



NSSE 2021

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 2020 and 2021 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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.

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 2020 & 2021
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 2020 & 2021
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

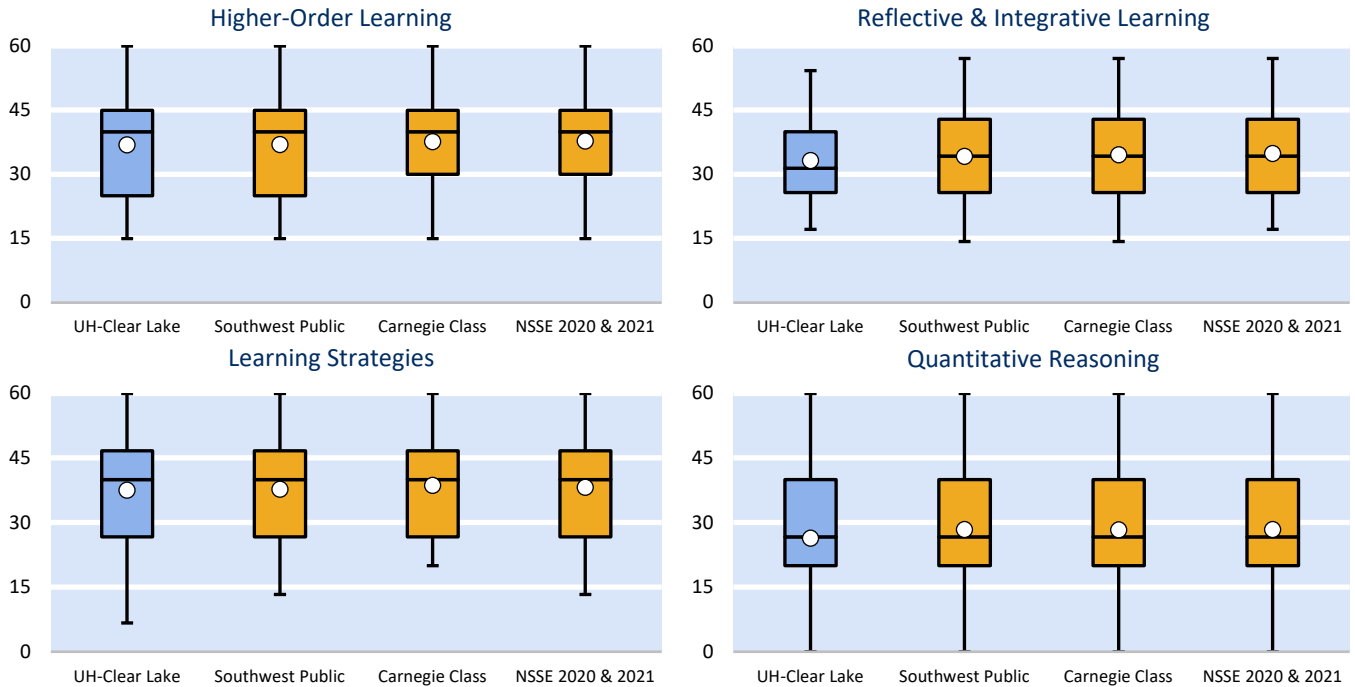
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	37.0	-.01	37.7	-.06	37.8	-.06
Reflective & Integrative Learning	33.3	34.2	-.08	34.7	-.11	34.9	-.13
Learning Strategies	37.5	37.8	-.02	38.6	-.08	38.2	-.05
Quantitative Reasoning	26.4	28.3	-.13	28.3	-.13	28.4	-.13

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.

Higher-Order Learning	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<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	73	+7	+5	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+2	-0	-1
4d. Evaluating a point of view, decision, or information source	68	+1	-2	-1
4e. Forming a new idea or understanding from various pieces of information	66	-2	-4	-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	34	-13	-15	-16
2b. Connected your learning to societal problems or issues	53	+6	+2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+3	+1	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-4	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+0	-1	-1
2f. Learned something that changed the way you understand an issue or concept	65	+1	-1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-2	-4	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+4	+0	+1
9b. Reviewed your notes after class	60	-7	-7	-6
9c. Summarized what you learned in class or from course materials	66	+3	+1	+2
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.)	51	-2	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	30	-11	-12	-12
6c. Evaluated what others have concluded from numerical information	34	-6	-5	-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.

