
NSSE 2025

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

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2024 & 2025
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 2024 & 2025
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

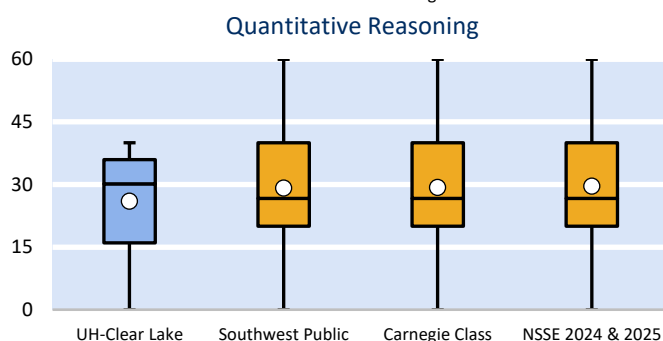
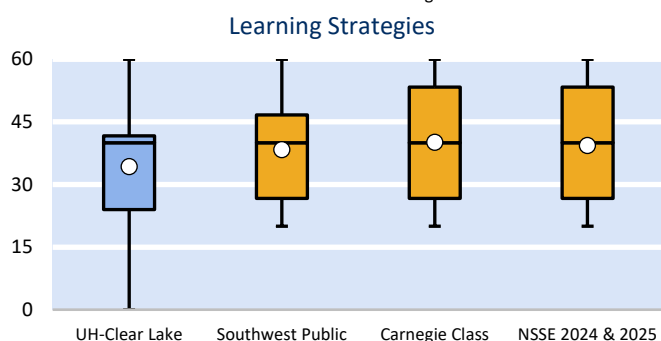
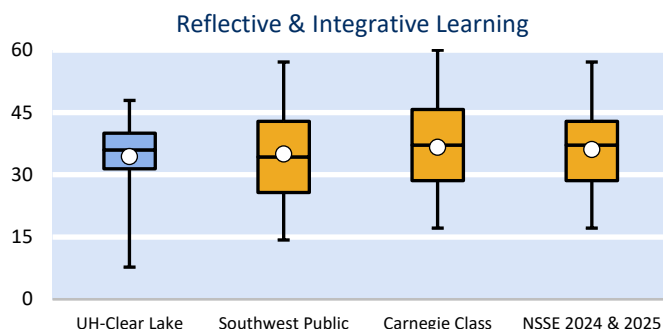
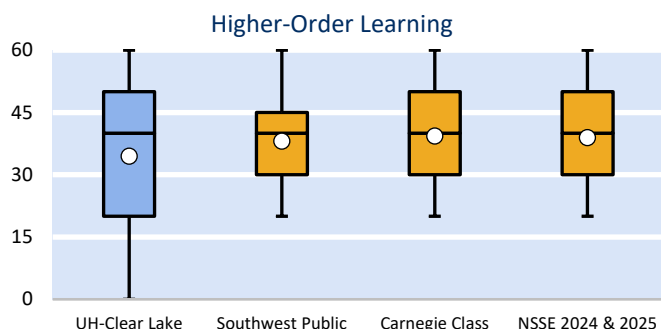
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Higher-Order Learning	34.5	38.1	-.26	39.3	-.35	38.9	-.33
Reflective & Integrative Learning	34.4	35.1	-.05	36.6	-.18	36.1	-.14
Learning Strategies	34.3	38.3	-.28	40.1	-.41	39.3	-.36
Quantitative Reasoning	26.0	29.2	-.20	29.3	-.20	29.6	-.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



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.

		Percentage point difference ^a between your FY students and		
	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2024 & 2025
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	68	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Academic Challenge: Seniors

