
NSSE 2024

Engagement Indicators

The University of Texas at Arlington

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
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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.

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 UT System	Your first-year students compared with IPEDS Peer/Aspirat	Your first-year students compared with Carnegie Class
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 UT System	Your seniors compared with IPEDS Peer/Aspirat	Your seniors compared with Carnegie Class
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	△	--
Learning with Peers	Collaborative Learning	▽	▼	▼
	Discussions with Diverse Others	△	△	--
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	△	--
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	▽	--	▽

Academic Challenge: First-year students

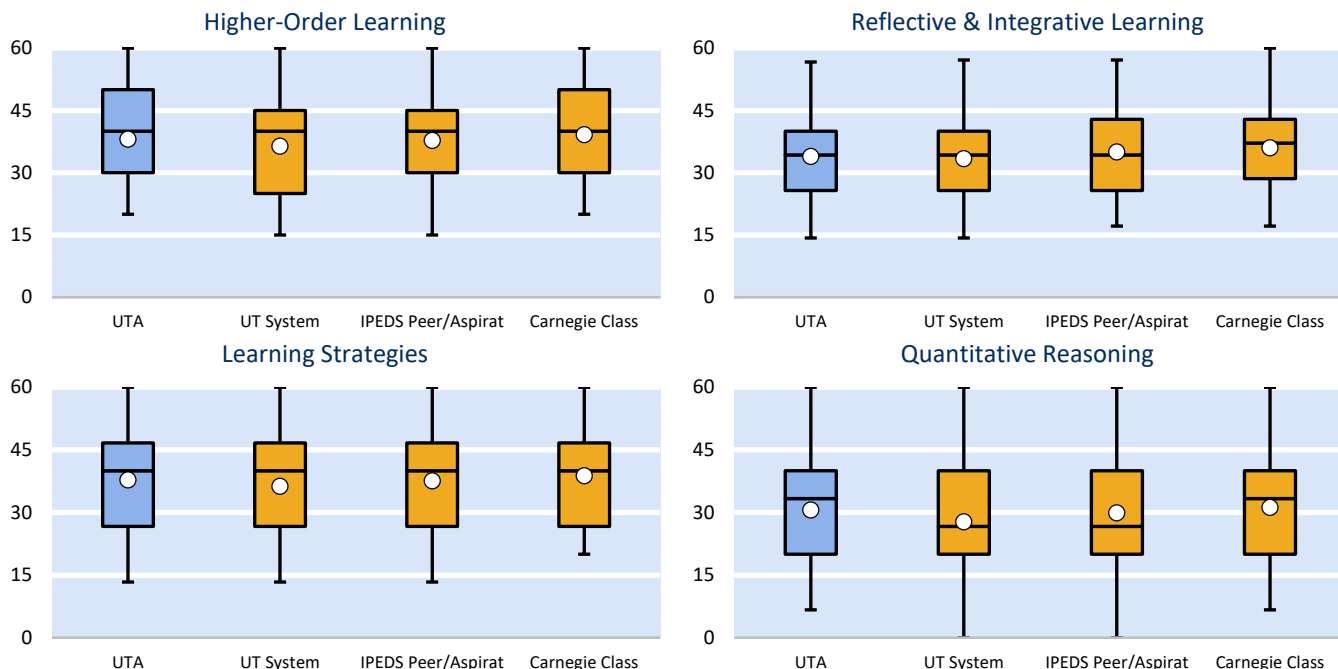
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UTA Mean	Your first-year students compared with					
		UT System Mean	Effect size	IPEDS Peer/Aspirat Mean	Effect size	Carnegie Class Mean	Effect size
Higher-Order Learning	38.1	36.4 **	.12	37.8	.02	39.2 *	-.08
Reflective & Integrative Learning	33.9	33.4	.04	35.0 *	-.09	36.0 ***	-.17
Learning Strategies	37.8	36.3 *	.10	37.5	.02	38.8	-.07
Quantitative Reasoning	30.6	27.8 ***	.18	29.9	.05	31.2	-.04

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.

		Percentage point difference ^a between your FY students and			
	UTA	UT System	IPEDS Peer/Aspirat	Carnegie Class	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	70	+4	-2	-6	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+6	+1	-3	
4d. Evaluating a point of view, decision, or information source	67	+3	-1	-2	
4e. Forming a new idea or understanding from various pieces of information	69	+4	+0	-2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	50	+2	-3	-6	
2b. Connected your learning to societal problems or issues	44	+0	-5	-8	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	+1	-7	-7	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	+2	-2	-3	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	+3	+0	-1	
2f. Learned something that changed the way you understand an issue or concept	67	+4	+0	-3	
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-1	-3	-6	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	71	+3	-1	-4	
9b. Reviewed your notes after class	67	+5	+2	+0	
9c. Summarized what you learned in class or from course materials	65	+6	+1	-2	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+7	+3	+1	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+8	+3	+0	
6c. Evaluated what others have concluded from numerical information	44	+5	-1	-4	

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.

