NSSE 2019
Multi-Year Report

University of Houston-Downtown

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data:* **nsse.indiana.edu/links/webinar**

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)

A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.

Engagement Results by Theme (pp. 4-7)

Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.

High-Impact Practices (pp. 8-9)

Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who *planned to do* an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.

Detailed Statistics (pp. 10-13)

Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013	15%	+/- 6.0%	227	171	56	19%	+/- 3.1%	784	652	132
2014										
2015										
2016	13%	+/- 8.4%	117	83	34	13%	+/- 3.8%	585	420	165
2017										
2018										
2019	28%	+/- 5.3%	245	180	65	27%	+/- 2.3%	1,311	1,069	242
2020										

Administration Details by Participation Year

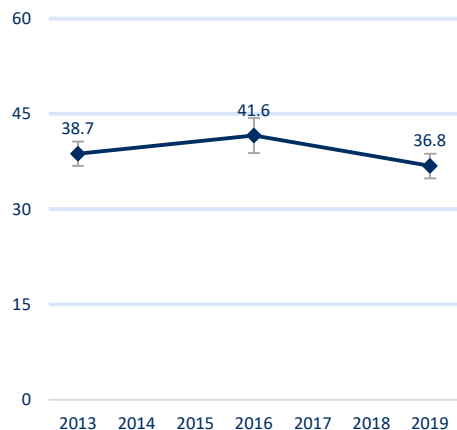| Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	No
2014							
2015							
2016	Email	Census	No	Academic Advising, Civic Engagement	No	No	No
2017							
2018							
2019	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	No
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

NSSE 2019 Multi-Year Report
Engagement Results by Theme
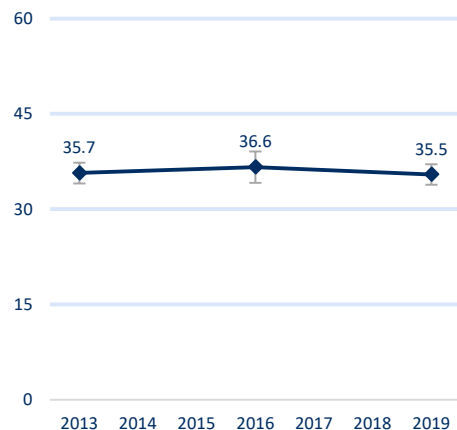## University of Houston-Downtown

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
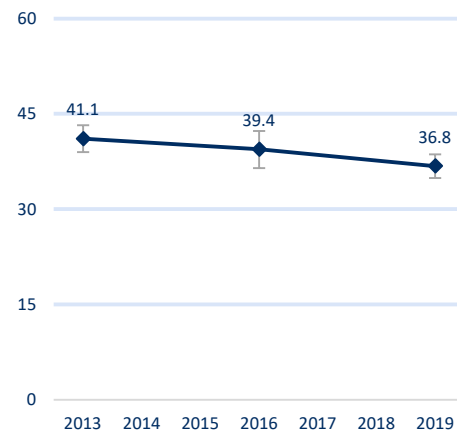
Academic Challenge: First-year students
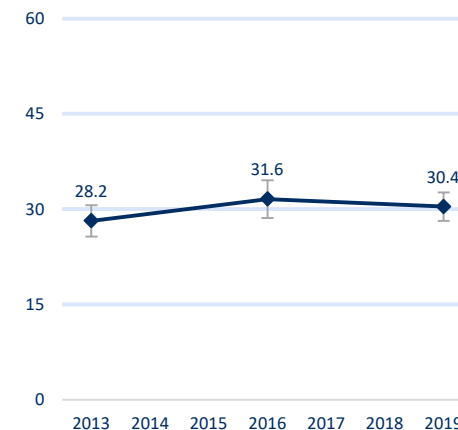
Higher-Order Learning

38.7 · 41.6 · 36.8 (2013–2019)

Reflective & Integrative Learning

35.7 · 36.6 · 35.5 (2013–2019)

Learning Strategies

41.1 · 39.4 · 36.8 (2013–2019)
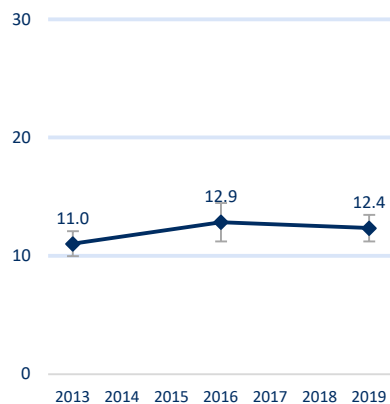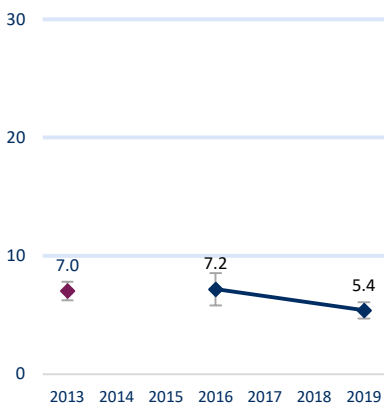
Quantitative Reasoning

