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# NSSE 2013

## 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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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 first-year and senior 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.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

*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 Institutional 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 Web site: [nsse.iub.edu](http://nsse.iub.edu)

## 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 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 (FY) Students

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your FY students</b> compared with Southwest Public	<b>Your FY students</b> compared with Carnegie Class	<b>Your FY students</b> compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning			
	Reflective and 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>	<b>Your seniors</b> compared with Southwest Public	<b>Your seniors</b> compared with Carnegie Class	<b>Your seniors</b> compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning	△	--	△
	Reflective and 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: Seniors

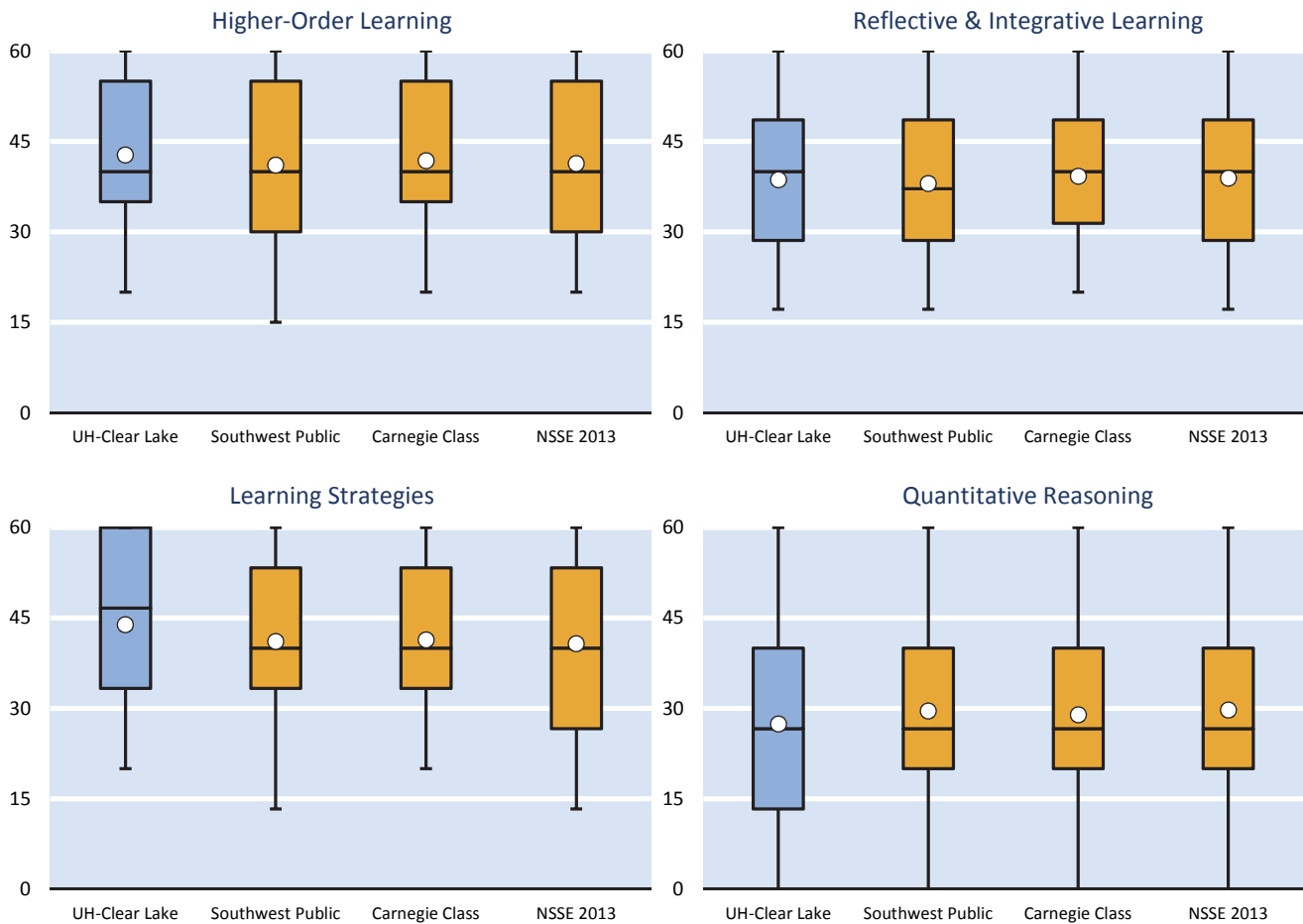
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.8	41.1 *	.12	41.8	.07	41.3 *	.10
Reflective & Integrative Learning	38.7	38.0	.05	39.2	-.04	38.9	-.02
Learning Strategies	43.9	41.1 ***	.19	41.4 ***	.17	40.7 ***	.22
Quantitative Reasoning	27.4	29.6 *	-.12	28.9	-.09	29.7 **	-.13

