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# NSSE 2023

## Engagement Indicators

University of Houston-Clear Lake

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four 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. 16-19)

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](https://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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2022 & 2023
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2022 & 2023
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	--	▼	--
	Learning Strategies	△	--	△
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	△	▲	△
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	--	△
	Supportive Environment	△	△	△

### Academic Challenge: First-year students

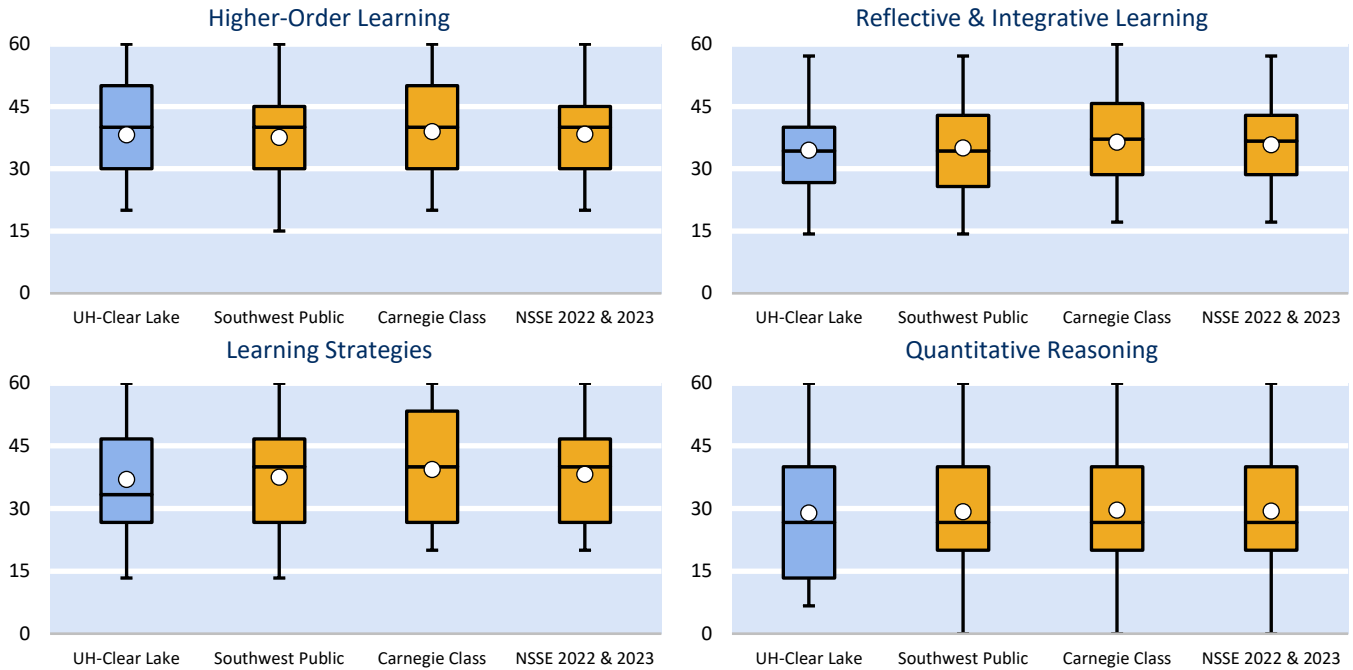
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	37.5	.05	39.0	-.06	38.3	-.01
Reflective & Integrative Learning	34.5	35.0	-.04	36.4	-.16	35.8	-.11
Learning Strategies	37.0	37.5	-.04	39.4	-.17	38.2	-.09
Quantitative Reasoning	28.9	29.2	-.02	29.6	-.04	29.4	-.03

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

#### Score Distributions



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

#### Academic Challenge: First-year students (continued)

##### Performance on Indicator Items

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

	UH-Clear Lake	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+7	+3	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-5	-8	-7
4d. Evaluating a point of view, decision, or information source	75	+6	+3	+5
4e. Forming a new idea or understanding from various pieces of information	63	-7	-9	-8
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	44	-6	-9	-9
2b. Connected your learning to societal problems or issues	49	-0	-5	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+13	+8	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-0	-2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	65	-6	-8	-6
2f. Learned something that changed the way you understand an issue or concept	68	+2	-0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	56	-20	-23	-23
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-2	-8	-6
9b. Reviewed your notes after class	71	+4	+2	+5
9c. Summarized what you learned in class or from course materials	48	-16	-21	-18
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-7	-7	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+4	+3	+4
6c. Evaluated what others have concluded from numerical information	34	-7	-8	-9

