NSSE national survey of student engagement

NSSE 2022
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 *planned to do* 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.

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Administration Summaries

The University of Texas at Arlington

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

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

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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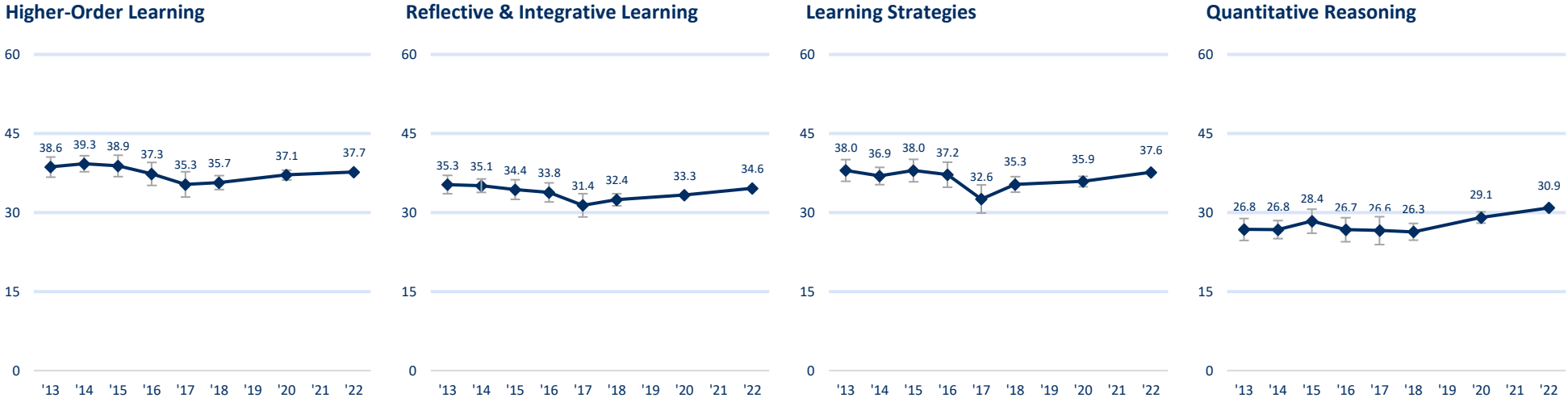
Engagement Results by Theme

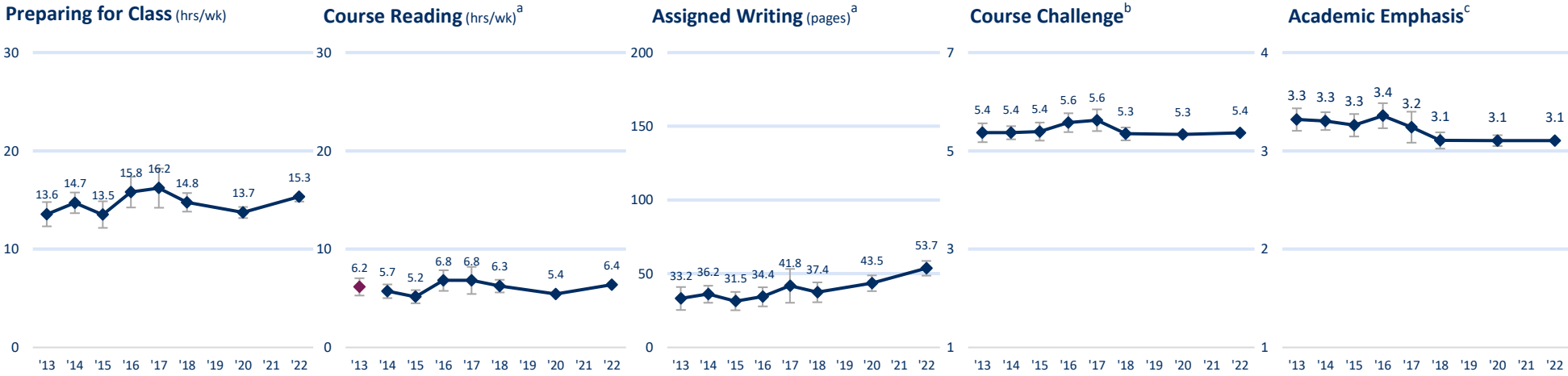
The University of Texas at Arlington

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 pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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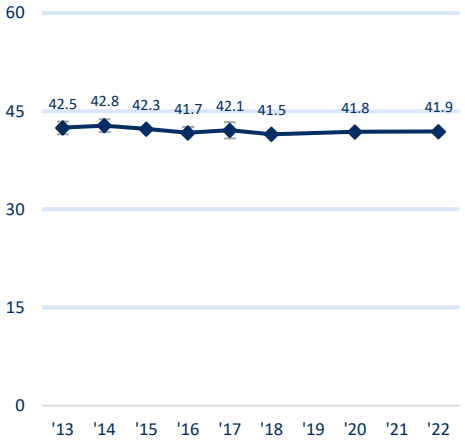
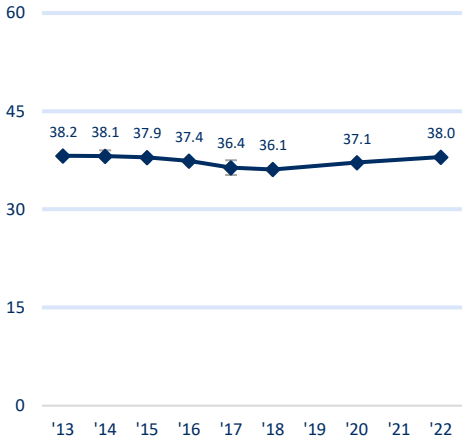
Academic Challenge: Seniors

