
NSSE 2024

Multi-Year Report

The University of Texas Permian Basin

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 <i>planned to do</i> 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	18%	+/- 13.0%	47	33	14	27%	+/- 6.9%	147	137	10
2014	20%	+/- 12.8%	47	37	10	29%	+/- 7.3%	130	112	18
2015	17%	+/- 12.6%	50	40	10	23%	+/- 7.3%	138	114	24
2016	18%	+/- 11.7%	58	45	13	21%	+/- 6.8%	164	123	41
2017	17%	+/- 11.0%	66	45	21	20%	+/- 6.5%	182	150	32
2018	11%	+/- 11.2%	68	46	22	13%	+/- 7.5%	149	113	36
2019	12%	+/- 11.9%	60	41	19	11%	+/- 9.1%	103	91	12
2020	33%	+/- 6.3%	165	122	43	37%	+/- 3.5%	507	422	85
2021	38%	+/- 4.7%	268	184	84	38%	+/- 3.3%	537	415	122
2022										
2023										
2024	20%	+/- 6.1%	207	123	84	22%	+/- 4.8%	321	225	96

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives		Additional question sets	Report Sample		
			offered			identified ^d	BCSSE	FSSE
2013	Regular mail	Census	No		Writing Experiences	No	No	No
2014	Email	Census	No		None	No	No	No
2015	Email	Census	No		FY Experiences / Sr Transitions	No	No	No
2016	Email	Census	No		None	No	No	No
2017	Email	Census	No		None	No	No	No
2018	Email	Census	No		Academic Advising	No	No	No
2019	Email	Census	No		Academic Advising, FY Experiences / Sr Transitions	No	No	No
2020	Email	Census	Yes		Academic Advising, Consortium of Online Learning	No	No	No
2021	Email	Census	Yes		Academic Advising, Online Learning	No	No	No
2022	0	0	0		None		0	0
2023								
2024	Email	Census	Yes		Academic Advising, FY Experiences & Sr Transitions	No	No	No

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

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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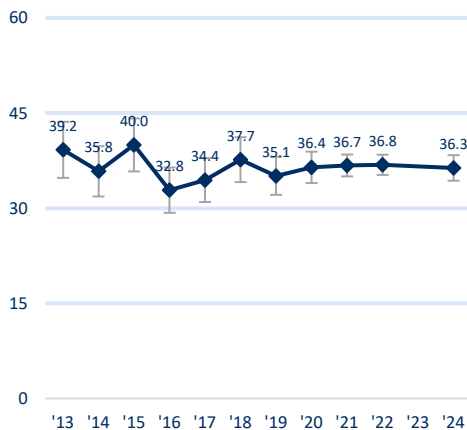
Engagement Results by Theme

The University of Texas Permian Basin

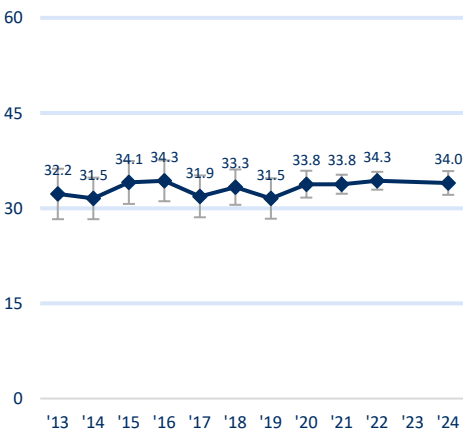
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

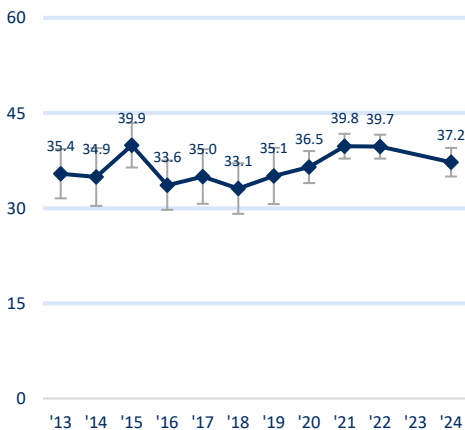
Higher-Order Learning



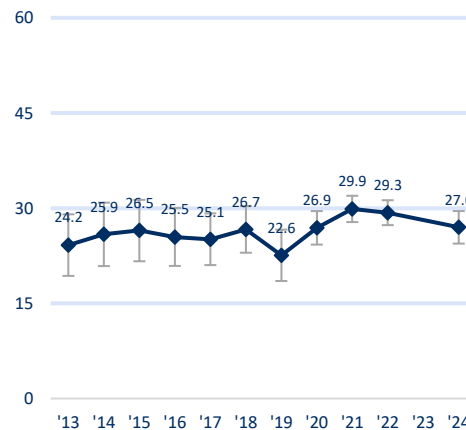
Reflective & Integrative Learning



Learning Strategies

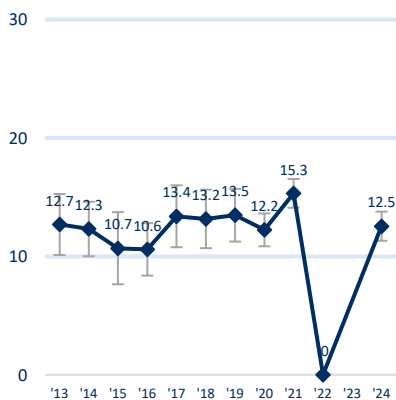


Quantitative Reasoning

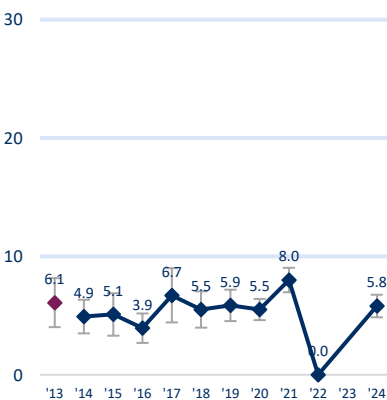


Academic Challenge (additional items): First-year students

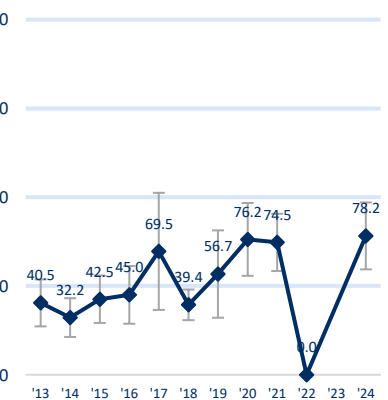
Preparing for Class (hrs/wk)