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

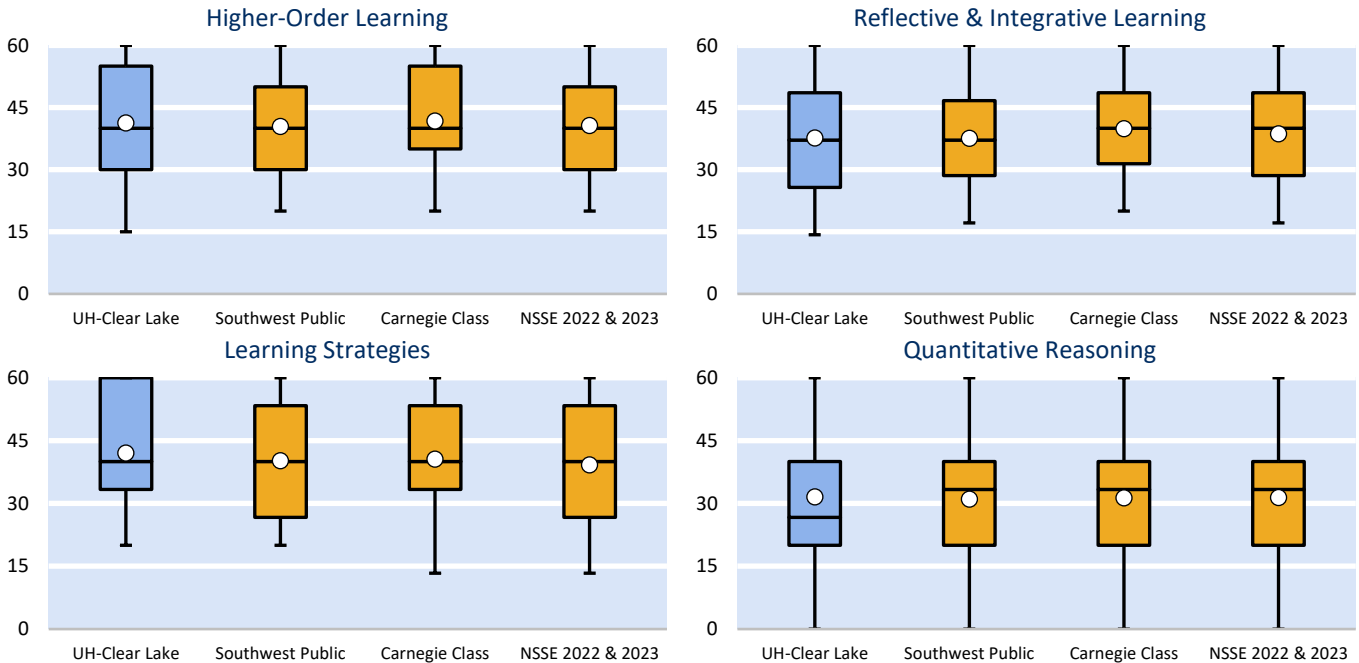
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.3	40.4	.06	41.8	-.04	40.7	.04
Reflective & Integrative Learning	37.7	37.6	.01	39.9 **	-.17	38.7	-.08
Learning Strategies	42.0	40.2 *	.13	40.5	.10	39.2 ***	.20
Quantitative Reasoning	31.5	31.0	.03	31.3	.01	31.4	.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



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.

	UH-Clear Lake	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-2	-4	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+0	-1	+0
4d. Evaluating a point of view, decision, or information source	73	+1	-4	+1
4e. Forming a new idea or understanding from various pieces of information	73	-1	-5	-2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	66	+1	-2	-3
2b. Connected your learning to societal problems or issues	58	+0	-8	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-7	-16	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-0	-6	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	+1	-3	+0
2f. Learned something that changed the way you understand an issue or concept	70	-1	-4	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-2	-5	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+1	-2	+1
9b. Reviewed your notes after class	70	+0	+3	+5
9c. Summarized what you learned in class or from course materials	71	+1	+0	+4
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-2	+0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+1	-1	+0
6c. Evaluated what others have concluded from numerical information	47	+0	-1	-2

