



NSSE 2022

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 numbers of respondents, standard deviations, and standard errors 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*: <http://go.iu.edu/2R1r>

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 <i>planned to do</i> 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 Report Builder can be accessed via the NSSE Institution Interface.

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

Year	First-year students					Seniors				
	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										
2021										
2022	33%	+/- 4.2%	370	274	96	32%	+/- 2.2%	1,378	1,076	302

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							
2021							
2022	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	No

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 results 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.

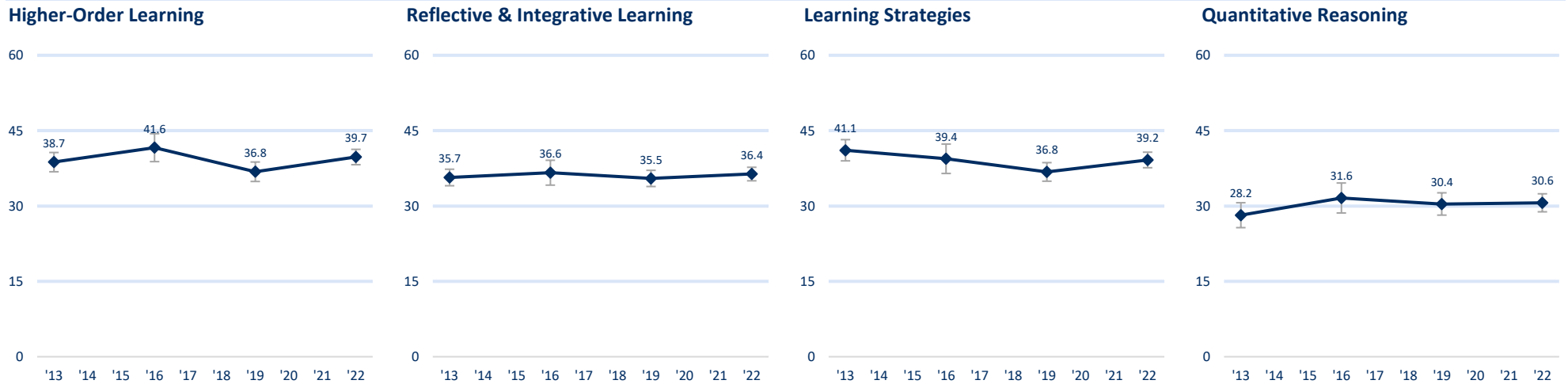
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Engagement Results by Theme

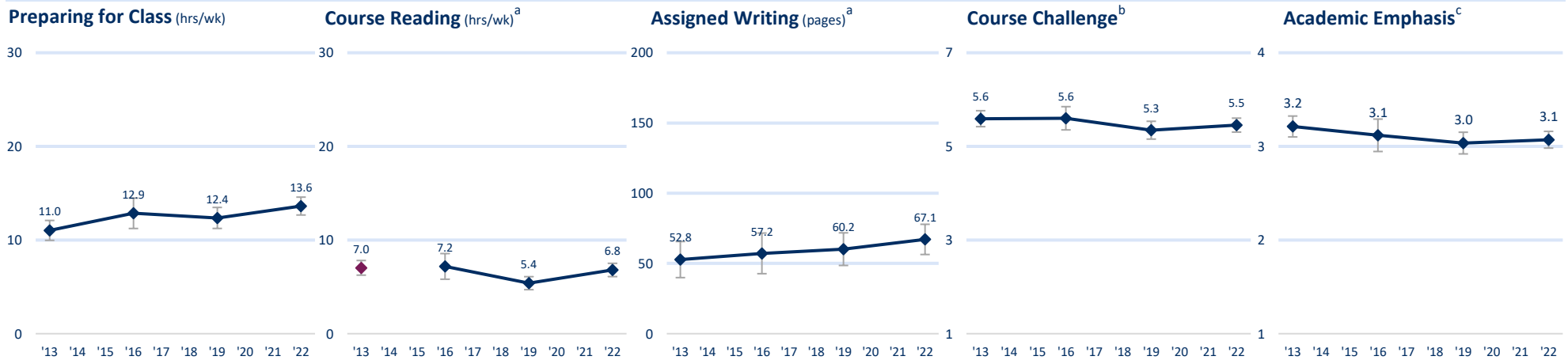
University of Houston-Downtown

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: First-year students



Academic Challenge (additional items): First-year students



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").