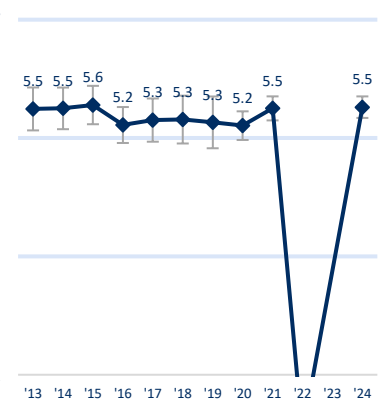
Course Reading (hrs/wk)^a



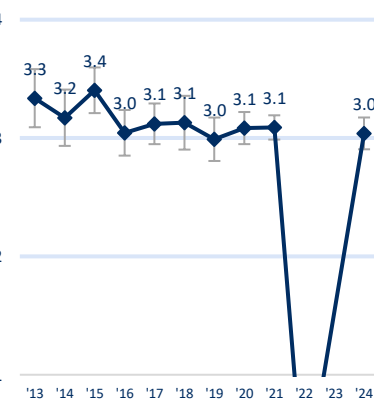
Assigned Writing (pages)^a



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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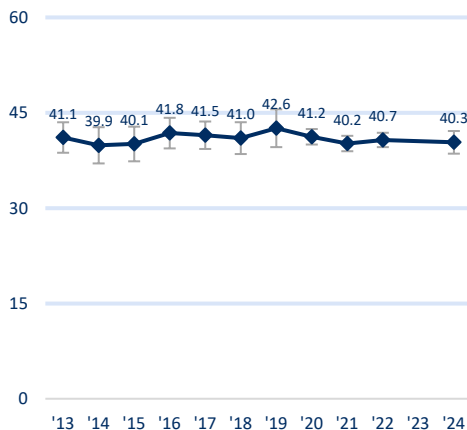
Engagement Results by Theme

The University of Texas Permian Basin

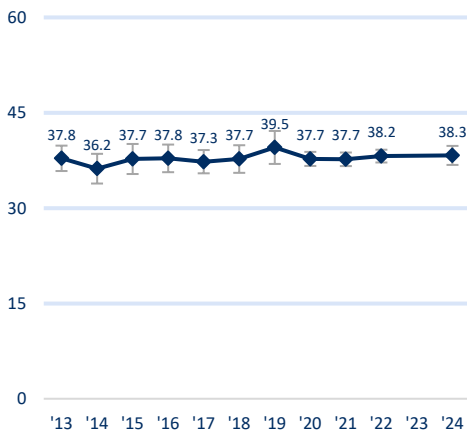
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Academic Challenge: Seniors

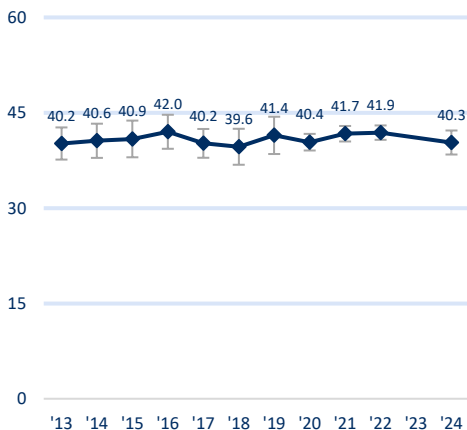
Higher-Order Learning



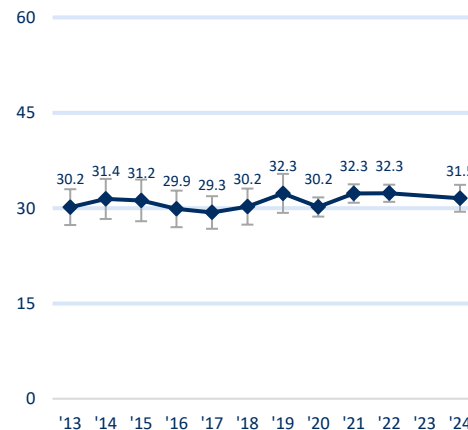
Reflective & Integrative Learning



Learning Strategies

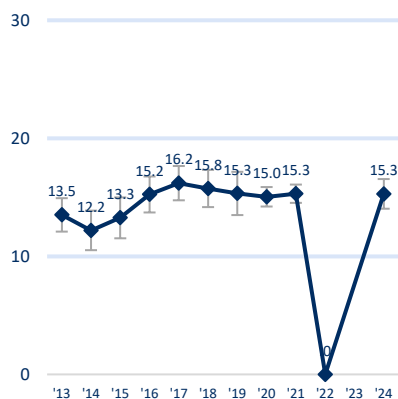


Quantitative Reasoning

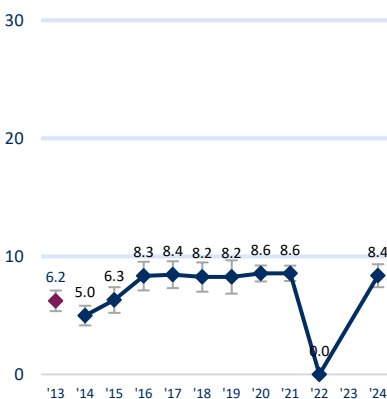


Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)



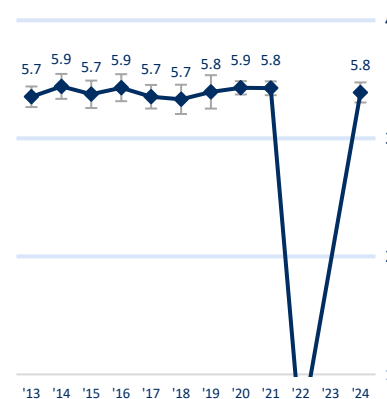
Course Reading (hrs/wk)^a



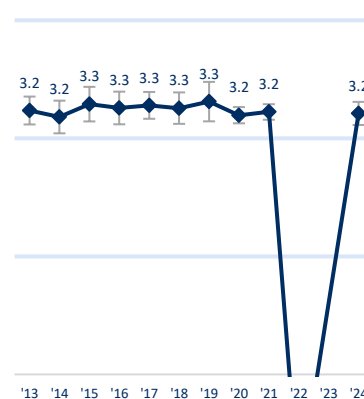
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Course Challenge^b



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b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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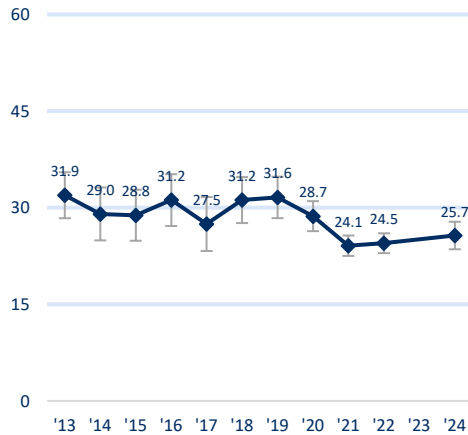
Engagement Results by Theme

