NSSE 2016

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.

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 first-year and senior 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 2015 and 2016 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, 2015). 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. The Report Builder—Institution Version and your *Major Field Report* (both to be 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., & Gonyea, R. M. (2015). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with UT System	Your first-year students compared with Baseline Peers	Your first-year students compared with Aspirational Peers
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 Baseline Peers	Your seniors compared with Aspirational Peers
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	△
	Quantitative Reasoning	--	--	▽
Learning with Peers	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	△	--	--
Experiences with Faculty	Student-Faculty Interaction	▼	▼	▼
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	△	--
	Supportive Environment	▽	▽	▽

Academic Challenge: First-year students

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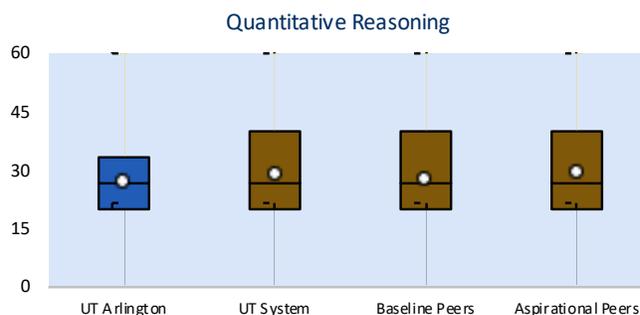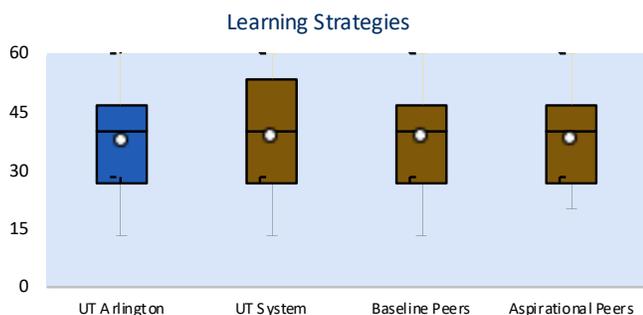
Mean Comparisons

		Your first-year students compared with				
		UT System		Baseline Peers		Aspirational Peers	
Engagement Indicator		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning		38.4	-.08	38.5	-.08	38.3	-.08
Reflective & Integrative Learning		34.8	-.08	35.7	-.15	35.3	-.12
Learning Strategies		38.6	-.10	38.6	-.10	38.0	-.06
Quantitative Reasoning		28.9	-.13	27.3	-.04	29.6 *	-.18

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

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

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.

NSSE 2016 Engagement Indicators
Academic Challenge
The University of Texas at Arlington

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

		Percentage point difference[a] between your FY students and		
Higher-Order Learning	UT Arlington	UT System	Baseline Peers	Aspirational Peers

	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-0	-1	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-5	-5	-6
4d. Evaluating a point of view, decision, or information source	61	-8	-9	-5
4e. Forming a new idea or understanding from various pieces of information	67	-1	+1	+0

Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"…

	%			
2a. Combined ideas from different courses when completing assignments	48	-7	-7	-8
2b. Connected your learning to societal problems or issues	43	-6	-10	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	+1	-4	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-2	-3	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+1	+2	+3
2f. Learned something that changed the way you understand an issue or concept	65	-1	-0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-0	-2	-4

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"…

	%			
9a. Identified key information from reading assignments	73	-2	-6	-3
9b. Reviewed your notes after class	61	-5	-2	-2
9c. Summarized what you learned in class or from course materials	59	-2	-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.)	49	-6	-3	-9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-11	-7	-11
6c. Evaluated what others have concluded from numerical information	30	-10	-7	-12

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

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

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

				Your seniors compared with		
	UT System		**Baseline Peers**		**Aspirational Peers**	
Engagement Indicator	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	40.3 *	.10	40.0 **	.11	39.2 ***	.18
Reflective & Integrative Learning	36.9	.04	37.5	-.01	37.0	.03
Learning Strategies	40.0 **	.11	40.7	.07	37.4 ***	.30
Quantitative Reasoning	30.4	-.04	29.6	.01	32.0 ***	-.14