Academic Challenge: Seniors

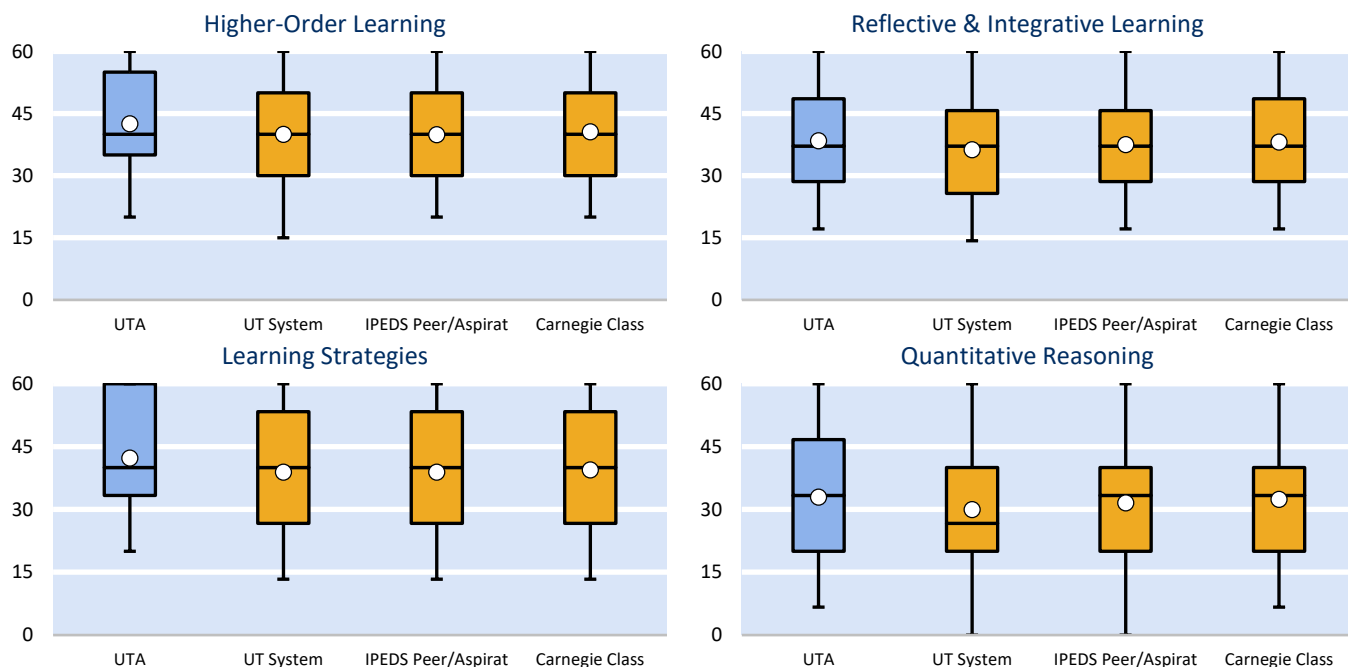
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	UTA Mean	Your seniors compared with					
		UT System		IPEDS Peer/Aspirat		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	40.0 ***	.18	39.9 ***	.19	40.6 ***	.14
Reflective & Integrative Learning	38.4	36.3 ***	.16	37.5 **	.07	38.1	.03
Learning Strategies	42.2	38.8 ***	.23	38.9 ***	.23	39.4 ***	.19
Quantitative Reasoning	32.9	29.9 ***	.18	31.5 **	.08	32.4	.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



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		
	UTA	UT System	IPEDS Peer/Aspirat	Carnegie Class
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+4	+4	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+5	+5	+4
4d. Evaluating a point of view, decision, or information source	76	+7	+6	+7
4e. Forming a new idea or understanding from various pieces of information	78	+7	+6	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	63	+1	-5	-7
2b. Connected your learning to societal problems or issues	61	+9	+4	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+9	+1	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+9	+6	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+4	+3	+3
2f. Learned something that changed the way you understand an issue or concept	75	+4	+4	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+5	+2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+5	+4	+3
9b. Reviewed your notes after class	74	+6	+8	+8
9c. Summarized what you learned in class or from course materials	75	+10	+7	+7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+4	+1	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+8	+3	+2
6c. Evaluated what others have concluded from numerical information	48	+5	-1	-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.

