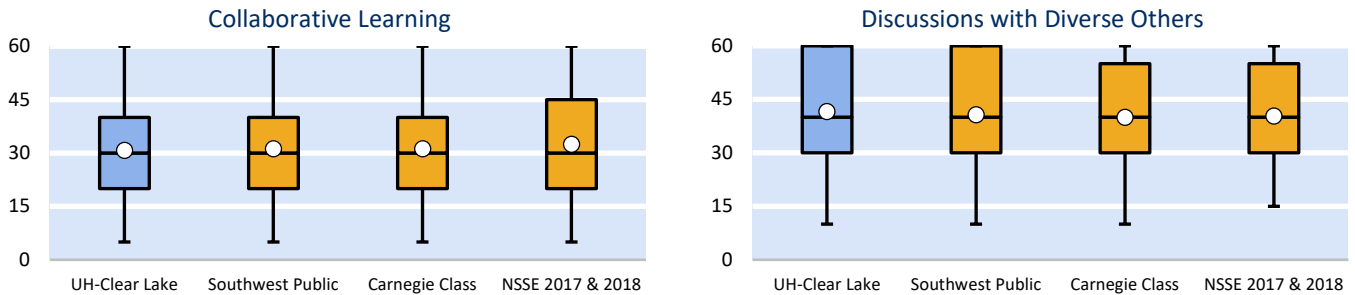
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
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Collaborative Learning	30.8	31.2	-.03	31.2	-.03	32.5 *	-.11
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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	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	38	-4	-3	-5
1f. Explained course material to one or more students	53	-3	-3	-6
1g. Prepared for exams by discussing or working through course material with other students	44	-1	-1	-4
1h. Worked with other students on course projects or assignments	60	-0	-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	77	+3	+6	+5
8b. People from an economic background other than your own	72	-0	+1	-0
8c. People with religious beliefs other than your own	72	+3	+5	+4
8d. People with political views other than your own	68	+1	+1	+2

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Experiences with Faculty: First-year students

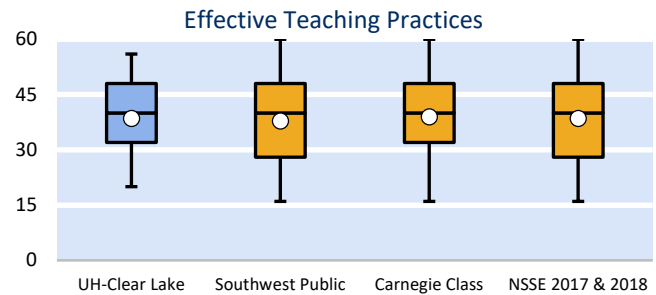
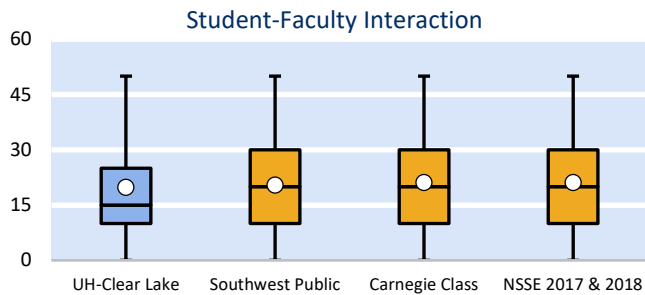
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.8	20.4	-.04	21.1	-.09	21.1	-.09
Effective Teaching Practices	38.5	37.8	.05	38.9	-.03	38.5	.00

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 *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Student-Faculty Interaction	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	35	-1	-2	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-5	-5	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-1	-2	-3
3d. Discussed your academic performance with a faculty member	24	-4	-6	-6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	+9	+6	+7
5b. Taught course sessions in an organized way	74	+1	-0	-1
5c. Used examples or illustrations to explain difficult points	64	-9	-10	-10
5d. Provided feedback on a draft or work in progress	56	-4	-10	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-1	-6	-5

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Experiences with Faculty: Seniors

