



NSSE 2017

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 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 2016 and 2017 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—Institution Version 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

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 2016 & 2017
<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 2016 & 2017
<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

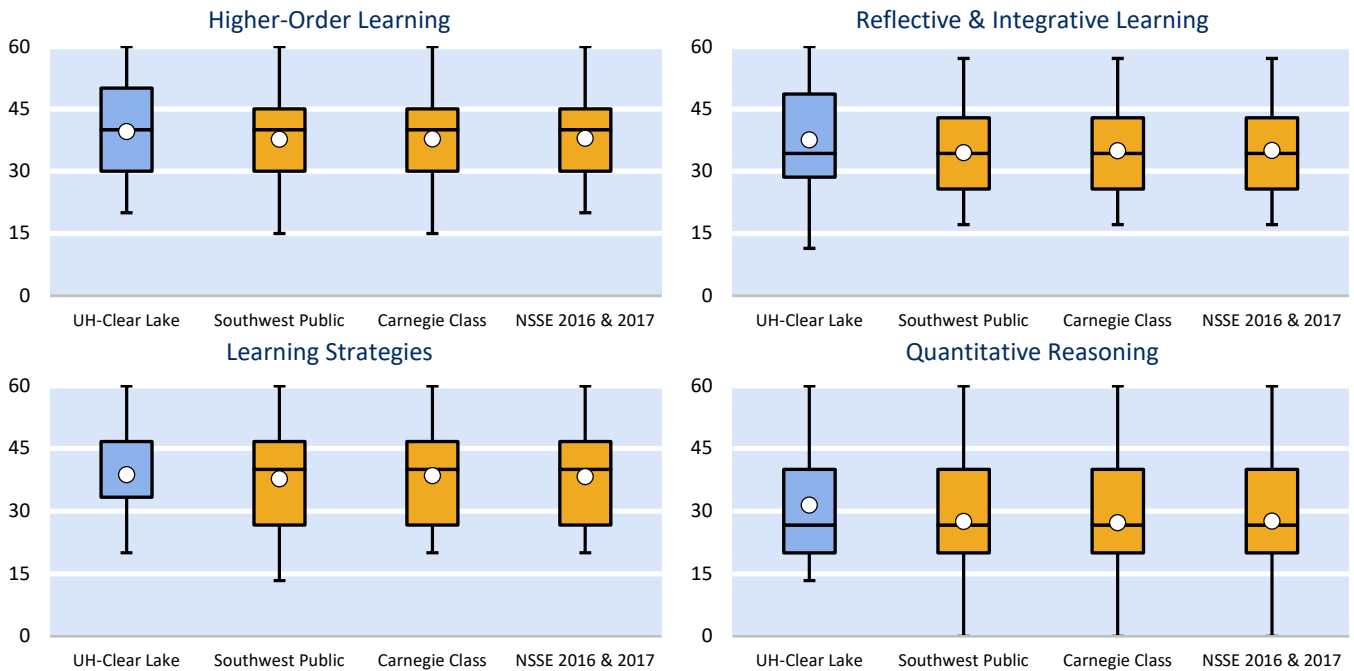
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.6	37.7	.14	37.8	.13	37.9	.12
Reflective & Integrative Learning	37.6	34.5	.25	34.9	.22	35.0	.21
Learning Strategies	38.7	37.8	.07	38.5	.01	38.3	.03
Quantitative Reasoning	31.5	27.5	.25	27.2	.28	27.6	.25

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^a 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 between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
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	58	-13	-12	-13
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+10	+9	+8
4d. Evaluating a point of view, decision, or information source	77	+9	+7	+8
4e. Forming a new idea or understanding from various pieces of information	68	-0	-0	+0
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	50	-0	-1	-2
2b. Connected your learning to societal problems or issues	55	+8	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+9	+6	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-4	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-1	-0	-0
2f. Learned something that changed the way you understand an issue or concept	84	+17	+17	+17
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-1	-2	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87	+13	+10	+10
9b. Reviewed your notes after class	65	-0	-1	+0
9c. Summarized what you learned in class or from course materials	54	-8	-10	-9
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.)	55	+2	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+7	+6	+6
6c. Evaluated what others have concluded from numerical information	55	+18	+18	+17

