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# NSSE 2022

## Engagement Indicators

University of Houston-Clear Lake

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### 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. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<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

### 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 groups.

##### 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 2021 and 2022 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, 2018). 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. Your NSSE Tableau dashboards and Report Builder (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](https://nsse.indiana.edu)

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

## 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2021 & 2022
	Higher-Order Learning	--	--	--
Academic Challenge	Reflective & Integrative Learning	△	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▲	--	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2021 & 2022
	Higher-Order Learning	△	--	--
Academic Challenge	Reflective & Integrative Learning	--	▽	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	--	--
Campus Environment	Quality of Interactions	△	--	△
	Supportive Environment	△	△	△

### Academic Challenge: First-year students

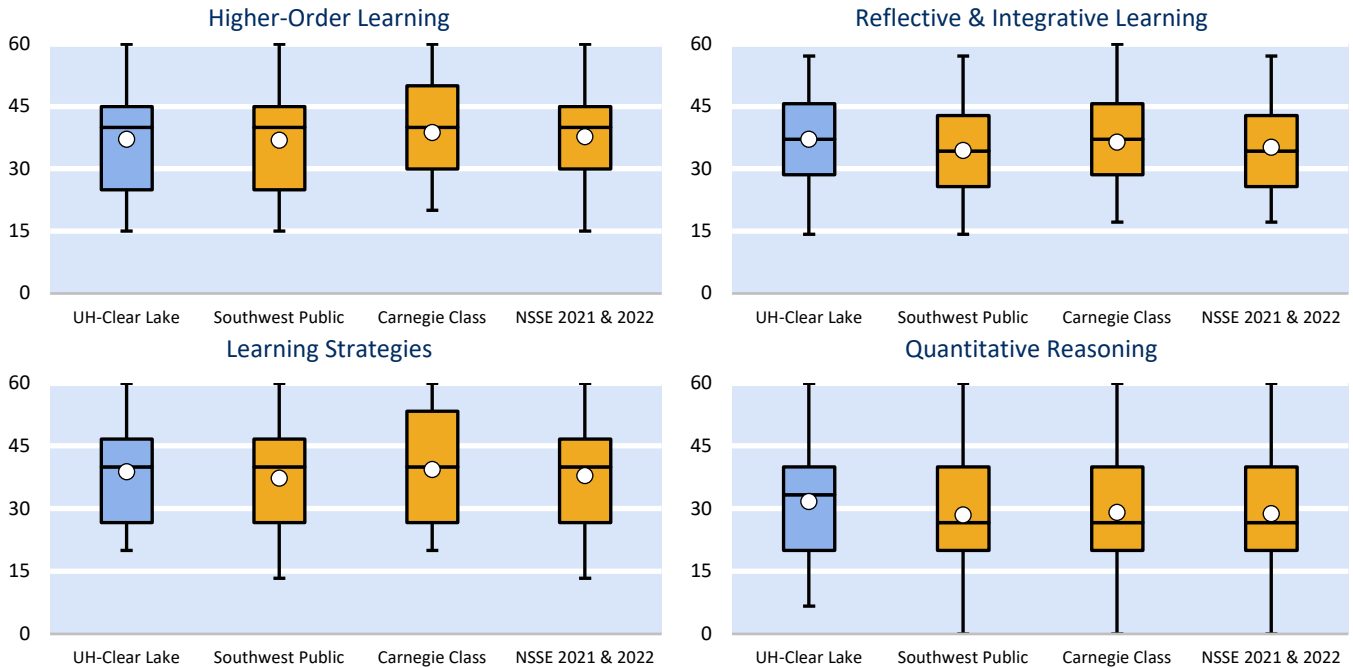
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Higher-Order Learning	37.2	36.9	.02	38.8	-.11	37.8	-.04
Reflective & Integrative Learning	37.2	34.5 *	.22	36.5	.06	35.3	.16
Learning Strategies	38.8	37.3	.10	39.3	-.04	37.9	.06
Quantitative Reasoning	31.7	28.4	.21	29.1	.16	28.7	.19

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 <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2021 & 2022
<b>Higher-Order Learning</b>				
<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	69	+4	-1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-3	-7	-6
4d. Evaluating a point of view, decision, or information source	73	+5	+0	+4
4e. Forming a new idea or understanding from various pieces of information	68	+0	-4	-1
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	59	+12	+6	+8
2b. Connected your learning to societal problems or issues	52	+2	-4	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+3	-3	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+8	+4	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+4	-0	+3
2f. Learned something that changed the way you understand an issue or concept	72	+8	+4	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+7	+3	+4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-2	-8	-6
9b. Reviewed your notes after class	72	+6	+3	+6
9c. Summarized what you learned in class or from course materials	65	+3	-3	+1
<b>Quantitative Reasoning</b>				
<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.)	58	+6	+5	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+2	+1	+2
6c. Evaluated what others have concluded from numerical information	48	+9	+6	+7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