The University of Texas Permian Basin

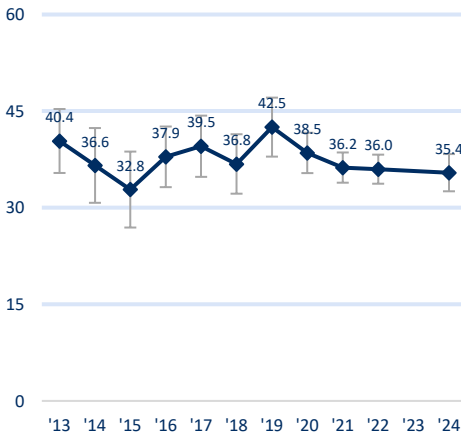
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

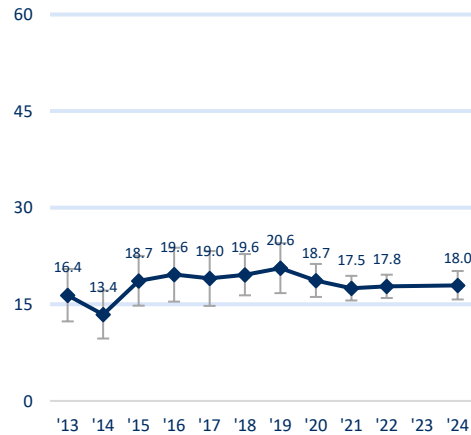


Discussions with Diverse Others

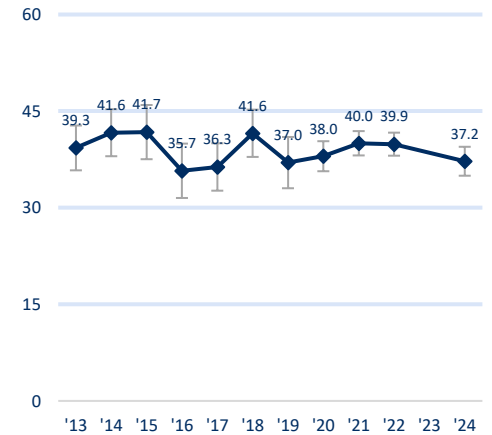


Experiences with Faculty: First-year students

Student-Faculty Interaction

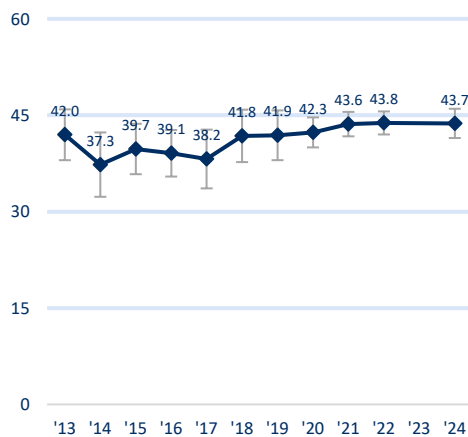


Effective Teaching Practices

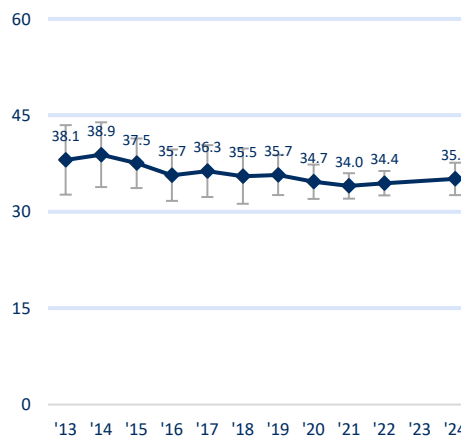


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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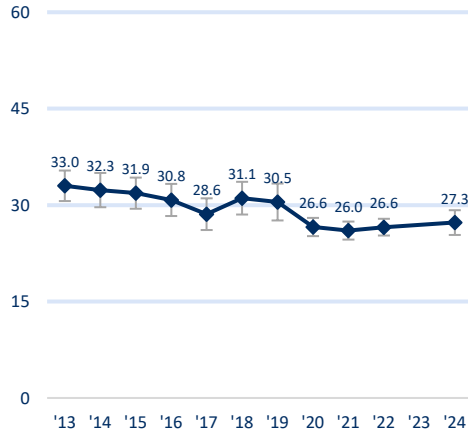
Engagement Results by Theme

The University of Texas Permian Basin

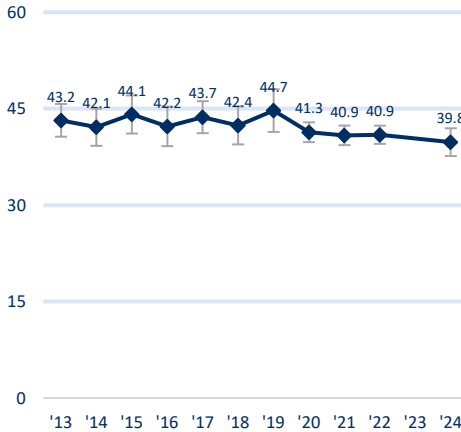
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Learning with Peers: Seniors

