
NSSE 2024

Multi-Year Report

The University of Texas at Arlington

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

First-year students						Seniors				
Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	9%	+/- 5.6%	276	174	102	15%	+/- 2.8%	1,070	806	264
2014	16%	+/- 4.5%	408	247	161	18%	+/- 2.9%	949	718	231
2015	10%	+/- 5.9%	247	173	74	15%	+/- 2.0%	2,064	1,472	592
2016	10%	+/- 6.4%	213	134	79	12%	+/- 2.7%	1,174	778	396
2017	6%	+/- 8.2%	134	82	52	14%	+/- 3.8%	564	395	169
2018	12%	+/- 4.0%	519	321	198	19%	+/- 1.8%	2,302	1,739	563
2019										
2020	27%	+/- 2.8%	924	721	203	22%	+/- 1.7%	2,623	2,040	583
2021										
2022	32%	+/- 2.1%	1,536	961	575	31%	+/- 1.4%	3,187	2,239	948
2023										
2024	18%	+/- 2.8%	1,008	624	384	21%	+/- 2.0%	1,925	1,461	464

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	No	Academic Advising, Learning with Tech	No	No	No
2014	Email	Census	No	Transferable Skills, Global Perspectives	No	No	No
2015	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2016	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2017	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2018	Email	Census	No	Academic Advising	No	No	No
2019							
2020	Email	Census	Yes	Transferable Skills, FY Experiences / Sr Transitions	No	No	No
2021							
2022	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	No
2023							
2024	Email	Census	Yes	Career Preparation, HIP Quality	No	Yes	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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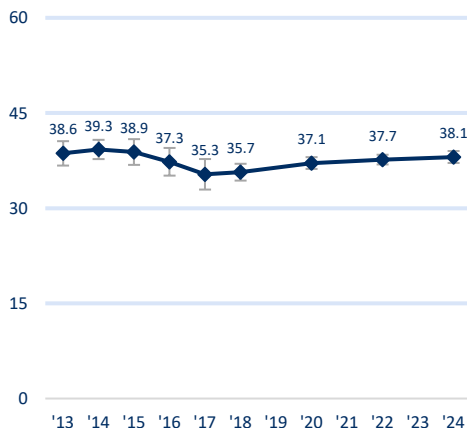
Engagement Results by Theme

The University of Texas at Arlington

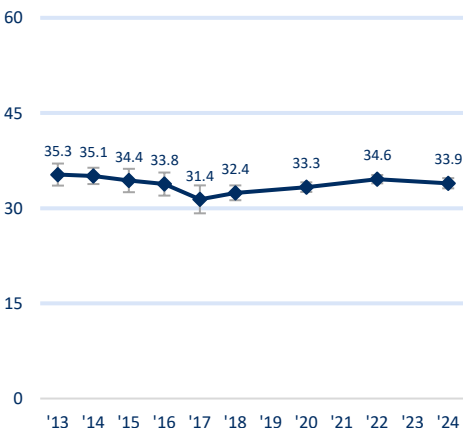
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

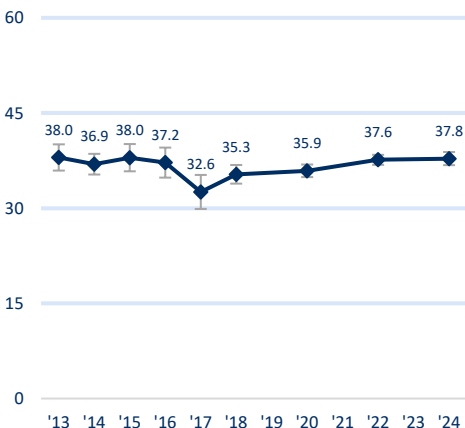
Higher-Order Learning



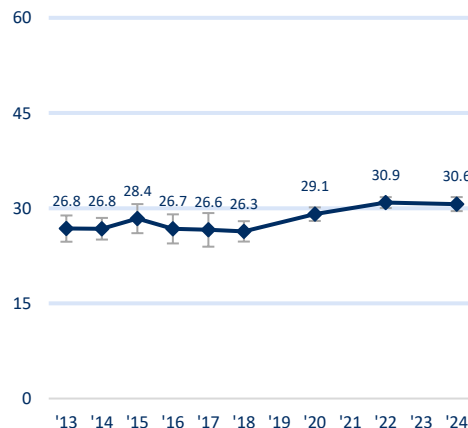
Reflective & Integrative Learning



Learning Strategies

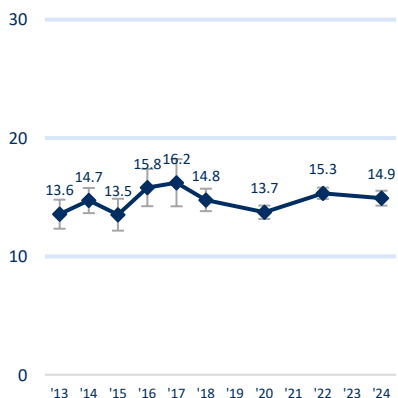


Quantitative Reasoning

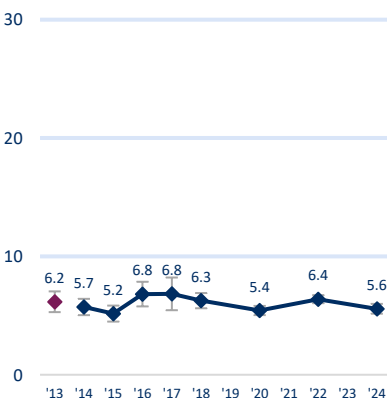


Academic Challenge (additional items): First-year students

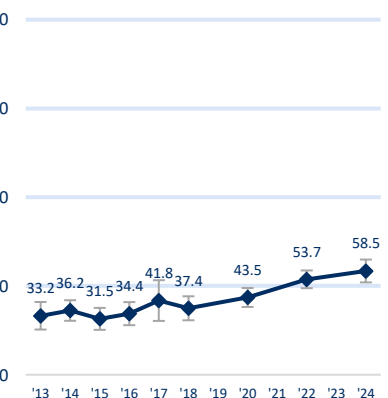
Preparing for Class (hrs/wk)



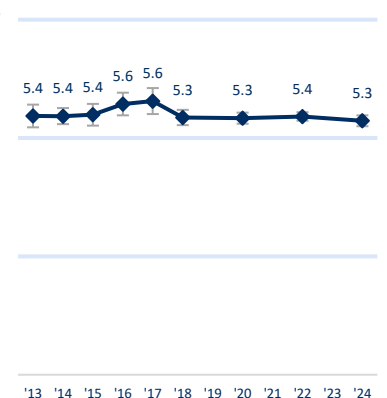
Course Reading (hrs/wk)^a



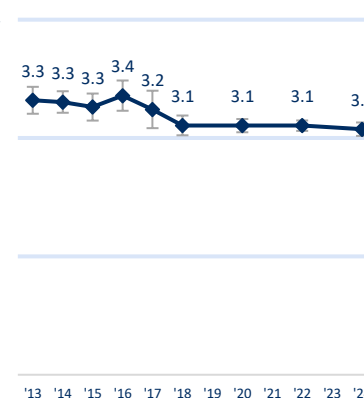
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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

