NSSE 2023

Multi-Year Report

Texas Tech University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data:* **http://go.iu.edu/2R1r**

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who *planned to do* an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013	7%	+/- 5.2%	326	203	123	13%	+/- 2.5%	1,377	1,018	359
2014										
2015	7%	+/- 4.6%	427	284	143	14%	+/- 2.8%	1,086	783	303
2016										
2017	7%	+/- 4.4%	453	278	175	10%	+/- 3.0%	935	555	380
2018										
2019	11%	+/- 3.4%	740	474	266	9%	+/- 3.2%	874	579	295
2020										
2021	28%	+/- 2.0%	1,754	1,343	411	23%	+/- 1.8%	2,315	1,912	403
2022										
2023	22%	+/- 2.3%	1,476	1,016	460	17%	+/- 2.2%	1,664	1,287	377

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	No	Academic Advising, Diverse Perspectives	No	Yes	Yes
2014							
2015	Email	Census	No	Academic Advising, Diverse Perspectives	No	Yes	No
2016							
2017	Email	Census	No	Transferable Skills, Global Learning	No	Yes	No
2018							
2019	Email	Census	No	Global Learning, Inclusiv & Cult Div	No	No	No
2020							
2021	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	Yes
2022							
2023	Email	Census	Yes	Inclusiv. & Cultural Div., Mental Heath	No	No	No

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
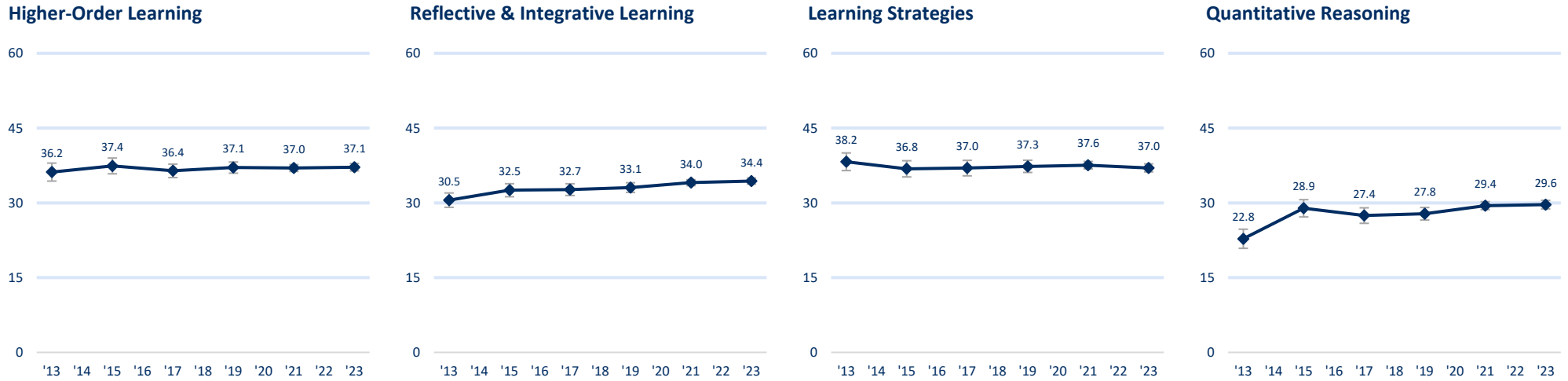
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
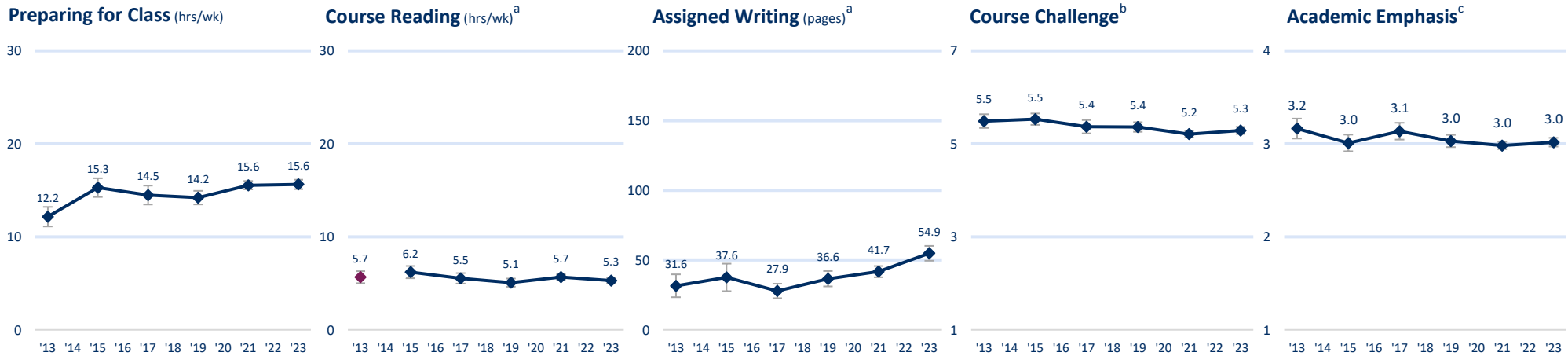
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

NSSE 2023 Multi-Year Report
Engagement Results by Theme
Texas Tech University

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

Academic Challenge: First-year students

Higher-Order Learning

36.2, 37.4, 36.4, 37.1, 37.0, 37.1

Reflective & Integrative Learning

30.5, 32.5, 32.7, 33.1, 34.0, 34.4

Learning Strategies

38.2, 36.8, 37.0, 37.3, 37.6, 37.0

Quantitative Reasoning

22.8, 28.9, 27.4, 27.8, 29.4, 29.6

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

12.2, 15.3, 14.5, 14.2, 15.6, 15.6

Course Reading (hrs/wk)[a]

