NSSE national survey of student engagement

NSSE 2025
Multi-Year Report

Texas Tech University

Prepared 2025-08-02

IPEDS: 229115

About Your Multi-Year Report

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

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

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

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Administration Summaries

Texas Tech University

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
2024										
2025	12%	+/- 3.7%	609	414	195	12%	+/- 3.3%	779	594	185

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		Yes	Yes
2014							
2015	Email	Census	No	Academic Advising, Diverse Perspectives		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
2024							
2025	Email	Census	Yes	HIP Quality, Mental Health & Well-Being	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. When applied, results will be unweighted.

NSSE 2025 Multi-Year Report

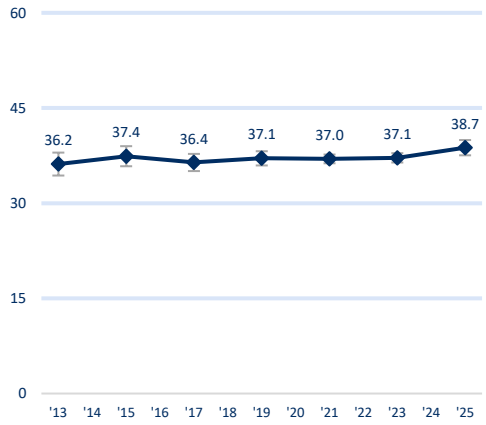
Engagement Results by Theme

Texas Tech University

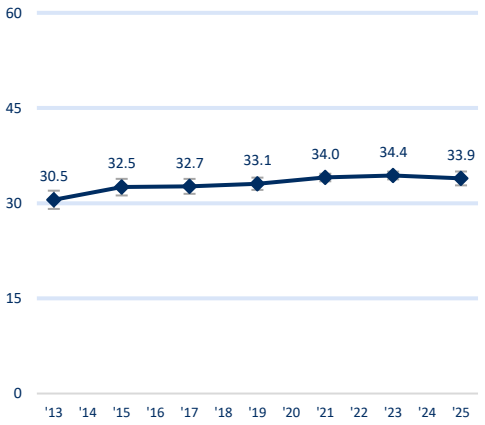
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

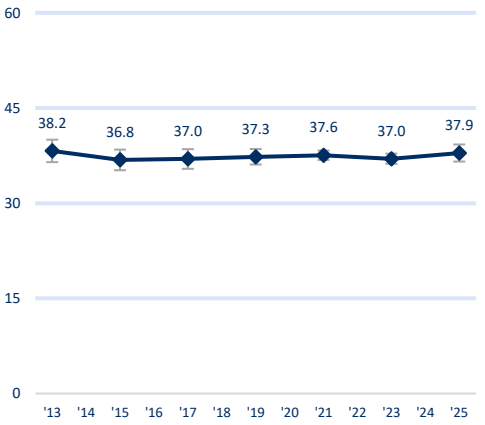
Higher-Order Learning



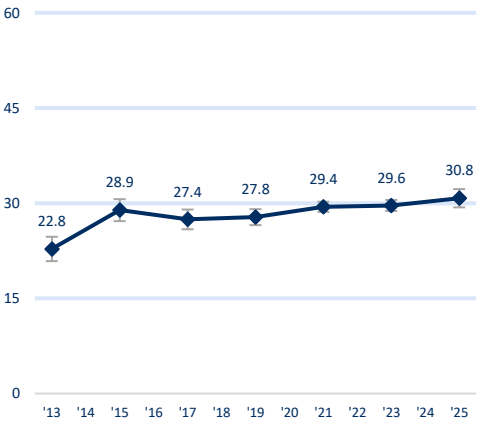
Reflective & Integrative Learning



Learning Strategies

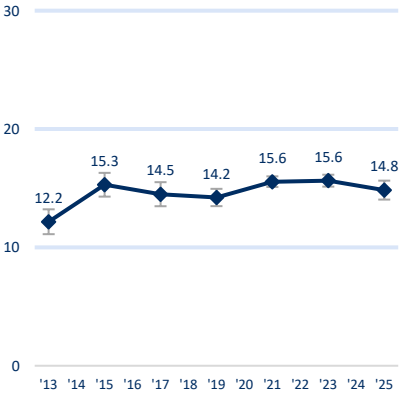


Quantitative Reasoning

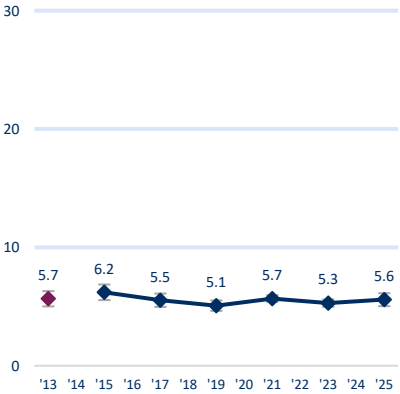


Academic Challenge (additional items): First-year students

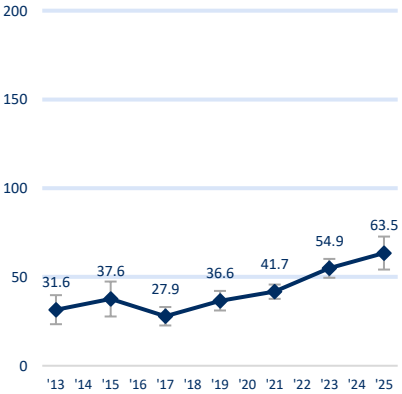
Preparing for Class (hrs/wk)



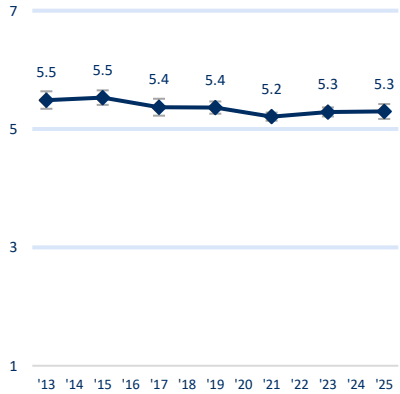
Course Reading (hrs/wk)[a]