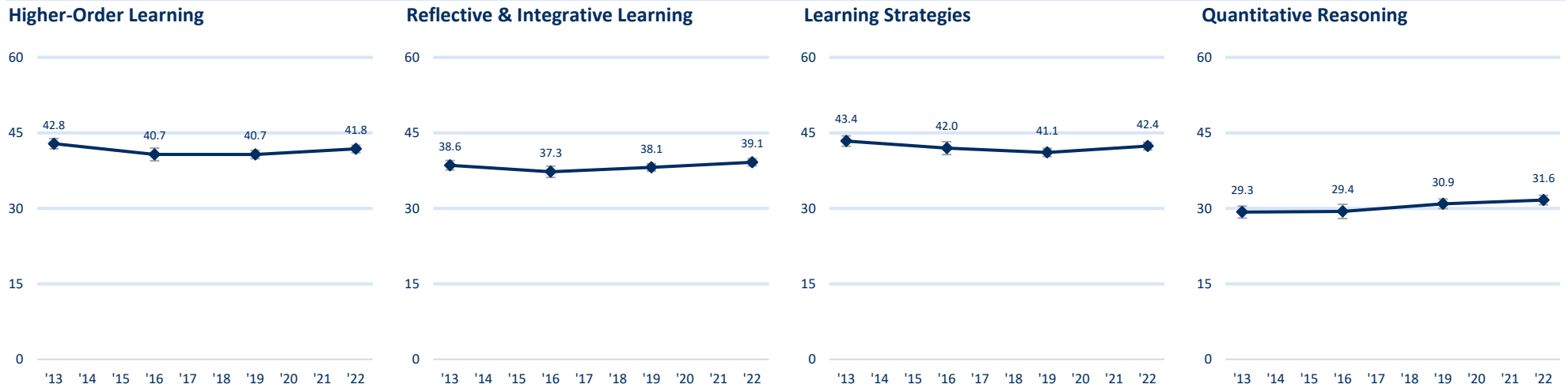
NSSE 2022 Multi-Year Report

Engagement Results by Theme

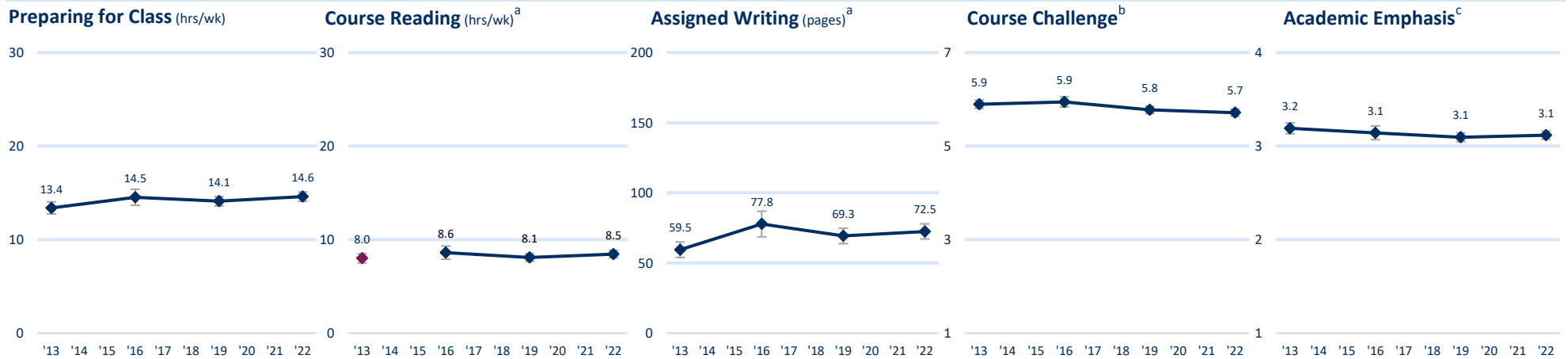
University of Houston-Downtown

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Academic Challenge: Seniors



Academic Challenge (additional items): Seniors



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.

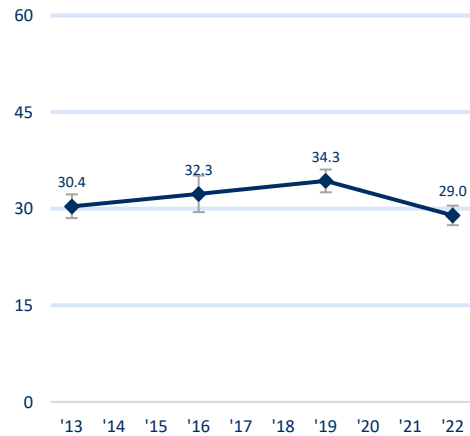
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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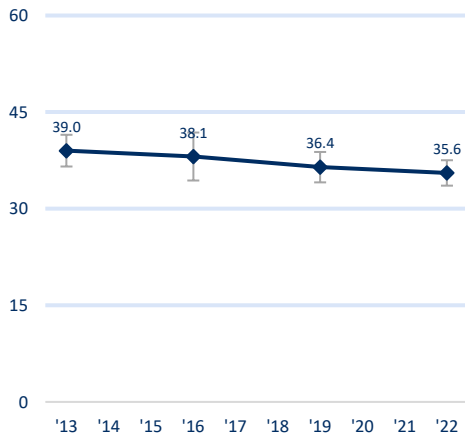
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