Learning with Peers: First-year students

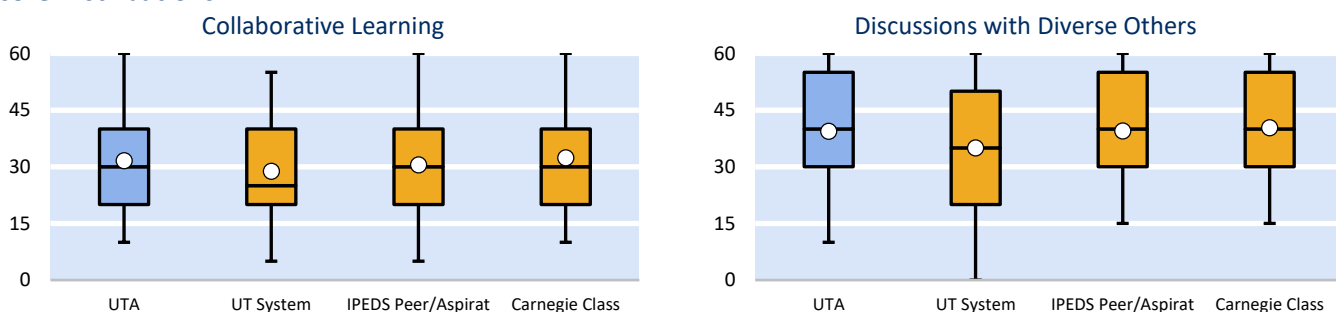
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UTA Mean	Your first-year students compared with					
		UT System Mean	Effect size	IPEDS Peer/Aspirat Mean	Effect size	Carnegie Class Mean	Effect size
Collaborative Learning	31.5	28.8 ***	.20	30.5 *	.07	32.3	-.06
Discussions with Diverse Others	39.4	34.9 ***	.26	39.5	-.01	40.3	-.06

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Performance on Indicator Items

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		Percentage point difference ^a between your FY students and			
	UTA	UT System	IPEDS Peer/Aspirat	Carnegie Class	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	50	+7	+3		-0
1c. Explained course material to one or more students	50	+5	-0		-4
1d. Prepared for exams by discussing or working through course material with other students	44	+7	-0		-4
1e. Worked with other students on course projects or assignments	56	+3	+3		-1
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	75	+15	+2	+1	
8b. People from economic backgrounds other than your own	72	+11	-1		-3
8c. People with religious beliefs other than your own	69	+11	+1		-2
8d. People with political views other than your own	61	+9	+0		-3

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Learning with Peers: Seniors

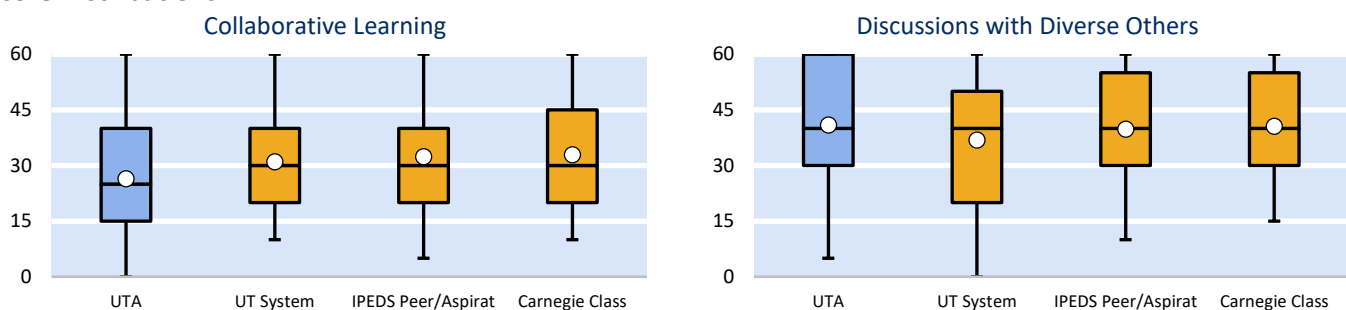
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Mean Comparisons

Engagement Indicator	UTA Mean	Your seniors compared with					
		UT System		IPEDS Peer/Aspirat		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.4	31.0 ***	-.29	32.4 ***	-.39	32.9 ***	-.43
Discussions with Diverse Others	41.0	36.9 ***	.23	39.8 *	.07	40.6	.02

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		
	UTA	UT System	IPEDS Peer/Aspirat	Carnegie Class
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	36	<div><div></div></div> -5	<div><div></div></div> -10	<div><div></div></div> -9
1c. Explained course material to one or more students	43	<div><div></div></div> -9	<div><div></div></div> -11	<div><div></div></div> -12
1d. Prepared for exams by discussing or working through course material with other students	33	<div><div></div></div> -7	<div><div></div></div> -11	<div><div></div></div> -11
1e. Worked with other students on course projects or assignments	48	<div><div></div></div> -15	<div><div></div></div> -17	<div><div></div></div> -19
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	77	+14 <div><div></div></div>	+4 <div><div></div></div>	+3 <div><div></div></div>
8b. People from economic backgrounds other than your own	74	+7 <div><div></div></div>	+1 <div><div></div></div>	-0 <div><div></div></div>
8c. People with religious beliefs other than your own	72	+12 <div><div></div></div>	+5 <div><div></div></div>	+3 <div><div></div></div>
8d. People with political views other than your own	64	+8 <div><div></div></div>	+1 <div><div></div></div>	-0 <div><div></div></div>

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Experiences with Faculty: First-year students