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

Score Distributions
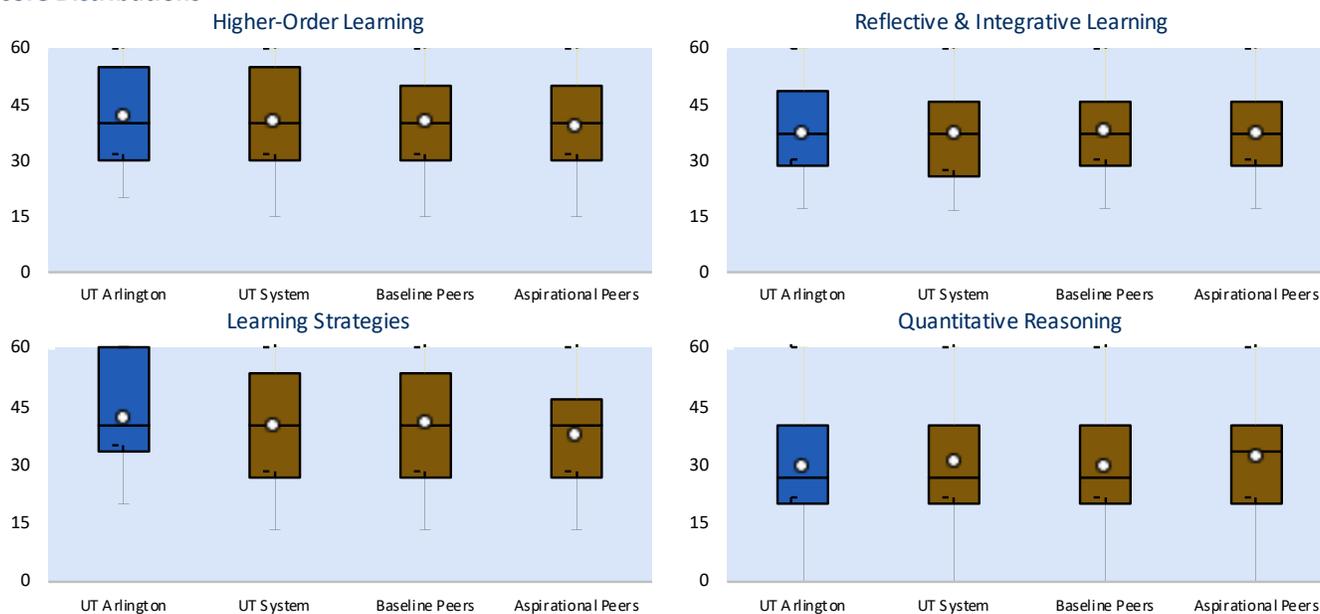
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference[o] between your seniors and		
				Aspirational
Higher-Order Learning	**UT Arlington**	**UT System**	**Baseline Peers**	**Peers**

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	+3	+2	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	+2	+3	+3
4d. Evaluating a point of view, decision, or information source	+6	+6	+12
4e. Forming a new idea or understanding from various pieces of information	+3	+5	+7

Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...

2a. Combined ideas from different courses when completing assignments	-9	-9	-13
2b. Connected your learning to societal problems or issues	+4	+1	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	+7	+2	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	+7	+3	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	+3	+2	+6
2f. Learned something that changed the way you understand an issue or concept	+2	+3	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	-1	-1	-2

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

9a. Identified key information from reading assignments	+6	+3	+9
9b. Reviewed your notes after class	+0	+0	+10
9c. Summarized what you learned in class or from course materials	+5	+5	+12

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.)		-3	+0	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-0	+1	-2
6c. Evaluated what others have concluded from numerical information	42	-3	-1	-7

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

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

NSSE 2016 Engagement Indicators

Learning with Peers
The University of Texas at Arlington

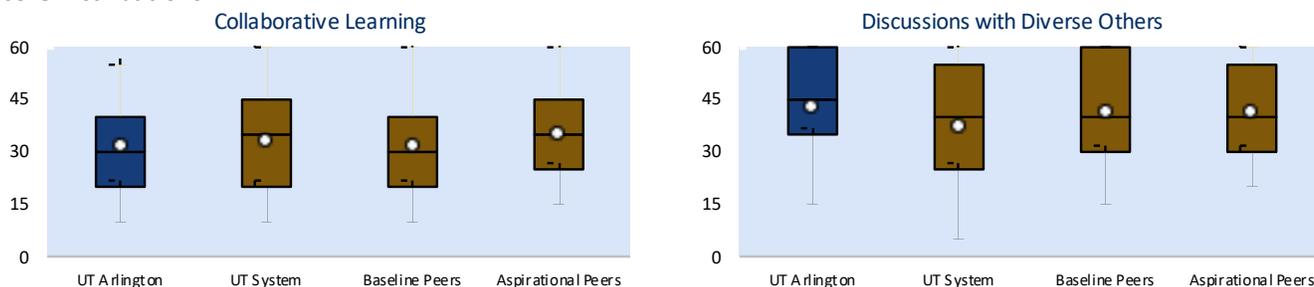## Learning with Peers: First-year students

