NSSE 2022
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
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

NSSE 2022 Engagement Indicators
Overview
The University of Texas at Arlington

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 Public and Carnegie	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 Public and Carnegie	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	▽	▽	▽

NSSE 2022 Engagement Indicators
Academic Challenge
The University of Texas at Arlington

## 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

	UTA						
		Your first-year students compared with					
		UT System		Public and Carnegie		Carnegie Class	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	37.7	37.0	.05	37.5	.01	37.8	-.01
Reflective & Integrative Learning	34.6	33.7 *	.07	34.9	-.03	35.3 *	-.06
Learning Strategies	37.6	36.8	.06	37.0	.05	37.3	.03
Quantitative Reasoning	30.9	28.5 ***	.15	29.1 ***	.12	29.6 **	.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
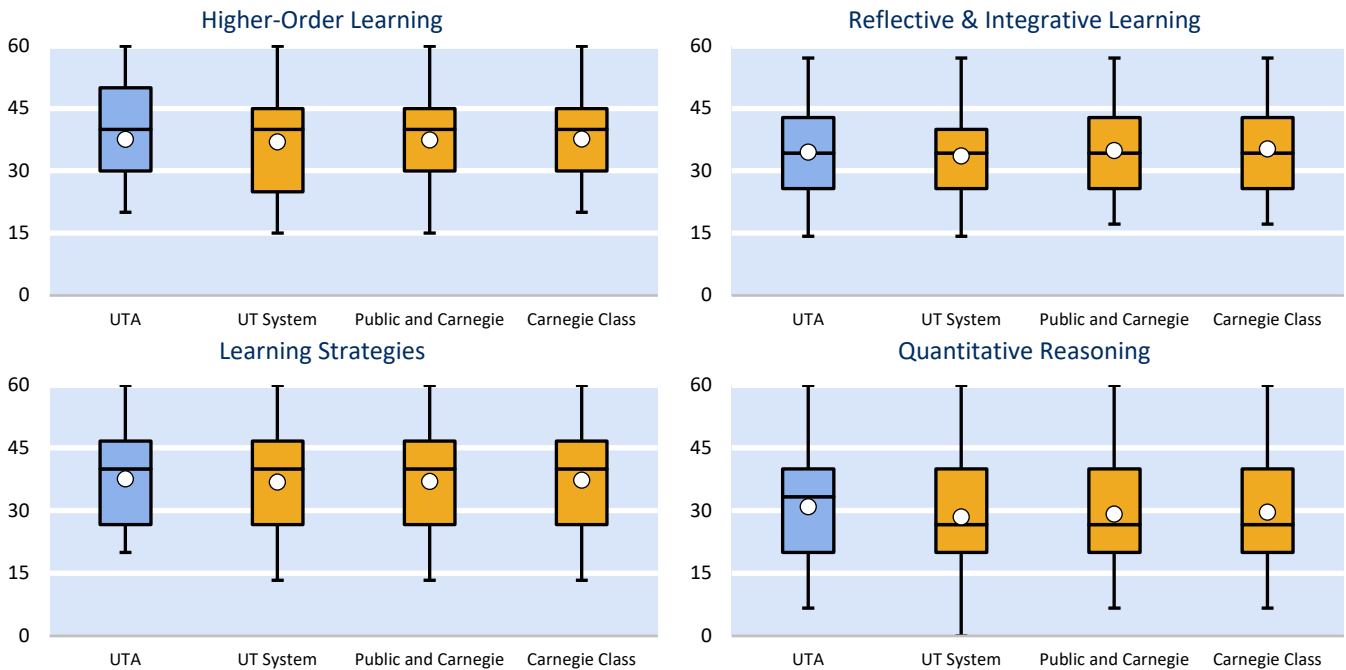
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	UTA	Percentage point difference [a] between your FY students and		
Higher-Order Learning		UT System	Public and Carnegie	Carnegie Class
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	66	+1	-5	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+1	-1	-2
4d. Evaluating a point of view, decision, or information source	67	+1	+1	+2
4e. Forming a new idea or understanding from various pieces of information	67	-0	-1	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	50	+3	-1	-3
2b. Connected your learning to societal problems or issues	46	+2	-4	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+3	-2	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	+1	-1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+1	+0	-1
2f. Learned something that changed the way you understand an issue or concept	66	+2	+1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-1	-4	-5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	70	+0	+1	+0
9b. Reviewed your notes after class	67	+3	+3	+2
9c. Summarized what you learned in class or from course materials	62	+0	-0	-1
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.)	59	+8	+5	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+4	+4	+3
6c. Evaluated what others have concluded from numerical information	46	+7	+3	+2

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

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

| | UTA | Your seniors compared with | | | | | |
| | | UT System | | Public and Carnegie | | Carnegie Class | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.9	38.9 ***	.21	39.3 ***	.18	39.6 ***	.17
Reflective & Integrative Learning	38.0	35.9 ***	.15	37.2 **	.06	37.8	.02
Learning Strategies	41.6	38.4 ***	.21	37.7 ***	.27	37.7 ***	.26
Quantitative Reasoning	31.9	30.3 ***	.10	31.7	.02	32.2	-.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).