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

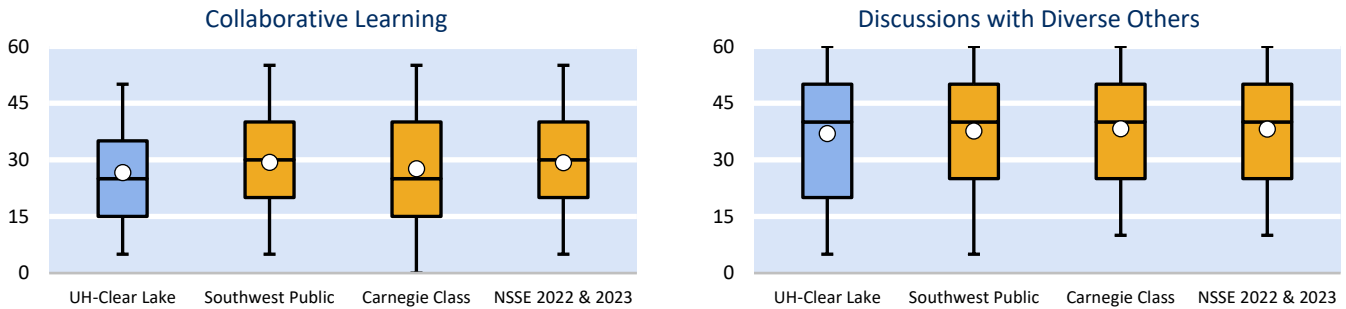
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.6	29.3	-.19	27.6	-.06	29.2	-.17
Discussions with Diverse Others	36.9	37.6	-.04	38.2	-.08	38.1	-.08

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.

Collaborative Learning	UH-Clear Lake	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	57	+11	+16	+13
1c. Explained course material to one or more students	44	-3	-1	-4
1d. Prepared for exams by discussing or working through course material with other students	24	-16	-14	-17
1e. Worked with other students on course projects or assignments	44	-7	-4	-6
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	73	+5	+3	+4
8b. People from economic backgrounds other than your own	63	-4	-7	-6
8c. People with religious beliefs other than your own	72	+8	+8	+7
8d. People with political views other than your own	54	-6	-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.



### Learning with Peers: Seniors

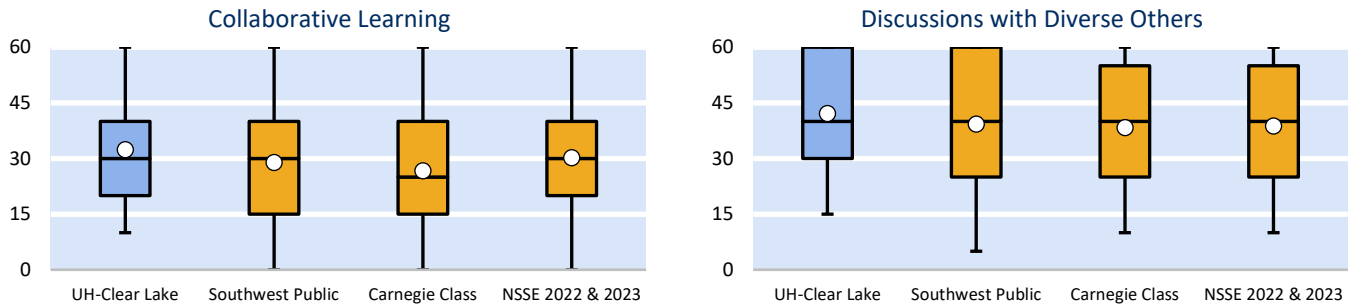
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#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.4	29.0 ***	.21	26.7 ***	.34	30.3 *	.14
Discussions with Diverse Others	42.1	39.3 **	.16	38.4 ***	.22	38.8 ***	.20

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

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	UH-Clear Lake	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1b. Asked another student to help you understand course material	45	+5	+11	+4
1c. Explained course material to one or more students	58	+10	+14	+6
1d. Prepared for exams by discussing or working through course material with other students	41	+3	+7	+1
1e. Worked with other students on course projects or assignments	64	+9	+11	+4
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	77	+5	+8	+7
8b. People from economic backgrounds other than your own	76	+5	+5	+5
8c. People with religious beliefs other than your own	71	+4	+10	+6
8d. People with political views other than your own	65	+2	+3	+4

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### Experiences with Faculty: First-year students