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

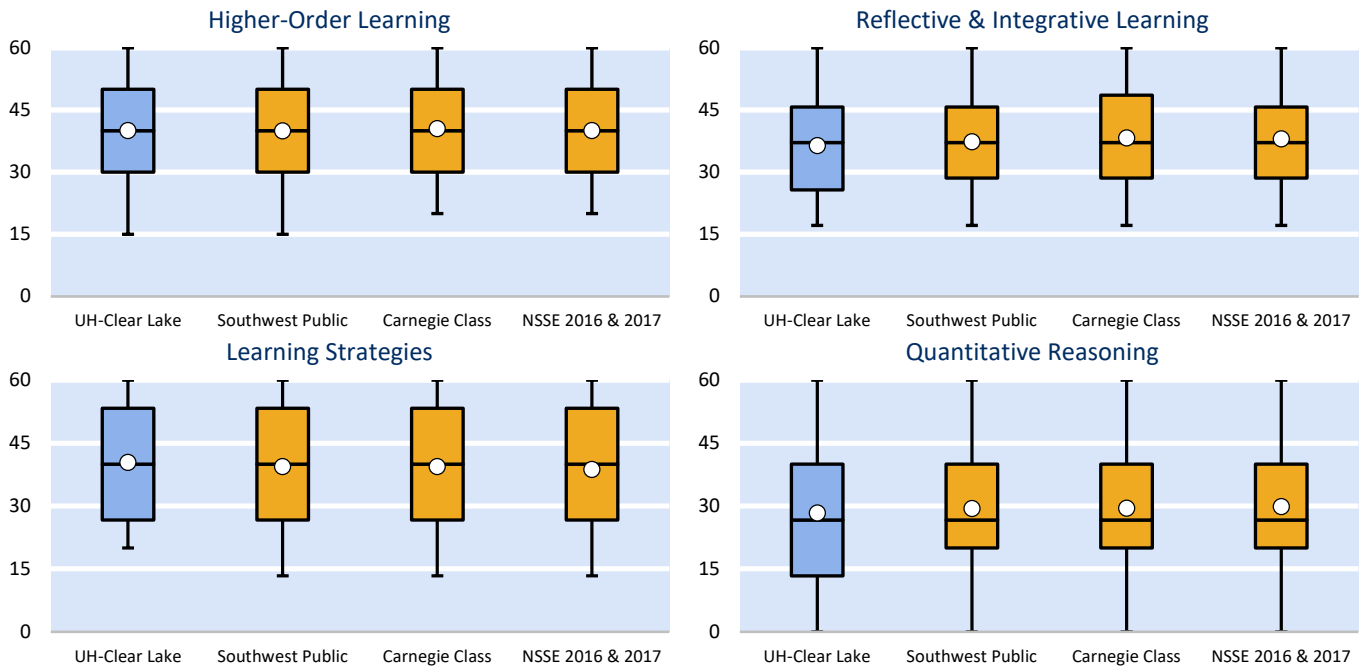
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	40.0	.01	40.5	-.03	40.0	.00
Reflective & Integrative Learning	36.5	37.4	-.07	38.3 *	-.15	38.0 *	-.12
Learning Strategies	40.4	39.4	.07	39.4	.07	38.7	.12
Quantitative Reasoning	28.3	29.4	-.07	29.5	-.07	29.9	-.09

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^a 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 between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
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	79	+2 	+1 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1 	-0 	+1 
4d. Evaluating a point of view, decision, or information source	72	+3 	-0 	+2 
4e. Forming a new idea or understanding from various pieces of information	71	+0 	-1 	+0 
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	63	-4 	-5 	-6 
2b. Connected your learning to societal problems or issues	54	-5 	-8 	-7 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+1 	-5 	-3 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-0 	-2 	-1 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-1 	-2 	-2 
2f. Learned something that changed the way you understand an issue or concept	67	-2 	-4 	-3 
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-5 	-7 	-6 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	-0 	-2 	-1 
9b. Reviewed your notes after class	68	+2 	+4 	+6 
9c. Summarized what you learned in class or from course materials	68	+2 	+2 	+4 
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.)	53	-2 	-1 	-2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+1 	-0 	-0 
6c. Evaluated what others have concluded from numerical information	44	+1 	+1 	-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.