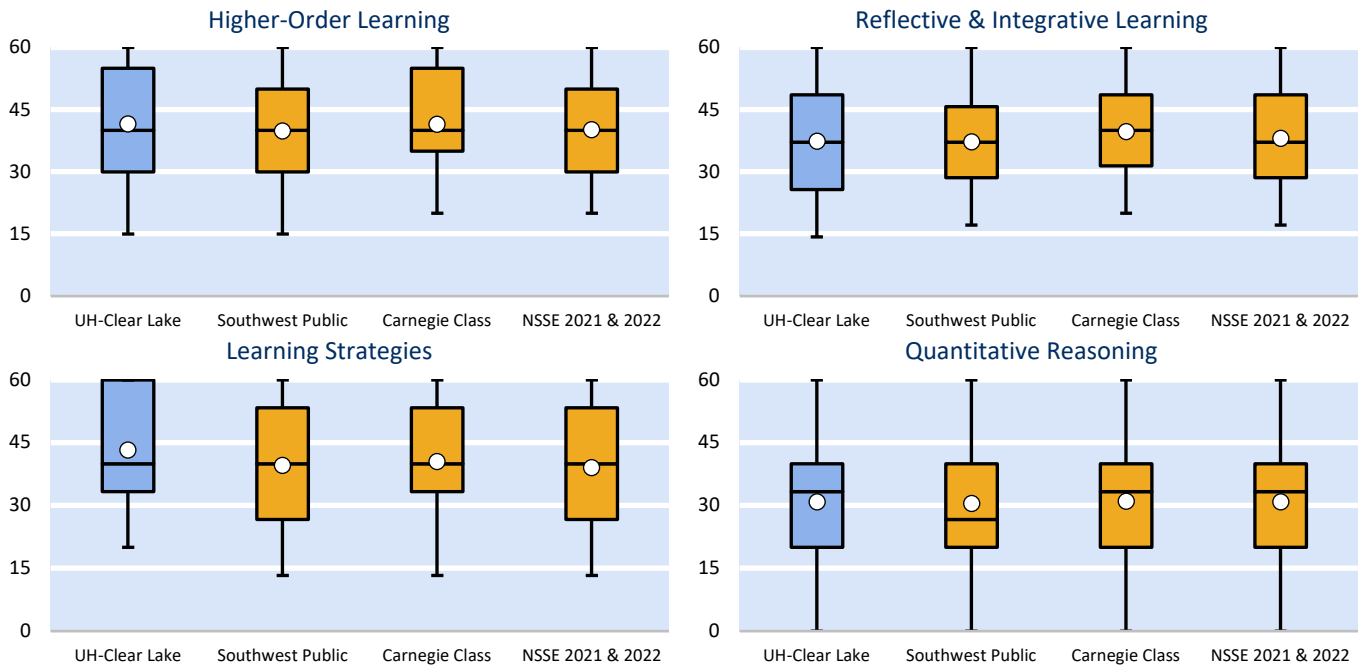
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.6	39.9 *	.12	41.6	.00	40.2	.10
Reflective & Integrative Learning	37.4	37.3	.01	39.7 ***	-.18	38.1	-.05
Learning Strategies	43.3	39.6 ***	.25	40.4 ***	.19	39.0 ***	.29
Quantitative Reasoning	30.8	30.5	.02	31.0	-.01	30.9	.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).

#### 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: 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.

	UH-Clear Lake	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2021 & 2022
<b>Higher-Order Learning</b>				
<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	76	+2	-2	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	-1	+1
4d. Evaluating a point of view, decision, or information source	74	+3	-2	+2
4e. Forming a new idea or understanding from various pieces of information	75	+2	-1	+2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62	-1	-4	-4
2b. Connected your learning to societal problems or issues	55	-3	-11	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-3	-14	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-4	-10	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	-0	-4	-1
2f. Learned something that changed the way you understand an issue or concept	71	+1	-3	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-2	-7	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+4	+0	+3
9b. Reviewed your notes after class	78	+11	+11	+14
9c. Summarized what you learned in class or from course materials	77	+9	+6	+10
<b>Quantitative Reasoning</b>				
<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.)	57	+1	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+2	-0	+1
6c. Evaluated what others have concluded from numerical information	44	-2	-3	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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### Learning with Peers: First-year students

