NSSE 2019
Engagement Indicators

University of Houston-Downtown

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
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

Report Sections

Overview (p. 3) — Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13) — Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

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

Comparisons with High-Performing Institutions (p. 15) — Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19) — Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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 Texas Institutions
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 Texas Institutions
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

| | UHD | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | Texas Institutions | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.8	37.3	-.04	37.8	-.07	37.3	-.03
Reflective & Integrative Learning	35.5	34.3	.10	35.0	.04	33.9	.13
Learning Strategies	36.8	37.2	-.03	38.5	-.12	37.7	-.07
Quantitative Reasoning	30.4	27.8 *	.17	27.6 *	.18	26.8 **	.23

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

Score Distributions
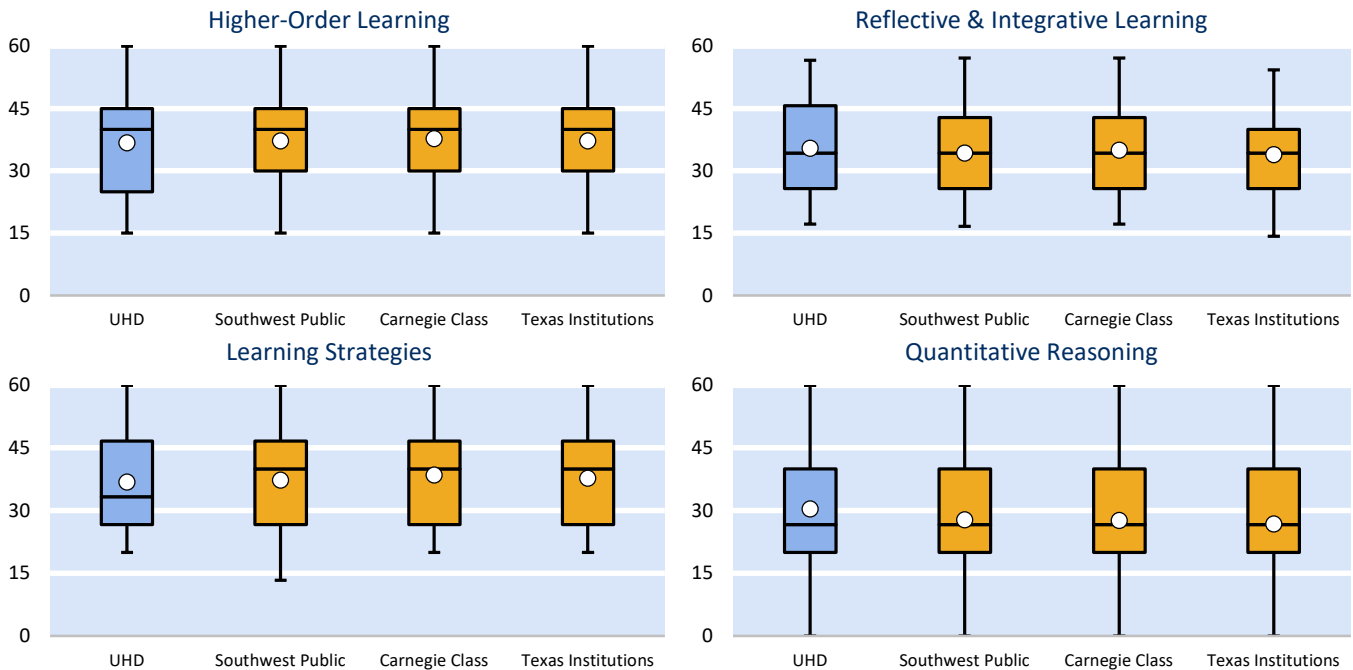
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Academic Challenge: First-year students (continued)

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.

	UHD %	Percentage point difference [a] between your FY students and		
		Southwest Public	Carnegie Class	Texas Institutions
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…				
4b. Applying facts, theories, or methods to practical problems or new situations	60	-8	-9	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-2	-3	-1
4d. Evaluating a point of view, decision, or information source	67	-0	-3	-0
4e. Forming a new idea or understanding from various pieces of information	69	+2	+0	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	52	+4	+1	+5
2b. Connected your learning to societal problems or issues	51	+3	-1	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+8	+6	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+7	+6	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	+1	+1
2f. Learned something that changed the way you understand an issue or concept	72	+7	+6	+8
2g. Connected ideas from your courses to your prior experiences and knowledge	75	+1	-2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	72	+1	-3	+1
9b. Reviewed your notes after class	60	-4	-7	-7
9c. Summarized what you learned in class or from course materials	62	+0	-3	-1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-0	+1	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+10	+10	+12
6c. Evaluated what others have concluded from numerical information	44	+5	+6	+8