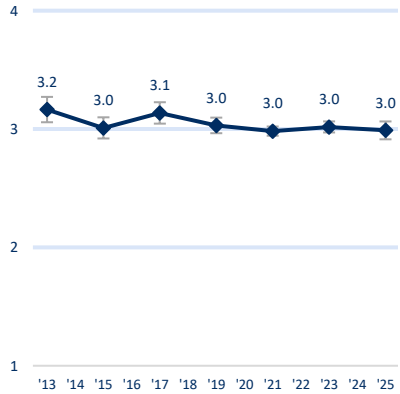
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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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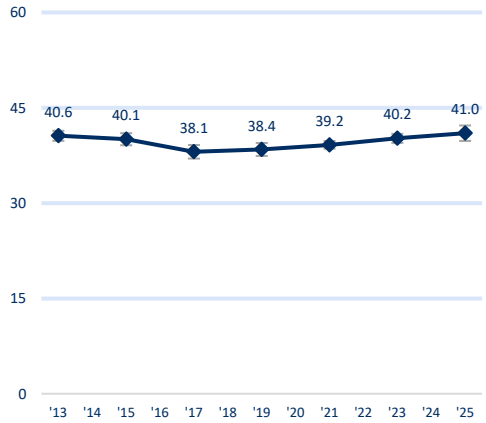
Engagement Results by Theme

Texas Tech University

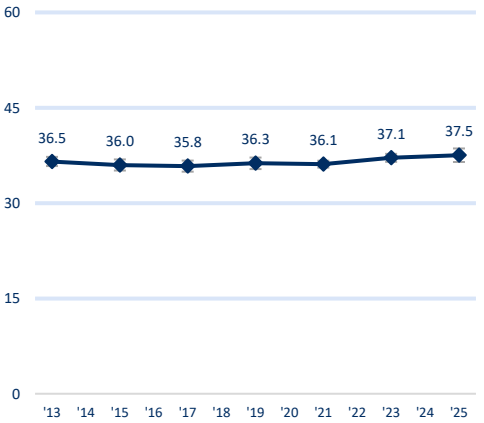
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Academic Challenge: Seniors

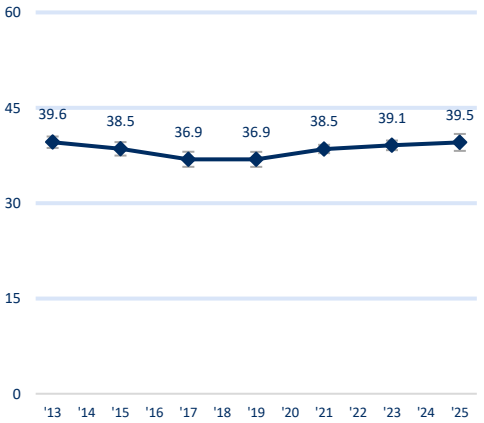
Higher-Order Learning



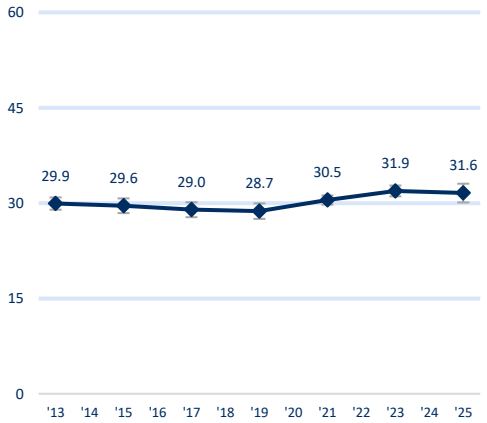
Reflective & Integrative Learning



Learning Strategies

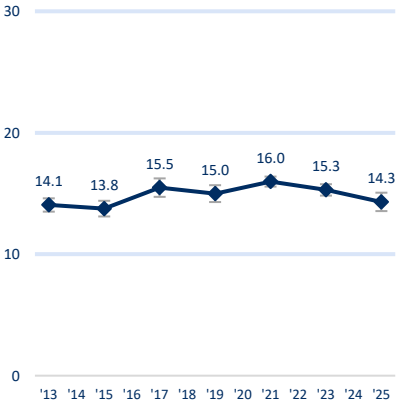


Quantitative Reasoning

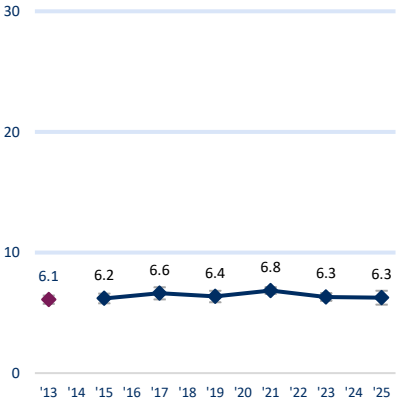


Academic Challenge (additional items): Seniors

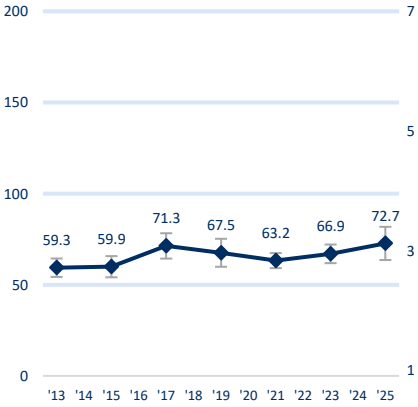
Preparing for Class (hrs/wk)



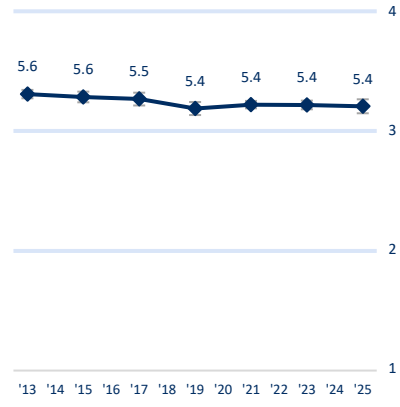
Course Reading (hrs/wk)[a]



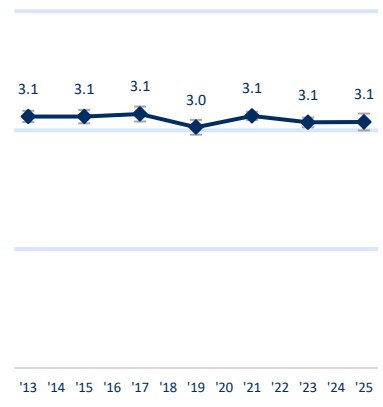
Assigned Writing (pages)[a]