Score Distributions
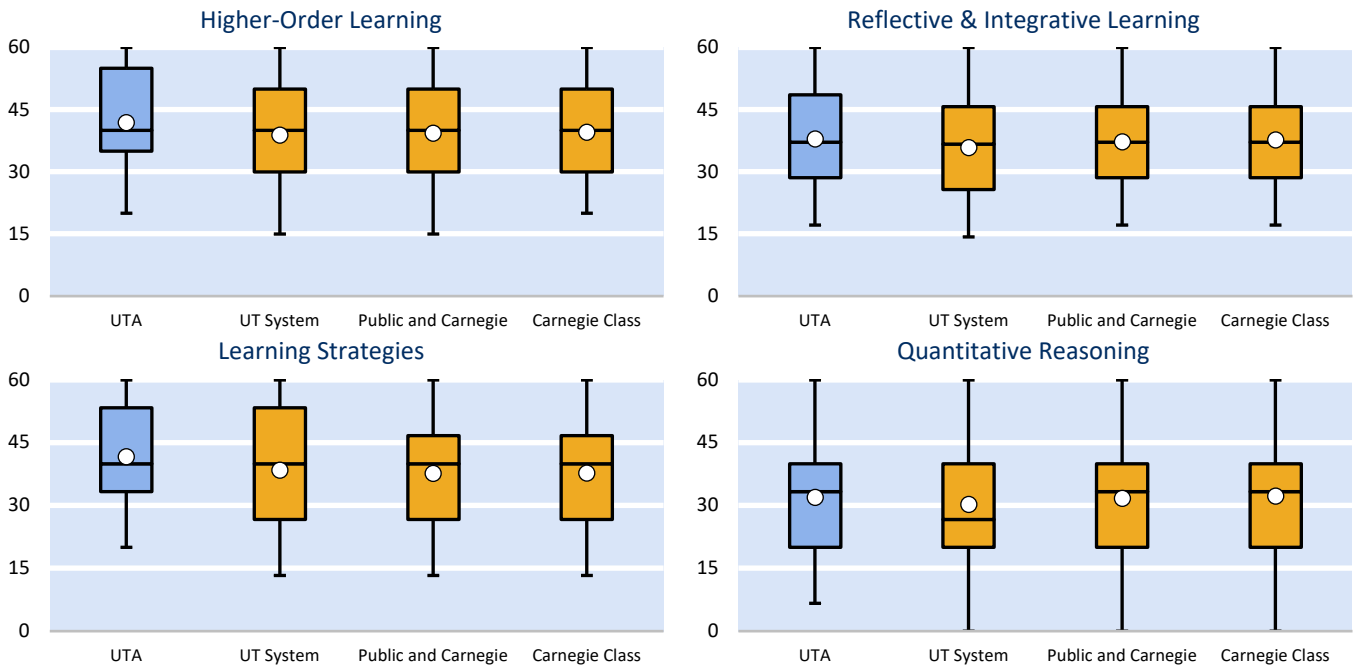
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Academic Challenge: Seniors (continued)

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.

| | UTA | Percentage point difference [a] between your seniors and | | |
		UT System	Public and Carnegie	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	79	+6	+3	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+6	+5	+5
4d. Evaluating a point of view, decision, or information source	75	+9	+8	+8
4e. Forming a new idea or understanding from various pieces of information	76	+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	57	-6	-11	-12
2b. Connected your learning to societal problems or issues	60	+9	+3	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+11	+5	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+8	+6	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+6	+5	+4
2f. Learned something that changed the way you understand an issue or concept	75	+7	+5	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+6	+2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+8	+8	+8
9b. Reviewed your notes after class	73	+6	+10	+11
9c. Summarized what you learned in class or from course materials	73	+9	+9	+9
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.)	59	+0	+0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+7	+3	+1
6c. Evaluated what others have concluded from numerical information	48	+3	-1	-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.