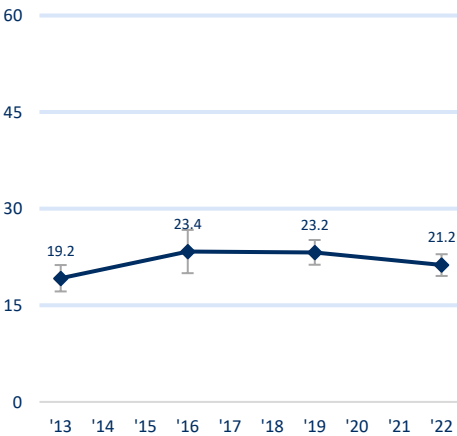


Discussions with Diverse Others

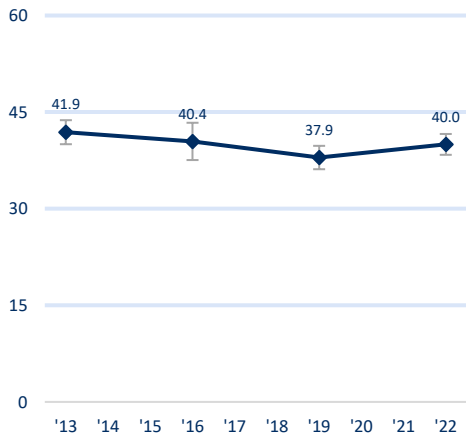


Experiences with Faculty: First-year students

Student-Faculty Interaction

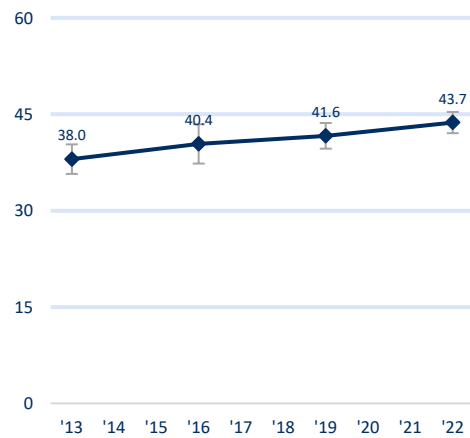


Effective Teaching Practices

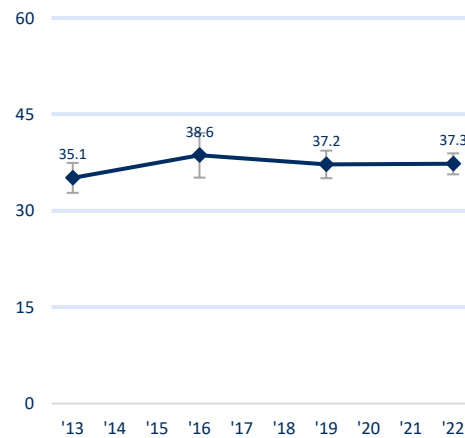


Campus Environment: First-year students

Quality of Interactions

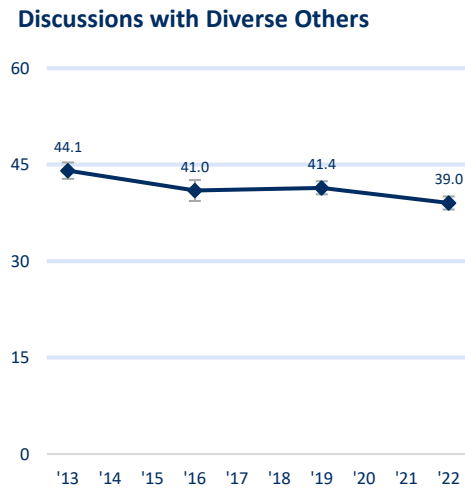
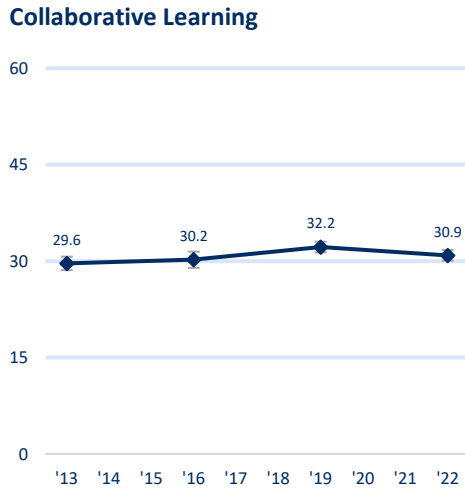


Supportive Environment

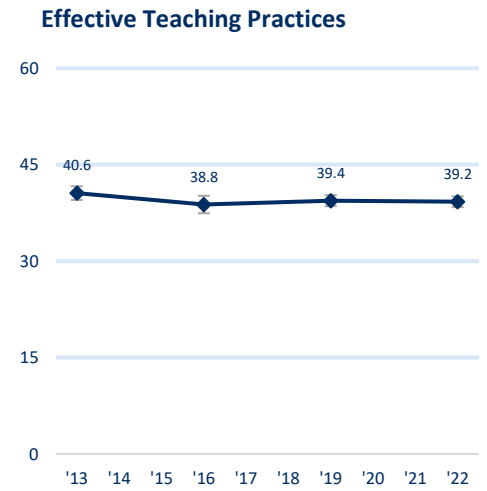
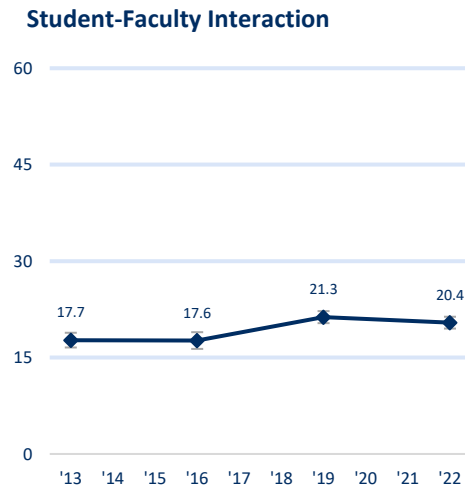


