



NSSE 2019

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 2018 and 2019 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. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

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

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

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 2018 & 2019
Academic Challenge	Higher-Order Learning	--	--	--
	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 2018 & 2019
Academic Challenge	Higher-Order Learning	--	--	--
	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

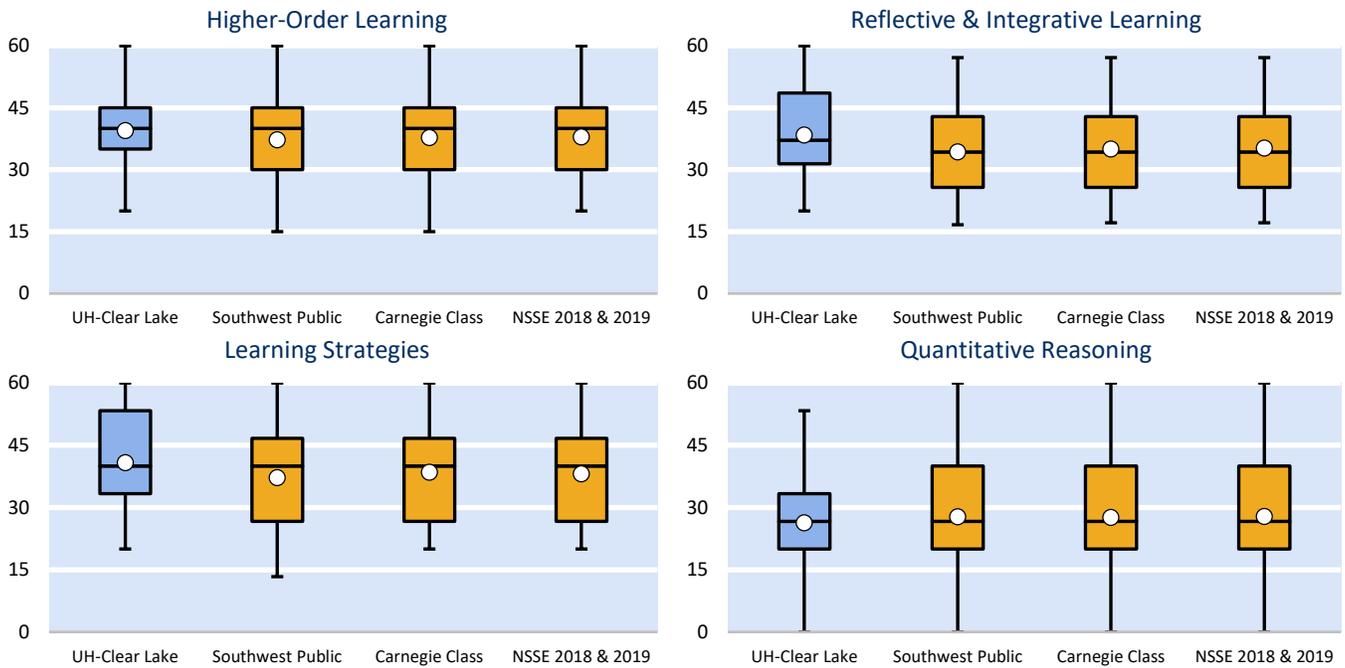
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.5	37.3	.16	37.8	.13	38.0	.11
Reflective & Integrative Learning	38.4	34.3 *	.34	35.0	.28	35.2	.26
Learning Strategies	40.8	37.2	.25	38.5	.17	38.1	.19
Quantitative Reasoning	26.3	27.8	-.10	27.6	-.09	27.8	-.10

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
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	74	+6 	+5 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+7 	+6 	+5 
4d. Evaluating a point of view, decision, or information source	74	+7 	+4 	+5 
4e. Forming a new idea or understanding from various pieces of information	63	-4 	-6 	-5 
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	48	-1 	-3 	-4 
2b. Connected your learning to societal problems or issues	59	+12 	+8 	+8 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+19 	+17 	+16 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+0 	-1 	-1 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	94	+24 	+24 	+24 
2f. Learned something that changed the way you understand an issue or concept	71	+5 	+4 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+2 	-1 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+9 	+5 	+5 
9b. Reviewed your notes after class	70	+5 	+2 	+4 
9c. Summarized what you learned in class or from course materials	71	+9 	+6 	+8 
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.)	69	+16 	+17 	+16 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-0 	-0 	-0 
6c. Evaluated what others have concluded from numerical information	27	-11 	-11 	-12 

