

Learning with Peers: First-year students

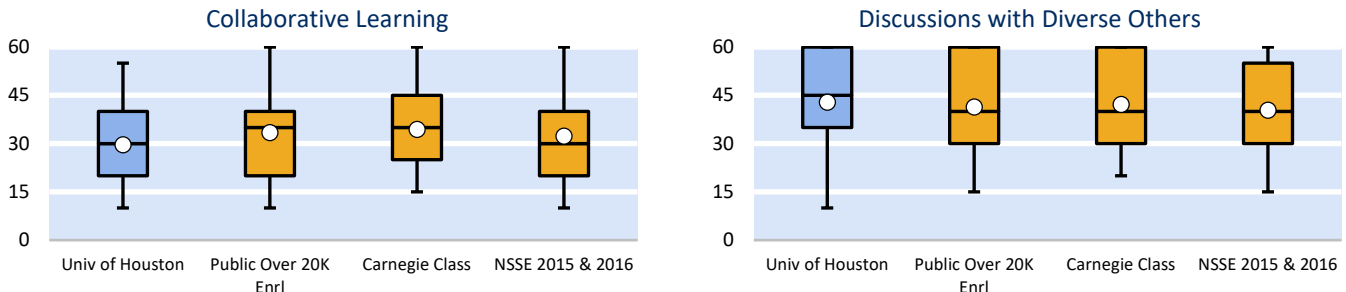
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Univ of Houston Mean	Your first-year students compared with					
		Public Over 20K Enrl		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.6	33.4 ***	-.27	34.4 ***	-.34	32.3 **	-.19
Discussions with Diverse Others	42.9	41.4	.10	42.1	.05	40.4 *	.16

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
		Public Over 20K	Carnegie Class	NSSE 2015 &
Collaborative Learning	Univ of Houston	Enrl		2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	47	<div><div></div></div> -8	<div><div></div></div> -10	<div><div></div></div> -4
1f. Explained course material to one or more students	53	<div><div></div></div> -7	<div><div></div></div> -9	<div><div></div></div> -4
1g. Prepared for exams by discussing or working through course material with other students	43	<div><div></div></div> -9	<div><div></div></div> -12	<div><div></div></div> -7
1h. Worked with other students on course projects or assignments	39	<div><div></div></div> -15	<div><div></div></div> -17	<div><div></div></div> -15
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	79	+6 <div><div></div></div>	+4 <div><div></div></div>	+8 <div><div></div></div>
8b. People from an economic background other than your own	74	+0 <div><div></div></div>	-1 <div><div></div></div>	+2 <div><div></div></div>
8c. People with religious beliefs other than your own	75	+4 <div><div></div></div>	+2 <div><div></div></div>	+7 <div><div></div></div>
8d. People with political views other than your own	71	+0 <div><div></div></div>	-1 <div><div></div></div>	+3 <div><div></div></div>

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

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