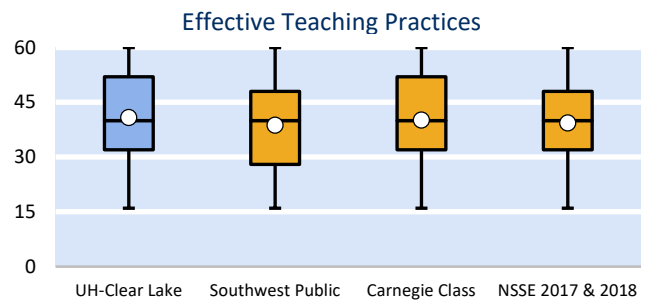
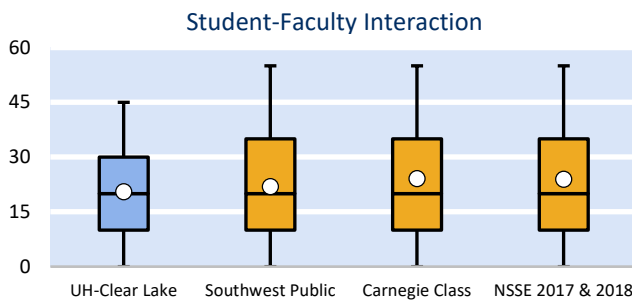
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Effective Teaching Practices	40.9	38.7 **	.15	40.1	.05	39.4 *	.11

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	%			
3a. Talked about career plans with a faculty member	36	-3	-9	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-7	-9	-9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-2	-5	-5
3d. Discussed your academic performance with a faculty member	29	-2	-6	-4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	85	+6	+4	+5
5b. Taught course sessions in an organized way	79	+3	+1	+2
5c. Used examples or illustrations to explain difficult points	77	+3	-0	+1
5d. Provided feedback on a draft or work in progress	60	+2	-3	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+4	-1	+2

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

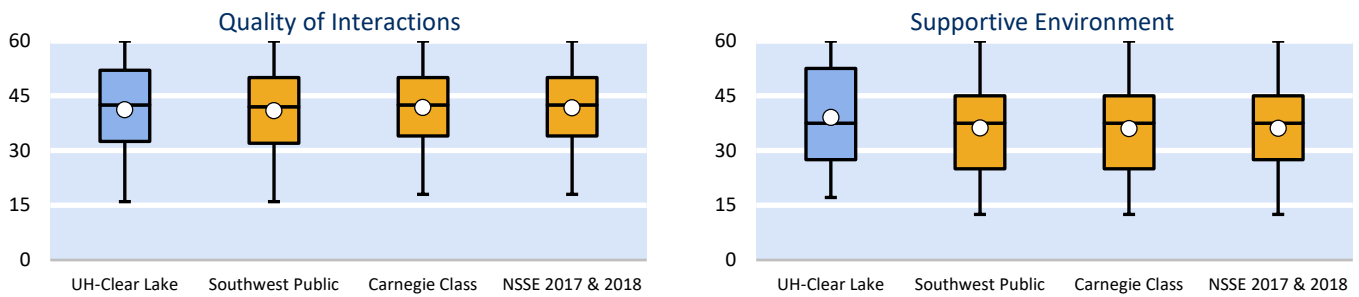
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Quality of Interactions	41.2	40.9	.02	41.8	-.05	41.7	-.04
Supportive Environment	39.1	36.1	.21	35.9	.23	36.1	.22

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 *p* before 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 box), 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.

Quality of Interactions	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	40	-7	-9	-10
13b. Academic advisors	47	-0	-2	-2
13c. Faculty	50	+5	+1	+2
13d. Student services staff (career services, student activities, housing, etc.)	41	-3	-4	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+6	+4	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+3	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	89	+12	+12	+12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+9	+8	+8
14e. Providing opportunities to be involved socially	70	-1	-0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+6	+6	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	56	+12	+12	+13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-11	-8	-10
14i. Attending events that address important social, economic, or political issues	47	-2	-3	-4