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

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

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

| | UHD | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | Texas Institutions | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.7	39.8 *	.07	40.5	.02	40.5	.01
Reflective & Integrative Learning	38.1	37.1 **	.08	38.1	.00	37.7	.03
Learning Strategies	41.1	38.9 ***	.15	39.4 ***	.12	39.9 **	.09
Quantitative Reasoning	30.9	29.5 **	.09	29.5 **	.08	29.3 **	.10

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

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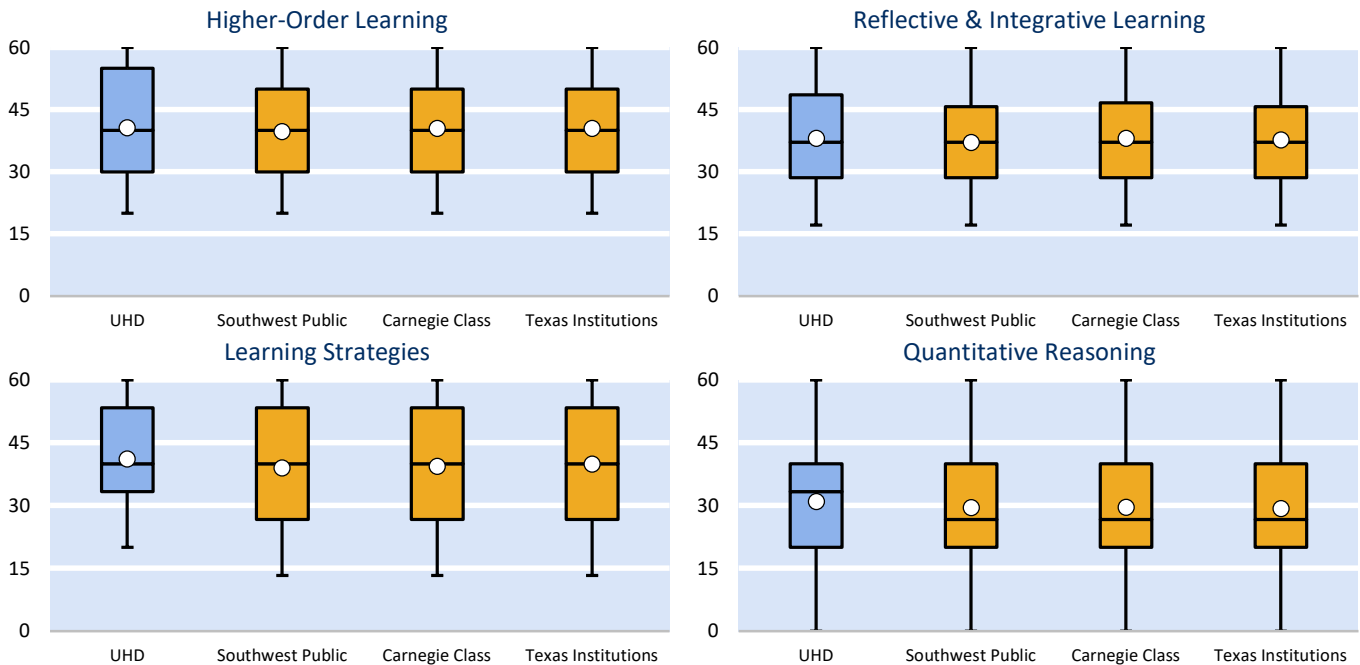
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UHD	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Southwest Public	Carnegie Class	Texas Institutions
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	-1	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	-0	+1
4d. Evaluating a point of view, decision, or information source	74	+4	+1	+1
4e. Forming a new idea or understanding from various pieces of information	74	+3	+0	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	64	-2	-3	-3
2b. Connected your learning to societal problems or issues	61	+4	-1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+3	-2	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+1	-0	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+3	+2	+2
2f. Learned something that changed the way you understand an issue or concept	73	+2	+1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1	-1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	81	+4	+2	+3
9b. Reviewed your notes after class	73	+7	+8	+4
9c. Summarized what you learned in class or from course materials	70	+5	+3	+2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+4	+5	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+5	+4	+4
6c. Evaluated what others have concluded from numerical information	46	+2	+2	+2

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

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NSSE 2019 Engagement Indicators

Learning with Peers
University of Houston-Downtown

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

	UHD	Southwest Public		Carnegie Class		Texas Institutions	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	34.3	33.2	.07	30.1 ***	.27	33.8	.04
Discussions with Diverse Others	36.4	39.4 *	-.18	38.3	-.12	38.7	-.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).