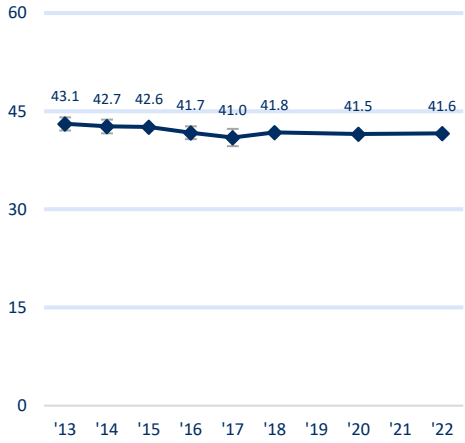
Higher-Order Learning



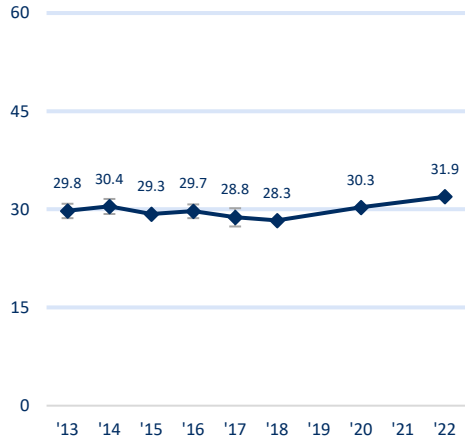
Reflective & Integrative Learning



Learning Strategies

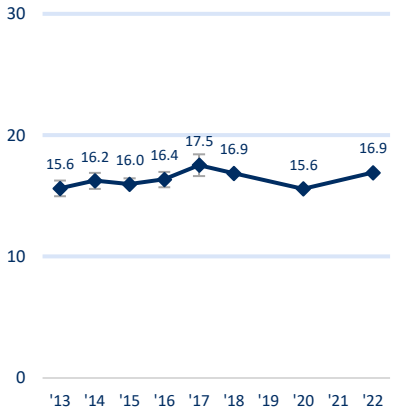


Quantitative Reasoning

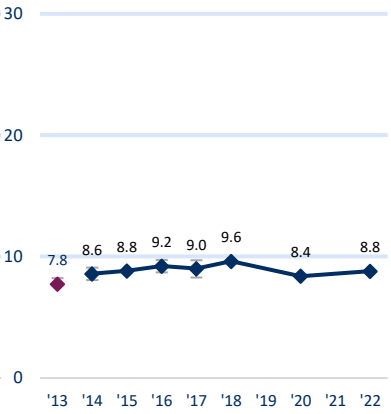


Academic Challenge (additional items): Seniors

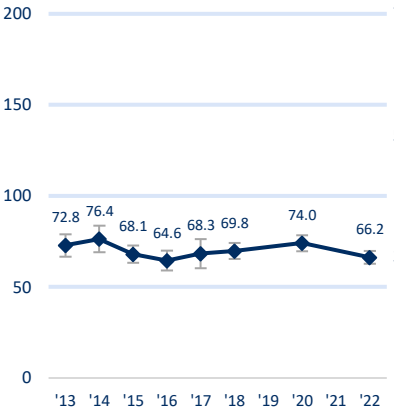
Preparing for Class (hrs/wk)



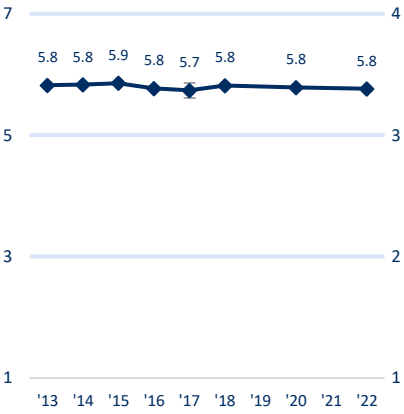
Course Reading (hrs/wk)[a]



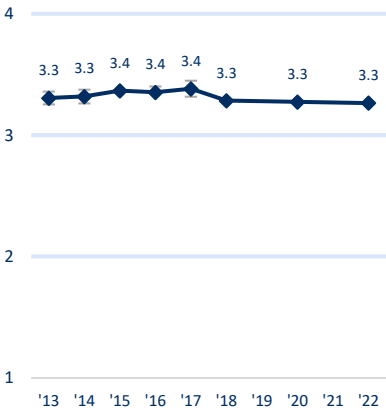
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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Engagement Results by Theme