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: Seniors

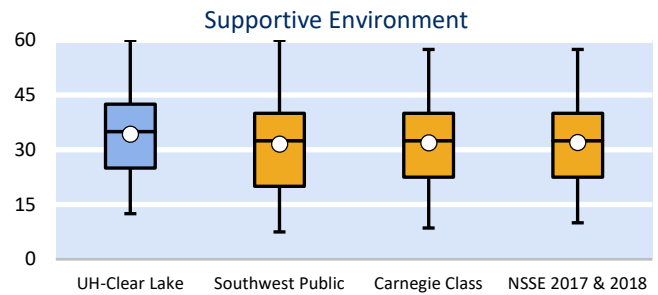
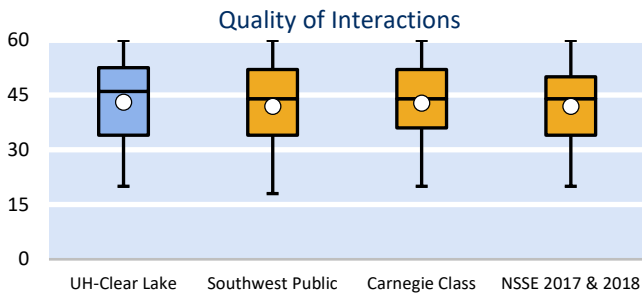
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	41.9	.09	42.9	.02	42.0	.09
Supportive Environment	34.3	31.6 ***	.18	32.0 **	.16	32.0 **	.16

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 *p* before 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 box), 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.

Quality of Interactions	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	62	+6	+5	+6
13b. Academic advisors	44	-6	-8	-6
13c. Faculty	59	+4	+1	+3
13d. Student services staff (career services, student activities, housing, etc.)	52	+10	+7	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+9	+7	+11
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+6	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	78	+13	+12	+12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+6	+6	+7
14e. Providing opportunities to be involved socially	67	+5	+4	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+6	+5	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+7	+6	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-1	+1	-2
14i. Attending events that address important social, economic, or political issues	39	-0	-3	-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.

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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^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.6	38.9	-.10		40.5	-.22	
	Reflective and Integrative Learning	35.3	36.5	-.10	✓	38.1	-.23	
	Learning Strategies	39.8	39.5	.02	✓	41.6	-.13	
	Quantitative Reasoning	29.2	28.7	.04	✓	30.4	-.08	✓
<i>Learning with Peers</i>	Collaborative Learning	30.6	35.1 *	-.33		37.2 ***	-.49	
	Discussions with Diverse Others	41.2	41.4	-.01	✓	43.4	-.15	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.8	24.3 *	-.30		27.2 ***	-.47	
	Effective Teaching Practices	38.5	40.3	-.13		42.0	-.25	
<i>Campus Environment</i>	Quality of Interactions	41.2	43.9	-.23		45.9 *	-.39	
	Supportive Environment	39.1	37.9	.09	✓	39.7	-.04	✓

Seniors

Theme	Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.7	41.3	-.05	✓	42.5 *	-.13	
	Reflective and Integrative Learning	37.2	39.6 ***	-.19		41.1 ***	-.32	
	Learning Strategies	40.1	40.2	.00	✓	42.3 **	-.15	
	Quantitative Reasoning	28.3	30.7 **	-.15		32.7 ***	-.28	
<i>Learning with Peers</i>	Collaborative Learning	30.8	35.7 ***	-.36		38.1 ***	-.54	
	Discussions with Diverse Others	41.6	41.9	-.02	✓	43.8 *	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.5	29.2 ***	-.55		33.3 ***	-.80	
	Effective Teaching Practices	40.9	41.1	-.02	✓	43.1 **	-.16	
<i>Campus Environment</i>	Quality of Interactions	43.1	44.4	-.11		46.5 ***	-.28	
	Supportive Environment	34.3	34.3	.00	✓	36.4 **	-.15	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions. b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > .10.