Academic Challenge: Seniors

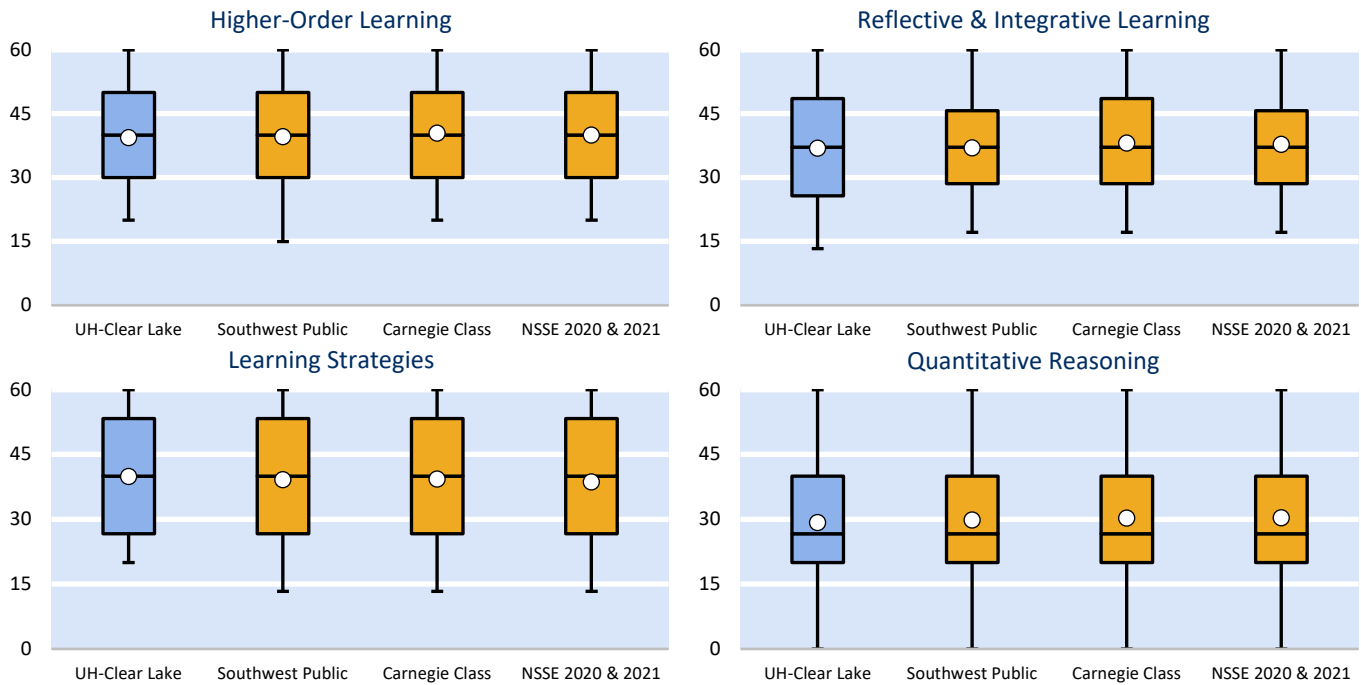
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2020 & 2021 Mean	NSSE 2020 & 2021 Effect size
Higher-Order Learning	39.4	39.6	-.02	40.4	-.07	39.9	-.04
Reflective & Integrative Learning	36.9	37.0	-.01	38.1	-.09	37.8	-.07
Learning Strategies	39.9	39.2	.05	39.3	.04	38.6	.08
Quantitative Reasoning	29.2	29.8	-.04	30.3	-.06	30.4	-.07

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.

Higher-Order Learning	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	+2	-0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-0	-1	-1
4d. Evaluating a point of view, decision, or information source	67	-3	-6	-4
4e. Forming a new idea or understanding from various pieces of information	67	-5	-7	-6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63	-1	-4	-4
2b. Connected your learning to societal problems or issues	56	-1	-5	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-1	-7	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-4	-6	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-4	-6	-5
2f. Learned something that changed the way you understand an issue or concept	66	-4	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+1	-2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-1	-3	-2
9b. Reviewed your notes after class	69	+3	+4	+6
9c. Summarized what you learned in class or from course materials	69	+2	+3	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-3	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-4	-5	-5
6c. Evaluated what others have concluded from numerical information	46	+1	+0	-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