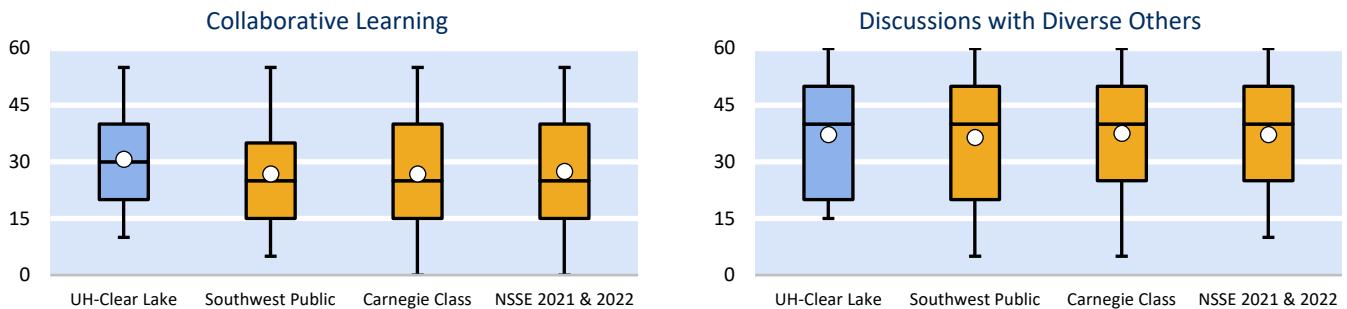
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	26.8 **	.26	26.8 **	.25	27.5 *	.21
Discussions with Diverse Others	37.2	36.4	.04	37.6	-.02	37.1	.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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	UH-Clear Lake %	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2021 & 2022
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	44	+3	+5	+3
1c. Explained course material to one or more students	47	+6	+4	+3
1d. Prepared for exams by discussing or working through course material with other students	41	+6	+5	+4
1e. Worked with other students on course projects or assignments	55	+13	+10	+10
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	70	+5	+2	+4
8b. People from an economic background other than your own	63	-1	-5	-4
8c. People with religious beliefs other than your own	64	+4	+3	+2
8d. People with political views other than your own	52	-6	-8	-7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.



### Learning with Peers: Seniors

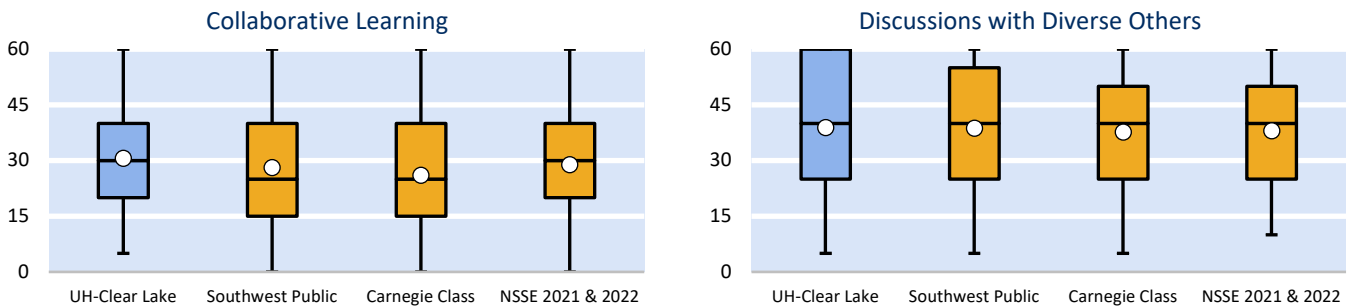
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#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
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Collaborative Learning	30.7	28.2 **	.15	26.1 ***	.27	29.0 *	.10
Discussions with Diverse Others	38.9	38.8	.01	37.8	.07	38.1	.05

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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	UH-Clear Lake	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2021 & 2022
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	43	+5	+10	+4
1c. Explained course material to one or more students	53	+7	+11	+5
1d. Prepared for exams by discussing or working through course material with other students	37	+1	+4	-0
1e. Worked with other students on course projects or assignments	58	+5	+7	+2
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	73	+3	+6	+6
8b. People from an economic background other than your own	68	-1	-1	-0
8c. People with religious beliefs other than your own	67	+1	+8	+4
8d. People with political views other than your own	60	-2	-1	-1

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## Experiences with Faculty: First-year students