5.7, 6.2, 5.5, 5.1, 5.7, 5.3

Assigned Writing (pages)[a]

31.6, 37.6, 27.9, 36.6, 41.7, 54.9

Course Challenge[b]

5.5, 5.5, 5.4, 5.4, 5.2, 5.3

Academic Emphasis[c]

3.2, 3.0, 3.1, 3.0, 3.0, 3.0

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
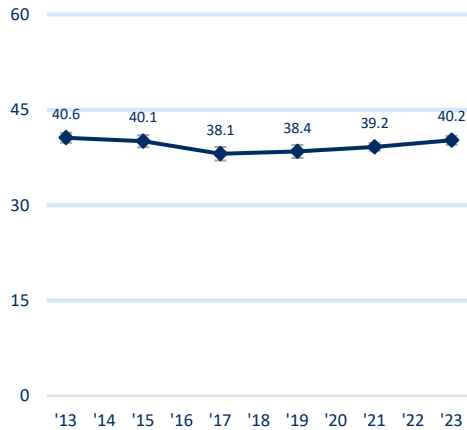
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

NSSE 2023 Multi-Year Report
Engagement Results by Theme
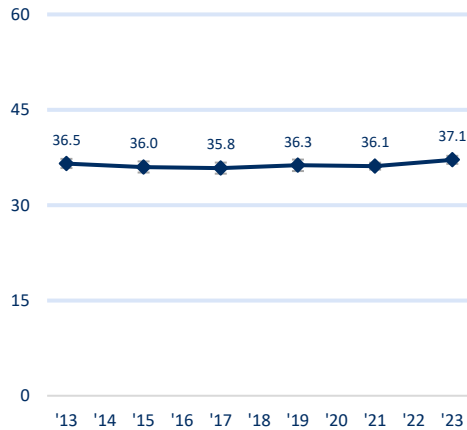## Texas Tech University

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
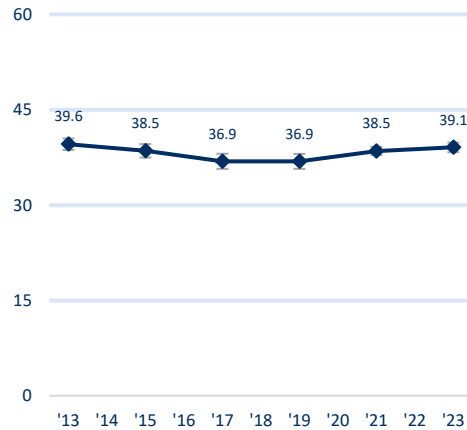
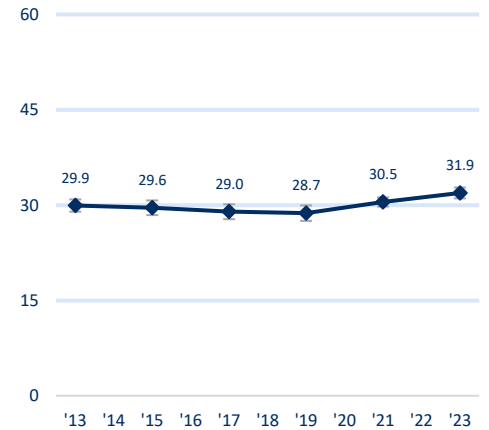## Academic Challenge: Seniors

Higher-Order Learning

40.6, 40.1, 38.1, 38.4, 39.2, 40.2
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Reflective & Integrative Learning

36.5, 36.0, 35.8, 36.3, 36.1, 37.1
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Learning Strategies

39.6, 38.5, 36.9, 36.9, 38.5, 39.1
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Quantitative Reasoning

29.9, 29.6, 29.0, 28.7, 30.5, 31.9
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

14.1, 13.8, 15.5, 15.0, 16.0, 15.3
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Course Reading (hrs/wk)[a]

6.1, 6.2, 6.6, 6.4, 6.8, 6.3
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Assigned Writing (pages)[a]

59.3, 59.9, 71.3, 67.5, 63.2, 66.9
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Course Challenge[b]

5.6, 5.6, 5.5, 5.4, 5.4, 5.4
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Academic Emphasis[c]

3.1, 3.1, 3.1, 3.0, 3.1, 3.1
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

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

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Engagement Results by Theme
Texas Tech University

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

Learning with Peers: First-year students

Collaborative Learning

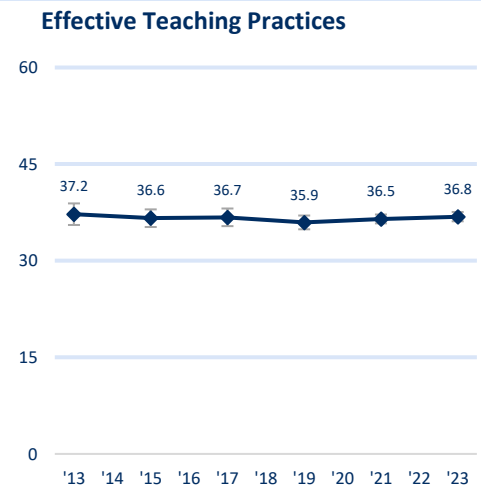Data points: '13: 27.8, '15: 31.6, '17: 31.8, '19: 33.5, '21: 27.6, '23: 31.5