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.





































































#### 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.

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2013
<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	83 	79 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	73 	71 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	75 	72 	74 	73 
<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	71 	70 	71 	71 
2b. Connected your learning to societal problems or issues	61 	61 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	52 	58 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	64 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	69 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	67 	68 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	82 	85 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86 	83 	85 	84 
9b. Reviewed your notes after class	76 	67 	67 	65 
9c. Summarized what you learned in class or from course materials	72 	67 	68 	66 
<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.)	50 	54 	52 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	44 	43 	44 
6c. Evaluated what others have concluded from numerical information	36 	43 	41 	44 

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 Web site.

## Learning with Peers: Seniors

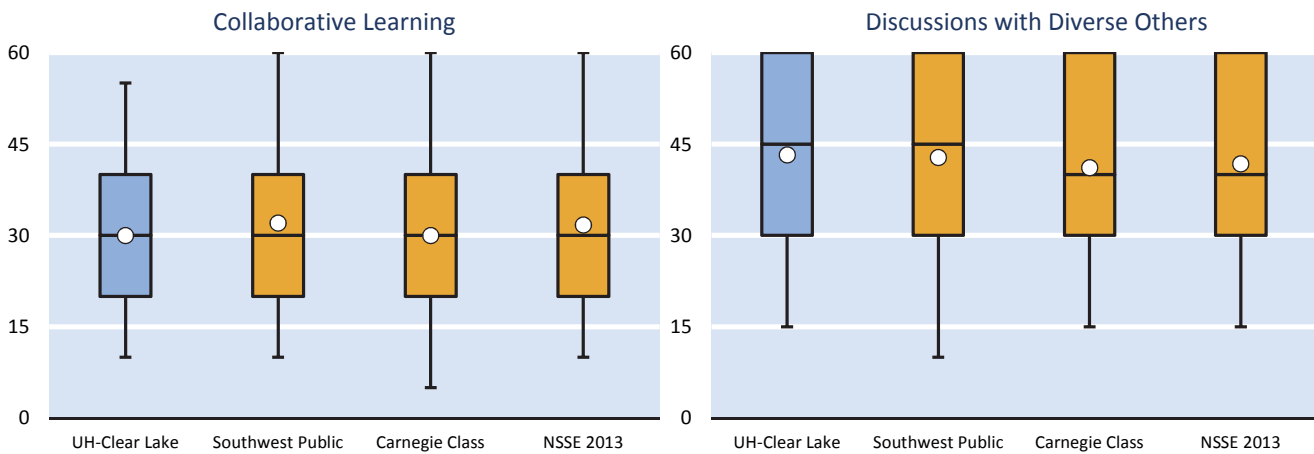
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Southwest Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	32.0 **	-.14	30.0	.00	31.7 **	-.12
Discussions with Diverse Others	43.2	42.8	.02	41.1 **	.13	41.8	.09

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

### 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.

### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	34	39	35	38
1f. Explained course material to one or more students	53	58	53	57
1g. Prepared for exams by discussing or working through course material with other students	38	46	41	44
1h. Worked with other students on course projects or assignments	57	62	59	63

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	78	76	71	72
8b. People from an economic background other than your own	75	76	74	75
8c. People with religious beliefs other than your own	73	72	68	70
8d. People with political views other than your own	74	73	71	72

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 Web site.