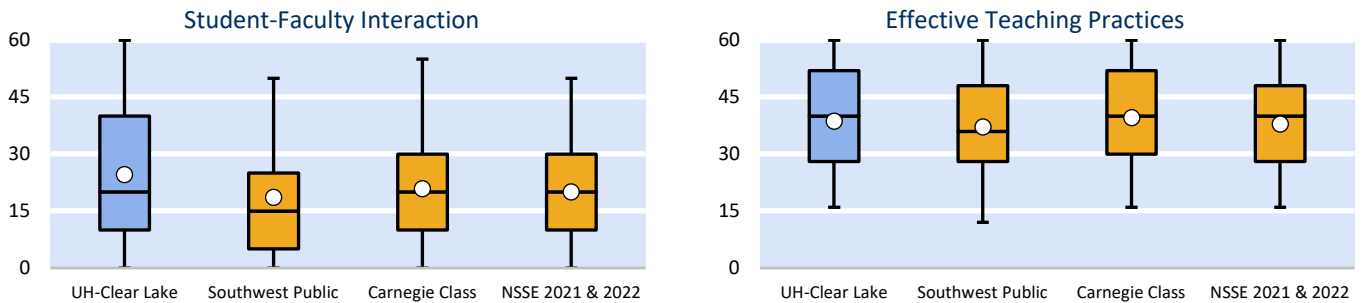
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Student-Faculty Interaction	24.5	18.5 **	.40	20.8	.24	20.0 *	.31
Effective Teaching Practices	38.6	37.1	.11	39.6	-.07	37.9	.05

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Student-Faculty Interaction	UH-Clear Lake %	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+10	+5	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+11	+9	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+13	+9	+11
3d. Discussed your academic performance with a faculty member	40	+14	+10	+12
<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	71	-2	-7	-4
5b. Taught course sessions in an organized way	70	+1	-4	-2
5c. Used examples or illustrations to explain difficult points	73	+4	-0	+2
5d. Provided feedback on a draft or work in progress	62	+1	-5	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+11	+2	+8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

### Experiences with Faculty: Seniors

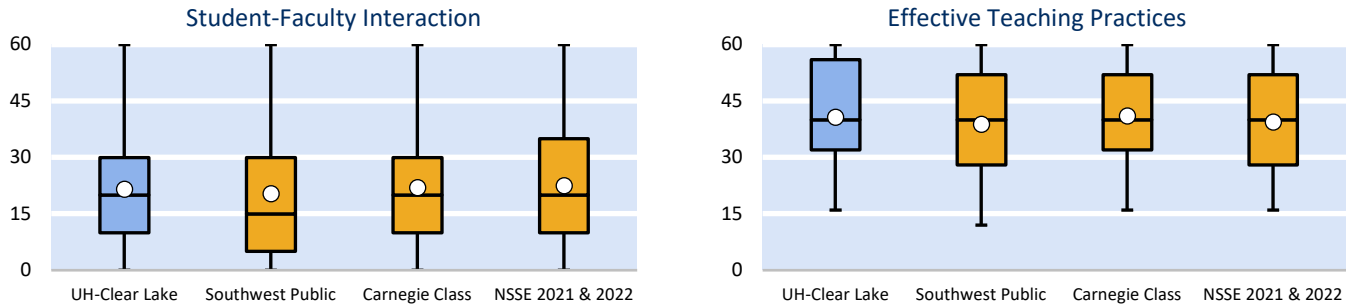
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
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Effective Teaching Practices	40.7	38.8 *	.13	41.0	-.02	39.4	.09

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3a. Talked about career plans with a faculty member	36	+1	-4	-4
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	22	-0	-1	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+3	+1	-0
3d. Discussed your academic performance with a faculty member	32	+5	+0	+1
<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	81	+4	+0	+3
5b. Taught course sessions in an organized way	75	+2	-3	+1
5c. Used examples or illustrations to explain difficult points	74	+0	-1	-1
5d. Provided feedback on a draft or work in progress	66	+7	-1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+6	-3	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

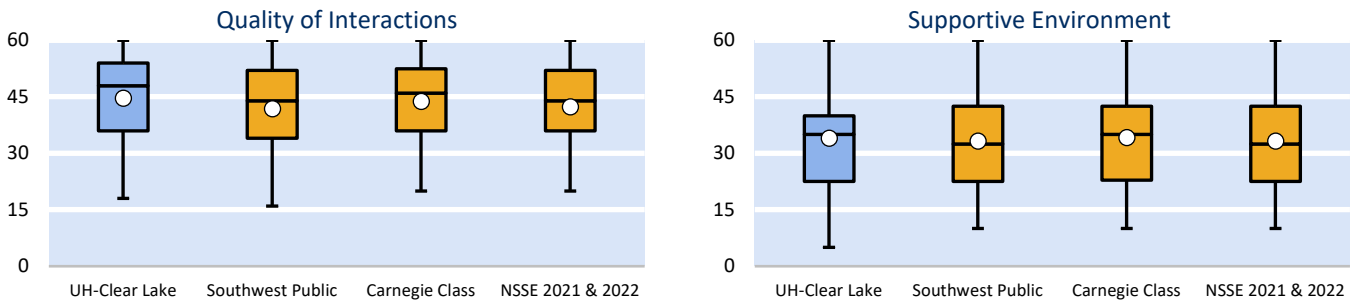
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.7	41.8	.21	43.9	.06	42.4	.18
Supportive Environment	34.1	33.3	.06	34.3	-.01	33.3	.05