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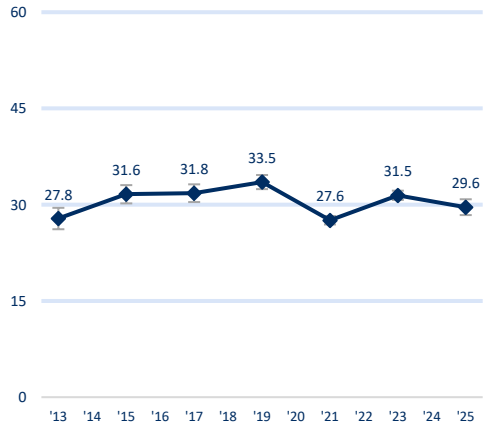
Engagement Results by Theme

Texas Tech University

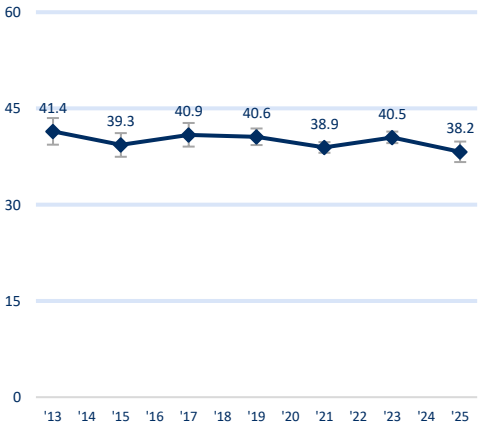
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Learning With Peers: First-year students

Collaborative Learning

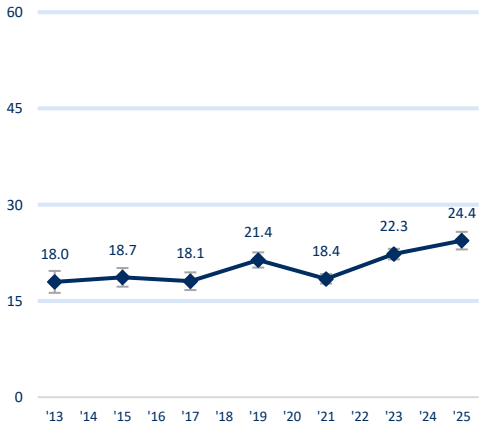


Discussions With Diverse Others

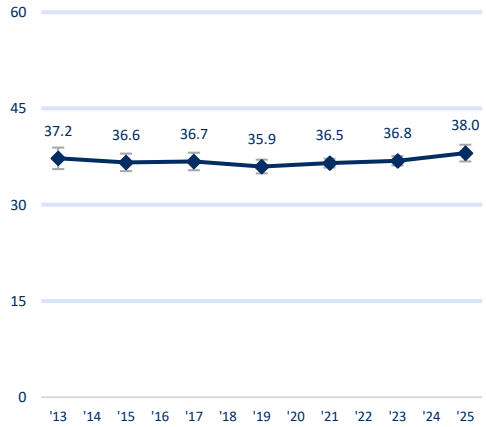


Experiences With Faculty: First-year students

Student-Faculty Interaction

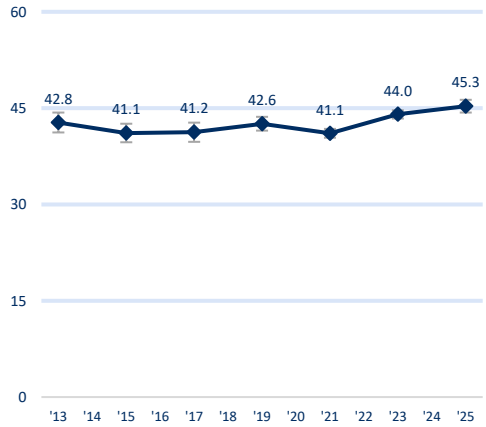


Effective Teaching Practices

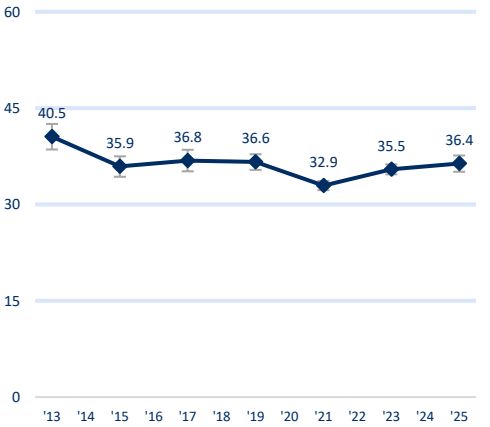


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2025 Multi-Year Report

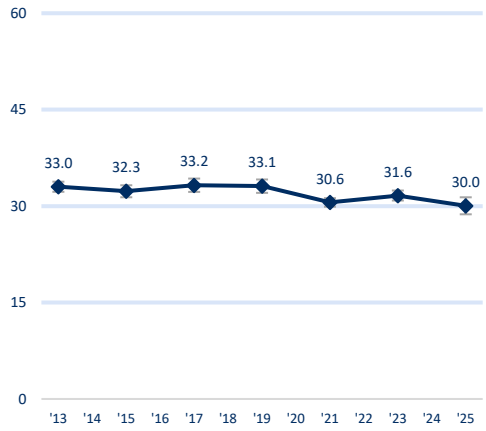
Engagement Results by Theme

Texas Tech University

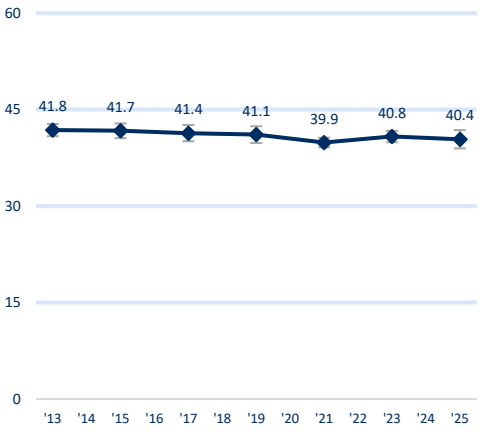
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Learning With Peers: Seniors