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	UHD	Southwest Public	Carnegie Class	Texas Institutions
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	62	+6	+14	+4
1f. Explained course material to one or more students	57	-3	+4	-3
1g. Prepared for exams by discussing or working through course material with other students	49	-3	+4	-5
1h. Worked with other students on course projects or assignments	61	+5	+11	+4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of a race or ethnicity other than your own	70	-1	+2	+1
8b. People from an economic background other than your own	62	-8	-7	-7
8c. People with religious beliefs other than your own	59	-7	-5	-4
8d. People with political views other than your own	51	-14	-13	-17

Percentage point difference [a] between your FY students and

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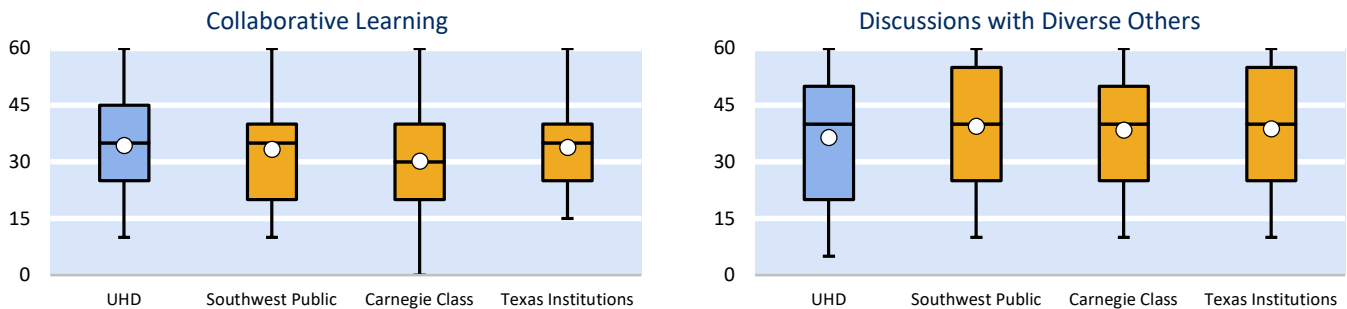
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Mean Comparisons

	UHD	Southwest Public		Carnegie Class		Texas Institutions	
				Your seniors compared with			
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	32.2	31.7	.03	29.3 ***	.18	32.9	-.05
Discussions with Diverse Others	41.4	41.1	.02	39.4 ***	.12	40.5	.05

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

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	UHD	Southwest Public	Carnegie Class	Texas Institutions
		Percentage point difference [a] between your seniors and		
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	42	-1	+3	-4
1f. Explained course material to one or more students	54	-2	+2	-6
1g. Prepared for exams by discussing or working through course material with other students	46	-0	+4	-3
1h. Worked with other students on course projects or assignments	64	+4	+9	+1
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	77	+3	+7	+5
8b. People from an economic background other than your own	74	+0	+3	+0
8c. People with religious beliefs other than your own	71	+1	+5	+5
8d. People with political views other than your own	65	-3	-0	-3

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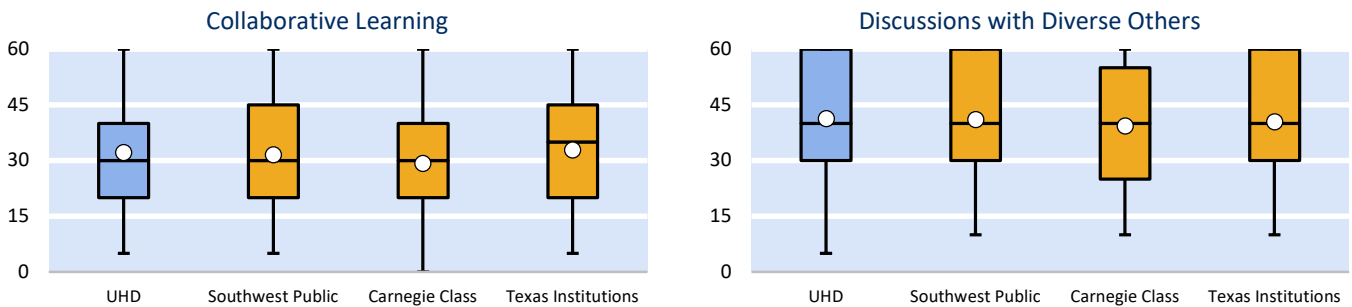
Experiences with Faculty: First-year students

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

	UHD		*Your first-year students compared with*			
		Southwest Public		Carnegie Class		Texas Institutions
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.2	20.9 *	.15	21.7	.10	21.8	.09
Effective Teaching Practices	37.9	37.7	.02	38.9	-.07	37.7	.01

