NSSE 2020
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 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 2019 and 2020 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. The Report Builder 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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

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

Seniors

Theme	Engagement Indicator	Your seniors compared with UT System	Your seniors compared with IPEDS Peer-Aspirant	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 national survey of student engagement

## 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		IPEDS Peer-Aspirant		Carnegie Class	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.1	37.3	-.01	39.2 ***	-.16	38.3 *	-.09
Reflective & Integrative Learning	33.3	33.6	-.02	35.2 ***	-.15	34.9 ***	-.14
Learning Strategies	35.9	37.8 ***	-.14	38.9 ***	-.21	38.0 ***	-.16
Quantitative Reasoning	29.1	28.1	.06	30.1	-.07	29.6	-.04

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

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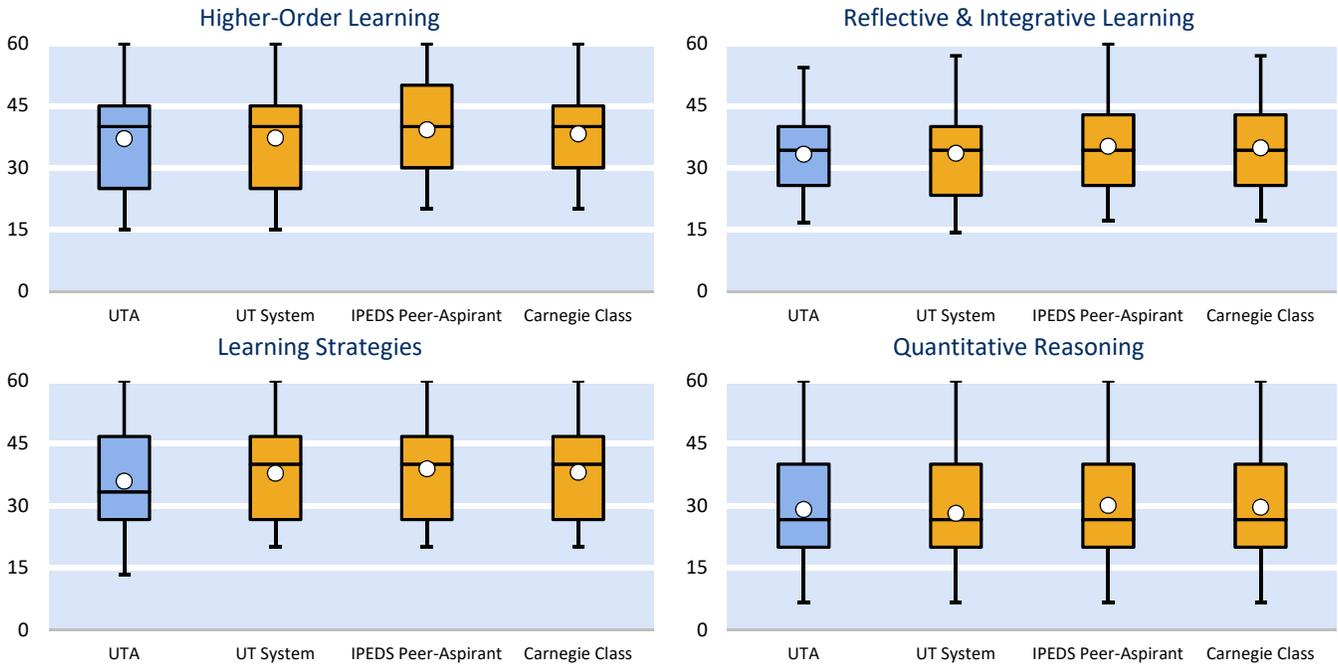
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

| | UTA | Percentage point difference [a] between your FY students and | | |
		UT System	IPEDS Peer-Aspirant	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	68	-2	-4	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-1	-6	-4
4d. Evaluating a point of view, decision, or information source	65	-0	-6	-2
4e. Forming a new idea or understanding from various pieces of information	66	-2	-6	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	46	-3	-7	-5
2b. Connected your learning to societal problems or issues	41	-1	-9	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	+3	-7	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+4	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+2	-0	+0
2f. Learned something that changed the way you understand an issue or concept	65	-1	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-3	-6	-7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	65	-6	-9	-9
9b. Reviewed your notes after class	63	-4	-4	-2
9c. Summarized what you learned in class or from course materials	56	-7	-10	-7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+2	-2	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+5	-1	+1
6c. Evaluated what others have concluded from numerical information	41	+1	-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.