Collaborative Learning

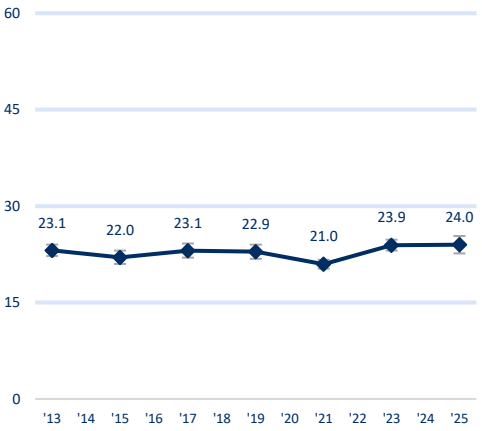


Discussions With Diverse Others

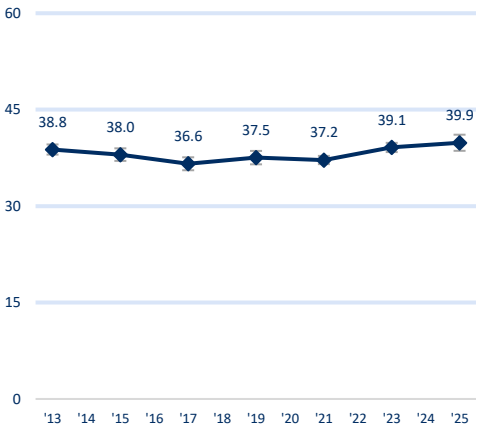


Experiences With Faculty: Seniors

Student-Faculty Interaction

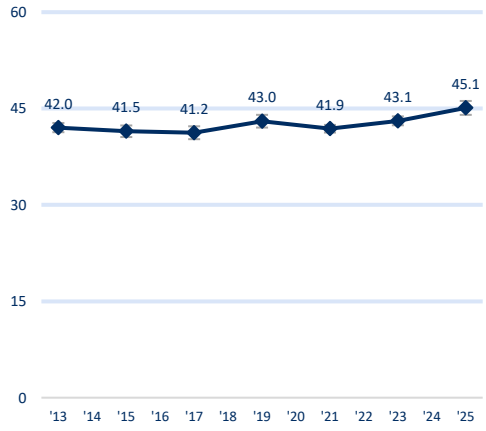


Effective Teaching Practices

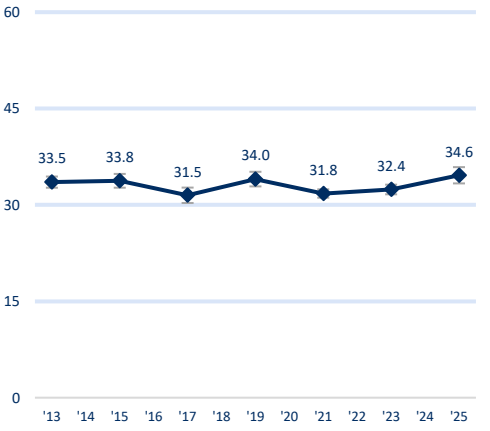


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



NSSE 2025 Multi-Year Report

High-Impact Practices

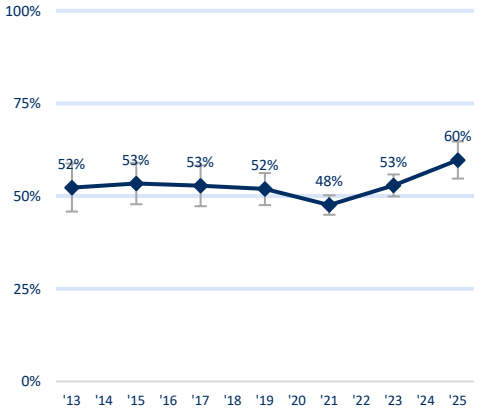
Texas Tech University

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

High-Impact Practices: First-year students

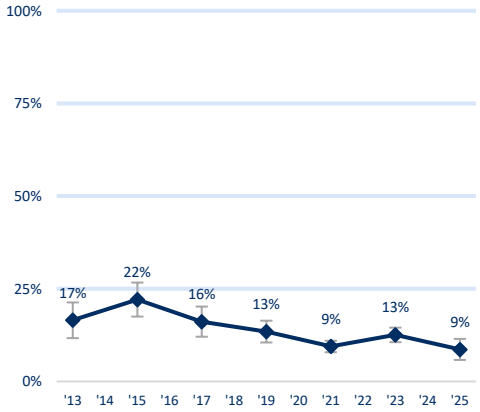
Service-Learning

(Some, most, or all courses)



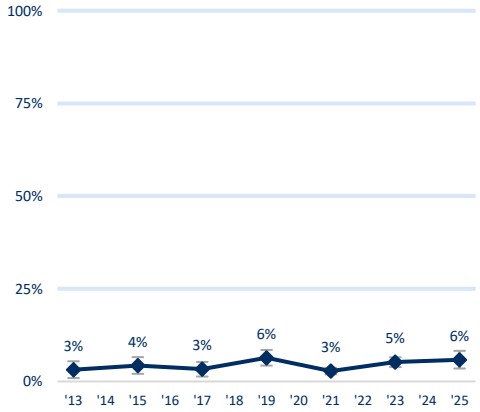
Learning Community

(Done or in progress)



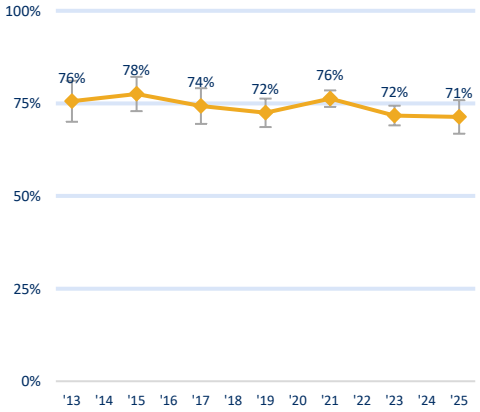
Research With Faculty

(Done or in progress)



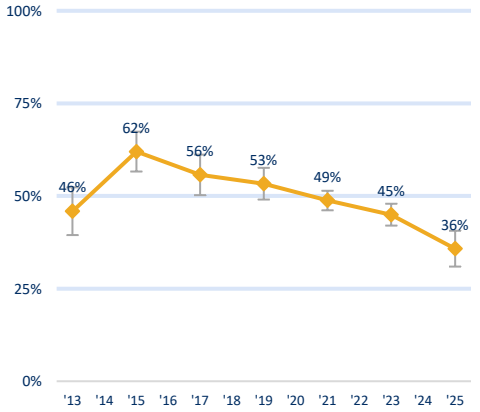
Internship/Field Experience

(Plan to do)