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 <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
	%			
13a. Students	55	+8	+2	+6
13b. Academic advisors	59	+7	+2	+4
13c. Faculty	61	+11	+5	+10
13d. Student services staff (career services, student activities, housing, etc.)	57	+9	+7	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+5	-0	+5
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	+2	-1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	69	-1	-3	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+3	+1	+3
14e. Providing opportunities to be involved socially	64	+2	-2	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+1	+1	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+9	+8	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+4	+3	+4
14i. Attending events that address important social, economic, or political issues	58	+15	+13	+15

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

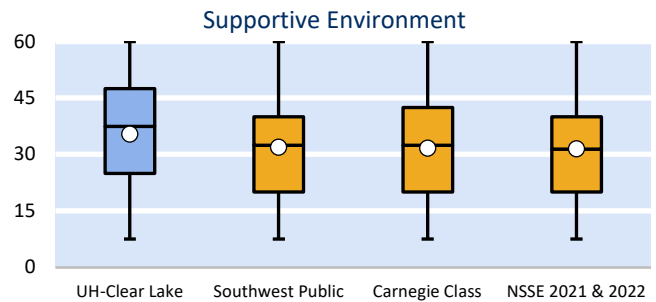
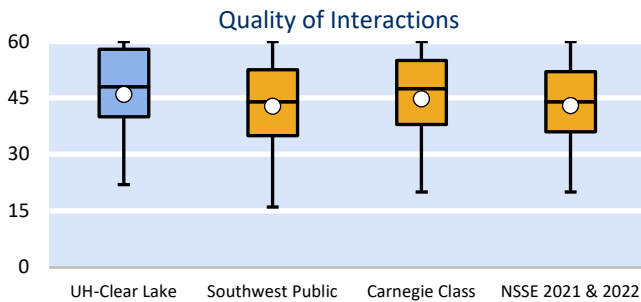
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.1	42.9 ***	.24	44.8	.10	43.0 ***	.24
Supportive Environment	35.5	32.0 ***	.23	31.8 ***	.25	31.5 ***	.27

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 <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
	%			
13a. Students	64	+7	+3	+7
13b. Academic advisors	59	+6	-1	+4
13c. Faculty	60	+5	-3	+3
13d. Student services staff (career services, student activities, housing, etc.)	56	+9	+5	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+14	+9	+16
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	+2	-1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	68	+4	+2	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+6	+7	+9
14e. Providing opportunities to be involved socially	69	+8	+9	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+9	+11	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+5	+4	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+6	+9	+7
14i. Attending events that address important social, economic, or political issues	50	+9	+10	+10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 [go.iu.edu/NSSE-PnP](https://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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<sup>b</sup> 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

		UH-Clear Lake <i>Mean</i>	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
	Higher-Order Learning	37.2	39.2	-.15		42.1 ***	-.37	
<i>Academic</i>	Reflective and Integrative Learning	37.2	36.9	.02	✓	39.2	-.17	
<i>Challenge</i>	Learning Strategies	38.8	39.6	-.06	✓	42.9 *	-.29	
	Quantitative Reasoning	31.7	30.2	.10	✓	33.3	-.10	
<i>Learning with Peers</i>	Collaborative Learning	30.6	31.8	-.09	✓	35.4 ***	-.36	
	Discussions with Diverse Others	37.2	39.8	-.18		42.6 **	-.38	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.5	24.3	.01	✓	27.8	-.22	
	Effective Teaching Practices	38.6	40.3	-.12		43.3 **	-.34	
<i>Campus Environment</i>	Quality of Interactions	44.7	45.1	-.04	✓	48.2 *	-.28	
	Supportive Environment	34.1	35.9	-.14		39.1 **	-.38	