## Experiences with Faculty: Seniors

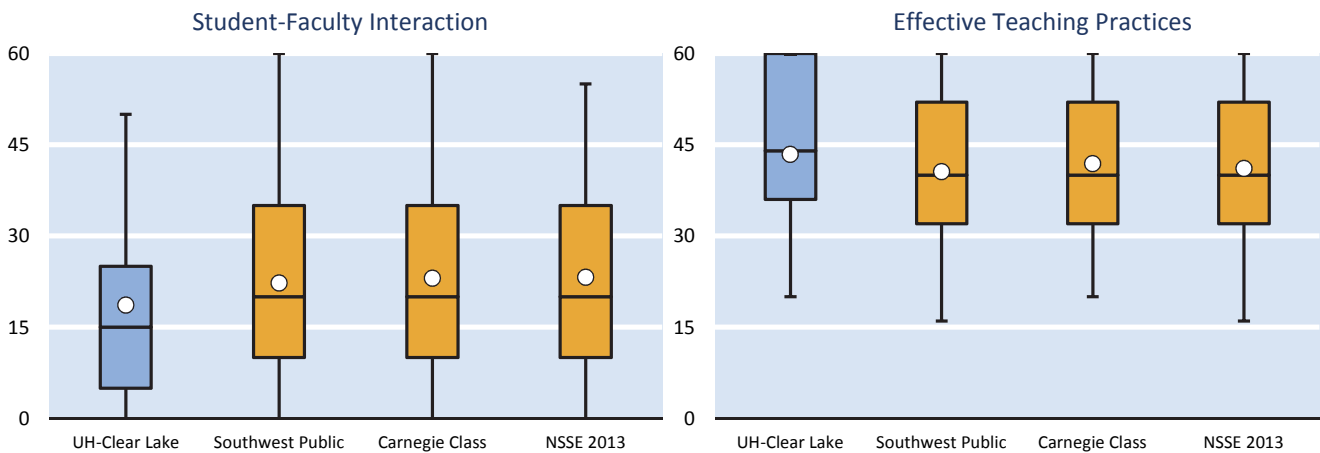
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	18.6	22.2 ***	-.22	23.0 ***	-.26	23.2 ***	-.28
Effective Teaching Practices	43.4	40.6 ***	.20	41.9 *	.11	41.1 ***	.17

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

### 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.

### Summary of Indicator Items

#### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	30	39	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	24	25	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	30	32	32
3d. Discussed your academic performance with a faculty member	23	31	33	32

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	85	81	84	83
5b. Taught course sessions in an organized way	83	80	82	82
5c. Used examples or illustrations to explain difficult points	78	78	80	79
5d. Provided feedback on a draft or work in progress	65	60	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	74	65	70	68

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 Web site.

### Campus Environment: Seniors

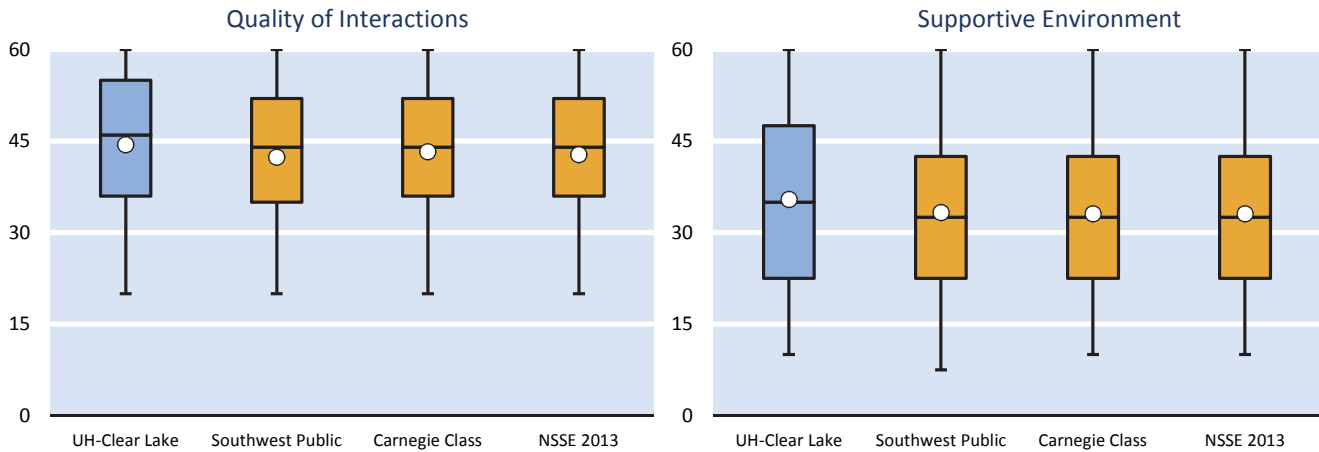
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.4	42.4 **	.16	43.3	.09	42.8 **	.13
Supportive Environment	35.4	33.3 **	.14	33.1 ***	.16	33.1 **	.17