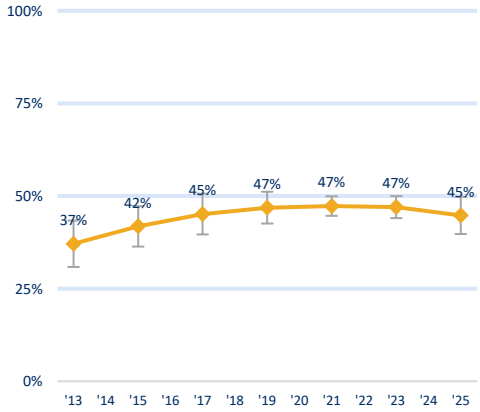
Study Abroad

(Plan to do)



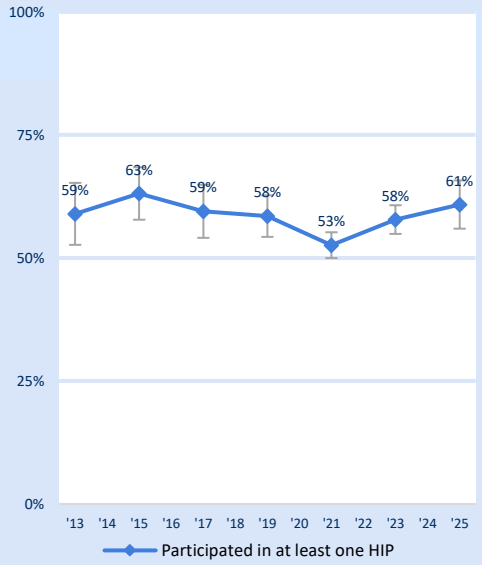
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



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.

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High-Impact Practices

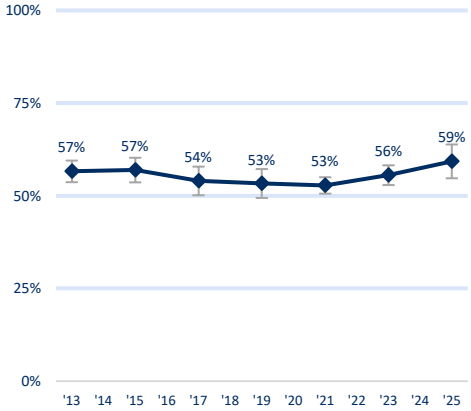
Texas Tech University

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

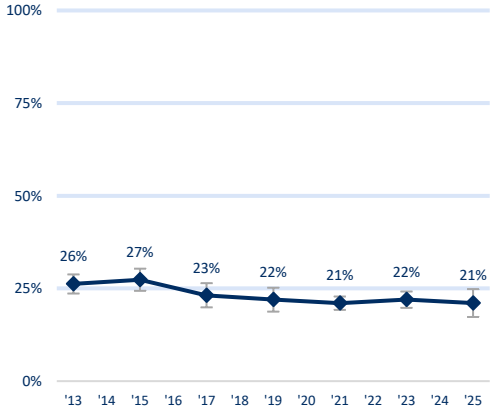
Service-Learning

(Some, most, or all courses)



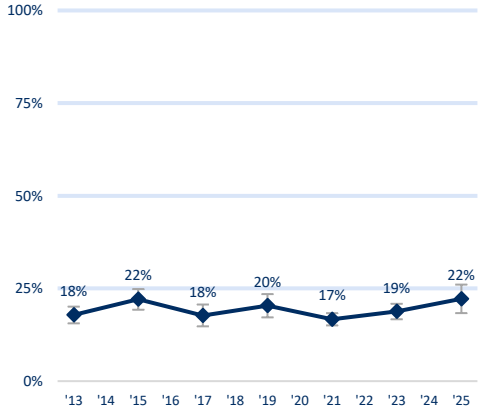
Learning Community

(Done or in progress)



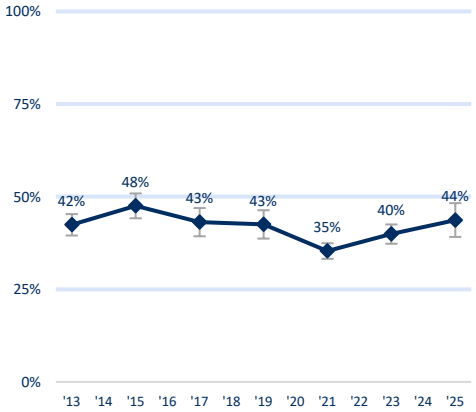
Research With Faculty

(Done or in progress)



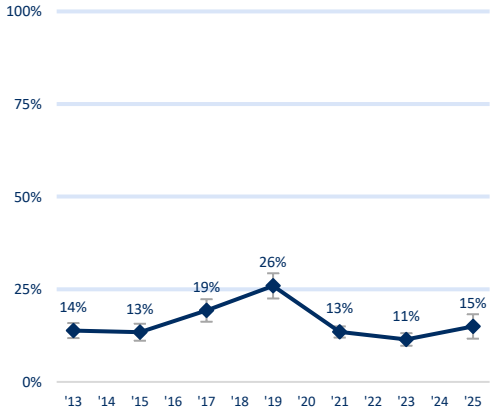
Internship/Field Experience

(Done or in progress)



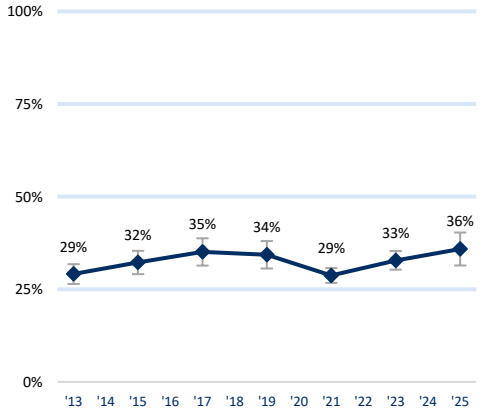
Study Abroad

(Done or in progress)



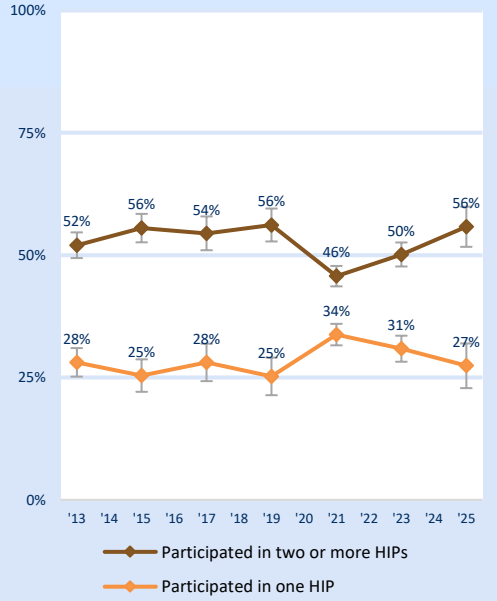
Culminating Senior Experience

(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.