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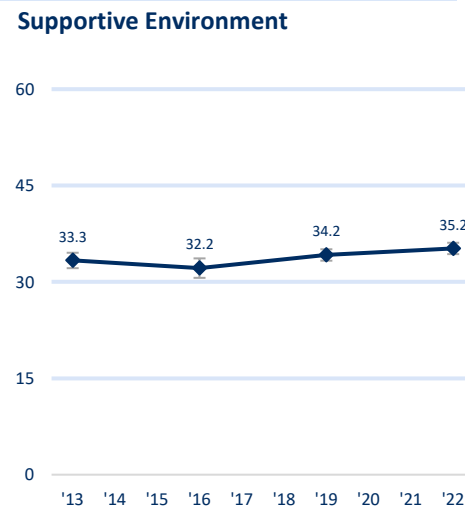
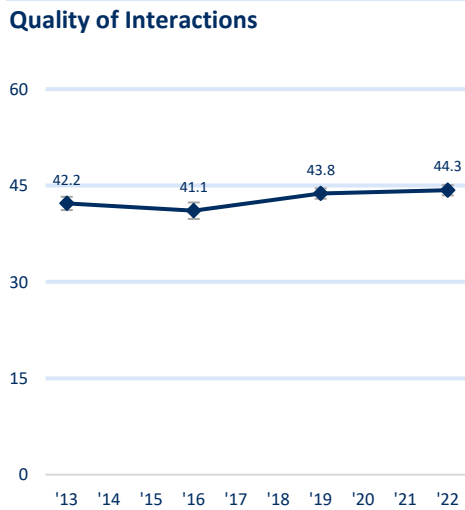
Learning with Peers: Seniors



Experiences with Faculty: Seniors



Campus Environment: Seniors

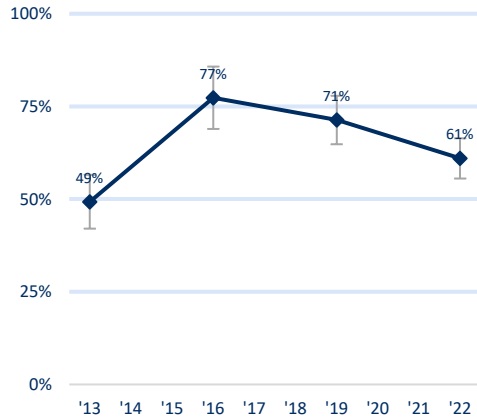


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

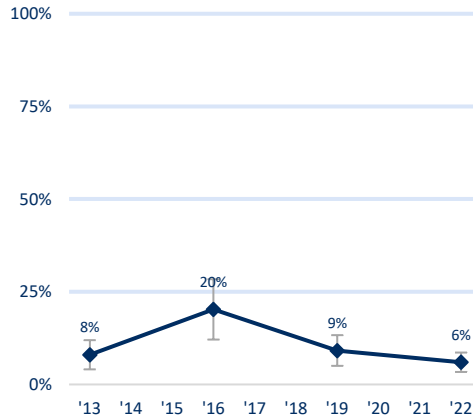
Service-Learning

(Some, most, or all courses)



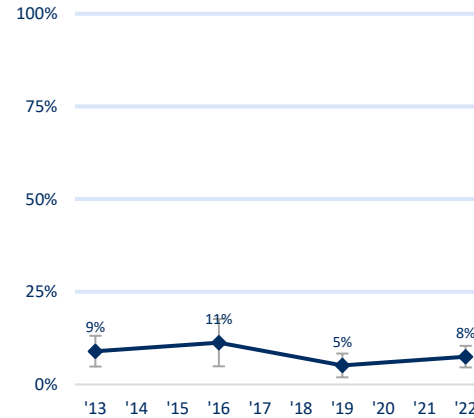
Learning Community

(Done or in progress)



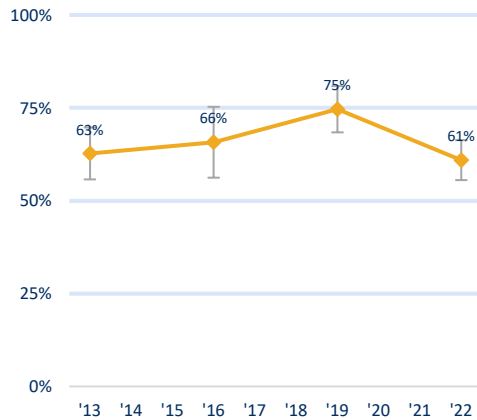
Research with Faculty

(Done or in progress)