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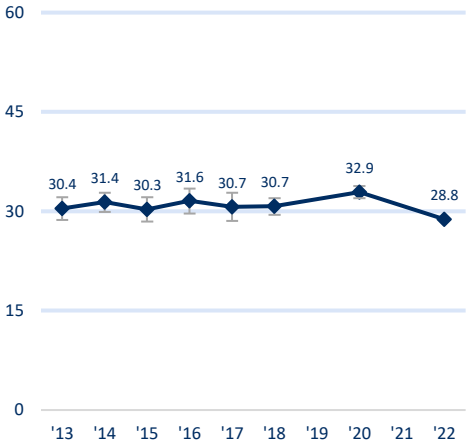
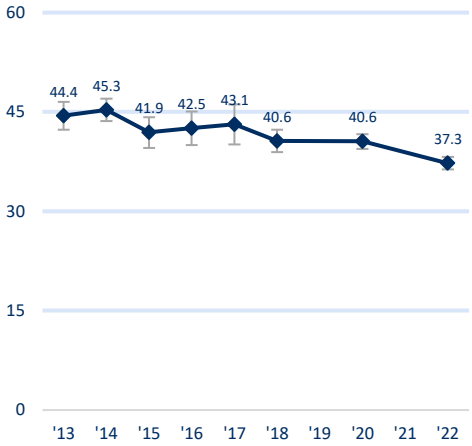
Learning with Peers: First-year students

Collaborative Learning

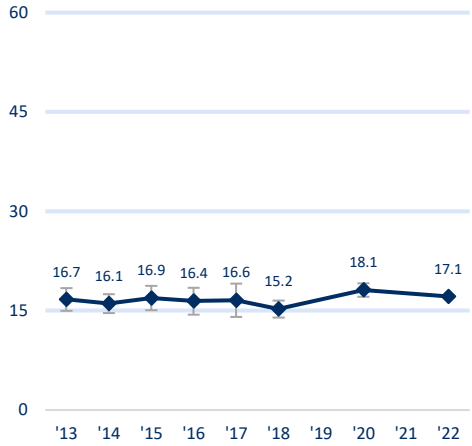


Discussions with Diverse Others

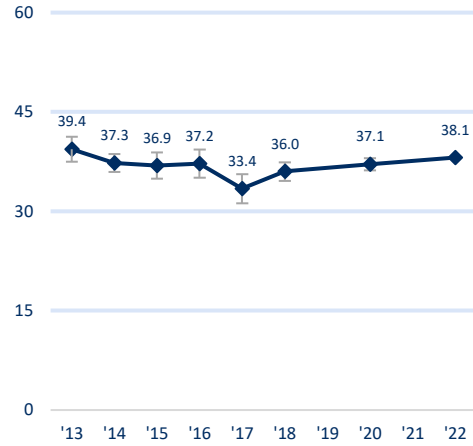


Experiences with Faculty: First-year students

Student-Faculty Interaction

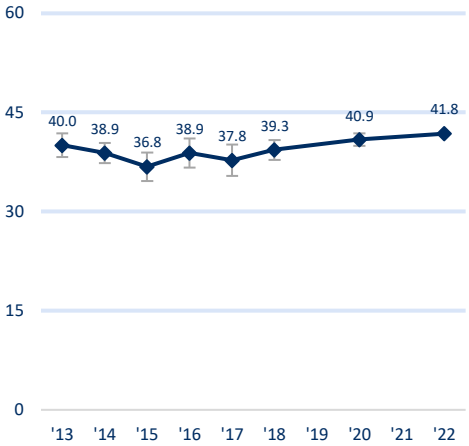


Effective Teaching Practices

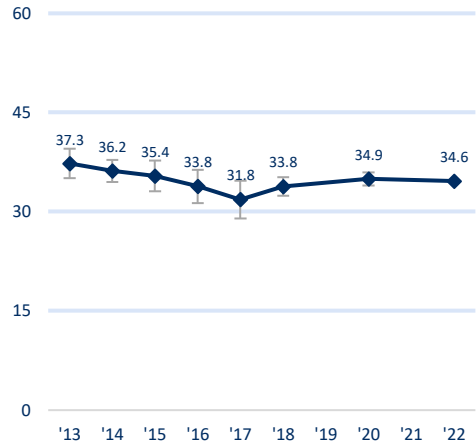


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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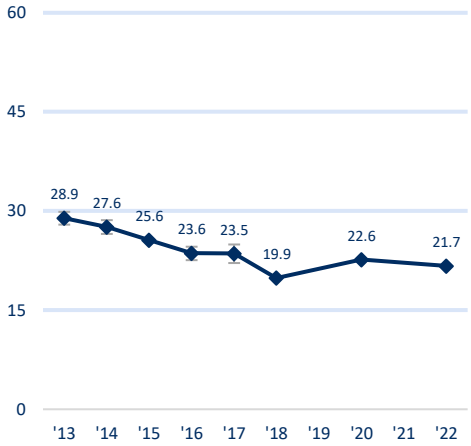
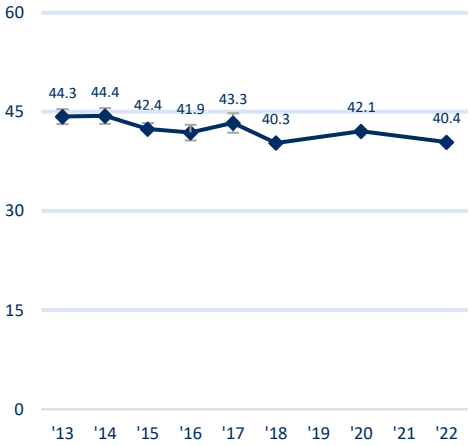
Collaborative Learning