28.2 · 31.6 · 30.4 (2013–2019)

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

11.0 · 12.9 · 12.4 (2013–2019)

Course Reading (hrs/wk)[a]

7.0 · 7.2 · 5.4 (2013–2019)

Assigned Writing (pages)[a]

52.8 · 57.2 · 60.2 (2013–2019)

Course Challenge[b]

5.6 · 5.6 · 5.3 (2013–2019)

Academic Emphasis[c]

3.2 · 3.1 · 3.0 (2013–2019)

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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Engagement Results by Theme

University of Houston-Downtown

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

Higher-Order Learning

Values: 42.8 (2013), 40.7 (2016), 40.7 (2019)

Reflective & Integrative Learning

Values: 38.6 (2013), 37.3 (2016), 38.1 (2019)

Learning Strategies

Values: 43.4 (2013), 42.0 (2016), 41.1 (2019)

Quantitative Reasoning

Values: 29.3 (2013), 29.4 (2016), 30.9 (2019)

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

Values: 13.4 (2013), 14.5 (2016), 14.1 (2019)

Course Reading (hrs/wk)[a]

Values: 8.0 (2013), 8.6 (2016), 8.1 (2019)

Assigned Writing (pages)[a]

Values: 59.5 (2013), 77.8 (2016), 69.3 (2019)

Course Challenge[b]

Values: 5.9 (2013), 5.9 (2016), 5.8 (2019)

Academic Emphasis[c]

Values: 3.2 (2013), 3.1 (2016), 3.1 (2019)

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
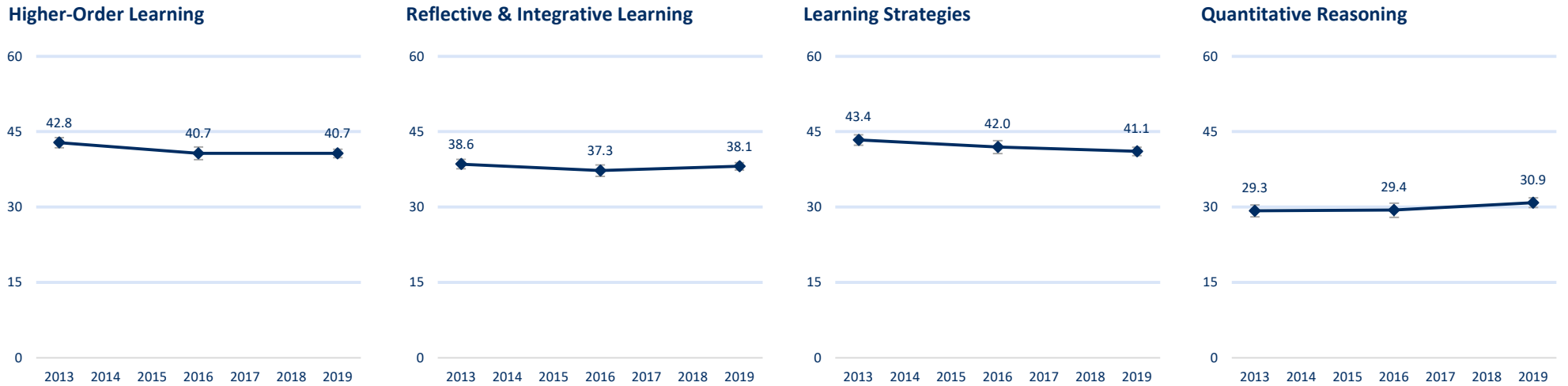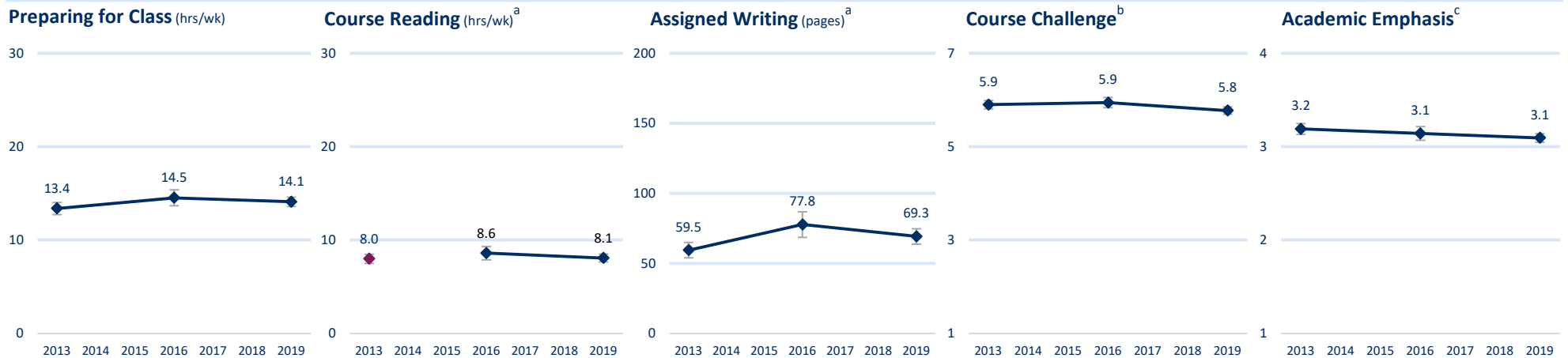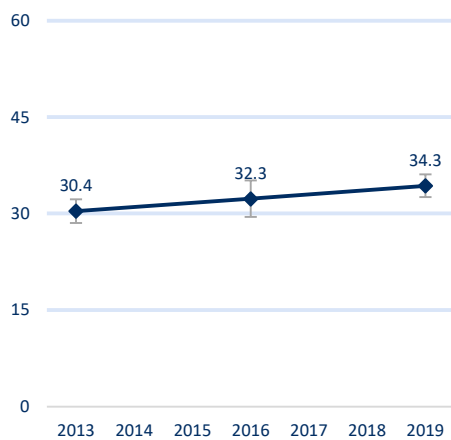
NSSE 2019 Multi-Year Report
Engagement Results by Theme
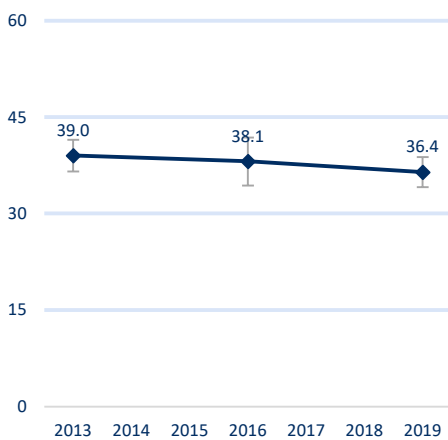## University of Houston-Downtown