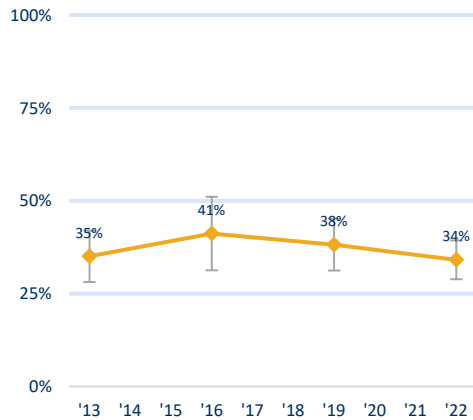
Internship/Field Experience

(Plan to do)



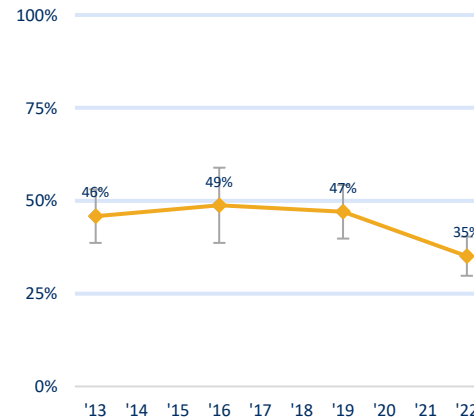
Study Abroad

(Plan to do)



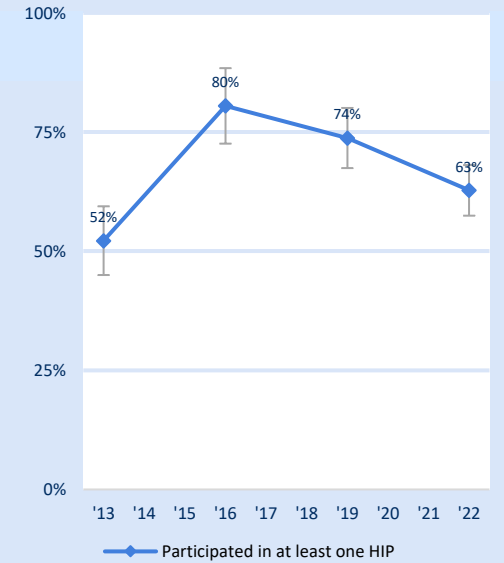
Culminating Senior Experience

(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.

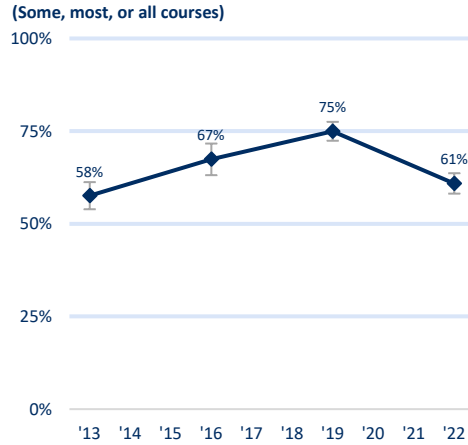


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

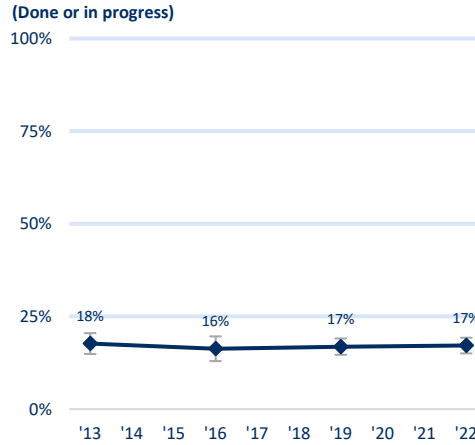
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

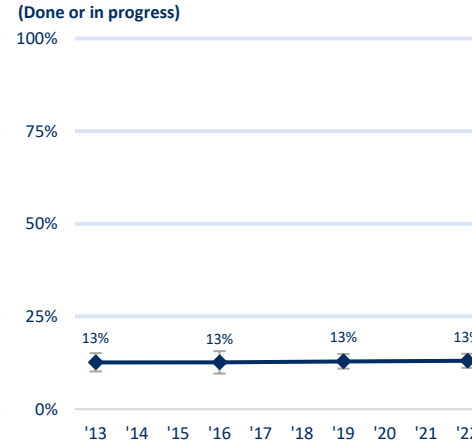
Service-Learning (Some, most, or all courses)



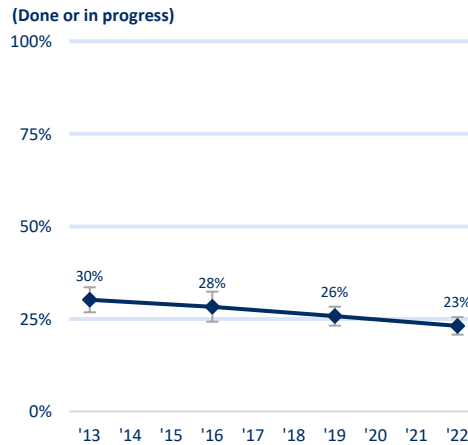
Learning Community (Done or in progress)