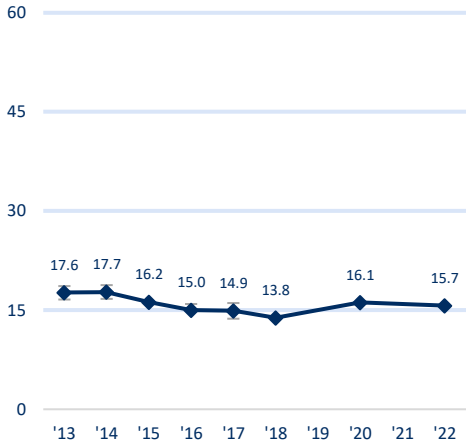


Discussions with Diverse Others

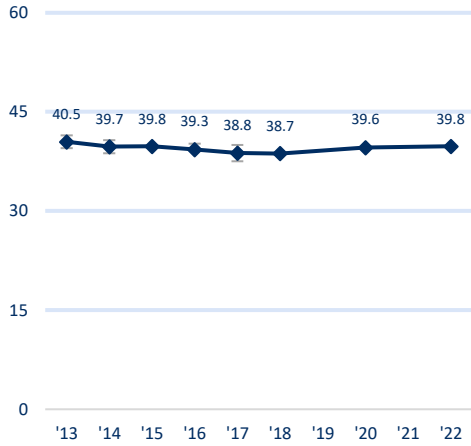


Experiences with Faculty: Seniors

Student-Faculty Interaction

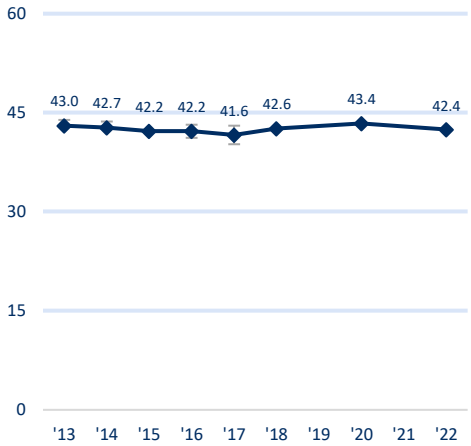


Effective Teaching Practices

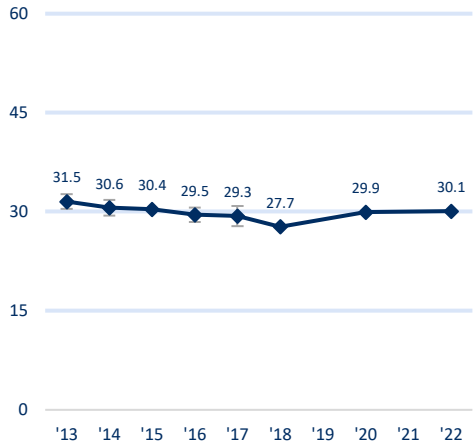


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



NSSE 2022 Multi-Year Report

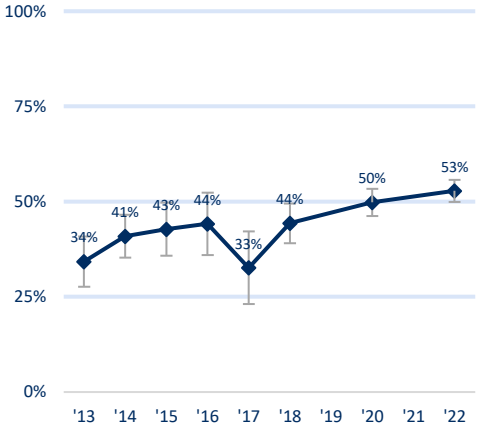
High-Impact Practices

The University of Texas at Arlington

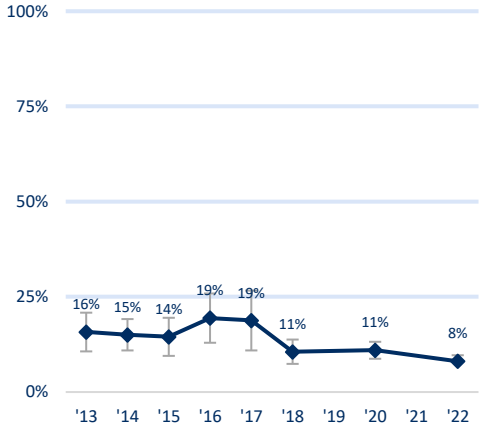
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