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

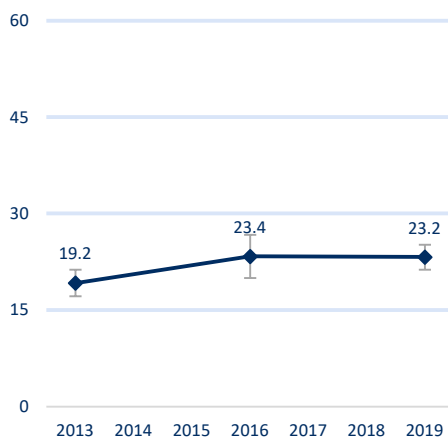### Learning with Peers: First-year students

Collaborative Learning

Values by year: 30.4 (2013), 32.3 (2016), 34.3 (2019)

Discussions with Diverse Others

Values by year: 39.0 (2013), 38.1 (2016), 36.4 (2019)

Experiences with Faculty: First-year students

Student-Faculty Interaction

Values by year: 19.2 (2013), 23.4 (2016), 23.2 (2019)

Effective Teaching Practices

Values by year: 41.9 (2013), 40.4 (2016), 37.9 (2019)
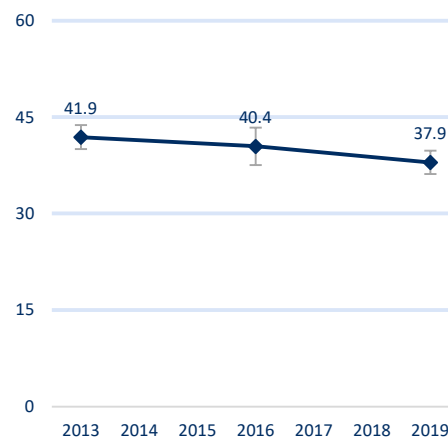
Campus Environment: First-year students

Quality of Interactions
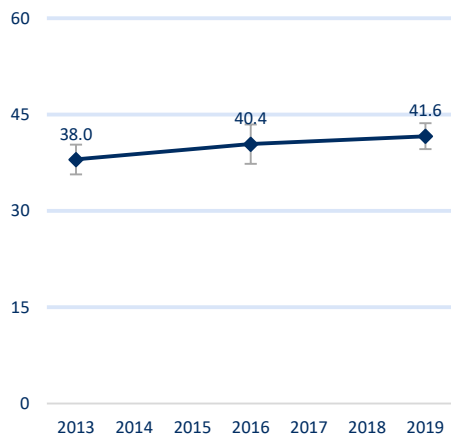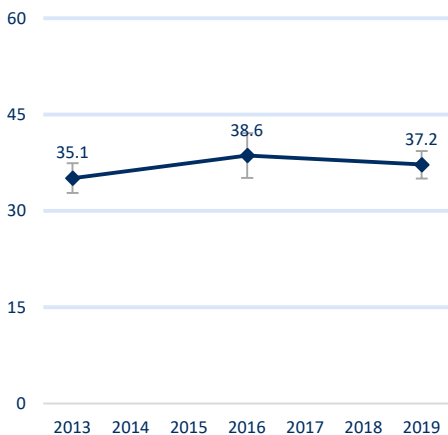
Values by year: 38.0 (2013), 40.4 (2016), 41.6 (2019)