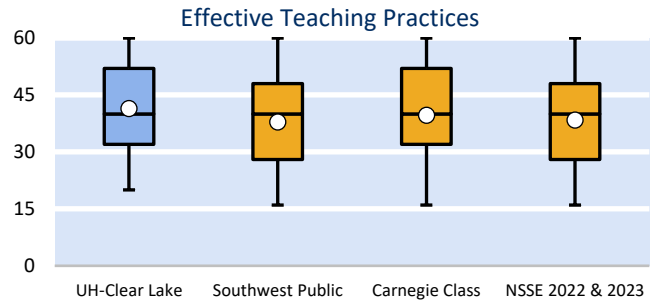
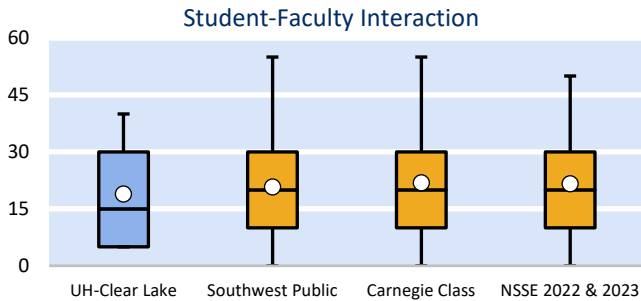
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2022 & 2023 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.9	20.7	-.12	21.8	-.19	21.6	-.18
Effective Teaching Practices	41.4	37.9	.26	39.6	.13	38.4	.23

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Student-Faculty Interaction	UH-Clear Lake	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	36	-1	-3	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-1	-1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+0	-2	-1
3d. Discussed your academic performance with a faculty member	20	-9	-12	-11
<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	88	+12	+10	+11
5b. Taught course sessions in an organized way	87	+16	+13	+14
5c. Used examples or illustrations to explain difficult points	78	+6	+4	+5
5d. Provided feedback on a draft or work in progress	74	+11	+7	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-2	-8	-4

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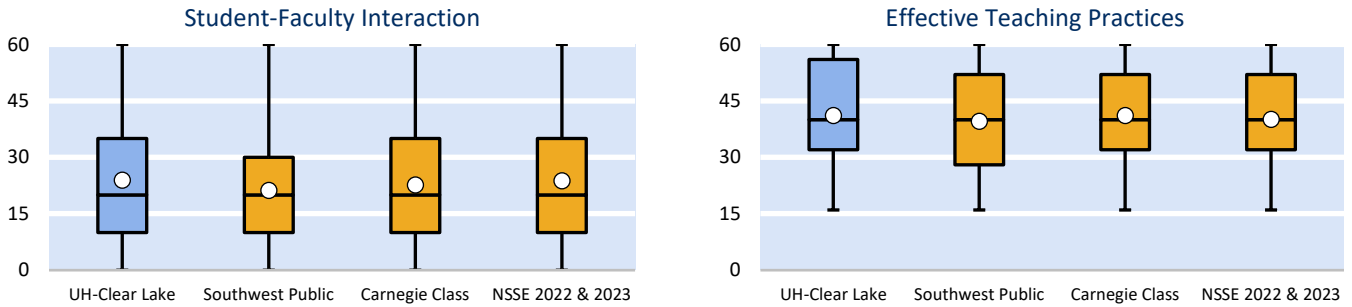
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Effective Teaching Practices	41.0	39.5	.10	41.1	.00	40.0	.07

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Student-Faculty Interaction	UH-Clear Lake	Percentage point difference <sup>a</sup> between your seniors and			
		Southwest Public	Carnegie Class	NSSE 2022 & 2023	
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	42	+5	+0		-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+3	+2		-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+1	-1		-4
3d. Discussed your academic performance with a faculty member	37	+8	+4		+3
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	81	+2	-0		+1
5b. Taught course sessions in an organized way	76	+1	-2		-0
5c. Used examples or illustrations to explain difficult points	78	+3	+2		+1
5d. Provided feedback on a draft or work in progress	67	+6	-0		+3
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+4	-3		+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.

### Campus Environment: First-year students

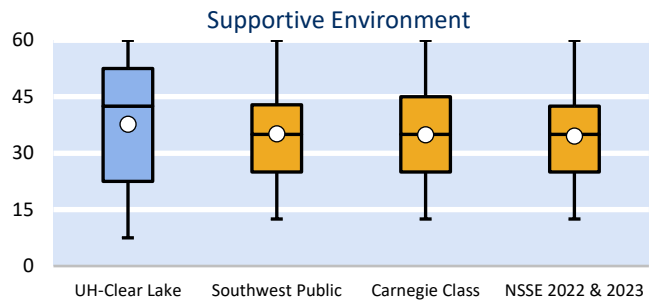
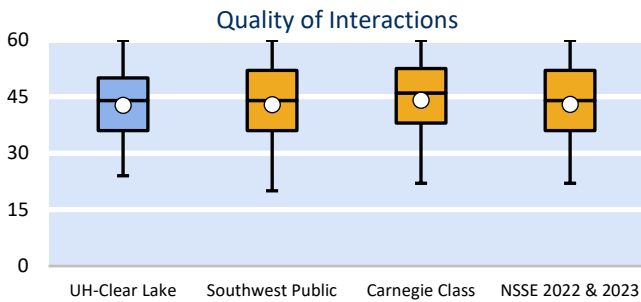
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	42.9	-.01	44.1	-.12	43.0	-.03
Supportive Environment	37.8	35.2	.19	34.9	.20	34.6	.24