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 | | IPEDS Peer-Aspirant | | Carnegie Class | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	39.1 ***	.19	40.1 ***	.12	39.0 ***	.21
Reflective & Integrative Learning	37.1	36.1 ***	.08	37.6	-.04	37.3	-.01
Learning Strategies	41.5	38.3 ***	.21	40.0 ***	.10	37.2 ***	.30
Quantitative Reasoning	30.3	29.4 *	.06	31.1 *	-.05	31.5 **	-.08

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

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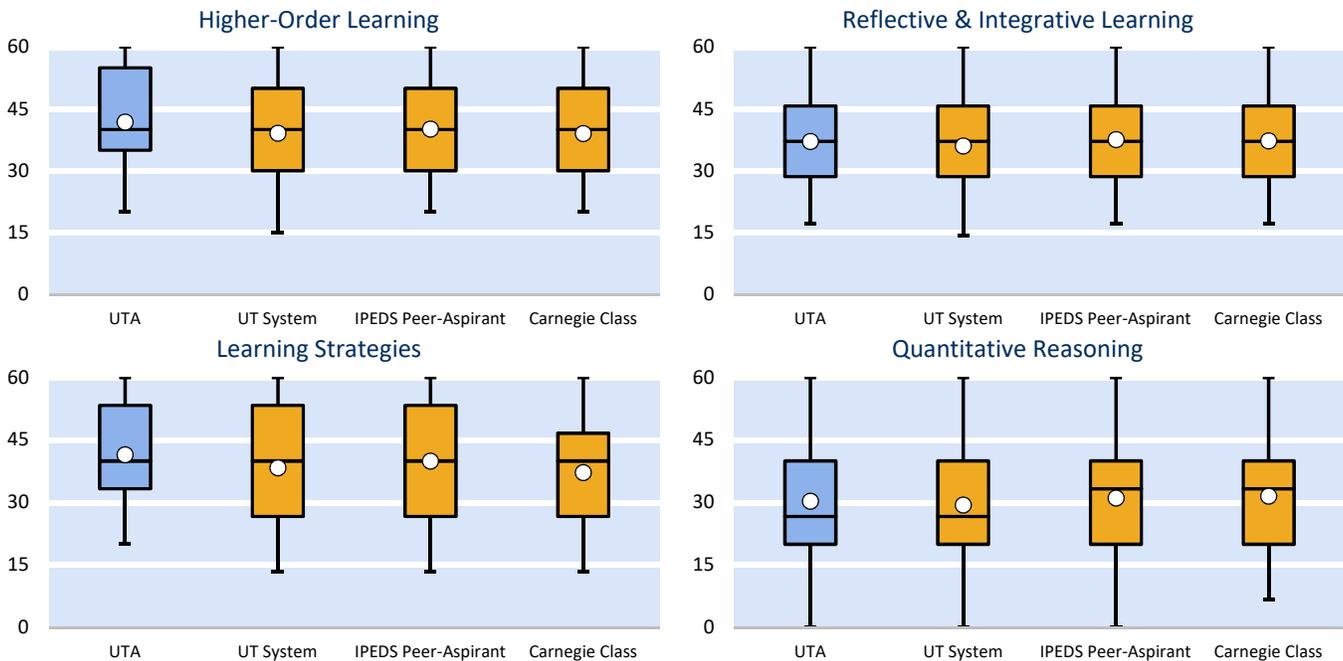
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

Higher-Order Learning	UTA	Percentage point difference [a] between your seniors and		
		UT System	IPEDS Peer-Aspirant	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	80	+6	+4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+4	+2	+3
4d. Evaluating a point of view, decision, or information source	76	+10	+5	+11
4e. Forming a new idea or understanding from various pieces of information	77	+7	+4	+7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	-10	-12	-14
2b. Connected your learning to societal problems or issues	59	+5	+1	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+9	+2	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+8	+3	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+6	+0	+1
2f. Learned something that changed the way you understand an issue or concept	73	+5	+1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+2	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	+8	+3	+7
9b. Reviewed your notes after class	71	+6	+4	+12
9c. Summarized what you learned in class or from course materials	72	+8	+3	+11
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.)	57	+1	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+6	+1	+1
6c. Evaluated what others have concluded from numerical information	45	+1	-2	-5

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.
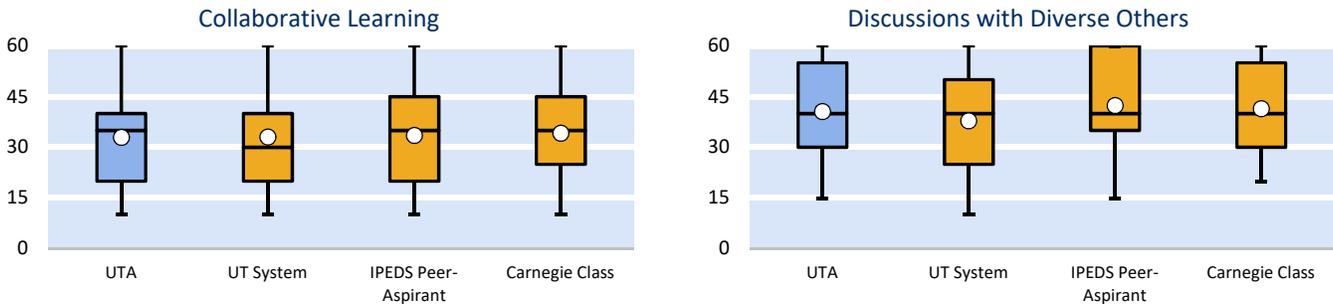
Learning with Peers: First-year students