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 2025 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	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge																											
Higher-Order Learning	*Mean*	**36.2**		**37.4**		**36.4**		**37.1**		**37.0**		**37.1**		**38.7**	**40.6**		**40.1**		**38.1**		**38.4**		**39.2**		**40.2**		**41.0**
	n	264		344		382		573		1,489		1,202		445	1,210		910		792		703		2,042		1,443		508
	SD	15.0		15.0		13.5		13.7		13.6		13.0		13.0	14.0		14.6		15.3		13.8		13.9		13.8		14.0
	SE	.92		.81		.69		.57		.35		.38		.61	.40		.48		.54		.52		.31		.36		.62
	CI up bnd	38.0		39.0		37.8		38.2		37.7		37.9		40.0	41.4		41.0		39.1		39.5		39.8		40.9		42.2
	CI low bnd	34.4		35.8		35.1		35.9		36.3		36.4		37.5	39.8		39.1		37.0		37.4		38.6		39.5		39.8
Reflective & Integrative Learning	*Mean*	**30.5**		**32.5**		**32.7**		**33.1**		**34.0**		**34.4**		**33.9**	**36.5**		**36.0**		**35.8**		**36.3**		**36.1**		**37.1**		**37.5**
	n	284		364		405		635		1,604		1,314		487	1,265		951		848		757		2,148		1,527		556
	SD	12.4		12.7		12.1		12.4		12.1		11.3		12.3	13.1		13.8		13.0		12.7		12.9		12.6		12.8
	SE	.73		.67		.60		.49		.30		.31		.56	.37		.45		.44		.46		.28		.32		.54
	CI up bnd	32.0		33.8		33.8		34.0		34.6		35.0		35.0	37.3		36.9		36.7		37.2		36.7		37.7		38.6
	CI low bnd	29.1		31.2		31.5		32.1		33.5		33.8		32.8	35.8		35.1		34.9		35.4		35.6		36.5		36.5
Learning Strategies	*Mean*	**38.2**		**36.8**		**37.0**		**37.3**		**37.6**		**37.0**		**37.9**	**39.6**		**38.5**		**36.9**		**36.9**		**38.5**		**39.1**		**39.5**
	n	233		312		316		528		1,404		1,114		406	1,104		844		648		649		1,975		1,360		490
	SD	13.8		14.6		14.1		14.3		14.2		13.7		13.8	15.3		15.7		15.4		15.3		14.8		14.3		15.0
	SE	.90		.83		.79		.62		.38		.41		.69	.46		.54		.60		.60		.33		.39		.68
	CI up bnd	40.0		38.4		38.5		38.5		38.3		37.8		39.3	40.5		39.6		38.1		38.1		39.2		39.8		40.9
	CI low bnd	36.5		35.2		35.4		36.1		36.8		36.2		36.6	38.7		37.5		35.7		35.7		37.9		38.3		38.2
Quantitative Reasoning	*Mean*	**22.8**		**28.9**		**27.4**		**27.8**		**29.4**		**29.6**		**30.8**	**29.9**		**29.6**		**29.0**		**28.7**		**30.5**		**31.9**		**31.6**
	n	266		355		378		544		1,412		1,130		414	1,237		918		784		664		1,993		1,373		497
	SD	16.0		16.7		15.5		15.0		15.3		14.8		14.9	17.4		17.8		16.8		16.0		16.3		16.1		16.8
	SE	.98		.88		.80		.64		.41		.44		.73	.49		.59		.60		.62		.36		.43		.75
	CI up bnd	24.7		30.6		29.0		29.1		30.2		30.5		32.2	30.9		30.7		30.1		30.0		31.2		32.8		33.0
	CI low bnd	20.9		27.2		25.9		26.5		28.6		28.8		29.3	29.0		28.4		27.8		27.5		29.8		31.1		30.1
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	*Mean*	**12.2**		**15.3**		**14.5**		**14.2**		**15.6**		**15.6**		**14.8**	**14.1**		**13.8**		**15.5**		**15.0**		**16.0**		**15.3**		**14.3**
	n	204		285		295		493		1,357		1,066		363	1,026		783		571		618		1,937		1,333		436
	SD	7.6		8.6		8.9		8.3		8.4		8.4		7.8	9.0		9.2		9.3		8.8		9.3		8.7		8.1
	SE	.54		.51		.52		.37		.23		.26		.41	.28		.33		.39		.35		.21		.24		.39
	CI up bnd	13.2		16.3		15.5		14.9		16.0		16.1		15.6	14.6		14.4		16.2		15.7		16.4		15.8		15.1
	CI low bnd	11.1		14.3		13.5		13.5		15.1		15.1		14.0	13.5		13.1		14.7		14.3		15.6		14.8		13.6
Course Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with 2013 is limited.	*Mean*	**5.7**		**6.2**		**5.5**		**5.1**		**5.7**		**5.3**		**5.6**	**6.1**		**6.2**		**6.6**		**6.4**		**6.8**		**6.3**		**6.3**
	n	206		278		289		489		1,349		1,055		361	1,023		773		566		613		1,931		1,323		434
	SD	4.7		5.6		4.9		5.0		5.3		5.1		5.3	5.6		5.7		6.1		6.0		6.4		6.0		6.1
	SE	.33		.34		.29		.22		.14		.16		.28	.18		.20		.26		.24		.15		.17		.29
	CI up bnd	6.3		6.9		6.1		5.5		6.0		5.6		6.1	6.4		6.6		7.1		6.8		7.1		6.6		6.8
	CI low bnd	5.0		5.5		5.0		4.6		5.4		5.0		5.0	5.7		5.8		6.1		5.9		6.6		6.0		5.7