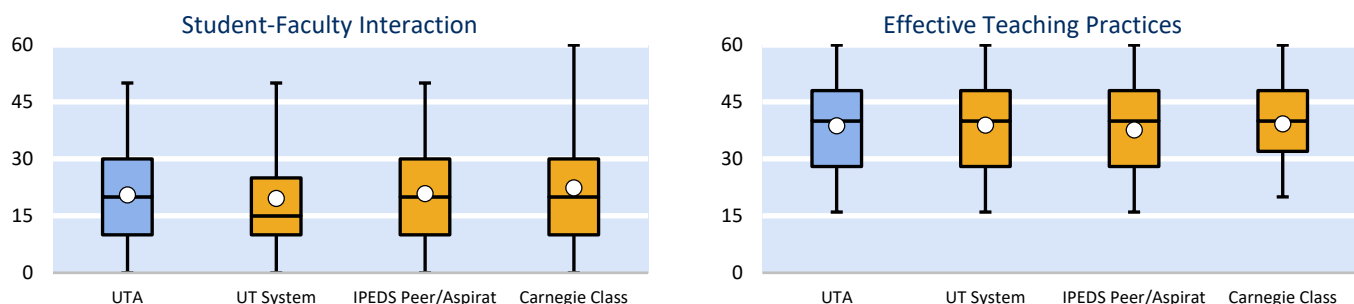
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UTA Mean	Your first-year students compared with					
		UT System Mean	Effect size	IPEDS Peer/Aspirat Mean	Effect size	Carnegie Class Mean	Effect size
Student-Faculty Interaction	20.5	19.6	.06	20.8	-.02	22.4 ***	-.12
Effective Teaching Practices	38.7	38.9	-.01	37.6 *	.08	39.2	-.04

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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	UTA	UT System	IPEDS Peer/Aspirat	Carnegie Class	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	32	-4	-6	-8	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+2	+0	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+5	+3	-0	
3d. Discussed your academic performance with a faculty member	30	+7	+3	+0	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	77	-1	+1	-2	
5b. Taught course sessions in an organized way	72	-4	-1	-5	
5c. Used examples or illustrations to explain difficult points	75	+2	+2	-1	
5d. Provided feedback on a draft or work in progress	64	+2	+3	+1	
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-2	+2	-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.

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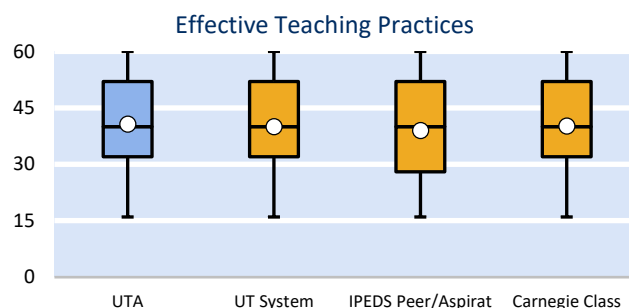
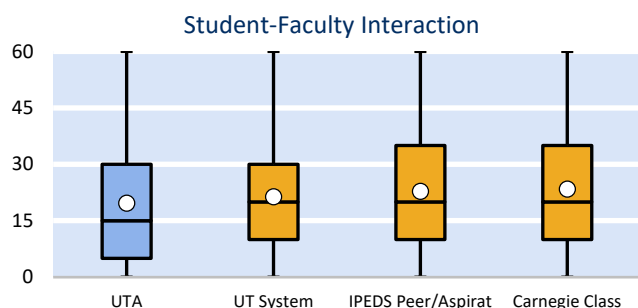
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Effective Teaching Practices	40.7	39.9	.05	39.0 ***	.12	40.1	.04

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Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	35	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div></div> -6	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -6	<div><div></div><div></div><div></div><div></div><div></div></div> -7	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div></div> -6	
3d. Discussed your academic performance with a faculty member	27	<div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -3	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	83	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	+4 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	
5b. Taught course sessions in an organized way	77	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	-1 <div><div></div><div></div><div></div><div></div><div></div></div>	
5c. Used examples or illustrations to explain difficult points	76	-2 <div><div></div><div></div><div></div><div></div><div></div></div>	+0 <div><div></div><div></div><div></div><div></div><div></div></div>	-3 <div><div></div><div></div><div></div><div></div><div></div></div>	
5d. Provided feedback on a draft or work in progress	62	+1 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+1 <div><div></div><div></div><div></div><div></div><div></div></div>	
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	+5 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></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 available on the NSSE website.

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

Campus Environment: First-year students

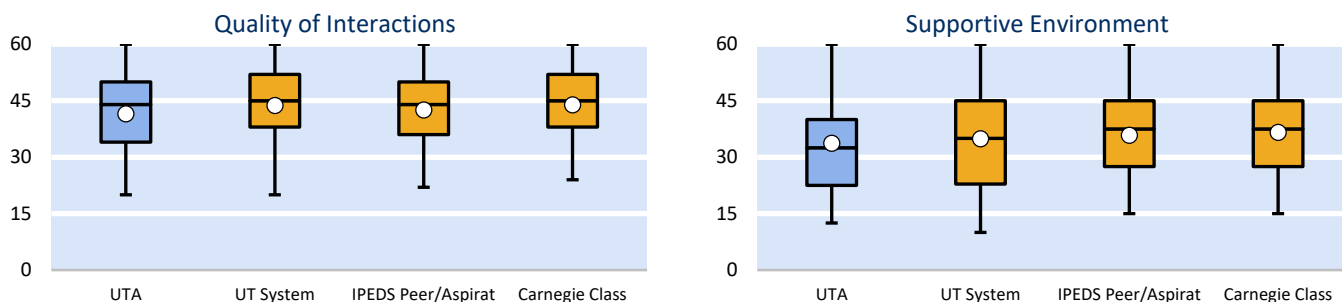
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UTA Mean	Your first-year students compared with					
		UT System		IPEDS Peer/Aspirat		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	43.8 ***	-.18	42.6 *	-.09	43.9 ***	-.21
Supportive Environment	33.7	34.9 *	-.08	35.8 ***	-.16	36.6 ***	-.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).