Collaborating with others in mastering difficult material and 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

	UTA	UT System		IPEDS Peer-Aspirant		Carnegie Class	
			Effect		*Effect*		*Effect*
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	32.9	33.1	-.01	33.5	-.04	34.1 **	-.09
Discussions with Diverse Others	40.6	37.8 ***	.17	42.3 **	-.11	41.5	-.06

Your first-year students compared with

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

Collaborative Learning	UTA	UT System	IPEDS Peer-Aspirant	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	54	+2	+1	-3
1f. Explained course material to one or more students	59	+1	-2	-3
1g. Prepared for exams by discussing or working through course material with other students	50	-1	-4	-5
1h. Worked with other students on course projects or assignments	55	-2	-2	-1

Discussions with Diverse Others	UTA	UT System	IPEDS Peer-Aspirant	Carnegie Class
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	+9	-4	+0
8b. People from an economic background other than your own	70	+4	-5	-5
8c. People with religious beliefs other than your own	70	+4	-3	-2
8d. People with political views other than your own	63	+3	-3	-5

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.
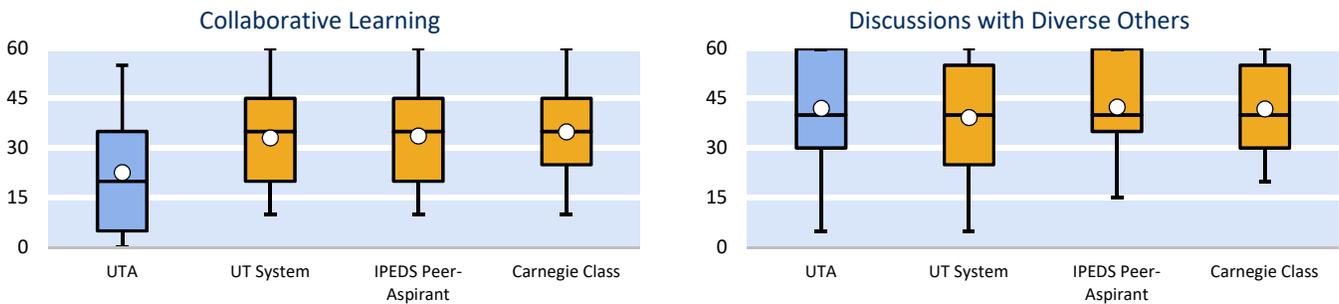
Learning with Peers: Seniors

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

	UTA						
		Your seniors compared with					
		UT System		IPEDS Peer-Aspirant		Carnegie Class	
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	22.6	33.1 ***	-.67	33.7 ***	-.71	34.9 ***	-.84
Discussions with Diverse Others	42.1	39.2 ***	.16	42.4	-.02	41.9	.01

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*		
Collaborative Learning		UT System	IPEDS Peer-Aspirant	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	28	-17	-18	-23
1f. Explained course material to one or more students	36	-22	-23	-27
1g. Prepared for exams by discussing or working through course material with other students	31	-18	-19	-22
1h. Worked with other students on course projects or assignments	39	-25	-28	-30
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	78	+10	-0	+2
8b. People from an economic background other than your own	75	+6	-2	-1
8c. People with religious beliefs other than your own	73	+6	-1	+0
8d. People with political views other than your own	69	+6	+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.

NSSE 2020 Engagement Indicators

Experiences with Faculty
The University of Texas at Arlington

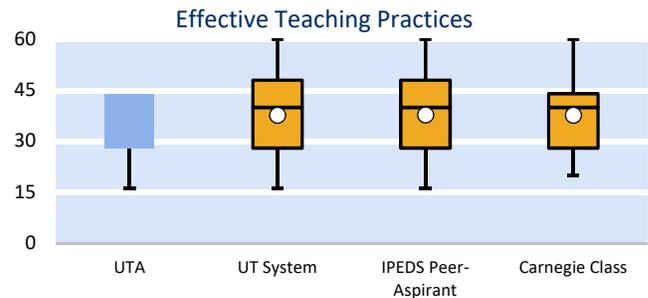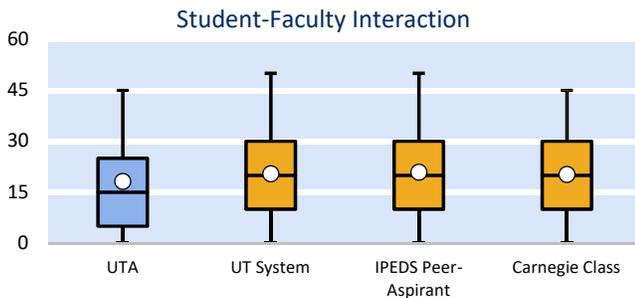## Experiences with Faculty: First-year students