Collaborative Learning

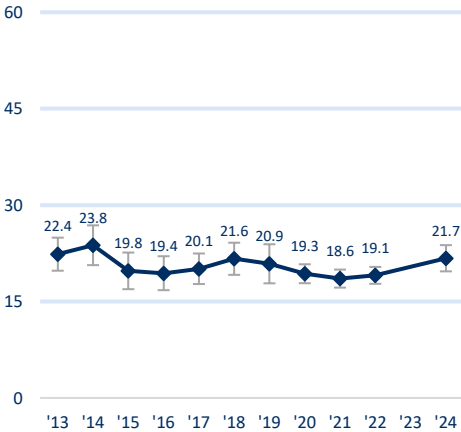


Discussions with Diverse Others

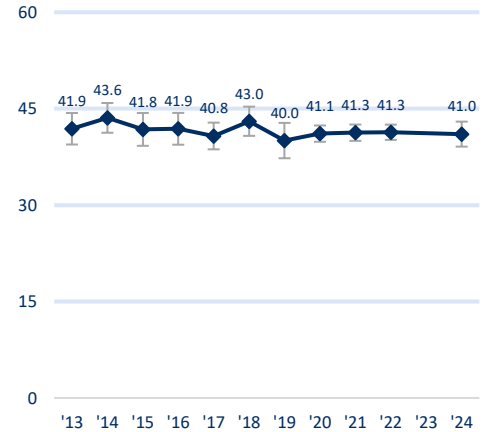


Experiences with Faculty: Seniors

Student-Faculty Interaction

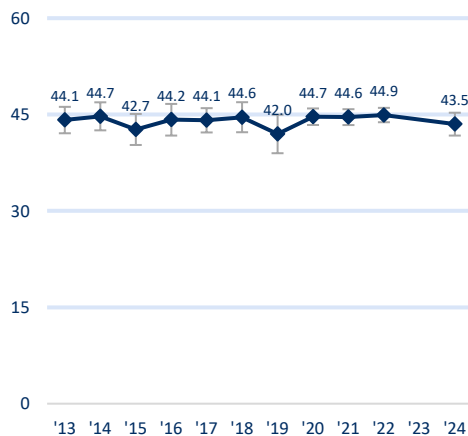


Effective Teaching Practices

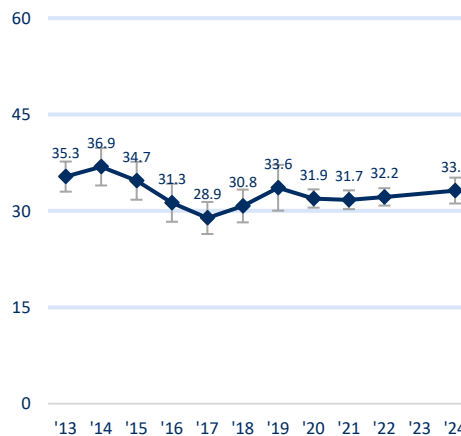


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

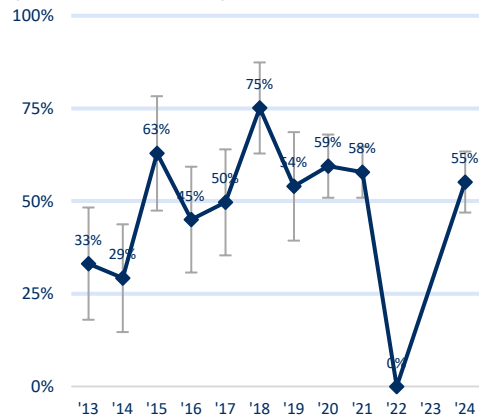


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

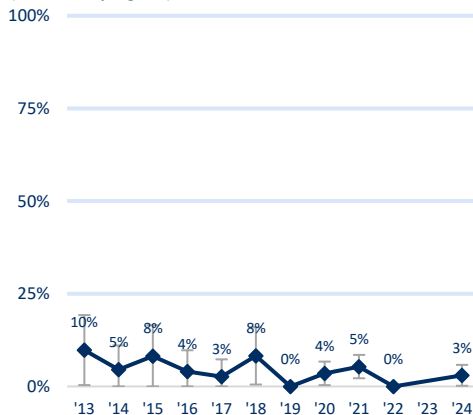
Service-Learning

(Some, most, or all courses)



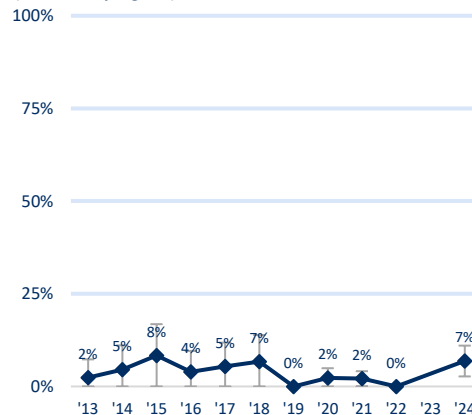
Learning Community

(Done or in progress)



Research with Faculty

(Done or in progress)



Internship/Field Experience

(Plan to do)



Study Abroad

(Plan to do)



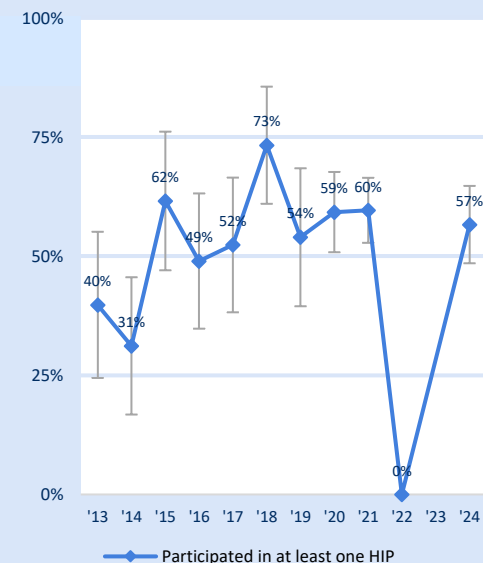
Culminating Senior Experience

(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

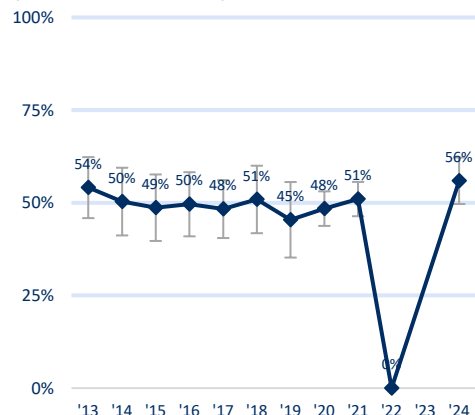
The University of Texas Permian Basin

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

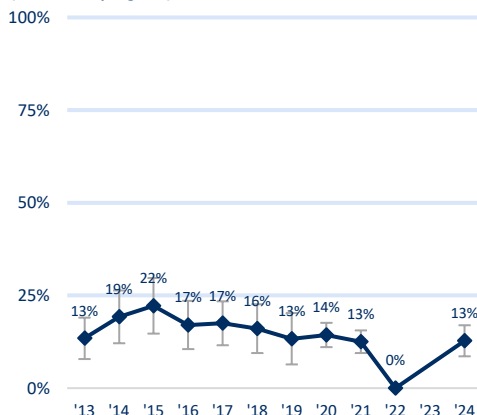
Service-Learning

(Some, most, or all courses)



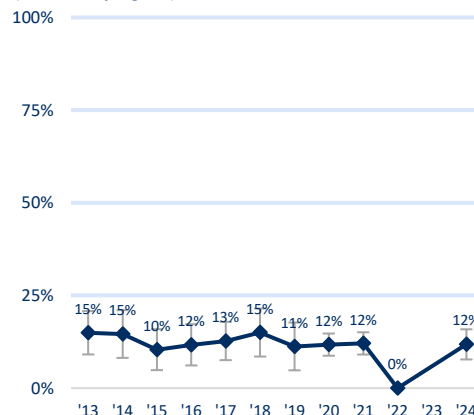
Learning Community

(Done or in progress)



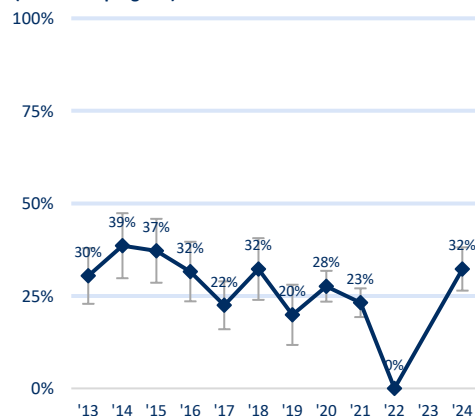
Research with Faculty

(Done or in progress)