#### Seniors

		UH-Clear Lake <i>Mean</i>	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
	Higher-Order Learning	41.6	41.9	-.02	✓	44.2 ***	-.20	
<i>Academic</i>	Reflective and Integrative Learning	37.4	40.3 ***	-.23		42.7 ***	-.45	
<i>Challenge</i>	Learning Strategies	43.3	41.1 **	.15	✓	43.4	-.01 ✓	
	Quantitative Reasoning	30.8	32.5	-.10	✓	35.3 ***	-.28	
<i>Learning with Peers</i>	Collaborative Learning	30.7	34.0 ***	-.23		37.9 ***	-.52	
	Discussions with Diverse Others	38.9	40.4	-.09	✓	43.2 ***	-.28	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.5	28.8 ***	-.45		33.2 ***	-.73	
	Effective Teaching Practices	40.7	41.9	-.09	✓	44.5 ***	-.28	
<i>Campus Environment</i>	Quality of Interactions	46.1	45.6	.04	✓	48.0 **	-.15	
	Supportive Environment	35.5	34.2	.09	✓	37.4 *	-.13	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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 positive or non-significant with an effect size > -.10.



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UH-Clear Lake (N = 85)	37.2	13.3	1.44	15	25	40	45	60				
Southwest Public	36.9	14.0	.10	15	25	40	45	60	19,206	.3	.860	.019
Carnegie Class	38.8	13.8	.09	20	30	40	50	60	22,376	-1.6	.294	-.114
NSSE 2021 & 2022	37.8	13.5	.03	15	30	40	45	60	179,325	-.5	.709	-.041
Top 50%	39.2	13.3	.04	20	30	40	50	60	92,171	-2.0	.160	-.153
Top 10%	42.1	13.0	.13	20	35	40	55	60	10,216	-4.8	.001	-.371
<b>Reflective &amp; Integrative Learning</b>												
UH-Clear Lake (N = 99)	37.2	12.6	1.27	14	29	37	46	57				
Southwest Public	34.5	12.6	.09	14	26	34	43	57	21,053	2.7	.031	.217
Carnegie Class	36.5	12.4	.08	17	29	37	46	60	24,270	.7	.566	.058
NSSE 2021 & 2022	35.3	12.3	.03	17	26	34	43	57	194,883	1.9	.117	.158
Top 50%	36.9	12.1	.04	17	29	37	46	60	92,304	.3	.809	.024
Top 10%	39.2	11.8	.11	20	31	40	49	60	12,660	-2.0	.090	-.171
<b>Learning Strategies</b>												
UH-Clear Lake (N = 79)	38.8	13.7	1.54	20	27	40	47	60				
Southwest Public	37.3	14.3	.11	13	27	40	47	60	17,804	1.5	.352	.105
Carnegie Class	39.3	14.3	.10	20	27	40	53	60	20,912	-.5	.740	-.037
NSSE 2021 & 2022	37.9	14.0	.03	13	27	40	47	60	166,689	.9	.588	.061
Top 50%	39.6	14.1	.05	20	27	40	53	60	83,948	-.8	.624	-.055
Top 10%	42.9	14.3	.12	20	33	40	60	60	15,395	-4.2	.010	-.290
<b>Quantitative Reasoning</b>												
UH-Clear Lake (N = 81)	31.7	17.0	1.89	7	20	33	40	60				
Southwest Public	28.4	15.6	.12	0	20	27	40	60	18,029	3.2	.063	.207
Carnegie Class	29.1	16.2	.11	0	20	27	40	60	21,219	2.6	.157	.158
NSSE 2021 & 2022	28.7	15.5	.04	0	20	27	40	60	169,065	2.9	.090	.189
Top 50%	30.2	15.3	.05	7	20	27	40	60	97,015	1.5	.381	.098
Top 10%	33.3	15.5	.14	7	20	33	40	60	12,619	-1.6	.353	-.104
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UH-Clear Lake (N = 108)	30.6	13.3	1.28	10	20	30	40	55				
Southwest Public	26.8	14.8	.10	5	15	25	35	55	22,919	3.9	.007	.261
Carnegie Class	26.8	15.7	.10	0	15	25	40	55	108	3.9	.003	.247
NSSE 2021 & 2022	27.5	15.0	.03	0	15	25	40	55	107	3.2	.015	.211
Top 50%	31.8	13.9	.05	10	20	30	40	60	85,339	-1.2	.368	-.087
Top 10%	35.4	13.5	.11	15	25	35	45	60	15,707	-4.8	.000	-.355
<b>Discussions with Diverse Others</b>												
UH-Clear Lake (N = 80)	37.2	16.9	1.89	15	20	40	50	60				
Southwest Public	36.4	16.9	.13	5	20	40	50	60	17,895	.7	.698	.044
Carnegie Class	37.6	16.3	.11	5	25	40	50	60	21,034	-.4	.835	-.023
NSSE 2021 & 2022	37.1	16.1	.04	10	25	40	50	60	167,750	.0	.984	.002
Top 50%	39.8	15.1	.05	15	30	40	55	60	79	-2.7	.166	-.176
Top 10%	42.6	14.2	.14	20	35	40	55	60	80	-5.4	.006	-.379