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		IPEDS Peer-Aspirant		Carnegie Class	
Engagement Indicator		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction		20.4 ***	-.15	20.9 ***	-.18	20.2 ***	-.15
Effective Teaching Practices		37.6	-.04	37.8	-.05	37.6	-.04

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

Score Distributions

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

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		
Student-Faculty Interaction		UT System	IPEDS Peer-Aspirant	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	30	-11	-9	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-1	-3	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-2	-4	-1
3d. Discussed your academic performance with a faculty member	22	-5	-6	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	75	-2	-1	-4
5b. Taught course sessions in an organized way	72	-0	+0	-4
5c. Used examples or illustrations to explain difficult points	72	-1	-2	-4
5d. Provided feedback on a draft or work in progress	56	-1	-4	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-3	-5	-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.
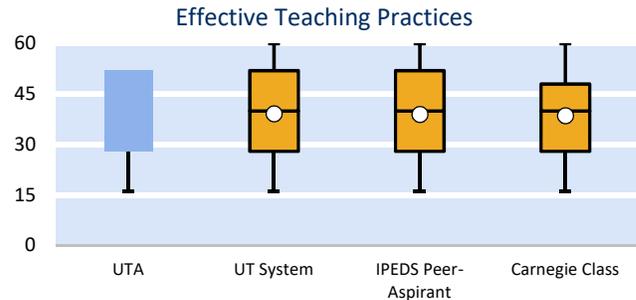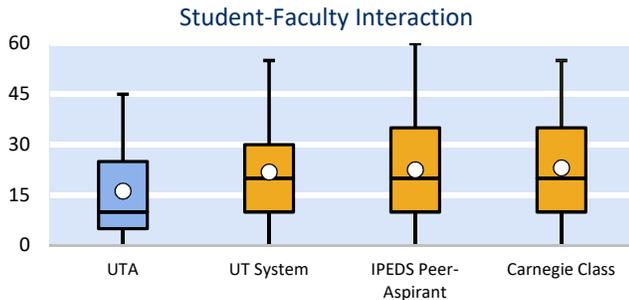
Experiences with Faculty: Seniors

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 seniors compared with			
	UT System		IPEDS Peer-Aspirant		Carnegie Class	
Engagement Indicator	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.8 ***	-.36	22.5 ***	-.40	23.1 ***	-.45
Effective Teaching Practices	39.2	.03	38.9 *	.05	38.5 **	.08

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 seniors and		
Student-Faculty Interaction	UTA	UT System	IPEDS Peer-Aspirant	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	29	-9	-11	-11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-9	-11	-12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-10	-11	-11
3d. Discussed your academic performance with a faculty member	21	-7	-9	-7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	+1	+3	+1
5b. Taught course sessions in an organized way	76	-1	+2	-2
5c. Used examples or illustrations to explain difficult points	75	-1	-1	-3
5d. Provided feedback on a draft or work in progress	57	-1	-4	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+4	+3	+5

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 2020 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

		Your first-year students compared with					
		UT System		IPEDS Peer-Aspirant		Carnegie Class	
Engagement Indicator		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions		43.1 ***	-.18	42.1 *	-.10	43.5 ***	-.24
Supportive Environment		36.6 **	-.12	37.0 ***	-.16	37.1 ***	-.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

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 FY students and		
Quality of Interactions		UT System	IPEDS Peer-Aspirant	Carnegie Class
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	52	-1	-2	-3
13b. Academic advisors	40	-14	-12	-14
13c. Faculty	48	-2	+1	-2
13d. Student services staff (career services, student activities, housing, etc.)	45	-5	+2	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-9	-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	71	-5	-4	-5
14c. Using learning support services (tutoring services, writing center, etc.)	75	-3	-0	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+1	-3	+1
14e. Providing opportunities to be involved socially	65	-3	-9	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-2	-5	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-5	-4	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-7	-12	-16
14i. Attending events that address important social, economic, or political issues	42	-5	-8	-6