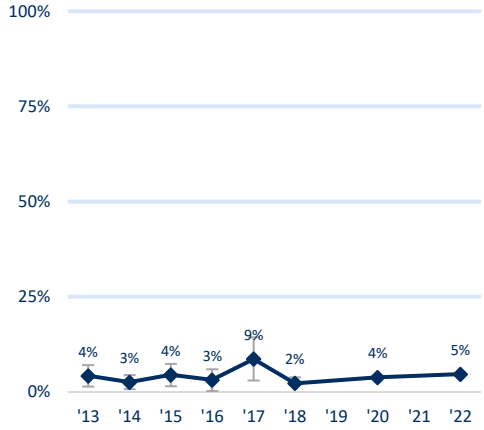
Service-Learning
(Some, most, or all courses)



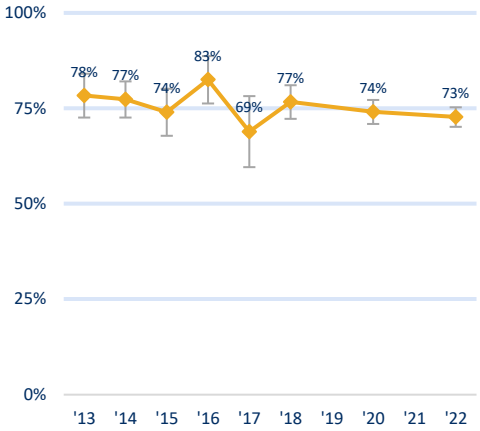
Learning Community
(Done or in progress)



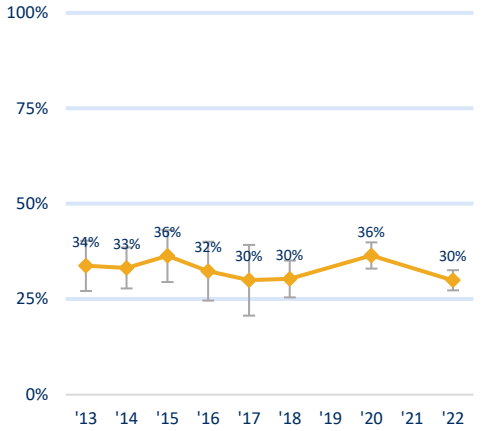
Research with Faculty
(Done or in progress)



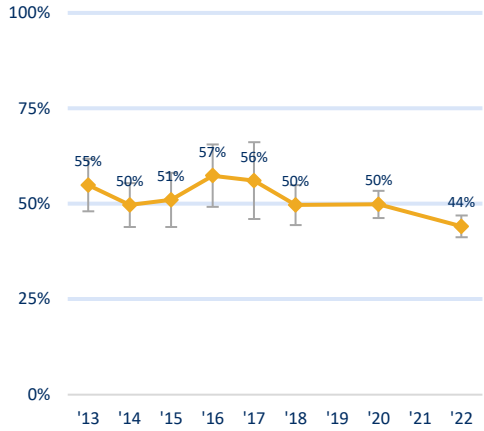
Internship/Field Experience
(Plan to do)



Study Abroad
(Plan to do)

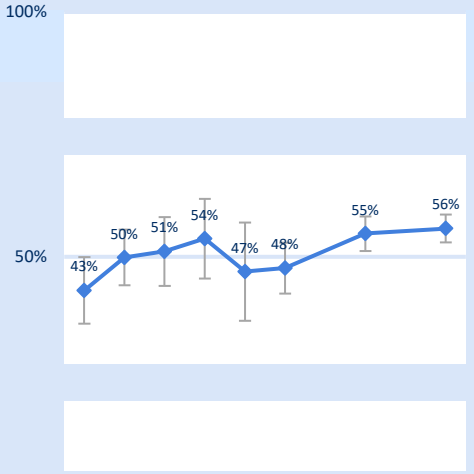


Culminating Senior Experience
(Plan to do)



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.



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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High-Impact Practices

The University of Texas at Arlington

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High-Impact Practices: Seniors

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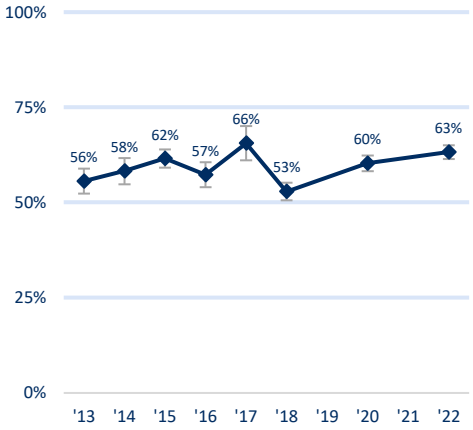
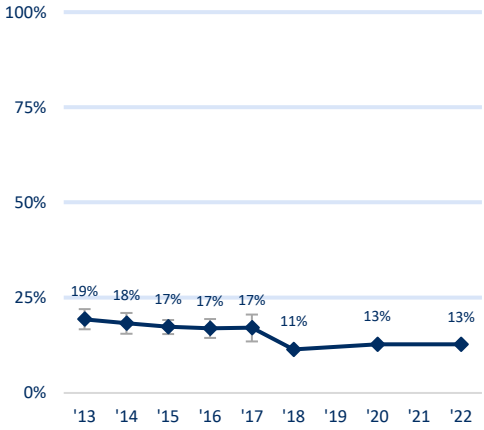
(Some, most, or all courses)