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.

		Percentage point difference ^a between your FY students and			
Quality of Interactions	UTA	UT System	IPEDS Peer/Aspirat	Carnegie Class	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	48	<div><div></div></div> -3	<div><div></div></div> -3	<div><div></div></div> -6	
13b. Academic advisors	49	<div><div></div></div> -7	<div><div></div></div> -5	<div><div></div></div> -7	
13c. Faculty	45	<div><div></div></div> -6	<div><div></div></div> -3	<div><div></div></div> -8	
13d. Student services staff (career services, student activities, housing, etc.)	42	<div><div></div></div> -8	<div><div></div></div> -3	<div><div></div></div> -7	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	<div><div></div></div> -7	<div><div></div></div> -0	<div><div></div></div> -3	
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	<div><div></div></div> -3	<div><div></div></div> -3	<div><div></div></div> -6	
14c. Using learning support services (tutoring services, writing center, etc.)	71	<div><div></div></div> -5	<div><div></div></div> -3	<div><div></div></div> -6	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+3 <div><div></div></div>	<div><div></div></div> -2	<div><div></div></div> -1	
14e. Providing opportunities to be involved socially	64	<div><div></div></div> -1	<div><div></div></div> -9	<div><div></div></div> -9	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	<div><div></div></div> -6	<div><div></div></div> -11	<div><div></div></div> -13	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	<div><div></div></div> -4	<div><div></div></div> -1	<div><div></div></div> -3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	<div><div></div></div> -4	<div><div></div></div> -13	<div><div></div></div> -16	
14i. Attending events that address important social, economic, or political issues	42	<div><div></div></div> -3	<div><div></div></div> -3	<div><div></div></div> -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: Seniors

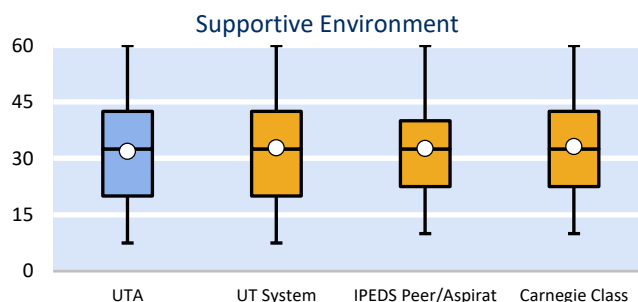
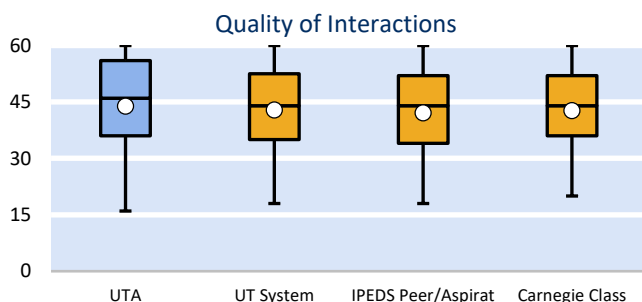
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UTA Mean	Your seniors compared with					
		UT System		IPEDS Peer/Aspirat		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	42.9 *	.08	42.1 ***	.14	42.7 **	.10
Supportive Environment	31.9	32.8 *	-.06	32.7	-.06	33.2 **	-.09

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

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		
Quality of Interactions	UTA	UT System	IPEDS Peer/Aspirat	Carnegie Class
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	61	+3	+2	+2
13b. Academic advisors	57	+9	+9	+8
13c. Faculty	59	+1	+5	+2
13d. Student services staff (career services, student activities, housing, etc.)	50	+4	+6	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+5	+9	+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	70	+0	+3	-0
14c. Using learning support services (tutoring services, writing center, etc.)	67	+1	+4	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+5	+4	+3
14e. Providing opportunities to be involved socially	61	-6	-5	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-6	-5	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-1	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-12	-16	-17
14i. Attending events that address important social, economic, or political issues	38	+1	-1	-1

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.