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.
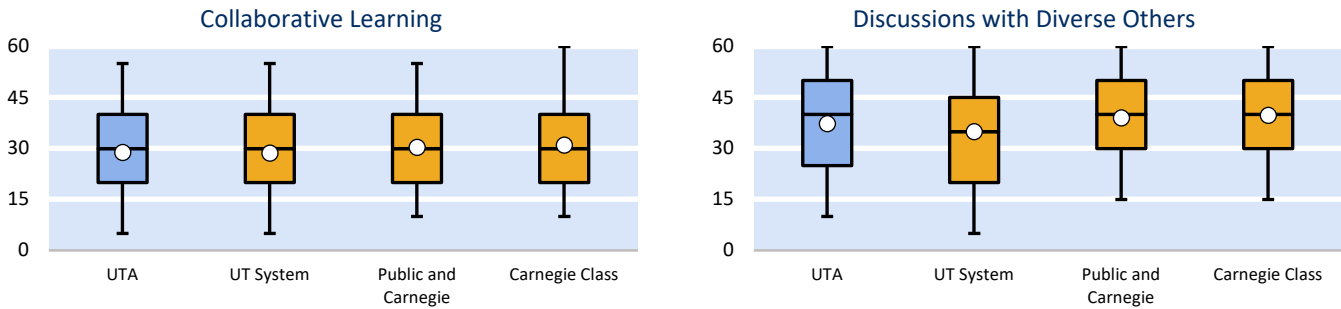
Learning with Peers: First-year students

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

	UTA	UT System		Public and Carnegie		Carnegie Class	
				Your first-year students compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.8	28.6	.01	30.3 ***	-.11	30.9 ***	-.15
Discussions with Diverse Others	37.3	34.9 ***	.14	39.0 ***	-.11	39.7 ***	-.17

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

Score Distributions

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Performance on Indicator Items

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	UTA	Percentage point difference [a] between your FY students and		
Collaborative Learning		UT System	Public and Carnegie	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	44	+1	-4	-5
1c. Explained course material to one or more students	44	+0	-7	-9
1d. Prepared for exams by discussing or working through course material with other students	38	-0	-5	-6
1e. Worked with other students on course projects or assignments	51	+0	+2	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	69	+8	-1	-2
8b. People from an economic background other than your own	67	+6	-4	-6
8c. People with religious beliefs other than your own	64	+5	-3	-5
8d. People with political views other than your own	55	+2	-7	-10

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

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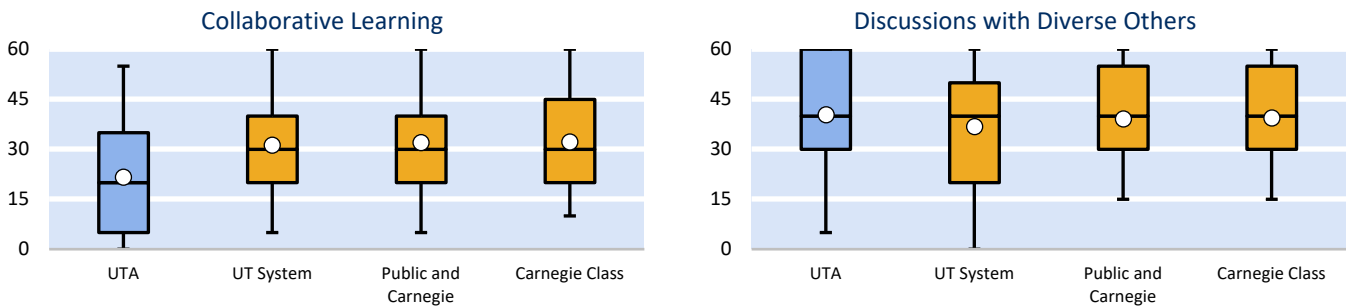
Learning with Peers: Seniors

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Mean Comparisons

	UTA	Your seniors compared with					
		UT System		Public and Carnegie		Carnegie Class	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	21.7	31.2 ***	-.60	32.0 ***	-.67	32.3 ***	-.69
Discussions with Diverse Others	40.4	36.8 ***	.20	39.1 ***	.08	39.5 **	.06

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

Collaborative Learning / Discussions with Diverse Others box-and-whiskers charts for UTA, UT System, Public and Carnegie, Carnegie Class.

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.

	UTA	Percentage point difference [a] between your seniors and		
Collaborative Learning		UT System	Public and Carnegie	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	28	-15	-17	-17
1c. Explained course material to one or more students	34	-17	-20	-21
1d. Prepared for exams by discussing or working through course material with other students	26	-14	-16	-16
1e. Worked with other students on course projects or assignments	37	-24	-27	-28
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	75	+11	+6	+6
8b. People from an economic background other than your own	72	+8	+1	+1
8c. People with religious beliefs other than your own	71	+9	+5	+4
8d. People with political views other than your own	66	+9	+4	+2

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NSSE 2022 Engagement Indicators