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 <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	45	-6	-8	-6
13b. Academic advisors	46	-5	-11	-8
13c. Faculty	43	-8	-13	-9
13d. Student services staff (career services, student activities, housing, etc.)	40	-10	-11	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+12	+8	+14
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+2	+0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	74	+2	+1	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+5	+5	+7
14e. Providing opportunities to be involved socially	66	-4	-3	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+6	+6	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+3	+5	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	-1	+3	+1
14i. Attending events that address important social, economic, or political issues	42	-4	-3	-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

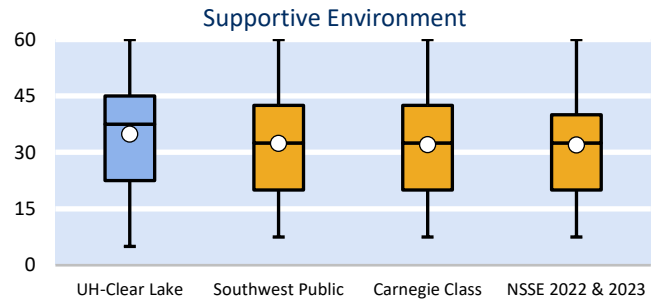
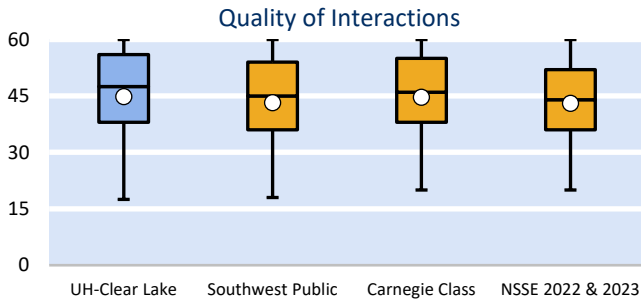
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.8	43.2 *	.12	44.7	.01	43.0 *	.14
Supportive Environment	34.9	32.4 **	.16	32.1 **	.19	32.0 **	.20

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

#### 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 <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	72	+11	+11	+13
13b. Academic advisors	53	+1	-5	-0
13c. Faculty	64	+8	+2	+7
13d. Student services staff (career services, student activities, housing, etc.)	54	+6	+3	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+2	-2	+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	69	+2	-0	+2
14c. Using learning support services (tutoring services, writing center, etc.)	71	+7	+4	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+6	+7	+9
14e. Providing opportunities to be involved socially	69	+6	+7	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+7	+9	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+4	+4	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+4	+9	+4
14i. Attending events that address important social, economic, or political issues	48	+7	+8	+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](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		UH-Clear Lake Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.2	39.5	-.10		42.2	-.32	
	Reflective and Integrative Learning	34.5	37.2	-.23		39.8 **	-.45	
	Learning Strategies	37.0	39.8	-.20		42.8 *	-.42	
	Quantitative Reasoning	28.9	30.7	-.12		33.4	-.29	
Learning with Peers	Collaborative Learning	26.6	33.2 **	-.47		36.5 ***	-.72	
	Discussions with Diverse Others	36.9	40.5	-.24		43.6 **	-.48	
Experiences with Faculty	Student-Faculty Interaction	18.9	25.4 **	-.43		29.3 ***	-.68	
	Effective Teaching Practices	41.4	40.1	.10	✓	43.3	-.14	
Campus Environment	Quality of Interactions	42.7	45.2	-.22		48.1 *	-.45	
	Supportive Environment	37.8	36.8	.08	✓	39.6	-.15	

Seniors		UH-Clear Lake Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.3	42.1	-.06	✓	44.7 ***	-.27	
	Reflective and Integrative Learning	37.7	40.6 ***	-.23		43.1 ***	-.45	
	Learning Strategies	42.0	40.9	.08	✓	43.6	-.11	
	Quantitative Reasoning	31.5	32.7	-.07	✓	36.3 ***	-.29	
Learning with Peers	Collaborative Learning	32.4	34.7 **	-.16		38.1 ***	-.42	
	Discussions with Diverse Others	42.1	41.1	.07	✓	43.9	-.12	
Experiences with Faculty	Student-Faculty Interaction	23.9	29.6 ***	-.35		34.3 ***	-.65	
	Effective Teaching Practices	41.0	42.1	-.08	✓	44.7 ***	-.27	
Campus Environment	Quality of Interactions	44.8	45.4	-.05	✓	47.9 ***	-.24	
	Supportive Environment	34.9	34.5	.02	✓	37.7 **	-.20	

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.