Detailed Statistics: First-Year Students

	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
Academic Challenge												
Higher-Order Learning												
UH-Clear Lake (N = 49)	37.6	12.6	1.81	20	30	40	45	60				
Southwest Public	37.0	13.6	.11	15	25	40	45	60	15,363	.6	.754	.045
Carnegie Class	37.7	13.3	.06	15	30	40	45	60	53,892	-.1	.968	-.006
NSSE 2017 & 2018	37.8	13.2	.03	20	30	40	45	60	182,344	-.2	.910	-.016
Top 50%	38.9	13.1	.04	20	30	40	50	60	108,164	-1.3	.478	-.102
Top 10%	40.5	13.3	.08	20	30	40	50	60	25,739	-2.9	.131	-.217
Reflective & Integrative Learning												
UH-Clear Lake (N = 50)	35.3	12.1	1.71	20	23	34	40	60				
Southwest Public	34.0	12.1	.09	14	26	34	40	57	16,383	1.3	.457	.105
Carnegie Class	34.9	11.9	.05	17	26	34	43	57	56,858	.4	.793	.037
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	192,465	.3	.876	.022
Top 50%	36.5	11.8	.04	17	29	37	43	57	101,470	-1.1	.497	-.096
Top 10%	38.1	12.0	.08	20	29	37	46	60	21,783	-2.7	.107	-.228
Learning Strategies												
UH-Clear Lake (N = 44)	39.8	13.2	1.99	20	27	40	53	60				
Southwest Public	37.2	14.0	.12	13	27	40	47	60	14,062	2.6	.214	.188
Carnegie Class	38.3	13.8	.06	20	27	40	47	60	49,249	1.5	.469	.109
NSSE 2017 & 2018	38.0	13.7	.03	20	27	40	47	60	166,309	1.7	.401	.127
Top 50%	39.5	13.7	.05	20	27	40	53	60	87,595	.3	.894	.020
Top 10%	41.6	14.1	.10	20	33	40	53	60	21,176	-1.8	.392	-.130
Quantitative Reasoning												
UH-Clear Lake (N = 45)	29.2	16.1	2.42	0	20	27	40	60				
Southwest Public	27.2	15.6	.13	0	20	27	40	60	14,829	2.0	.391	.129
Carnegie Class	27.2	15.3	.07	0	20	27	40	60	52,755	2.0	.385	.130
NSSE 2017 & 2018	27.5	15.3	.04	0	20	27	40	60	178,069	1.7	.449	.113
Top 50%	28.7	15.2	.04	0	20	27	40	60	114,343	.6	.809	.036
Top 10%	30.4	15.3	.09	7	20	27	40	60	27,993	-1.2	.611	-.076
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 51)	30.6	14.4	2.02	10	20	30	45	50				
Southwest Public	32.8	14.3	.11	10	20	35	40	60	17,501	-2.2	.270	-.155
Carnegie Class	30.9	14.7	.06	5	20	30	40	60	59,497	-.3	.879	-.021
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	202,210	-1.7	.410	-.115
Top 50%	35.1	13.6	.04	15	25	35	45	60	119,370	-4.5	.018	-.330
Top 10%	37.2	13.6	.08	15	25	40	45	60	26,697	-6.6	.001	-.487
Discussions with Diverse Others												
UH-Clear Lake (N = 45)	41.2	17.0	2.54	5	35	40	55	60				
Southwest Public	39.2	16.5	.14	10	25	40	55	60	14,210	2.0	.411	.123
Carnegie Class	38.7	15.9	.07	10	25	40	50	60	49,657	2.5	.297	.156
NSSE 2017 & 2018	39.4	15.5	.04	15	30	40	55	60	167,732	1.8	.430	.118
Top 50%	41.4	15.0	.05	15	30	40	55	60	109,241	-.2	.939	-.012
Top 10%	43.4	14.8	.09	20	35	45	60	60	24,300	-2.2	.320	-.149