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	UHD	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Southwest Public	Carnegie Class	Texas Institutions
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	42	+5	+2	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+5	+5	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+3	+1	+1
3d. Discussed your academic performance with a faculty member	38	+9	+5	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	74	-1	-3	-2
5b. Taught course sessions in an organized way	68	-4	-6	-3
5c. Used examples or illustrations to explain difficult points	71	-1	-2	-1
5d. Provided feedback on a draft or work in progress	68	+7	+2	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+3	-3	+3

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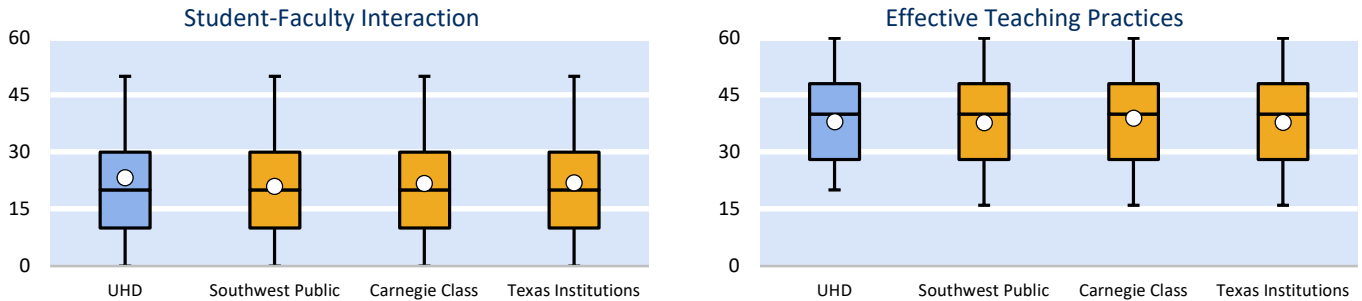
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| | | Southwest Public | | Carnegie Class | | Texas Institutions | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.3	22.1	-.05	24.3 ***	-.18	24.5 ***	-.20
Effective Teaching Practices	39.4	39.0	.03	40.2	-.06	40.4 *	-.07

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| | UHD | Percentage point difference [a] between your seniors and | | |
		Southwest Public	Carnegie Class	Texas Institutions
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	38	-2	-8	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-0	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-2	-6	-6
3d. Discussed your academic performance with a faculty member	31	-0	-7	-6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	77	-2	-3	-4
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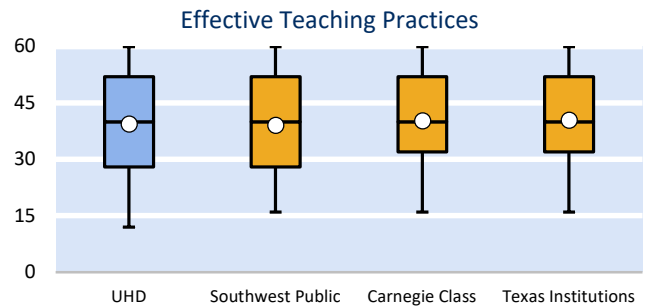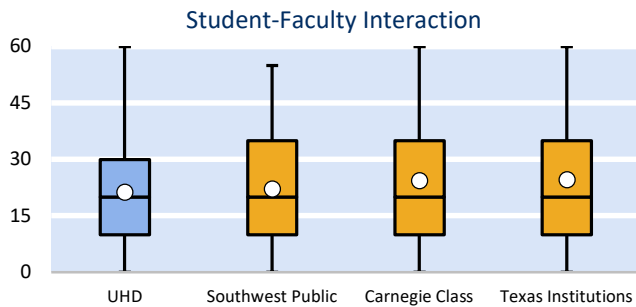
NSSE 2019 Engagement Indicators

Campus Environment
University of Houston-Downtown

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

| | UHD | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | Texas Institutions | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	42.0	-.03	42.8	-.09	43.5	-.15
Supportive Environment	37.2	36.6	.05	35.8	.10	37.3	.00

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 | UHD | Percentage point difference [a] between your FY students and | | |
		Southwest Public	Carnegie Class	Texas Institutions
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	44	-4	-6	-7
13b. Academic advisors	50	-1	-3	-5
13c. Faculty	47	-1	-5	-5
13d. Student services staff (career services, student activities, housing, etc.)	43	-2	-4	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+5	+1	+1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	-3	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	-4	-4	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+0	+1	-0
14e. Providing opportunities to be involved socially	67	-5	-2	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-5	-3	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	+10	+10	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	-6	-1	-9
14i. Attending events that address important social, economic, or political issues	58	+10	+10	+9