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

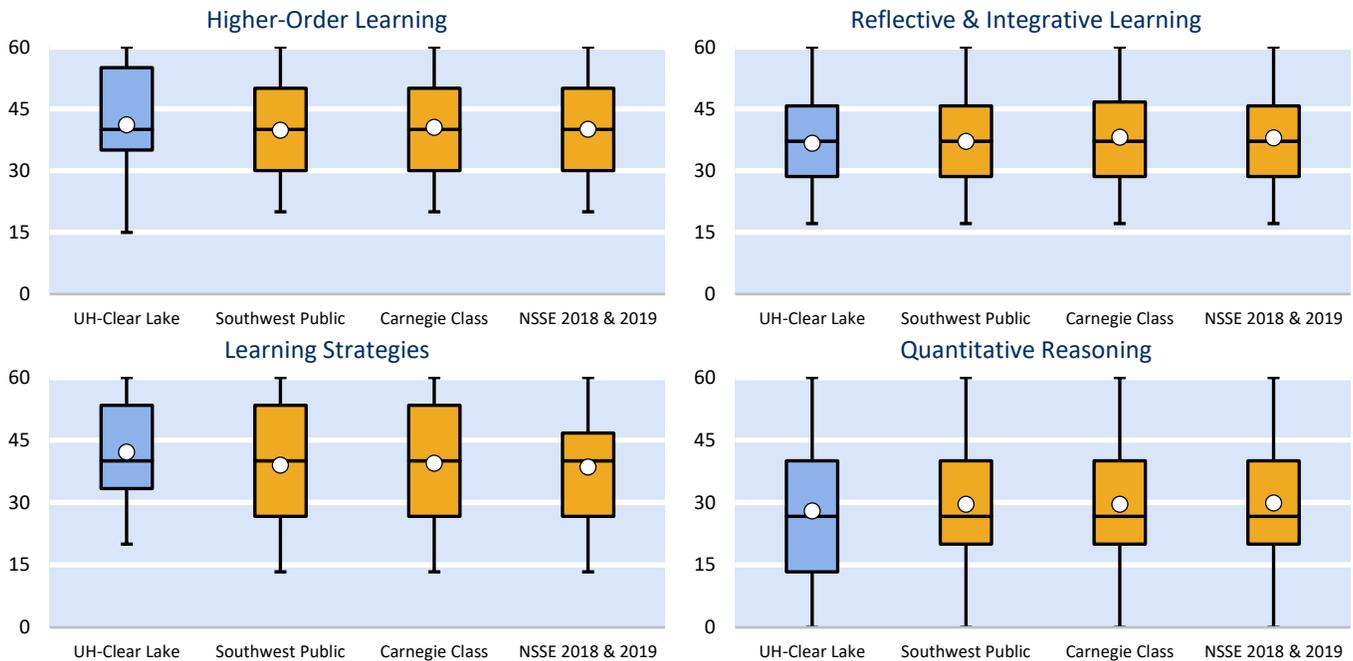
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2018 & 2019 Mean	NSSE 2018 & 2019 Effect size
Higher-Order Learning	41.1	39.8	.10	40.5	.05	40.0	.08
Reflective & Integrative Learning	36.6	37.1	-.04	38.1 *	-.12	38.0	-.11
Learning Strategies	42.1	39.0 ***	.22	39.4 **	.19	38.5 ***	.25
Quantitative Reasoning	28.0	29.5	-.10	29.6	-.10	29.8 *	-.12

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
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	78	+4 	+3 	+3 
4d. Evaluating a point of view, decision, or information source	76	+6 	+3 	+5 
4e. Forming a new idea or understanding from various pieces of information	75	+4 	+1 	+3 
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	67	+1 	+0 	-1 
2b. Connected your learning to societal problems or issues	54	-3 	-8 	-7 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-6 	-11 	-10 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-6 	-8 	-8 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-4 	-4 	-4 
2f. Learned something that changed the way you understand an issue or concept	67	-3 	-5 	-4 
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1 	-1 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+5 	+3 	+4 
9b. Reviewed your notes after class	75	+9 	+10 	+13 
9c. Summarized what you learned in class or from course materials	74	+9 	+7 	+10 
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	-1 	+1 	-0 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-4 	-5 	-5 
6c. Evaluated what others have concluded from numerical information	40	-4 	-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.