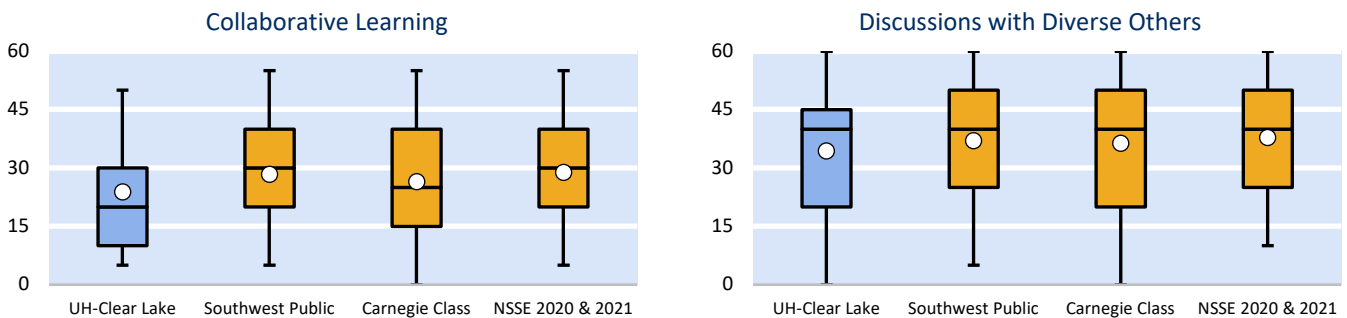
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	23.9	28.4 **	-.30	26.5	-.16	29.0 **	-.33
Discussions with Diverse Others	34.5	37.1	-.16	36.4	-.11	37.9	-.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



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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.

	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	34	-10	-7	-11
1c. Explained course material to one or more students	32	-15	-12	-17
1d. Prepared for exams by discussing or working through course material with other students	31	-9	-7	-11
1e. Worked with other students on course projects or assignments	43	-2	-1	-5
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	58	-8	-7	-9
8b. People from an economic background other than your own	61	-4	-3	-7
8c. People with religious beliefs other than your own	57	-4	-2	-5
8d. People with political views other than your own	51	-9	-7	-10

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Learning with Peers: Seniors

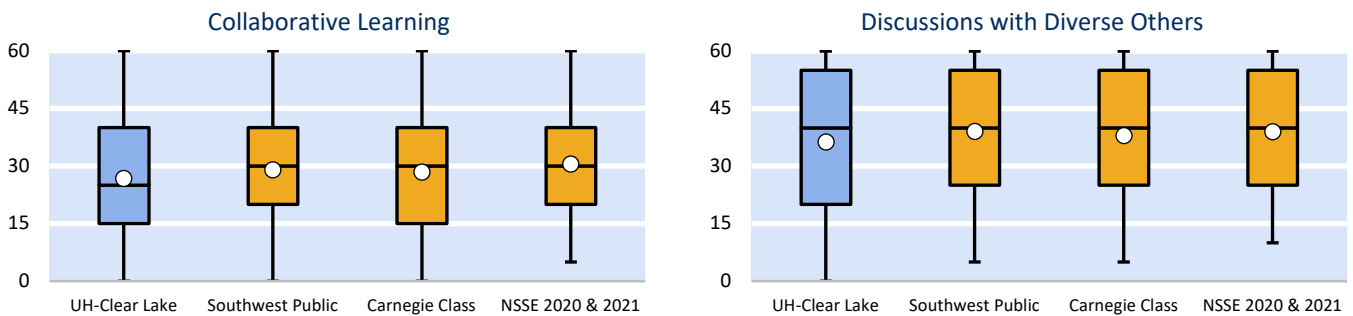
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Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.8	29.0 **	-.14	28.5	-.10	30.6 ***	-.24
Discussions with Diverse Others	36.3	39.2 **	-.16	38.0	-.10	39.0 *	-.17

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

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	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	35	-4	-3	-6
1c. Explained course material to one or more students	41	-8	-10	-13
1d. Prepared for exams by discussing or working through course material with other students	33	-7	-8	-10
1e. Worked with other students on course projects or assignments	47	-8	-11	-14
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	67	-4	-3	-3
8b. People from an economic background other than your own	63	-7	-7	-8
8c. People with religious beliefs other than your own	60	-6	-4	-6
8d. People with political views other than your own	60	-3	-1	-3

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Experiences with Faculty: First-year students