Supportive Environment

Values by year: 35.1 (2013), 38.6 (2016), 37.2 (2019)

NSSE 2019 Multi-Year Report
Engagement Results by Theme
University of Houston-Downtown

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

29.6 (2013), 30.2 (2016), 32.2 (2019)

Discussions with Diverse Others

44.1 (2013), 41.0 (2016), 41.4 (2019)
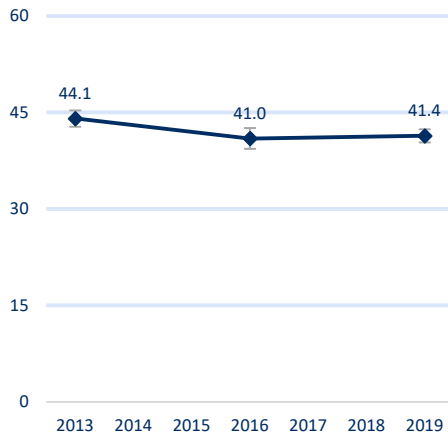
Experiences with Faculty: Seniors

Student-Faculty Interaction
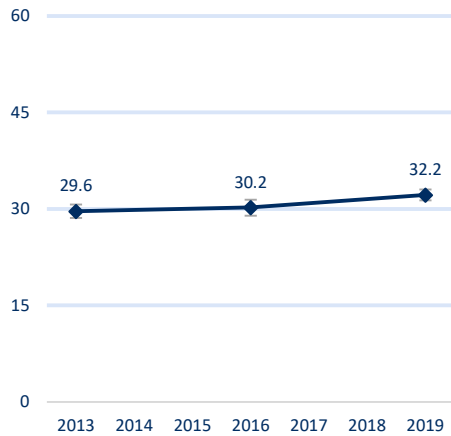

17.7 (2013), 17.6 (2016), 21.3 (2019)

Effective Teaching Practices

40.6 (2013), 38.8 (2016), 39.4 (2019)
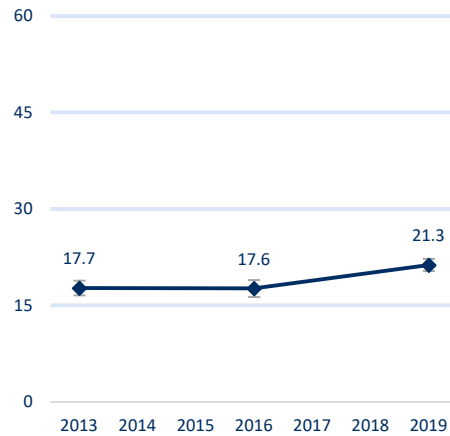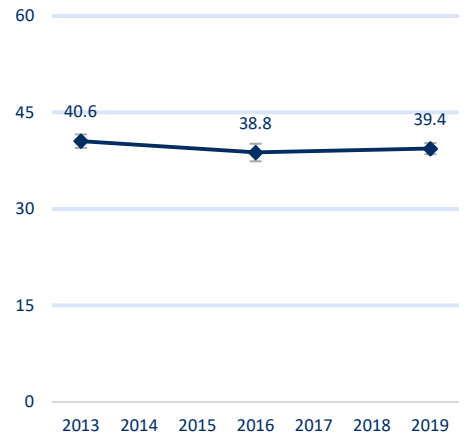
Campus Environment: Seniors

Quality of Interactions
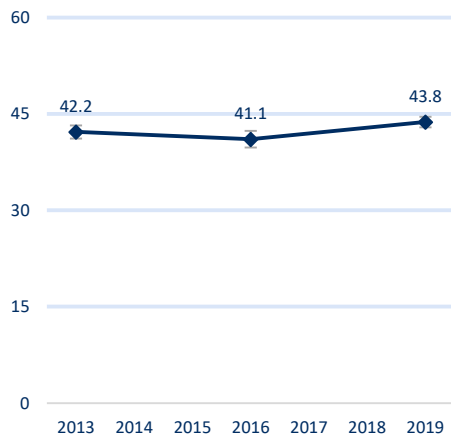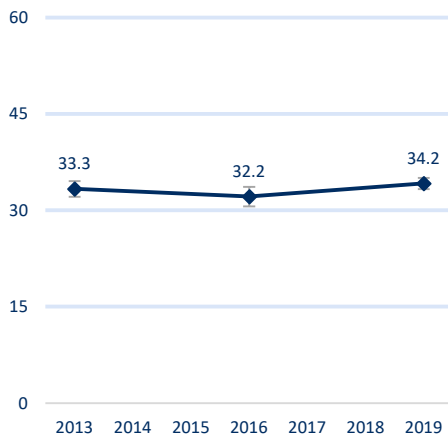
42.2 (2013), 41.1 (2016), 43.8 (2019)