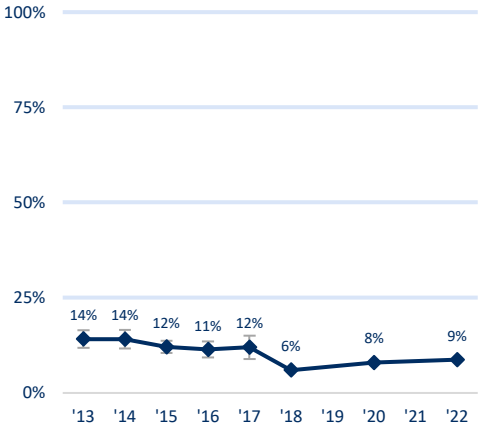
Learning Community

(Done or in progress)



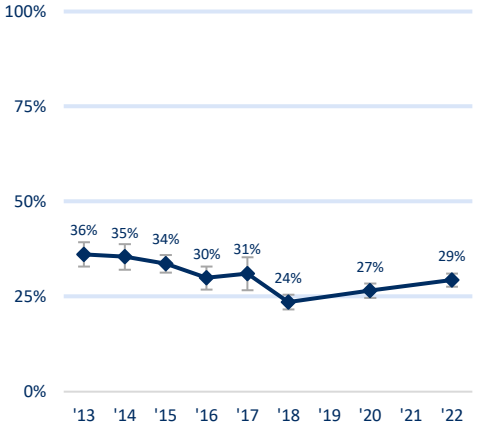
Research with Faculty

(Done or in progress)



Internship/Field Experience

(Done or in progress)



Study Abroad

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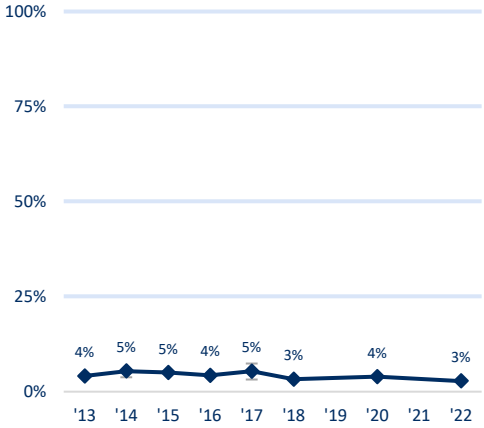

Culminating Senior Experience

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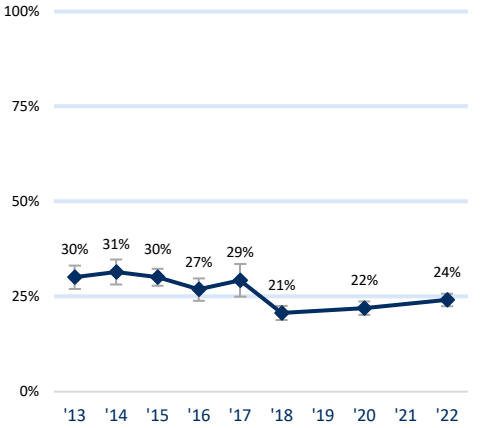
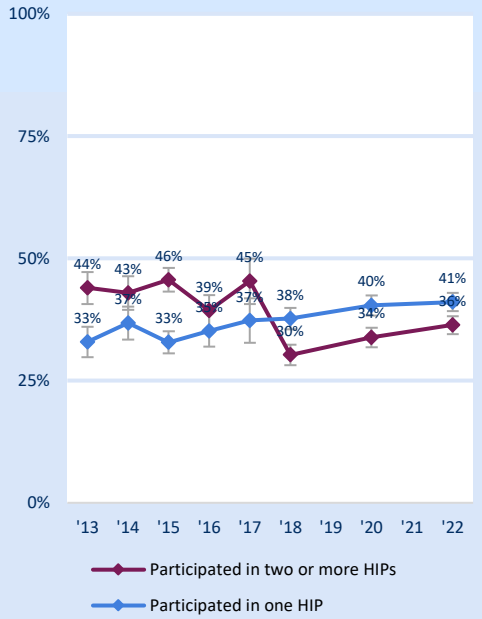


Overall senior HIP participation

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.

