NSSE 2022 Engagement Indicators

Overview

University of Houston-Downtown

Engagement Indicators: Overview

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

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Large Pub	Your first-year students compared with Carnegie Class	Your first-year students compared with Large TX Unv.
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 Large Pub	Your seniors compared with Carnegie Class	Your seniors compared with Large TX Unv.
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	△	△	△

NSSE 2022 Engagement Indicators
Academic Challenge
University of Houston-Downtown

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 | | | | | |
| | | Large Pub | | Carnegie Class | | Large TX Unv. | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.7	37.8 *	.13	37.8 *	.14	36.9 ***	.20
Reflective & Integrative Learning	36.4	34.8 *	.12	35.1	.10	34.4 **	.16
Learning Strategies	39.2	39.0	.01	38.5	.05	37.1 **	.15
Quantitative Reasoning	30.6	28.5 *	.13	28.5 *	.14	28.8 *	.12

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

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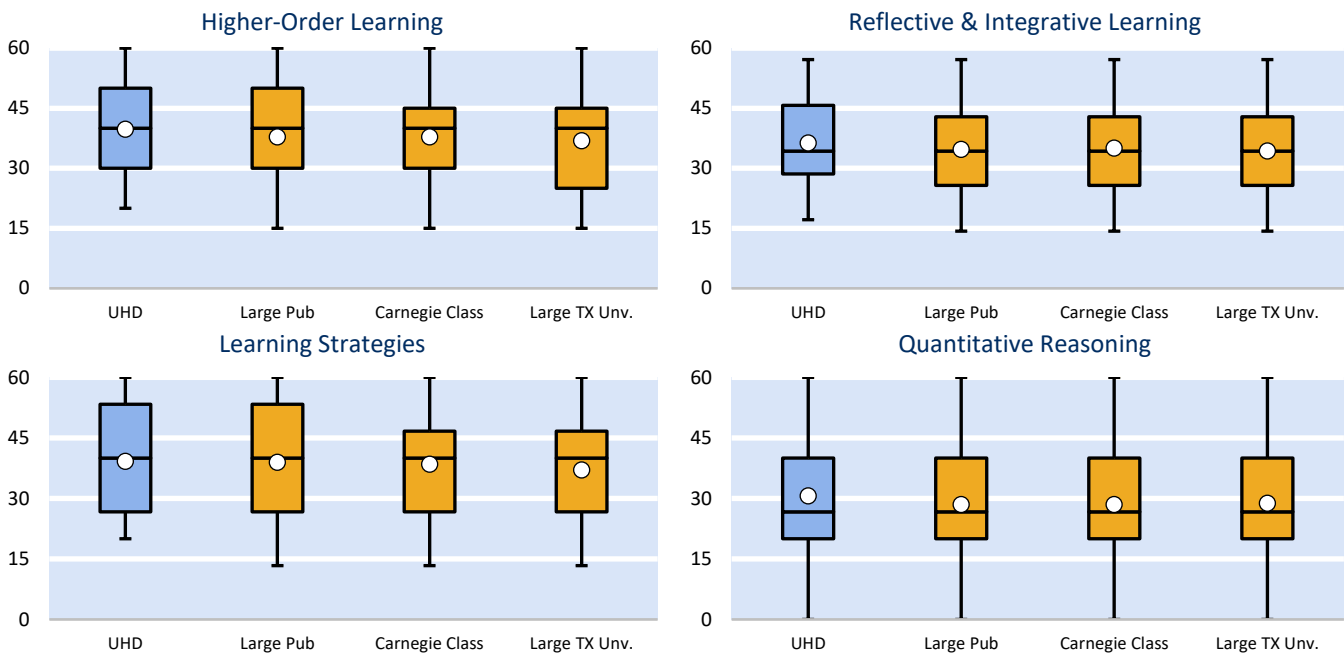
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

Higher-Order Learning	UHD	Percentage point difference [a] between your FY students and		
		Large Pub	Carnegie Class	Large TX Unv.
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	66	-2	-2	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+4	+3	+5
4d. Evaluating a point of view, decision, or information source	77	+6	+6	+10
4e. Forming a new idea or understanding from various pieces of information	77	+8	+7	+10

Reflective & Integrative Learning	UHD	Large Pub	Carnegie Class	Large TX Unv.
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	49	+4	+0	+1
2b. Connected your learning to societal problems or issues	55	+6	+2	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+11	+8	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+5	+6	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+2	+3	+3
2f. Learned something that changed the way you understand an issue or concept	71	+4	+4	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-0	-1	+2

Learning Strategies	UHD	Large Pub	Carnegie Class	Large TX Unv.
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	75	+1	+1	+7
9b. Reviewed your notes after class	69	+1	+3	+3
9c. Summarized what you learned in class or from course materials	70	+3	+4	+7

Quantitative Reasoning	UHD	Large Pub	Carnegie Class	Large TX Unv.
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	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+7	+6	+6
6c. Evaluated what others have concluded from numerical information	45	+5	+5	+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.