Discussions with Diverse Others

Data points: '13: 41.4, '15: 39.3, '17: 40.9, '19: 40.6, '21: 38.9, '23: 40.5
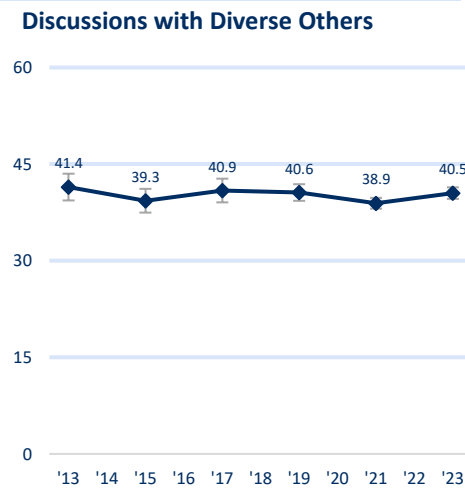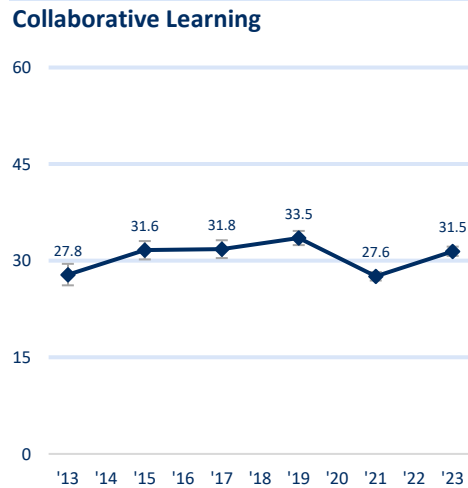
Experiences with Faculty: First-year students

Student-Faculty Interaction

Data points: '13: 18.0, '15: 18.7, '17: 18.1, '19: 21.4, '21: 18.4, '23: 22.3

Effective Teaching Practices

Data points: '13: 37.2, '15: 36.6, '17: 36.7, '19: 35.9, '21: 36.5, '23: 36.8
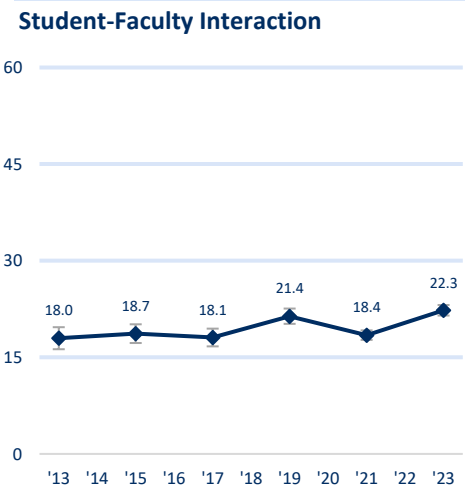
Campus Environment: First-year students
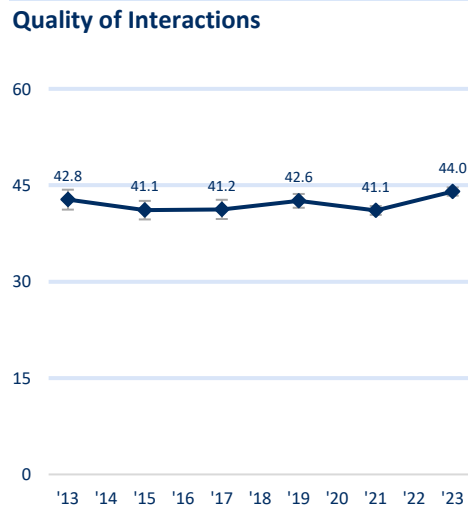
Quality of Interactions

Data points: '13: 42.8, '15: 41.1, '17: 41.2, '19: 42.6, '21: 41.1, '23: 44.0

Supportive Environment

Data points: '13: 40.5, '15: 35.9, '17: 36.8, '19: 36.6, '21: 32.9, '23: 35.5

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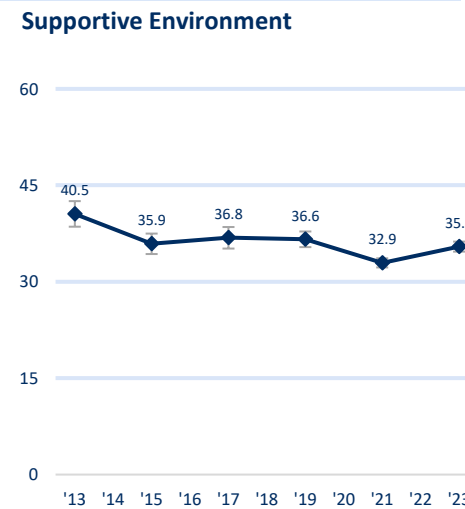
Learning with Peers: Seniors

Collaborative Learning

Values by year: 33.0, 32.3, 33.2, 33.1, 30.6, 31.6

Discussions with Diverse Others

Values by year: 41.8, 41.7, 41.4, 41.1, 39.9, 40.8
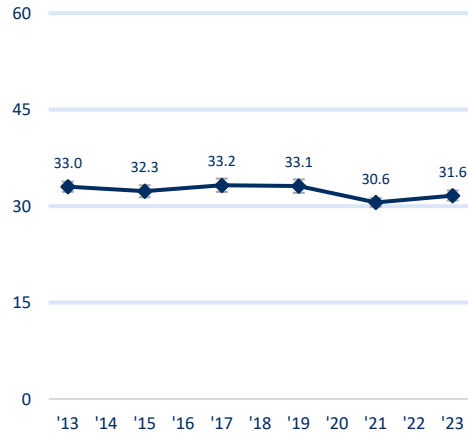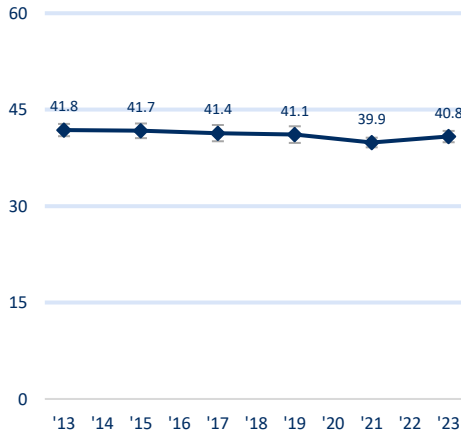
Experiences with Faculty: Seniors