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

Mean Comparisons

		Your first-year students compared with				
		UT System		**Baseline Peers**		**Aspirational Peers**
Engagement Indicator		Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning		33.3	-.13	31.4	.01	35.1 ***	-.25
Discussions with Diverse Others		37.1 ***	.31	41.2	.08	41.2	.09

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

Score Distributions

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your FY students and		
Collaborative Learning	**UT Arlington**	**UT System**	**Baseline Peers**	**Aspirational Peers**
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	51	-0	+3	-8
1f. Explained course material to one or more students	59	+0	+0	-5
1g. Prepared for exams by discussing or working through course material with other students	48	-3	+2	-10
1h. Worked with other students on course projects or assignments	50	-9	+2	-7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	80	+18	+6	+10
8b. People from an economic background other than your own	79	+15	+6	+5
8c. People with religious beliefs other than your own	73	+10	+4	+1
8d. People with political views other than your own	69	+6	+1	-4

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

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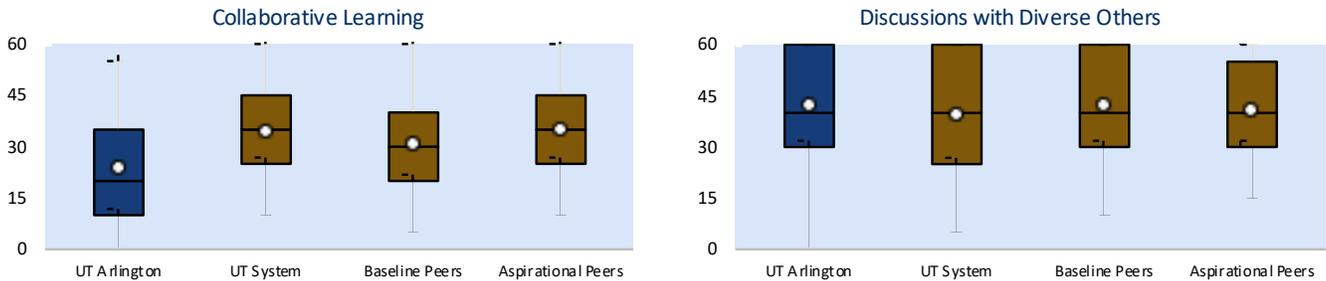
Learning with Peers: Seniors

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

Mean Comparisons

	Your seniors compared with					
	UT System		**Baseline Peers**		**Aspirational Peers**	
Engagement Indicator	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.8 ***	-.68	30.4 ***	-.44	34.7 ***	-.74
Discussions with Diverse Others	39.5 **	.13	41.9	.00	40.9	.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

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	UT Arlington	Percentage point difference[a] between your seniors and		
Collaborative Learning		**UT System**	**Baseline Peers**	**Aspirational Peers**
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	28	-17	-8	-22
1f. Explained course material to one or more students	39	-21	-15	-24
1g. Prepared for exams by discussing or working through course material with other students	30	-21	-11	-22
1h. Worked with other students on course projects or assignments	42	-25	-14	-25
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	76	+8	+1	+9
8b. People from an economic background other than your own	73	+5	-1	+1
8c. People with religious beliefs other than your own	72	+4	+2	+1
8d. People with political views other than your own	69	+3	-0	-3

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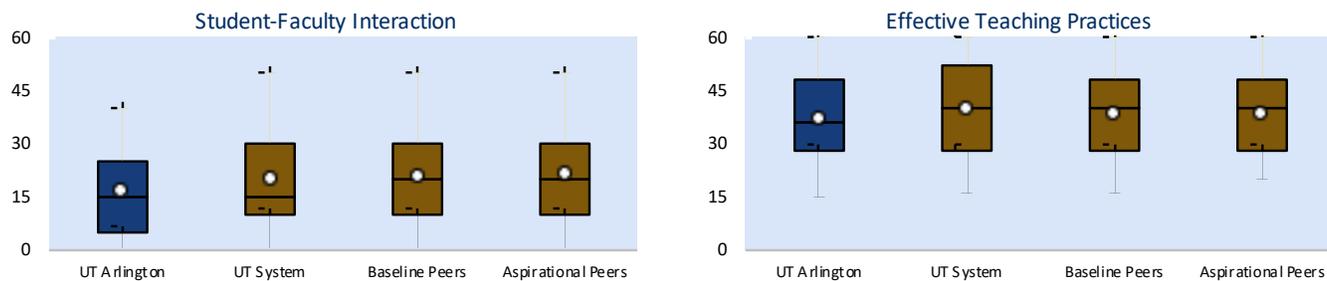
Experiences with Faculty: First-year students