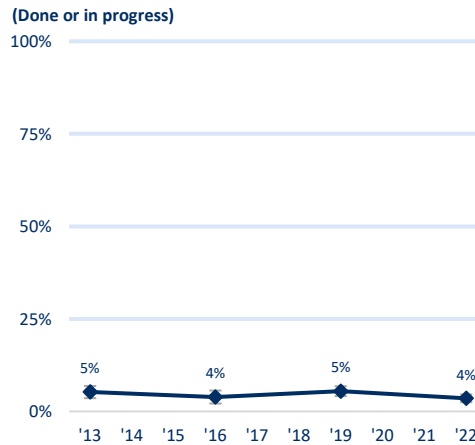
Research with Faculty (Done or in progress)



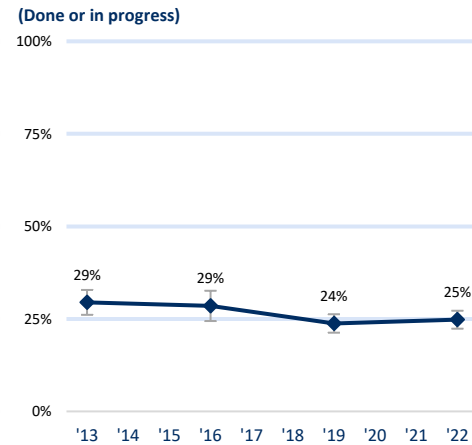
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

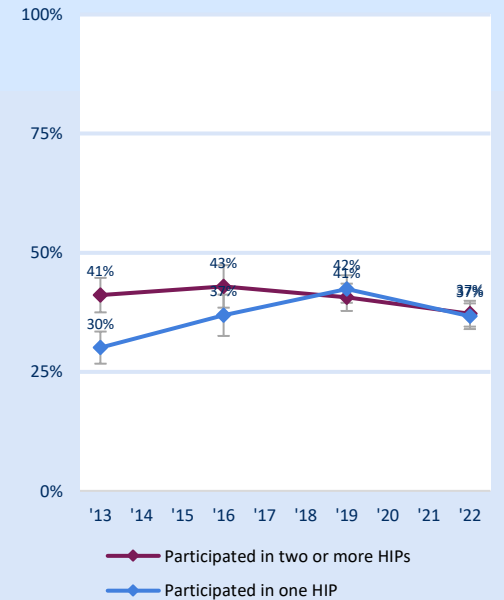


Culminating Senior Experience (Done or in progress)



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.



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.

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Detailed Statistics: Engagement Indicators and Additional Items

University of Houston-Downtown

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge</i>																					
Higher-Order Learning	Mean	38.7			41.6			36.8			39.7	42.8			40.7			40.7			41.8
	n	196			103			205			326	725			502			1,164			1,272
	SD	13.7			14.4			14.2			14.1	13.9			14.5			14.4			13.4
	SE	.98			1.42			.99			.78	.52			.65			.42			.38
	CI upper bound	40.7			44.4			38.8			41.3	43.9			42.0			41.5			42.5
	CI lower bound	36.8			38.8			34.9			38.2	41.8			39.4			39.9			41.1
Reflective & Integrative Learning	Mean	35.7			36.6			35.5			36.4	38.6			37.3			38.1			39.1
	n	206			105			219			345	753			533			1,228			1,321
	SD	12.0			13.0			12.2			12.7	13.2			13.3			13.1			13.1
	SE	.84			1.26			.82			.69	.48			.57			.37			.36
	CI upper bound	37.3			39.1			37.1			37.7	39.5			38.4			38.9			39.9
	CI lower bound	34.0			34.2			33.9			35.0	37.6			36.1			37.4			38.4
Learning Strategies	Mean	41.1			39.4			36.8			39.2	43.4			42.0			41.1			42.4
	n	179			92			191			313	692			468			1,122			1,227
	SD	14.4			14.4			13.0			14.0	13.8			14.1			13.9			13.5
	SE	1.08			1.49			.94			.79	.53			.65			.42			.39
	CI upper bound	43.2			42.3			38.6			40.7	44.4			43.2			41.9			43.1
	CI lower bound	39.0			36.5			34.9			37.6	42.3			40.7			40.3			41.6
Quantitative Reasoning	Mean	28.2			31.6			30.4			30.6	29.3			29.4			30.9			31.6
	n	203			103			192			323	745			516			1,131			1,234
	SD	18.0			15.4			15.7			16.4	16.6			16.5			16.4			16.7
	SE	1.26			1.52			1.13			.92	.61			.72			.49			.47
	CI upper bound	30.7			34.6			32.6			32.4	30.4			30.8			31.8			32.6
	CI lower bound	25.7			28.6			28.2			28.8	28.1			28.0			29.9			30.7
<i>Academic Challenge (additional items)</i>																					
Preparing for Class (hours/week)	Mean	11.0			12.9			12.4			13.6	13.4			14.5			14.1			14.6
	n	167			89			180			311	660			435			1,097			1,211
	SD	7.0			7.8			7.7			8.6	8.5			9.2			8.4			8.7
	SE	.54			.83			.57			.49	.33			.44			.25			.25
	CI upper bound	12.1			14.5			13.5			14.6	14.0			15.4			14.6			15.1
	CI lower bound	10.0			11.2			11.2			12.7	12.7			13.7			13.6			14.1
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	7.0			7.2			5.4			6.8	8.0			8.6			8.1			8.5
	n	165			89			180			306	660			431			1,089			1,197
	SD	5.1			6.6			4.7			6.3	6.3			7.5			6.8			7.0
	SE	.40			.70			.35			.36	.25			.36			.21			.20
	CI upper bound	7.8			8.6			6.1			7.5	8.5			9.3			8.5			8.9
	CI lower bound	6.3			5.8			4.7			6.1	7.5			7.9			7.7			8.1