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

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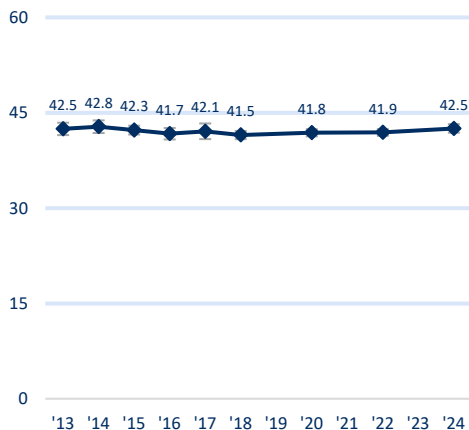
Engagement Results by Theme

The University of Texas at Arlington

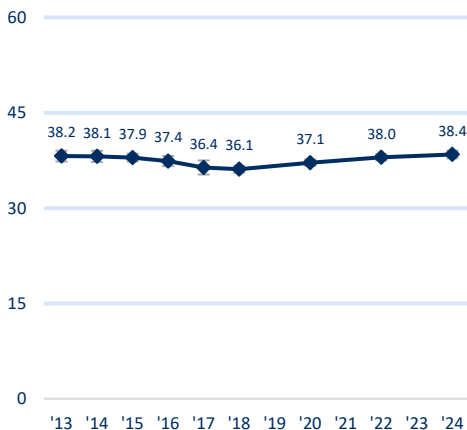
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Academic Challenge: Seniors

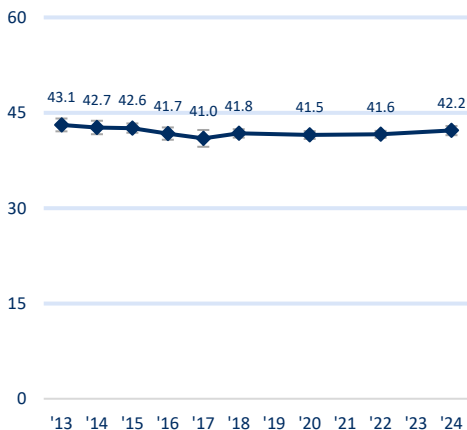
Higher-Order Learning



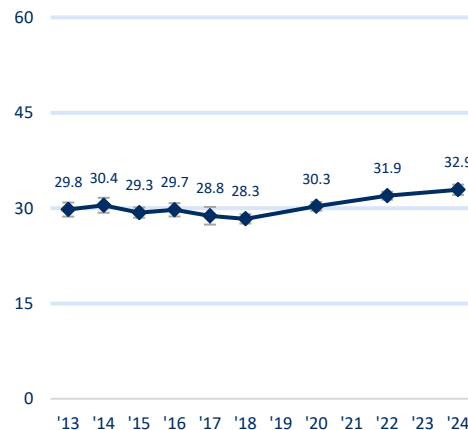
Reflective & Integrative Learning



Learning Strategies

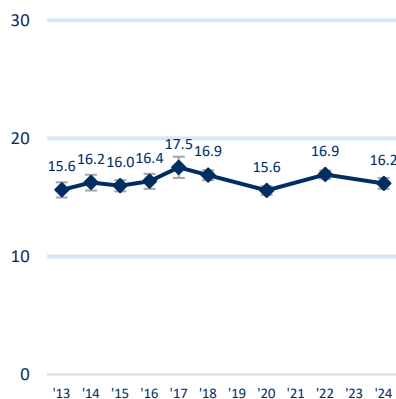


Quantitative Reasoning

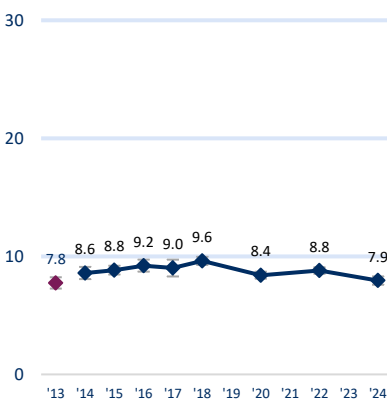


Academic Challenge (additional items): Seniors

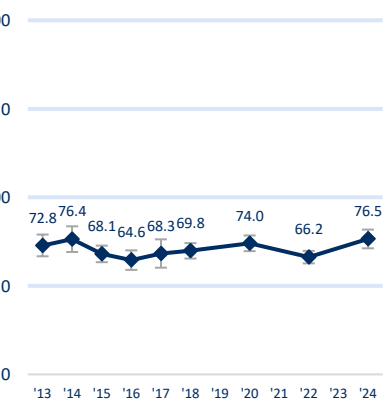
Preparing for Class (hrs/wk)



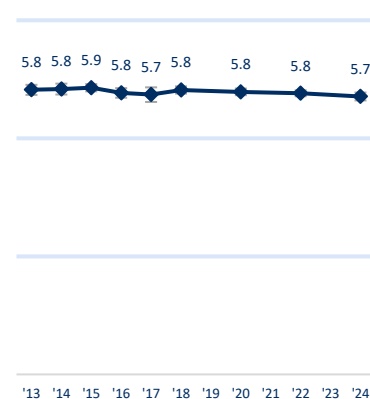
Course Reading (hrs/wk)^a



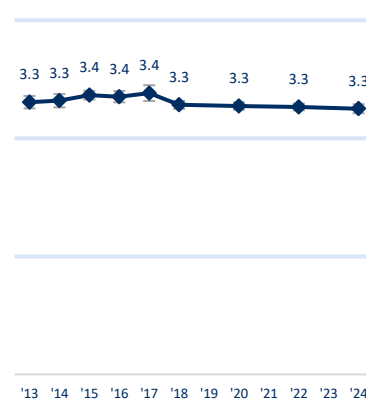
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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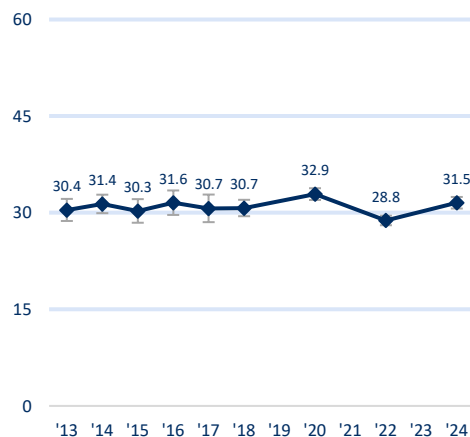
Engagement Results by Theme