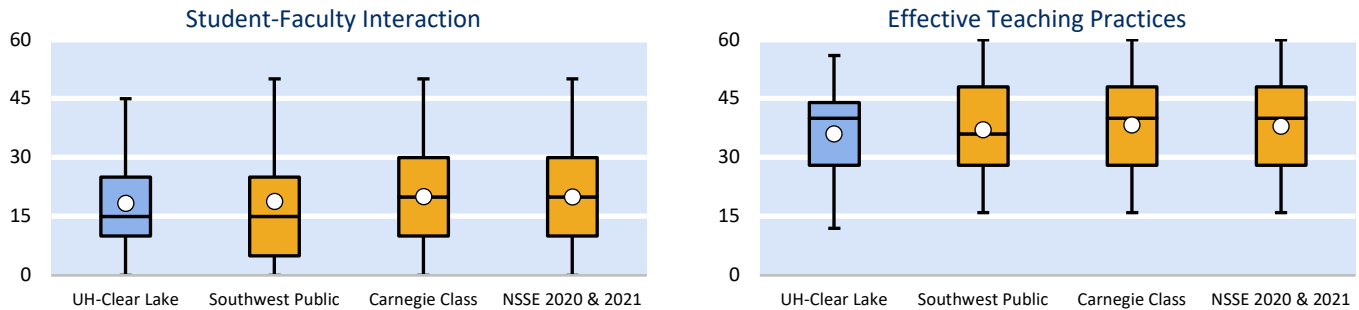
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.4	18.9	-.03	20.1	-.12	20.0	-.11
Effective Teaching Practices	36.1	37.2	-.08	38.4	-.16	38.0	-.14

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 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	35	+1	-0	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	+2	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-3	-4	-4
3d. Discussed your academic performance with a faculty member	27	+2	-3	-1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-1	-2	-2
5b. Taught course sessions in an organized way	69	-1	-3	-4
5c. Used examples or illustrations to explain difficult points	59	-11	-12	-13
5d. Provided feedback on a draft or work in progress	65	+5	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	58	+4	-3	-0

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Experiences with Faculty: Seniors

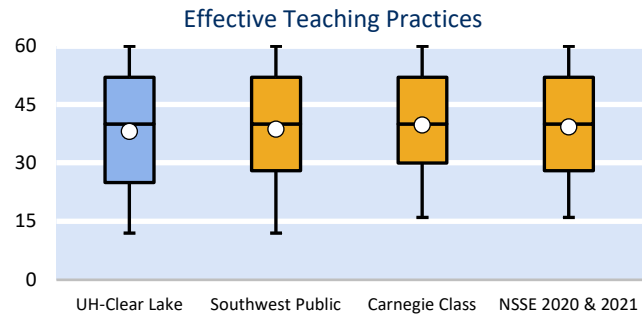
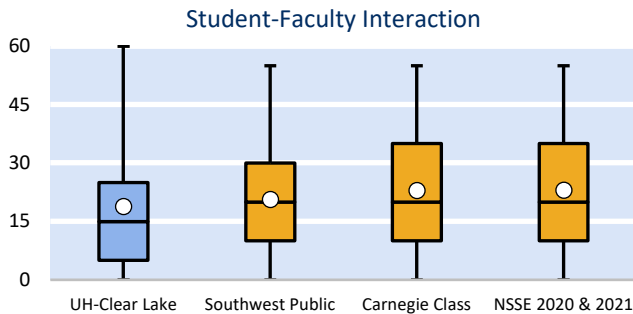
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.8	20.6 *	-.11	22.9 ***	-.26	23.0 ***	-.26
Effective Teaching Practices	38.1	38.6	-.03	39.7	-.11	39.2	-.08

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	%			
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3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	19	-4	-6	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-2	-6	-6
3d. Discussed your academic performance with a faculty member	24	-4	-10	-8
<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	72	-6	-7	-7
5b. Taught course sessions in an organized way	69	-4	-6	-6
5c. Used examples or illustrations to explain difficult points	69	-5	-7	-7
5d. Provided feedback on a draft or work in progress	57	-2	-7	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+0	-4	-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

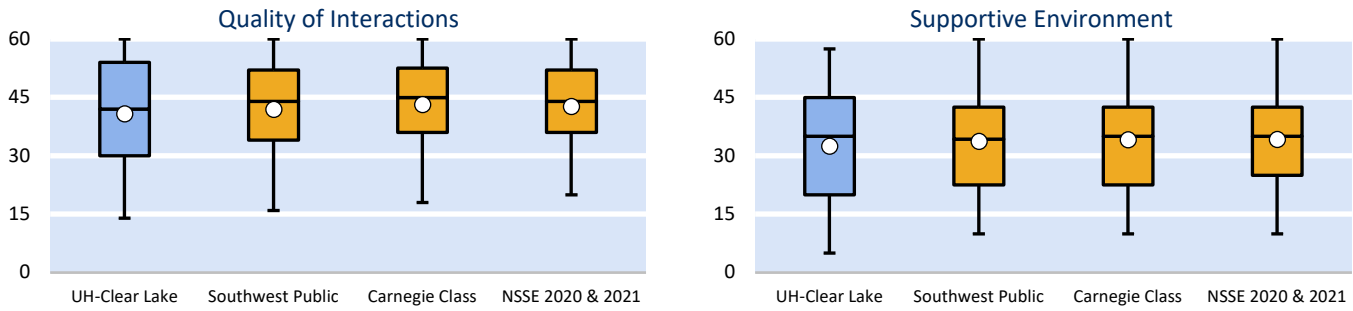
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2020 & 2021 Mean	NSSE 2020 & 2021 Effect size
Quality of Interactions	40.7	41.9	-.09	43.1	-.19	42.7	-.16
Supportive Environment	32.4	33.7	-.09	34.1	-.12	34.2	-.13