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NSSE 2024 Engagement Indicators

Comparisons with High-Performing Institutions

The University of Texas at Arlington

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 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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		UTA Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.1	39.8 ***	-.13		42.4 ***	-.34	
	Reflective and Integrative Learning	33.9	37.3 ***	-.28		39.9 ***	-.51	
	Learning Strategies	37.8	40.2 ***	-.17		43.1 ***	-.37	
	Quantitative Reasoning	30.6	30.8	-.01	✓	33.3 ***	-.17	
Learning with Peers	Collaborative Learning	31.5	33.4 ***	-.13		36.7 ***	-.37	
	Discussions with Diverse Others	39.4	40.7 *	-.09		44.2 ***	-.35	
Experiences with Faculty	Student-Faculty Interaction	20.5	25.4 ***	-.32		29.9 ***	-.60	
	Effective Teaching Practices	38.7	40.8 ***	-.15		43.6 ***	-.35	
Campus Environment	Quality of Interactions	41.5	45.7 ***	-.36		48.7 ***	-.60	
	Supportive Environment	33.7	37.1 ***	-.26		40.4 ***	-.53	
Seniors		UTA Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.5	42.4	.01	✓	44.9 ***	-.18	
	Reflective and Integrative Learning	38.4	40.6 ***	-.18		43.2 ***	-.40	
	Learning Strategies	42.2	41.2 **	.07	✓	44.1 ***	-.13	
	Quantitative Reasoning	32.9	32.8	.00	✓	36.2 ***	-.20	
Learning with Peers	Collaborative Learning	26.4	34.7 ***	-.58		38.0 ***	-.82	
	Discussions with Diverse Others	41.0	41.4	-.03	✓	44.1 ***	-.21	
Experiences with Faculty	Student-Faculty Interaction	19.6	29.9 ***	-.63		34.9 ***	-.95	
	Effective Teaching Practices	40.7	42.5 ***	-.13		45.2 ***	-.34	
Campus Environment	Quality of Interactions	43.9	45.4 ***	-.13		48.1 ***	-.34	
	Supportive Environment	31.9	34.6 ***	-.19		38.0 ***	-.43	

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 current- and prior-year 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.

NSSE 2024 Engagement Indicators

Detailed Statistics^a

The University of Texas at Arlington

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												
UTA (N = 812)	38.1	13.7	.48	20	30	40	50	60				
UT System	36.4	14.0	.26	15	25	40	45	60	3,660	1.7	.003	.120
IPEDS Peer/Aspirat	37.8	13.4	.15	15	30	40	45	60	8,416	.2	.617	.018
Carnegie Class	39.2	13.1	.12	20	30	40	50	60	919	-1.1	.025	-.085
Top 50%	39.8	13.2	.05	20	30	40	50	60	826	-1.7	.000	-.132
Top 10%	42.4	12.5	.13	20	35	40	55	60	931	-4.3	.000	-.342
Reflective & Integrative Learning												
UTA (N = 888)	33.9	12.2	.41	14	26	34	40	57				
UT System	33.4	12.7	.23	14	26	34	40	57	4,060	.5	.253	.043
IPEDS Peer/Aspirat	35.0	12.1	.13	17	26	34	43	57	9,324	-1.1	.011	-.090
Carnegie Class	36.0	12.2	.11	17	29	37	43	60	13,491	-2.1	.000	-.172
Top 50%	37.3	12.0	.04	17	29	37	46	60	75,366	-3.4	.000	-.280
Top 10%	39.9	11.7	.13	20	31	40	49	60	9,611	-6.0	.000	-.509
Learning Strategies												
UTA (N = 738)	37.8	14.3	.53	13	27	40	47	60				
UT System	36.3	14.7	.29	13	27	40	47	60	3,279	1.5	.013	.104
IPEDS Peer/Aspirat	37.5	14.0	.17	13	27	40	47	60	7,647	.3	.621	.019
Carnegie Class	38.8	13.8	.14	20	27	40	47	60	11,185	-1.0	.067	-.070
Top 50%	40.2	13.9	.05	20	33	40	53	60	752	-2.4	.000	-.171
Top 10%	43.1	14.5	.12	20	33	40	60	60	15,758	-5.3	.000	-.369
Quantitative Reasoning												
UTA (N = 755)	30.6	15.5	.56	7	20	33	40	60				
UT System	27.8	15.9	.31	0	20	27	40	60	3,397	2.8	.000	.180
IPEDS Peer/Aspirat	29.9	15.5	.18	0	20	27	40	60	7,839	.7	.225	.046
Carnegie Class	31.2	15.5	.15	7	20	33	40	60	11,500	-6	.318	-.038
Top 50%	30.8	15.5	.06	7	20	33	40	60	79,155	-2	.730	-.013
Top 10%	33.3	15.4	.13	7	20	33	40	60	15,693	-2.6	.000	-.171
Learning with Peers												
Collaborative Learning												
UTA (N = 975)	31.5	14.3	.46	10	20	30	40	60				
UT System	28.8	14.1	.23	5	20	25	40	55	4,674	2.8	.000	.195
IPEDS Peer/Aspirat	30.5	14.5	.15	5	20	30	40	60	10,434	1.1	.029	.074
Carnegie Class	32.3	14.5	.12	10	20	30	40	60	14,825	-.8	.095	-.055
Top 50%	33.4	13.9	.05	10	25	35	40	60	90,827	-1.9	.000	-.134
Top 10%	36.7	13.7	.11	15	25	35	45	60	17,933	-5.2	.000	-.375
Discussions with Diverse Others												
UTA (N = 748)	39.4	16.6	.61	10	30	40	55	60				
UT System	34.9	17.5	.34	0	20	35	50	60	1,267	4.4	.000	.255
IPEDS Peer/Aspirat	39.5	15.5	.19	15	30	40	55	60	893	-.1	.820	-.009
Carnegie Class	40.3	15.2	.15	15	30	40	55	60	839	-1.0	.122	-.063
Top 50%	40.7	14.9	.05	20	30	40	55	60	760	-1.3	.027	-.090
Top 10%	44.2	13.8	.16	20	35	45	60	60	848	-4.9	.000	-.347