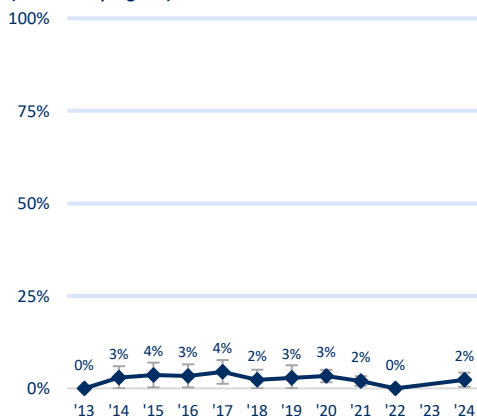
Internship/Field Experience

(Done or in progress)



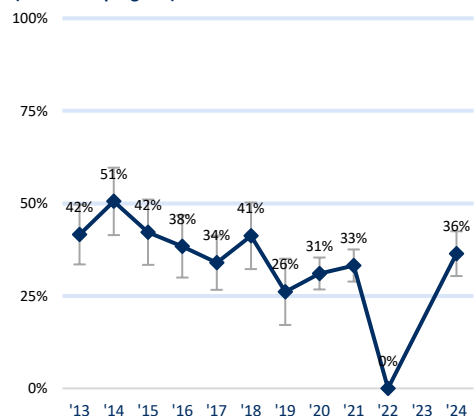
Study Abroad

(Done or in progress)



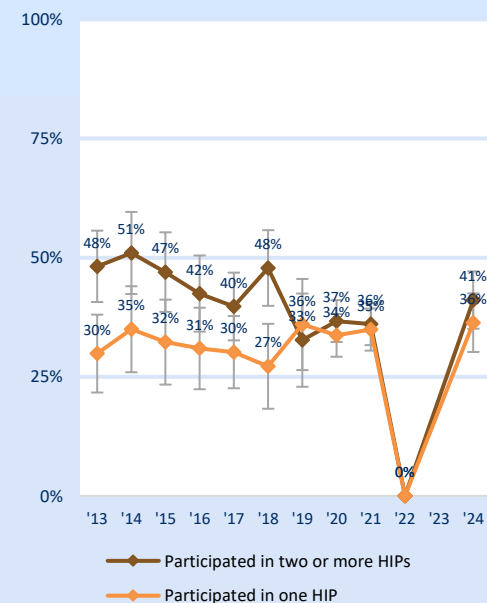
Culminating Senior Experience

(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 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

The University of Texas Permian Basin

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge																										
Higher-Order Learning	Mean	39.2	35.8	40.0	32.8	34.4	37.7	35.1	36.4	36.7	36.8		36.3	41.1	39.9	40.1	41.8	41.5	41.0	42.6	41.2	40.2	40.7		40.3	
	n	41	42	44	50	56	54	48	131	218	242		162	143	118	121	146	171	129	95	457	484	556		271	
	SD	14.5	13.1	14.2	12.9	13.2	13.3	10.6	14.5	13.0	12.7		13.1	14.6	15.8	15.3	14.8	14.4	14.5	14.8	13.3	13.6	13.6		15.0	
	SE	2.25	2.02	2.13	1.82	1.76	1.81	1.52	1.26	.88	.81		1.03	1.22	1.45	1.39	1.23	1.10	1.28	1.52	.62	.62	.58		.91	
	CI up bnd	43.6	39.8	44.2	36.4	37.9	41.2	38.1	38.9	38.5	38.4		38.4	43.5	42.7	42.8	44.2	43.6	43.5	45.5	42.4	41.4	41.8		42.1	
CI low bnd	34.8	31.8	35.8	29.3	31.0	34.1	32.1	34.0	35.0	35.2		34.3	38.7	37.0	37.4	39.4	39.3	38.5	39.6	40.0	38.9	39.6		38.6		
Reflective & Integrative Learning	Mean	32.2	31.5	34.1	34.3	31.9	33.3	31.5	33.8	33.8	34.3		34.0	37.8	36.2	37.7	37.8	37.3	37.7	39.5	37.7	37.7	38.2		38.3	
	n	43	41	46	54	59	62	54	147	243	267		180	146	123	125	152	175	135	95	480	511	588		284	
	SD	13.3	10.7	11.7	12.1	12.9	11.2	11.9	13.1	11.9	11.7		12.8	12.3	13.2	13.5	13.7	12.4	12.9	12.9	12.4	12.3	12.4		12.9	
	SE	2.03	1.67	1.72	1.64	1.68	1.42	1.63	1.08	.77	.72		.95	1.02	1.19	1.21	1.11	.93	1.11	1.32	.56	.54	.51		.76	
	CI up bnd	36.2	34.8	37.4	37.5	35.2	36.1	34.7	35.9	35.3	35.7		35.8	39.8	38.5	40.1	40.0	39.1	39.9	42.1	38.8	38.7	39.2		39.8	
CI low bnd	28.3	28.3	30.7	31.1	28.6	30.5	28.3	31.7	32.3	32.9		32.1	35.8	33.9	35.4	35.6	35.5	35.5	36.9	36.6	36.6	37.2		36.8		
Learning Strategies	Mean	35.4	34.9	39.9	33.6	35.0	33.1	35.1	36.5	39.8	39.7		37.2	40.2	40.6	40.9	42.0	40.2	39.6	41.4	40.4	41.7	41.9		40.3	
	n	38	40	43	47	48	49	42	131	198	220		146	143	115	119	128	159	122	93	446	456	530		248	
	SD	12.2	14.6	11.7	13.6	15.1	14.2	14.7	14.7	14.0	14.2		13.9	15.4	14.7	16.0	15.5	14.6	15.9	14.4	14.1	13.3	13.3		15.2	
	SE	1.98	2.32	1.79	1.99	2.19	2.04	2.26	1.29	1.00	.96		1.15	1.29	1.37	1.47	1.37	1.16	1.44	1.50	.67	.62	.58		.96	
	CI up bnd	39.3	39.5	43.4	37.5	39.3	37.1	39.5	39.0	41.7	41.6		39.5	42.7	43.3	43.8	44.7	42.4	42.5	44.4	41.7	42.9	43.0		42.2	
CI low bnd	31.6	30.4	36.4	29.7	30.7	29.1	30.6	34.0	37.8	37.8		35.0	37.6	37.9	38.0	39.3	37.9	36.8	38.5	39.1	40.5	40.7		38.4		
Quantitative Reasoning	Mean	24.2	25.9	26.5	25.5	25.1	26.7	22.6	26.9	29.9	29.3		27.0	30.2	31.4	31.2	29.9	29.3	30.2	32.3	30.2	32.3	32.3		31.5	
	n	43	42	45	50	58	51	46	132	204	226		150	145	120	126	151	167	125	94	449	466	539		250	
	SD	16.3	16.5	16.6	16.5	15.8	13.5	14.0	15.5	15.1	15.1		16.0	17.3	17.7	18.8	18.0	16.9	16.2	15.2	16.3	16.0	16.0		17.1	
	SE	2.48	2.55	2.47	2.33	2.08	1.88	2.06	1.35	1.06	1.00		1.31	1.44	1.61	1.67	1.47	1.31	1.45	1.56	.77	.74	.69		1.08	
	CI up bnd	29.0	30.9	31.3	30.0	29.2	30.3	26.6	29.5	32.0	31.3		29.5	33.0	34.6	34.5	32.7	31.9	33.1	35.4	31.7	33.7	33.7		33.7	
CI low bnd	19.3	20.9	21.6	20.9	21.0	23.0	18.5	24.3	27.8	27.3		24.4	27.3	28.3	27.9	27.0	26.7	27.4	29.2	28.7	30.8	31.0		29.4		
Academic Challenge (additional items)																										
Preparing for Class (hours/week)	Mean	12.7	12.3	10.7	10.6	13.4	13.2	13.5	12.2	15.3		12.5	13.5	12.2	13.3	15.2	16.2	15.8	15.3	15.0	15.3			15.3		
	n	35	35	36	46	44	46	45	127	192		137	139	111	114	123	150	115	92	434	440			236		
	SD	7.8	6.9	9.3	7.6	8.9	8.6	7.6	8.0	8.6		7.4	8.5	9.0	9.5	8.6	9.1	8.7	9.0	8.8	8.3			9.9		
	SE	1.31	1.17	1.56	1.13	1.33	1.26	1.14	.71	.62		.63	.72	.85	.88	.78	.74	.81	.93	.42	.40			.64		
	CI up bnd	15.3	14.6	13.7	12.8	16.0	15.6	15.7	13.6	16.5		13.8	14.9	13.9	15.0	16.8	17.7	17.3	17.2	15.9	16.1			16.6		
CI low bnd	10.1	10.0	7.6	8.4	10.8	10.7	11.3	10.9	14.1		11.3	12.1	10.5	11.5	13.7	14.7	14.2	13.5	14.2	14.5			14.0			
Course Reading <small>Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</small>	Mean	6.1	4.9	5.1	3.9	6.7	5.5	5.9	5.5	8.0		5.8	6.2	5.0	6.3	8.3	8.4	8.2	8.2	8.6	8.6			8.4		
	n	35	35	35	46	44	46	45	127	192		136	138	111	114	123	150	115	91	431	437			233		
	SD	6.2	4.3	5.4	4.3	7.8	5.3	4.5	5.1	7.3		5.7	5.2	4.5	5.9	6.9	7.1	6.8	6.9	7.2	6.9			7.6		
	SE	1.06	.73	.92	.64	1.17	.78	.68	.46	.53		.49	.45	.42	.55	.62	.58	.63	.72	.35	.33			.50		
	CI up bnd	8.2	6.3	6.9	5.2	9.0	7.0	7.2	6.4	9.0		6.8	7.1	5.8	7.4	9.5	9.6	9.5	9.7	9.2	9.2			9.3		
CI low bnd	4.0	3.5	3.3	2.7	4.4	4.0	4.5	4.6	7.0		4.9	5.4	4.2	5.2	7.1	7.3	7.0	6.8	7.9	7.9			7.4			