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UH-Clear Lake (N = 92)	24.5	18.2	1.91	0	10	20	40	60				
Southwest Public	18.5	15.0	.11	0	5	15	25	50	91	6.0	.002	.399
Carnegie Class	20.8	15.2	.10	0	10	20	30	55	91	3.7	.058	.241
NSSE 2021 & 2022	20.0	14.8	.03	0	10	20	30	50	91	4.5	.020	.306
Top 50%	24.3	15.1	.07	5	15	20	35	55	91	.2	.927	.012
Top 10%	27.8	15.3	.17	5	15	25	40	60	92	-3.3	.087	-.216
<b>Effective Teaching Practices</b>												
UH-Clear Lake (N = 85)	38.6	14.9	1.62	16	28	40	52	60				
Southwest Public	37.1	14.1	.10	12	28	36	48	60	19,147	1.5	.326	.107
Carnegie Class	39.6	14.1	.09	16	30	40	52	60	22,331	-1.0	.522	-.070
NSSE 2021 & 2022	37.9	13.7	.03	16	28	40	48	60	178,817	.7	.644	.050
Top 50%	40.3	13.8	.05	16	32	40	52	60	64,308	-1.7	.253	-.124
Top 10%	43.3	13.7	.14	20	36	44	56	60	10,160	-4.7	.002	-.345
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UH-Clear Lake (N = 74)	44.7	12.9	1.49	18	36	48	54	60				
Southwest Public	41.8	13.2	.10	16	34	44	52	60	16,007	2.8	.067	.213
Carnegie Class	43.9	12.4	.09	20	36	46	53	60	19,252	.8	.589	.063
NSSE 2021 & 2022	42.4	12.4	.03	20	36	44	52	60	151,546	2.2	.121	.180
Top 50%	45.1	11.9	.05	22	38	48	54	60	51,487	-.5	.731	-.040
Top 10%	48.2	12.5	.13	23	42	50	60	60	9,973	-3.5	.015	-.284
<b>Supportive Environment</b>												
UH-Clear Lake (N = 79)	34.1	15.4	1.73	5	23	35	40	60				
Southwest Public	33.3	14.5	.11	10	23	33	43	60	17,245	.8	.620	.056
Carnegie Class	34.3	14.3	.10	10	23	35	43	60	20,241	-.2	.902	-.014
NSSE 2021 & 2022	33.3	14.0	.03	10	23	33	43	60	161,614	.8	.632	.054
Top 50%	35.9	13.6	.06	13	28	38	45	60	58,438	-1.9	.220	-.138
Top 10%	39.1	13.3	.16	18	30	40	50	60	80	-5.0	.005	-.378