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

NSSE 2025 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	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge (additional items, continued)																											
Assigned Writing Est. no. of pages calculated from three survey questions.	*Mean*	**31.6**		**37.6**		**27.9**		**36.6**		**41.7**		**54.9**		**63.5**	**59.3**		**59.9**		**71.3**		**67.5**		**63.2**		**66.9**		**72.7**
	n	213		295		321		541		1,421		1,125		393	1,026		794		652		659		1,976		1,369		458
	SD	60.9		86.2		47.5		65.4		77.4		90.9		93.9	82.5		83.6		90.5		100.6		93.8		96.5		99.4
	SE	4.17		5.02		2.65		2.81		2.05		2.71		4.74	2.58		2.97		3.54		3.92		2.11		2.61		4.65
	CI up bnd	39.8		47.4		33.1		42.2		45.7		60.2		72.8	64.4		65.7		78.2		75.2		67.4		72.1		81.8
	CI low bnd	23.4		27.7		22.7		31.1		37.7		49.6		54.2	54.3		54.1		64.3		59.9		59.1		61.8		63.6
Course Challenge Extent 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**		**5.3**	**5.6**		**5.6**		**5.5**		**5.4**		**5.4**		**5.4**		**5.4**
	n	235		316		317		528		1,397		1,112		386	1,120		852		649		643		1,980		1,360		457
	SD	1.2		1.1		1.3		1.2		1.3		1.3		1.3	1.2		1.3		1.4		1.4		1.4		1.4		1.3
	SE	.08		.06		.07		.05		.04		.04		.06	.04		.05		.05		.06		.03		.04		.06
	CI up bnd	5.6		5.7		5.5		5.5		5.3		5.4		5.4	5.7		5.7		5.6		5.5		5.5		5.5		5.5
	CI low bnd	5.3		5.4		5.2		5.3		5.1		5.2		5.2	5.5		5.5		5.4		5.3		5.4		5.4		5.3
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	*Mean*	**3.2**		**3.0**		**3.1**		**3.0**		**3.0**		**3.0**		**3.0**	**3.1**		**3.1**		**3.1**		**3.0**		**3.1**		**3.1**		**3.1**
	n	207		288		299		507		1,367		1,082		370	1,039		787		589		630		1,958		1,343		444
	SD	0.8		0.8		0.8		0.8		0.7		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		.04	.02		.03		.03		.03		.02		.02		.04
	CI up bnd	3.3		3.1		3.2		3.1		3.0		3.1		3.1	3.2		3.2		3.2		3.1		3.2		3.1		3.1
	CI low bnd	3.1		2.9		3.0		3.0		2.9		3.0		2.9	3.1		3.1		3.1		3.0		3.1		3.0		3.0
Learning With Peers																											
Collaborative Learning	*Mean*	**27.8**		**31.6**		**31.8**		**33.5**		**27.6**		**31.5**		**29.6**	**33.0**		**32.3**		**33.2**		**33.1**		**30.6**		**31.6**		**30.0**
	n	298		400		437		704		1,703		1,428		516	1,314		998		897		849		2,233		1,620		595
	SD	14.7		14.5		14.8		14.9		14.0		13.9		14.3	14.6		15.0		15.8		15.5		16.1		16.0		16.5
	SE	.85		.73		.71		.56		.34		.37		.63	.40		.48		.53		.53		.34		.40		.68
	CI up bnd	29.5		33.0		33.2		34.6		28.2		32.2		30.8	33.8		33.2		34.3		34.1		31.2		32.4		31.4
	CI low bnd	26.2		30.2		30.4		32.4		26.9		30.7		28.4	32.2		31.4		32.2		32.1		29.9		30.9		28.7
Discussions With Diverse Others	*Mean*	**41.4**		**39.3**		**40.9**		**40.6**		**38.9**		**40.5**		**38.2**	**41.8**		**41.7**		**41.4**		**41.1**		**39.9**		**40.8**		**40.4**
	n	233		316		318		533		1,410		1,123		411	1,120		855		662		656		1,964		1,360		495
	SD	16.2		16.7		16.8		15.2		16.0		15.3		16.5	16.3		17.0		16.6		16.9		17.0		16.6		16.1
	SE	1.06		.94		.94		.66		.43		.46		.82	.49		.58		.65		.66		.38		.45		.72
	CI up bnd	43.5		41.2		42.7		41.9		39.8		41.4		39.8	42.8		42.9		42.6		42.4		40.6		41.7		41.8
	CI low bnd	39.4		37.5		39.1		39.3		38.1		39.6		36.6	40.9		40.6		40.1		39.8		39.1		39.9		39.0

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).

NSSE 2025 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	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Experiences with Faculty																											
Student-Faculty Interaction	*Mean*	**18.0**		**18.7**		**18.1**		**21.4**		**18.4**		**22.3**		**24.4**	**23.1**		**22.0**		**23.1**		**22.9**		**21.0**		**23.9**		**24.0**
	n	269		359		392		603		1,525		1,250		466	1,236		929		821		728		2,087		1,478		533
	SD	14.3		14.1		13.9		14.8		14.7		14.8		15.1	16.0		16.1		16.1		15.1		16.0		16.4		15.9
	SE	.87		.74		.70		.60		.38		.42		.70	.45		.53		.56		.56		.35		.43		.69
	CI up bnd	19.7		20.1		19.5		22.6		19.2		23.1		25.8	24.0		23.1		24.2		24.0		21.6		24.8		25.3
	CI low bnd	16.3		17.2		16.7		20.2		17.7		21.5		23.0	22.2		21.0		22.0		21.8		20.3		23.1		22.6
Effective Teaching Practices	*Mean*	**37.2**		**36.6**		**36.7**		**35.9**		**36.5**		**36.8**		**38.0**	**38.8**		**38.0**		**36.6**		**37.5**		**37.2**		**39.1**		**39.9**
	n	270		358		381		570		1,485		1,191		440	1,242		925		797		690		2,053		1,442		516
	SD	14.0		13.2		13.6		13.0		13.5		12.8		14.0	14.2		15.1		14.5		14.0		14.7		13.9		14.5
	SE	.85		.70		.70		.55		.35		.37		.67	.40		.50		.51		.53		.33		.37		.64
	CI up bnd	38.9		38.0		38.1		37.0		37.2		37.6		39.3	39.6		39.0		37.6		38.6		37.8		39.8		41.1
	CI low bnd	35.5		35.2		35.4		34.9		35.8		36.1		36.7	38.0		37.0		35.6		36.5		36.5		38.4		38.6
Campus Environment																											
Quality of Interactions	*Mean*	**42.8**		**41.1**		**41.2**		**42.6**		**41.1**		**44.0**		**45.3**	**42.0**		**41.5**		**41.2**		**43.0**		**41.9**		**43.1**		**45.1**
	n	219		307		311		498		1,332		1,053		387	1,064		800		608		598		1,828		1,245		468
	SD	11.7		12.9		13.4		12.2		12.8		10.7		10.0	12.0		13.0		12.6		12.4		13.0		12.5		11.9
	SE	.79		.74		.76		.55		.35		.33		.51	.37		.46		.51		.51		.30		.35		.55
	CI up bnd	44.3		42.6		42.7		43.6		41.8		44.7		46.3	42.8		42.4		42.2		44.0		42.5		43.8		46.2
	CI low bnd	41.2		39.7		39.7		41.5		40.4		43.4		44.3	41.3		40.6		40.2		42.0		41.3		42.4		44.0
Supportive Environment	*Mean*	**40.5**		**35.9**		**36.8**		**36.6**		**32.9**		**35.5**		**36.4**	**33.5**		**33.8**		**31.5**		**34.0**		**31.8**		**32.4**		**34.6**
	n	203		286		297		496		1,362		1,064		385	1,024		781		574		623		1,943		1,332		485
	SD	14.5		13.7		14.7		13.8		13.4		13.0		12.7	14.2		15.3		14.6		14.5		14.7		14.0		14.2
	SE	1.02		.81		.85		.62		.36		.40		.65	.44		.55		.61		.58		.33		.38		.65
	CI up bnd	42.5		37.5		38.5		37.8		33.6		36.2		37.6	34.4		34.8		32.7		35.2		32.4		33.2		35.9
	CI low bnd	38.6		34.3		35.2		35.4		32.2		34.7		35.1	32.7		32.7		30.3		32.9		31.1		31.7		33.4