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 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

The University of Texas Permian Basin

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge (additional items, continued)																										
Assigned Writing <small>Est. no. of pages calculated from three survey questions.</small>	Mean	40.5	32.2	42.5	45.0	69.5	39.4	56.7	76.2	74.5			78.2	59.4	50.4	67.1	74.9	65.1	65.6	82.3	82.5	75.1			72.1	
	n	38	36	34	45	48	50	46	133	204			147	120	103	111	124	150	122	92	442	460			245	
	SD	41.7	33.5	39.7	55.6	116.1	31.2	85.3	120.4	117.6			116.8	80.6	51.5	80.9	106.1	78.5	80.3	91.2	109.2	101.2			99.2	
	SE	6.74	5.57	6.81	8.31	16.83	4.40	12.55	10.46	8.23			9.62	7.36	5.08	7.66	9.52	6.41	7.25	9.51	5.20	4.72			6.33	
	CI up bnd	53.7	43.1	55.9	61.3	102.5	48.0	81.3	96.7	90.7			97.1	73.8	60.3	82.1	93.6	77.6	79.8	100.9	92.7	84.3			84.5	
	CI low bnd	27.2	21.3	29.2	28.7	36.5	30.8	32.1	55.7	58.4			59.4	44.9	40.4	52.0	56.3	52.5	51.4	63.6	72.3	65.8			59.6	
Course Challenge <small>Extent courses challenged students to do best work (1="Not at all" to 7="Very much").</small>	Mean	5.5	5.5	5.6	5.2	5.3	5.3	5.3	5.2	5.5			5.5	5.7	5.9	5.7	5.9	5.7	5.7	5.8	5.9	5.8			5.8	
	n	39	41	43	47	49	50	46	133	196			146	144	119	121	127	160	122	92	446	452			246	
	SD	1.2	1.1	1.1	1.1	1.3	1.5	1.5	1.4	1.4			1.1	1.1	1.2	1.3	1.3	1.3	1.4	1.4	1.2	1.3			1.4	
	SE	.18	.18	.17	.15	.19	.21	.22	.12	.10			.09	.09	.11	.12	.12	.10	.13	.14	.06	.06			.09	
	CI up bnd	5.9	5.9	5.9	5.5	5.7	5.7	5.7	5.5	5.7			5.7	5.9	6.1	6.0	6.1	5.9	5.9	6.1	6.0	6.0			5.9	
	CI low bnd	5.1	5.1	5.2	4.9	4.9	4.9	4.8	5.0	5.3			5.3	5.5	5.7	5.5	5.6	5.5	5.4	5.5	5.7	5.7			5.6	
Academic Emphasis <small>Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").</small>	Mean	3.3	3.2	3.4	3.0	3.1	3.1	3.0	3.1	3.1			3.0	3.2	3.2	3.3	3.3	3.3	3.3	3.3	3.2	3.2			3.2	
	n	34	34	41	46	45	48	46	128	194			140	139	114	115	123	154	118	93	442	449			242	
	SD	0.7	0.7	0.6	0.7	0.6	0.8	0.6	0.8	0.7			0.8	0.7	0.8	0.8	0.8	0.7	0.7	0.8	0.7	0.7			0.8	
	SE	.13	.12	.10	.10	.09	.12	.09	.07	.05			.07	.06	.07	.07	.07	.06	.07	.09	.04	.03			.05	
	CI up bnd	3.6	3.4	3.6	3.2	3.3	3.4	3.2	3.2	3.2			3.2	3.4	3.3	3.4	3.4	3.4	3.4	3.5	3.3	3.3			3.3	
	CI low bnd	3.1	2.9	3.2	2.9	2.9	2.9	2.8	2.9	3.0			2.9	3.1	3.0	3.1	3.1	3.2	3.1	3.1	3.1	3.2			3.1	
Learning with Peers																										
Collaborative Learning	Mean	31.9	29.0	28.8	31.2	27.5	31.2	31.6	28.7	24.1	24.5		25.7	33.0	32.3	31.9	30.8	28.6	31.1	30.5	26.6	26.0	26.6		27.3	
	n	45	45	46	56	61	66	59	159	259	282		197	145	121	131	158	175	143	100	493	524	599		306	
	SD	12.2	14.0	13.7	15.3	16.7	14.8	12.6	15.0	13.0	13.2		15.3	14.6	15.0	14.1	16.0	16.7	15.5	14.7	16.1	16.4	16.2		17.2	
	SE	1.82	2.10	2.02	2.05	2.14	1.82	1.64	1.19	.81	.79		1.09	1.21	1.36	1.24	1.27	1.26	1.30	1.46	.72	.72	.66		.98	
	CI up bnd	35.5	33.1	32.8	35.2	31.7	34.8	34.8	31.0	25.7	26.0		27.8	35.4	35.0	34.3	33.3	31.1	33.6	33.4	28.0	27.4	27.9		29.2	
	CI low bnd	28.4	24.9	24.9	27.2	23.3	27.6	28.4	26.4	22.5	22.9		23.5	30.6	29.7	29.4	28.3	26.1	28.5	27.6	25.2	24.6	25.3		25.4	
Discussions with Diverse Others	Mean	40.4	36.6	32.8	37.9	39.5	36.8	42.5	38.5	36.2	36.0		35.4	43.2	42.1	44.1	42.2	43.7	42.4	44.7	41.3	40.9	40.9		39.8	
	n	41	42	40	48	47	50	47	130	203	224		146	144	115	120	130	161	121	93	443	460	530		251	
	SD	16.2	19.2	19.0	16.6	16.6	16.6	16.0	18.2	17.1	17.2		17.8	15.6	15.9	16.6	17.9	16.1	16.6	16.3	16.5	16.7	16.7		17.5	
	SE	2.53	2.96	3.01	2.40	2.42	2.36	2.34	1.60	1.20	1.15		1.47	1.30	1.48	1.51	1.57	1.27	1.51	1.69	.79	.78	.72		1.10	
	CI up bnd	45.3	42.4	38.7	42.6	44.3	41.4	47.1	41.6	38.6	38.2		38.3	45.7	45.0	47.1	45.3	46.2	45.4	48.0	42.9	42.4	42.4		42.0	
	CI low bnd	35.4	30.8	26.9	33.2	34.8	32.2	37.9	35.4	33.9	33.7		32.5	40.6	39.2	41.1	39.2	41.2	39.4	41.4	39.8	39.3	39.5		37.6	