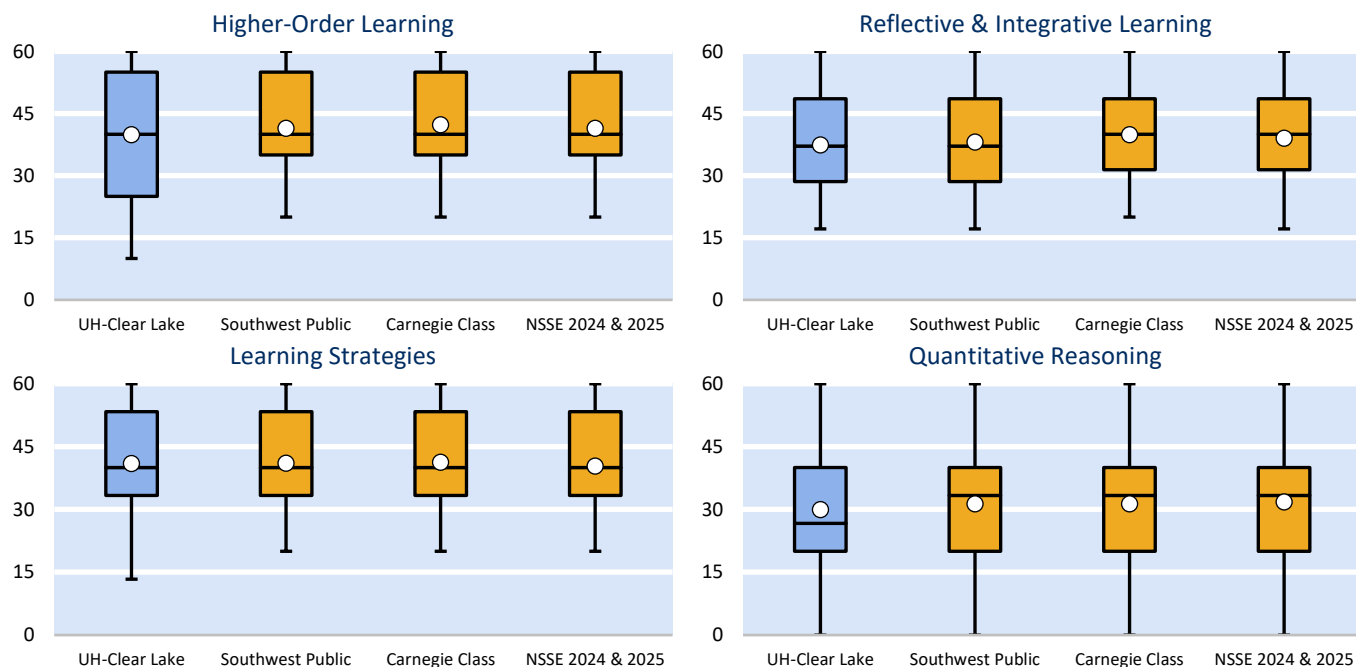
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Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Higher-Order Learning	39.9	41.4	-.11	42.3 *	-.17	41.5	-.12
Reflective & Integrative Learning	37.4	38.1	-.05	39.9 **	-.19	39.1	-.13
Learning Strategies	40.9	41.0	.00	41.2	-.02	40.3	.04
Quantitative Reasoning	29.9	31.3	-.08	31.3	-.08	31.8	-.11

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

Score Distributions



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

Academic Challenge: 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.

		Percentage point difference ^a between your seniors and		
	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2024 & 2025
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	<div><div></div><div></div></div> -10	<div><div></div><div></div></div> -11	<div><div></div><div></div></div> -10
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> -6
4d. Evaluating a point of view, decision, or information source	68	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -9	<div><div></div><div></div></div> -5
4e. Forming a new idea or understanding from various pieces of information	71	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> -5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	65	<div><div></div><div></div></div> -0	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -5
2b. Connected your learning to societal problems or issues	60	<div><div></div><div></div></div> -0	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> -17	<div><div></div><div></div></div> -12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -10	<div><div></div><div></div></div> -7
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -4
2f. Learned something that changed the way you understand an issue or concept	72	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	<div><div></div><div></div></div> +0	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> -2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	<div><div></div><div></div></div> -0	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -0
9b. Reviewed your notes after class	68	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> +1
9c. Summarized what you learned in class or from course materials	70	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> -0
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -2
6c. Evaluated what others have concluded from numerical information	48	<div><div></div><div></div></div> +2	<div><div></div><div></div></div> +2	<div><div></div><div></div></div> -1

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

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

Learning with Peers: First-year students

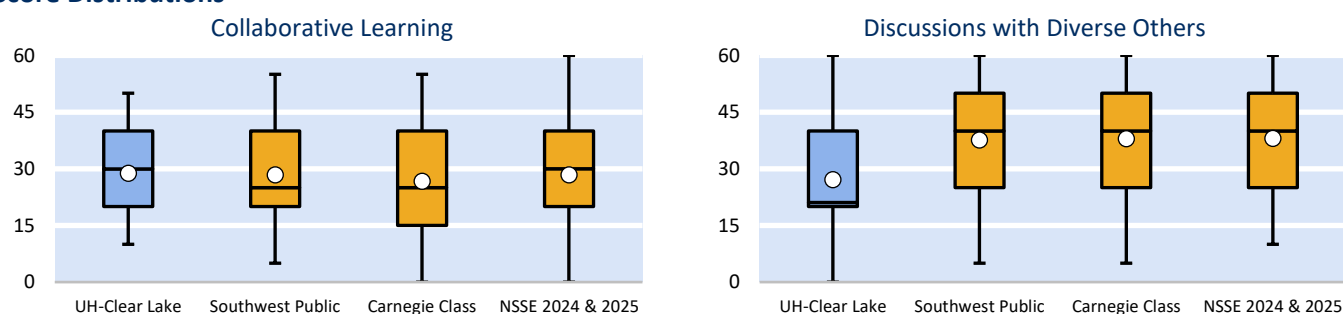
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Collaborative Learning	28.8	28.4	.03	26.7	.13	28.4	.02
Discussions with Diverse Others	27.1	37.6 *	-.63	37.9 *	-.66	38.0 *	-.67

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.