The University of Texas at Arlington

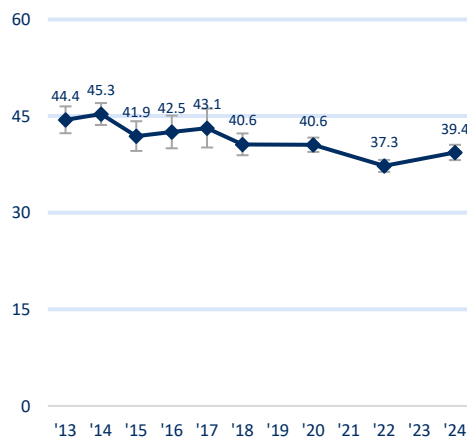
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

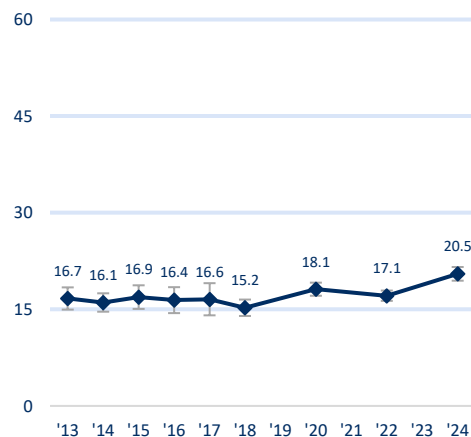


Discussions with Diverse Others

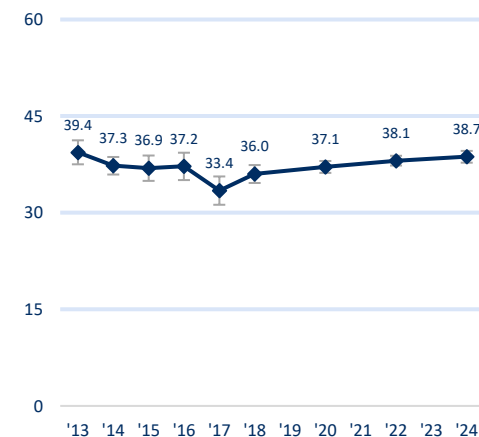


Experiences with Faculty: First-year students

Student-Faculty Interaction

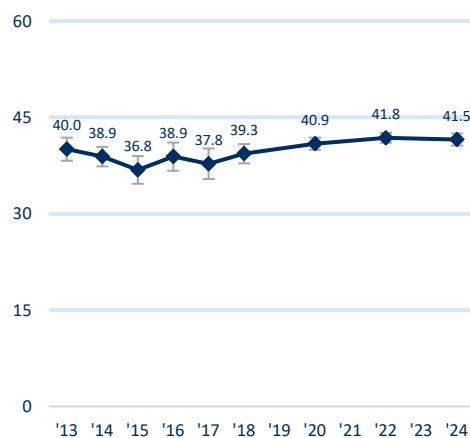


Effective Teaching Practices

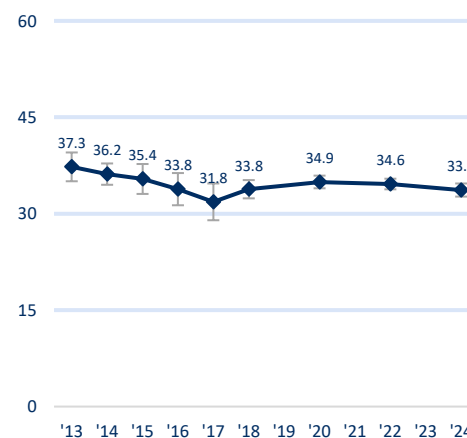


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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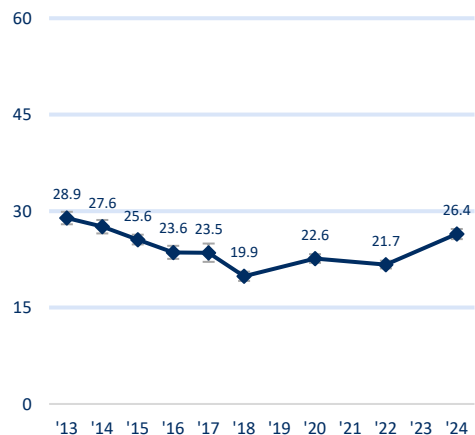
Engagement Results by Theme

The University of Texas at Arlington

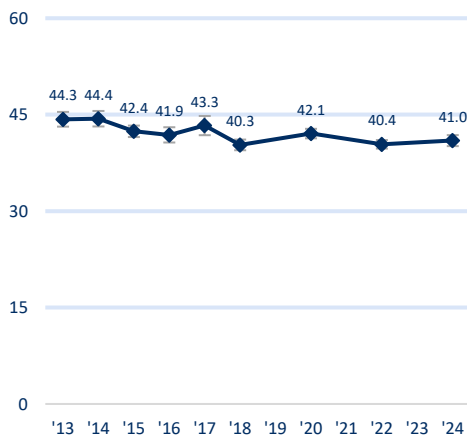
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Learning with Peers: Seniors