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 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	48	+0	-2	-2
13b. Academic advisors	47	-6	-9	-8
13c. Faculty	50	+1	-3	-2
13d. Student services staff (career services, student activities, housing, etc.)	53	+6	+4	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-5	-9	-5
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	+3	+0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	79	+7	+6	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-2	-3	-3
14e. Providing opportunities to be involved socially	58	-3	-6	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+7	+5	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-2	-5	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37	-17	-14	-18
14i. Attending events that address important social, economic, or political issues	42	-1	-2	-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: Seniors

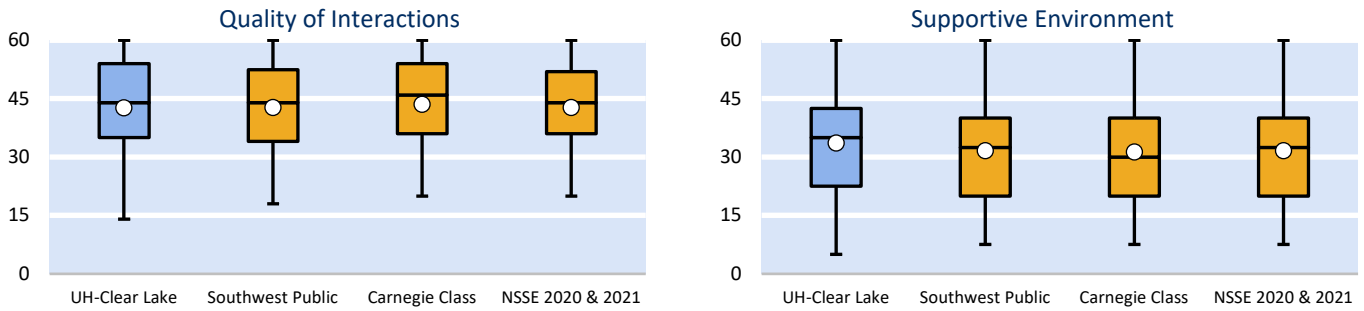
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2020 & 2021 Mean	NSSE 2020 & 2021 Effect size
Quality of Interactions	42.7	42.8	.00	43.6	-.07	42.8	-.01
Supportive Environment	33.7	31.7 *	.13	31.4 **	.16	31.7 *	.14

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 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-3	-4	-4
13b. Academic advisors	51	-1	-3	-2
13c. Faculty	59	+3	+0	+2
13d. Student services staff (career services, student activities, housing, etc.)	48	+1	+1	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+7	+6	+10
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+8	+5	+6
14c. Using learning support services (tutoring services, writing center, etc.)	72	+8	+6	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+7	+8	+9
14e. Providing opportunities to be involved socially	62	+2	+2	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+8	+8	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+2	+3	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-6	-2	-7
14i. Attending events that address important social, economic, or political issues	48	+9	+9	+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.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), 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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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	✓
	Higher-Order Learning	36.9	39.2	-.18		41.9 **	-.38	
Academic Challenge	Reflective and Integrative Learning	33.3	36.5 *	-.27		39.1 ***	-.50	
	Learning Strategies	37.5	39.7	-.16		43.0 **	-.38	
	Quantitative Reasoning	26.4	29.7	-.22		32.5 **	-.39	
Learning with Peers	Collaborative Learning	23.9	33.9 ***	-.72		37.0 ***	-.96	
	Discussions with Diverse Others	34.5	40.6 *	-.41		43.8 ***	-.65	
Experiences with Faculty	Student-Faculty Interaction	18.4	23.2 *	-.33		27.8 ***	-.62	
	Effective Teaching Practices	36.1	40.4 *	-.32		43.2 ***	-.53	
Campus Environment	Quality of Interactions	40.7	45.1 *	-.38		47.7 **	-.57	
	Supportive Environment	32.4	36.8 *	-.33		39.9 **	-.58	