Experiences with Faculty

The University of Texas at Arlington

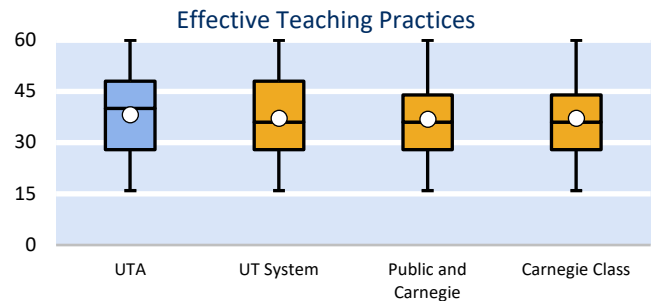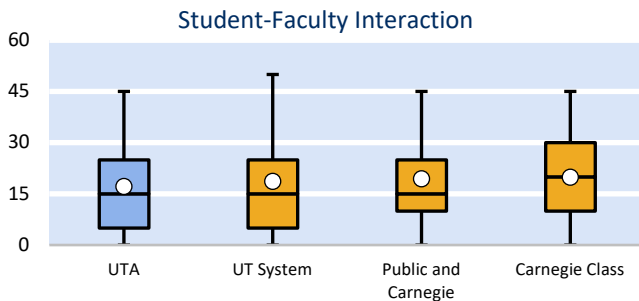## Experiences with Faculty: First-year students

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

		Your first-year students compared with					
		UT System		Public and Carnegie		Carnegie Class	
Engagement Indicator		*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction		18.7 **	-.10	19.4 ***	-.16	19.9 ***	-.19
Effective Teaching Practices		37.1 *	.07	36.8 **	.10	37.1 *	.07

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		Percentage point difference [a] between your FY students and		
Student-Faculty Interaction	**UTA**	**UT System**	**Public and Carnegie**	**Carnegie Class**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	26	-6	-7	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-2	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-0	-2	-3
3d. Discussed your academic performance with a faculty member	22	-4	-3	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	74	+1	-1	-2
5b. Taught course sessions in an organized way	70	-1	-3	-4
5c. Used examples or illustrations to explain difficult points	73	+1	-0	-1
5d. Provided feedback on a draft or work in progress	63	+4	+5	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	58	+3	+5	+5

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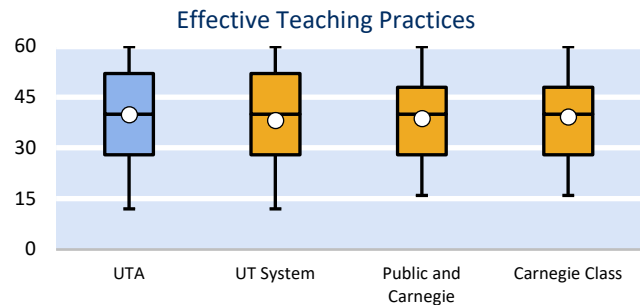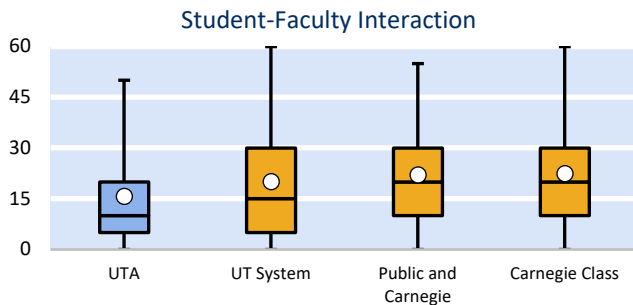
Experiences with Faculty: Seniors

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Mean Comparisons

| | | Your seniors compared with | | | | | |
| | | UT System | | Public and Carnegie | | Carnegie Class | |
Engagement Indicator		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction		20.0 ***	-.27	22.0 ***	-.39	22.4 ***	-.42
Effective Teaching Practices		38.1 ***	.11	38.6 ***	.08	39.1 *	.05

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 | | |
Student-Faculty Interaction	UTA	UT System	Public and Carnegie	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	27	-6	-10	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-8	-11	-12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-9	-12	-13
3d. Discussed your academic performance with a faculty member	20	-6	-8	-9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+4	+3	+2
5b. Taught course sessions in an organized way	77	+6	+3	+1
5c. Used examples or illustrations to explain difficult points	75	+1	-2	-3
5d. Provided feedback on a draft or work in progress	59	+2	+1	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+6	+4	+3

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

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

NSSE 2022 Engagement Indicators
Campus Environment
The University of Texas at Arlington

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

| | UTA | Your first-year students compared with | | | | | |
| | | UT System | | Public and Carnegie | | Carnegie Class | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	42.4	-.05	42.1	-.03	42.5	-.06
Supportive Environment	34.6	34.3	.02	34.0	.05	34.0	.05

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 | | |
| | | | Public and | |
Quality of Interactions	UTA	UT System	Carnegie	Carnegie Class
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	51	+2	+1	-0
13b. Academic advisors	44	-6	-8	-10
13c. Faculty	47	-2	+0	-1
13d. Student services staff (career services, student activities, housing, etc.)	46	-3	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-5	+2	+2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	-1	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	72	+2	+1	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+6	+7	+8
14e. Providing opportunities to be involved socially	64	-3	-5	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-0	-1	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+1	+7	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-3	-9	-11
14i. Attending events that address important social, economic, or political issues	45	-0	+4	+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.