Detailed Statistics: First-Year Students

	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												
UH-Clear Lake (N = 49)	19.8	13.8	1.98	0	10	15	25	50				
Southwest Public	20.4	14.8	.12	0	10	20	30	50	15,817	-.6	.788	-.039
Carnegie Class	21.1	14.6	.06	0	10	20	30	50	55,080	-1.3	.550	-.086
NSSE 2017 & 2018	21.1	14.6	.03	0	10	20	30	50	186,338	-1.3	.546	-.087
Top 50%	24.3	14.8	.06	5	15	20	35	55	67,768	-4.4	.038	-.298
Top 10%	27.2	15.8	.15	5	15	25	40	60	48	-7.4	.001	-.469
Effective Teaching Practices												
UH-Clear Lake (N = 47)	38.5	11.4	1.66	20	32	40	48	56				
Southwest Public	37.8	13.6	.11	16	28	40	48	60	15,329	.7	.721	.052
Carnegie Class	38.9	13.2	.06	16	32	40	48	60	54,075	-.4	.828	-.032
NSSE 2017 & 2018	38.5	13.1	.03	16	28	40	48	60	182,757	.0	.980	.004
Top 50%	40.3	13.1	.05	20	32	40	52	60	79,986	-1.8	.355	-.135
Top 10%	42.0	13.7	.10	20	32	40	52	60	20,775	-3.5	.084	-.253
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 44)	41.2	13.9	2.11	16	33	43	52	60				
Southwest Public	40.9	13.2	.11	16	32	42	50	60	13,231	.3	.879	.023
Carnegie Class	41.8	12.6	.06	18	34	43	50	60	46,278	-.6	.754	-.047
NSSE 2017 & 2018	41.7	12.5	.03	18	34	43	50	60	156,744	-.5	.801	-.038
Top 50%	43.9	11.6	.05	22	38	46	52	60	64,978	-2.7	.125	-.232
Top 10%	45.9	12.1	.10	22	40	48	56	60	14,113	-4.7	.011	-.386
Supportive Environment												
UH-Clear Lake (N = 43)	39.1	14.5	2.21	17	28	38	53	60				
Southwest Public	36.1	14.0	.12	13	25	38	45	60	13,445	3.0	.167	.212
Carnegie Class	35.9	13.7	.06	13	25	38	45	60	46,728	3.1	.133	.230
NSSE 2017 & 2018	36.1	13.6	.03	13	28	38	45	60	158,038	3.0	.146	.222
Top 50%	37.9	13.2	.05	15	30	40	48	60	85,208	1.1	.570	.087
Top 10%	39.7	13.1	.09	18	30	40	50	60	20,458	-.6	.772	-.044

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

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
Academic Challenge												
Higher-Order Learning												
UH-Clear Lake (N = 373)	40.7	13.2	.68	20	35	40	50	60				
Southwest Public	39.6	14.2	.09	15	30	40	50	60	386	1.1	.115	.077
Carnegie Class	40.3	13.6	.05	20	30	40	50	60	70,093	.4	.529	.033
NSSE 2017 & 2018	39.8	13.7	.03	20	30	40	50	60	222,542	.9	.215	.064
Top 50%	41.3	13.5	.04	20	35	40	55	60	104,242	-.6	.377	-.046
Top 10%	42.5	13.7	.08	20	35	40	55	60	381	-1.7	.012	-.128
Reflective & Integrative Learning												
UH-Clear Lake (N = 389)	37.2	12.6	.64	17	29	37	46	60				
Southwest Public	36.7	12.7	.08	17	29	37	46	60	23,987	.5	.446	.039
Carnegie Class	38.1	12.4	.05	17	29	37	46	60	72,849	-.9	.167	-.070
NSSE 2017 & 2018	37.8	12.4	.03	17	29	37	46	60	231,858	-.6	.337	-.049
Top 50%	39.6	12.2	.04	20	31	40	49	60	102,089	-2.3	.000	-.191
Top 10%	41.1	12.2	.08	20	33	40	51	60	22,018	-3.9	.000	-.319
Learning Strategies												
UH-Clear Lake (N = 362)	40.1	14.2	.75	20	27	40	53	60				
Southwest Public	38.7	14.7	.10	13	27	40	53	60	21,360	1.4	.071	.096
Carnegie Class	39.0	14.5	.06	13	27	40	53	60	65,052	1.2	.126	.081
NSSE 2017 & 2018	38.3	14.5	.03	13	27	40	47	60	206,178	1.8	.016	.127
Top 50%	40.2	14.4	.04	20	33	40	53	60	110,273	.0	.958	-.003
Top 10%	42.3	14.2	.08	20	33	40	53	60	30,107	-2.2	.003	-.155
Quantitative Reasoning												
UH-Clear Lake (N = 363)	28.3	16.3	.85	0	20	27	40	60				
Southwest Public	29.0	16.2	.11	0	20	27	40	60	22,227	-.7	.423	-.042
Carnegie Class	29.4	16.1	.06	0	20	27	40	60	68,931	-1.1	.215	-.065
NSSE 2017 & 2018	29.6	16.1	.03	0	20	27	40	60	218,422	-1.3	.124	-.081
Top 50%	30.7	16.0	.04	0	20	33	40	60	142,937	-2.4	.005	-.148
Top 10%	32.7	15.7	.09	7	20	33	40	60	31,470	-4.3	.000	-.277
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 398)	30.8	14.7	.74	5	20	30	40	60				
Southwest Public	31.2	15.9	.10	5	20	30	40	60	413	-.4	.553	-.028
Carnegie Class	31.2	15.5	.06	5	20	30	40	60	74,461	-.4	.582	-.028
NSSE 2017 & 2018	32.5	15.0	.03	5	20	30	45	60	238,542	-1.7	.022	-.115
Top 50%	35.7	13.9	.04	15	25	35	45	60	134,105	-4.9	.000	-.355
Top 10%	38.1	13.5	.09	15	30	40	50	60	409	-7.3	.000	-.543
Discussions with Diverse Others												
UH-Clear Lake (N = 356)	41.6	17.5	.93	10	30	40	60	60				
Southwest Public	40.7	16.9	.12	10	30	40	60	60	21,516	.9	.311	.054
Carnegie Class	40.0	16.2	.06	10	30	40	55	60	359	1.6	.079	.101
NSSE 2017 & 2018	40.3	15.8	.03	15	30	40	55	60	356	1.3	.161	.082
Top 50%	41.9	15.6	.04	15	30	40	60	60	357	-.3	.717	-.022
Top 10%	43.8	15.5	.08	20	35	45	60	60	361	-2.2	.018	-.142