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Learning with Peers: First-year students

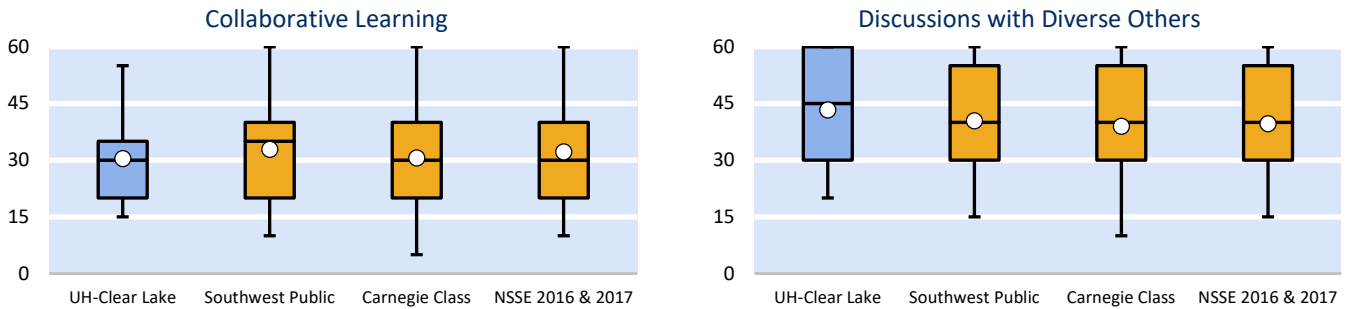
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	32.9	-.17	30.6	-.01	32.2	-.12
Discussions with Diverse Others	43.3	40.4	.18	39.0	.27	39.7	.23

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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Performance^a on Indicator Items

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Collaborative Learning	UH-Clear Lake	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	32	-22	-16	-20
1f. Explained course material to one or more students	50	-9	-4	-8
1g. Prepared for exams by discussing or working through course material with other students	53	+3	+7	+4
1h. Worked with other students on course projects or assignments	43	-12	-8	-11
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	87	+14	+18	+16
8b. People from an economic background other than your own	80	+8	+10	+9
8c. People with religious beliefs other than your own	67	-2	+1	+0
8d. People with political views other than your own	73	+5	+7	+6

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Learning with Peers: Seniors

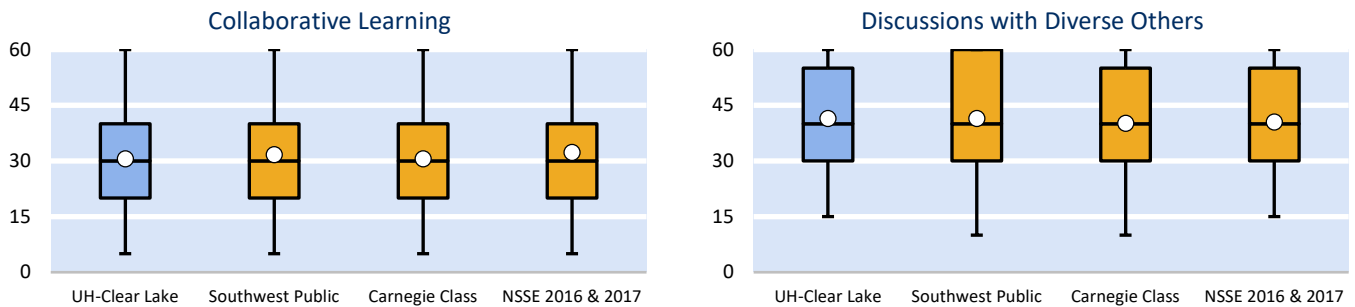
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Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	31.7	-.08	30.6	.00	32.3	-.11
Discussions with Diverse Others	41.4	41.5	.00	40.1	.08	40.5	.06

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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Collaborative Learning	UH-Clear Lake %	Percentage point difference between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	41	-1	+1	-2
1f. Explained course material to one or more students	54	-3	-1	-4
1g. Prepared for exams by discussing or working through course material with other students	42	-4	-2	-5
1h. Worked with other students on course projects or assignments	59	-3	-1	-5
Discussions with Diverse Others				
<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	82	+8	+11	+11
8b. People from an economic background other than your own	76	+2	+4	+3
8c. People with religious beliefs other than your own	73	+3	+6	+5
8d. People with political views other than your own	68	-2	+1	+0

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Experiences with Faculty: First-year students