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).

Academic Challenge (additional items, continued)

Assigned Writing Estimated number of	Mean	52.8			57.2			60.2			67.1	59.5			77.8			69.3			72.5
	n	175			86			194			319	628			434			1,132			1,237

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pages calculated from three survey questions.	<i>SD</i>	86.6			68.5			82.5			98.1	70.7			97.2			93.8			96.5
	<i>SE</i>	6.55			7.38			5.93			5.49	2.82			4.67			2.79			2.74
	<i>CI upper bound</i>	65.6			71.6			71.8			77.9	65.0			86.9			74.7			77.9
	<i>CI lower bound</i>	39.9			42.7			48.6			56.4	54.0			68.7			63.8			67.1
Course Challenge	<i>Mean</i>	5.6			5.6			5.3			5.5	5.9			5.9			5.8			5.7
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	182			97			188			318	707			472			1,121			1,224
	<i>SD</i>	1.2			1.2			1.3			1.4	1.2			1.2			1.3			1.4
	<i>SE</i>	.09			.13			.10			.08	.04			.06			.04			.04
	<i>CI upper bound</i>	5.8			5.8			5.5			5.6	6.0			6.1			5.9			5.8
	<i>CI lower bound</i>	5.4			5.4			5.2			5.3	5.8			5.8			5.7			5.6
Academic Emphasis	<i>Mean</i>	3.2			3.1			3.0			3.1	3.2			3.1			3.1			3.1
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	164			92			185			313	665			442			1,104			1,214
	<i>SD</i>	0.7			0.8			0.8			0.8	0.8			0.8			0.8			0.8
	<i>SE</i>	.06			.09			.06			.05	.03			.04			.02			.02
	<i>CI upper bound</i>	3.3			3.3			3.2			3.2	3.2			3.2			3.1			3.2
	<i>CI lower bound</i>	3.1			2.9			2.9			3.0	3.1			3.1			3.0			3.1
Learning with Peers																					
Collaborative Learning	<i>Mean</i>	30.4			32.3			34.3			29.0	29.6			30.2			32.2			30.9
	<i>n</i>	215			110			235			348	753			547			1,276			1,334
	<i>SD</i>	13.8			15.1			13.8			14.5	14.7			15.0			15.2			15.5
	<i>SE</i>	.94			1.45			.90			.78	.54			.64			.42			.43
	<i>CI upper bound</i>	32.2			35.1			36.1			30.5	30.7			31.5			33.0			31.7
	<i>CI lower bound</i>	28.5			29.5			32.5			27.4	28.6			29.0			31.4			30.1
Discussions with Diverse Others	<i>Mean</i>	39.0			38.1			36.4			35.6	44.1			41.0			41.4			39.0
	<i>n</i>	189			94			194			318	698			473			1,113			1,232
	<i>SD</i>	17.3			18.4			16.8			18.0	17.1			18.0			17.4			18.2
	<i>SE</i>	1.26			1.90			1.20			1.01	.65			.83			.52			.52
	<i>CI upper bound</i>	41.5			41.8			38.8			37.5	45.3			42.6			42.4			40.1
	<i>CI lower bound</i>	36.6			34.4			34.1			33.6	42.8			39.4			40.4			38.0

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).