Collaborative Learning

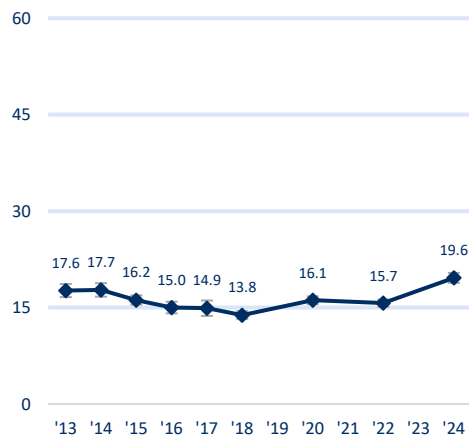


Discussions with Diverse Others

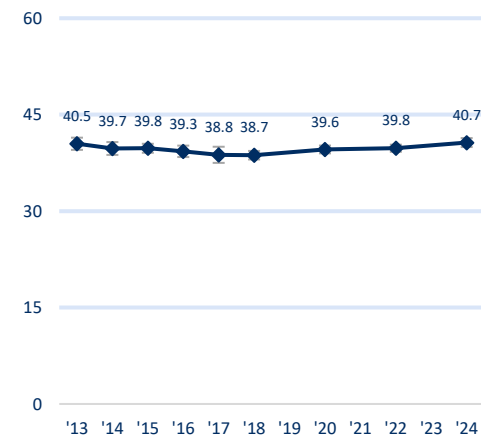


Experiences with Faculty: Seniors

Student-Faculty Interaction

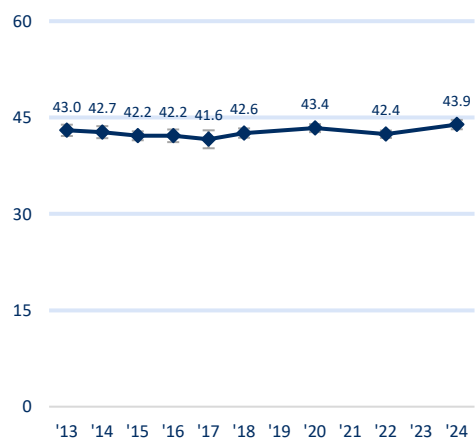


Effective Teaching Practices

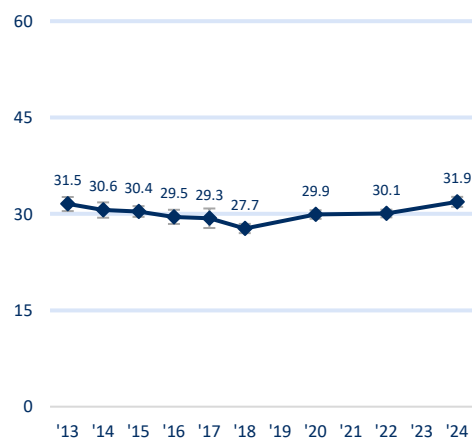


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

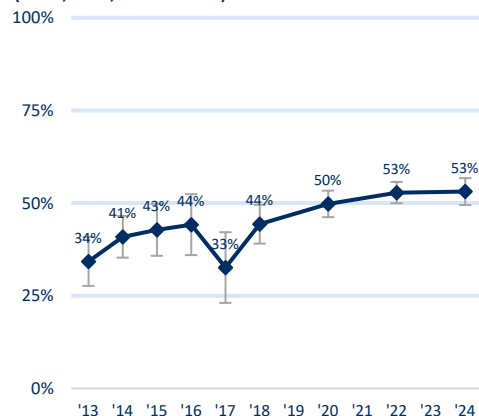


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

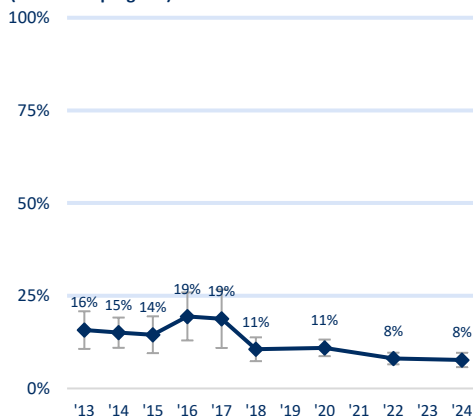
Service-Learning

(Some, most, or all courses)



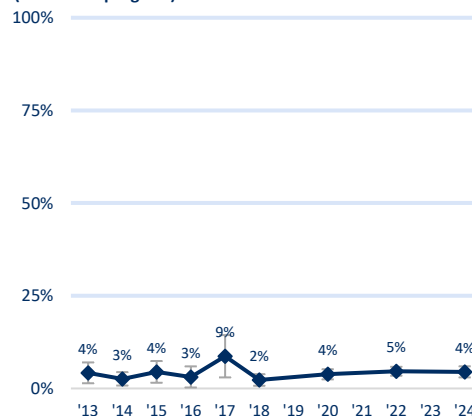
Learning Community

(Done or in progress)



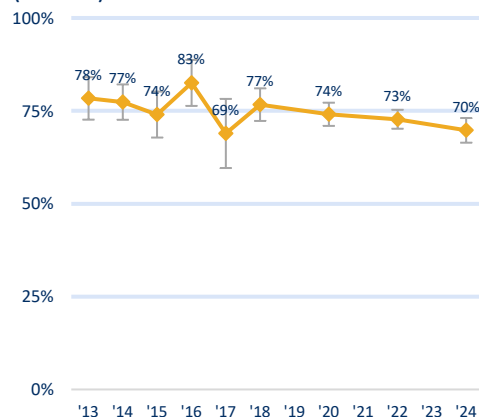
Research with Faculty

(Done or in progress)



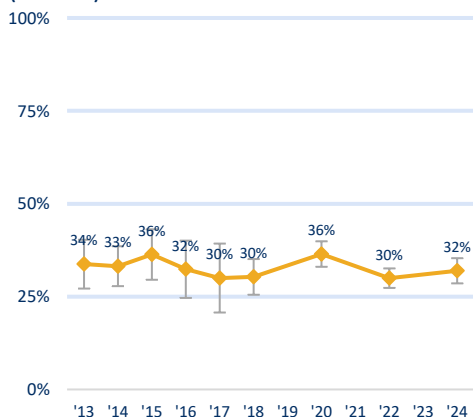
Internship/Field Experience

(Plan to do)



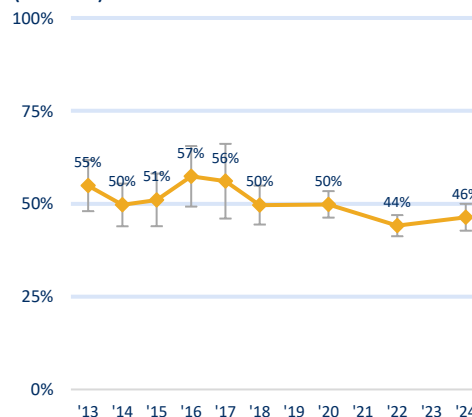
Study Abroad

(Plan to do)



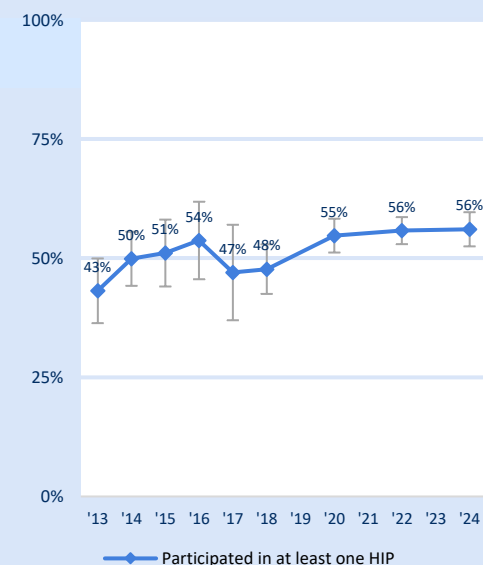
Culminating Senior Experience

(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.