NSSE national survey of student engagement

NSSE 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

The University of Texas at Arlington

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

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 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

The University of Texas at Arlington

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Academic Challenge (additional items, continued)																					
Assigned Writing Estimated number of pages calculated from three survey questions.	*Mean*	**33.2**	**36.2**	**31.5**	**34.4**	**41.8**	**37.4**		**43.5**		**53.7**	**72.8**	**76.4**	**68.1**	**64.6**	**68.3**	**69.8**		**74.0**		**66.2**
	n	181	269	163	136	98	363		760		1,195	769	698	1,411	826	440	1,864		2,190		2,673
	SD	53.3	48.5	40.3	38.7	58.1	65.7		75.3		88.0	86.9	97.7	89.5	80.7	85.8	95.7		105.8		93.0
	SE	3.96	2.95	3.16	3.32	5.86	3.45		2.73		2.55	3.14	3.70	2.38	2.81	4.09	2.22		2.26		1.80
	CI upper bound	41.0	42.0	37.7	40.9	53.3	44.2		48.9		58.7	79.0	83.6	72.7	70.1	76.3	74.1		78.5		69.8
	CI lower bound	25.5	30.4	25.3	27.9	30.3	30.7		38.2		48.8	66.7	69.1	63.4	59.0	60.3	65.5		69.6		62.7
Course Challenge Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	*Mean*	**5.4**	**5.4**	**5.4**	**5.6**	**5.6**	**5.3**		**5.3**		**5.4**	**5.8**	**5.8**	**5.9**	**5.8**	**5.7**	**5.8**		**5.8**		**5.8**
	n	202	299	194	146	96	355		761		1,190	879	779	1,624	888	437	1,831		2,171		2,670
	SD	1.4	1.2	1.3	1.2	1.1	1.2		1.3		1.3	1.3	1.3	1.3	1.2	1.3	1.3		1.3		1.3
	SE	.10	.07	.09	.10	.11	.07		.05		.04	.04	.05	.03	.04	.06	.03		.03		.03
	CI upper bound	5.6	5.5	5.6	5.8	5.8	5.5		5.4		5.4	5.9	5.9	5.9	5.9	5.9	5.9		5.8		5.8
	CI lower bound	5.2	5.2	5.2	5.4	5.4	5.2		5.2		5.3	5.7	5.7	5.8	5.7	5.6	5.8		5.7		5.7
Academic Emphasis Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	*Mean*	**3.3**	**3.3**	**3.3**	**3.4**	**3.2**	**3.1**		**3.1**		**3.1**	**3.3**	**3.3**	**3.4**	**3.4**	**3.4**	**3.3**		**3.3**		**3.3**
	n	177	251	174	133	89	340		749		1,153	827	724	1,494	821	409	1,805		2,133		2,622
	SD	0.8	0.7	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
	SE	.06	.05	.06	.07	.08	.04		.03		.02	.03	.03	.02	.02	.03	.02		.02		.01
	CI upper bound	3.4	3.4	3.4	3.5	3.4	3.2		3.2		3.1	3.4	3.4	3.4	3.4	3.4	3.3		3.3		3.3
	CI lower bound	3.2	3.2	3.1	3.2	3.1	3.0		3.0		3.1	3.3	3.3	3.3	3.3	3.3	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**	**28.9**	**27.6**	**25.6**	**23.6**	**23.5**	**19.9**		**22.6**		**21.7**
	n	250	370	234	199	130	490		890		1,466	1,003	891	1,895	1,090	531	2,203		2,526		3,078
	SD	13.8	14.1	14.3	13.7	12.5	14.4		13.9		14.5	15.7	16.0	16.8	17.1	16.7	17.3		17.3		17.1
	SE	.87	.73	.93	.97	1.09	.65		.47		.38	.49	.53	.39	.52	.73	.37		.34		.31
	CI upper bound	32.1	32.8	32.1	33.5	32.8	32.0		33.8		29.5	29.9	28.6	26.3	24.6	25.0	20.6		23.3		22.3
	CI lower bound	28.7	29.9	28.4	29.7	28.5	29.5		32.0		28.1	28.0	26.5	24.8	22.6	22.1	19.1		21.9		21.1
Discussions with Diverse Others	*Mean*	**44.4**	**45.3**	**41.9**	**42.5**	**43.1**	**40.6**		**40.6**		**37.3**	**44.3**	**44.4**	**42.4**	**41.9**	**43.3**	**40.3**		**42.1**		**40.4**
	n	202	301	195	149	95	361		760		1,191	875	778	1,609	884	437	1,848		2,177		2,674
	SD	15.1	15.1	16.5	15.8	15.0	16.4		15.6		16.4	17.3	17.2	18.2	18.0	16.0	18.2		17.6		17.5
	SE	1.06	.87	1.18	1.30	1.54	.86		.57		.47	.58	.62	.45	.61	.76	.42		.38		.34
	CI upper bound	46.5	47.0	44.2	45.1	46.2	42.3		41.7		38.2	45.4	45.6	43.3	43.0	44.8	41.1		42.8		41.1
	CI lower bound	42.3	43.6	39.6	40.0	40.1	38.9		39.4		36.3	43.1	43.2	41.5	40.7	41.8	39.5		41.3		39.7

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 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