Seniors

		UH-Clear Lake Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.4	41.6 **	-.16		43.9 ***	-.34	
Academic Challenge	Reflective and Integrative Learning	36.9	39.7 ***	-.23		42.5 ***	-.47	
	Learning Strategies	39.9	40.6	-.05	✓	43.5 ***	-.25	
	Quantitative Reasoning	29.2	31.6 *	-.15		34.8 ***	-.35	
Learning with Peers	Collaborative Learning	26.8	35.0 ***	-.58		38.8 ***	-.89	
	Discussions with Diverse Others	36.3	41.2 ***	-.31		44.2 ***	-.52	
Experiences with Faculty	Student-Faculty Interaction	18.8	28.5 ***	-.61		33.6 ***	-.93	
	Effective Teaching Practices	38.1	41.5 ***	-.24		44.6 ***	-.48	
Campus Environment	Quality of Interactions	42.7	45.2 **	-.20		48.2 ***	-.46	
	Supportive Environment	33.7	34.1	-.03	✓	37.2 ***	-.24	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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 = 57)	36.9	13.2	1.74	15	25	40	45	60				
Southwest Public	37.0	13.8	.12	15	25	40	45	60	14,437	-.1	.947	-.009
Carnegie Class	37.7	13.6	.07	15	30	40	45	60	41,211	-.8	.672	-.056
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	160,012	-.9	.624	-.065
Top 50%	39.2	13.2	.04	20	30	40	50	60	88,188	-2.3	.185	-.175
Top 10%	41.9	12.9	.12	20	35	40	55	60	10,764	-5.0	.004	-.385
Reflective & Integrative Learning												
UH-Clear Lake (N = 63)	33.3	11.8	1.49	17	26	31	40	54				
Southwest Public	34.2	12.4	.10	14	26	34	43	57	15,863	-.9	.546	-.076
Carnegie Class	34.7	12.3	.06	14	26	34	43	57	45,064	-1.4	.375	-.112
NSSE 2020 & 2021	34.9	12.2	.03	17	26	34	43	57	174,751	-1.6	.296	-.132
Top 50%	36.5	12.0	.04	17	29	37	46	57	85,617	-3.2	.033	-.269
Top 10%	39.1	11.8	.12	20	31	40	49	60	9,807	-5.9	.000	-.498
Learning Strategies												
UH-Clear Lake (N = 50)	37.5	15.7	2.24	7	27	40	47	60				
Southwest Public	37.8	14.2	.12	13	27	40	47	60	13,418	-.2	.905	-.017
Carnegie Class	38.6	14.2	.07	20	27	40	47	60	38,315	-1.1	.577	-.079
NSSE 2020 & 2021	38.2	14.0	.04	13	27	40	47	60	149,384	-.6	.746	-.046
Top 50%	39.7	14.0	.05	20	27	40	53	60	78,216	-2.2	.263	-.159
Top 10%	43.0	14.3	.12	20	33	40	60	60	13,940	-5.4	.007	-.381
Quantitative Reasoning												
UH-Clear Lake (N = 51)	26.4	15.5	2.17	0	20	27	40	60				
Southwest Public	28.3	15.3	.13	0	20	27	40	60	13,658	-2.0	.353	-.130
Carnegie Class	28.3	15.6	.08	0	20	27	40	60	39,049	-1.9	.370	-.125
NSSE 2020 & 2021	28.4	15.4	.04	0	20	27	40	60	151,846	-2.0	.344	-.132
Top 50%	29.7	15.3	.05	7	20	27	40	60	96,171	-3.4	.116	-.219
Top 10%	32.5	15.5	.14	7	20	33	40	60	12,623	-6.1	.005	-.394
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 73)	23.9	14.4	1.69	5	10	20	30	50				
Southwest Public	28.4	15.0	.11	5	20	30	40	55	17,227	-4.5	.010	-.303
Carnegie Class	26.5	15.9	.07	0	15	25	40	55	48,849	-2.6	.160	-.165
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	190,049	-5.1	.005	-.332
Top 50%	33.9	13.9	.04	10	25	35	45	60	124,991	-10.0	.000	-.718
Top 10%	37.0	13.6	.09	15	25	40	45	60	24,734	-13.1	.000	-.960
Discussions with Diverse Others												
UH-Clear Lake (N = 51)	34.5	18.0	2.51	0	20	40	45	60				
Southwest Public	37.1	16.9	.15	5	25	40	50	60	13,533	-2.6	.262	-.157
Carnegie Class	36.4	17.1	.09	0	20	40	50	60	38,641	-1.9	.414	-.114
NSSE 2020 & 2021	37.9	16.1	.04	10	25	40	50	60	150,466	-3.4	.130	-.211
Top 50%	40.6	15.2	.05	15	30	40	55	60	50	-6.2	.017	-.406
Top 10%	43.8	14.4	.12	20	35	45	60	60	51	-9.4	.000	-.650