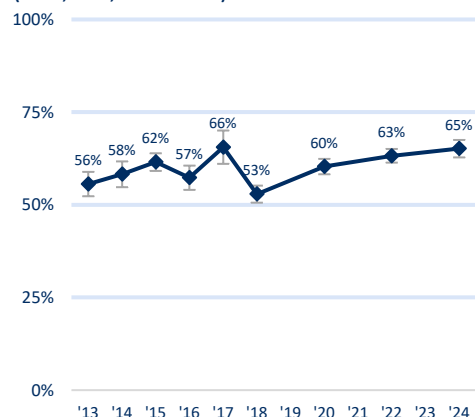
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

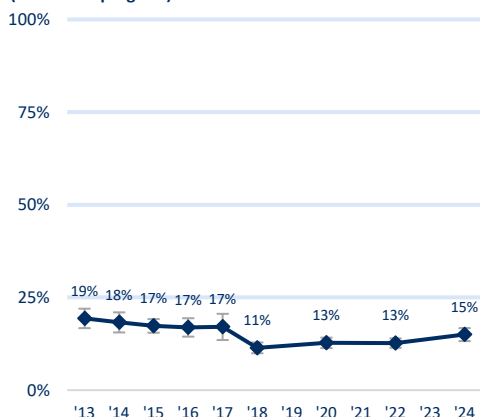
Service-Learning

(Some, most, or all courses)



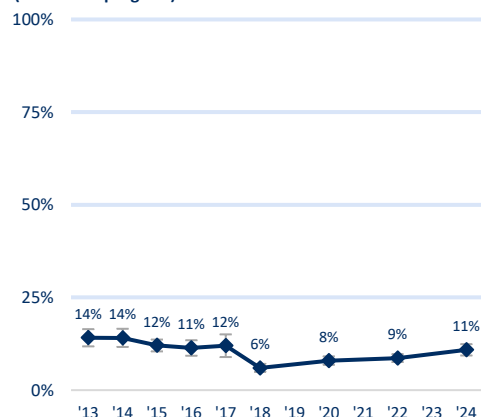
Learning Community

(Done or in progress)



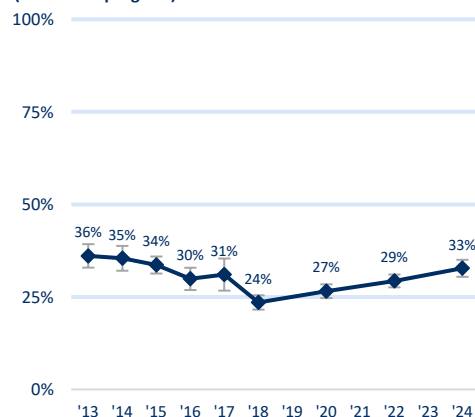
Research with Faculty

(Done or in progress)



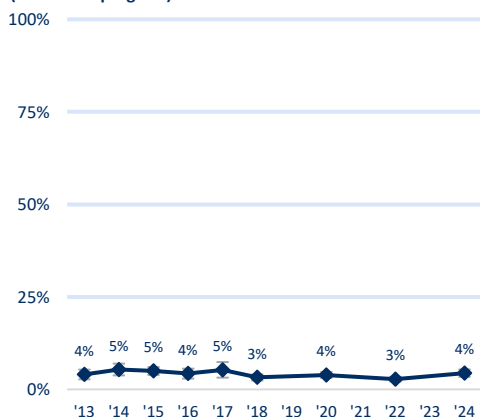
Internship/Field Experience

(Done or in progress)



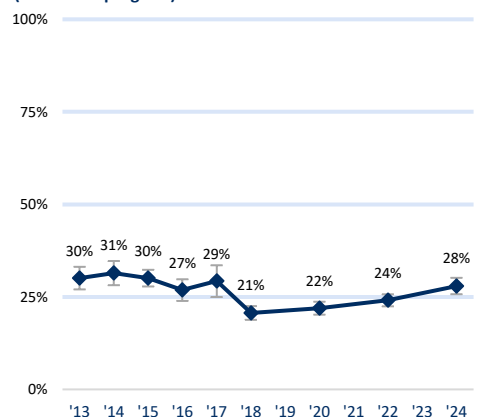
Study Abroad

(Done or in progress)