		Percentage point difference ^a between your FY students and		
	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2024 & 2025
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1b. Asked another student to help you understand course material	25	<div><div></div></div> -17	<div><div></div></div> -13	<div><div></div></div> -17
1c. Explained course material to one or more students	48	+3 <div><div></div></div>	+5 <div><div></div></div>	+2 <div><div></div></div>
1d. Prepared for exams by discussing or working through course material with other students	31	<div><div></div></div> -7	<div><div></div></div> -6	<div><div></div></div> -9
1e. Worked with other students on course projects or assignments	70	+20 <div><div></div></div>	+23 <div><div></div></div>	+20 <div><div></div></div>
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	48	<div><div></div></div> -21	<div><div></div></div> -22	<div><div></div></div> -21
8b. People from economic backgrounds other than your own	52	<div><div></div></div> -16	<div><div></div></div> -18	<div><div></div></div> -18
8c. People with religious beliefs other than your own	30	<div><div></div></div> -33	<div><div></div></div> -33	<div><div></div></div> -34
8d. People with political views other than your own	36	<div><div></div></div> -23	<div><div></div></div> -23	<div><div></div></div> -23

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

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Learning with Peers: Seniors

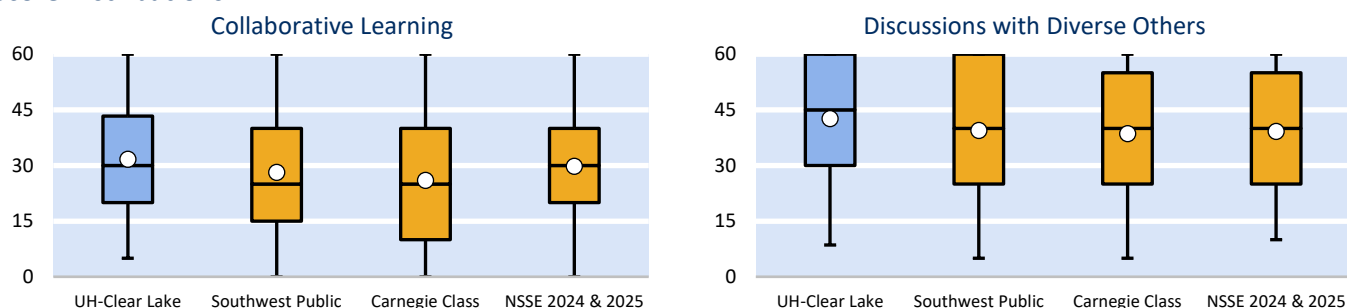
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Collaborative Learning	31.7	28.1 ***	.22	26.0 ***	.33	29.8	.11
Discussions with Diverse Others	42.6	39.5 *	.18	38.6 ***	.24	39.2 **	.21

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.

		Percentage point difference ^a between your seniors and			
	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	49	+12	+16	+9	
1c. Explained course material to one or more students	58	+11	+16	+8	
1d. Prepared for exams by discussing or working through course material with other students	39	+3	+5	-1	
1e. Worked with other students on course projects or assignments	53	-1	+1	-6	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	78	+7	+8	+8	
8b. People from economic backgrounds other than your own	76	+4	+4	+3	
8c. People with religious beliefs other than your own	72	+5	+11	+7	
8d. People with political views other than your own	67	+4	+6	+6	

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

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

Experiences with Faculty: First-year students

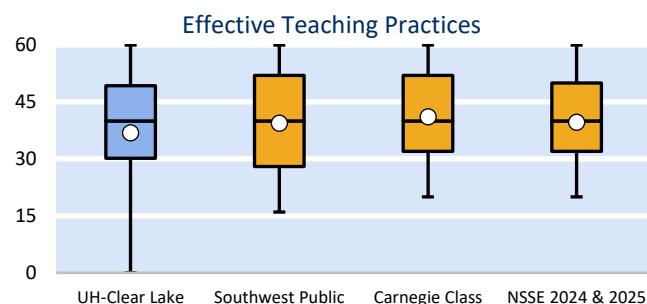
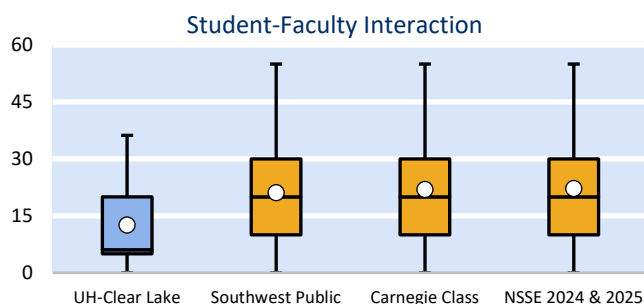
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2024 & 2025 Effect size	
Student-Faculty Interaction	12.5	21.0 **	-.55	22.0 ***	-.61	22.2 ***	-.63
Effective Teaching Practices	36.9	39.4	-.18	41.0	-.30	39.7	-.21

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.