Supportive Environment

33.3 (2013), 32.2 (2016), 34.2 (2019)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

Service-Learning
(Some, most, or all courses)
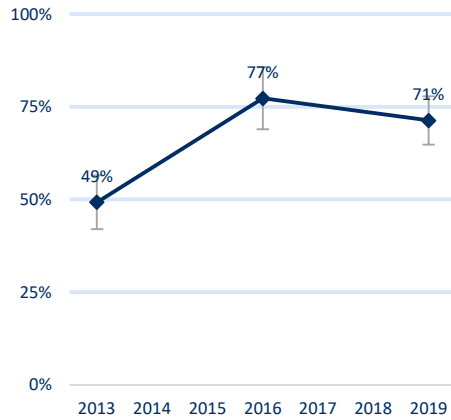
Learning Community
(Done or in progress)

Research with Faculty
(Done or in progress)
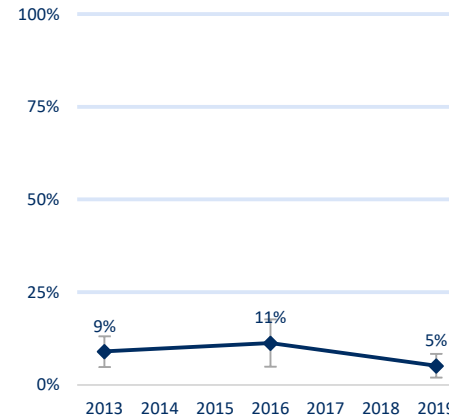
Internship/Field Experience
(Plan to do)
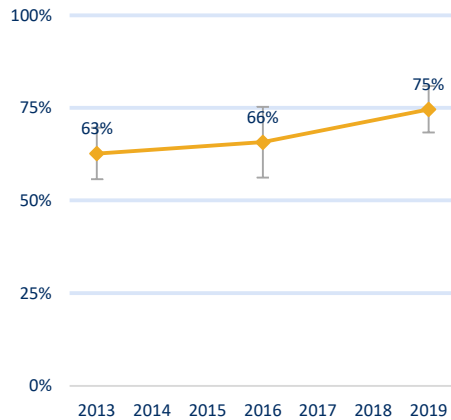
Study Abroad
(Plan to do)
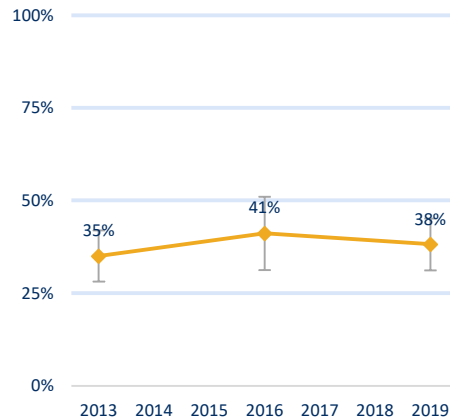
Culminating Senior Experience
(Plan to do)
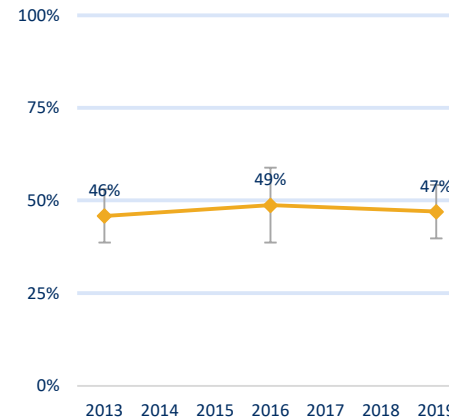
Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.
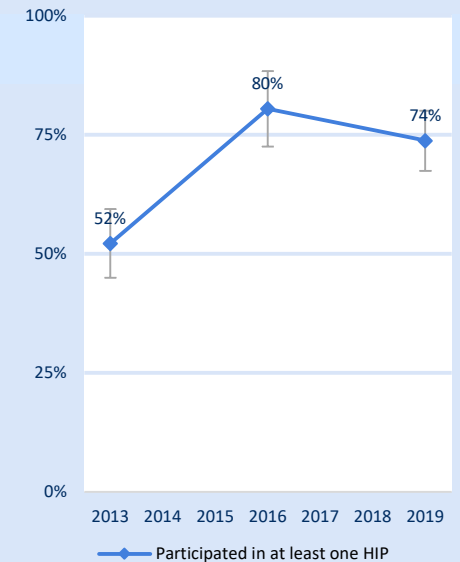
— Participated in at least one HIP

NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

NSSE 2019 Multi-Year Report
High-Impact Practices
## University of Houston-Downtown