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Learning with Peers: First-year students

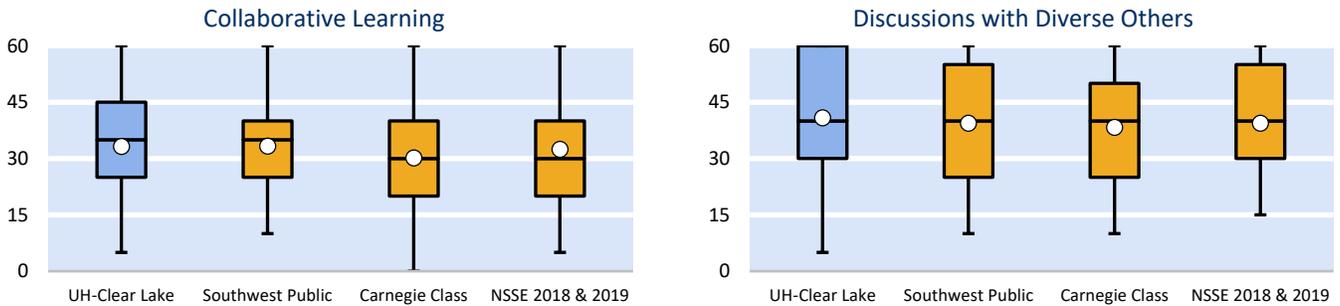
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	33.3	-.01	30.1	.20	32.4	.05
Discussions with Diverse Others	40.9	39.4	.09	38.3	.16	39.4	.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).

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	56	+1	+8	+3
1f. Explained course material to one or more students	53	-6	+0	-5
1g. Prepared for exams by discussing or working through course material with other students	53	+2	+8	+3
1h. Worked with other students on course projects or assignments	59	+3	+8	+4
Discussions with Diverse Others				
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	80	+10	+13	+10
8b. People from an economic background other than your own	71	+1	+2	-0
8c. People with religious beliefs other than your own	63	-3	-1	-3
8d. People with political views other than your own	64	-1	+1	-1

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Learning with Peers: Seniors

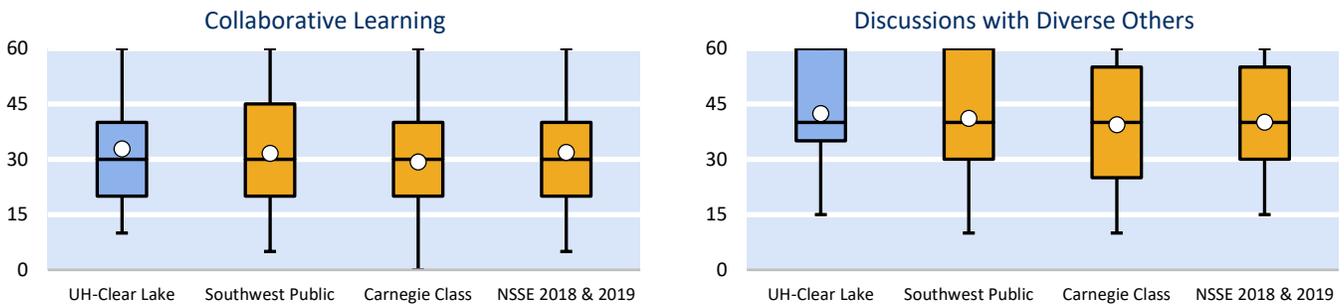
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Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	31.7	.07	29.3 ***	.21	31.8	.06
Discussions with Diverse Others	42.4	41.1	.08	39.4 **	.18	40.1 *	.15

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 ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	39	-4	+1	-4
1f. Explained course material to one or more students	57	+1	+4	-1
1g. Prepared for exams by discussing or working through course material with other students	49	+3	+7	+3
1h. Worked with other students on course projects or assignments	68	+8	+13	+6
Discussions with Diverse Others				
<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	80	+5	+9	+8
8b. People from an economic background other than your own	78	+5	+8	+6
8c. People with religious beliefs other than your own	78	+8	+12	+10
8d. People with political views other than your own	70	+2	+5	+4

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Experiences with Faculty: First-year students