NSSE 2022 Engagement Indicators
Academic Challenge
University of Houston-Downtown

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 | | | | | |
| | | Large Pub | | Carnegie Class | | Large TX Unv. | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	40.5 **	.10	40.5 ***	.10	39.9 ***	.14
Reflective & Integrative Learning	39.1	38.1 **	.08	38.0 **	.08	37.2 ***	.15
Learning Strategies	42.4	40.3 ***	.14	39.7 ***	.18	39.7 ***	.18
Quantitative Reasoning	31.6	30.8	.05	30.6 *	.06	30.5 *	.07

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

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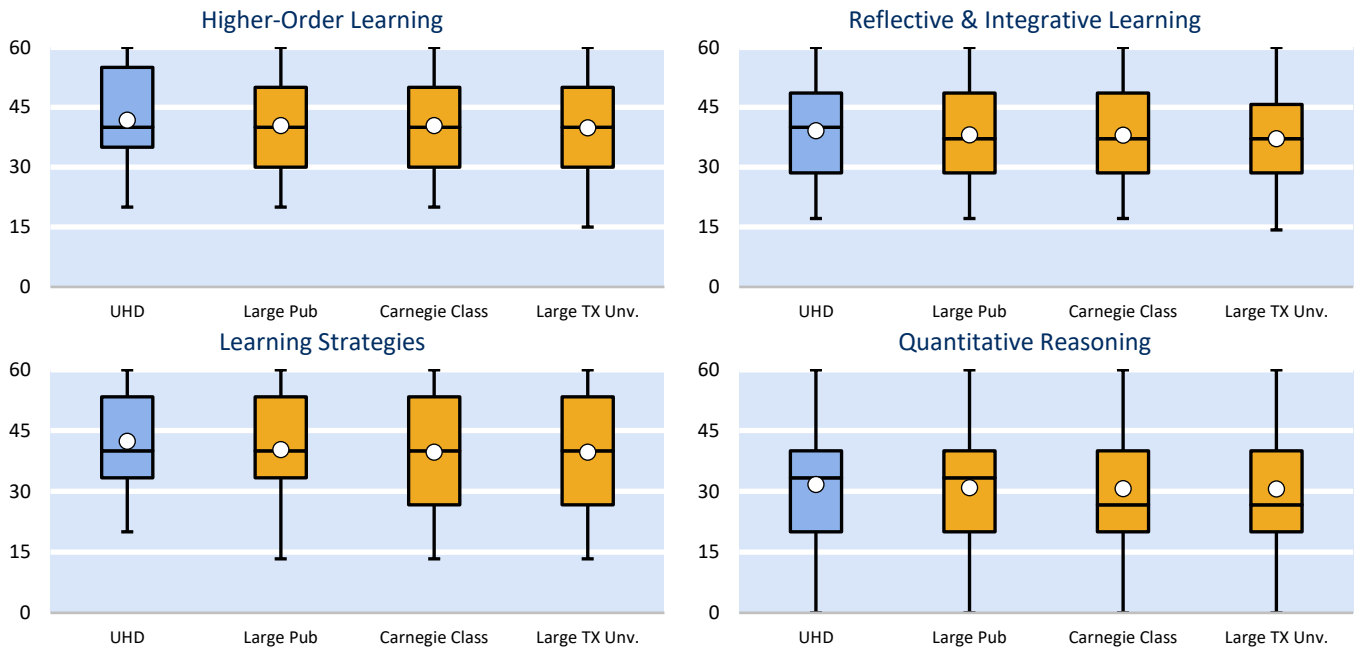
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

Percentage point difference [a] between your seniors and

Higher-Order Learning	UHD	Large Pub	Carnegie Class	Large TX Unv.
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	77	+1	+0	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+4	+3	+5
4d. Evaluating a point of view, decision, or information source	79	+6	+7	+9
4e. Forming a new idea or understanding from various pieces of information	80	+5	+5	+7

Reflective & Integrative Learning	UHD	Large Pub	Carnegie Class	Large TX Unv.
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	62	-2	-3	-1
2b. Connected your learning to societal problems or issues	63	+2	+1	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+3	+3	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+4	+5	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+4	+5	+6
2f. Learned something that changed the way you understand an issue or concept	75	+4	+4	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+1	+0	+3

Learning Strategies	UHD	Large Pub	Carnegie Class	Large TX Unv.
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	82	+4	+4	+7
9b. Reviewed your notes after class	77	+9	+10	+9
9c. Summarized what you learned in class or from course materials	76	+5	+7	+8

Quantitative Reasoning	UHD	Large Pub	Carnegie Class	Large TX Unv.
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.)	61	+4	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+4	+4	+5
6c. Evaluated what others have concluded from numerical information	48	+2	+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.