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

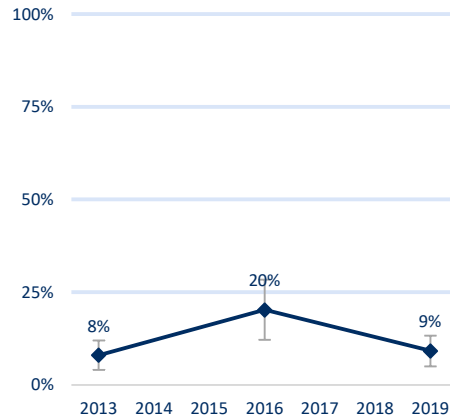**Service-Learning**
(Some, most, or all courses)
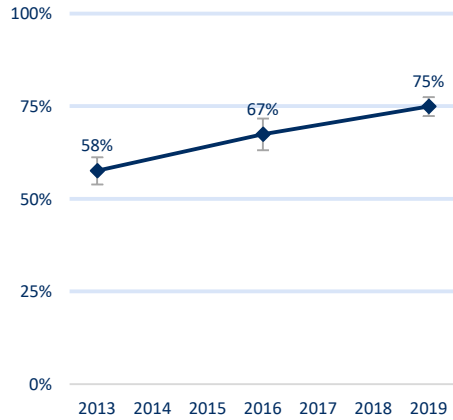
Learning Community
(Done or in progress)
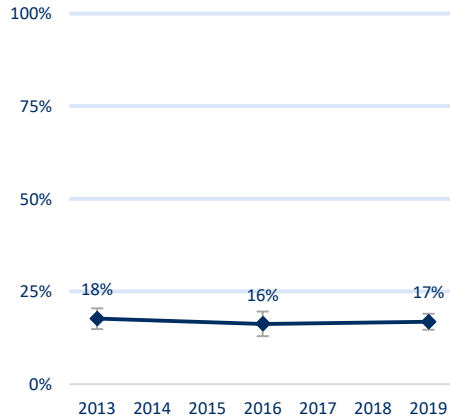
Research with Faculty
(Done or in progress)
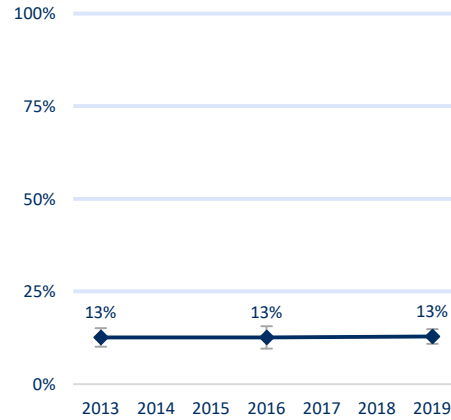
Internship/Field Experience
(Done or in progress)
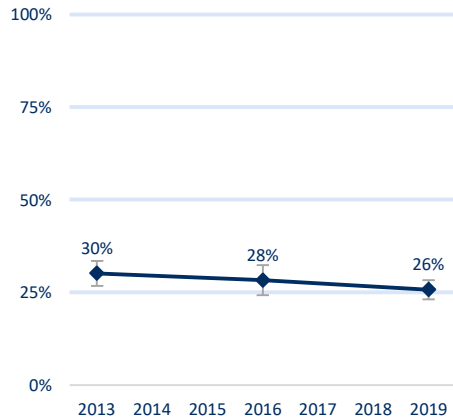
Study Abroad
(Done or in progress)
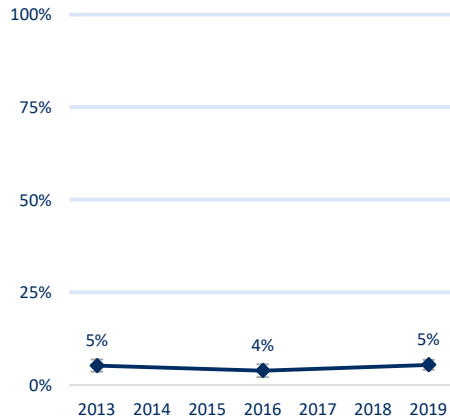
Culminating Senior Experience
(Done or in progress)
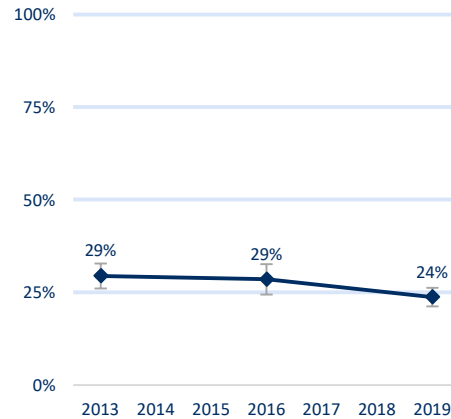
Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.