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UH-Clear Lake (N = 33)	38.2	12.9	2.24	20	30	40	50	60				
Southwest Public	37.5	13.8	.13	15	30	40	45	60	12,107	.7	.782	.048
Carnegie Class	39.0	13.7	.10	20	30	40	50	60	17,924	-.8	.743	-.057
NSSE 2022 & 2023	38.3	13.3	.03	20	30	40	45	60	147,481	-.1	.965	-.008
Top 50%	39.5	13.2	.04	20	30	40	50	60	94,732	-1.3	.559	-.101
Top 10%	42.2	12.8	.12	20	35	40	55	60	11,522	-4.0	.069	-.316
<b>Reflective &amp; Integrative Learning</b>												
UH-Clear Lake (N = 39)	34.5	11.2	1.80	14	27	34	40	57				
Southwest Public	35.0	12.3	.11	14	26	34	43	57	13,311	-.5	.813	-.038
Carnegie Class	36.4	12.4	.09	17	29	37	46	60	19,619	-1.9	.336	-.155
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	161,314	-1.3	.509	-.106
Top 50%	37.2	12.0	.04	20	29	37	46	60	89,019	-2.7	.157	-.228
Top 10%	39.8	11.8	.11	20	31	40	49	60	11,609	-5.3	.005	-.453
<b>Learning Strategies</b>												
UH-Clear Lake (N = 29)	37.0	15.0	2.77	13	27	33	47	60				
Southwest Public	37.5	14.0	.13	13	27	40	47	60	11,146	-.6	.830	-.040
Carnegie Class	39.4	14.1	.11	20	27	40	53	60	16,578	-2.4	.350	-.173
NSSE 2022 & 2023	38.2	13.9	.04	20	27	40	47	60	135,875	-1.2	.635	-.088
Top 50%	39.8	13.9	.05	20	27	40	53	60	76,154	-2.8	.271	-.203
Top 10%	42.8	14.0	.11	20	33	40	60	60	15,900	-5.9	.024	-.417
<b>Quantitative Reasoning</b>												
UH-Clear Lake (N = 29)	28.9	16.4	3.02	7	13	27	40	60				
Southwest Public	29.2	15.7	.15	0	20	27	40	60	11,322	-.3	.919	-.019
Carnegie Class	29.6	16.1	.12	0	20	27	40	60	16,847	-.7	.817	-.043
NSSE 2022 & 2023	29.4	15.5	.04	0	20	27	40	60	138,265	-.5	.857	-.033
Top 50%	30.7	15.3	.05	7	20	27	40	60	92,637	-1.8	.530	-.116
Top 10%	33.4	15.4	.13	7	20	33	40	60	14,894	-4.5	.113	-.293
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UH-Clear Lake (N = 40)	26.6	14.5	2.29	5	15	25	35	50				
Southwest Public	29.3	14.6	.12	5	20	30	40	55	14,467	-2.7	.242	-.185
Carnegie Class	27.6	15.6	.11	0	15	25	40	55	21,254	-1.0	.695	-.062
NSSE 2022 & 2023	29.2	15.0	.04	5	20	30	40	55	175,547	-2.6	.274	-.173
Top 50%	33.2	13.9	.04	10	25	35	40	60	103,764	-6.6	.003	-.474
Top 10%	36.5	13.7	.09	15	25	35	45	60	20,841	-9.9	.000	-.724
<b>Discussions with Diverse Others</b>												
UH-Clear Lake (N = 32)	36.9	16.7	2.95	5	20	40	50	60				
Southwest Public	37.6	16.7	.16	5	25	40	50	60	11,244	-.7	.818	-.041
Carnegie Class	38.2	16.1	.12	10	25	40	50	60	16,703	-1.3	.642	-.082
NSSE 2022 & 2023	38.1	15.8	.04	10	25	40	50	60	136,878	-1.2	.668	-.076
Top 50%	40.5	14.8	.05	20	30	40	55	60	84,002	-3.6	.167	-.245
Top 10%	43.6	13.9	.14	20	35	40	60	60	9,877	-6.7	.006	-.485