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

Mean Comparisons

	Your first-year students compared with					
	UT System		**Baseline Peers**		**Aspirational Peers**	
Engagement Indicator	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.8 **	-.22	20.4 ***	-.26	21.1 ***	-.33
Effective Teaching Practices	39.4 *	-.16	38.3	-.08	38.3	-.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

Student-Faculty Interaction — UT Arlington, UT System, Baseline Peers, Aspirational Peers

Effective Teaching Practices — UT Arlington, UT System, Baseline Peers, Aspirational Peers

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Performance on Indicator Items

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		Percentage point difference[a] between your FY students and		
Student-Faculty Interaction	**UT Arlington**	**UT System**	**Baseline Peers**	**Aspirational Peers**
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	24	-10	-11	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-6	-4	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-4	-5	-5
3d. Discussed your academic performance with a faculty member	17	-10	-14	-11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	-1	+2	-1
5b. Taught course sessions in an organized way	74	-2	+1	-4
5c. Used examples or illustrations to explain difficult points	67	-8	-5	-9
5d. Provided feedback on a draft or work in progress	57	-4	-6	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	46	-12	-12	-10

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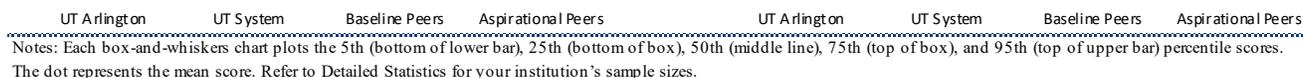
Mean Comparisons

		Your seniors compared with				
	UT System		**Baseline Peers**		**Aspirational Peers**	
Engagement Indicator	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.9 ***	-.43	20.6 ***	-.36	23.9 ***	-.57
Effective Teaching Practices	39.8	-.04	39.1	.01	38.7	.04

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

Score Distributions

<div align="center">Student-Faculty Interaction   Effective Teaching Practices</div>

| UT Arlington | UT System | Baseline Peers | Aspirational Peers | UT Arlington | UT System | Baseline Peers | Aspirational Peers |

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	UT Arlington	*Percentage point difference[a] between your seniors and*		
Student-Faculty Interaction		**UT System**	**Baseline Peers**	**Aspirational Peers**
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	22	-14	-13	-20
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-10	-6	-14
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-14	-9	-15
3d. Discussed your academic performance with a faculty member	17	-13	-11	-13
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	+3	+4	+3
5b. Taught course sessions in an organized way	80	+3	+3	+2
5c. Used examples or illustrations to explain difficult points	72	-4	-4	-6
5d. Provided feedback on a draft or work in progress	55	-4	-1	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-2	-1	+1

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

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

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

		Your first-year students compared with				
	UT System		**Baseline Peers**		**Aspirational Peers**	
Engagement Indicator	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.3	-.11	39.4	-.04	42.5 **	-.31
Supportive Environment	36.3	-.17	35.1	-.09	38.2 ***	-.33

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

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

			Percentage point difference[a] between your FY students and		
Quality of Interactions	**UT Arlington**	**UT System**	**Baseline Peers**		**Aspirational Peers**
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with ...	%				
13a. Students	53	+1	+7		-6
13b. Academic advisors	39	-6	-6		-15
13c. Faculty	44	-2	+3		-4
13d. Student services staff (career services, student activities, housing, etc.)	36	-8	-1		-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-5	+1		-6
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized ...					
14b. Providing support to help students succeed academically	72	-3	+1		-8
14c. Using learning support services (tutoring services, writing center, etc.)	77	+0	+3		-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+4	+5		+4
14e. Providing opportunities to be involved socially	61	-6	-5		-14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-5	-5		-13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-11	-6		-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-7	-2		-17
14i. Attending events that address important social, economic, or political issues	39	-13	-9		-16