NSSE 2022 Engagement Indicators
Campus Environment
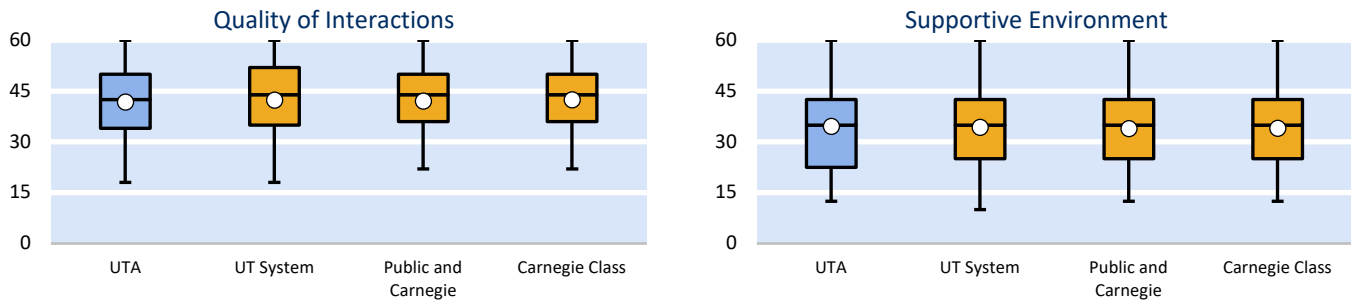## The University of Texas at Arlington
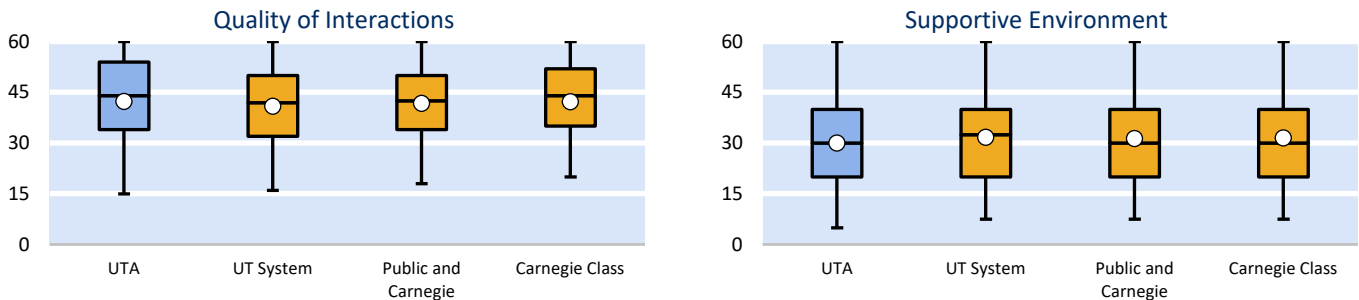
Campus Environment: Seniors

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

	UTA	UT System		Public and Carnegie		Carnegie Class	
		Your seniors compared with					
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	40.9 ***	.11	41.8 *	.05	42.3	.01
Supportive Environment	30.1	31.7 ***	-.11	31.4 ***	-.09	31.6 ***	-.11

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.

	UTA	Percentage point difference [a] between your seniors and		
Quality of Interactions		UT System	Public and Carnegie	Carnegie Class
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	59	+2	+2	+1
13b. Academic advisors	52	+9	+2	+0
13c. Faculty	52	+1	+0	-1
13d. Student services staff (career services, student activities, housing, etc.)	45	+1	+2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+0	+5	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	66	-0	+2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	63	-2	+2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+4	+6	+6
14e. Providing opportunities to be involved socially	56	-6	-7	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-4	-4	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+2	+7	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	-12	-18	-20
14i. Attending events that address important social, economic, or political issues	34	-6	-3	-3

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **go.iu.edu/NSSE-PnP**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:
   (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	UTA Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
Academic Challenge	Higher-Order Learning	37.7	39.2 ***	-.12		42.1 ***	-.33	
	Reflective and Integrative Learning	34.6	36.9 ***	-.19		39.2 ***	-.39	
	Learning Strategies	37.6	39.6 ***	-.14		42.9 ***	-.37	
	Quantitative Reasoning	30.9	30.2	.05	✓	33.3 ***	-.15	
Learning with Peers	Collaborative Learning	28.8	31.8 ***	-.22		35.4 ***	-.49	
	Discussions with Diverse Others	37.3	39.8 ***	-.17		42.6 ***	-.37	
Experiences with Faculty	Student-Faculty Interaction	17.1	24.3 ***	-.48		27.8 ***	-.70	
	Effective Teaching Practices	38.1	40.3 ***	-.16		43.3 ***	-.38	
Campus Environment	Quality of Interactions	41.8	45.1 ***	-.28		48.2 ***	-.51	
	Supportive Environment	34.6	36.0 **	-.10		39.1 ***	-.33	