NSSE 2022 Engagement Indicators
Comparisons with High-Performing Institutions
University of Houston-Downtown

Comparisons with Top 50% and Top 10% Institutions

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

  (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
  (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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	39.7	39.2	.04	✓	42.1 **	-.18	
	Reflective and Integrative Learning	36.4	36.9	-.04	✓	39.2 ***	-.24	
	Learning Strategies	39.2	39.6	-.03	✓	42.9 ***	-.26	
	Quantitative Reasoning	30.6	30.2	.03	✓	33.3 **	-.17	
Learning with Peers	Collaborative Learning	29.0	31.8 ***	-.21		35.4 ***	-.48	
	Discussions with Diverse Others	35.6	39.8 ***	-.28		42.6 ***	-.49	
Experiences with Faculty	Student-Faculty Interaction	21.2	24.3 ***	-.20		27.8 ***	-.43	
	Effective Teaching Practices	40.0	40.3	-.02	✓	43.3 ***	-.24	
Campus Environment	Quality of Interactions	43.7	45.1	-.12		48.2 ***	-.36	
	Supportive Environment	37.3	35.9	.10	✓	39.1 *	-.14	

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	41.8	41.9	-.01	✓	44.2 ***	-.19	
	Reflective and Integrative Learning	39.1	40.3 **	-.09		42.7 ***	-.30	
	Learning Strategies	42.4	41.1 ***	.09	✓	43.5 **	-.08	
	Quantitative Reasoning	31.6	32.5	-.05	✓	35.3 ***	-.23	
Learning with Peers	Collaborative Learning	30.9	34.0 ***	-.21		37.9 ***	-.50	
	Discussions with Diverse Others	39.0	40.4 **	-.09		43.2 ***	-.27	
Experiences with Faculty	Student-Faculty Interaction	20.4	28.8 ***	-.51		33.2 ***	-.79	
	Effective Teaching Practices	39.2	41.9 ***	-.19		44.5 ***	-.38	
Campus Environment	Quality of Interactions	44.3	45.6 ***	-.11		48.0 ***	-.30	
	Supportive Environment	35.2	34.2 *	.07	✓	37.4 ***	-.15	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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[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 = 326)	39.7	14.1	.78	20	30	40	50	60				
Large Pub	37.8	14.3	.18	15	30	40	50	60	6,362	1.9	.019	.133
Carnegie Class	37.8	13.7	.06	15	30	40	45	60	48,525	1.9	.012	.140
Large TX Unv.	36.9	14.0	.13	15	25	40	45	60	12,390	2.8	.000	.202
Top 50%	39.2	13.3	.04	20	30	40	50	60	108,550	.5	.496	.038
Top 10%	42.1	13.0	.12	20	35	40	55	60	12,270	-2.3	.002	-.176
Reflective & Integrative Learning												
UHD (N = 345)	36.4	12.7	.69	17	29	34	46	57				
Large Pub	34.8	12.9	.16	14	26	34	43	57	6,836	1.6	.025	.124
Carnegie Class	35.1	12.5	.05	14	26	34	43	57	52,701	1.3	.058	.102
Large TX Unv.	34.4	12.6	.11	14	26	34	43	57	13,628	2.0	.003	.159
Top 50%	36.9	12.1	.04	17	29	37	46	60	346	-.5	.432	-.045
Top 10%	39.2	11.8	.10	20	31	40	49	60	358	-2.8	.000	-.241
Learning Strategies												
UHD (N = 313)	39.2	14.0	.79	20	27	40	53	60				
Large Pub	39.0	14.8	.20	13	27	40	53	60	5,958	.2	.831	.012
Carnegie Class	38.5	14.3	.07	13	27	40	47	60	44,918	.7	.410	.047
Large TX Unv.	37.1	14.1	.13	13	27	40	47	60	11,508	2.1	.009	.149
Top 50%	39.6	14.1	.04	20	27	40	53	60	98,957	-.4	.624	-.028
Top 10%	42.9	14.3	.11	20	33	40	60	60	18,367	-3.8	.000	-.263
Quantitative Reasoning												
UHD (N = 323)	30.6	16.4	.92	0	20	27	40	60				
Large Pub	28.5	16.2	.21	0	20	27	40	60	6,041	2.2	.020	.133
Carnegie Class	28.5	15.8	.07	0	20	27	40	60	45,628	2.1	.015	.136
Large TX Unv.	28.8	15.7	.15	0	20	27	40	60	11,651	1.9	.035	.119
Top 50%	30.2	15.3	.05	7	20	27	40	60	323	.5	.609	.031
Top 10%	33.3	15.5	.13	7	20	33	40	60	334	-2.6	.005	-.170
Learning with Peers												
Collaborative Learning												
UHD (N = 348)	29.0	14.5	.78	5	20	30	40	55				
Large Pub	21.1	15.9	.19	0	5	20	30	50	391	7.8	.000	.495
Carnegie Class	24.4	15.9	.07	0	15	25	35	55	352	4.5	.000	.286
Large TX Unv.	28.7	14.4	.12	5	20	30	40	55	14,854	.2	.783	.015
Top 50%	31.8	13.9	.04	10	20	30	40	60	100,945	-2.9	.000	-.208
Top 10%	35.4	13.5	.10	15	25	35	45	60	18,737	-6.5	.000	-.478
Discussions with Diverse Others												
UHD (N = 318)	35.6	18.0	1.01	0	20	40	50	60				
Large Pub	35.4	18.1	.24	0	20	40	50	60	5,986	.1	.916	.006
Carnegie Class	35.6	17.2	.08	0	20	40	50	60	45,218	-.1	.953	-.003
Large TX Unv.	36.3	16.8	.16	5	20	40	50	60	11,581	-.7	.438	-.044
Top 50%	39.8	15.1	.05	15	30	40	55	60	319	-4.3	.000	-.283
Top 10%	42.6	14.2	.13	20	35	40	55	60	328	-7.0	.000	-.490