		Percentage point difference ^a between your FY students and		
	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2024 & 2025
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	18	<div><div></div></div> -19	<div><div></div></div> -22	<div><div></div></div> -21
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	0	<div><div></div></div> -23	<div><div></div></div> -23	<div><div></div></div> -23
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	4	<div><div></div></div> -22	<div><div></div></div> -24	<div><div></div></div> -24
3d. Discussed your academic performance with a faculty member	15	<div><div></div></div> -14	<div><div></div></div> -17	<div><div></div></div> -17
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	<div><div></div></div> +2	<div><div></div></div> -0	<div><div></div></div> +1
5b. Taught course sessions in an organized way	73	<div><div></div></div> -3	<div><div></div></div> -5	<div><div></div></div> -3
5c. Used examples or illustrations to explain difficult points	68	<div><div></div></div> -6	<div><div></div></div> -9	<div><div></div></div> -8
5d. Provided feedback on a draft or work in progress	64	<div><div></div></div> -1	<div><div></div></div> -6	<div><div></div></div> -2
5e. Provided prompt and detailed feedback on tests or completed assignments	71	<div><div></div></div> +11	<div><div></div></div> +4	<div><div></div></div> +8

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

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

Experiences with Faculty: Seniors

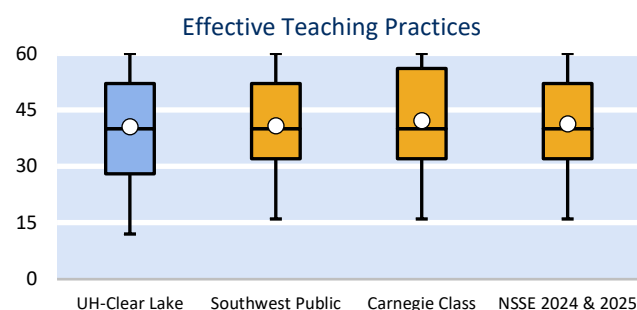
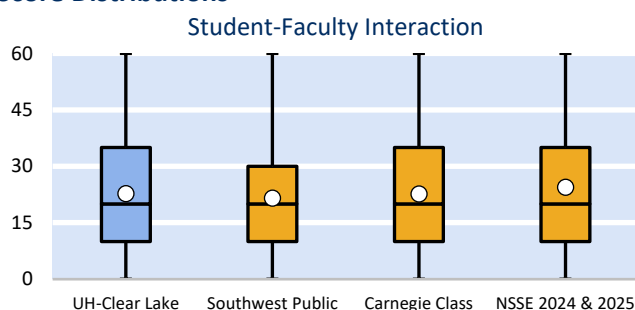
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2024 & 2025 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.7	21.5	.07	22.6	.01	24.4	-.10
Effective Teaching Practices	40.5	40.7	-.02	42.1	-.11	41.2	-.05

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	39	+0	-3	-6	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+0	-1	-4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+1	-1	-4	
3d. Discussed your academic performance with a faculty member	31	+1	-2	-4	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	81	-1	-2	-2	
5b. Taught course sessions in an organized way	75	-3	-5	-4	
5c. Used examples or illustrations to explain difficult points	76	-1	-1	-3	
5d. Provided feedback on a draft or work in progress	63	+0	-6	-3	
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-0	-7	-3	

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

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

Campus Environment: First-year students

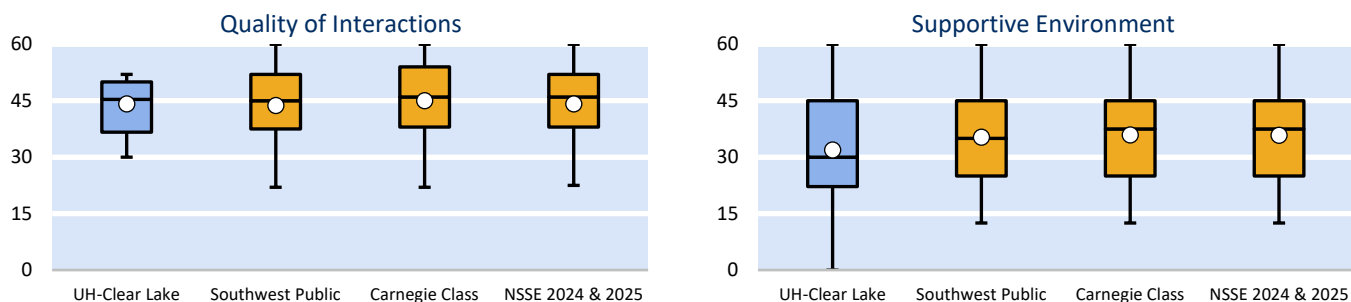
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2024 & 2025	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.2	43.8	.03	45.1	-.07	44.2	.00
Supportive Environment	31.9	35.3	-.24	35.9	-.29	35.8	-.29