Your first-year students compared with

Seniors

Theme	Engagement Indicator	UTA Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	41.9	.00	✓	44.2 ***	-.18	
	Reflective and Integrative Learning	38.0	40.3 ***	-.18		42.7 ***	-.39	
	Learning Strategies	41.6	41.1	.04	✓	43.4 ***	-.13	
	Quantitative Reasoning	31.9	32.5	-.03	✓	35.3 ***	-.21	
Learning with Peers	Collaborative Learning	21.7	34.0 ***	-.84		37.9 ***	-1.12	
	Discussions with Diverse Others	40.4	40.4	.00	✓	43.2 ***	-.18	
Experiences with Faculty	Student-Faculty Interaction	15.7	28.8 ***	-.81		33.2 ***	-1.11	
	Effective Teaching Practices	39.8	41.9 ***	-.15		44.5 ***	-.34	
Campus Environment	Quality of Interactions	42.4	45.6 ***	-.26		48.0 ***	-.44	
	Supportive Environment	30.1	34.3 ***	-.28		37.4 ***	-.50	

Your seniors compared with

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

NSSE 2022 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 = 1267)	37.7	13.9	.39	20	30	40	50	60				
UT System	37.0	14.2	.22	15	25	40	45	60	5,464	.7	.151	.046
Public and Carnegie	37.5	13.2	.08	15	30	40	45	60	1,387	.2	.657	.013
Carnegie Class	37.8	13.0	.10	20	30	40	45	60	1,447	-.1	.806	-.008
Top 50%	39.2	13.3	.04	20	30	40	50	60	1,294	-1.6	.000	-.120
Top 10%	42.1	13.0	.12	20	35	40	55	60	1,526	-4.4	.000	-.335
Reflective & Integrative Learning												
UTA (N = 1362)	34.6	12.4	.34	14	26	34	43	57				
UT System	33.7	12.7	.19	14	26	34	40	57	6,045	.9	.019	.072
Public and Carnegie	34.9	12.0	.07	17	26	34	43	57	1,495	-.4	.298	-.030
Carnegie Class	35.3	11.8	.09	17	26	34	43	57	1,562	-.8	.027	-.065
Top 50%	36.9	12.1	.04	17	29	37	46	60	1,395	-2.3	.000	-.193
Top 10%	39.2	11.8	.10	20	31	40	49	60	1,610	-4.6	.000	-.391
Learning Strategies												
UTA (N = 1185)	37.6	13.9	.40	20	27	40	47	60				
UT System	36.8	14.2	.23	13	27	40	47	60	5,016	.8	.090	.056
Public and Carnegie	37.0	13.6	.09	13	27	40	47	60	23,762	.6	.123	.046
Carnegie Class	37.3	13.6	.11	13	27	40	47	60	16,075	.4	.371	.027
Top 50%	39.6	14.1	.05	20	27	40	53	60	94,722	-1.9	.000	-.138
Top 10%	42.9	14.3	.11	20	33	40	60	60	1,366	-5.3	.000	-.371
Quantitative Reasoning												
UTA (N = 1206)	30.9	15.2	.44	7	20	33	40	60				
UT System	28.5	15.8	.25	0	20	27	40	60	5,106	2.4	.000	.154
Public and Carnegie	29.1	15.0	.10	7	20	27	40	60	24,140	1.7	.000	.116
Carnegie Class	29.6	14.8	.12	7	20	27	40	60	16,283	1.3	.004	.086
Top 50%	30.2	15.3	.05	7	20	27	40	60	108,096	.7	.103	.047
Top 10%	33.3	15.5	.13	7	20	33	40	60	15,176	-2.4	.000	-.154
Learning with Peers												
Collaborative Learning												
UTA (N = 1466)	28.8	14.5	.38	5	20	30	40	55				
UT System	28.6	14.0	.19	5	20	30	40	55	6,691	.2	.657	.013
Public and Carnegie	30.3	14.2	.08	10	20	30	40	55	30,688	-1.5	.000	-.106
Carnegie Class	30.9	14.2	.10	10	20	30	40	60	20,489	-2.1	.000	-.150
Top 50%	31.8	13.9	.04	10	20	30	40	60	1,507	-3.0	.000	-.220
Top 10%	35.4	13.5	.10	15	25	35	45	60	1,688	-6.7	.000	-.488
Discussions with Diverse Others												
UTA (N = 1191)	37.3	16.4	.47	10	25	40	50	60				
UT System	34.9	16.9	.27	5	20	35	45	60	2,041	2.4	.000	.142
Public and Carnegie	39.0	15.2	.10	15	30	40	50	60	1,299	-1.7	.001	-.110
Carnegie Class	39.7	14.7	.12	15	30	40	50	60	1,348	-2.5	.000	-.166
Top 50%	39.8	15.1	.05	15	30	40	55	60	1,218	-2.6	.000	-.169
Top 10%	42.6	14.2	.13	20	35	40	55	60	1,388	-5.3	.000	-.367