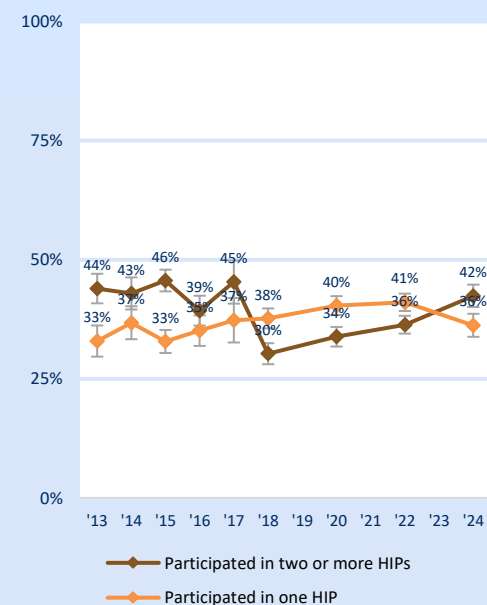
Culminating Senior Experience

(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 Challenge Items

The University of Texas at Arlington

First-year students														Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge																										
Higher-Order Learning	Mean	38.6	39.3	38.9	37.3	35.3	35.7		37.1		37.7		38.1		42.5	42.8	42.3	41.7	42.1	41.5		41.8		41.9		42.5
	n	221	347	214	175	121	392		794		1,267		812		939	827	1,740	997	500	1,981		2,295		2,814		1,687
	SD	14.6	14.4	15.1	14.7	13.5	13.4		13.4		13.9		13.7		15.2	14.6	14.8	14.5	14.0	14.6		13.9		14.2		14.1
	SE	.98	.77	1.03	1.11	1.23	.68		.47		.39		.48		.50	.51	.36	.46	.63	.33		.29		.27		.34
	CI up bnd	40.6	40.8	40.9	39.5	37.7	37.0		38.0		38.4		39.0		43.4	43.8	43.0	42.6	43.3	42.1		42.4		42.4		43.2
	CI low bnd	36.7	37.7	36.8	35.1	32.9	34.4		36.2		36.9		37.1		41.5	41.8	41.6	40.8	40.9	40.8		41.3		41.4		41.9
Reflective & Integrative Learning	Mean	35.3	35.1	34.4	33.8	31.4	32.4		33.3		34.6		33.9		38.2	38.1	37.9	37.4	36.4	36.1		37.1		38.0		38.4
	n	241	357	225	185	126	427		853		1,362		888		986	868	1,827	1,039	520	2,107		2,430		2,974		1,789
	SD	13.8	12.4	14.1	12.6	12.6	12.3		11.3		12.4		12.2		13.5	13.2	13.4	13.1	12.9	12.7		12.6		13.1		12.9
	SE	.89	.65	.94	.93	1.12	.60		.39		.34		.41		.43	.45	.31	.41	.56	.28		.26		.24		.30
	CI up bnd	37.0	36.4	36.2	35.6	33.6	33.6		34.1		35.2		34.7		39.0	39.0	38.6	38.2	37.5	36.7		37.6		38.4		39.0
	CI low bnd	33.6	33.8	32.5	32.0	29.2	31.3		32.6		33.9		33.1		37.3	37.3	37.3	36.6	35.3	35.6		36.6		37.5		37.8
Learning Strategies	Mean	38.0	36.9	38.0	37.2	32.6	35.3		35.9		37.6		37.8		43.1	42.7	42.6	41.7	41.0	41.8		41.5		41.6		42.2
	n	201	290	193	142	95	356		755		1,185		738		861	764	1,583	881	432	1,832		2,173		2,661		1,593
	SD	15.0	14.2	15.2	14.4	13.3	14.2		13.9		13.9		14.3		15.1	14.9	14.9	14.7	14.0	14.5		14.7		14.4		14.7
	SE	1.05	.83	1.10	1.21	1.37	.75		.50		.40		.53		.52	.54	.37	.49	.67	.34		.31		.28		.37
	CI up bnd	40.1	38.6	40.1	39.5	35.2	36.8		36.9		38.4		38.9		44.1	43.7	43.3	42.7	42.3	42.4		42.1		42.1		42.9
	CI low bnd	35.9	35.3	35.8	34.8	29.9	33.9		34.9		36.8		36.8		42.1	41.6	41.9	40.8	39.6	41.1		40.9		41.1		41.5
Quantitative Reasoning	Mean	26.8	26.8	28.4	26.7	26.6	26.3		29.1		30.9		30.6		29.8	30.4	29.3	29.7	28.8	28.3		30.3		31.9		32.9
	n	231	350	217	175	119	368		774		1,206		755		953	851	1,799	1,001	493	1,893		2,212		2,692		1,620
	SD	16.0	16.3	17.2	15.5	14.7	15.7		15.2		15.2		15.5		17.4	17.4	17.4	17.0	15.7	16.1		16.5		16.5		16.6
	SE	1.06	.87	1.17	1.17	1.35	.82		.55		.44		.56		.56	.60	.41	.54	.71	.37		.35		.32		.41
	CI up bnd	28.9	28.5	30.6	29.0	29.2	27.9		30.1		31.7		31.7		30.9	31.6	30.1	30.8	30.2	29.0		31.0		32.6		33.7
	CI low bnd	24.7	25.1	26.1	24.4	23.9	24.7		28.0		30.0		29.5		28.7	29.3	28.5	28.7	27.4	27.6		29.6		31.3		32.1
Academic Challenge (additional items)																										
Preparing for Class (hours/week)	Mean	13.6	14.7	13.5	15.8	16.2	14.8		13.7		15.3		14.9		15.6	16.2	16.0	16.4	17.5	16.9		15.6		16.9		16.2
	n	172	248	176	133	85	339		740		1,143		693		816	719	1,478	801	401	1,773		2,097		2,591		1,558
	SD	8.2	8.5	9.1	9.2	9.4	8.9		7.9		8.2		8.5		9.4	9.2	9.3	9.2	9.2	9.0		8.7		9.0		9.2
	SE	.63	.54	.69	.80	1.02	.48		.29		.24		.32		.33	.34	.24	.32	.46	.21		.19		.18		.23
	CI up bnd	14.8	15.8	14.9	17.4	18.2	15.7		14.3		15.8		15.5		16.3	16.9	16.5	17.0	18.4	17.3		16.0		17.3		16.6
	CI low bnd	12.3	13.7	12.2	14.2	14.2	13.8		13.2		14.9		14.3		15.0	15.6	15.5	15.7	16.6	16.5		15.2		16.6		15.7
Course Reading <small>Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</small>	Mean	6.2	5.7	5.2	6.8	6.8	6.3		5.4		6.4		5.6		7.8	8.6	8.8	9.2	9.0	9.6		8.4		8.8		7.9
	n	175	244	174	132	83	329		732		1,134		683		817	705	1,455	796	400	1,754		2,085		2,569		1,540
	SD	5.9	5.5	4.5	6.1	6.4	6.0		5.4		5.8		5.5		7.0	7.0	7.2	7.3	7.3	7.3		6.9		7.2		7.1
	SE	.45	.35	.34	.53	.70	.33		.20		.17		.21		.24	.26	.19	.26	.36	.18		.15		.14		.18
	CI up bnd	7.0	6.4	5.8	7.9	8.2	6.9		5.8		6.7		6.0		8.2	9.1	9.2	9.7	9.7	10.0		8.7		9.1		8.3
	CI low bnd	5.3	5.0	4.5	5.8	5.5	5.6		5.0		6.0		5.2		7.3	8.1	8.5	8.7	8.3	9.3		8.1		8.5		7.6