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 on Indicator Items

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		Percentage point difference ^a between your FY students and			
	UH-Clear Lake	Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	59	+9	+4	+7	
13b. Academic advisors	73	+16	+12	+15	
13c. Faculty	41	-13	-18	-15	
13d. Student services staff (career services, student activities, housing, etc.)	59	+7	+5	+8	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	-0	-6	-1	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	78	+5	+3	+3	
14c. Using learning support services (tutoring services, writing center, etc.)	78	+3	+3	+3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-6	-8	-8	
14e. Providing opportunities to be involved socially	70	+2	-2	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-14	-16	-17	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-1	-3	-2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-11	-10	-12	
14i. Attending events that address important social, economic, or political issues	40	-4	-6	-5	

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

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

Campus Environment: Seniors

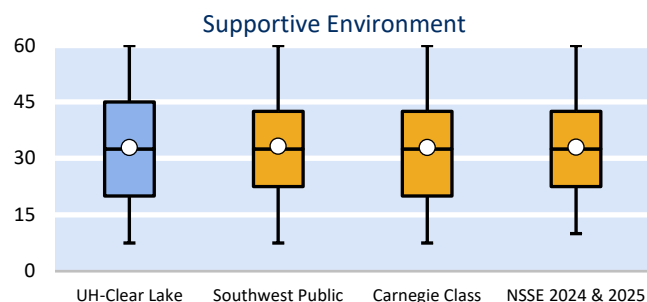
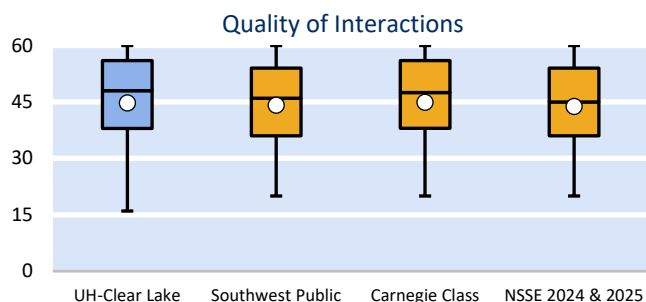
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Quality of Interactions	44.7	44.2	.04	45.0	-.02	43.9	.07
Supportive Environment	32.9	33.2	-.02	32.9	.00	33.0	-.01

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 on Indicator Items

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Quality of Interactions	UH-Clear Lake	Percentage point difference ^a between your seniors and			
		Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	61	+1	-0	+2	
13b. Academic advisors	51	-5	-8	-4	
13c. Faculty	62	+2	-2	+1	
13d. Student services staff (career services, student activities, housing, etc.)	59	+9	+8	+11	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+4	+1	+7	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	67	-5	-5	-4	
14c. Using learning support services (tutoring services, writing center, etc.)	72	+2	+3	+4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-2	+0	+0	
14e. Providing opportunities to be involved socially	64	-1	+1	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+1	+2	+1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-0	-0	+2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-4	-3	-6	
14i. Attending events that address important social, economic, or political issues	33	-6	-6	-6	

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

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NSSE 2025 Engagement Indicators