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2013
13a. Students	65	64	64	65
13b. Academic advisors	56	51	54	53
13c. Faculty	67	60	63	61
13d. Student services staff (career services, student activities, housing, etc.)	55	43	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	42	45	43

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	75	71	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	79	67	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	54	53	52
14e. Providing opportunities to be involved socially	69	65	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	61	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	33	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	58	54	56
14i. Attending events that address important social, economic, or political issues	43	46	46	45

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 Web site.



### Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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 Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning							
	Reflective and 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		UH-Clear Lake Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.8	43.5	-.05	✓	45.3 ***	-.18	
	Reflective and Integrative Learning	38.7	41.1 ***	-.19		43.1 ***	-.35	
	Learning Strategies	43.9	43.1	.05	✓	45.4 *	-.11	
	Quantitative Reasoning	27.4	31.1 ***	-.22		32.5 ***	-.30	
<i>Learning with Peers</i>	Collaborative Learning	30.0	35.0 ***	-.36		37.5 ***	-.56	
	Discussions with Diverse Others	43.2	44.1	-.06	✓	45.8 **	-.17	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.6	29.7 ***	-.69		34.6 ***	-1.00	
	Effective Teaching Practices	43.4	43.3	.01	✓	45.3 **	-.14	
<i>Campus Environment</i>	Quality of Interactions	44.4	45.8 *	-.12		47.6 ***	-.28	
	Supportive Environment	35.4	36.2	-.05	✓	39.1 ***	-.28	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, separately for first-year and senior students. 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.

Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: 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>	SEM <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 = 438)	42.8	14.0	.67	20	35	40	55	60				
Southwest Public	41.1	14.5	.10	15	30	40	55	60	21,084	1.7	.015	.117
Carnegie Class	41.8	13.9	.06	20	35	40	55	60	48,913	1.0	.147	.070
NSSE 2013	41.3	14.0	.04	20	30	40	55	60	160,405	1.5	.029	.104
Top 50%	43.5	13.7	.06	20	35	40	55	60	61,712	-.7	.277	-.052
Top 10%	45.3	13.6	.10	20	40	45	60	60	18,475	-2.5	.000	-.183
<b>Reflective and Integrative Learning</b>												
UH-Clear Lake (N = 457)	38.7	13.7	.64	17	29	40	49	60				
Southwest Public	38.0	13.3	.09	17	29	37	49	60	21,887	.7	.292	.050
Carnegie Class	39.2	12.9	.06	20	31	40	49	60	463	-.6	.378	-.044
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	458	-.2	.704	-.019
Top 50%	41.1	12.6	.05	20	31	40	51	60	462	-2.4	.000	-.193
Top 10%	43.1	12.6	.10	20	34	43	54	60	478	-4.4	.000	-.349
<b>Learning Strategies</b>												
UH-Clear Lake (N = 423)	43.9	14.1	.68	20	33	47	60	60				
Southwest Public	41.1	14.8	.11	13	33	40	53	60	19,797	2.8	.000	.191
Carnegie Class	41.4	14.6	.07	20	33	40	53	60	46,818	2.5	.000	.173
NSSE 2013	40.7	14.7	.04	13	27	40	53	60	152,521	3.2	.000	.217
Top 50%	43.1	14.4	.05	20	33	40	60	60	72,183	.8	.282	.052
Top 10%	45.4	14.0	.10	20	40	47	60	60	21,330	-1.5	.028	-.108
<b>Quantitative Reasoning</b>												
UH-Clear Lake (N = 445)	27.4	17.6	.83	0	13	27	40	60				
Southwest Public	29.6	17.4	.12	0	20	27	40	60	21,383	-2.1	.010	-.123
Carnegie Class	28.9	17.4	.08	0	20	27	40	60	49,858	-1.5	.069	-.087
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	163,306	-2.3	.005	-.132
Top 50%	31.1	17.2	.06	0	20	33	40	60	91,233	-3.7	.000	-.217
Top 10%	32.5	17.0	.11	0	20	33	40	60	25,132	-5.1	.000	-.301
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UH-Clear Lake (N = 459)	30.0	13.7	.64	10	20	30	40	55				
Southwest Public	32.0	14.6	.10	10	20	30	40	60	480	-2.0	.002	-.139
Carnegie Class	30.0	15.3	.07	5	20	30	40	60	468	.0	.975	.001
NSSE 2013	31.7	14.6	.04	10	20	30	40	60	460	-1.7	.008	-.118
Top 50%	35.0	13.8	.05	15	25	35	45	60	69,381	-5.0	.000	-.362
Top 10%	37.5	13.5	.13	15	25	40	50	60	10,746	-7.5	.000	-.557
<b>Discussions with Diverse Others</b>												
UH-Clear Lake (N = 429)	43.2	16.7	.81	15	30	45	60	60				
Southwest Public	42.8	16.7	.12	10	30	45	60	60	20,015	.4	.612	.025
Carnegie Class	41.1	16.4	.08	15	30	40	60	60	47,153	2.1	.009	.126
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	153,787	1.4	.066	.089
Top 50%	44.1	15.8	.06	20	35	45	60	60	432	-.9	.268	-.057
Top 10%	45.8	15.6	.10	20	40	50	60	60	441	-2.6	.001	-.168