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 = 336)	21.2	15.8	.86	0	10	20	30	55				
Large Pub	18.7	15.1	.19	0	5	15	25	50	6,577	2.5	.003	.167
Carnegie Class	20.2	15.0	.07	0	10	20	30	50	50,482	1.1	.189	.072
Large TX Unv.	19.3	15.4	.14	0	5	15	30	50	12,947	1.9	.025	.124
Top 50%	24.3	15.1	.06	5	15	20	35	55	55,506	-3.1	.000	-.205
Top 10%	27.8	15.3	.16	5	15	25	40	60	9,687	-6.6	.000	-.429
Effective Teaching Practices												
UHD (N = 331)	40.0	15.0	.83	15	28	40	52	60				
Large Pub	38.8	15.0	.19	12	28	40	52	60	6,368	1.2	.156	.080
Carnegie Class	38.6	14.2	.06	16	28	40	48	60	48,389	1.4	.078	.097
Large TX Unv.	36.8	14.2	.13	12	28	36	48	60	12,379	3.2	.000	.225
Top 50%	40.3	13.8	.05	16	32	40	52	60	332	-.3	.701	-.023
Top 10%	43.3	13.7	.13	20	36	44	56	60	345	-3.3	.000	-.242
Campus Environment												
Quality of Interactions												
UHD (N = 295)	43.7	14.5	.84	14	36	46	56	60				
Large Pub	43.5	13.6	.19	16	36	46	54	60	5,237	.2	.818	.014
Carnegie Class	43.2	12.9	.06	18	36	45	53	60	297	.5	.526	.042
Large TX Unv.	42.4	12.9	.13	18	35	44	52	60	307	1.3	.116	.104
Top 50%	45.1	11.9	.05	22	38	48	54	60	296	-1.4	.092	-.120
Top 10%	48.2	12.5	.12	23	42	50	60	60	305	-4.5	.000	-.359
Supportive Environment												
UHD (N = 313)	37.3	14.8	.83	13	28	38	48	60				
Large Pub	32.7	15.0	.20	8	23	33	43	60	5,783	4.5	.000	.303
Carnegie Class	33.1	14.3	.07	10	23	33	43	60	43,494	4.2	.000	.293
Large TX Unv.	34.3	14.4	.14	10	23	35	43	60	11,154	3.0	.000	.210
Top 50%	35.9	13.6	.05	13	26	38	45	60	68,886	1.4	.078	.100
Top 10%	39.1	13.3	.15	18	30	40	50	60	332	-1.8	.033	-.136

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 2022

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

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 2021 and 2022 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment,*

13 (Summer/Fall), pp. 22-38.

NSSE 2022 Engagement Indicators
Learning with Peers
University of Houston-Downtown
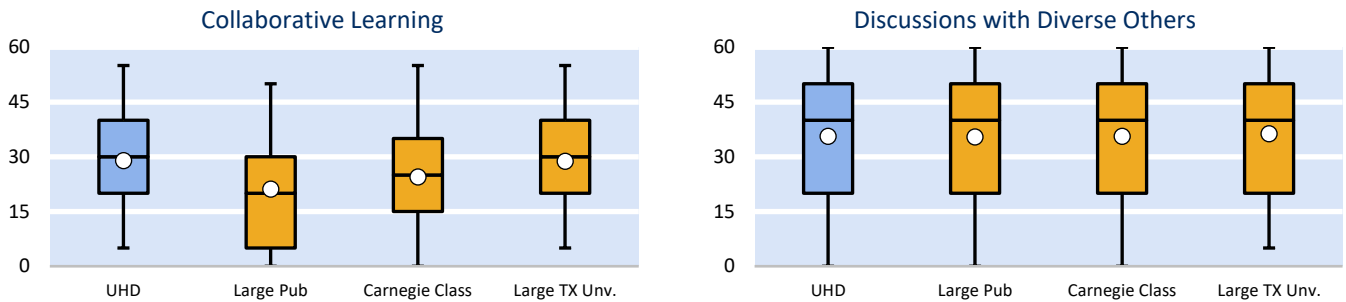
Learning with Peers: First-year students