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UH-Clear Lake (N = 37)	18.9	14.7	2.40	5	5	15	30	40				
Southwest Public	20.7	15.6	.14	0	10	20	30	55	12,647	-1.9	.469	-.119
Carnegie Class	21.8	15.5	.11	0	10	20	30	55	18,716	-3.0	.240	-.193
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	153,809	-2.7	.271	-.181
Top 50%	25.4	15.3	.07	5	15	25	35	60	50,893	-6.5	.009	-.426
Top 10%	29.3	15.3	.18	5	20	25	40	60	7,254	-10.4	.000	-.679
<b>Effective Teaching Practices</b>												
UH-Clear Lake (N = 36)	41.4	13.1	2.18	20	32	40	52	60				
Southwest Public	37.9	13.8	.13	16	28	40	48	60	12,061	3.6	.121	.260
Carnegie Class	39.6	13.9	.10	16	32	40	52	60	17,879	1.8	.427	.133
NSSE 2022 & 2023	38.4	13.3	.03	16	28	40	48	60	146,858	3.1	.167	.231
Top 50%	40.1	13.5	.05	16	32	40	52	60	65,594	1.3	.561	.097
Top 10%	43.3	13.3	.14	20	36	44	56	60	8,572	-1.8	.415	-.136
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UH-Clear Lake (N = 28)	42.7	11.8	2.23	24	36	44	50	60				
Southwest Public	42.9	12.5	.12	20	36	44	52	60	10,250	-.2	.949	-.012
Carnegie Class	44.1	12.0	.10	22	38	46	53	60	15,299	-1.4	.543	-.115
NSSE 2022 & 2023	43.0	11.7	.03	22	36	44	52	60	125,092	-.3	.893	-.025
Top 50%	45.2	11.5	.05	24	38	46	54	60	52,384	-2.5	.246	-.220
Top 10%	48.1	12.1	.12	24	42	50	60	60	9,786	-5.4	.018	-.448
<b>Supportive Environment</b>												
UH-Clear Lake (N = 29)	37.8	17.1	3.16	8	23	43	53	60				
Southwest Public	35.2	13.8	.13	13	25	35	43	60	28	2.6	.419	.187
Carnegie Class	34.9	14.0	.11	13	25	35	45	60	28	2.8	.382	.201
NSSE 2022 & 2023	34.6	13.5	.04	13	25	35	43	60	28	3.2	.322	.235
Top 50%	36.8	13.1	.05	15	28	38	45	60	28	1.0	.754	.077
Top 10%	39.6	12.8	.16	20	30	40	50	60	28	-1.9	.555	-.148