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

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

The University of Texas at Arlington

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge (additional items, continued)																										
Assigned Writing <small>Est. no. of pages calculated from three survey questions.</small>	Mean	33.2	36.2	31.5	34.4	41.8	37.4		43.5		53.7		58.5	72.8	76.4	68.1	64.6	68.3	69.8		74.0		66.2		76.5	
	n	181	269	163	136	98	363		760		1,195		755	769	698	1,411	826	440	1,864		2,190		2,673		1,595	
	SD	53.3	48.5	40.3	38.7	58.1	65.7		75.3		88.0		90.2	86.9	97.7	89.5	80.7	85.8	95.7		105.8		93.0		108.0	
	SE	3.96	2.95	3.16	3.32	5.86	3.45		2.73		2.55		3.28	3.14	3.70	2.38	2.81	4.09	2.22		2.26		1.80		2.70	
	CI up bnd	41.0	42.0	37.7	40.9	53.3	44.2		48.9		58.7		64.9	79.0	83.6	72.7	70.1	76.3	74.1		78.5		69.8		81.8	
	CI low bnd	25.5	30.4	25.3	27.9	30.3	30.7		38.2		48.8		52.0	66.7	69.1	63.4	59.0	60.3	65.5		69.6		62.7		71.2	
Course Challenge <small>Extent courses challenged students to do best work (1="Not at all" to 7="Very much").</small>	Mean	5.4	5.4	5.4	5.6	5.6	5.3		5.3		5.4		5.3	5.8	5.8	5.9	5.8	5.7	5.8		5.8		5.8		5.7	
	n	202	299	194	146	96	355		761		1,190		735	879	779	1,624	888	437	1,831		2,171		2,670		1,603	
	SD	1.4	1.2	1.3	1.2	1.1	1.2		1.3		1.3		1.3	1.3	1.3	1.3	1.2	1.3	1.3		1.3		1.3		1.4	
	SE	.10	.07	.09	.10	.11	.07		.05		.04		.05	.04	.05	.03	.04	.06	.03		.03		.03		.03	
	CI up bnd	5.6	5.5	5.6	5.8	5.8	5.5		5.4		5.4		5.4	5.9	5.9	5.9	5.9	5.9	5.9		5.8		5.8		5.8	
	CI low bnd	5.2	5.2	5.2	5.4	5.4	5.2		5.2		5.3		5.2	5.7	5.7	5.8	5.7	5.6	5.8		5.7		5.7		5.6	
Academic Emphasis <small>Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").</small>	Mean	3.3	3.3	3.3	3.4	3.2	3.1		3.1		3.1		3.1	3.3	3.3	3.4	3.4	3.4	3.3		3.3		3.3		3.3	
	n	177	251	174	133	89	340		749		1,153		714	827	724	1,494	821	409	1,805		2,133		2,622		1,581	
	SD	0.8	0.7	0.8	0.8	0.8	0.8		0.8		0.8		0.8	0.8	0.8	0.7	0.7	0.7	0.7		0.7		0.7		0.8	
	SE	.06	.05	.06	.07	.08	.04		.03		.02		.03	.03	.03	.02	.02	.03	.02		.02		.01		.02	
	CI up bnd	3.4	3.4	3.4	3.5	3.4	3.2		3.2		3.1		3.1	3.4	3.4	3.4	3.4	3.4	3.3		3.3		3.3		3.3	
	CI low bnd	3.2	3.2	3.1	3.2	3.1	3.0		3.0		3.1		3.0	3.3	3.3	3.3	3.3	3.3	3.2		3.2		3.2		3.2	
Learning with Peers																										
Collaborative Learning	Mean	30.4	31.4	30.3	31.6	30.7	30.7		32.9		28.8		31.5	28.9	27.6	25.6	23.6	23.5	19.9		22.6		21.7		26.4	
	n	250	370	234	199	130	490		890		1,466		975	1,003	891	1,895	1,090	531	2,203		2,526		3,078		1,857	
	SD	13.8	14.1	14.3	13.7	12.5	14.4		13.9		14.5		14.3	15.7	16.0	16.8	17.1	16.7	17.3		17.3		17.1		17.4	
	SE	.87	.73	.93	.97	1.09	.65		.47		.38		.46	.49	.53	.39	.52	.73	.37		.34		.31		.40	
	CI up bnd	32.1	32.8	32.1	33.5	32.8	32.0		33.8		29.5		32.4	29.9	28.6	26.3	24.6	25.0	20.6		23.3		22.3		27.2	
	CI low bnd	28.7	29.9	28.4	29.7	28.5	29.5		32.0		28.1		30.7	28.0	26.5	24.8	22.6	22.1	19.1		21.9		21.1		25.6	
Discussions with Diverse Others	Mean	44.4	45.3	41.9	42.5	43.1	40.6		40.6		37.3		39.4	44.3	44.4	42.4	41.9	43.3	40.3		42.1		40.4		41.0	
	n	202	301	195	149	95	361		760		1,191		748	875	778	1,609	884	437	1,848		2,177		2,674		1,612	
	SD	15.1	15.1	16.5	15.8	15.0	16.4		15.6		16.4		16.6	17.3	17.2	18.2	18.0	16.0	18.2		17.6		17.5		17.5	
	SE	1.06	.87	1.18	1.30	1.54	.86		.57		.47		.61	.58	.62	.45	.61	.76	.42		.38		.34		.44	
	CI up bnd	46.5	47.0	44.2	45.1	46.2	42.3		41.7		38.2		40.5	45.4	45.6	43.3	43.0	44.8	41.1		42.8		41.1		41.8	
	CI low bnd	42.3	43.6	39.6	40.0	40.1	38.9		39.4		36.3		38.2	43.1	43.2	41.5	40.7	41.8	39.5		41.3		39.7		40.1	

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).

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

The University of Texas at Arlington

		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Experiences with Faculty																									
Student-Faculty Interaction	Mean	16.7	16.1	16.9	16.4	16.6	15.2		18.1		17.1		20.5	17.6	17.7	16.2	15.0	14.9	13.8		16.1		15.7		19.6
	n	233	350	221	177	122	405		822		1,296		844	960	846	1,787	1,014	502	2,034		2,343		2,890		1,722
	SD	13.4	13.6	13.9	13.7	14.1	13.1		14.9		14.7		15.7	16.1	15.6	15.6	14.8	13.7	14.1		15.0		15.3		16.4
	SE	.88	.73	.93	1.03	1.27	.65		.52		.41		.54	.52	.54	.37	.46	.61	.31		.31		.28		.39
	CI up bnd	18.4	17.5	18.7	18.4	19.1	16.5		19.1		17.9		21.6	18.7	18.8	16.9	15.9	16.1	14.4		16.7		16.2		20.4
	CI low bnd	15.0	14.6	15.1	14.4	14.1	14.0		17.1		16.3		19.4	16.6	16.7	15.4	14.1	13.7	13.2		15.5		15.1		18.8
Effective Teaching Practices	Mean	39.4	37.3	36.9	37.2	33.4	36.0		37.1		38.1		38.7	40.5	39.7	39.8	39.3	38.8	38.7		39.6		39.8		40.7
	n	233	352	220	175	120	387		799		1,262		798	968	853	1,808	1,014	502	1,962		2,296		2,824		1,692
	SD	14.5	13.0	14.9	14.3	12.3	14.0		13.3		13.8		13.2	15.1	14.9	15.2	14.4	14.3	15.0		14.9		15.1		14.6
	SE	.95	.70	1.00	1.08	1.12	.71		.47		.39		.47	.48	.51	.36	.45	.64	.34		.31		.28		.36
	CI up bnd	41.2	38.7	38.9	39.3	35.6	37.4		38.0		38.8		39.6	41.4	40.7	40.5	40.2	40.0	39.4		40.2		40.3		41.4
	CI low bnd	37.5	35.9	34.9	35.1	31.2	34.6		36.2		37.3		37.8	39.5	38.7	39.1	38.4	37.5	38.0		39.0		39.2		40.0
Campus Environment																									
Quality of Interactions	Mean	40.0	38.9	36.8	38.9	37.8	39.3		40.9		41.8		41.5	43.0	42.7	42.2	42.2	41.6	42.6		43.4		42.4		43.9
	n	193	284	184	132	88	297		701		1,051		677	783	705	1,402	733	366	1,403		1,780		2,192		1,388
	SD	12.7	13.1	14.9	12.9	11.4	13.2		12.8		12.5		12.5	12.5	12.7	13.3	13.6	13.7	13.9		13.4		13.9		13.8
	SE	.92	.78	1.10	1.12	1.22	.77		.48		.39		.48	.45	.48	.35	.50	.71	.37		.32		.30		.37
	CI up bnd	41.8	40.4	39.0	41.1	40.1	40.8		41.8		42.6		42.5	43.9	43.7	42.9	43.1	43.0	43.3		44.0		43.0		44.6
	CI low bnd	38.2	37.3	34.6	36.7	35.4	37.8		39.9		41.0		40.6	42.1	41.8	41.5	41.2	40.2	41.9		42.7		41.8		43.2
Supportive Environment	Mean	37.3	36.2	35.4	33.8	31.8	33.8		34.9		34.6		33.7	31.5	30.6	30.4	29.5	29.3	27.7		29.9		30.1		31.9
	n	174	247	170	130	88	338		738		1,144		699	814	713	1,464	797	400	1,757		2,102		2,589		1,558
	SD	15.1	13.3	15.5	14.6	13.7	13.3		13.6		14.3		13.8	15.9	16.2	16.3	15.9	15.5	15.4		15.6		15.5		15.6
	SE	1.14	.85	1.19	1.28	1.46	.73		.50		.42		.52	.56	.61	.43	.56	.78	.37		.34		.31		.40
	CI up bnd	39.5	37.8	37.7	36.3	34.7	35.2		35.9		35.5		34.7	32.6	31.8	31.2	30.6	30.8	28.4		30.6		30.7		32.7
	CI low bnd	35.1	34.5	33.1	31.3	29.0	32.4		34.0		33.8		32.7	30.4	29.4	29.5	28.4	27.8	27.0		29.2		29.5		31.1