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 2020 Engagement Indicators

Campus Environment
The University of Texas at Arlington
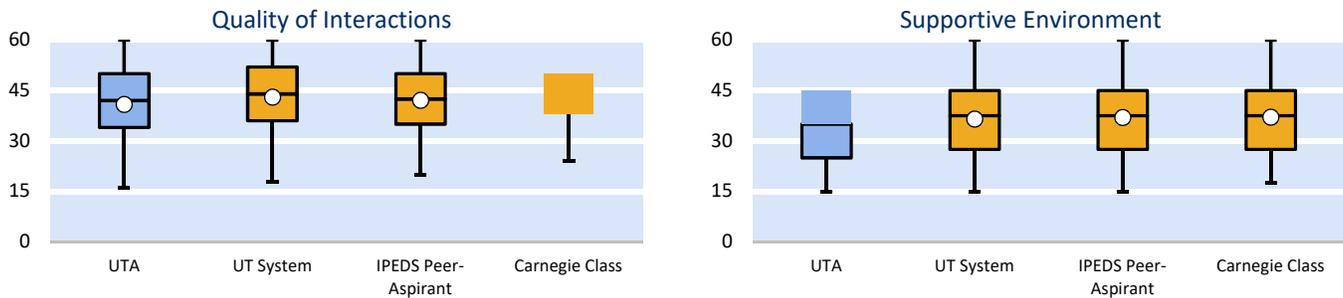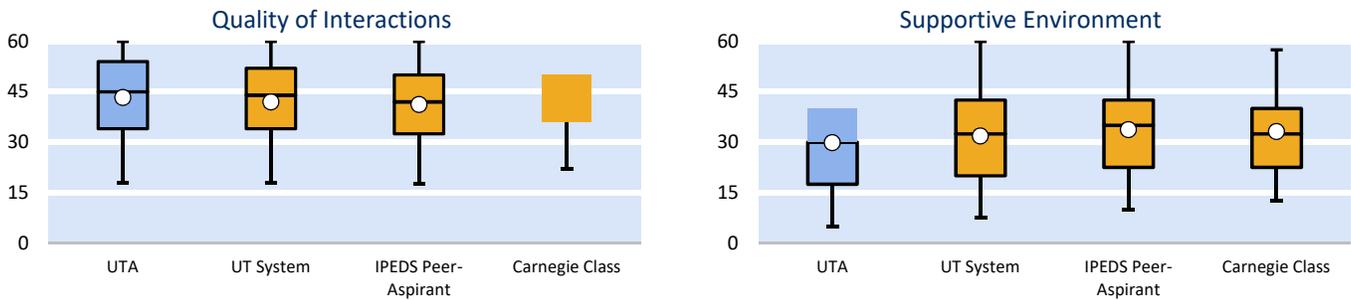
Campus Environment: Seniors

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

		Your seniors compared with					
		UT System		IPEDS Peer-Aspirant		Carnegie Class	
Engagement Indicator		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions		42.0 ***	.10	41.2 ***	.16	42.4 **	.08
Supportive Environment		31.9 ***	-.13	33.8 ***	-.26	33.2 ***	-.24

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 seniors and		
Quality of Interactions	UTA	UT System	IPEDS Peer-Aspirant	Carnegie Class	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	60	+3	+2	+2	
13b. Academic advisors	56	+9	+11	+5	
13c. Faculty	55	-1	+3	+3	
13d. Student services staff (career services, student activities, housing, etc.)	48	+4	+4	+4	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+2	+9	+8	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	66	-1	-2	-4	
14c. Using learning support services (tutoring services, writing center, etc.)	61	-4	-3	-4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+3	-3	+3	
14e. Providing opportunities to be involved socially	56	-6	-11	-13	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-7	-13	-11	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+1	-3	+3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	38	-11	-20	-24	
14i. Attending events that address important social, economic, or political issues	33	-5	-11	-8	

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.

This page intentionally left blank.

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 2019 and 2020 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students

| | | UTA | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.1	39.3 ***	-.17		41.4 ***	-.33	
	Reflective and Integrative Learning	33.3	36.7 ***	-.29		39.0 ***	-.48	
	Learning Strategies	35.9	39.9 ***	-.29		42.3 ***	-.45	
	Quantitative Reasoning	29.1	29.4	-.02	✓	31.4 ***	-.15	
Learning with Peers	Collaborative Learning	32.9	35.2 ***	-.17		37.4 ***	-.33	
	Discussions with Diverse Others	40.6	41.5	-.06	✓	43.6 ***	-.21	
Experiences with Faculty	Student-Faculty Interaction	18.1	24.5 ***	-.43		28.1 ***	-.65	
	Effective Teaching Practices	37.1	40.5 ***	-.26		42.3 ***	-.37	
Campus Environment	Quality of Interactions	40.9	45.2 ***	-.38		47.2 ***	-.54	
	Supportive Environment	34.9	37.9 ***	-.22		40.0 ***	-.39	