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

	UHD	Large Pub		Carnegie Class		Large TX Unv.	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	29.0	21.1 ***	.49	24.4 ***	.29	28.7	.01
Discussions with Diverse Others	35.6	35.4	.01	35.6	.00	36.3	-.04

Your first-year students compared with

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	Large Pub	Carnegie Class	Large TX Unv.
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	47	+19	+11	+2
1c. Explained course material to one or more students	45	+13	+7	+0
1d. Prepared for exams by discussing or working through course material with other students	37	+9	+4	-2
1e. Worked with other students on course projects or assignments	51	+19	+11	+3
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	71	+7	+7	+6
8b. People from an economic background other than your own	63	+1	-0	-2
8c. People with religious beliefs other than your own	62	+5	+4	+2
8d. People with political views other than your own	57	-0	+1	+0

Percentage point difference [a] between your FY students and

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.
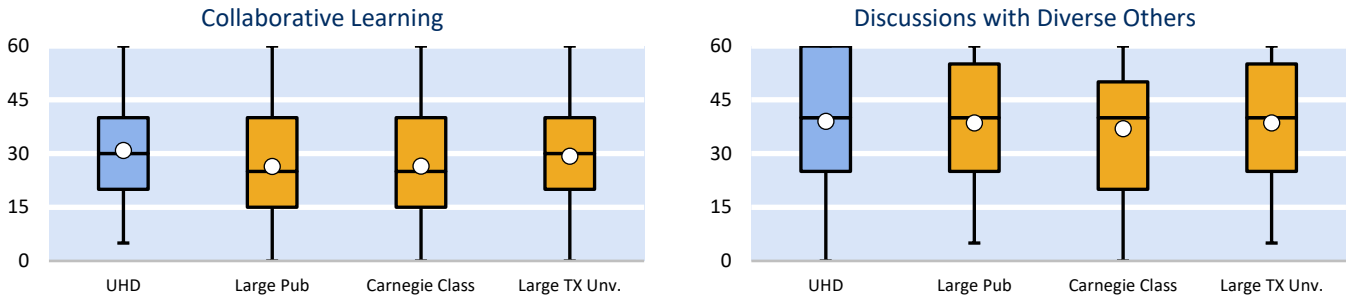
Learning with Peers: Seniors

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

	UHD	Large Pub		Carnegie Class		Large TX Unv.	
			Your seniors compared with				
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	30.9	26.4 ***	.27	26.5 ***	.26	29.3 ***	.10
Discussions with Diverse Others	39.0	38.6	.03	36.9 ***	.12	38.6	.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

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Performance on Indicator Items

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	UHD	Large Pub	Carnegie Class	Large TX Unv.
		Percentage point difference [a] between your seniors and		
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	42	+9	+7	+2
1c. Explained course material to one or more students	49	+6	+5	-0
1d. Prepared for exams by discussing or working through course material with other students	42	+10	+9	+4
1e. Worked with other students on course projects or assignments	62	+11	+11	+7
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	74	+4	+9	+4
8b. People from an economic background other than your own	70	+2	+5	+2
8c. People with religious beliefs other than your own	66	+1	+5	+0
8d. People with political views other than your own	62	-0	+3	-0

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.

NSSE 2022 Engagement Indicators
Experiences with Faculty
University of Houston-Downtown

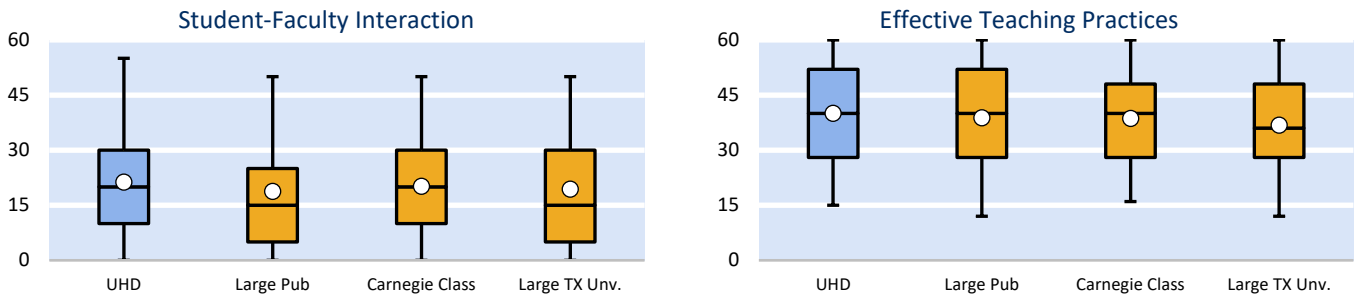## Experiences with Faculty: First-year students