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

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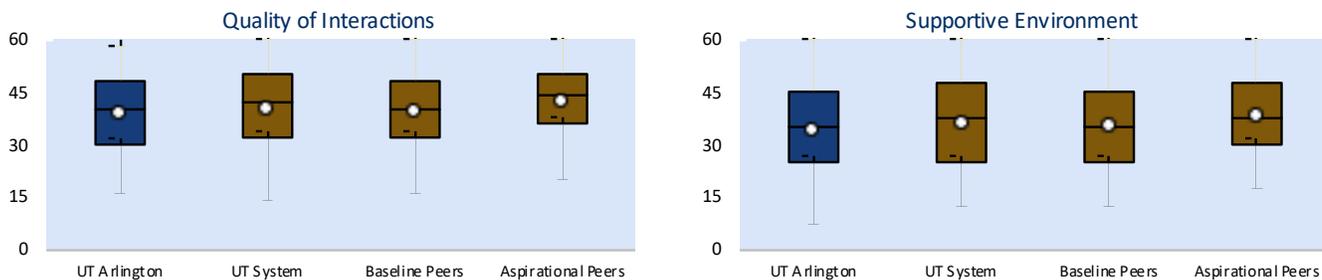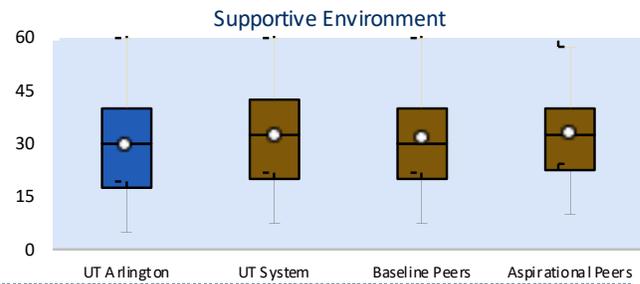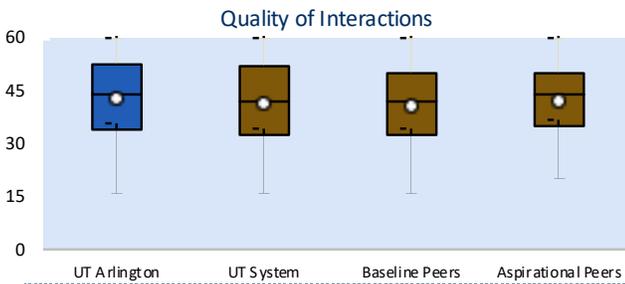
Campus Environment: Seniors

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

		Your seniors compared with				
	UT System		**Baseline Peers**		**Aspirational Peers**	
Engagement Indicator	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Quality of Interactions	41.3	.07	40.6 **	.12	42.1	.01
Supportive Environment	32.3 ***	-.17	31.5 **	-.13	33.0 ***	-.25

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

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your seniors and		
Quality of Interactions	**UT Arlington**	**UT System**	**Baseline Peers**	**Aspirational Peers**
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with …	%			
13a. Students	61	+1	+6	+1
13b. Academic advisors	53	+8	+5	+2
13c. Faculty	57	+1	+3	+3
13d. Student services staff (career services, student activities, housing, etc.)	43	+1	+4	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+3	+6	+5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized …				
14b. Providing support to help students succeed academically	64	-5	-4	-7
14c. Using learning support services (tutoring services, writing center, etc.)	57	-9	-8	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+4	+3	+9
14e. Providing opportunities to be involved socially	56	-5	-4	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-8	-9	-16
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-5	-0	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-6	-3	-15
14i. Attending events that address important social, economic, or political issues	38	-5	-5	-5

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), 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 2015 and 2016 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

		UT Arlington	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
	Higher-Order Learning	37.3	40.5 **	-.24		42.7 ***	-.39	
Academic	Reflective and Integrative Learning	33.8	37.4 ***	-.29		39.5 ***	-.45	
Challenge	Learning Strategies	37.2	41.2 ***	-.28		43.7 ***	-.46	
	Quantitative Reasoning	26.7	29.4 *	-.17		31.3 ***	-.28	
Learning	Collaborative Learning	31.6	35.2 ***	-.27		37.3 ***	-.42	
with Peers	Discussions with Diverse Others	42.5	42.7	-.01	✓	44.3	-.12	
Experiences	Student-Faculty Interaction	16.4	23.8 ***	-.49		26.9 ***	-.66	
with Faculty	Effective Teaching Practices	37.2	41.6 ***	-.32		43.8 ***	-.49	
Campus	Quality of Interactions	38.9	44.1 ***	-.44		45.9 ***	-.58	
Environment	Supportive Environment	33.8	39.2 ***	-.40		40.9 ***	-.53	

Seniors

		UT Arlington	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
	Higher-Order Learning	41.7	43.2 ***	-.11		44.7 ***	-.22	
Academic	Reflective and Integrative Learning	37.4	41.0 ***	-.28		42.9 ***	-.44	
Challenge	Learning Strategies	41.7	42.2	-.04	✓	44.5 ***	-.19	
	Quantitative Reasoning	29.7	31.8 ***	-.12		33.2 ***	-.21	
Learning	Collaborative Learning	23.6	35.8 ***	-.87		37.9 ***	-1.02	
with Peers	Discussions with Diverse Others	41.9	43.3 *	-.09		45.1 ***	-.20	
Experiences	Student-Faculty Interaction	15.0	29.6 ***	-.90		33.0 ***	-1.12	
with Faculty	Effective Teaching Practices	39.3	42.7 ***	-.25		44.5 ***	-.39	
Campus	Quality of Interactions	42.2	45.3 ***	-.27		46.9 ***	-.39	
Environment	Supportive Environment	29.5	35.7 ***	-.44		38.1 ***	-.61	

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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. 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 significant and positive, or non-significant with an effect size > -.10.