Comparisons with High-Performing Institutions

University of Houston-Clear Lake

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2024 and 2025 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 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					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	34.5	40.3	-.44		42.9 *	-.66	
	Reflective and Integrative Learning	34.4	37.6	-.27		40.0 *	-.46	
	Learning Strategies	34.3	40.9	-.48		43.8 *	-.67	
	Quantitative Reasoning	26.0	31.2	-.33		33.6 *	-.48	
Learning with Peers	Collaborative Learning	28.8	33.0	-.30		36.2 **	-.55	
	Discussions with Diverse Others	27.1	40.9 **	-.92		43.7 ***	-1.20	
Experiences with Faculty	Student-Faculty Interaction	12.5	25.7 ***	-.86		29.6 ***	-1.10	
	Effective Teaching Practices	36.9	41.7	-.36		44.4 *	-.53	
Campus Environment	Quality of Interactions	44.2	46.5	-.20		49.1 *	-.41	
	Supportive Environment	31.9	38.0	-.47		40.6 *	-.69	
Seniors		UH-Clear Lake Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.9	42.9 **	-.22		45.5 ***	-.44	
	Reflective and Integrative Learning	37.4	40.9 ***	-.28		43.8 ***	-.52	
	Learning Strategies	40.9	42.2	-.09	✓	44.6 ***	-.26	
	Quantitative Reasoning	29.9	33.6 **	-.22		36.9 ***	-.43	
Learning with Peers	Collaborative Learning	31.7	34.9 **	-.22		38.5 ***	-.50	
	Discussions with Diverse Others	42.6	41.8	.05	✓	44.8	-.15	
Experiences with Faculty	Student-Faculty Interaction	22.7	30.7 ***	-.49		34.8 ***	-.74	
	Effective Teaching Practices	40.5	43.4 **	-.22		46.2 ***	-.43	
Campus Environment	Quality of Interactions	44.7	46.3	-.13		49.1 ***	-.36	
	Supportive Environment	32.9	35.9 **	-.21		39.4 ***	-.47	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

NSSE 2025 Engagement Indicators

Detailed Statistics^a

University of Houston-Clear Lake

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 = 20)	34.5	17.1	3.83	0	20	40	50	60				
Southwest Public	38.1	13.7	.18	20	30	40	45	60	19	-3.6	.358	-.263
Carnegie Class	39.3	13.7	.17	20	30	40	50	60	19	-4.8	.223	-.350
NSSE 2024 & 2025	38.9	13.3	.06	20	30	40	50	60	19	-4.5	.259	-.334
Top 50%	40.3	13.2	.08	20	30	40	50	60	19	-5.8	.147	-.438
Top 10%	42.9	12.7	.20	20	35	40	55	60	19	-8.4	.041	-.660
Reflective & Integrative Learning												
UH-Clear Lake (N = 22)	34.4	10.3	2.21	8	31	36	40	48				
Southwest Public	35.1	12.6	.16	14	26	34	43	57	21	-.6	.774	-.051
Carnegie Class	36.6	12.4	.14	17	29	37	46	60	21	-2.2	.332	-.177
NSSE 2024 & 2025	36.1	12.3	.05	17	29	37	43	57	21	-1.7	.462	-.135
Top 50%	37.6	12.0	.07	20	29	37	46	60	21	-3.2	.159	-.270
Top 10%	40.0	12.1	.20	20	31	40	49	60	21	-5.6	.020	-.464
Learning Strategies												
UH-Clear Lake (N = 18)	34.3	15.5	3.69	0	24	40	42	60				
Southwest Public	38.3	14.3	.20	20	27	40	47	60	17	-4.1	.288	-.284
Carnegie Class	40.1	14.3	.18	20	27	40	53	60	17	-5.9	.131	-.411
NSSE 2024 & 2025	39.3	14.0	.06	20	27	40	53	60	17	-5.0	.191	-.360
Top 50%	40.9	13.9	.08	20	33	40	53	60	17	-6.6	.090	-.478
Top 10%	43.8	14.2	.18	20	33	40	60	60	17	-9.5	.020	-.667
Quantitative Reasoning												
UH-Clear Lake (N = 18)	26.0	12.9	3.08	0	16	30	36	40				
Southwest Public	29.2	15.8	.22	0	20	27	40	60	17	-3.1	.323	-.199
Carnegie Class	29.3	16.2	.20	0	20	27	40	60	17	-3.3	.304	-.201
NSSE 2024 & 2025	29.6	15.8	.07	0	20	27	40	60	17	-3.6	.263	-.226
Top 50%	31.2	15.5	.09	7	20	33	40	60	17	-5.2	.112	-.332
Top 10%	33.6	15.6	.21	7	20	33	40	60	17	-7.5	.026	-.483
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 24)	28.8	12.0	2.46	10	20	30	40	50				
Southwest Public	28.4	14.9	.18	5	20	25	40	55	23	.4	.864	.029
Carnegie Class	26.7	16.2	.18	0	15	25	40	55	23	2.1	.405	.129
NSSE 2024 & 2025	28.4	15.6	.06	0	20	30	40	60	23	.4	.877	.025
Top 50%	33.0	13.9	.08	10	25	30	40	60	23	-4.2	.099	-.305
Top 10%	36.2	13.6	.18	15	25	35	45	60	23	-7.4	.006	-.549
Discussions with Diverse Others												
UH-Clear Lake (N = 18)	27.1	16.7	3.97	0	20	21	40	60				
Southwest Public	37.6	16.7	.23	5	25	40	50	60	17	-10.5	.017	-.627
Carnegie Class	37.9	16.5	.21	5	25	40	50	60	17	-10.8	.015	-.657
NSSE 2024 & 2025	38.0	16.3	.07	10	25	40	50	60	17	-10.9	.014	-.665
Top 50%	40.9	14.9	.09	20	30	40	55	60	17	-13.8	.003	-.924
Top 10%	43.7	13.9	.25	20	35	45	60	60	17	-16.6	.001	-1.199