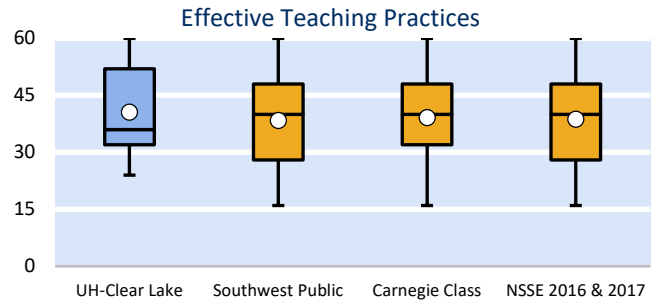
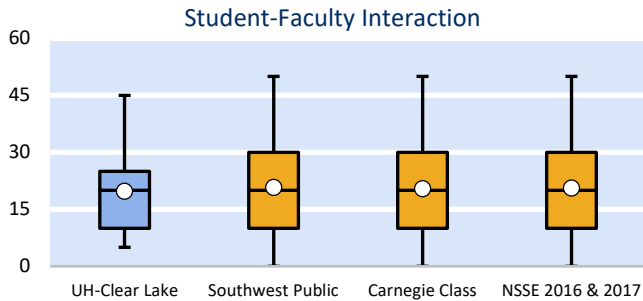
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.8	20.7	-.06	20.4	-.05	20.6	-.06
Effective Teaching Practices	40.5	38.3	.17	39.1	.11	38.7	.14

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Student-Faculty Interaction	UH-Clear Lake	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	18	-18	-17	-17
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-7	-5	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	+1	+1	+0
3d. Discussed your academic performance with a faculty member	27	-2	-2	-2
<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	+8	+7	+8
5b. Taught course sessions in an organized way	84	+8	+8	+8
5c. Used examples or illustrations to explain difficult points	76	+1	+1	+1
5d. Provided feedback on a draft or work in progress	63	+3	-2	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+2	-2	-0

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Experiences with Faculty: Seniors

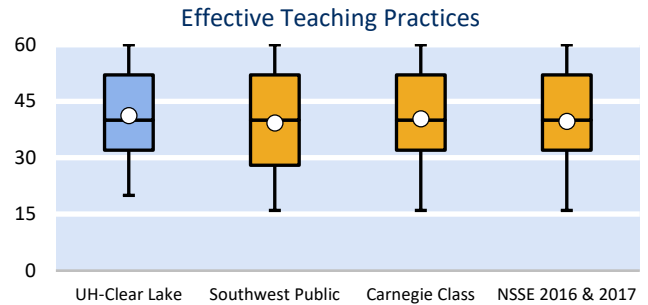
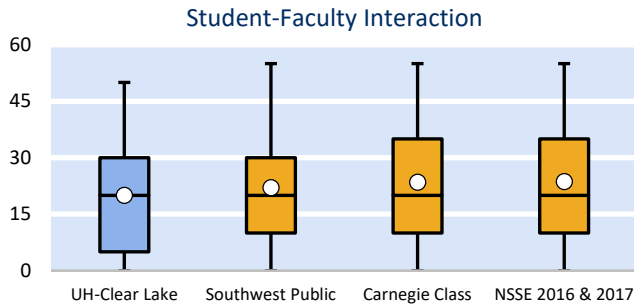
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	%			
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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-5	-6	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-3	-6	-6
3d. Discussed your academic performance with a faculty member	26	-5	-8	-7
<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	82	+3	+1	+2
5b. Taught course sessions in an organized way	82	+5	+3	+4
5c. Used examples or illustrations to explain difficult points	78	+3	+0	+1
5d. Provided feedback on a draft or work in progress	62	+4	-0	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+7	+3	+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.

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

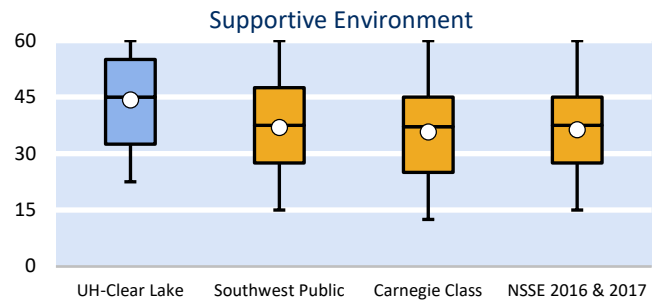
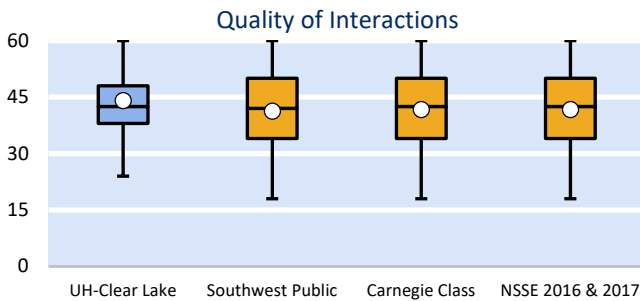
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.1	41.3	.22	41.7	.19	41.7	.19
Supportive Environment	44.3	36.9 **	.53	35.7 **	.62	36.3 **	.58