NSSE 2016 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]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UT Arlington (N = 175)	37.3	14.7	1.11	10	25	40	45	60				
UT System	38.4	14.2	.37	15	30	40	50	60	1,640	-1.1	.337	-.077
Baseline Peers	38.5	13.7	.36	20	30	40	50	60	1,603	-1.2	.297	-.084
Aspirational Peers	38.3	13.1	.26	20	30	40	45	60	193	-1.0	.373	-.077
Top 50%	40.5	13.6	.07	20	30	40	50	60	175	-3.2	.005	-.236
Top 10%	42.7	13.7	.15	20	35	40	55	60	8,611	-5.4	.000	-.391
Reflective & Integrative Learning												
UT Arlington (N = 185)	33.8	12.6	.93	11	23	34	43	54				
UT System	34.8	12.6	.32	14	26	34	43	60	1,721	-1.0	.315	-.078
Baseline Peers	35.7	12.5	.32	17	26	34	43	57	1,673	-1.9	.057	-.149
Aspirational Peers	35.3	12.2	.24	17	26	34	43	57	2,796	-1.5	.104	-.124
Top 50%	37.4	12.5	.06	17	29	37	46	60	41,851	-3.6	.000	-.287
Top 10%	39.5	12.8	.14	20	31	40	49	60	8,111	-5.7	.000	-.448
Learning Strategies												
UT Arlington (N = 142)	37.2	14.4	1.21	13	27	40	47	60				
UT System	38.6	14.5	.40	13	27	40	53	60	1,470	-1.5	.254	-.101
Baseline Peers	38.6	14.2	.39	13	27	40	47	60	1,444	-1.4	.274	-.097
Aspirational Peers	38.0	13.9	.29	20	27	40	47	60	2,526	-.9	.477	-.061
Top 50%	41.2	14.1	.08	20	33	40	53	60	34,930	-4.0	.001	-.282
Top 10%	43.7	14.3	.15	20	33	47	60	60	9,078	-6.6	.000	-.460
Quantitative Reasoning												
UT Arlington (N = 175)	26.7	15.5	1.17	0	20	27	33	60				
UT System	28.9	16.4	.43	0	20	27	40	60	222	-2.2	.082	-.134
Baseline Peers	27.3	16.2	.43	0	20	27	40	60	1,622	-.6	.640	-.037
Aspirational Peers	29.6	15.6	.31	0	20	27	40	60	2,728	-2.9	.019	-.184
Top 50%	29.4	16.1	.07	0	20	27	40	60	175	-2.7	.022	-.168
Top 10%	31.3	16.2	.15	0	20	33	40	60	179	-4.5	.000	-.280
Learning with Peers												
Collaborative Learning												
UT Arlington (N = 199)	31.6	13.7	.97	10	20	30	40	55				
UT System	33.3	14.0	.35	10	20	35	45	60	1,787	-1.8	.090	-.127
Baseline Peers	31.4	13.9	.35	10	20	30	40	60	1,732	.2	.846	.015
Aspirational Peers	35.1	14.1	.27	15	25	35	45	60	2,865	-3.5	.001	-.252
Top 50%	35.2	13.8	.06	15	25	35	45	60	45,793	-3.7	.000	-.266
Top 10%	37.3	13.6	.14	15	25	40	45	60	9,803	-5.8	.000	-.424
Discussions with Diverse Others												
UT Arlington (N = 149)	42.5	15.8	1.30	15	35	45	60	60				
UT System	37.1	17.6	.48	5	25	40	55	60	191	5.4	.000	.311
Baseline Peers	41.2	16.2	.45	15	30	40	60	60	1,469	1.3	.337	.083
Aspirational Peers	41.2	15.0	.31	20	30	40	55	60	2,561	1.3	.301	.087
Top 50%	42.7	15.2	.08	20	35	40	60	60	40,639	-.1	.921	-.008
Top 10%	44.3	15.1	.13	20	35	45	60	60	12,691	-1.8	.152	-.118
Experiences with Faculty												
Student-Faculty Interaction												
UT Arlington (N = 177)	16.4	13.7	1.03	0	5	15	25	40				
UT System	19.8	15.2	.39	0	10	15	30	50	1,679	-3.4	.005	-.224