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 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

The University of Texas Permian Basin

		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Experiences with Faculty																									
Student-Faculty Interaction	Mean	16.4	13.4	18.7	19.6	19.0	19.6	20.6	18.7	17.5	17.8		18.0	22.4	23.8	19.8	19.4	20.1	21.6	20.9	19.3	18.6	19.1		21.7
	n	42	43	46	51	56	58	51	140	228	251		171	142	119	127	150	173	133	93	465	498	572		277
	SD	13.5	12.4	13.3	15.2	16.3	12.4	14.1	15.5	14.7	14.6		14.8	15.6	17.2	16.4	16.5	16.0	14.7	15.0	16.2	15.9	16.0		17.3
	SE	2.08	1.90	1.97	2.14	2.17	1.63	1.98	1.31	.98	.92		1.13	1.31	1.58	1.45	1.35	1.21	1.28	1.55	.75	.71	.67		1.04
	CI up bnd	20.5	17.1	22.5	23.8	23.3	22.8	24.5	21.3	19.4	19.6		20.2	24.9	26.8	22.6	22.0	22.5	24.1	23.9	20.8	20.0	20.4		23.8
	CI low bnd	12.3	9.7	14.8	15.4	14.8	16.4	16.7	16.1	15.6	16.0		15.7	19.8	20.7	16.9	16.8	17.7	19.2	17.8	17.8	17.2	17.8		19.7
Effective Teaching Practices	Mean	39.3	41.6	41.7	35.7	36.3	41.6	37.0	38.0	40.0	39.9		37.2	41.9	43.6	41.8	41.9	40.8	43.0	40.0	41.1	41.3	41.3		41.0
	n	43	42	44	50	57	53	47	134	217	240		159	145	120	128	151	172	129	95	456	482	557		264
	SD	11.7	12.1	14.3	15.2	14.2	13.6	13.9	13.8	14.2	14.1		14.4	15.1	12.9	14.7	15.5	13.9	13.1	13.7	13.8	14.2	14.3		16.1
	SE	1.78	1.86	2.15	2.15	1.88	1.87	2.03	1.19	.96	.91		1.15	1.25	1.18	1.30	1.26	1.06	1.16	1.40	.65	.65	.61		.99
	CI up bnd	42.8	45.3	45.9	40.0	40.0	45.2	41.0	40.3	41.9	41.7		39.5	44.3	45.9	44.3	44.3	42.8	45.3	42.8	42.4	42.5	42.5		43.0
	CI low bnd	35.8	38.0	37.5	31.5	32.6	37.9	33.0	35.7	38.1	38.1		35.0	39.4	41.3	39.2	39.4	38.7	40.8	37.3	39.9	40.0	40.1		39.1
Campus Environment																									
Quality of Interactions	Mean	42.0	37.3	39.7	39.1	38.2	41.8	41.9	42.3	43.6	43.8		43.7	44.1	44.7	42.7	44.2	44.1	44.6	42.0	44.7	44.6	44.9		43.5
	n	35	37	42	44	45	48	43	122	187	208		132	140	113	117	117	151	107	85	397	403	479		225
	SD	11.9	15.5	13.0	12.2	15.7	14.4	12.9	13.1	13.3	13.2		13.3	12.4	11.8	13.4	13.6	11.9	12.3	14.1	13.1	12.7	12.5		13.6
	SE	2.02	2.55	2.00	1.85	2.33	2.08	1.98	1.19	.97	.91		1.16	1.05	1.11	1.23	1.26	.96	1.19	1.53	.66	.63	.57		.91
	CI up bnd	45.9	42.3	43.7	42.7	42.8	45.9	45.8	44.7	45.5	45.6		46.0	46.2	46.9	45.1	46.7	46.0	46.9	45.0	46.0	45.8	46.0		45.3
	CI low bnd	38.0	32.3	35.8	35.5	33.6	37.7	38.0	40.0	41.7	42.0		41.5	42.1	42.5	40.3	41.7	42.2	42.2	39.0	43.4	43.4	43.8		41.7
Supportive Environment	Mean	38.1	38.9	37.5	35.7	36.3	35.5	35.7	34.7	34.0	34.4		35.1	35.3	36.9	34.7	31.3	28.9	30.8	33.6	31.9	31.7	32.2		33.2
	n	34	35	39	46	44	46	45	127	193	213		137	139	113	115	123	151	118	91	436	445	522		239
	SD	16.1	15.2	12.3	13.8	13.7	15.0	10.7	15.4	14.0	14.1		15.1	14.1	15.8	16.2	16.8	15.6	14.1	17.3	15.2	15.8	15.8		15.9
	SE	2.76	2.57	1.97	2.04	2.06	2.19	1.59	1.36	1.01	.97		1.28	1.20	1.49	1.51	1.51	1.27	1.30	1.82	.73	.75	.69		1.03
	CI up bnd	43.5	43.9	41.4	39.7	40.4	39.8	38.8	37.3	36.0	36.3		37.6	37.7	39.8	37.7	34.2	31.4	33.3	37.2	33.4	33.2	33.5		35.2
	CI low bnd	32.7	33.8	33.7	31.7	32.3	31.2	32.6	32.0	32.0	32.5		32.6	33.0	34.0	31.7	28.3	26.4	28.2	30.0	30.5	30.3	30.8		31.2