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^a 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 between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	62	+13	+11	+10
13b. Academic advisors	45	-3	-4	-4
13c. Faculty	51	+5	+1	+2
13d. Student services staff (career services, student activities, housing, etc.)	56	+12	+11	+12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+7	+5	+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	83	+8	+8	+7
14c. Using learning support services (tutoring services, writing center, etc.)	90	+14	+15	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	76	+12	+15	+14
14e. Providing opportunities to be involved socially	81	+9	+11	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	88	+17	+20	+18
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	66	+19	+22	+22
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	+11	+17	+14
14i. Attending events that address important social, economic, or political issues	68	+16	+18	+16

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

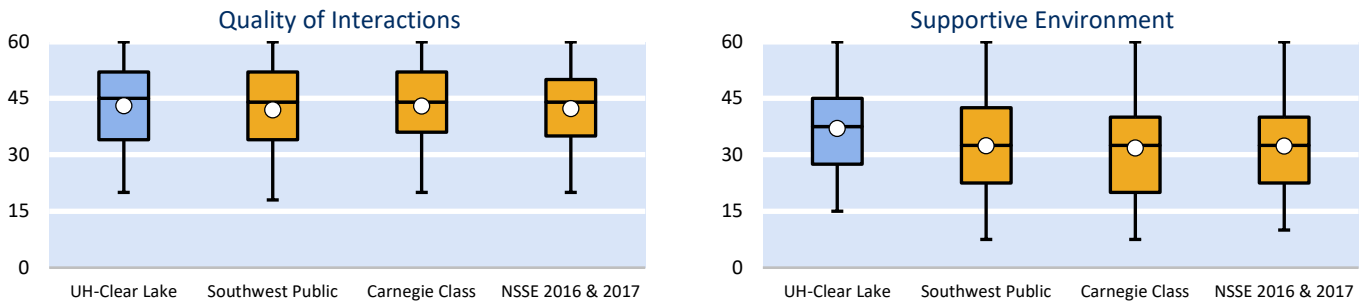
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	42.0	.09	43.0	.01	42.2	.07
Supportive Environment	37.0	32.4 ***	.31	31.8 ***	.36	32.3 ***	.33

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^a 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 between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	60	+3	+1	+2
13b. Academic advisors	47	-3	-6	-4
13c. Faculty	63	+6	+3	+6
13d. Student services staff (career services, student activities, housing, etc.)	51	+9	+7	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+4	+2	+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	85	+15	+13	+14
14c. Using learning support services (tutoring services, writing center, etc.)	86	+20	+20	+20
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+10	+12	+13
14e. Providing opportunities to be involved socially	76	+12	+14	+12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+16	+16	+15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+8	+9	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+6	+11	+6
14i. Attending events that address important social, economic, or political issues	51	+9	+10	+8

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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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		UH-Clear Lake Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.6	39.2	.03	✓	41.2	-.12	
	Reflective and Integrative Learning	37.6	36.6	.08	✓	38.3	-.06	✓
	Learning Strategies	38.7	39.8	-.08	✓	41.9	-.23	
	Quantitative Reasoning	31.5	28.8	.17	✓	30.4	.07	✓
<i>Learning with Peers</i>	Collaborative Learning	30.4	35.2 *	-.35		37.1 **	-.50	
	Discussions with Diverse Others	43.3	41.7	.11	✓	43.8	-.03	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.8	23.8 *	-.27		27.2 ***	-.48	
	Effective Teaching Practices	40.5	40.7	-.01	✓	42.6	-.15	
<i>Campus Environment</i>	Quality of Interactions	44.1	43.8	.02	✓	46.1	-.17	
	Supportive Environment	44.3	38.2 *	.46	✓	40.0	.33	✓