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												
UTA (N = 844)	20.5	15.7	.54	0	10	20	30	50				
UT System	19.6	15.4	.28	0	10	15	25	50	1,331	.9	.140	.058
IPEDS Peer/Aspirat	20.8	15.1	.17	0	10	20	30	50	1,014	-.3	.566	-.022
Carnegie Class	22.4	15.6	.14	0	10	20	30	60	12,811	-1.9	.001	-.120
Top 50%	25.4	15.3	.07	5	15	25	35	60	48,273	-4.9	.000	-.316
Top 10%	29.9	15.5	.20	5	20	30	40	60	6,636	-9.4	.000	-.602
Effective Teaching Practices												
UTA (N = 798)	38.7	13.2	.47	16	28	40	48	60				
UT System	38.9	14.0	.26	16	28	40	48	60	1,346	-.2	.729	-.013
IPEDS Peer/Aspirat	37.6	13.1	.15	16	28	40	48	60	8,359	1.1	.026	.083
Carnegie Class	39.2	12.8	.12	20	32	40	48	60	12,223	-.5	.288	-.039
Top 50%	40.8	13.5	.05	20	32	40	52	60	61,020	-2.1	.000	-.154
Top 10%	43.6	14.1	.13	20	36	44	56	60	934	-4.9	.000	-.347
Campus Environment												
Quality of Interactions												
UTA (N = 677)	41.5	12.5	.48	20	34	44	50	60				
UT System	43.8	12.3	.26	20	38	45	52	60	3,002	-2.2	.000	-.182
IPEDS Peer/Aspirat	42.6	11.5	.14	22	36	44	50	60	801	-1.1	.035	-.092
Carnegie Class	43.9	11.1	.11	24	38	45	52	60	752	-2.3	.000	-.210
Top 50%	45.7	11.5	.05	24	40	48	54	60	693	-4.2	.000	-.362
Top 10%	48.7	11.9	.13	24	42	52	60	60	9,324	-7.2	.000	-.599
Supportive Environment												
UTA (N = 699)	33.7	13.8	.52	13	23	33	40	60				
UT System	34.9	14.4	.29	10	23	35	45	60	3,111	-1.2	.049	-.085
IPEDS Peer/Aspirat	35.8	13.2	.16	15	28	38	45	60	7,338	-2.1	.000	-.160
Carnegie Class	36.6	13.0	.13	15	28	38	45	60	788	-2.9	.000	-.224
Top 50%	37.1	13.0	.06	17	28	38	45	60	715	-3.4	.000	-.263
Top 10%	40.4	12.6	.19	20	33	40	50	60	888	-6.8	.000	-.528

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 \pm 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 2024 Engagement Indicators