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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 = 444)	18.6	15.1	.72	0	5	15	25	50				
Southwest Public	22.2	16.5	.11	0	10	20	35	60	466	-3.6	.000	-.219
Carnegie Class	23.0	16.6	.07	0	10	20	35	60	453	-4.4	.000	-.264
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	446	-4.6	.000	-.279
Top 50%	29.7	16.1	.09	5	20	30	40	60	456	-11.0	.000	-.686
Top 10%	34.6	16.0	.25	10	20	35	45	60	556	-15.9	.000	-1.001
<b>Effective Teaching Practices</b>												
UH-Clear Lake (N = 453)	43.4	14.4	.68	20	36	44	60	60				
Southwest Public	40.6	14.4	.10	16	32	40	52	60	21,614	2.8	.000	.198
Carnegie Class	41.9	13.8	.06	20	32	40	52	60	50,304	1.5	.022	.108
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	454	2.3	.001	.168
Top 50%	43.3	13.7	.06	20	36	44	56	60	458	.1	.840	.010
Top 10%	45.3	13.5	.13	20	36	48	60	60	487	-1.9	.006	-.140
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UH-Clear Lake (N = 406)	44.4	12.7	.63	20	36	46	55	60				
Southwest Public	42.4	12.4	.09	20	35	44	52	60	19,150	2.0	.001	.164
Carnegie Class	43.3	12.1	.06	20	36	44	52	60	44,971	1.1	.064	.092
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	147,068	1.6	.007	.133
Top 50%	45.8	11.5	.05	24	40	48	55	60	410	-1.4	.028	-.122
Top 10%	47.6	11.6	.10	24	42	50	58	60	425	-3.3	.000	-.281
<b>Supportive Environment</b>												
UH-Clear Lake (N = 415)	35.4	15.5	.76	10	23	35	48	60				
Southwest Public	33.3	14.8	.11	8	23	33	43	60	18,829	2.1	.004	.144
Carnegie Class	33.1	14.7	.07	10	23	33	43	60	44,814	2.4	.001	.163
NSSE 2013	33.1	14.4	.04	10	23	33	43	60	416	2.4	.002	.166
Top 50%	36.2	13.7	.06	13	28	38	45	60	419	-.7	.341	-.053
Top 10%	39.1	13.1	.14	18	30	40	50	60	443	-3.7	.000	-.279

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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.