NSSE 2022 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]
Experiences with Faculty												
Student-Faculty Interaction												
UTA (N = 1296)	17.1	14.7	.41	0	5	15	25	45				
UT System	18.7	15.2	.23	0	5	15	25	50	5,694	-1.6	.001	-.104
Public and Carnegie	19.4	14.5	.09	0	10	15	25	45	26,662	-2.3	.000	-.157
Carnegie Class	19.9	14.4	.11	0	10	20	30	45	17,902	-2.8	.000	-.192
Top 50%	24.3	15.1	.07	5	15	20	35	55	1,364	-7.2	.000	-.478
Top 10%	27.8	15.3	.16	5	15	25	40	60	1,735	-10.7	.000	-.703
Effective Teaching Practices												
UTA (N = 1262)	38.1	13.8	.39	16	28	40	48	60				
UT System	37.1	13.9	.22	16	28	36	48	60	5,445	1.0	.026	.072
Public and Carnegie	36.8	12.9	.08	16	28	36	44	60	1,379	1.3	.001	.100
Carnegie Class	37.1	12.8	.10	16	28	36	44	60	1,439	.9	.018	.074
Top 50%	40.3	13.8	.05	16	32	40	52	60	72,916	-2.2	.000	-.160
Top 10%	43.3	13.7	.13	20	36	44	56	60	12,489	-5.2	.000	-.382
Campus Environment												
Quality of Interactions												
UTA (N = 1051)	41.8	12.5	.39	18	34	43	50	60				
UT System	42.4	12.9	.22	18	35	44	52	60	4,521	-.6	.156	-.050
Public and Carnegie	42.1	11.4	.08	22	36	44	50	60	1,139	-.3	.416	-.028
Carnegie Class	42.5	11.1	.09	22	36	44	50	60	1,177	-.7	.092	-.060
Top 50%	45.1	11.9	.05	22	38	48	54	60	1,085	-3.3	.000	-.279
Top 10%	48.2	12.5	.12	23	42	50	60	60	12,081	-6.4	.000	-.513
Supportive Environment												
UTA (N = 1144)	34.6	14.3	.42	13	23	35	43	60				
UT System	34.3	14.5	.24	10	25	35	43	60	4,853	.3	.567	.019
Public and Carnegie	34.0	13.1	.09	13	25	35	43	60	1,245	.7	.121	.051
Carnegie Class	34.0	12.9	.11	13	25	35	43	60	1,295	.6	.172	.046
Top 50%	36.0	13.6	.05	13	28	38	45	60	1,181	-1.3	.002	-.099
Top 10%	39.1	13.3	.16	18	30	40	50	60	1,470	-4.5	.000	-.334