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 = 21)	12.5	10.7	2.34	0	5	6	20	36				
Southwest Public	21.0	15.6	.21	0	10	20	30	55	20	-8.5	.002	-.547
Carnegie Class	22.0	15.5	.18	0	10	20	30	55	20	-9.4	.001	-.607
NSSE 2024 & 2025	22.2	15.3	.06	0	10	20	30	55	20	-9.6	.001	-.630
Top 50%	25.7	15.3	.11	5	15	25	35	60	20	-13.2	.000	-.858
Top 10%	29.6	15.6	.30	5	20	25	40	60	21	-17.1	.000	-1.101
Effective Teaching Practices												
UH-Clear Lake (N = 20)	36.9	14.8	3.31	0	30	40	49	60				
Southwest Public	39.4	13.9	.19	16	28	40	52	60	19	-2.5	.464	-.179
Carnegie Class	41.0	13.8	.17	20	32	40	52	60	19	-4.2	.225	-.300
NSSE 2024 & 2025	39.7	13.5	.06	20	32	40	50	60	19	-2.8	.411	-.207
Top 50%	41.7	13.3	.09	20	32	40	52	60	19	-4.8	.161	-.363
Top 10%	44.4	14.2	.21	20	36	45	60	60	19	-7.6	.034	-.534
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 15)	44.2	7.3	1.88	30	37	45	50	52				
Southwest Public	43.8	12.1	.18	22	38	45	52	60	14	.4	.831	.034
Carnegie Class	45.1	12.1	.16	22	38	46	54	60	14	-.9	.643	-.074
NSSE 2024 & 2025	44.2	11.6	.06	23	38	46	52	60	14	.0	.991	-.002
Top 50%	46.5	11.5	.09	25	40	48	56	60	14	-2.3	.240	-.200
Top 10%	49.1	12.0	.17	26	43	52	60	60	14	-4.9	.021	-.409
Supportive Environment												
UH-Clear Lake (N = 18)	31.9	15.8	3.74	0	22	30	45	60				
Southwest Public	35.3	14.0	.20	13	25	35	45	60	17	-3.4	.373	-.245
Carnegie Class	35.9	14.1	.18	13	25	38	45	60	17	-4.0	.296	-.287
NSSE 2024 & 2025	35.8	13.7	.06	13	25	38	45	60	17	-3.9	.310	-.287
Top 50%	38.0	13.1	.10	18	30	40	48	60	17	-6.1	.120	-.468
Top 10%	40.6	12.5	.24	20	33	40	50	60	17	-8.7	.034	-.692

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 \pm 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.