The University of Texas at Arlington

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

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 2022 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	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Service-Learning[a]	%	**34**	**41**	**43**	**44**	**33**	**44**		**50**		**53**	**56**	**58**	**62**	**57**	**66**	**53**		**60**		**63**
	n	199	294	193	142	94	347		751		1,160	880	775	1,606	878	430	1,810		2,148		2,631
	SE	3.4	2.9	3.6	4.2	4.9	2.7		1.8		1.5	1.7	1.8	1.2	1.7	2.3	1.2		1.1		0.9
	CI upper bound (%)	41	47	50	52	42	50		53		56	59	62	64	61	70	55		62		65
	CI lower bound (%)	28	35	36	36	23	39		46		50	52	55	59	54	61	51		58		61
Learning Community[a]	%	**16**	**15**	**14**	**19**	**19**	**11**		**11**		**8**	**19**	**18**	**17**	**17**	**17**	**11**		**13**		**13**
	n	199	296	194	144	95	353		753		1,169	872	781	1,617	878	436	1,823		2,158		2,651
	SE	2.6	2.1	2.5	3.3	4.0	1.6		1.1		0.8	1.3	1.4	0.9	1.3	1.8	0.7		0.7		0.6
	CI upper bound (%)	21	19	19	26	27	14		13		10	22	21	19	19	21	13		14		14
	CI lower bound (%)	11	11	10	13	11	7		9		7	17	16	15	14	14	10		11		11
Research with Faculty[a]	%	**4**	**3**	**4**	**3**	**9**	**2**		**4**		**5**	**14**	**14**	**12**	**11**	**12**	**6**		**8**		**9**
	n	197	297	191	144	95	352		752		1,167	864	776	1,604	881	435	1,825		2,157		2,652
	SE	1.4	0.9	1.5	1.5	2.9	0.8		0.7		0.6	1.2	1.3	0.8	1.1	1.6	0.6		0.6		0.5
	CI upper bound (%)	7	4	7	6	14	4		5		6	16	17	14	13	15	7		9		10
	CI lower bound (%)	1	1	2	0	3	1		2		3	12	12	10	9	9	5		7		8
Internship or Field Experience[b] (First-year results: Plan to do)	%	**78**	**77**	**74**	**83**	**69**	**77**		**74**		**73**	**36**	**35**	**34**	**30**	**31**	**24**		**27**		**29**
	n	200	298	194	145	96	358		758		1,175	879	785	1,623	890	437	1,842		2,167		2,665
	SE	2.9	2.4	3.2	3.2	4.7	2.2		1.6		1.3	1.6	1.7	1.2	1.5	2.2	1.0		0.9		0.9
	CI upper bound (%)	84	82	80	89	78	81		77		75	39	39	36	33	35	25		28		31
	CI lower bound (%)	73	73	68	76	60	72		71		70	33	32	31	27	27	22		25		28
Study Abroad[b] (First-year results: Plan to do)	%	**34**	**33**	**36**	**32**	**30**	**30**		**36**		**30**	**4**	**5**	**5**	**4**	**5**	**3**		**4**		**3**
	n	200	296	193	142	95	352		754		1,170	873	778	1,614	881	435	1,831		2,162		2,650
	SE	3.4	2.7	3.5	3.9	4.7	2.5		1.8		1.3	0.7	0.8	0.5	0.7	1.1	0.4		0.4		0.3
	CI upper bound (%)	40	39	43	40	39	35		40		33	5	7	6	6	7	4		5		3
	CI lower bound (%)	27	28	30	25	21	25		33		27	3	4	4	3	3	2		3		2
Culminating Senior Experience[b] (First-year results: Plan to do)	%	**55**	**50**	**51**	**57**	**56**	**50**		**50**		**44**	**30**	**31**	**30**	**27**	**29**	**21**		**22**		**24**
	n	202	293	192	142	95	351		753		1,170	869	777	1,603	880	434	1,824		2,154		2,652
	SE	3.5	2.9	3.6	4.2	5.1	2.7		1.8		1.5	1.6	1.7	1.1	1.5	2.2	0.9		0.9		0.8
	CI upper bound (%)	62	55	58	66	66	55		53		47	33	35	32	30	34	23		24		26
	CI lower bound (%)	48	44	44	49	46	44		46		41	27	28	28	24	25	19		20		22
Overall HIP Participation[c]																					
Participated in one HIP	%	**34**	**42**	**42**	**43**	**35**	**40**		**47**		**48**	**33**	**37**	**33**	**35**	**37**	**38**		**40**		**41**
	n	205	298	195	144	95	354		757		1,177	884	787	1,635	894	438	1,850		2,178		2,670
	SE	3.3	2.9	3.5	4.1	4.9	2.6		1.8		1.5	1.6	1.7	1.2	1.6	2.3	1.1		1.1		1.0
	CI upper bound (%)	41	47	49	51	45	45		51		51	36	40	35	38	42	40		42		43
	CI lower bound (%)	28	36	35	35	26	35		44		45	30	33	31	32	33	35		38		39
Participated in two or more HIPs	%	**9**	**8**	**9**	**11**	**12**	**8**		**8**		**8**	**44**	**43**	**46**	**39**	**45**	**30**		**34**		**36**
	n	205	298	195	144	95	354		757		1,177	884	787	1,635	894	438	1,850		2,178		2,670
	SE	2.0	1.6	2.1	2.6	3.3	1.4		1.0		0.8	1.7	1.8	1.2	1.6	2.4	1.1		1.0		0.9
	CI upper bound (%)	13	11	13	16	18	11		10		9	47	46	48	43	50	32		36		38
	CI lower bound (%)	5	5	5	6	5	5		6		6	41	39	43	36	41	28		32		35

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 +/- 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.