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).

NSSE 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

The University of Texas at Arlington

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Service-Learning ^a	%	34	41	43	44	33	44		50		53		53	56	58	62	57	66	53		60		63		65	
	n	199	294	193	142	94	347		751		1,160		727	880	775	1,606	878	430	1,810		2,148		2,631		1,577	
	SE	3.4	2.9	3.6	4.2	4.9	2.7		1.8		1.5		1.9	1.7	1.8	1.2	1.7	2.3	1.2		1.1		0.9		1.2	
	CI up bnd	41	47	50	52	42	50		53		56		57	59	62	64	61	70	55		62		65		67	
	CI low bnd	28	35	36	36	23	39		46		50		49	52	55	59	54	61	51		58		61		63	
Learning Community ^a	%	16	15	14	19	19	11		11		8		8	19	18	17	17	17	11		13		13		15	
	n	199	296	194	144	95	353		753		1,169		735	872	781	1,617	878	436	1,823		2,158		2,651		1,593	
	SE	2.6	2.1	2.5	3.3	4.0	1.6		1.1		0.8		1.0	1.3	1.4	0.9	1.3	1.8	0.7		0.7		0.6		0.9	
	CI up bnd	21	19	19	26	27	14		13		10		10	22	21	19	19	21	13		14		14		17	
	CI low bnd	11	11	10	13	11	7		9		7		6	17	16	15	14	14	10		11		11		13	
Research with Faculty ^a	%	4	3	4	3	9	2		4		5		4	14	14	12	11	12	6		8		9		11	
	n	197	297	191	144	95	352		752		1,167		733	864	776	1,604	881	435	1,825		2,157		2,652		1,589	
	SE	1.4	0.9	1.5	1.5	2.9	0.8		0.7		0.6		0.8	1.2	1.3	0.8	1.1	1.6	0.6		0.6		0.5		0.8	
	CI up bnd	7	4	7	6	14	4		5		6		6	16	17	14	13	15	7		9		10		12	
	CI low bnd	1	1	2	0	3	1		2		3		3	12	12	10	9	9	5		7		8		9	
Internship or Field Experience ^b (First-year results: Plan to do)	%	78	77	74	83	69	77		74		73		70	36	35	34	30	31	24		27		29		33	
	n	200	298	194	145	96	358		758		1,175		734	879	785	1,623	890	437	1,842		2,167		2,665		1,601	
	SE	2.9	2.4	3.2	3.2	4.7	2.2		1.6		1.3		1.7	1.6	1.7	1.2	1.5	2.2	1.0		0.9		0.9		1.2	
	CI up bnd	84	82	80	89	78	81		77		75		73	39	39	36	33	35	25		28		31		35	
	CI low bnd	73	73	68	76	60	72		71		70		66	33	32	31	27	27	22		25		28		30	
Study Abroad ^b (First-year results: Plan to do)	%	34	33	36	32	30	30		36		30		32	4	5	5	4	5	3		4		3		4	
	n	200	296	193	142	95	352		754		1,170		728	873	778	1,614	881	435	1,831		2,162		2,650		1,587	
	SE	3.4	2.7	3.5	3.9	4.7	2.5		1.8		1.3		1.7	0.7	0.8	0.5	0.7	1.1	0.4		0.4		0.3		0.5	
	CI up bnd	40	39	43	40	39	35		40		33		35	5	7	6	6	7	4		5		3		5	
	CI low bnd	27	28	30	25	21	25		33		27		29	3	4	4	3	3	2		3		2		3	
Culminating Senior Experience ^b (First-year results: Plan to do)	%	55	50	51	57	56	50		50		44		46	30	31	30	27	29	21		22		24		28	
	n	202	293	192	142	95	351		753		1,170		731	869	777	1,603	880	434	1,824		2,154		2,652		1,587	
	SE	3.5	2.9	3.6	4.2	5.1	2.7		1.8		1.5		1.8	1.6	1.7	1.1	1.5	2.2	0.9		0.9		0.8		1.1	
	CI up bnd	62	55	58	66	66	55		53		47		50	33	35	32	30	34	23		24		26		30	
	CI low bnd	48	44	44	49	46	44		46		41		43	27	28	28	24	25	19		20		22		26	
Overall HIP Participation ^c																										
Participated in one HIP	%	34	42	42	43	35	40		47		48		49	33	37	33	35	37	38		40		41		36	
	n	205	298	195	144	95	354		757		1,177		736	884	787	1,635	894	438	1,850		2,178		2,670		1,604	
	SE	3.3	2.9	3.5	4.1	4.9	2.6		1.8		1.5		1.8	1.6	1.7	1.2	1.6	2.3	1.1		1.1		1.0		1.2	
	CI up bnd	41	47	49	51	45	45		51		51		53	36	40	35	38	42	40		42		43		39	
	CI low bnd	28	36	35	35	26	35		44		45		45	30	33	31	32	33	35		38		39		34	
Participated in two or more HIPs	%	9	8	9	11	12	8		8		8		7	44	43	46	39	45	30		34		36		42	
	n	205	298	195	144	95	354		757		1,177		736	884	787	1,635	894	438	1,850		2,178		2,670		1,604	
	SE	2.0	1.6	2.1	2.6	3.3	1.4		1.0		0.8		0.9	1.7	1.8	1.2	1.6	2.4	1.1		1.0		0.9		1.2	
	CI up bnd	13	11	13	16	18	11		10		9		9	47	46	48	43	50	32		36		38		45	
	CI low bnd	5	5	5	6	5	5		6		6		5	41	39	43	36	41	28		32		35		40	

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.