Student-Faculty Interaction

Values by year: 23.1, 22.0, 23.1, 22.9, 21.0, 23.9

Effective Teaching Practices

Values by year: 38.8, 38.0, 36.6, 37.5, 37.2, 39.1
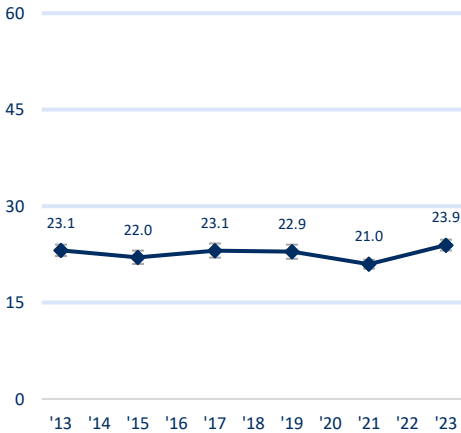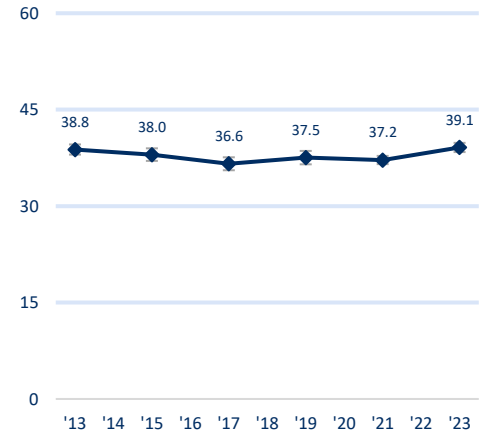
Campus Environment: Seniors

Quality of Interactions
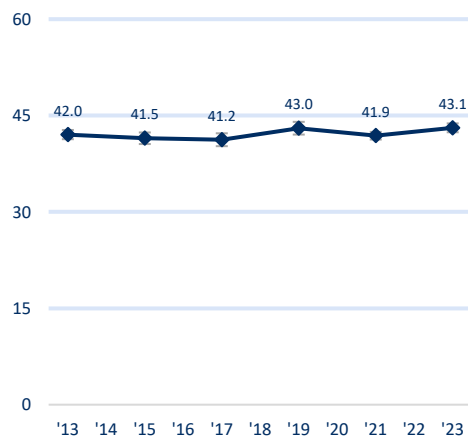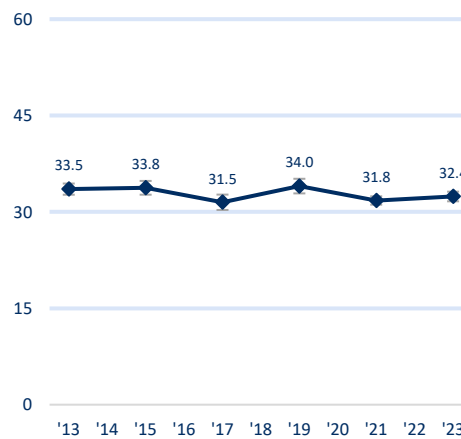
Values by year: 42.0, 41.5, 41.2, 43.0, 41.9, 43.1

Supportive Environment

Values by year: 33.5, 33.8, 31.5, 34.0, 31.8, 32.4

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

High-Impact Practices: First-year students

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

Values: '13: 52%, '15: 53%, '17: 53%, '19: 52%, '21: 48%, '23: 53%

Learning Community
(Done or in progress)

Values: '13: 17%, '15: 22%, '17: 16%, '19: 13%, '21: 9%, '23: 13%

Research with Faculty
(Done or in progress)

Values: '13: 3%, '15: 4%, '17: 3%, '19: 6%, '21: 3%, '23: 5%

Internship/Field Experience
(Plan to do)

Values: '13: 76%, '15: 78%, '17: 74%, '19: 72%, '21: 76%, '23: 72%

Study Abroad
(Plan to do)

Values: '13: 46%, '15: 62%, '17: 56%, '19: 53%, '21: 49%, '23: 45%

Culminating Senior Experience
(Plan to do)

Values: '13: 37%, '15: 42%, '17: 45%, '19: 47%, '21: 47%, '23: 47%

Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.
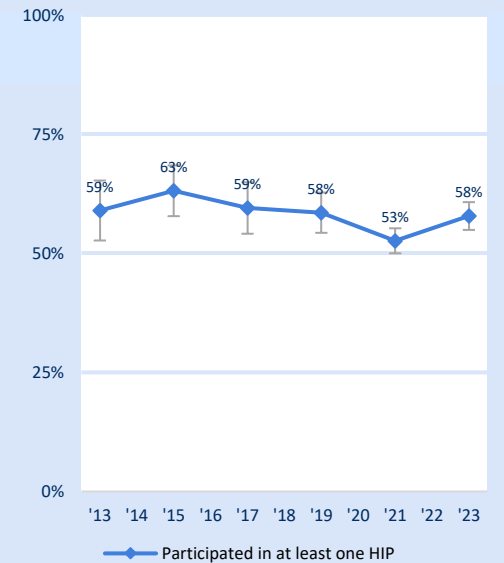
Values: '13: 59%, '15: 63%, '17: 59%, '19: 58%, '21: 53%, '23: 58%