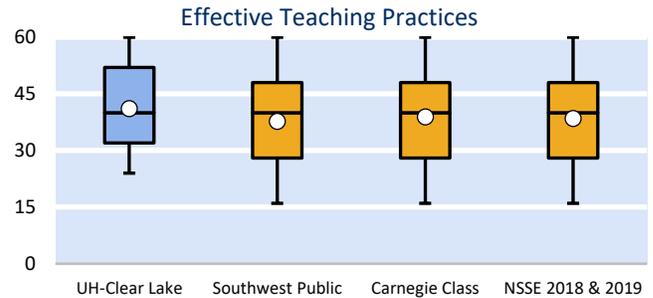
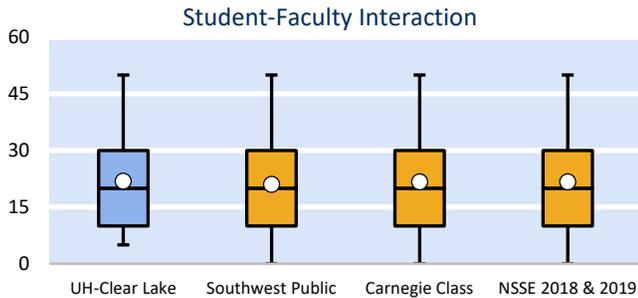
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Effect size	Carnegie Class Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Student-Faculty Interaction	21.8	21.0	.06	21.7	.01	21.7	.01
Effective Teaching Practices	41.1	37.7	.25	38.9	.16	38.5	.20

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

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Student-Faculty Interaction	UH-Clear Lake %	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	+7	+4	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+0	+0	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-2	-4	-4
3d. Discussed your academic performance with a faculty member	26	-3	-6	-5
<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	+6	+4	+5
5b. Taught course sessions in an organized way	66	-6	-7	-8
5c. Used examples or illustrations to explain difficult points	70	-2	-3	-4
5d. Provided feedback on a draft or work in progress	82	+22	+17	+18
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+11	+5	+7

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Experiences with Faculty: Seniors

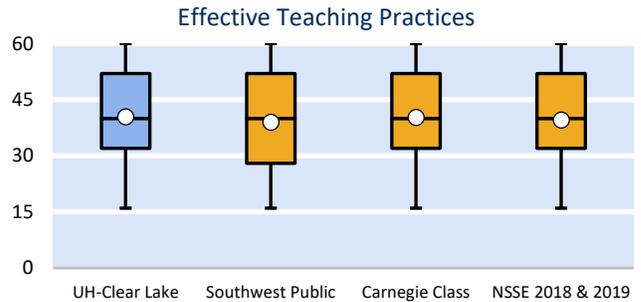
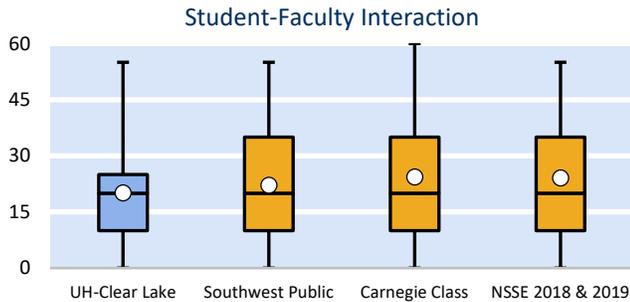
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.1	22.1 *	-.13	24.3 ***	-.26	24.1 ***	-.25
Effective Teaching Practices	40.4	39.0	.10	40.2	.01	39.6	.06

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3a. Talked about career plans with a faculty member	32	-8	-14	-13
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-8	-9	-10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-7	-11	-11
3d. Discussed your academic performance with a faculty member	25	-5	-12	-9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	+4	+3	+4
5b. Taught course sessions in an organized way	81	+5	+3	+3
5c. Used examples or illustrations to explain difficult points	77	+1	-0	-0
5d. Provided feedback on a draft or work in progress	60	+1	-3	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+0	-5	-2

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

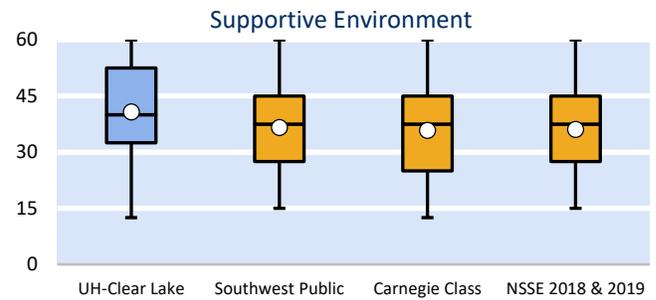
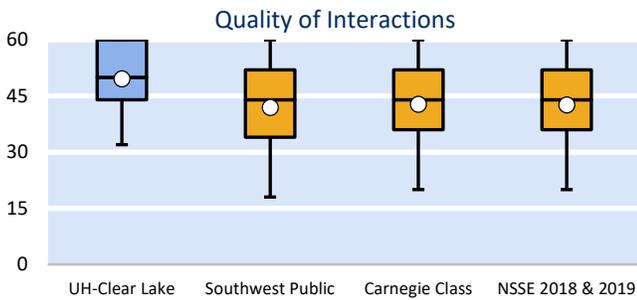
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	49.6	42.0 ***	.60	42.8 **	.54	42.6 ***	.57
Supportive Environment	40.8	36.6	.31	35.8 *	.36	36.1 *	.35