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UH-Clear Lake (N = 322)	41.3	15.2	.85	15	30	40	55	60				
Southwest Public	40.4	14.1	.11	20	30	40	50	60	332	.8	.337	.058
Carnegie Class	41.8	13.8	.10	20	35	40	55	60	329	-.5	.550	-.037
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	322	.6	.490	.043
Top 50%	42.1	13.6	.05	20	35	40	55	60	323	-.8	.341	-.059
Top 10%	44.7	12.8	.15	20	40	45	60	60	342	-3.5	.000	-.267
<b>Reflective &amp; Integrative Learning</b>												
UH-Clear Lake (N = 340)	37.7	14.5	.79	14	26	37	49	60				
Southwest Public	37.6	13.2	.10	17	29	37	47	60	350	.1	.914	.007
Carnegie Class	39.9	12.7	.09	20	31	40	49	60	347	-2.2	.006	-.171
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	340	-1.0	.207	-.077
Top 50%	40.6	12.5	.05	20	31	40	51	60	341	-2.9	.000	-.234
Top 10%	43.1	11.8	.14	23	34	43	54	60	362	-5.4	.000	-.450
<b>Learning Strategies</b>												
UH-Clear Lake (N = 305)	42.0	14.4	.83	20	33	40	60	60				
Southwest Public	40.2	14.5	.11	20	27	40	53	60	16,411	1.9	.025	.129
Carnegie Class	40.5	14.7	.10	13	33	40	53	60	20,175	1.5	.081	.101
NSSE 2022 & 2023	39.2	14.6	.04	13	27	40	53	60	149,036	2.9	.001	.197
Top 50%	40.9	14.5	.05	20	33	40	53	60	78,850	1.1	.191	.075
Top 10%	43.6	14.1	.13	20	33	40	60	60	11,763	-1.5	.060	-.109
<b>Quantitative Reasoning</b>												
UH-Clear Lake (N = 310)	31.5	17.4	.99	0	20	27	40	60				
Southwest Public	31.0	16.6	.13	0	20	33	40	60	16,640	.5	.571	.032
Carnegie Class	31.3	16.9	.12	0	20	33	40	60	20,449	.2	.822	.013
NSSE 2022 & 2023	31.4	16.6	.04	0	20	33	40	60	151,081	.2	.870	.009
Top 50%	32.7	16.5	.05	7	20	33	40	60	92,687	-1.1	.228	-.069
Top 10%	36.3	16.2	.19	7	20	40	47	60	331	-4.7	.000	-.291
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UH-Clear Lake (N = 352)	32.4	15.0	.80	10	20	30	40	60				
Southwest Public	29.0	16.3	.12	0	15	30	40	60	367	3.5	.000	.212
Carnegie Class	26.7	17.1	.11	0	15	25	40	60	365	5.7	.000	.336
NSSE 2022 & 2023	30.3	16.0	.04	0	20	30	40	60	177,832	2.2	.011	.135
Top 50%	34.7	14.2	.05	10	25	35	45	60	74,418	-2.3	.003	-.161
Top 10%	38.1	13.6	.14	15	30	40	50	60	372	-5.7	.000	-.416
<b>Discussions with Diverse Others</b>												
UH-Clear Lake (N = 307)	42.1	16.8	.96	15	30	40	60	60				
Southwest Public	39.3	17.2	.14	5	25	40	60	60	16,507	2.8	.004	.165
Carnegie Class	38.4	16.6	.12	10	25	40	55	60	20,219	3.7	.000	.225
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	307	3.3	.001	.204
Top 50%	41.1	15.6	.05	15	30	40	55	60	308	1.1	.271	.068
Top 10%	43.9	14.8	.16	20	35	45	60	60	323	-1.8	.063	-.122

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UH-Clear Lake (N = 323)	23.9	17.3	.96	0	10	20	35	60				
Southwest Public	21.1	16.8	.13	0	10	20	30	60	17,915	2.8	.003	.166
Carnegie Class	22.6	16.8	.11	0	10	20	35	60	21,951	1.3	.162	.078
NSSE 2022 & 2023	23.7	16.5	.04	0	10	20	35	60	163,360	.2	.856	.010
Top 50%	29.6	16.2	.09	5	20	30	40	60	35,838	-5.7	.000	-.349
Top 10%	34.3	15.8	.25	10	20	35	45	60	4,366	-10.3	.000	-.648
<b>Effective Teaching Practices</b>												
UH-Clear Lake (N = 321)	41.0	14.6	.82	16	32	40	56	60				
Southwest Public	39.5	14.7	.11	16	28	40	52	60	17,421	1.5	.071	.102
Carnegie Class	41.1	14.4	.10	16	32	40	52	60	21,369	-.1	.942	-.004
NSSE 2022 & 2023	40.0	14.1	.04	16	32	40	52	60	158,192	1.0	.201	.071
Top 50%	42.1	13.8	.06	20	32	40	56	60	54,644	-1.1	.153	-.080
Top 10%	44.7	13.4	.14	20	36	44	56	60	8,864	-3.7	.000	-.272
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UH-Clear Lake (N = 283)	44.8	13.1	.78	18	38	48	56	60				
Southwest Public	43.2	13.1	.11	18	36	45	54	60	14,660	1.6	.042	.122
Carnegie Class	44.7	12.6	.09	20	38	46	55	60	18,172	.1	.853	.011
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	135,711	1.8	.016	.144
Top 50%	45.4	12.1	.05	22	38	48	55	60	58,731	-.6	.443	-.046
Top 10%	47.9	12.5	.10	22	40	50	60	60	14,834	-3.1	.000	-.244
<b>Supportive Environment</b>												
UH-Clear Lake (N = 299)	34.9	15.7	.91	5	23	38	45	60				
Southwest Public	32.4	15.1	.12	8	20	33	43	60	15,991	2.4	.006	.162
Carnegie Class	32.1	15.1	.11	8	20	33	43	60	19,635	2.8	.001	.186
NSSE 2022 & 2023	32.0	14.5	.04	8	20	33	40	60	299	2.9	.001	.201
Top 50%	34.5	14.3	.06	10	25	35	45	60	301	.3	.711	.023
Top 10%	37.7	13.9	.19	15	28	38	48	60	326	-2.8	.003	-.199

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.