NSSE 2016 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]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Baseline Peers	20.4	15.2	.40	0	10	20	30	50	1,633	-4.0	.001	-.265
Aspirational Peers	21.1	14.3	.28	0	10	20	30	50	2,738	-4.6	.000	-.327
Top 50%	23.8	15.0	.09	0	15	20	35	55	28,135	-7.4	.000	-.492
Top 10%	26.9	16.0	.23	5	15	25	40	60	195	-10.5	.000	-.657
Effective Teaching Practices												
UT Arlington (N = 175)	37.2	14.3	1.08	15	28	36	48	60				
UT System	39.4	13.9	.36	16	28	40	52	60	1,674	-2.2	.047	-.158
Baseline Peers	38.3	13.5	.35	16	28	40	48	60	1,639	-1.2	.289	-.085
Aspirational Peers	38.3	12.5	.25	20	28	40	48	60	193	-1.1	.314	-.089
Top 50%	41.6	13.4	.07	20	32	40	52	60	35,234	-4.4	.000	-.325
Top 10%	43.8	13.5	.16	20	36	44	56	60	7,491	-6.6	.000	-.489
Campus Environment												
Quality of Interactions												
UT Arlington (N = 132)	38.9	12.9	1.12	16	30	40	48	58				
UT System	40.3	13.5	.38	14	32	42	50	60	1,420	-1.5	.230	-.109
Baseline Peers	39.4	12.5	.35	16	32	40	48	60	1,375	-.5	.655	-.041
Aspirational Peers	42.5	11.5	.24	20	36	44	50	60	144	-3.6	.002	-.310
Top 50%	44.1	11.8	.07	22	38	46	52	60	29,579	-5.2	.000	-.441
Top 10%	45.9	12.1	.15	22	40	48	56	60	6,397	-7.0	.000	-.577
Supportive Environment												
UT Arlington (N = 130)	33.8	14.6	1.28	8	25	35	45	60				
UT System	36.3	14.8	.42	13	25	38	48	60	1,359	-2.5	.068	-.168
Baseline Peers	35.1	14.4	.41	13	25	35	45	60	1,343	-1.3	.338	-.089
Aspirational Peers	38.2	13.1	.27	18	30	38	48	60	2,419	-4.4	.000	-.332
Top 50%	39.2	13.3	.07	18	30	40	50	60	33,871	-5.4	.000	-.401
Top 10%	40.9	13.3	.14	20	33	40	53	60	8,532	-7.0	.000	-.529

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 SEM) 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 2016 Engagement Indicators