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 | | | | | |
| | | Large Pub | | Carnegie Class | | Large TX Unv. | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.2	18.7 **	.17	20.2	.07	19.3 *	.12
Effective Teaching Practices	40.0	38.8	.08	38.6	.10	36.8 ***	.22

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 | Percentage point difference [a] between your FY students and | | |
Student-Faculty Interaction		Large Pub	Carnegie Class	Large TX Unv.
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	38	+4	+2	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+4	+3	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+6	+3	+3
3d. Discussed your academic performance with a faculty member	35	+6	+3	+7
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	+1	+4
5b. Taught course sessions in an organized way	69	-2	-3	+1
5c. Used examples or illustrations to explain difficult points	73	+5	+2	+4
5d. Provided feedback on a draft or work in progress	70	+3	+5	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+1	+3	+10

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

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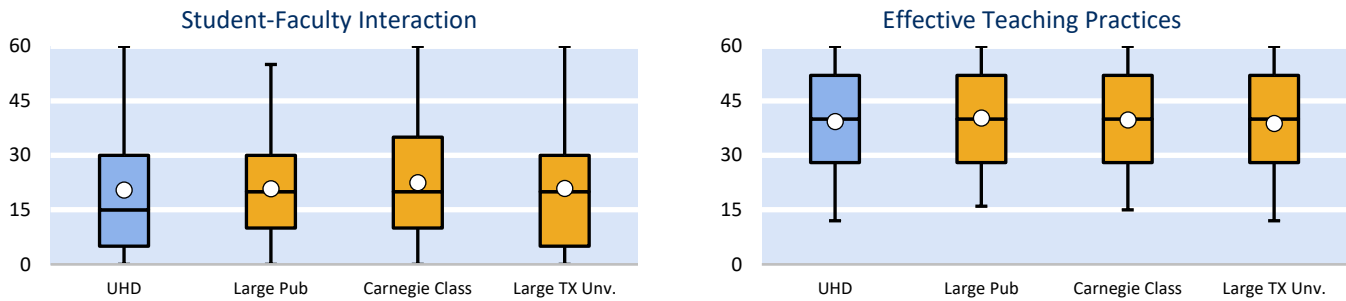
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Mean Comparisons

	UHD	Your seniors compared with					
		Large Pub		Carnegie Class		Large TX Unv.	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.4	20.8	-.02	22.4 ***	-.12	20.9	-.03
Effective Teaching Practices	39.2	40.2 *	-.07	39.7	-.03	38.7	.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).

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	UHD	Percentage point difference [a] between your seniors and		
Student-Faculty Interaction		Large Pub	Carnegie Class	Large TX Unv.
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	35	-1	-5	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+1	-1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+0	-2	-0
3d. Discussed your academic performance with a faculty member	30	-1	-5	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	+0	+1	+2
5b. Taught course sessions in an organized way	72	-3	-3	-1
5c. Used examples or illustrations to explain difficult points	73	-1	-1	-0
5d. Provided feedback on a draft or work in progress	64	-0	+1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-4	-3	+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.

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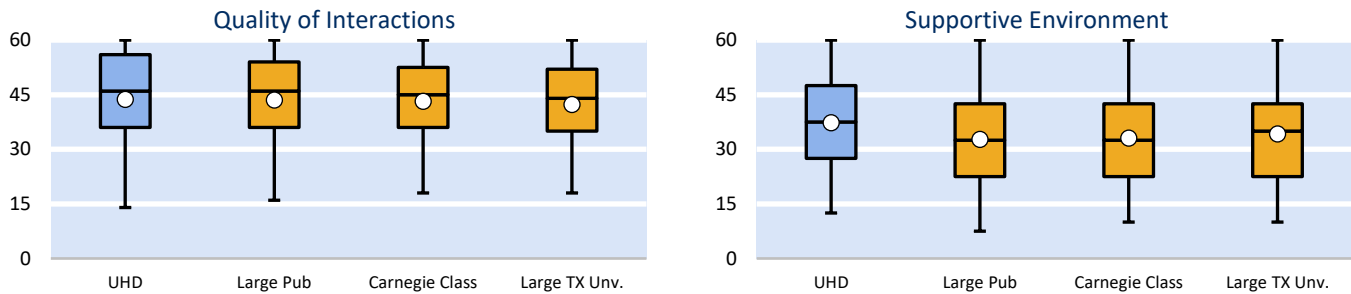
Campus Environment: First-year students

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					
		Large Pub		Carnegie Class		Large TX Unv.	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	43.5	.01	43.2	.04	42.4	.10
Supportive Environment	37.3	32.7 ***	.30	33.1 ***	.29	34.3 ***	.21