Detailed Statistics^a

The University of Texas at Arlington

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												
UTA (N = 1687)	42.5	14.1	.34	20	35	40	55	60				
UT System	40.0	14.7	.22	15	30	40	50	60	5,992	2.6	.000	.176
IPEDS Peer/Aspirat	39.9	13.9	.12	20	30	40	50	60	2,121	2.6	.000	.188
Carnegie Class	40.6	13.8	.11	20	30	40	50	60	2,035	2.0	.000	.142
Top 50%	42.4	13.6	.05	20	35	40	55	60	1,757	.1	.768	.008
Top 10%	44.9	12.8	.14	20	40	45	60	60	2,303	-2.4	.000	-.181
Reflective & Integrative Learning												
UTA (N = 1789)	38.4	12.9	.30	17	29	37	49	60				
UT System	36.3	13.3	.20	14	26	37	46	60	3,353	2.1	.000	.163
IPEDS Peer/Aspirat	37.5	13.0	.11	17	29	37	46	60	16,257	1.0	.003	.075
Carnegie Class	38.1	13.0	.10	17	29	37	49	60	19,181	.3	.313	.025
Top 50%	40.6	12.4	.04	20	31	40	51	60	78,687	-2.2	.000	-.176
Top 10%	43.2	11.8	.14	23	34	43	54	60	2,568	-4.8	.000	-.395
Learning Strategies												
UTA (N = 1593)	42.2	14.7	.37	20	33	40	60	60				
UT System	38.8	14.7	.23	13	27	40	53	60	5,554	3.4	.000	.229
IPEDS Peer/Aspirat	38.9	14.5	.13	13	27	40	53	60	2,007	3.3	.000	.226
Carnegie Class	39.4	14.6	.12	13	27	40	53	60	16,898	2.8	.000	.189
Top 50%	41.2	14.5	.05	20	33	40	53	60	93,453	1.0	.004	.072
Top 10%	44.1	14.2	.13	20	33	47	60	60	13,125	-1.9	.000	-.132
Quantitative Reasoning												
UTA (N = 1620)	32.9	16.6	.41	7	20	33	47	60				
UT System	29.9	16.6	.26	0	20	27	40	60	5,677	3.0	.000	.180
IPEDS Peer/Aspirat	31.5	16.6	.15	0	20	33	40	60	14,361	1.3	.002	.081
Carnegie Class	32.4	16.5	.13	7	20	33	40	60	17,142	.5	.246	.030
Top 50%	32.8	16.5	.05	7	20	33	40	60	100,788	.1	.903	.003
Top 10%	36.2	16.2	.16	7	20	40	47	60	11,676	-3.3	.000	-.203
Learning with Peers												
Collaborative Learning												
UTA (N = 1857)	26.4	17.4	.40	0	15	25	40	60				
UT System	31.0	15.1	.21	10	20	30	40	60	2,963	-4.6	.000	-.291
IPEDS Peer/Aspirat	32.4	15.1	.12	5	20	30	40	60	2,207	-6.0	.000	-.391
Carnegie Class	32.9	14.9	.11	10	20	30	45	60	2,141	-6.5	.000	-.427
Top 50%	34.7	14.2	.05	10	25	35	45	60	1,906	-8.3	.000	-.581
Top 10%	38.0	13.6	.12	15	30	40	50	60	2,226	-11.6	.000	-.817
Discussions with Diverse Others												
UTA (N = 1612)	41.0	17.5	.44	5	30	40	60	60				
UT System	36.9	17.8	.28	0	20	40	50	60	5,620	4.1	.000	.231
IPEDS Peer/Aspirat	39.8	16.2	.14	10	30	40	55	60	1,978	1.2	.012	.070
Carnegie Class	40.6	15.9	.13	15	30	40	55	60	1,900	.3	.442	.022
Top 50%	41.4	15.5	.05	15	30	40	60	60	1,655	-.4	.346	-.027
Top 10%	44.1	14.5	.14	20	35	45	60	60	1,940	-3.1	.000	-.211

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												
UTA (N = 1722)	19.6	16.4	.39	0	5	15	30	60				
UT System	21.3	16.7	.25	0	10	20	30	60	6,168	-1.7	.000	-.101
IPEDS Peer/Aspirat	22.8	16.3	.14	0	10	20	35	60	15,622	-3.1	.000	-.194
Carnegie Class	23.4	16.4	.13	0	10	20	35	60	18,470	-3.8	.000	-.230
Top 50%	29.9	16.3	.08	5	20	30	40	60	43,829	-10.3	.000	-.633
Top 10%	34.9	16.1	.24	10	20	35	45	60	6,147	-15.3	.000	-.946
Effective Teaching Practices												
UTA (N = 1692)	40.7	14.6	.36	16	32	40	52	60				
UT System	39.9	14.7	.23	16	32	40	52	60	5,914	.7	.080	.050
IPEDS Peer/Aspirat	39.0	14.3	.12	16	28	40	52	60	15,073	1.7	.000	.118
Carnegie Class	40.1	14.0	.11	16	32	40	52	60	2,029	.6	.129	.040
Top 50%	42.5	13.8	.05	20	32	44	56	60	1,766	-1.8	.000	-.131
Top 10%	45.2	13.1	.14	20	36	48	60	60	2,267	-4.6	.000	-.342
Campus Environment												
Quality of Interactions												
UTA (N = 1388)	43.9	13.8	.37	16	36	46	56	60				
UT System	42.9	12.8	.21	18	35	44	53	60	2,339	1.0	.020	.076
IPEDS Peer/Aspirat	42.1	12.6	.12	18	34	44	52	60	1,680	1.8	.000	.142
Carnegie Class	42.7	12.2	.10	20	36	44	52	60	1,609	1.2	.002	.096
Top 50%	45.4	12.0	.05	22	38	48	55	60	1,431	-1.5	.000	-.127
Top 10%	48.1	12.3	.11	23	42	50	60	60	1,628	-4.2	.000	-.338
Supportive Environment												
UTA (N = 1558)	31.9	15.6	.40	8	20	33	43	60				
UT System	32.8	14.8	.24	8	20	33	43	60	2,744	-.9	.041	-.063
IPEDS Peer/Aspirat	32.7	14.3	.13	10	23	33	40	60	1,908	-.8	.052	-.056
Carnegie Class	33.2	14.2	.12	10	23	33	43	60	1,839	-1.3	.001	-.093
Top 50%	34.6	14.2	.05	10	25	35	45	60	1,615	-2.8	.000	-.194
Top 10%	38.0	13.7	.17	15	28	40	48	60	2,157	-6.1	.000	-.432

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 \pm 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.