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 = 57)	18.4	14.9	1.98	0	10	15	25	45				
Southwest Public	18.9	14.8	.12	0	5	15	25	50	15,065	-.5	.802	-.033
Carnegie Class	20.1	14.7	.07	0	10	20	30	50	42,908	-1.7	.386	-.115
NSSE 2020 & 2021	20.0	14.5	.04	0	10	20	30	50	166,411	-1.7	.390	-.114
Top 50%	23.2	14.7	.06	0	10	20	30	50	60,233	-4.8	.014	-.326
Top 10%	27.8	15.2	.19	5	15	25	40	60	6,739	-9.4	.000	-.619
Effective Teaching Practices												
UH-Clear Lake (N = 58)	36.1	13.3	1.75	12	28	40	44	56				
Southwest Public	37.2	14.0	.12	16	28	36	48	60	14,401	-1.1	.561	-.076
Carnegie Class	38.4	13.9	.07	16	28	40	48	60	40,997	-2.3	.211	-.164
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	159,169	-1.9	.274	-.144
Top 50%	40.4	13.5	.05	20	32	40	52	60	62,792	-4.3	.014	-.321
Top 10%	43.2	13.4	.14	20	36	44	56	60	8,699	-7.1	.000	-.530
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 46)	40.7	14.7	2.17	14	30	42	54	60				
Southwest Public	41.9	13.2	.12	16	34	44	52	60	12,275	-1.2	.552	-.088
Carnegie Class	43.1	12.9	.07	18	36	45	53	60	34,285	-2.4	.207	-.186
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	45	-2.0	.372	-.157
Top 50%	45.1	11.5	.05	24	38	46	54	60	45	-4.4	.049	-.381
Top 10%	47.7	12.3	.11	24	40	50	58	60	45	-7.0	.002	-.565
Supportive Environment												
UH-Clear Lake (N = 47)	32.4	16.0	2.32	5	20	35	45	58				
Southwest Public	33.7	14.4	.13	10	23	34	43	60	12,999	-1.2	.553	-.086
Carnegie Class	34.1	14.3	.07	10	23	35	43	60	36,921	-1.7	.426	-.116
NSSE 2020 & 2021	34.2	14.0	.04	10	25	35	43	60	144,410	-1.8	.387	-.126
Top 50%	36.8	13.5	.05	15	28	38	45	60	67,545	-4.4	.024	-.328
Top 10%	39.9	12.8	.14	18	33	40	50	60	47	-7.5	.002	-.583