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	62	+13	+12	+11
13b. Academic advisors	67	+17	+14	+15
13c. Faculty	82	+34	+30	+31
13d. Student services staff (career services, student activities, housing, etc.)	78	+32	+31	+32
13e. Other administrative staff and offices (registrar, financial aid, etc.)	70	+27	+22	+25
<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	76	+1	+0	-0
14c. Using learning support services (tutoring services, writing center, etc.)	80	+2	+2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	76	+13	+15	+15
14e. Providing opportunities to be involved socially	79	+7	+10	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	83	+13	+15	+14
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	61	+17	+17	+19
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+1	+6	+2
14i. Attending events that address important social, economic, or political issues	46	-3	-2	-3

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

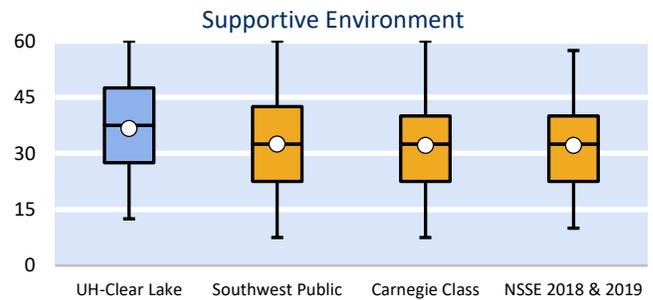
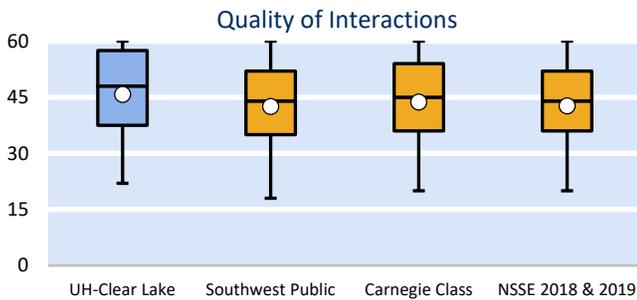
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.8	42.6 ***	.25	43.8 **	.16	42.8 ***	.25
Supportive Environment	36.6	32.5 ***	.29	32.1 ***	.31	32.2 ***	.32

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UH-Clear Lake %	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	69	+12	+11	+12
13b. Academic advisors	52	-0	-5	-2
13c. Faculty	68	+13	+9	+12
13d. Student services staff (career services, student activities, housing, etc.)	61	+17	+14	+17
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+16	+12	+16
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+7	+5	+6
14c. Using learning support services (tutoring services, writing center, etc.)	77	+11	+9	+10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+12	+12	+14
14e. Providing opportunities to be involved socially	74	+10	+12	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+13	+14	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+11	+10	+13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+7	+13	+8
14i. Attending events that address important social, economic, or political issues	46	+5	+6	+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.

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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/links/PNP), 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 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.5	39.3	.01	✓	41.0	-.12	
	Reflective and Integrative Learning	38.4	36.8	.14	✓	38.8	-.03	✓
	Learning Strategies	40.8	39.9	.07	✓	42.5	-.12	
	Quantitative Reasoning	26.3	29.3	-.19		30.8	-.29	
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.4	-.16		37.7 *	-.33	
	Discussions with Diverse Others	40.9	41.3	-.03	✓	43.2	-.17	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.8	24.9	-.21		28.0 **	-.40	
	Effective Teaching Practices	41.1	40.6	.03	✓	42.7	-.12	
<i>Campus Environment</i>	Quality of Interactions	49.6	44.9 *	.41	✓	47.1	.21	✓
	Supportive Environment	40.8	38.1	.20	✓	40.1	.05	✓