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

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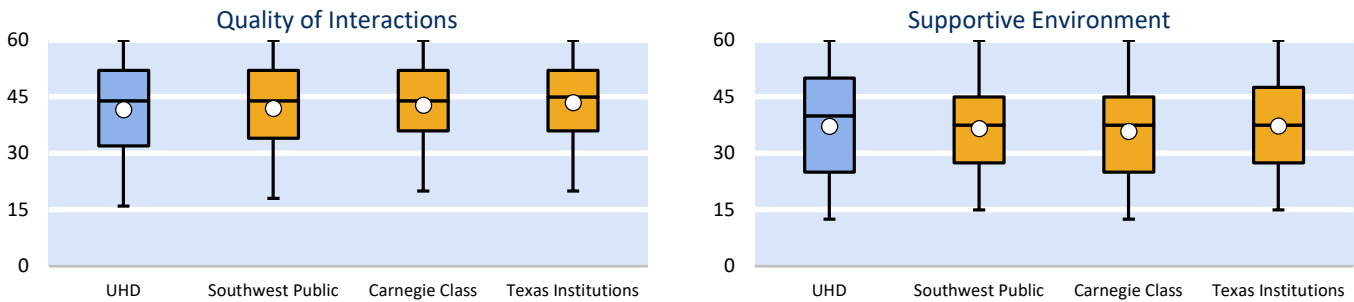
Campus Environment: Seniors

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

Mean Comparisons

	UHD	Southwest Public		Carnegie Class		Texas Institutions	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	43.8	42.6 **	.09	43.8	.00	43.2	.04
Supportive Environment	34.2	32.5 ***	.12	32.1 ***	.14	33.3	.06

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

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.

	UHD	*Percentage point difference [a] between your seniors and*		
		Southwest Public	Carnegie Class	Texas Institutions
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	62	+5	+5	+5
13b. Academic advisors	50	-1	-6	-1
13c. Faculty	57	+2	-3	-3
13d. Student services staff (career services, student activities, housing, etc.)	51	+7	+4	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+5	+0	+2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	+0	-2	-1
14c. Using learning support services (tutoring services, writing center, etc.)	70	+4	+1	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+8	+9	+7
14e. Providing opportunities to be involved socially	66	+2	+5	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-4	-3	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+7	+6	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-4	+3	-5
14i. Attending events that address important social, economic, or political issues	50	+9	+10	+8

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

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

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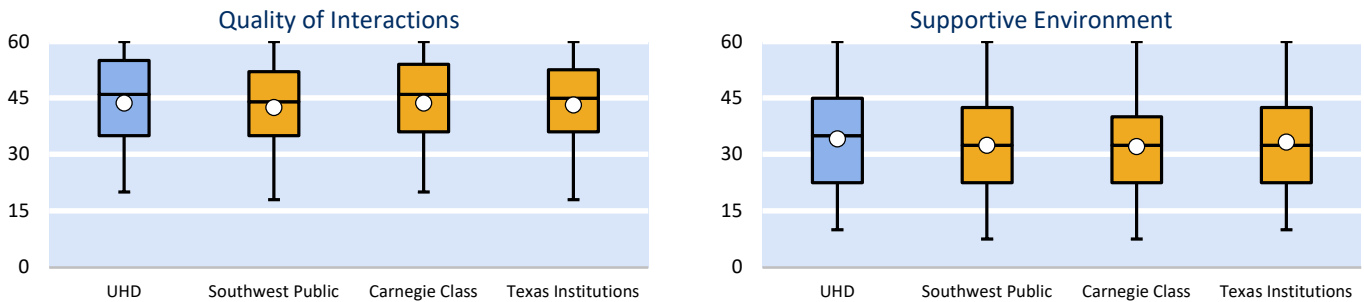
Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/links/PNP**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

| | | UHD | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.8	39.3 *	-.19		41.0 ***	-.32	
	Reflective and Integrative Learning	35.5	36.8	-.11		38.8 ***	-.28	
	Learning Strategies	36.8	39.9 **	-.23		42.5 ***	-.40	
	Quantitative Reasoning	30.4	29.3	.08	✓	30.8	-.02	✓
Learning with Peers	Collaborative Learning	34.3	35.4	-.08	✓	37.7 ***	-.25	
	Discussions with Diverse Others	36.4	41.3 ***	-.33		43.2 ***	-.47	
Experiences with Faculty	Student-Faculty Interaction	23.2	24.9	-.12		28.0 ***	-.31	
	Effective Teaching Practices	37.9	40.6 **	-.20		42.7 ***	-.34	
Campus Environment	Quality of Interactions	41.6	44.9 **	-.28		47.1 ***	-.46	
	Supportive Environment	37.2	38.1	-.07	✓	40.1 **	-.22	