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 = 332)	39.4	14.3	.79	20	30	40	50	60				
Southwest Public	39.6	14.3	.10	15	30	40	50	60	20,592	-.2	.756	-.017
Carnegie Class	40.4	13.8	.06	20	30	40	50	60	46,753	-1.0	.179	-.074
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	172,003	-.5	.470	-.040
Top 50%	41.6	13.6	.05	20	35	40	55	60	72,773	-2.2	.003	-.161
Top 10%	43.9	13.0	.15	20	35	40	55	60	355	-4.5	.000	-.345
Reflective & Integrative Learning												
UH-Clear Lake (N = 370)	36.9	14.3	.74	13	26	37	49	60				
Southwest Public	37.0	13.1	.09	17	29	37	46	60	380	-.1	.895	-.008
Carnegie Class	38.1	12.8	.06	17	29	37	49	60	374	-1.2	.107	-.094
NSSE 2020 & 2021	37.8	12.8	.03	17	29	37	46	60	370	-1.0	.200	-.075
Top 50%	39.7	12.4	.05	20	31	40	49	60	372	-2.9	.000	-.234
Top 10%	42.5	11.7	.15	23	34	43	51	60	401	-5.6	.000	-.474
Learning Strategies												
UH-Clear Lake (N = 299)	39.9	14.8	.85	20	27	40	53	60				
Southwest Public	39.2	15.0	.11	13	27	40	53	60	19,492	.7	.418	.047
Carnegie Class	39.3	14.7	.07	13	27	40	53	60	44,303	.5	.526	.037
NSSE 2020 & 2021	38.6	14.7	.04	13	27	40	53	60	162,930	1.2	.150	.083
Top 50%	40.6	14.6	.05	20	33	40	53	60	82,718	-.7	.413	-.047
Top 10%	43.5	14.2	.14	20	33	40	60	60	11,066	-3.6	.000	-.254
Quantitative Reasoning												
UH-Clear Lake (N = 308)	29.2	15.8	.90	0	20	27	40	60				
Southwest Public	29.8	16.7	.12	0	20	27	40	60	19,738	-.6	.538	-.035
Carnegie Class	30.3	16.4	.08	0	20	27	40	60	44,899	-1.0	.268	-.063
NSSE 2020 & 2021	30.4	16.4	.04	0	20	27	40	60	165,062	-1.1	.229	-.069
Top 50%	31.6	16.3	.05	0	20	33	40	60	101,337	-2.4	.011	-.145
Top 10%	34.8	15.8	.16	7	20	33	47	60	10,265	-5.6	.000	-.354
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 394)	26.8	16.3	.82	0	15	25	40	60				
Southwest Public	29.0	16.1	.11	0	20	30	40	60	23,307	-2.2	.007	-.138
Carnegie Class	28.5	16.7	.07	0	15	30	40	60	52,323	-1.7	.050	-.099
NSSE 2020 & 2021	30.6	15.9	.04	5	20	30	40	60	193,653	-3.8	.000	-.237
Top 50%	35.0	14.2	.04	10	25	35	45	60	395	-8.2	.000	-.579
Top 10%	38.8	13.4	.12	15	30	40	50	60	412	-12.0	.000	-.889
Discussions with Diverse Others												
UH-Clear Lake (N = 305)	36.3	18.4	1.05	0	20	40	55	60				
Southwest Public	39.2	17.2	.12	5	25	40	55	60	313	-2.8	.008	-.164
Carnegie Class	38.0	17.0	.08	5	25	40	55	60	308	-1.7	.110	-.099
NSSE 2020 & 2021	39.0	16.3	.04	10	25	40	55	60	305	-2.7	.011	-.165
Top 50%	41.2	15.6	.05	15	30	40	60	60	306	-4.9	.000	-.315
Top 10%	44.2	15.0	.12	20	35	45	60	60	312	-7.8	.000	-.521

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 = 345)	18.8	15.9	.85	0	5	15	25	60				
Southwest Public	20.6	16.2	.11	0	10	20	30	55	21,316	-1.8	.039	-.112
Carnegie Class	22.9	16.0	.07	0	10	20	35	55	48,206	-4.1	.000	-.256
NSSE 2020 & 2021	23.0	16.0	.04	0	10	20	35	55	177,382	-4.2	.000	-.262
Top 50%	28.5	16.0	.08	5	15	25	40	60	39,532	-9.8	.000	-.609
Top 10%	33.6	15.9	.23	10	20	35	45	60	5,175	-14.9	.000	-.933
Effective Teaching Practices												
UH-Clear Lake (N = 333)	38.1	15.7	.86	12	25	40	52	60				
Southwest Public	38.6	14.8	.10	12	28	40	52	60	342	-.5	.562	-.034
Carnegie Class	39.7	14.4	.07	16	30	40	52	60	336	-1.6	.067	-.110
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	333	-1.1	.198	-.078
Top 50%	41.5	13.9	.06	16	32	40	52	60	335	-3.4	.000	-.244
Top 10%	44.6	13.3	.15	20	36	44	56	60	354	-6.4	.000	-.480
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 257)	42.7	14.2	.89	14	35	44	54	60				
Southwest Public	42.8	13.2	.10	18	34	44	53	60	17,518	.0	.979	-.002
Carnegie Class	43.6	12.7	.06	20	36	46	54	60	259	-.9	.333	-.068
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	257	-.1	.940	-.005
Top 50%	45.2	11.9	.05	22	38	48	54	60	258	-2.4	.006	-.204
Top 10%	48.2	11.9	.10	25	42	50	60	60	263	-5.5	.000	-.457
Supportive Environment												
UH-Clear Lake (N = 292)	33.7	15.1	.88	5	23	35	43	60				
Southwest Public	31.7	15.1	.11	8	20	33	40	60	18,968	2.0	.028	.130
Carnegie Class	31.4	14.7	.07	8	20	30	40	60	43,068	2.3	.007	.158
NSSE 2020 & 2021	31.7	14.4	.04	8	20	33	40	60	158,703	2.0	.017	.140
Top 50%	34.1	14.2	.06	10	23	35	43	60	63,679	-.4	.594	-.031
Top 10%	37.2	14.3	.16	13	28	38	48	60	8,464	-3.5	.000	-.244

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.