Seniors		UH-Clear Lake Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.1	41.8 *	-.13		43.3 ***	-.24	
	Reflective and Integrative Learning	36.5	40.0 ***	-.29		42.0 ***	-.45	
	Learning Strategies	40.4	40.7	-.02	✓	42.9 **	-.17	
	Quantitative Reasoning	28.3	31.1 **	-.17		33.0 ***	-.29	
<i>Learning with Peers</i>	Collaborative Learning	30.6	35.8 ***	-.38		37.9 ***	-.55	
	Discussions with Diverse Others	41.4	42.3	-.06	✓	44.3 **	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.0	29.2 ***	-.59		33.0 ***	-.81	
	Effective Teaching Practices	41.1	41.8	-.05	✓	43.8 **	-.20	
<i>Campus Environment</i>	Quality of Interactions	43.1	44.8 *	-.15		46.9 ***	-.31	
	Supportive Environment	37.0	34.7 **	.17	✓	37.2	-.01	✓

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 2016 and 2017 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 = 33)	39.6	13.1	2.29	20	30	40	50	60				
Southwest Public	37.7	13.4	.11	15	30	40	45	60	15,878	1.8	.431	.137
Carnegie Class	37.8	13.4	.06	15	30	40	45	60	56,970	1.8	.440	.134
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	197,880	1.6	.484	.122
Top 50%	39.2	13.1	.04	20	30	40	50	60	112,693	.4	.864	.030
Top 10%	41.2	13.3	.09	20	35	40	50	60	20,859	-1.6	.487	-.121
Reflective & Integrative Learning												
UH-Clear Lake (N = 33)	37.6	13.0	2.27	11	29	34	49	60				
Southwest Public	34.5	12.0	.09	17	26	34	43	57	16,497	3.1	.146	.254
Carnegie Class	34.9	12.0	.05	17	26	34	43	57	59,331	2.6	.211	.218
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	206,091	2.5	.230	.209
Top 50%	36.6	12.0	.04	17	29	37	46	57	104,838	1.0	.636	.082
Top 10%	38.3	12.3	.08	20	29	37	46	60	22,783	-.7	.745	-.057
Learning Strategies												
UH-Clear Lake (N = 29)	38.7	12.6	2.34	20	33	33	47	60				
Southwest Public	37.8	13.9	.12	13	27	40	47	60	14,026	.9	.719	.067
Carnegie Class	38.5	13.8	.06	20	27	40	47	60	50,870	.2	.945	.013
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	176,201	.4	.868	.031
Top 50%	39.8	13.7	.05	20	27	40	53	60	87,082	-1.1	.657	-.083
Top 10%	41.9	14.1	.09	20	33	40	53	60	22,098	-3.2	.216	-.231
Quantitative Reasoning												
UH-Clear Lake (N = 33)	31.5	14.5	2.53	13	20	27	40	60				
Southwest Public	27.5	15.5	.12	0	20	27	40	60	15,782	3.9	.144	.254
Carnegie Class	27.2	15.4	.06	0	20	27	40	60	56,707	4.3	.111	.278
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	197,140	3.9	.146	.253
Top 50%	28.8	15.2	.04	0	20	27	40	60	121,552	2.6	.319	.174
Top 10%	30.4	15.2	.09	7	20	27	40	60	29,616	1.1	.688	.070
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 33)	30.4	12.2	2.12	15	20	30	35	55				
Southwest Public	32.9	14.2	.11	10	20	35	40	60	17,129	-2.4	.326	-.171
Carnegie Class	30.6	14.9	.06	5	20	30	40	60	61,415	-.1	.959	-.009
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	213,643	-1.7	.492	-.120
Top 50%	35.2	13.6	.04	15	25	35	45	60	122,002	-4.8	.044	-.351
Top 10%	37.1	13.4	.08	15	25	40	45	60	29,904	-6.7	.004	-.495
Discussions with Diverse Others												
UH-Clear Lake (N = 28)	43.3	13.6	2.54	20	30	45	60	60				
Southwest Public	40.4	16.1	.14	15	30	40	55	60	14,116	2.9	.330	.183
Carnegie Class	39.0	15.9	.07	10	30	40	55	60	51,324	4.3	.148	.271
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	177,808	3.6	.211	.234
Top 50%	41.7	14.9	.04	20	30	40	55	60	111,279	1.6	.574	.105
Top 10%	43.8	14.5	.09	20	35	45	60	60	26,202	-.5	.854	-.035