Seniors

| | | UHD | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.7	41.8 **	-.08		43.0 ***	-.17	
	Reflective and Integrative Learning	38.1	39.9 ***	-.14		41.6 ***	-.28	
	Learning Strategies	41.1	40.8	.02	✓	42.6 ***	-.10	
	Quantitative Reasoning	30.9	31.3	-.03	✓	32.7 ***	-.12	
Learning with Peers	Collaborative Learning	32.2	36.1 ***	-.28		38.6 ***	-.47	
	Discussions with Diverse Others	41.4	42.0	-.04	✓	43.5 ***	-.14	
Experiences with Faculty	Student-Faculty Interaction	21.3	29.9 ***	-.54		33.9 ***	-.80	
	Effective Teaching Practices	39.4	41.8 ***	-.17		43.5 ***	-.30	
Campus Environment	Quality of Interactions	43.8	45.2 ***	-.12		47.4 ***	-.30	
	Supportive Environment	34.2	34.8	-.04	✓	37.0 ***	-.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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UHD (N = 205)	36.8	14.2	.99	15	25	40	45	60				
Southwest Public	37.3	13.5	.09	15	30	40	45	60	24,587	-.5	.617	-.035
Carnegie Class	37.8	13.3	.06	15	30	40	45	60	56,781	-1.0	.292	-.074
Texas Institutions	37.3	13.6	.23	15	30	40	45	60	3,824	-.5	.634	-.034
Top 50%	39.3	13.0	.04	20	30	40	50	60	205	-2.5	.012	-.194
Top 10%	41.0	13.0	.07	20	35	40	50	60	206	-4.2	.000	-.322
Reflective & Integrative Learning												
UHD (N = 219)	35.5	12.2	.82	17	26	34	46	57				
Southwest Public	34.3	12.1	.07	17	26	34	43	57	26,469	1.2	.159	.096
Carnegie Class	35.0	12.0	.05	17	26	34	43	57	60,954	.5	.567	.039
Texas Institutions	33.9	11.9	.19	14	26	34	40	54	4,106	1.6	.061	.130
Top 50%	36.8	11.8	.03	20	29	37	46	57	121,766	-1.3	.105	-.110
Top 10%	38.8	11.8	.07	20	31	40	46	60	25,433	-3.3	.000	-.277
Learning Strategies												
UHD (N = 191)	36.8	13.0	.94	20	27	33	47	60				
Southwest Public	37.2	13.9	.09	13	27	40	47	60	23,247	-.5	.651	-.033
Carnegie Class	38.5	13.9	.06	20	27	40	47	60	53,942	-1.7	.093	-.122
Texas Institutions	37.7	13.7	.23	20	27	40	47	60	3,628	-.9	.362	-.068
Top 50%	39.9	13.7	.04	20	33	40	53	60	104,714	-3.1	.002	-.225
Top 10%	42.5	14.0	.09	20	33	40	53	60	24,449	-5.7	.000	-.405
Quantitative Reasoning												
UHD (N = 192)	30.4	15.7	1.13	0	20	27	40	60				
Southwest Public	27.8	15.4	.10	0	20	27	40	60	23,627	2.6	.019	.170
Carnegie Class	27.6	15.5	.07	0	20	27	40	60	54,839	2.8	.013	.180
Texas Institutions	26.8	15.5	.26	0	20	27	40	60	3,677	3.6	.002	.234
Top 50%	29.3	15.2	.04	7	20	27	40	60	126,762	1.1	.299	.075
Top 10%	30.8	15.2	.08	7	20	33	40	60	34,130	-.4	.740	-.024
Learning with Peers												
Collaborative Learning												
UHD (N = 235)	34.3	13.8	.90	10	25	35	45	60				
Southwest Public	33.2	14.3	.09	10	20	35	40	60	28,387	1.1	.253	.075
Carnegie Class	30.1	15.4	.06	0	20	30	40	60	236	4.2	.000	.273
Texas Institutions	33.8	13.4	.21	15	25	35	40	60	4,361	.5	.553	.040
Top 50%	35.4	13.7	.04	15	25	35	45	60	132,104	-1.1	.220	-.080
Top 10%	37.7	13.6	.08	15	30	40	50	60	28,650	-3.4	.000	-.246
Discussions with Diverse Others												
UHD (N = 194)	36.4	16.8	1.20	5	20	40	50	60				
Southwest Public	39.4	16.2	.11	10	25	40	55	60	23,422	-3.0	.011	-.183
Carnegie Class	38.3	16.2	.07	10	25	40	50	60	54,348	-1.9	.108	-.116
Texas Institutions	38.7	16.1	.27	10	25	40	55	60	3,658	-2.2	.062	-.138
Top 50%	41.3	14.9	.04	20	30	40	55	60	193	-4.9	.000	-.326
Top 10%	43.2	14.4	.09	20	35	40	60	60	195	-6.8	.000	-.470