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 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

The University of Texas Permian Basin

First-year students														Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Service-Learning ^a	%	33	29	63	45	50	75	54	59	58			55	54	50	49	50	48	51	45	48	51			56	
	n	38	39	39	48	48	49	46	128	198			141	142	116	120	129	158	117	93	442	450			241	
	SE	7.7	7.4	7.9	7.3	7.3	6.3	7.5	4.4	3.5			4.2	4.2	4.7	4.6	4.4	4.0	4.6	5.2	2.4	2.4			3.2	
	CI up bnd	48	44	78	59	64	87	69	68	65			63	62	59	58	58	56	60	56	53	56			62	
	CI low bnd	18	15	47	31	35	63	39	51	51			47	46	41	40	41	40	42	35	44	46			50	
Learning Community ^a	%	10	5	8	4	3	8	0	4	5			3	13	19	22	17	17	16	13	14	13			13	
	n	39	40	43	47	48	50	46	131	197			142	144	119	119	129	159	121	93	441	452			245	
	SE	4.8	3.3	4.2	2.9	2.4	3.9	0.0	1.6	1.6			1.4	2.8	3.6	3.8	3.3	3.0	3.4	3.5	1.7	1.6			2.1	
	CI up bnd	19	11	17	10	7	16	0	7	9			6	19	26	30	24	23	23	20	18	16			17	
	CI low bnd	0	0	0	0	0	1	0	0	2			0	8	12	15	11	12	9	6	11	9			9	
Research with Faculty ^a	%	2	5	8	4	5	7	0	2	2			7	15	15	10	12	13	15	11	12	12			12	
	n	38	40	42	48	48	49	46	130	197			143	144	117	118	129	161	118	93	442	452			243	
	SE	2.5	3.3	4.3	2.9	3.3	3.6	0.0	1.3	1.0			2.1	3.0	3.3	2.8	2.8	2.6	3.3	3.3	1.5	1.5			2.1	
	CI up bnd	7	11	17	10	12	14	0	5	4			11	21	21	16	17	18	21	18	15	15			16	
	CI low bnd	0	0	0	0	0	0	0	0	0			3	9	8	5	6	8	9	5	9	9			8	
Internship or Field Experience ^b (First-year results: Plan to do)	%	63	63	63	58	64	60	69	57	59			63	30	39	37	32	22	32	20	28	23			32	
	n	39	41	43	48	48	50	46	131	196			145	144	119	121	129	161	122	93	444	455			246	
	SE	7.8	7.7	7.4	7.2	7.0	7.0	6.9	4.3	3.5			4.0	3.8	4.5	4.4	4.1	3.3	4.3	4.2	2.1	2.0			3.0	
	CI up bnd	79	78	78	72	78	74	83	65	66			71	38	47	46	40	29	41	28	32	27			38	
	CI low bnd	48	47	48	44	51	46	56	48	53			55	23	30	29	24	16	24	12	23	19			26	
Study Abroad ^b (First-year results: Plan to do)	%	30	20	27	18	16	15	23	19	19			19	0	3	4	3	4	2	3	3	2			2	
	n	39	40	43	48	48	50	46	131	198			143	144	116	120	129	160	120	93	444	451			245	
	SE	7.5	6.4	6.9	5.7	5.3	5.1	6.3	3.4	2.8			3.3	0.0	1.6	1.7	1.6	1.6	1.4	1.7	0.9	0.7			1.0	
	CI up bnd	45	33	40	30	26	25	36	26	24			26	0	6	7	6	8	5	6	5	3			4	
	CI low bnd	16	7	14	7	5	5	11	12	13			13	0	0	0	0	1	0	0	2	1			0	
Culminating Senior Experience ^b (First-year results: Plan to do)	%	48	42	35	35	33	49	45	39	39			33	42	51	42	38	34	41	26	31	33			36	
	n	38	40	42	48	48	49	46	130	197			142	144	117	121	129	161	116	93	442	452			244	
	SE	8.2	7.9	7.4	7.0	6.9	7.2	7.5	4.3	3.5			4.0	4.1	4.6	4.5	4.3	3.7	4.6	4.6	2.2	2.2			3.1	
	CI up bnd	64	57	49	49	47	63	60	47	45			41	50	60	51	47	41	50	35	35	38			42	
	CI low bnd	32	26	20	21	20	34	30	31	32			26	34	41	33	30	27	32	17	27	29			30	
Overall HIP Participation ^c																										
Participated in one HIP	%	35	27	50	45	47	61	54	56	54			51	30	35	32	31	30	27	36	34	35			36	
	n	39	40	43	48	48	50	46	131	199			143	144	119	121	129	161	122	93	445	455			246	
	SE	7.7	7.1	7.7	7.3	7.3	7.0	7.5	4.4	3.5			4.2	3.8	4.4	4.3	4.1	3.6	4.1	5.0	2.2	2.2			3.1	
	CI up bnd	50	41	65	59	61	75	69	64	61			59	37	44	41	39	37	35	46	38	39			42	
	CI low bnd	20	13	35	31	33	47	39	47	47			42	22	26	24	23	23	19	26	29	31			30	
Participated in two or more HIPs	%	5	5	11	4	5	12	0	4	5			6	48	51	47	42	40	48	33	37	36			41	
	n	39	40	43	48	48	50	46	131	199			143	144	119	121	129	161	122	93	445	455			246	
	SE	3.4	3.3	4.9	2.9	3.3	4.7	0.0	1.6	1.6			2.0	4.2	4.6	4.5	4.4	3.9	4.5	4.9	2.3	2.3			3.1	
	CI up bnd	11	11	21	10	12	22	0	7	8			10	56	60	56	51	47	57	42	41	40			47	
	CI low bnd	0	0	2	0	0	3	0	0	2			2	40	42	38	34	32	39	23	32	32			35	

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p \cdot (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 \cdot SE$).

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.