Seniors

| | | UTA | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.8	41.7	.01	✓	43.2 ***	-.10	
	Reflective and Integrative Learning	37.1	39.8 ***	-.22		41.8 ***	-.38	
	Learning Strategies	41.5	40.7 **	.06	✓	42.7 ***	-.09	
	Quantitative Reasoning	30.3	31.4 **	-.07		33.4 ***	-.19	
Learning with Peers	Collaborative Learning	22.6	35.9 ***	-.95		38.4 ***	-1.13	
	Discussions with Diverse Others	42.1	42.1	.00	✓	43.8 ***	-.11	
Experiences with Faculty	Student-Faculty Interaction	16.1	29.7 ***	-.85		33.2 ***	-1.08	
	Effective Teaching Practices	39.6	41.8 ***	-.16		43.7 ***	-.30	
Campus Environment	Quality of Interactions	43.4	45.3 ***	-.16		47.4 ***	-.33	
	Supportive Environment	29.9	34.6 ***	-.34		36.8 ***	-.49	

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 2019 and 2020 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 significant and positive, or non-significant with an effect size > -.10.

NSSE 2020 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 = 794)	37.1	13.4	.47	15	25	40	45	60				
UT System	37.3	13.7	.23	15	25	40	45	60	4,397	-.2	.750	-.012
IPEDS Peer-Aspirant	39.2	13.5	.16	20	30	40	50	60	7,528	-2.1	.000	-.156
Carnegie Class	38.3	12.8	.10	20	30	40	45	60	864	-1.2	.017	-.091
Top 50%	39.3	13.1	.04	20	30	40	50	60	129,134	-2.2	.000	-.169
Top 10%	41.4	12.8	.08	20	35	40	50	60	841	-4.3	.000	-.333
Reflective & Integrative Learning												
UTA (N = 853)	33.3	11.3	.39	17	26	34	40	54				
UT System	33.6	12.4	.19	14	23	34	40	57	1,314	-.2	.568	-.020
IPEDS Peer-Aspirant	35.2	12.4	.15	17	26	34	43	60	1,106	-1.9	.000	-.155
Carnegie Class	34.9	11.7	.09	17	26	34	43	57	18,991	-1.6	.000	-.135
Top 50%	36.7	11.8	.03	17	29	37	46	57	864	-3.4	.000	-.286
Top 10%	39.0	11.7	.08	20	31	40	49	60	933	-5.7	.000	-.482
Learning Strategies												
UTA (N = 755)	35.9	13.9	.50	13	27	33	47	60				
UT System	37.8	13.7	.24	20	27	40	47	60	4,078	-1.9	.001	-.140
IPEDS Peer-Aspirant	38.9	14.0	.18	20	27	40	47	60	7,134	-3.0	.000	-.214
Carnegie Class	38.0	13.6	.11	20	27	40	47	60	16,362	-2.1	.000	-.157
Top 50%	39.9	13.7	.04	20	33	40	53	60	109,530	-4.0	.000	-.292
Top 10%	42.3	14.1	.09	20	33	40	53	60	24,720	-6.4	.000	-.455
Quantitative Reasoning												
UTA (N = 774)	29.1	15.2	.55	7	20	27	40	60				
UT System	28.1	15.0	.26	7	20	27	40	60	4,188	.9	.126	.061
IPEDS Peer-Aspirant	30.1	15.8	.20	7	20	27	40	60	7,274	-1.0	.082	-.066
Carnegie Class	29.6	14.9	.12	7	20	27	40	60	16,633	-.6	.300	-.038
Top 50%	29.4	15.2	.04	7	20	27	40	60	141,471	-.4	.496	-.025
Top 10%	31.4	15.3	.09	7	20	33	40	60	30,618	-2.3	.000	-.152
Learning with Peers												
Collaborative Learning												
UTA (N = 890)	32.9	13.9	.47	10	20	35	40	60				
UT System	33.1	13.7	.20	10	20	30	40	60	5,396	-.2	.740	-.012
IPEDS Peer-Aspirant	33.5	14.5	.16	10	20	35	45	60	8,688	-.6	.225	-.043
Carnegie Class	34.1	13.8	.10	10	25	35	45	60	20,712	-1.2	.008	-.090
Top 50%	35.2	13.7	.03	15	25	35	45	60	164,025	-2.3	.000	-.167
Top 10%	37.4	13.5	.07	15	30	40	45	60	35,048	-4.5	.000	-.333
Discussions with Diverse Others												
UTA (N = 760)	40.6	15.6	.57	15	30	40	55	60				
UT System	37.8	16.4	.28	10	25	40	50	60	1,169	2.7	.000	.168
IPEDS Peer-Aspirant	42.3	15.7	.20	15	35	40	60	60	7,190	-1.8	.003	-.112
Carnegie Class	41.5	14.6	.12	20	30	40	55	60	824	-.9	.120	-.062
Top 50%	41.5	15.0	.04	20	30	40	55	60	144,882	-.9	.096	-.061
Top 10%	43.6	14.5	.08	20	35	45	60	60	792	-3.1	.000	-.211