Experiences with Faculty

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
Student-Faculty Interaction												
UH-Clear Lake (N = 379)	20.5	14.3	.73	0	10	20	30	45				
Southwest Public	21.9	16.3	.11	0	10	20	35	55	395	-1.4	.053	-.088
Carnegie Class	24.1	16.0	.06	0	10	20	35	55	384	-3.6	.000	-.223
NSSE 2017 & 2018	23.9	15.9	.03	0	10	20	35	55	380	-3.5	.000	-.217
Top 50%	29.2	15.8	.07	5	20	30	40	60	384	-8.7	.000	-.553
Top 10%	33.3	16.1	.19	10	20	35	45	60	430	-12.8	.000	-.798
Effective Teaching Practices												
UH-Clear Lake (N = 374)	40.9	14.1	.73	16	32	40	52	60				
Southwest Public	38.7	14.3	.10	16	28	40	48	60	22,813	2.2	.004	.152
Carnegie Class	40.1	13.8	.05	16	32	40	52	60	70,366	.7	.313	.052
NSSE 2017 & 2018	39.4	13.7	.03	16	32	40	48	60	223,250	1.5	.034	.110
Top 50%	41.1	13.6	.05	16	32	40	52	60	90,325	-.3	.683	-.021
Top 10%	43.1	13.7	.10	20	36	44	56	60	18,861	-2.2	.002	-.163
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 334)	43.1	12.9	.71	20	34	46	53	60				
Southwest Public	41.9	12.9	.09	18	34	44	52	60	19,546	1.2	.101	.090
Carnegie Class	42.9	12.4	.05	20	36	44	52	60	337	.2	.755	.018
NSSE 2017 & 2018	42.0	12.3	.03	20	34	44	50	60	334	1.1	.120	.089
Top 50%	44.4	11.9	.04	22	38	46	54	60	336	-1.3	.059	-.112
Top 10%	46.5	12.3	.09	22	40	50	58	60	344	-3.5	.000	-.280
Supportive Environment												
UH-Clear Lake (N = 353)	34.3	14.0	.74	13	25	35	43	60				
Southwest Public	31.6	14.6	.10	8	20	33	40	60	20,679	2.7	.001	.185
Carnegie Class	32.0	14.3	.06	9	23	33	40	58	62,543	2.3	.002	.162
NSSE 2017 & 2018	32.0	14.1	.03	10	23	33	40	58	198,693	2.3	.002	.162
Top 50%	34.3	13.7	.05	13	25	35	43	60	90,515	.0	.997	.000
Top 10%	36.4	13.7	.10	13	28	38	45	60	18,838	-2.1	.005	-.151

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.