— Participated in two or more HIPs
— Participated in one HIP

NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

|		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	Mean	**38.7**			**41.6**			**36.8**		**42.8**			**40.7**			**40.7**	
	n	196			103			205		725			502			1,164	
	SD	13.7			14.4			14.2		13.9			14.5			14.4	
	SE	.98			1.42			.99		.52			.65			.42	
	CI upper bound	40.7			44.4			38.8		43.9			42.0			41.5	
	CI lower bound	36.8			38.8			34.9		41.8			39.4			39.9	
Reflective & Integrative Learning	Mean	**35.7**			**36.6**			**35.5**		**38.6**			**37.3**			**38.1**	
	n	206			105			219		753			533			1,228	
	SD	12.0			13.0			12.2		13.2			13.3			13.1	
	SE	.84			1.26			.82		.48			.57			.37	
	CI upper bound	37.3			39.1			37.1		39.5			38.4			38.9	
	CI lower bound	34.0			34.2			33.9		37.6			36.1			37.4	
Learning Strategies	Mean	**41.1**			**39.4**			**36.8**		**43.4**			**42.0**			**41.1**	
	n	179			92			191		692			468			1,122	
	SD	14.4			14.4			13.0		13.8			14.1			13.9	
	SE	1.08			1.49			.94		.53			.65			.42	
	CI upper bound	43.2			42.3			38.6		44.4			43.2			41.9	
	CI lower bound	39.0			36.5			34.9		42.3			40.7			40.3	
Quantitative Reasoning	Mean	**28.2**			**31.6**			**30.4**		**29.3**			**29.4**			**30.9**	
	n	203			103			192		745			516			1,131	
	SD	18.0			15.4			15.7		16.6			16.5			16.4	
	SE	1.26			1.52			1.13		.61			.72			.49	
	CI upper bound	30.7			34.6			32.6		30.4			30.8			31.8	
	CI lower bound	25.7			28.6			28.2		28.1			28.0			29.9	
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean	**11.0**			**12.9**			**12.4**		**13.4**			**14.5**			**14.1**	
	n	167			89			180		660			435			1,097	
	SD	7.0			7.8			7.7		8.5			9.2			8.4	
	SE	.54			.83			.57		.33			.44			.25	
	CI upper bound	12.1			14.5			13.5		14.0			15.4			14.6	
	CI lower bound	10.0			11.2			11.2		12.7			13.7			13.6	
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	Mean	**7.0**			**7.2**			**5.4**		**8.0**			**8.6**			**8.1**	
	n	165			89			180		660			431			1,089	
	SD	5.1			6.6			4.7		6.3			7.5			6.8	
	SE	.40			.70			.35		.25			.36			.21	
	CI upper bound	7.8			8.6			6.1		8.5			9.3			8.5	
	CI lower bound	6.3			5.8			4.7		7.5			7.9			7.7	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2019 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
University of Houston-Downtown

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*	**52.8**			**57.2**			**60.2**		**59.5**			**77.8**			**69.3**	
Estimated number of pages	*n*	175			86			194		628			434			1,132	
calculated from three survey	*SD*	86.6			68.5			82.5		70.7			97.2			93.8	
questions.	*SE*	6.55			7.38			5.93		2.82			4.67			2.79	
	CI upper bound	65.6			71.6			71.8		65.0			86.9			74.7	
	CI lower bound	39.9			42.7			48.6		54.0			68.7			63.8	
Course Challenge	*Mean*	**5.6**			**5.6**			**5.3**		**5.9**			**5.9**			**5.8**	
Extent to which courses challenged	*n*	182			97			188		707			472			1,121	
students to do their best work (1 =	*SD*	1.2			1.2			1.3		1.2			1.2			1.3	
"Not at all" to 7 = "Very much").	*SE*	.09			.13			.10		.04			.06			.04	
	CI upper bound	5.8			5.8			5.5		6.0			6.1			5.9	
	CI lower bound	5.4			5.4			5.2		5.8			5.8			5.7	
Academic Emphasis	*Mean*	**3.2**			**3.1**			**3.0**		**3.2**			**3.1**			**3.1**	
Perceived institutional emphasis on	*n*	164			92			185		665			442			1,104	
spending significant time studying	*SD*	0.7			0.8			0.8		0.8			0.8			0.8	
and on academic work (1 = "Very	*SE*	.06			.09			.06		.03			.04			.02	
little," 2 = "Some," 3 = "Quite a bit,"	*CI upper bound*	3.3			3.3			3.2		3.2			3.2			3.1	
and 4 = "Very much").	*CI lower bound*	3.1			2.9			2.9		3.1			3.1			3.0	
Learning with Peers																	
Collaborative Learning	*Mean*	**30.4**			**32.3**			**34.3**		**29.6**			**30.2**			**32.2**	
	n	215			110			235		753			547			1,276	
	SD	13.8			15.1			13.8		14.7			15.0			15.2	
	SE	.94			1.45			.90		.54			.64			.42	
	CI upper bound	32.2			35.1			36.1		30.7			31.5			33.0	
	CI lower bound	28.5			29.5			32.5		28.6			29.0			31.4	
Discussions with Diverse Others	*Mean*	**39.0**			**38.1**			**36.4**		**44.1**			**41.0**			**41.4**	
	n	189			94			194		698			473			1,113	
	SD	17.3			18.4			16.8		17.1			18.0			17.4	
	SE	1.26			1.90			1.20		.65			.83			.52	
	CI upper bound	41.5			41.8			38.8		45.3			42.6			42.4	
	CI lower bound	36.6			34.4			34.1		42.8			39.4			40.4	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2019 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
University of Houston-Downtown