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 = 822)	18.1	14.9	.52	0	5	15	25	45				
UT System	20.4	14.7	.24	0	10	20	30	50	4,626	-2.3	.000	-.155
IPEDS Peer-Aspirant	20.9	15.3	.18	0	10	20	30	50	7,799	-2.8	.000	-.181
Carnegie Class	20.2	14.2	.11	0	10	20	30	45	894	-2.1	.000	-.146
Top 50%	24.5	14.7	.05	5	15	20	35	55	83,688	-6.4	.000	-.432
Top 10%	28.1	15.5	.15	5	15	25	40	60	959	-10.0	.000	-.648
Effective Teaching Practices												
UTA (N = 799)	37.1	13.3	.47	16	28	40	44	60				
UT System	37.6	13.8	.23	16	28	40	48	60	4,370	-.5	.317	-.039
IPEDS Peer-Aspirant	37.8	13.5	.16	16	28	40	48	60	7,535	-.7	.184	-.050
Carnegie Class	37.6	12.3	.10	20	28	40	44	60	865	-.5	.278	-.042
Top 50%	40.5	13.2	.04	20	32	40	52	60	94,728	-3.4	.000	-.259
Top 10%	42.3	14.1	.09	16	32	44	56	60	854	-5.2	.000	-.366
Campus Environment												
Quality of Interactions												
UTA (N = 701)	40.9	12.8	.48	16	34	42	50	60				
UT System	43.1	12.7	.23	18	36	44	52	60	3,857	-2.2	.000	-.175
IPEDS Peer-Aspirant	42.1	12.0	.16	20	35	43	50	60	851	-1.2	.015	-.102
Carnegie Class	43.5	11.0	.09	24	38	44	50	60	750	-2.6	.000	-.237
Top 50%	45.2	11.2	.04	24	38	46	54	60	708	-4.3	.000	-.383
Top 10%	47.2	11.6	.08	25	40	50	58	60	739	-6.3	.000	-.541
Supportive Environment												
UTA (N = 738)	34.9	13.6	.50	15	25	35	45	60				
UT System	36.6	13.9	.24	15	28	38	45	60	3,955	-1.6	.004	-.117
IPEDS Peer-Aspirant	37.0	13.4	.17	15	28	38	45	60	6,958	-2.1	.000	-.155
Carnegie Class	37.1	12.8	.10	18	28	38	45	60	801	-2.1	.000	-.167
Top 50%	37.9	13.1	.04	18	30	38	48	60	106,661	-2.9	.000	-.224
Top 10%	40.0	12.9	.09	18	33	40	50	60	790	-5.1	.000	-.393

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.