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												
UHD (N = 210)	23.2	14.2	.98	0	10	20	30	50				
Southwest Public	20.9	14.9	.09	0	10	20	30	50	25,424	2.3	.028	.153
Carnegie Class	21.7	14.9	.06	0	10	20	30	50	58,542	1.5	.136	.103
Texas Institutions	21.8	15.0	.24	0	10	20	30	50	3,959	1.4	.192	.093
Top 50%	24.9	14.8	.05	5	15	20	35	55	82,241	-1.7	.095	-.115
Top 10%	28.0	15.5	.14	5	15	25	40	60	217	-4.7	.000	-.306
Effective Teaching Practices												
UHD (N = 204)	37.9	13.2	.93	20	28	40	48	60				
Southwest Public	37.7	13.5	.09	16	28	40	48	60	24,542	.3	.768	.021
Carnegie Class	38.9	13.6	.06	16	28	40	48	60	56,751	-.9	.321	-.070
Texas Institutions	37.7	13.9	.23	16	28	40	48	60	3,801	.2	.839	.015
Top 50%	40.6	13.2	.04	20	32	40	52	60	91,916	-2.7	.004	-.202
Top 10%	42.7	14.0	.09	20	32	44	56	60	24,238	-4.8	.000	-.339
Campus Environment												
Quality of Interactions												
UHD (N = 180)	41.6	13.7	1.02	16	32	44	52	60				
Southwest Public	42.0	12.7	.09	18	34	44	52	60	21,691	-.4	.702	-.029
Carnegie Class	42.8	12.5	.06	20	36	44	52	60	49,892	-1.2	.216	-.093
Texas Institutions	43.5	12.2	.21	20	36	45	52	60	195	-1.8	.082	-.148
Top 50%	44.9	11.4	.04	24	38	46	54	60	179	-3.2	.002	-.281
Top 10%	47.1	11.8	.08	24	40	50	58	60	181	-5.4	.000	-.461
Supportive Environment												
UHD (N = 183)	37.2	14.8	1.09	13	25	40	50	60				
Southwest Public	36.6	13.6	.09	15	28	38	45	60	185	.6	.574	.046
Carnegie Class	35.8	13.8	.06	13	25	38	45	60	52,276	1.4	.179	.099
Texas Institutions	37.3	13.3	.23	15	28	38	48	60	199	-.1	.959	-.004
Top 50%	38.1	13.2	.04	18	30	40	48	60	183	-.9	.401	-.070
Top 10%	40.1	13.2	.09	18	30	40	50	60	185	-2.9	.010	-.217

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.

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
University of Houston-Downtown