— Participated in at least one HIP

NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.
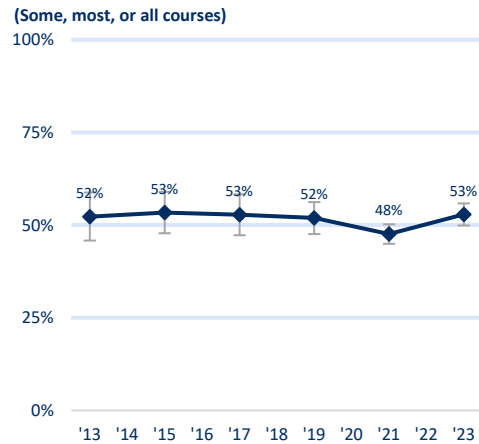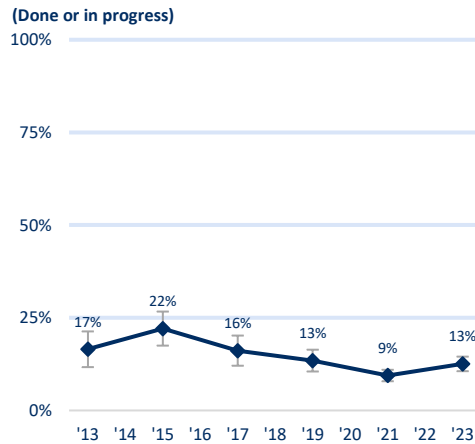
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

Service-Learning
(Some, most, or all courses)
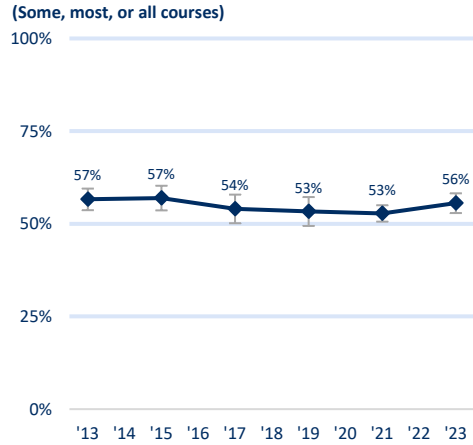
Learning Community
(Done or in progress)
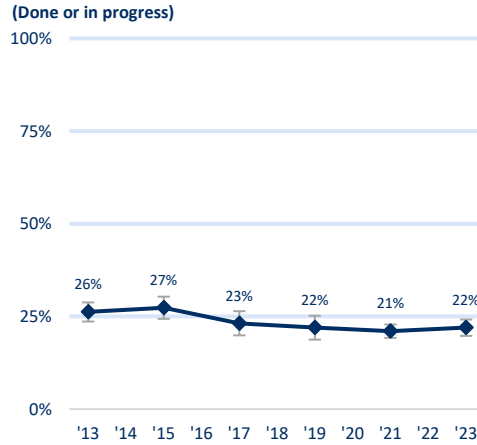
Research with Faculty
(Done or in progress)
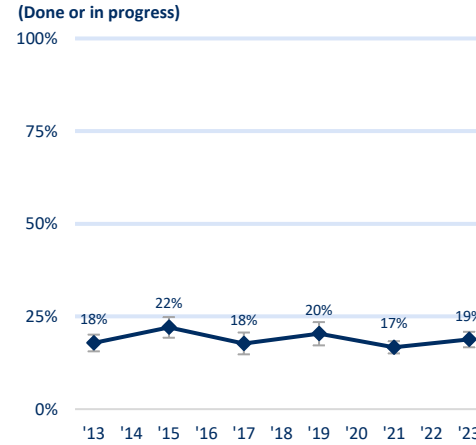
Internship/Field Experience
(Done or in progress)
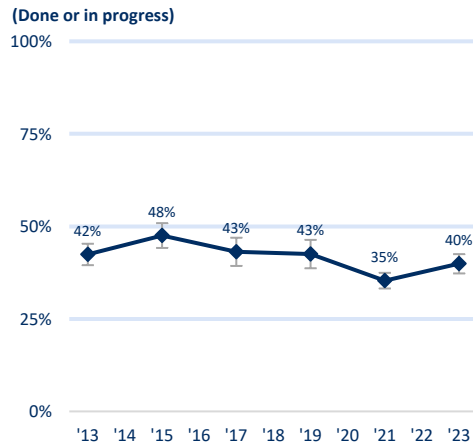
Study Abroad
(Done or in progress)
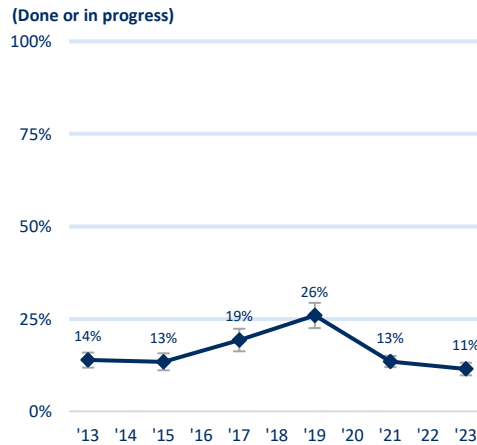
Culminating Senior Experience
(Done or in progress)
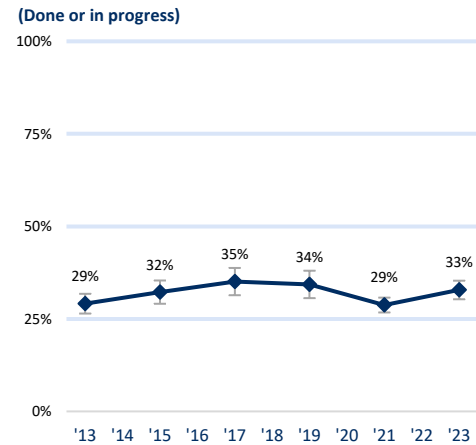
Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.
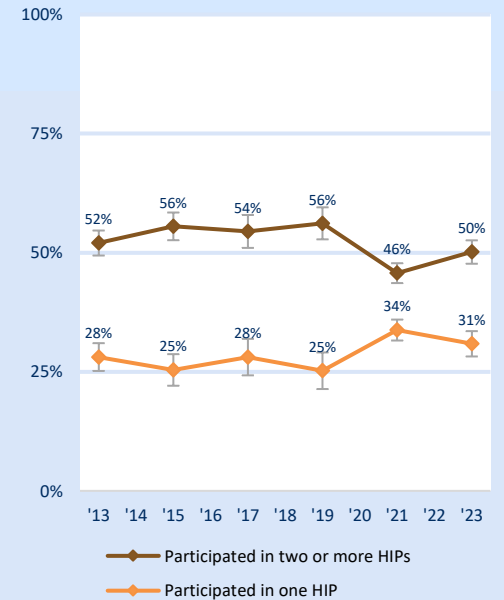
- Participated in two or more HIPs
- Participated in one HIP