Experiences with Faculty

Student-Faculty Interaction	<i>Mean</i>	19.2			23.4			23.2			21.2	17.7			17.6			21.3			20.4
	<i>n</i>	201			105			210			336	738			520			1,191			1,283
	<i>SD</i>	14.8			17.6			14.2			15.8	15.9			15.1			16.5			16.8
	<i>SE</i>	1.05			1.71			.98			.86	.58			.66			.48			.47

NSSE 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Houston-Downtown

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Effective Teaching Practices	<i>CI upper bound</i>	21.3			26.7			25.1			22.9	18.9			18.9			22.2			21.3
	<i>CI lower bound</i>	17.2			20.0			21.3			19.6	16.6			16.3			20.3			19.5
	<i>Mean</i>	41.9			40.4			37.9			40.0	40.6			38.8			39.4			39.2
	<i>n</i>	207			104			204			331	746			525			1,163			1,276
	<i>SD</i>	13.7			15.1			13.2			15.0	14.7			15.9			15.0			15.2
	<i>SE</i>	.95			1.48			.93			.83	.54			.70			.44			.42
	<i>CI upper bound</i>	43.7			43.3			39.8			41.6	41.6			40.2			40.3			40.1
<i>CI lower bound</i>	40.0			37.6			36.1			38.4	39.5			37.4			38.5			38.4	
<i>Campus Environment</i>																					
Quality of Interactions	<i>Mean</i>	38.0			40.4			41.6			43.7	42.2			41.1			43.8			44.3
	<i>n</i>	175			90			180			295	660			432			1,016			1,115
	<i>SD</i>	15.5			14.8			13.7			14.5	13.5			13.6			13.2			13.5
	<i>SE</i>	1.17			1.56			1.02			.84	.53			.65			.41			.40
	<i>CI upper bound</i>	40.3			43.4			43.6			45.4	43.2			42.4			44.6			45.1
	<i>CI lower bound</i>	35.7			37.3			39.6			42.1	41.2			39.8			42.9			43.5
Supportive Environment	<i>Mean</i>	35.1			38.6			37.2			37.3	33.3			32.2			34.2			35.2
	<i>n</i>	162			87			183			313	658			433			1,096			1,208
	<i>SD</i>	15.1			16.5			14.8			14.8	15.7			16.1			15.0			15.7
	<i>SE</i>	1.19			1.77			1.09			.83	.61			.77			.45			.45
	<i>CI upper bound</i>	37.4			42.1			39.3			38.9	34.5			33.7			35.1			36.1
	<i>CI lower bound</i>	32.8			35.2			35.1			35.7	32.1			30.6			33.3			34.3

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).

		First-year students									Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	
Service-Learning^a	%	49			77			71			61	58			67			75			61	
	n	184			96			185			311	702			466			1,113			1,207	
	SE	3.7			4.3			3.3			2.8	1.9			2.2			1.3			1.4	
	CI upper bound (%)	57			86			78			66	61			72			77			64	
	CI lower bound (%)	42			69			65			56	54			63			72			58	
Learning Community^a	%	8			20			9			6	18			16			17			17	
	n	184			95			187			317	709			471			1,115			1,217	
	SE	2.0			4.2			2.1			1.3	1.4			1.7			1.1			1.1	
	CI upper bound (%)	12			28			13			9	21			20			19			19	
	CI lower bound (%)	4			12			5			3	15			13			15			15	
Research with Faculty^a	%	9			11			5			8	13			13			13			13	
	n	183			95			183			317	700			466			1,121			1,216	
	SE	2.1			3.3			1.6			1.5	1.3			1.5			1.0			1.0	
	CI upper bound (%)	13			18			8			10	15			16			15			15	
	CI lower bound (%)	5			5			2			5	10			10			11			11	
Internship or Field Experience^b	%	63			66			75			61	30			28			26			23	
	n	185			96			188			317	711			473			1,126			1,224	
	SE	3.6			4.9			3.2			2.7	1.7			2.1			1.3			1.2	
	(First-year results: Plan to do)	CI upper bound (%)	70			75			81			66	34			32			28			25
	CI lower bound (%)	56			56			68			56	27			24			23			21	
Study Abroad^b	%	35			41			38			34	5			4			5			4	
	n	184			96			187			318	707			467			1,121			1,219	
	SE	3.5			5.0			3.6			2.7	0.8			0.9			0.7			0.5	
	(First-year results: Plan to do)	CI upper bound (%)	42			51			45			39	7			6			7			5
	CI lower bound (%)	28			31			31			29	4			2			4			2	
Culminating Senior Experience^b	%	46			49			47			35	29			29			24			25	
	n	184			95			185			316	707			470			1,117			1,219	
	SE	3.7			5.2			3.7			2.7	1.7			2.1			1.3			1.2	
	(First-year results: Plan to do)	CI upper bound (%)	53			59			54			40	33			33			26			27
	CI lower bound (%)	39			39			40			30	26			24			21			22	
Overall HIP Participation^c																						
Participated in one HIP	%	41			61			64			55	30			37			42			37	
	n	184			96			187			318	711			475			1,128			1,228	
	SE	3.6			5.0			3.5			2.8	1.7			2.2			1.5			1.4	
	CI upper bound (%)	48			71			70			60	33			41			45			39	
	CI lower bound (%)	34			51			57			49	27			33			39			34	
Participated in two or more HIPs	%	11			19			10			8	41			43			41			37	
	n	184			96			187			318	711			475			1,128			1,228	
	SE	2.3			4.0			2.2			1.5	1.8			2.3			1.5			1.4	
	CI upper bound (%)	16			27			15			11	45			47			43			40	
	CI lower bound (%)	7			11			6			5	37			38			38			34	

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 ($p \pm 1.96 * SE$).

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.