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												
UHD (N = 1164)	40.7	14.4	.42	20	30	40	55	60				
Southwest Public	39.8	13.9	.07	20	30	40	50	60	37,915	.9	.027	.066
Carnegie Class	40.5	13.7	.05	20	30	40	50	60	1,198	.2	.603	.016
Texas Institutions	40.5	13.8	.19	20	30	40	50	60	1,687	.2	.678	.014
Top 50%	41.8	13.5	.04	20	35	40	55	60	1,184	-1.1	.010	-.081
Top 10%	43.0	13.5	.08	20	35	40	55	60	32,268	-2.3	.000	-.173
Reflective & Integrative Learning												
UHD (N = 1228)	38.1	13.1	.37	17	29	37	49	60				
Southwest Public	37.1	12.7	.06	17	29	37	46	60	1,302	1.0	.007	.080
Carnegie Class	38.1	12.5	.05	17	29	37	47	60	1,265	.0	.924	.003
Texas Institutions	37.7	12.5	.17	17	29	37	46	60	1,774	.4	.320	.032
Top 50%	39.9	12.2	.04	20	31	40	49	60	1,252	-1.8	.000	-.145
Top 10%	41.6	12.2	.08	20	34	40	51	60	1,354	-3.5	.000	-.282
Learning Strategies												
UHD (N = 1122)	41.1	13.9	.42	20	33	40	53	60				
Southwest Public	38.9	14.6	.08	13	27	40	53	60	36,226	2.2	.000	.149
Carnegie Class	39.4	14.5	.06	13	27	40	53	60	69,414	1.7	.000	.120
Texas Institutions	39.9	14.3	.20	13	27	40	53	60	6,039	1.2	.010	.086
Top 50%	40.8	14.4	.04	20	33	40	53	60	119,316	.3	.482	.021
Top 10%	42.6	14.3	.07	20	33	40	60	60	1,192	-1.5	.000	-.105
Quantitative Reasoning												
UHD (N = 1131)	30.9	16.4	.49	0	20	33	40	60				
Southwest Public	29.5	16.1	.09	0	20	27	40	60	36,758	1.4	.004	.088
Carnegie Class	29.5	16.2	.06	0	20	27	40	60	70,203	1.3	.005	.083
Texas Institutions	29.3	16.0	.23	0	20	27	40	60	6,091	1.6	.002	.101
Top 50%	31.3	16.0	.04	7	20	33	40	60	146,775	-.4	.401	-.025
Top 10%	32.7	15.8	.08	7	20	33	40	60	1,190	-1.9	.000	-.117
Learning with Peers												
Collaborative Learning												
UHD (N = 1276)	32.2	15.2	.42	5	20	30	40	60				
Southwest Public	31.7	15.8	.08	5	20	30	45	60	1,365	.5	.218	.034
Carnegie Class	29.3	16.4	.06	0	20	30	40	60	1,325	2.9	.000	.177
Texas Institutions	32.9	15.1	.20	5	20	35	45	60	6,833	-.7	.139	-.046
Top 50%	36.1	14.0	.04	15	25	35	45	60	1,297	-3.9	.000	-.280
Top 10%	38.6	13.5	.10	15	30	40	50	60	1,406	-6.4	.000	-.472
Discussions with Diverse Others												
UHD (N = 1113)	41.4	17.4	.52	5	30	40	60	60				
Southwest Public	41.1	16.7	.09	10	30	40	60	60	1,178	.3	.565	.018
Carnegie Class	39.4	16.7	.06	10	25	40	55	60	1,146	2.0	.000	.122
Texas Institutions	40.5	16.8	.24	10	30	40	60	60	6,038	.9	.117	.052
Top 50%	42.0	15.6	.04	15	30	40	60	60	1,126	-.6	.220	-.041
Top 10%	43.5	15.4	.08	20	35	45	60	60	1,163	-2.1	.000	-.138

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												
UHD (N = 1191)	21.3	16.5	.48	0	10	20	30	60				
Southwest Public	22.1	16.3	.08	0	10	20	35	55	38,764	-.8	.081	-.051
Carnegie Class	24.3	16.2	.06	0	10	20	35	60	73,650	-3.0	.000	-.185
Texas Institutions	24.5	16.6	.23	0	10	20	35	60	6,380	-3.2	.000	-.196
Top 50%	29.9	15.9	.07	5	20	30	40	60	60,318	-8.6	.000	-.539
Top 10%	33.9	15.8	.17	10	20	35	45	60	10,153	-12.6	.000	-.796
Effective Teaching Practices												
UHD (N = 1163)	39.4	15.0	.44	12	28	40	52	60				
Southwest Public	39.0	14.1	.07	16	28	40	52	60	1,229	.4	.343	.030
Carnegie Class	40.2	14.0	.05	16	32	40	52	60	1,195	-.8	.076	-.056
Texas Institutions	40.4	13.7	.19	16	32	40	52	60	1,632	-1.0	.041	-.070
Top 50%	41.8	13.6	.04	20	32	40	52	60	1,186	-2.4	.000	-.173
Top 10%	43.5	13.5	.08	20	36	44	56	60	1,248	-4.1	.000	-.303
Campus Environment												
Quality of Interactions												
UHD (N = 1016)	43.8	13.2	.41	20	35	46	55	60				
Southwest Public	42.6	12.7	.07	18	35	44	52	60	1,075	1.2	.005	.093
Carnegie Class	43.8	12.4	.05	20	36	46	54	60	1,044	.0	.982	-.001
Texas Institutions	43.2	12.6	.18	18	36	45	53	60	1,449	.6	.211	.045
Top 50%	45.2	11.8	.04	23	38	48	54	60	1,031	-1.4	.001	-.120
Top 10%	47.4	12.0	.06	24	40	50	58	60	1,065	-3.6	.000	-.301
Supportive Environment												
UHD (N = 1096)	34.2	15.0	.45	10	23	35	45	60				
Southwest Public	32.5	14.6	.08	8	23	33	43	60	1,162	1.7	.000	.117
Carnegie Class	32.1	14.4	.06	8	23	33	40	60	1,128	2.1	.000	.143
Texas Institutions	33.3	14.5	.21	10	23	33	43	60	1,597	.9	.088	.058
Top 50%	34.8	13.9	.04	13	25	35	45	60	1,115	-.6	.205	-.041
Top 10%	37.0	14.0	.10	13	28	38	48	60	1,205	-2.8	.000	-.197

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.