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

NSSE 2023 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
Texas Tech University

|		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge																							
Higher-Order Learning	Mean	36.2		37.4		36.4		37.1		37.0		37.1	40.6		40.1		38.1		38.4		39.2		40.2
	n	264		344		382		573		1,489		1,202	1,210		910		792		703		2,042		1,443
	SD	15.0		15.0		13.5		13.7		13.6		13.0	14.0		14.6		15.3		13.8		13.9		13.8
	SE	.92		.81		.69		.57		.35		.38	.40		.48		.54		.52		.31		.36
	CI up bnd	38.0		39.0		37.8		38.2		37.7		37.9	41.4		41.0		39.1		39.5		39.8		40.9
	CI low bnd	34.4		35.8		35.1		35.9		36.3		36.4	39.8		39.1		37.0		37.4		38.6		39.5
Reflective & Integrative Learning	Mean	30.5		32.5		32.7		33.1		34.0		34.4	36.5		36.0		35.8		36.3		36.1		37.1
	n	284		364		405		635		1,604		1,314	1,265		951		848		757		2,148		1,527
	SD	12.4		12.7		12.1		12.4		12.1		11.3	13.1		13.8		13.0		12.7		12.9		12.6
	SE	.73		.67		.60		.49		.30		.31	.37		.45		.44		.46		.28		.32
	CI up bnd	32.0		33.8		33.8		34.0		34.6		35.0	37.3		36.9		36.7		37.2		36.7		37.7
	CI low bnd	29.1		31.2		31.5		32.1		33.5		33.8	35.8		35.1		34.9		35.4		35.6		36.5
Learning Strategies	Mean	38.2		36.8		37.0		37.3		37.6		37.0	39.6		38.5		36.9		36.9		38.5		39.1
	n	233		312		316		528		1,404		1,114	1,104		844		648		649		1,975		1,360
	SD	13.8		14.6		14.1		14.3		14.2		13.7	15.3		15.7		15.4		15.3		14.8		14.3
	SE	.90		.83		.79		.62		.38		.41	.46		.54		.60		.60		.33		.39
	CI up bnd	40.0		38.4		38.5		38.5		38.3		37.8	40.5		39.6		38.1		38.1		39.2		39.8
	CI low bnd	36.5		35.2		35.4		36.1		36.8		36.2	38.7		37.5		35.7		35.7		37.9		38.3
Quantitative Reasoning	Mean	22.8		28.9		27.4		27.8		29.4		29.6	29.9		29.6		29.0		28.7		30.5		31.9
	n	266		355		378		544		1,412		1,130	1,237		918		784		664		1,993		1,373
	SD	16.0		16.7		15.5		15.0		15.3		14.8	17.4		17.8		16.8		16.0		16.3		16.1
	SE	.98		.88		.80		.64		.41		.44	.49		.59		.60		.62		.36		.43
	CI up bnd	24.7		30.6		29.0		29.1		30.2		30.5	30.9		30.7		30.1		30.0		31.2		32.8
	CI low bnd	20.9		27.2		25.9		26.5		28.6		28.8	29.0		28.4		27.8		27.5		29.8		31.1
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	Mean	12.2		15.3		14.5		14.2		15.6		15.6	14.1		13.8		15.5		15.0		16.0		15.3
	n	204		285		295		493		1,357		1,066	1,026		783		571		618		1,937		1,333
	SD	7.6		8.6		8.9		8.3		8.4		8.4	9.0		9.2		9.3		8.8		9.3		8.7
	SE	.54		.51		.52		.37		.23		.26	.28		.33		.39		.35		.21		.24
	CI up bnd	13.2		16.3		15.5		14.9		16.0		16.1	14.6		14.4		16.2		15.7		16.4		15.8
	CI low bnd	11.1		14.3		13.5		13.5		15.1		15.1	13.5		13.1		14.7		14.3		15.6		14.8
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	5.7		6.2		5.5		5.1		5.7		5.3	6.1		6.2		6.6		6.4		6.8		6.3
	n	206		278		289		489		1,349		1,055	1,023		773		566		613		1,931		1,323
	SD	4.7		5.6		4.9		5.0		5.3		5.1	5.6		5.7		6.1		6.0		6.4		6.0
	SE	.33		.34		.29		.22		.14		.16	.18		.20		.26		.24		.15		.17
	CI up bnd	6.3		6.9		6.1		5.5		6.0		5.6	6.4		6.6		7.1		6.8		7.1		6.6
	CI low bnd	5.0		5.5		5.0		4.6		5.4		5.0	5.7		5.8		6.1		5.9		6.6		6.0