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 SE) 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UH-Clear Lake (N = 425)	41.6	15.1	.73	15	30	40	55	60				
Southwest Public	39.9	14.3	.09	15	30	40	50	60	437	1.7	.020	.121
Carnegie Class	41.6	13.9	.09	20	35	40	55	60	437	.1	.944	.004
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	426	1.4	.058	.100
Top 50%	41.9	13.7	.05	20	35	40	55	60	428	-.3	.690	-.021
Top 10%	44.2	13.1	.16	20	35	45	60	60	466	-2.6	.001	-.199
<b>Reflective &amp; Integrative Learning</b>												
UH-Clear Lake (N = 439)	37.4	14.5	.69	14	26	37	49	60				
Southwest Public	37.3	13.4	.08	17	29	37	46	60	451	.1	.860	.009
Carnegie Class	39.7	12.7	.08	20	31	40	49	60	450	-2.3	.001	-.181
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	440	-.7	.302	-.055
Top 50%	40.3	12.5	.05	20	31	40	50	60	443	-2.9	.000	-.229
Top 10%	42.7	11.7	.15	23	34	43	51	60	481	-5.3	.000	-.447
<b>Learning Strategies</b>												
UH-Clear Lake (N = 394)	43.3	14.5	.73	20	33	40	60	60				
Southwest Public	39.6	14.9	.10	13	27	40	53	60	23,875	3.7	.000	.247
Carnegie Class	40.4	14.8	.10	13	33	40	53	60	22,789	2.8	.000	.190
NSSE 2021 & 2022	39.0	14.8	.04	13	27	40	53	60	168,036	4.3	.000	.288
Top 50%	41.1	14.6	.05	20	33	40	53	60	76,927	2.2	.003	.149
Top 10%	43.4	14.2	.13	20	33	40	60	60	12,976	-.2	.791	-.014
<b>Quantitative Reasoning</b>												
UH-Clear Lake (N = 402)	30.8	16.9	.84	0	20	33	40	60				
Southwest Public	30.5	16.7	.11	0	20	27	40	60	24,218	.4	.673	.021
Carnegie Class	31.0	16.9	.11	0	20	33	40	60	23,064	-.2	.834	-.011
NSSE 2021 & 2022	30.9	16.6	.04	0	20	33	40	60	170,122	.0	.994	.000
Top 50%	32.5	16.5	.06	7	20	33	40	60	85,882	-1.6	.051	-.098
Top 10%	35.3	16.0	.16	7	20	33	47	60	10,395	-4.5	.000	-.281
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UH-Clear Lake (N = 460)	30.7	16.1	.75	5	20	30	40	60				
Southwest Public	28.2	16.3	.10	0	15	25	40	60	28,224	2.5	.001	.153
Carnegie Class	26.1	17.0	.11	0	15	25	40	60	26,346	4.6	.000	.270
NSSE 2021 & 2022	29.0	16.2	.04	0	20	30	40	60	199,029	1.7	.027	.104
Top 50%	34.0	14.6	.06	10	25	35	45	60	464	-3.4	.000	-.230
Top 10%	37.9	13.7	.15	15	30	40	50	60	495	-7.2	.000	-.521
<b>Discussions with Diverse Others</b>												
UH-Clear Lake (N = 397)	38.9	17.9	.90	5	25	40	60	60				
Southwest Public	38.8	17.3	.11	5	25	40	55	60	23,964	.1	.887	.007
Carnegie Class	37.8	16.6	.11	5	25	40	50	60	408	1.1	.206	.069
NSSE 2021 & 2022	38.1	16.5	.04	10	25	40	50	60	398	.9	.343	.052
Top 50%	40.4	15.9	.06	15	30	40	55	60	399	-1.5	.106	-.092
Top 10%	43.2	15.1	.17	20	35	45	60	60	426	-4.3	.000	-.282

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UH-Clear Lake (N = 427)	21.5	16.6	.80	0	10	20	30	60				
Southwest Public	20.3	16.5	.10	0	5	15	30	60	26,047	1.2	.135	.073
Carnegie Class	21.9	16.6	.11	0	10	20	30	60	24,603	-.4	.589	-.026
NSSE 2021 & 2022	22.5	16.3	.04	0	10	20	35	60	183,475	-1.0	.211	-.061
Top 50%	28.8	16.2	.09	5	15	25	40	60	33,790	-7.3	.000	-.449
Top 10%	33.2	16.1	.25	10	20	35	45	60	4,676	-11.8	.000	-.728
<b>Effective Teaching Practices</b>												
UH-Clear Lake (N = 416)	40.7	15.2	.75	16	32	40	56	60				
Southwest Public	38.8	15.0	.10	12	28	40	52	60	25,299	1.9	.011	.125
Carnegie Class	41.0	14.5	.09	16	32	40	52	60	24,028	-.3	.650	-.022
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	177,962	1.3	.074	.088
Top 50%	41.9	14.1	.06	16	32	40	56	60	420	-1.3	.088	-.091
Top 10%	44.5	13.6	.14	20	36	44	56	60	446	-3.8	.000	-.279
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UH-Clear Lake (N = 360)	46.1	12.6	.66	22	40	48	58	60				
Southwest Public	42.9	13.3	.09	16	35	44	53	60	21,241	3.2	.000	.240
Carnegie Class	44.8	12.7	.09	20	38	48	55	60	20,427	1.2	.073	.095
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	151,786	3.0	.000	.238
Top 50%	45.6	12.3	.05	22	38	48	56	60	59,420	.4	.500	.036
Top 10%	48.0	12.5	.09	22	40	50	60	60	18,091	-1.9	.004	-.154
<b>Supportive Environment</b>												
UH-Clear Lake (N = 387)	35.5	15.7	.80	8	25	38	48	60				
Southwest Public	32.0	15.1	.10	8	20	33	40	60	23,257	3.5	.000	.233
Carnegie Class	31.8	15.2	.10	8	20	33	43	60	22,165	3.7	.000	.246
NSSE 2021 & 2022	31.5	14.7	.04	8	20	31	40	60	164,027	4.0	.000	.269
Top 50%	34.2	14.7	.06	10	23	35	45	60	55,137	1.3	.092	.086
Top 10%	37.4	14.5	.20	13	28	38	48	60	434	-1.9	.020	-.131

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 SE) 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.