		First-year students 2013	2014	2015	2016	2017	2018	2019	2020	Seniors 2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*	**19.2**			**23.4**			**23.2**		**17.7**			**17.6**			**21.3**	
	n	201			105			210		738			520			1,191	
	SD	14.8			17.6			14.2		15.9			15.1			16.5	
	SE	1.05			1.71			.98		.58			.66			.48	
	CI upper bound	21.3			26.7			25.1		18.9			18.9			22.2	
	CI lower bound	17.2			20.0			21.3		16.6			16.3			20.3	
Effective Teaching Practices	*Mean*	**41.9**			**40.4**			**37.9**		**40.6**			**38.8**			**39.4**	
	n	207			104			204		746			525			1,163	
	SD	13.7			15.1			13.2		14.7			15.9			15.0	
	SE	.95			1.48			.93		.54			.70			.44	
	CI upper bound	43.7			43.3			39.8		41.6			40.2			40.3	
	CI lower bound	40.0			37.6			36.1		39.5			37.4			38.5	
Campus Environment																	
Quality of Interactions	*Mean*	**38.0**			**40.4**			**41.6**		**42.2**			**41.1**			**43.8**	
	n	175			90			180		660			432			1,016	
	SD	15.5			14.8			13.7		13.5			13.6			13.2	
	SE	1.17			1.56			1.02		.53			.65			.41	
	CI upper bound	40.3			43.4			43.6		43.2			42.4			44.6	
	CI lower bound	35.7			37.3			39.6		41.2			39.8			42.9	
Supportive Environment	*Mean*	**35.1**			**38.6**			**37.2**		**33.3**			**32.2**			**34.2**	
	n	162			87			183		658			433			1,096	
	SD	15.1			16.5			14.8		15.7			16.1			15.0	
	SE	1.19			1.77			1.09		.61			.77			.45	
	CI upper bound	37.4			42.1			39.3		34.5			33.7			35.1	
	CI lower bound	32.8			35.2			35.1		32.1			30.6			33.3	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: High-Impact Practices
University of Houston-Downtown

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%	49			77			71		58			67			75	
	n	184			96			185		702			466			1,113	
	SE	3.7			4.3			3.3		1.9			2.2			1.3	
	CI upper bound (%)	57			86			78		61			72			77	
	CI lower bound (%)	42			69			65		54			63			72	
Learning Community[a]	%	8			20			9		18			16			17	
	n	184			95			187		709			471			1,115	
	SE	2.0			4.2			2.1		1.4			1.7			1.1	
	CI upper bound (%)	12			28			13		21			20			19	
	CI lower bound (%)	4			12			5		15			13			15	
Research with Faculty[a]	%	9			11			5		13			13			13	
	n	183			95			183		700			466			1,121	
	SE	2.1			3.3			1.6		1.3			1.5			1.0	
	CI upper bound (%)	13			18			8		15			16			15	
	CI lower bound (%)	5			5			2		10			10			11	
Internship or Field Experience[b] (First-year results: Plan to do)	%	63			66			75		30			28			26	
	n	185			96			188		711			473			1,126	
	SE	3.6			4.9			3.2		1.7			2.1			1.3	
	CI upper bound (%)	70			75			81		34			32			28	
	CI lower bound (%)	56			56			68		27			24			23	
Study Abroad[b] (First-year results: Plan to do)	%	35			41			38		5			4			5	
	n	184			96			187		707			467			1,121	
	SE	3.5			5.0			3.6		0.8			0.9			0.7	
	CI upper bound (%)	42			51			45		7			6			7	
	CI lower bound (%)	28			31			31		4			2			4	
Culminating Senior Experience[b] (First-year results: Plan to do)	%	46			49			47		29			29			24	
	n	184			95			185		707			470			1,117	
	SE	3.7			5.2			3.7		1.7			2.1			1.3	
	CI upper bound (%)	53			59			54		33			33			26	
	CI lower bound (%)	39			39			40		26			24			21	
Overall HIP Participation[c]																	
Participated in one HIP	%	41			61			64		30			37			42	
	n	184			96			187		711			475			1,128	
	SE	3.6			5.0			3.5		1.7			2.2			1.5	
	CI upper bound (%)	48			71			70		33			41			45	
	CI lower bound (%)	34			51			57		27			33			39	
Participated in two or more HIPs	%	11			19			10		41			43			41	
	n	184			96			187		711			475			1,128	
	SE	2.3			4.0			2.2		1.8			2.3			1.5	
	CI upper bound (%)	16			27			15		45			47			43	
	CI lower bound (%)	7			11			6		37			38			38	

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p * (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 1.96 * SE).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.