Detailed Statistics[a]
The University of Texas at Arlington

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UT Arlington (N = 997)	41.7	14.5	.46	20	30	40	55	60				
UT System	40.3	14.9	.31	15	30	40	55	60	3,370	1.4	.011	.096
Baseline Peers	40.0	14.7	.29	15	30	40	50	60	3,534	1.7	.003	.113
Aspirational Peers	39.2	13.8	.23	15	30	40	50	60	1,539	2.5	.000	.178
Top 50%	43.2	13.8	.07	20	35	40	55	60	45,139	-1.5	.001	-.107
Top 10%	44.7	13.7	.12	20	40	45	60	60	15,021	-3.0	.000	-.217
Reflective & Integrative Learning												
UT Arlington (N = 1039)	37.4	13.1	.41	17	29	37	49	60				
UT System	36.9	13.7	.27	17	26	37	46	60	3,511	.5	.333	.036
Baseline Peers	37.5	13.2	.26	17	29	37	46	60	3,664	-.1	.871	-.006
Aspirational Peers	37.0	13.0	.21	17	29	37	46	60	4,703	.4	.444	.027
Top 50%	41.0	12.7	.06	20	31	40	51	60	48,245	-3.6	.000	-.282
Top 10%	42.9	12.5	.12	20	34	43	54	60	12,865	-5.5	.000	-.436
Learning Strategies												
UT Arlington (N = 881)	41.7	14.7	.49	20	33	40	60	60				
UT System	40.0	14.9	.32	13	27	40	53	60	3,067	1.7	.004	.114
Baseline Peers	40.7	14.8	.30	13	27	40	53	60	3,268	1.1	.070	.072
Aspirational Peers	37.4	14.7	.25	13	27	40	47	60	4,249	4.4	.000	.296
Top 50%	42.2	14.5	.06	20	33	40	60	60	54,786	-.5	.290	-.036
Top 10%	44.5	14.2	.12	20	33	47	60	60	15,641	-2.7	.000	-.193
Quantitative Reasoning												
UT Arlington (N = 1001)	29.7	17.0	.54	0	20	27	40	60				
UT System	30.4	17.1	.35	0	20	27	40	60	3,412	-.6	.311	-.038
Baseline Peers	29.6	17.2	.34	0	20	27	40	60	3,569	.2	.803	.009
Aspirational Peers	32.0	16.5	.28	0	20	33	40	60	4,593	-2.3	.000	-.137
Top 50%	31.8	16.9	.06	0	20	33	40	60	72,072	-2.0	.000	-.120
Top 10%	33.2	16.8	.12	0	20	33	47	60	20,585	-3.5	.000	-.208
Learning with Peers												
Collaborative Learning												
UT Arlington (N = 1090)	23.6	17.1	.52	0	10	20	35	55				
UT System	33.8	14.3	.28	10	25	35	45	60	1,766	-10.3	.000	-.676
Baseline Peers	30.4	14.8	.28	5	20	30	40	60	1,780	-6.8	.000	-.442
Aspirational Peers	34.7	14.5	.24	10	25	35	45	60	1,570	-11.1	.000	-.738
Top 50%	35.8	13.9	.06	15	25	35	45	60	1,115	-12.2	.000	-.873
Top 10%	37.9	13.7	.12	15	30	40	50	60	1,205	-14.3	.000	-1.023
Discussions with Diverse Others												
UT Arlington (N = 884)	41.9	18.0	.61	0	30	40	60	60				
UT System	39.5	17.9	.38	5	25	40	60	60	3,090	2.3	.001	.131
Baseline Peers	41.9	17.3	.35	10	30	40	60	60	3,292	.0	.983	-.001
Aspirational Peers	40.9	15.6	.27	15	30	40	55	60	1,246	1.0	.138	.061
Top 50%	43.3	15.9	.06	15	35	45	60	60	902	-1.5	.015	-.093
Top 10%	45.1	15.8	.11	20	35	50	60	60	947	-3.2	.000	-.203
Experiences with Faculty												
Student-Faculty Interaction												
UT Arlington (N = 1014)	15.0	14.8	.46	0	5	10	20	45				
UT System	21.9	16.3	.33	0	10	20	30	55	2,087	-6.9	.000	-.431

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Baseline Peers	20.6	15.7	.31	0	10	20	30	55	1,961	-5.6	.000	-.361
Aspirational Peers	23.9	15.9	.27	0	10	20	35	60	1,730	-8.9	.000	-.566
Top 50%	29.6	16.1	.10	5	20	30	40	60	1,104	-14.6	.000	-.904
Top 10%	33.0	16.3	.24	5	20	30	45	60	1,616	-18.0	.000	-1.125
Effective Teaching Practices												
UT Arlington (N = 1014)	39.3	14.4	.45	16	28	40	52	60				
UT System	39.8	14.8	.30	16	28	40	52	60	3,451	-.5	.331	-.036
Baseline Peers	39.1	14.6	.29	16	28	40	52	60	3,615	.2	.744	.012
Aspirational Peers	38.7	13.4	.22	16	28	40	48	60	1,535	.6	.266	.041
Top 50%	42.7	13.7	.07	20	32	44	56	60	1,059	-3.4	.000	-.249
Top 10%	44.5	13.4	.14	20	36	44	56	60	1,211	-5.2	.000	-.385
Campus Environment												
Quality of Interactions												
UT Arlington (N = 733)	42.2	13.6	.50	16	34	44	53	60				
UT System	41.3	13.3	.29	16	33	42	52	60	2,844	.9	.118	.067
Baseline Peers	40.6	12.8	.27	16	33	42	50	60	1,184	1.5	.007	.118
Aspirational Peers	42.1	11.6	.20	20	35	44	50	60	985	.1	.844	.009
Top 50%	45.3	11.5	.06	24	40	48	54	60	752	-3.2	.000	-.275
Top 10%	46.9	11.9	.11	24	40	50	56	60	801	-4.7	.000	-.395
Supportive Environment												
UT Arlington (N = 797)	29.5	15.9	.56	5	18	30	40	60				
UT System	32.3	15.4	.34	8	20	33	43	60	2,867	-2.7	.000	-.174
Baseline Peers	31.5	14.4	.30	8	20	30	40	60	1,284	-2.0	.002	-.134
Aspirational Peers	33.0	13.7	.24	10	23	33	40	58	1,104	-3.5	.000	-.247
Top 50%	35.7	13.9	.07	13	25	35	45	60	820	-6.2	.000	-.442
Top 10%	38.1	13.9	.15	15	28	40	48	60	918	-8.5	.000	-.606

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 SEM) 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.