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

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		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge (additional items, continued)																							
Assigned Writing Estimated number of pages calculated from three survey questions.	Mean	31.6		37.6		27.9		36.6		41.7		54.9	59.3		59.9		71.3		67.5		63.2		66.9
	n	213		295		321		541		1,421		1,125	1,026		794		652		659		1,976		1,369
	SD	60.9		86.2		47.5		65.4		77.4		90.9	82.5		83.6		90.5		100.6		93.8		96.5
	SE	4.17		5.02		2.65		2.81		2.05		2.71	2.58		2.97		3.54		3.92		2.11		2.61
	CI up bnd	39.8		47.4		33.1		42.2		45.7		60.2	64.4		65.7		78.2		75.2		67.4		72.1
	CI low bnd	23.4		27.7		22.7		31.1		37.7		49.6	54.3		54.1		64.3		59.9		59.1		61.8
Course Challenge Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.5		5.5		5.4		5.4		5.2		5.3	5.6		5.6		5.5		5.4		5.4		5.4
	n	235		316		317		528		1,397		1,112	1,120		852		649		643		1,980		1,360
	SD	1.2		1.1		1.3		1.2		1.3		1.3	1.2		1.3		1.4		1.4		1.4		1.4
	SE	.08		.06		.07		.05		.04		.04	.04		.05		.05		.06		.03		.04
	CI up bnd	5.6		5.7		5.5		5.5		5.3		5.4	5.7		5.7		5.6		5.5		5.5		5.5
	CI low bnd	5.3		5.4		5.2		5.3		5.1		5.2	5.5		5.5		5.4		5.3		5.4		5.4
Academic Emphasis Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	Mean	3.2		3.0		3.1		3.0		3.0		3.0	3.1		3.1		3.1		3.0		3.1		3.1
	n	207		288		299		507		1,367		1,082	1,039		787		589		630		1,958		1,343
	SD	0.8		0.8		0.8		0.8		0.7		0.8	0.8		0.8		0.8		0.8		0.8		0.8
	SE	.05		.05		.05		.03		.02		.02	.02		.03		.03		.03		.02		.02
	CI up bnd	3.3		3.1		3.2		3.1		3.0		3.1	3.2		3.2		3.2		3.1		3.2		3.1
	CI low bnd	3.1		2.9		3.0		3.0		2.9		3.0	3.1		3.1		3.1		3.0		3.1		3.0
Learning with Peers																							
Collaborative Learning	Mean	27.8		31.6		31.8		33.5		27.6		31.5	33.0		32.3		33.2		33.1		30.6		31.6
	n	298		400		437		704		1,703		1,428	1,314		998		897		849		2,233		1,620
	SD	14.7		14.5		14.8		14.9		14.0		13.9	14.6		15.0		15.8		15.5		16.1		16.0
	SE	.85		.73		.71		.56		.34		.37	.40		.48		.53		.53		.34		.40
	CI up bnd	29.5		33.0		33.2		34.6		28.2		32.2	33.8		33.2		34.3		34.1		31.2		32.4
	CI low bnd	26.2		30.2		30.4		32.4		26.9		30.7	32.2		31.4		32.2		32.1		29.9		30.9
Discussions with Diverse Others	Mean	41.4		39.3		40.9		40.6		38.9		40.5	41.8		41.7		41.4		41.1		39.9		40.8
	n	233		316		318		533		1,410		1,123	1,120		855		662		656		1,964		1,360
	SD	16.2		16.7		16.8		15.2		16.0		15.3	16.3		17.0		16.6		16.9		17.0		16.6
	SE	1.06		.94		.94		.66		.43		.46	.49		.58		.65		.66		.38		.45
	CI up bnd	43.5		41.2		42.7		41.9		39.8		41.4	42.8		42.9		42.6		42.4		40.6		41.7
	CI low bnd	39.4		37.5		39.1		39.3		38.1		39.6	40.9		40.6		40.1		39.8		39.1		39.9