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2022 Engagement Indicators
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 = 2814)	41.9	14.2	.27	20	35	40	55	60				
UT System	38.9	14.7	.18	15	30	40	50	60	9,542	3.0	.000	.209
Public and Carnegie	39.3	14.0	.08	15	30	40	50	60	35,683	2.6	.000	.182
Carnegie Class	39.6	13.9	.09	20	30	40	50	60	3,537	2.3	.000	.168
Top 50%	41.9	13.7	.04	20	35	40	55	60	2,961	.0	.997	.000
Top 10%	44.2	13.1	.13	20	35	45	60	60	4,312	-2.3	.000	-.176
Reflective & Integrative Learning												
UTA (N = 2974)	38.0	13.1	.24	17	29	37	49	60				
UT System	35.9	13.9	.16	14	26	37	46	60	5,823	2.1	.000	.153
Public and Carnegie	37.2	13.1	.07	17	29	37	46	60	38,219	.7	.003	.056
Carnegie Class	37.8	12.9	.08	17	29	37	46	60	26,686	.2	.427	.015
Top 50%	40.3	12.5	.04	20	31	40	50	60	3,143	-2.3	.000	-.184
Top 10%	42.7	11.7	.12	23	34	43	51	60	4,627	-4.8	.000	-.394
Learning Strategies												
UTA (N = 2661)	41.6	14.4	.28	20	33	40	53	60				
UT System	38.4	15.1	.19	13	27	40	53	60	5,275	3.2	.000	.213
Public and Carnegie	37.7	14.8	.08	13	27	40	47	60	33,324	3.9	.000	.265
Carnegie Class	37.7	14.8	.10	13	27	40	47	60	23,351	3.9	.000	.262
Top 50%	41.1	14.6	.04	20	33	40	53	60	114,200	.5	.064	.036
Top 10%	43.4	14.2	.10	20	33	40	60	60	21,925	-1.8	.000	-.129
Quantitative Reasoning												
UTA (N = 2692)	31.9	16.5	.32	7	20	33	40	60				
UT System	30.3	16.8	.21	0	20	27	40	60	9,019	1.7	.000	.102
Public and Carnegie	31.7	16.5	.09	0	20	33	40	60	33,843	.3	.376	.018
Carnegie Class	32.2	16.5	.11	0	20	33	40	60	23,707	-.3	.377	-.018
Top 50%	32.5	16.5	.05	7	20	33	40	60	127,494	-.5	.111	-.031
Top 10%	35.3	16.0	.13	7	20	33	47	60	3,667	-3.4	.000	-.211
Learning with Peers												
Collaborative Learning												
UTA (N = 3078)	21.7	17.1	.31	0	5	20	35	55				
UT System	31.2	15.6	.18	5	20	30	40	60	5,248	-9.5	.000	-.595
Public and Carnegie	32.0	15.2	.08	5	20	30	40	60	3,490	-10.3	.000	-.673
Carnegie Class	32.3	15.2	.10	10	20	30	45	60	3,693	-10.6	.000	-.687
Top 50%	34.0	14.6	.05	10	25	35	45	60	3,216	-12.3	.000	-.842
Top 10%	37.9	13.7	.12	15	30	40	50	60	4,069	-16.2	.000	-1.124
Discussions with Diverse Others												
UTA (N = 2674)	40.4	17.5	.34	5	30	40	60	60				
UT System	36.8	17.6	.22	0	20	40	50	60	5,069	3.6	.000	.203
Public and Carnegie	39.1	15.8	.09	15	30	40	55	60	3,062	1.3	.000	.080
Carnegie Class	39.5	15.5	.11	15	30	40	55	60	3,231	.9	.010	.058
Top 50%	40.4	15.9	.05	15	30	40	55	60	2,779	.0	.995	.000
Top 10%	43.2	15.1	.14	20	35	45	60	60	3,665	-2.8	.000	-.182

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 = 2890)	15.7	15.3	.28	0	5	10	20	50				
UT System	20.0	16.9	.20	0	5	15	30	60	5,929	-4.4	.000	-.266
Public and Carnegie	22.0	16.1	.09	0	10	20	30	55	3,461	-6.3	.000	-.393
Carnegie Class	22.4	16.2	.11	0	10	20	30	60	3,755	-6.7	.000	-.417
Top 50%	28.8	16.2	.07	5	15	25	40	60	3,283	-13.1	.000	-.809
Top 10%	33.2	16.1	.20	10	20	35	45	60	5,895	-17.6	.000	-1.108
Effective Teaching Practices												
UTA (N = 2824)	39.8	15.1	.28	12	28	40	52	60				
UT System	38.1	15.4	.19	12	28	40	52	60	5,413	1.7	.000	.108
Public and Carnegie	38.6	14.1	.08	16	28	40	48	60	3,267	1.1	.000	.081
Carnegie Class	39.1	14.0	.09	16	28	40	48	60	3,470	.7	.020	.049
Top 50%	41.9	14.1	.05	16	32	40	56	60	2,993	-2.1	.000	-.152
Top 10%	44.5	13.6	.12	20	36	44	56	60	3,857	-4.7	.000	-.338
Campus Environment												
Quality of Interactions												
UTA (N = 2192)	42.4	13.9	.30	15	34	44	54	60				
UT System	40.9	13.7	.18	16	32	42	50	60	7,790	1.5	.000	.107
Public and Carnegie	41.8	12.4	.07	18	34	43	50	60	2,471	.6	.041	.050
Carnegie Class	42.3	12.1	.09	20	35	44	52	60	2,591	.1	.781	.007
Top 50%	45.6	12.3	.04	22	38	48	56	60	2,277	-3.2	.000	-.262
Top 10%	48.0	12.5	.08	22	40	50	60	60	2,497	-5.6	.000	-.442
Supportive Environment												
UTA (N = 2589)	30.1	15.5	.31	5	20	30	40	60				
UT System	31.7	15.2	.20	8	20	33	40	60	8,580	-1.7	.000	-.109
Public and Carnegie	31.4	14.2	.08	8	20	30	40	60	2,974	-1.3	.000	-.093
Carnegie Class	31.6	14.1	.10	8	20	30	40	60	3,157	-1.5	.000	-.107
Top 50%	34.3	14.7	.05	10	23	35	45	60	2,737	-4.2	.000	-.284
Top 10%	37.4	14.5	.16	13	28	38	48	60	4,126	-7.4	.000	-.498

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.