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

NSSE national survey of student engagement

NSSE 2025 Multi-Year Report

Detailed Statistics: High-Impact Practices

Texas Tech University

		First-year students													Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Service-Learning[a]	%	**52**		**53**		**53**		**52**		**48**		**53**		**60**	**57**		**57**		**54**		**53**		**53**		**56**		**59**
	n	229		309		316		516		1,381		1,081		370	1,116		856		641		630		1,951		1,340		447
	SE	3.3		2.8		2.8		2.2		1.3		1.5		2.6	1.5		1.7		2.0		2.0		1.1		1.4		2.3
	CI up bnd	59		59		58		56		50		56		65	59		60		58		57		55		58		64
	CI low bnd	46		48		47		48		45		50		55	54		54		50		49		51		53		55
Learning Community[a]	%	**17**		**22**		**16**		**13**		**9**		**13**		**9**	**26**		**27**		**23**		**22**		**21**		**22**		**21**
	n	229		314		315		519		1,383		1,098		376	1,116		855		644		636		1,960		1,350		452
	SE	2.5		2.3		2.1		1.5		0.8		1.0		1.4	1.3		1.5		1.7		1.6		0.9		1.1		1.9
	CI up bnd	21		27		20		16		11		15		11	29		30		26		25		23		24		25
	CI low bnd	12		17		12		11		8		11		6	24		24		20		19		19		20		17
Research With Faculty[a]	%	**3**		**4**		**3**		**6**		**3**		**5**		**6**	**18**		**22**		**18**		**20**		**17**		**19**		**22**
	n	231		312		318		517		1,385		1,095		377	1,111		849		647		633		1,966		1,351		450
	SE	1.2		1.2		1.0		1.1		0.4		0.7		1.2	1.1		1.4		1.5		1.6		0.8		1.1		2.0
	CI up bnd	5		7		5		9		4		7		8	20		25		21		23		18		21		26
	CI low bnd	1		2		1		4		2		4		4	16		19		15		17		15		17		18
Internship or Field Experience[b] (FY results: Plan to do)	%	**76**		**78**		**74**		**72**		**76**		**72**		**71**	**42**		**48**		**43**		**43**		**35**		**40**		**44**
	n	233		315		317		522		1,397		1,109		383	1,125		852		650		642		1,969		1,355		455
	SE	2.8		2.4		2.5		2.0		1.1		1.4		2.3	1.5		1.7		1.9		2.0		1.1		1.3		2.3
	CI up bnd	81		82		79		76		79		74		76	45		51		47		46		37		42		48
	CI low bnd	70		73		69		69		74		69		67	40		44		39		39		33		37		39
Study Abroad[b] (FY results: Plan to do)	%	**46**		**62**		**56**		**53**		**49**		**45**		**36**	**14**		**13**		**19**		**26**		**13**		**11**		**15**
	n	231		314		318		522		1,386		1,093		379	1,116		851		647		637		1,960		1,350		450
	SE	3.3		2.7		2.8		2.2		1.3		1.5		2.5	1.0		1.2		1.6		1.7		0.8		0.9		1.7
	CI up bnd	52		67		61		58		51		48		41	16		16		22		29		15		13		18
	CI low bnd	39		57		50		49		46		42		31	12		11		16		23		12		10		12
Culminating Senior Experience[b] (FY results: Plan to do)	%	**37**		**42**		**45**		**47**		**47**		**47**		**45**	**29**		**32**		**35**		**34**		**29**		**33**		**36**
	n	229		315		314		520		1,384		1,092		380	1,114		849		646		633		1,962		1,348		449
	SE	3.2		2.8		2.8		2.2		1.3		1.5		2.6	1.4		1.6		1.9		1.9		1.0		1.3		2.3
	CI up bnd	43		47		51		51		50		50		50	32		35		39		38		31		35		40
	CI low bnd	31		36		40		43		45		44		40	26		29		31		31		27		30		31
Overall HIP Participation[c]																											
Participated in one HIP	%	**48**		**49**		**47**		**48**		**46**		**47**		**51**	**28**		**25**		**28**		**25**		**34**		**31**		**27**
	n	235		315		318		523		1,392		1,103		380	1,128		863		651		643		1,978		1,359		455
	SE	3.3		2.8		2.8		2.2		1.3		1.5		2.6	1.3		1.5		1.8		1.7		1.1		1.3		2.1
	CI up bnd	54		55		53		52		49		50		56	31		28		32		29		36		33		31
	CI low bnd	42		44		42		44		44		44		46	25		22		25		22		32		28		23
Participated in two or more HIPs	%	**11**		**14**		**12**		**10**		**6**		**11**		**10**	**52**		**56**		**54**		**56**		**46**		**50**		**56**
	n	235		315		318		523		1,392		1,103		380	1,128		863		651		643		1,978		1,359		455
	SE	2.0		1.9		1.8		1.3		0.6		0.9		1.5	1.5		1.7		2.0		2.0		1.1		1.4		2.3
	CI up bnd	15		18		16		13		7		13		13	55		59		58		60		48		53		60
	CI low bnd	7		10		9		8		5		9		7	49		52		51		52		44		47		51

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.

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