Seniors		UH-Clear Lake Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.1	41.8	-.05	✓	43.0 *	-.14	
	Reflective and Integrative Learning	36.6	39.9 ***	-.27		41.6 ***	-.41	
	Learning Strategies	42.1	40.8	.09	✓	42.6	-.04	✓
	Quantitative Reasoning	28.0	31.3 ***	-.21		32.7 ***	-.30	
<i>Learning with Peers</i>	Collaborative Learning	32.8	36.1 ***	-.24		38.6 ***	-.43	
	Discussions with Diverse Others	42.4	42.0	.02	✓	43.5	-.07	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.1	29.9 ***	-.62		33.9 ***	-.88	
	Effective Teaching Practices	40.4	41.8	-.10		43.5 ***	-.23	
<i>Campus Environment</i>	Quality of Interactions	45.8	45.1	.05	✓	47.4 *	-.14	
	Supportive Environment	36.6	34.8 *	.14	✓	37.0	-.02	✓

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 2018 and 2019 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	SE ^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 = 37)	39.5	12.1	1.98	20	35	40	45	60				
Southwest Public	37.3	13.5	.10	15	30	40	45	60	16,899	2.2	.327	.161
Carnegie Class	37.8	13.3	.07	15	30	40	45	60	39,027	1.7	.445	.125
NSSE 2018 & 2019	38.0	13.2	.03	20	30	40	45	60	155,338	1.5	.494	.112
Top 50%	39.3	13.0	.05	20	30	40	50	60	83,109	.1	.956	.009
Top 10%	41.0	13.0	.09	20	35	40	50	60	21,477	-1.5	.467	-.119
Reflective & Integrative Learning												
UH-Clear Lake (N = 39)	38.4	12.9	2.08	20	31	37	49	60				
Southwest Public	34.3	12.1	.09	17	26	34	43	57	18,192	4.1	.037	.335
Carnegie Class	35.0	12.0	.06	17	26	34	43	57	41,895	3.4	.082	.279
NSSE 2018 & 2019	35.2	12.0	.03	17	26	34	43	57	166,572	3.1	.102	.263
Top 50%	36.8	11.8	.04	17	29	37	46	57	83,693	1.6	.397	.136
Top 10%	38.8	11.8	.09	20	31	40	46	60	17,369	-.4	.847	-.031
Learning Strategies												
UH-Clear Lake (N = 36)	40.8	12.7	2.10	20	33	40	53	60				
Southwest Public	37.2	13.9	.11	13	27	40	47	60	15,977	3.5	.126	.254
Carnegie Class	38.5	13.9	.07	20	27	40	47	60	37,076	2.3	.318	.165
NSSE 2018 & 2019	38.1	13.8	.04	20	27	40	47	60	147,686	2.6	.248	.191
Top 50%	39.9	13.7	.05	20	33	40	53	60	71,841	.9	.694	.065
Top 10%	42.5	14.0	.11	20	33	40	53	60	16,709	-1.7	.468	-.120
Quantitative Reasoning												
UH-Clear Lake (N = 36)	26.3	15.5	2.60	0	20	27	33	53				
Southwest Public	27.8	15.4	.12	0	20	27	40	60	16,239	-1.5	.559	-.098
Carnegie Class	27.6	15.5	.08	0	20	27	40	60	37,692	-1.3	.609	-.086
NSSE 2018 & 2019	27.8	15.3	.04	0	20	27	40	60	149,976	-1.5	.549	-.100
Top 50%	29.3	15.2	.05	7	20	27	40	60	87,162	-3.0	.245	-.195
Top 10%	30.8	15.2	.10	7	20	33	40	60	23,361	-4.5	.079	-.294
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 40)	33.2	13.7	2.18	5	25	35	45	60				
Southwest Public	33.3	14.3	.10	10	25	35	40	60	19,510	-.1	.971	-.006
Carnegie Class	30.1	15.4	.07	0	20	30	40	60	44,400	3.1	.213	.198
NSSE 2018 & 2019	32.4	14.7	.04	5	20	30	40	60	176,913	.8	.741	.053
Top 50%	35.4	13.7	.05	15	25	35	45	60	90,838	-2.2	.305	-.163
Top 10%	37.7	13.6	.10	15	30	40	50	60	19,570	-4.5	.038	-.330
Discussions with Diverse Others												
UH-Clear Lake (N = 36)	40.9	17.3	2.86	5	30	40	60	60				
Southwest Public	39.4	16.2	.13	10	25	40	55	60	16,098	1.5	.584	.091
Carnegie Class	38.3	16.2	.08	10	25	40	50	60	37,354	2.5	.346	.156
NSSE 2018 & 2019	39.4	15.6	.04	15	30	40	55	60	148,783	1.5	.569	.094
Top 50%	41.3	14.9	.05	20	30	40	55	60	86,244	-.5	.850	-.031
Top 10%	43.2	14.4	.10	20	35	40	60	60	19,382	-2.4	.319	-.165