NSSE 2025 Engagement Indicators

Detailed Statistics^a

University of Houston-Clear Lake

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 = 221)	39.9	16.1	1.08	10	25	40	55	60				
Southwest Public	41.4	14.2	.14	20	35	40	55	60	227	-1.6	.152	-.110
Carnegie Class	42.3	13.8	.12	20	35	40	55	60	225	-2.4	.027	-.175
NSSE 2024 & 2025	41.5	13.7	.05	20	35	40	55	60	221	-1.6	.140	-.117
Top 50%	42.9	13.6	.07	20	35	40	55	60	222	-3.0	.006	-.223
Top 10%	45.5	12.7	.20	20	40	45	60	60	236	-5.7	.000	-.437
Reflective & Integrative Learning												
UH-Clear Lake (N = 232)	37.4	13.7	.90	17	29	37	49	60				
Southwest Public	38.1	13.2	.12	17	29	37	49	60	239	-.7	.464	-.050
Carnegie Class	39.9	12.8	.11	20	31	40	49	60	237	-2.5	.007	-.194
NSSE 2024 & 2025	39.1	12.9	.04	17	31	40	49	60	232	-1.6	.072	-.126
Top 50%	40.9	12.4	.07	20	31	40	51	60	233	-3.5	.000	-.284
Top 10%	43.8	12.0	.20	23	34	43	54	60	255	-6.3	.000	-.522
Learning Strategies												
UH-Clear Lake (N = 209)	40.9	14.8	1.02	13	33	40	53	60				
Southwest Public	41.0	14.6	.15	20	33	40	53	60	217	-.1	.957	-.004
Carnegie Class	41.2	14.7	.13	20	33	40	53	60	215	-.3	.763	-.021
NSSE 2024 & 2025	40.3	14.6	.05	20	33	40	53	60	209	.6	.573	.040
Top 50%	42.2	14.4	.07	20	33	40	53	60	210	-1.2	.225	-.086
Top 10%	44.6	14.1	.17	20	33	47	60	60	219	-3.7	.000	-.264
Quantitative Reasoning												
UH-Clear Lake (N = 213)	29.9	17.8	1.22	0	20	27	40	60				
Southwest Public	31.3	16.8	.16	0	20	33	40	60	220	-1.4	.270	-.081
Carnegie Class	31.3	17.1	.15	0	20	33	40	60	219	-1.4	.259	-.081
NSSE 2024 & 2025	31.8	16.7	.06	0	20	33	40	60	213	-1.8	.135	-.109
Top 50%	33.6	16.5	.08	7	20	33	47	60	214	-3.6	.003	-.221
Top 10%	36.9	16.1	.21	7	27	40	47	60	225	-7.0	.000	-.434
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 246)	31.7	15.8	1.01	5	20	30	43	60				
Southwest Public	28.1	16.4	.15	0	15	25	40	60	255	3.6	.001	.218
Carnegie Class	26.0	17.5	.14	0	10	25	40	60	255	5.7	.000	.326
NSSE 2024 & 2025	29.8	16.5	.05	0	20	30	40	60	246	1.9	.063	.115
Top 50%	34.9	14.4	.07	10	25	35	45	60	247	-3.2	.002	-.224
Top 10%	38.5	13.6	.18	15	30	40	50	60	260	-6.8	.000	-.495
Discussions with Diverse Others												
UH-Clear Lake (N = 210)	42.6	17.3	1.19	9	30	45	60	60				
Southwest Public	39.5	17.4	.17	5	25	40	60	60	218	3.1	.010	.179
Carnegie Class	38.6	16.8	.15	5	25	40	55	60	216	4.1	.001	.242
NSSE 2024 & 2025	39.2	16.5	.06	10	25	40	55	60	210	3.4	.005	.207
Top 50%	41.8	15.5	.08	15	30	40	60	60	211	.8	.493	.053
Top 10%	44.8	14.5	.26	20	35	45	60	60	229	-2.2	.080	-.147

NSSE 2025 Engagement Indicators

Detailed Statistics^a

University of Houston-Clear Lake

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 = 224)	22.7	18.2	1.21	0	10	20	35	60				
Southwest Public	21.5	16.7	.16	0	10	20	30	60	231	1.2	.333	.071
Carnegie Class	22.6	17.1	.15	0	10	20	35	60	230	.1	.937	.006
NSSE 2024 & 2025	24.4	16.7	.06	0	10	20	35	60	224	-1.7	.170	-.100
Top 50%	30.7	16.3	.12	5	20	30	40	60	227	-8.0	.000	-.492
Top 10%	34.8	16.3	.33	10	20	35	50	60	256	-12.2	.000	-.738
Effective Teaching Practices												
UH-Clear Lake (N = 224)	40.5	15.4	1.03	12	28	40	52	60				
Southwest Public	40.7	14.5	.14	16	32	40	52	60	231	-.2	.811	-.017
Carnegie Class	42.1	14.4	.13	16	32	40	56	60	229	-1.6	.132	-.109
NSSE 2024 & 2025	41.2	14.0	.05	16	32	40	52	60	224	-.7	.482	-.052
Top 50%	43.4	13.6	.08	20	36	44	56	60	225	-2.9	.005	-.215
Top 10%	46.2	13.2	.20	20	40	48	60	60	239	-5.7	.000	-.431
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 194)	44.7	13.3	.96	16	38	48	56	60				
Southwest Public	44.2	12.8	.13	20	36	46	54	60	201	.6	.562	.044
Carnegie Class	45.0	12.6	.12	20	38	48	56	60	200	-.2	.830	-.016
NSSE 2024 & 2025	43.9	12.3	.04	20	36	45	54	60	194	.9	.353	.073
Top 50%	46.3	12.0	.07	24	40	48	56	60	195	-1.6	.098	-.133
Top 10%	49.1	12.1	.14	24	43	52	60	60	202	-4.4	.000	-.358
Supportive Environment												
UH-Clear Lake (N = 205)	32.9	15.8	1.10	8	20	33	45	60				
Southwest Public	33.2	15.1	.15	8	23	33	43	60	212	-.3	.767	-.022
Carnegie Class	32.9	15.4	.14	8	20	33	43	60	211	.0	.998	.000
NSSE 2024 & 2025	33.0	14.5	.05	10	23	33	43	60	205	-.1	.932	-.006
Top 50%	35.9	14.2	.09	13	25	38	45	60	207	-2.9	.008	-.208
Top 10%	39.4	13.5	.27	18	30	40	50	60	230	-6.4	.000	-.470

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.