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

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	UHD	Percentage point difference [a] between your FY students and		
Quality of Interactions		Large Pub	Carnegie Class	Large TX Unv.
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	53	+3	+4	+3
13b. Academic advisors	55	-4	-2	+4
13c. Faculty	55	+1	+1	+6
13d. Student services staff (career services, student activities, housing, etc.)	57	+8	+8	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+1	+5	+8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	+6	+5	+6
14c. Using learning support services (tutoring services, writing center, etc.)	74	+3	+2	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+10	+11	+8
14e. Providing opportunities to be involved socially	72	+12	+10	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+1	+0	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	55	+15	+15	+13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+14	+10	+1
14i. Attending events that address important social, economic, or political issues	59	+17	+16	+13

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

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NSSE 2022 Engagement Indicators
Campus Environment
University of Houston-Downtown
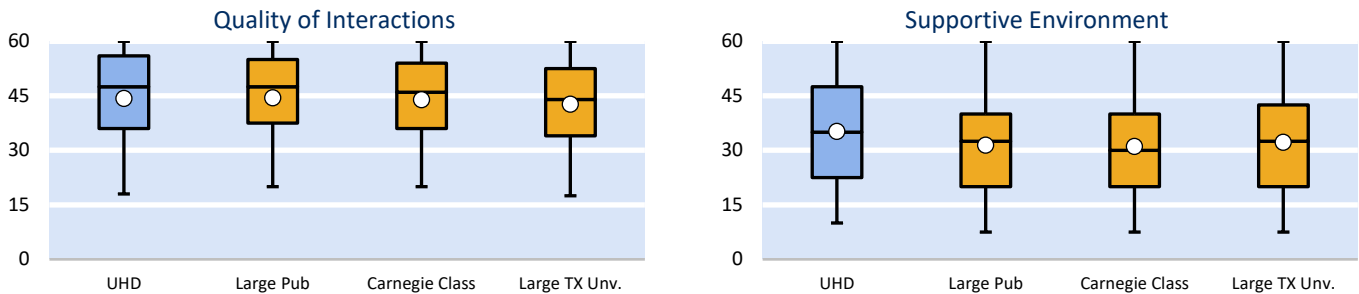
Campus Environment: Seniors

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	Large Pub		Carnegie Class		Large TX Unv.	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	44.3	44.5	-.02	43.9	.03	42.7 ***	.12
Supportive Environment	35.2	31.5 ***	.25	31.1 ***	.27	32.2 ***	.20

Your seniors compared with

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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Percentage point difference [a] between your seniors and

Quality of Interactions	UHD	Large Pub	Carnegie Class	Large TX Unv.
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	65	+6	+7	+7
13b. Academic advisors	52	-7	-6	+1
13c. Faculty	58	-2	-2	+4
13d. Student services staff (career services, student activities, housing, etc.)	53	+2	+3	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	-1	+2	+4
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	+1	+3
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14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+8	+9	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+10	+11	+3
14i. Attending events that address important social, economic, or political issues	57	+16	+18	+16