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 35)	21.8	12.6	2.13	5	10	20	30	50				
Southwest Public	21.0	14.9	.11	0	10	20	30	50	17,474	.9	.732	.058
Carnegie Class	21.7	14.9	.07	0	10	20	30	50	40,237	.1	.955	.010
NSSE 2018 & 2019	21.7	14.7	.04	0	10	20	30	50	160,186	.2	.946	.011
Top 50%	24.9	14.8	.06	5	15	20	35	55	56,561	-3.1	.219	-.209
Top 10%	28.0	15.5	.16	5	15	25	40	60	34	-6.1	.007	-.396
Effective Teaching Practices												
UH-Clear Lake (N = 36)	41.1	13.3	2.20	24	32	40	52	60				
Southwest Public	37.7	13.5	.10	16	28	40	48	60	16,868	3.4	.127	.253
Carnegie Class	38.9	13.6	.07	16	28	40	48	60	39,006	2.2	.330	.161
NSSE 2018 & 2019	38.5	13.2	.03	16	28	40	48	60	155,186	2.6	.234	.197
Top 50%	40.6	13.2	.05	20	32	40	52	60	63,036	.5	.837	.034
Top 10%	42.7	14.0	.11	20	32	44	56	60	16,555	-1.6	.485	-.116
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 35)	49.6	11.0	1.87	32	44	50	60	60				
Southwest Public	42.0	12.7	.10	18	34	44	52	60	14,908	7.6	.000	.599
Carnegie Class	42.8	12.5	.07	20	36	44	52	60	34,292	6.8	.001	.542
NSSE 2018 & 2019	42.6	12.1	.03	20	36	44	52	60	138,740	6.9	.001	.573
Top 50%	44.9	11.4	.05	24	38	46	54	60	57,977	4.7	.015	.413
Top 10%	47.1	11.8	.10	24	40	50	58	60	14,523	2.5	.207	.214
Supportive Environment												
UH-Clear Lake (N = 36)	40.8	14.9	2.47	13	33	40	53	60				
Southwest Public	36.6	13.6	.11	15	28	38	45	60	15,385	4.2	.064	.308
Carnegie Class	35.8	13.9	.07	13	25	38	45	60	35,930	4.9	.032	.356
NSSE 2018 & 2019	36.1	13.5	.04	15	28	38	45	60	143,329	4.7	.037	.346
Top 50%	38.1	13.2	.05	18	30	40	48	60	69,164	2.6	.227	.200
Top 10%	40.1	13.2	.11	18	30	40	50	60	14,302	.7	.749	.053