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 = 33)	19.8	10.5	1.82	5	10	20	25	45				
Southwest Public	20.7	15.0	.12	0	10	20	30	50	32	-1.0	.603	-.064
Carnegie Class	20.4	14.5	.06	0	10	20	30	50	32	-.7	.718	-.046
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	32	-.8	.654	-.057
Top 50%	23.8	14.7	.06	0	15	20	35	55	32	-4.0	.034	-.273
Top 10%	27.2	15.6	.15	5	15	25	40	60	32	-7.5	.000	-.479
Effective Teaching Practices												
UH-Clear Lake (N = 33)	40.5	12.6	2.19	24	32	36	52	60				
Southwest Public	38.3	13.3	.11	16	28	40	48	60	16,014	2.2	.340	.166
Carnegie Class	39.1	13.2	.06	16	32	40	48	60	57,570	1.4	.531	.109
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	199,992	1.9	.416	.142
Top 50%	40.7	13.0	.05	20	32	40	52	60	79,105	-.1	.948	-.011
Top 10%	42.6	13.6	.10	20	36	44	56	60	18,055	-2.0	.386	-.151
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 29)	44.1	11.1	2.04	24	38	43	48	60				
Southwest Public	41.3	12.8	.11	18	34	42	50	60	13,427	2.8	.239	.217
Carnegie Class	41.7	12.6	.06	18	34	43	50	60	47,943	2.4	.307	.188
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	166,880	2.4	.302	.190
Top 50%	43.8	11.5	.04	22	38	46	52	60	73,009	.3	.896	.024
Top 10%	46.1	11.7	.11	24	40	48	56	60	12,499	-2.0	.366	-.167
Supportive Environment												
UH-Clear Lake (N = 24)	44.3	12.1	2.46	23	33	45	55	60				
Southwest Public	36.9	13.8	.12	15	28	38	48	60	13,080	7.3	.010	.528
Carnegie Class	35.7	13.8	.06	13	25	37	45	60	47,375	8.5	.003	.615
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	164,271	7.9	.004	.582
Top 50%	38.2	13.1	.04	18	30	40	48	60	89,347	6.0	.025	.458
Top 10%	40.0	13.0	.09	18	31	40	50	60	21,231	4.3	.107	.329

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 = 266)	40.1	14.4	.89	15	30	40	50	60				
Southwest Public	40.0	14.1	.11	15	30	40	50	60	16,739	.1	.913	.007
Carnegie Class	40.5	13.7	.06	20	30	40	50	60	52,623	-.4	.628	-.030
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	169,667	.0	.973	.002
Top 50%	41.8	13.5	.05	20	35	40	55	60	67,575	-1.8	.034	-.130
Top 10%	43.3	13.4	.10	20	35	40	55	60	20,163	-3.2	.000	-.236
Reflective & Integrative Learning												
UH-Clear Lake (N = 275)	36.5	13.5	.82	17	26	37	46	60				
Southwest Public	37.4	12.8	.10	17	29	37	46	60	17,277	-.9	.235	-.072
Carnegie Class	38.3	12.5	.05	17	29	37	49	60	54,289	-1.8	.015	-.147
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	175,255	-1.6	.038	-.125
Top 50%	40.0	12.3	.05	20	31	40	49	60	276	-3.5	.000	-.288
Top 10%	42.0	12.2	.10	20	34	43	51	60	283	-5.5	.000	-.452
Learning Strategies												
UH-Clear Lake (N = 247)	40.4	13.8	.88	20	27	40	53	60				
Southwest Public	39.4	14.6	.12	13	27	40	53	60	15,062	1.0	.274	.070
Carnegie Class	39.4	14.5	.07	13	27	40	53	60	48,113	1.0	.286	.068
NSSE 2016 & 2017	38.7	14.5	.04	13	27	40	53	60	154,410	1.7	.068	.116
Top 50%	40.7	14.4	.05	20	33	40	53	60	81,326	-.3	.727	-.022
Top 10%	42.9	14.3	.09	20	33	40	60	60	23,923	-2.5	.007	-.173
Quantitative Reasoning												
UH-Clear Lake (N = 256)	28.3	17.2	1.07	0	13	27	40	60				
Southwest Public	29.4	16.4	.13	0	20	27	40	60	16,657	-1.1	.297	-.066
Carnegie Class	29.5	16.3	.07	0	20	27	40	60	52,456	-1.2	.250	-.072
NSSE 2016 & 2017	29.9	16.3	.04	0	20	27	40	60	169,291	-1.5	.129	-.095
Top 50%	31.1	16.2	.05	0	20	33	40	60	102,809	-2.8	.005	-.175
Top 10%	33.0	15.9	.11	7	20	33	40	60	260	-4.7	.000	-.293
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 282)	30.6	14.1	.84	5	20	30	40	60				
Southwest Public	31.7	15.4	.12	5	20	30	40	60	292	-1.2	.175	-.075
Carnegie Class	30.6	15.8	.07	5	20	30	40	60	285	-.1	.952	-.003
NSSE 2016 & 2017	32.3	15.1	.04	5	20	30	40	60	179,132	-1.7	.056	-.114
Top 50%	35.8	13.8	.04	15	25	35	45	60	95,483	-5.3	.000	-.382
Top 10%	37.9	13.4	.10	15	30	40	50	60	19,631	-7.4	.000	-.547
Discussions with Diverse Others												
UH-Clear Lake (N = 250)	41.4	15.7	.99	15	30	40	55	60				
Southwest Public	41.5	16.6	.14	10	30	40	60	60	15,170	.0	.980	-.002
Carnegie Class	40.1	16.3	.07	10	30	40	55	60	48,347	1.3	.207	.080
NSSE 2016 & 2017	40.5	15.9	.04	15	30	40	55	60	155,372	.9	.345	.060
Top 50%	42.3	15.6	.05	15	30	40	60	60	103,385	-.9	.381	-.056
Top 10%	44.3	15.3	.10	20	35	45	60	60	22,578	-2.8	.004	-.184