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NSSE 2022 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 = 1272)	41.8	13.4	.38	20	35	40	55	60				
Large Pub	40.5	14.2	.14	20	30	40	50	60	10,898	1.3	.001	.096
Carnegie Class	40.5	14.0	.05	20	30	40	50	60	67,353	1.3	.001	.096
Large TX Unv.	39.9	14.5	.10	15	30	40	50	60	1,458	1.9	.000	.135
Top 50%	41.9	13.7	.04	20	35	40	55	60	107,631	-.1	.794	-.007
Top 10%	44.2	13.1	.13	20	35	45	60	60	11,190	-2.4	.000	-.186
Reflective & Integrative Learning												
UHD (N = 1321)	39.1	13.1	.36	17	29	40	49	60				
Large Pub	38.1	13.2	.13	17	29	37	49	60	11,522	1.0	.008	.078
Carnegie Class	38.0	13.1	.05	17	29	37	49	60	71,837	1.1	.002	.084
Large TX Unv.	37.2	13.6	.09	14	29	37	46	60	23,420	2.0	.000	.146
Top 50%	40.3	12.5	.04	20	31	40	50	60	1,353	-1.1	.002	-.091
Top 10%	42.7	11.7	.12	23	34	43	51	60	1,633	-3.6	.000	-.302
Learning Strategies												
UHD (N = 1227)	42.4	13.5	.39	20	33	40	53	60				
Large Pub	40.3	14.8	.15	13	33	40	53	60	1,645	2.1	.000	.144
Carnegie Class	39.7	14.7	.06	13	27	40	53	60	1,284	2.7	.000	.182
Large TX Unv.	39.7	14.9	.11	13	27	40	53	60	1,419	2.7	.000	.182
Top 50%	41.1	14.6	.04	20	33	40	53	60	1,257	1.3	.001	.088
Top 10%	43.5	14.2	.10	20	33	40	60	60	1,411	-1.1	.004	-.081
Quantitative Reasoning												
UHD (N = 1234)	31.6	16.7	.47	0	20	33	40	60				
Large Pub	30.8	16.9	.18	0	20	33	40	60	10,483	.8	.121	.047
Carnegie Class	30.6	16.6	.07	0	20	27	40	60	64,337	1.0	.038	.060
Large TX Unv.	30.5	16.9	.12	0	20	27	40	60	21,040	1.1	.025	.066
Top 50%	32.5	16.5	.05	7	20	33	40	60	130,982	-.8	.084	-.049
Top 10%	35.3	16.0	.13	7	20	33	47	60	1,422	-3.7	.000	-.231
Learning with Peers												
Collaborative Learning												
UHD (N = 1334)	30.9	15.5	.43	5	20	30	40	60				
Large Pub	26.4	16.3	.16	0	15	25	40	60	1,725	4.4	.000	.274
Carnegie Class	26.5	16.9	.06	0	15	25	40	60	1,391	4.4	.000	.259
Large TX Unv.	29.3	16.4	.11	0	20	30	40	60	1,510	1.6	.000	.098
Top 50%	34.0	14.6	.05	10	25	35	45	60	1,364	-3.1	.000	-.215
Top 10%	37.9	13.7	.12	15	30	40	50	60	1,548	-7.0	.000	-.503
Discussions with Diverse Others												
UHD (N = 1232)	39.0	18.2	.52	0	25	40	60	60				
Large Pub	38.6	17.2	.18	5	25	40	55	60	1,544	.5	.384	.028
Carnegie Class	36.9	17.3	.07	0	20	40	50	60	1,276	2.1	.000	.121
Large TX Unv.	38.6	17.4	.12	5	25	40	55	60	1,376	.4	.400	.026
Top 50%	40.4	15.9	.05	15	30	40	55	60	1,251	-1.4	.009	-.086
Top 10%	43.2	15.1	.14	20	35	45	60	60	1,416	-4.2	.000	-.272

NSSE 2022 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]
Experiences with Faculty												
Student-Faculty Interaction												
UHD (N = 1283)	20.4	16.8	.47	0	5	15	30	60				
Large Pub	20.8	16.4	.16	0	10	20	30	55	11,154	-.3	.488	-.021
Carnegie Class	22.4	16.3	.06	0	10	20	35	60	69,504	-2.0	.000	-.123
Large TX Unv.	20.9	16.9	.12	0	5	20	30	60	22,689	-.4	.367	-.026
Top 50%	28.8	16.2	.07	5	15	25	40	60	52,167	-8.3	.000	-.513
Top 10%	33.2	16.1	.20	10	20	35	45	60	7,765	-12.8	.000	-.789
Effective Teaching Practices												
UHD (N = 1276)	39.2	15.2	.42	12	28	40	52	60				
Large Pub	40.2	14.8	.15	16	28	40	52	60	10,930	-1.0	.022	-.068
Carnegie Class	39.7	14.7	.06	15	28	40	52	60	1,322	-.4	.300	-.030
Large TX Unv.	38.7	15.2	.11	12	28	40	52	60	22,048	.5	.260	.032
Top 50%	41.9	14.1	.05	16	32	40	56	60	1,308	-2.7	.000	-.191
Top 10%	44.5	13.6	.12	20	36	44	56	60	1,472	-5.2	.000	-.381
Campus Environment												
Quality of Interactions												
UHD (N = 1115)	44.3	13.5	.40	18	36	48	56	60				
Large Pub	44.5	12.9	.14	20	38	48	55	60	9,081	-.2	.565	-.018
Carnegie Class	43.9	13.0	.06	20	36	46	54	60	1,156	.4	.383	.027
Large TX Unv.	42.7	13.3	.10	18	34	44	53	60	18,646	1.6	.000	.119
Top 50%	45.6	12.3	.04	22	38	48	56	60	1,137	-1.4	.001	-.111
Top 10%	48.0	12.5	.08	22	40	50	60	60	1,194	-3.7	.000	-.296
Supportive Environment												
UHD (N = 1208)	35.2	15.7	.45	10	23	35	48	60				
Large Pub	31.5	15.1	.16	8	20	33	40	60	10,098	3.7	.000	.246
Carnegie Class	31.1	15.0	.06	8	20	30	40	60	1,252	4.1	.000	.271
Large TX Unv.	32.2	15.3	.11	8	20	33	43	60	20,246	3.0	.000	.196
Top 50%	34.2	14.7	.05	10	23	35	45	60	1,239	1.0	.032	.066
Top 10%	37.4	14.5	.16	13	28	38	48	60	1,522	-2.2	.000	-.151

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.

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