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 = 2295)	41.8	13.9	.29	20	35	40	55	60				
UT System	39.1	14.5	.21	15	30	40	50	60	7,228	2.7	.000	.191
IPEDS Peer-Aspirant	40.1	14.1	.13	20	30	40	50	60	13,814	1.7	.000	.121
Carnegie Class	39.0	13.2	.09	20	30	40	50	60	2,811	2.8	.000	.211
Top 50%	41.7	13.4	.04	20	35	40	55	60	2,383	.1	.641	.010
Top 10%	43.2	13.3	.08	20	35	40	55	60	30,060	-1.3	.000	-.099
Reflective & Integrative Learning												
UTA (N = 2430)	37.1	12.6	.26	17	29	37	46	60				
UT System	36.1	13.0	.18	14	29	37	46	60	7,780	1.1	.001	.084
IPEDS Peer-Aspirant	37.6	13.0	.12	17	29	37	46	60	14,794	-.5	.110	-.035
Carnegie Class	37.3	12.3	.09	17	29	37	46	60	23,192	-.1	.667	-.009
Top 50%	39.8	12.2	.04	20	31	40	49	60	2,526	-2.7	.000	-.219
Top 10%	41.8	12.0	.09	20	34	40	51	60	20,715	-4.6	.000	-.382
Learning Strategies												
UTA (N = 2173)	41.5	14.7	.31	20	33	40	53	60				
UT System	38.3	15.1	.22	13	27	40	53	60	6,847	3.2	.000	.212
IPEDS Peer-Aspirant	40.0	14.8	.14	13	27	40	53	60	13,218	1.5	.000	.103
Carnegie Class	37.2	14.5	.11	13	27	40	47	60	20,659	4.3	.000	.296
Top 50%	40.7	14.4	.04	20	33	40	53	60	2,246	.8	.009	.058
Top 10%	42.7	14.4	.07	20	33	40	60	60	40,720	-1.2	.000	-.086
Quantitative Reasoning												
UTA (N = 2212)	30.3	16.5	.35	0	20	27	40	60				
UT System	29.4	16.7	.24	0	20	27	40	60	6,964	.9	.031	.055
IPEDS Peer-Aspirant	31.1	16.7	.16	0	20	33	40	60	13,340	-.8	.034	-.049
Carnegie Class	31.5	15.9	.12	7	20	33	40	60	2,717	-1.2	.001	-.076
Top 50%	31.4	16.1	.04	7	20	33	40	60	2,270	-1.2	.001	-.071
Top 10%	33.4	15.9	.09	7	20	33	40	60	2,504	-3.1	.000	-.193
Learning with Peers												
Collaborative Learning												
UTA (N = 2526)	22.6	17.3	.34	0	5	20	35	55				
UT System	33.1	14.8	.19	10	20	35	45	60	4,206	-10.5	.000	-.670
IPEDS Peer-Aspirant	33.7	15.1	.13	10	20	35	45	60	3,317	-11.0	.000	-.712
Carnegie Class	34.9	14.3	.10	10	25	35	45	60	2,935	-12.3	.000	-.836
Top 50%	35.9	14.0	.04	15	25	35	45	60	2,581	-13.3	.000	-.948
Top 10%	38.4	13.6	.08	15	30	40	50	60	2,834	-15.8	.000	-1.130
Discussions with Diverse Others												
UTA (N = 2177)	42.1	17.6	.38	5	30	40	60	60				
UT System	39.2	17.1	.25	5	25	40	55	60	4,120	2.8	.000	.164
IPEDS Peer-Aspirant	42.4	16.4	.16	15	35	40	60	60	2,962	-.4	.353	-.023
Carnegie Class	41.9	14.9	.11	20	30	40	55	60	2,555	.2	.656	.011
Top 50%	42.1	15.5	.04	15	30	40	60	60	2,223	.0	.992	.000
Top 10%	43.8	15.3	.08	20	35	45	60	60	2,356	-1.7	.000	-.111

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 = 2343)	16.1	15.0	.31	0	5	10	25	45				
UT System	21.8	15.9	.22	0	10	20	30	55	4,784	-5.7	.000	-.363
IPEDS Peer-Aspirant	22.5	16.2	.15	0	10	20	35	60	3,504	-6.4	.000	-.397
Carnegie Class	23.1	15.3	.11	0	10	20	35	55	2,944	-6.9	.000	-.454
Top 50%	29.7	15.9	.06	5	20	30	40	60	2,551	-13.5	.000	-.853
Top 10%	33.2	16.0	.16	10	20	35	45	60	3,642	-17.1	.000	-1.083
Effective Teaching Practices												
UTA (N = 2296)	39.6	14.9	.31	16	28	40	52	60				
UT System	39.2	14.4	.21	16	28	40	52	60	7,207	.4	.252	.029
IPEDS Peer-Aspirant	38.9	14.5	.14	16	28	40	52	60	13,811	.7	.043	.046
Carnegie Class	38.5	13.1	.09	16	28	40	48	60	2,736	1.0	.001	.079
Top 50%	41.8	13.7	.04	20	32	40	52	60	2,387	-2.2	.000	-.159
Top 10%	43.7	13.4	.09	20	36	44	56	60	2,712	-4.1	.000	-.304
Campus Environment												
Quality of Interactions												
UTA (N = 1780)	43.4	13.4	.32	18	34	45	54	60				
UT System	42.0	13.0	.20	18	34	44	52	60	3,205	1.3	.000	.103
IPEDS Peer-Aspirant	41.2	13.1	.13	18	33	42	50	60	2,419	2.1	.000	.163
Carnegie Class	42.4	11.6	.09	22	36	44	50	60	2,060	1.0	.004	.082
Top 50%	45.3	11.6	.04	24	38	48	54	60	1,826	-1.9	.000	-.163
Top 10%	47.4	12.0	.07	24	40	50	58	60	1,937	-4.0	.000	-.333
Supportive Environment												
UTA (N = 2102)	29.9	15.6	.34	5	18	30	40	60				
UT System	31.9	15.1	.22	8	20	33	43	60	6,645	-1.9	.000	-.128
IPEDS Peer-Aspirant	33.8	14.8	.14	10	23	35	43	60	2,895	-3.9	.000	-.261
Carnegie Class	33.2	13.4	.10	13	23	33	40	58	2,474	-3.3	.000	-.244
Top 50%	34.6	14.0	.04	13	25	35	45	60	2,168	-4.7	.000	-.336
Top 10%	36.8	14.1	.10	13	28	38	48	60	2,492	-6.9	.000	-.485

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.