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
Experiences with Faculty												
Student-Faculty Interaction												
UH-Clear Lake (N = 270)	20.0	15.5	.94	0	5	20	30	50				
Southwest Public	22.0	16.2	.13	0	10	20	30	55	16,923	-2.0	.043	-.124
Carnegie Class	23.5	16.1	.07	0	10	20	35	55	53,203	-3.5	.000	-.217
NSSE 2016 & 2017	23.6	16.0	.04	0	10	20	35	55	171,669	-3.6	.000	-.225
Top 50%	29.2	15.7	.08	5	20	30	40	60	41,546	-9.2	.000	-.588
Top 10%	33.0	16.0	.20	10	20	30	45	60	294	-13.0	.000	-.814
Effective Teaching Practices												
UH-Clear Lake (N = 266)	41.1	13.7	.84	20	32	40	52	60				
Southwest Public	39.2	14.2	.11	16	28	40	52	60	16,901	1.9	.032	.133
Carnegie Class	40.3	13.8	.06	16	32	40	52	60	53,200	.8	.334	.059
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	171,596	1.5	.074	.110
Top 50%	41.8	13.5	.06	20	32	40	52	60	58,768	-.7	.423	-.049
Top 10%	43.8	13.4	.12	20	36	44	56	60	11,951	-2.7	.001	-.201
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 226)	43.1	13.0	.86	20	34	45	52	60				
Southwest Public	42.0	12.9	.11	18	34	44	52	60	14,088	1.1	.188	.088
Carnegie Class	43.0	12.3	.06	20	36	44	52	60	44,876	.1	.906	.008
NSSE 2016 & 2017	42.2	12.1	.03	20	35	44	50	60	145,497	.8	.300	.069
Top 50%	44.8	11.6	.05	23	38	46	54	60	227	-1.7	.049	-.147
Top 10%	46.9	12.1	.10	23	40	50	58	60	15,646	-3.8	.000	-.314
Supportive Environment												
UH-Clear Lake (N = 237)	37.0	13.5	.88	15	28	38	45	60				
Southwest Public	32.4	14.7	.12	8	23	33	43	60	245	4.6	.000	.314
Carnegie Class	31.8	14.4	.07	8	20	33	40	60	238	5.2	.000	.364
NSSE 2016 & 2017	32.3	14.2	.04	10	23	33	40	60	146,899	4.7	.000	.334
Top 50%	34.7	13.7	.05	13	25	35	45	60	66,772	2.3	.010	.168
Top 10%	37.2	13.6	.13	13	28	38	48	60	12,071	-.1	.895	-.009

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.