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 295)	41.1	14.1	.82	15	35	40	55	60				
Southwest Public	39.8	14.0	.09	20	30	40	50	60	22,691	1.4	.096	.098
Carnegie Class	40.5	13.7	.07	20	30	40	50	60	43,125	.7	.400	.049
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	163,463	1.1	.153	.083
Top 50%	41.8	13.5	.05	20	35	40	55	60	68,296	-.6	.423	-.047
Top 10%	43.0	13.5	.10	20	35	40	55	60	18,910	-1.9	.018	-.139
Reflective & Integrative Learning												
UH-Clear Lake (N = 312)	36.6	12.9	.73	17	29	37	46	60				
Southwest Public	37.1	12.7	.08	17	29	37	46	60	23,942	-.5	.480	-.040
Carnegie Class	38.1	12.5	.06	17	29	37	47	60	45,370	-1.5	.039	-.117
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	172,059	-1.4	.053	-.110
Top 50%	39.9	12.2	.05	20	31	40	49	60	65,538	-3.3	.000	-.267
Top 10%	41.6	12.2	.11	20	34	40	51	60	13,050	-4.9	.000	-.405
Learning Strategies												
UH-Clear Lake (N = 293)	42.1	13.3	.78	20	33	40	53	60				
Southwest Public	39.0	14.6	.10	13	27	40	53	60	21,680	3.1	.000	.216
Carnegie Class	39.4	14.5	.07	13	27	40	53	60	41,543	2.7	.001	.188
NSSE 2018 & 2019	38.5	14.6	.04	13	27	40	47	60	293	3.6	.000	.250
Top 50%	40.8	14.4	.05	20	33	40	53	60	71,410	1.3	.122	.091
Top 10%	42.6	14.3	.10	20	33	40	60	60	301	-.5	.515	-.036
Quantitative Reasoning												
UH-Clear Lake (N = 291)	28.0	16.7	.98	0	13	27	40	60				
Southwest Public	29.5	16.1	.11	0	20	27	40	60	21,999	-1.6	.099	-.097
Carnegie Class	29.6	16.2	.08	0	20	27	40	60	42,016	-1.6	.094	-.099
NSSE 2018 & 2019	29.8	16.1	.04	0	20	27	40	60	159,048	-1.9	.048	-.116
Top 50%	31.3	16.0	.05	7	20	33	40	60	88,135	-3.3	.000	-.207
Top 10%	32.7	15.8	.10	7	20	33	40	60	296	-4.8	.000	-.301
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 322)	32.8	14.7	.82	10	20	30	40	60				
Southwest Public	31.7	15.8	.10	5	20	30	45	60	330	1.2	.161	.074
Carnegie Class	29.3	16.4	.08	0	20	30	40	60	326	3.5	.000	.215
NSSE 2018 & 2019	31.8	15.7	.04	5	20	30	40	60	178,336	1.0	.262	.063
Top 50%	36.1	14.0	.05	15	25	35	45	60	76,660	-3.3	.000	-.236
Top 10%	38.6	13.5	.12	15	30	40	50	60	335	-5.8	.000	-.428
Discussions with Diverse Others												
UH-Clear Lake (N = 293)	42.4	15.9	.93	15	35	40	60	60				
Southwest Public	41.1	16.7	.11	10	30	40	60	60	21,783	1.3	.178	.079
Carnegie Class	39.4	16.7	.08	10	25	40	55	60	41,617	3.0	.002	.182
NSSE 2018 & 2019	40.1	16.0	.04	15	30	40	55	60	157,699	2.3	.013	.145
Top 50%	42.0	15.6	.05	15	30	40	60	60	87,122	.4	.682	.024
Top 10%	43.5	15.4	.10	20	35	45	60	60	23,484	-1.1	.217	-.073

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 305)	20.1	14.9	.85	0	10	20	25	55				
Southwest Public	22.1	16.3	.11	0	10	20	35	55	314	-2.0	.019	-.125
Carnegie Class	24.3	16.3	.08	0	10	20	35	60	309	-4.2	.000	-.257
NSSE 2018 & 2019	24.1	16.1	.04	0	10	20	35	55	306	-4.0	.000	-.249
Top 50%	29.9	15.9	.08	5	20	30	40	60	310	-9.8	.000	-.615
Top 10%	33.9	15.8	.22	10	20	35	45	60	344	-13.8	.000	-.879
Effective Teaching Practices												
UH-Clear Lake (N = 299)	40.4	13.8	.80	16	32	40	52	60				
Southwest Public	39.0	14.2	.09	16	28	40	52	60	22,664	1.4	.090	.099
Carnegie Class	40.2	14.0	.07	16	32	40	52	60	43,172	.2	.806	.014
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	163,474	.8	.310	.059
Top 50%	41.8	13.6	.06	20	32	40	52	60	57,031	-1.4	.077	-.102
Top 10%	43.5	13.5	.11	20	36	44	56	60	15,862	-3.2	.000	-.233
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 258)	45.8	12.7	.79	22	38	48	58	60				
Southwest Public	42.6	12.7	.09	18	35	44	52	60	19,956	3.2	.000	.251
Carnegie Class	43.8	12.4	.06	20	36	45	54	60	38,037	2.0	.009	.162
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	146,140	3.0	.000	.245
Top 50%	45.1	11.8	.05	23	38	48	54	60	259	.6	.444	.052
Top 10%	47.4	12.0	.08	24	40	50	58	60	20,702	-1.6	.030	-.136
Supportive Environment												
UH-Clear Lake (N = 287)	36.6	14.3	.84	13	28	38	48	60				
Southwest Public	32.5	14.6	.10	8	23	33	43	60	21,257	4.2	.000	.285
Carnegie Class	32.1	14.4	.07	8	23	33	40	60	40,642	4.5	.000	.313
NSSE 2018 & 2019	32.2	14.1	.04	10	23	33	40	58	153,931	4.5	.000	.316
Top 50%	34.8	13.9	.06	13	25	35	45	60	61,536	1.9	.022	.135
Top 10%	37.0	14.0	.13	13	28	38	48	60	11,654	-.3	.692	-.024

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.