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		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Experiences with Faculty																							
Student-Faculty Interaction	Mean	18.0		18.7		18.1		21.4		18.4		22.3	23.1		22.0		23.1		22.9		21.0		23.9
	n	269		359		392		603		1,525		1,250	1,236		929		821		728		2,087		1,478
	SD	14.3		14.1		13.9		14.8		14.7		14.8	16.0		16.1		16.1		15.1		16.0		16.4
	SE	.87		.74		.70		.60		.38		.42	.45		.53		.56		.56		.35		.43
	CI up bnd	19.7		20.1		19.5		22.6		19.2		23.1	24.0		23.1		24.2		24.0		21.6		24.8
	CI low bnd	16.3		17.2		16.7		20.2		17.7		21.5	22.2		21.0		22.0		21.8		20.3		23.1
Effective Teaching Practices	Mean	37.2		36.6		36.7		35.9		36.5		36.8	38.8		38.0		36.6		37.5		37.2		39.1
	n	270		358		381		570		1,485		1,191	1,242		925		797		690		2,053		1,442
	SD	14.0		13.2		13.6		13.0		13.5		12.8	14.2		15.1		14.5		14.0		14.7		13.9
	SE	.85		.70		.70		.55		.35		.37	.40		.50		.51		.53		.33		.37
	CI up bnd	38.9		38.0		38.1		37.0		37.2		37.6	39.6		39.0		37.6		38.6		37.8		39.8
	CI low bnd	35.5		35.2		35.4		34.9		35.8		36.1	38.0		37.0		35.6		36.5		36.5		38.4
Campus Environment																							
Quality of Interactions	Mean	42.8		41.1		41.2		42.6		41.1		44.0	42.0		41.5		41.2		43.0		41.9		43.1
	n	219		307		311		498		1,332		1,053	1,064		800		608		598		1,828		1,245
	SD	11.7		12.9		13.4		12.2		12.8		10.7	12.0		13.0		12.6		12.4		13.0		12.5
	SE	.79		.74		.76		.55		.35		.33	.37		.46		.51		.51		.30		.35
	CI up bnd	44.3		42.6		42.7		43.6		41.8		44.7	42.8		42.4		42.2		44.0		42.5		43.8
	CI low bnd	41.2		39.7		39.7		41.5		40.4		43.4	41.3		40.6		40.2		42.0		41.3		42.4
Supportive Environment	Mean	40.5		35.9		36.8		36.6		32.9		35.5	33.5		33.8		31.5		34.0		31.8		32.4
	n	203		286		297		496		1,362		1,064	1,024		781		574		623		1,943		1,332
	SD	14.5		13.7		14.7		13.8		13.4		13.0	14.2		15.3		14.6		14.5		14.7		14.0
	SE	1.02		.81		.85		.62		.36		.40	.44		.55		.61		.58		.33		.38
	CI up bnd	42.5		37.5		38.5		37.8		33.6		36.2	34.4		34.8		32.7		35.2		32.4		33.2
	CI low bnd	38.6		34.3		35.2		35.4		32.2		34.7	32.7		32.7		30.3		32.9		31.1		31.7

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Texas Tech University

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning[a]	%	52		53		53		52		48		53	57		57		54		53		53		56
	n	229		309		316		516		1,381		1,081	1,116		856		641		630		1,951		1,340
	SE	3.3		2.8		2.8		2.2		1.3		1.5	1.5		1.7		2.0		2.0		1.1		1.4
	CI up bnd	59		59		58		56		50		56	59		60		58		57		55		58
	CI low bnd	46		48		47		48		45		50	54		54		50		49		51		53
Learning Community[a]	%	17		22		16		13		9		13	26		27		23		22		21		22
	n	229		314		315		519		1,383		1,098	1,116		855		644		636		1,960		1,350
	SE	2.5		2.3		2.1		1.5		0.8		1.0	1.3		1.5		1.7		1.6		0.9		1.1
	CI up bnd	21		27		20		16		11		15	29		30		26		25		23		24
	CI low bnd	12		17		12		11		8		11	24		24		20		19		19		20
Research with Faculty[a]	%	3		4		3		6		3		5	18		22		18		20		17		19
	n	231		312		318		517		1,385		1,095	1,111		849		647		633		1,966		1,351
	SE	1.2		1.2		1.0		1.1		0.4		0.7	1.1		1.4		1.5		1.6		0.8		1.1
	CI up bnd	5		7		5		9		4		7	20		25		21		23		18		21
	CI low bnd	1		2		1		4		2		4	16		19		15		17		15		17
Internship or Field Experience[b] (First-year results: Plan to do)	%	76		78		74		72		76		72	42		48		43		43		35		40
	n	233		315		317		522		1,397		1,109	1,125		852		650		642		1,969		1,355
	SE	2.8		2.4		2.5		2.0		1.1		1.4	1.5		1.7		1.9		2.0		1.1		1.3
	CI up bnd	81		82		79		76		79		74	45		51		47		46		37		42
	CI low bnd	70		73		69		69		74		69	40		44		39		39		33		37
Study Abroad[b] (First-year results: Plan to do)	%	46		62		56		53		49		45	14		13		19		26		13		11
	n	231		314		318		522		1,386		1,093	1,116		851		647		637		1,960		1,350
	SE	3.3		2.7		2.8		2.2		1.3		1.5	1.0		1.2		1.6		1.7		0.8		0.9
	CI up bnd	52		67		61		58		51		48	16		16		22		29		15		13
	CI low bnd	39		57		50		49		46		42	12		11		16		23		12		10
Culminating Senior Experience[b] (First-year results: Plan to do)	%	37		42		45		47		47		47	29		32		35		34		29		33
	n	229		315		314		520		1,384		1,092	1,114		849		646		633		1,962		1,348
	SE	3.2		2.8		2.8		2.2		1.3		1.5	1.4		1.6		1.9		1.9		1.0		1.3
	CI up bnd	43		47		51		51		50		50	32		35		39		38		31		35
	CI low bnd	31		36		40		43		45		44	26		29		31		31		27		30
Overall HIP Participation[c]																							
Participated in one HIP	%	48		49		47		48		46		47	28		25		28		25		34		31
	n	235		315		318		523		1,392		1,103	1,128		863		651		643		1,978		1,359
	SE	3.3		2.8		2.8		2.2		1.3		1.5	1.3		1.5		1.8		1.7		1.1		1.3
	CI up bnd	54		55		53		52		49		50	31		28		32		29		36		33
	CI low bnd	42		44		42		44		44		44	25		22		25		22		32		28
Participated in two or more HIPs	%	11		14		12		10		6		11	52		56		54		56		46		50
	n	235		315		318		523		1,392		1,103	1,128		863		651		643		1,978		1,359
	SE	2.0		1.9		1.8		1.3		0.6		0.9	1.5		1.7		2.0		2.0		1.1		1.4
	CI up bnd	15		18		16		13		7		13	55		59		58		60		48		53
	CI low bnd	7		10		9		8		5		9	49		52		51		52		44		47

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p * (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 1.96 * SE).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.