
NSSE 2023

Multi-Year Report

University of Houston

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	9%	+/- 4.5%	429	291	138	10%	+/- 3.6%	681	491	190
2014	7%	+/- 5.5%	295	180	115	11%	+/- 4.4%	439	326	113
2015	7%	+/- 5.0%	358	208	150	9%	+/- 3.0%	994	631	363
2016	5%	+/- 5.6%	291	184	107	5%	+/- 3.7%	662	421	241
2017	27%	+/- 2.2%	1,459	1,170	289	23%	+/- 1.6%	2,821	2,230	591
2018	23%	+/- 2.4%	1,323	1,082	241	17%	+/- 1.9%	2,157	1,787	370
2019	25%	+/- 2.3%	1,391	1,177	214	16%	+/- 2.0%	2,092	1,811	281
2020	33%	+/- 1.8%	1,961	1,607	354	17%	+/- 1.9%	2,328	1,882	446
2021	29%	+/- 2.9%	833	595	238	21%	+/- 1.8%	2,351	1,770	581
2022										
2023	13%	+/- 4.5%	414	271	143	8%	+/- 3.2%	866	599	267

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	No	No	No
2014	Email	Census	No	Academic Advising, Learning with Tech	No	No	No
2015	Email	Census	No	Academic Advising, Learning with Tech	No	No	No
2016	Email	Census	No	Academic Advising, Learning with Tech	No	No	No
2017	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2018	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	No
2019	Email	Census	Yes	None	No	No	No
2020	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	No
2021	Email	Census	Yes	Academic Advising, Honors Education Consortium	No	No	No
2022							
2023	Email	Census	Yes	Academic Advising, Online Learning	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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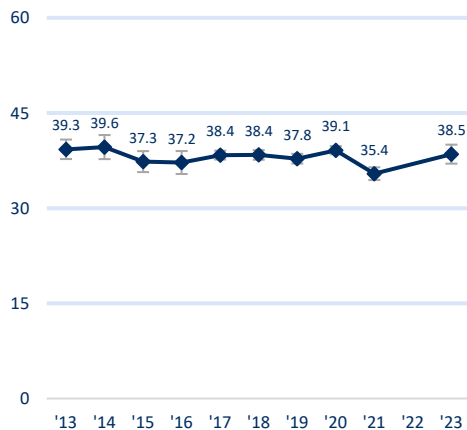
Engagement Results by Theme

University of Houston

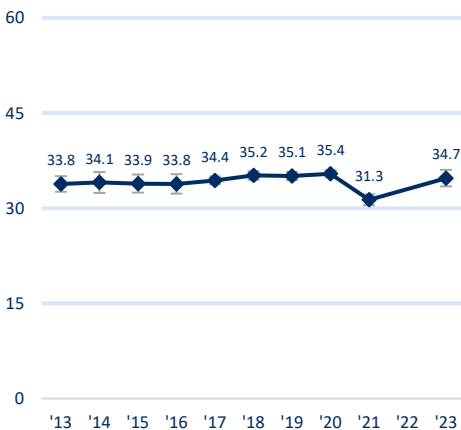
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

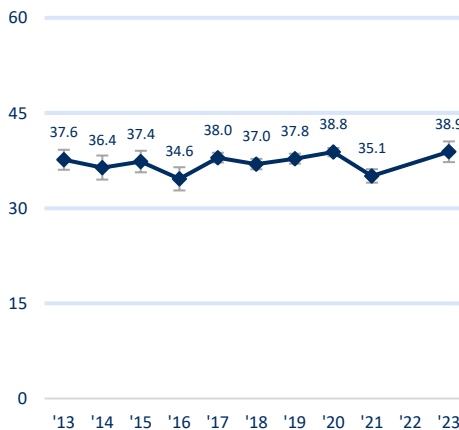
Higher-Order Learning



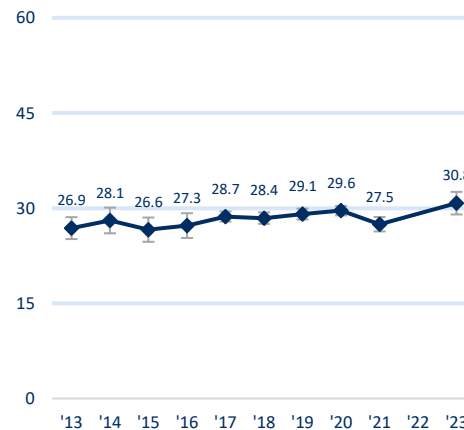
Reflective & Integrative Learning



Learning Strategies

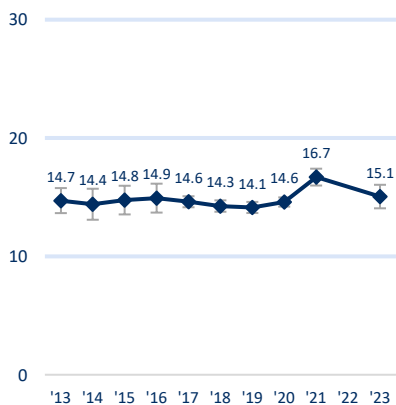


Quantitative Reasoning

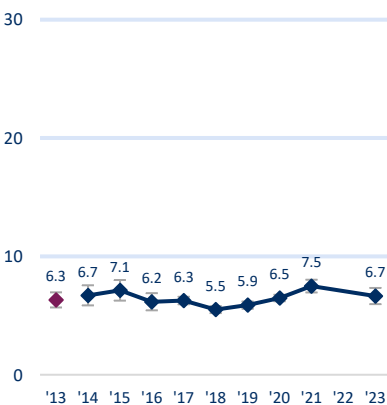


Academic Challenge (additional items): First-year students

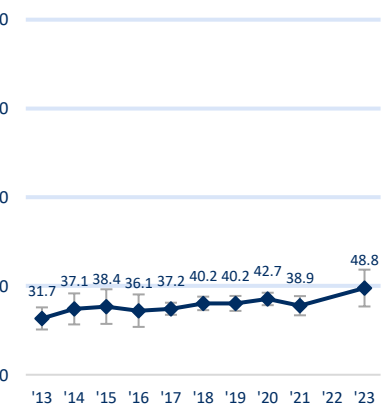
Preparing for Class (hrs/wk)



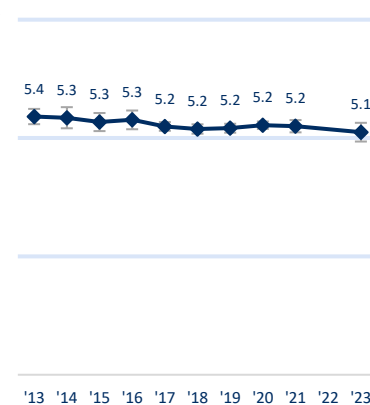
Course Reading (hrs/wk)^a



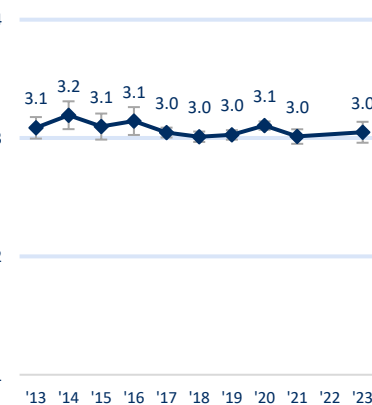
Assigned Writing (pages)^a



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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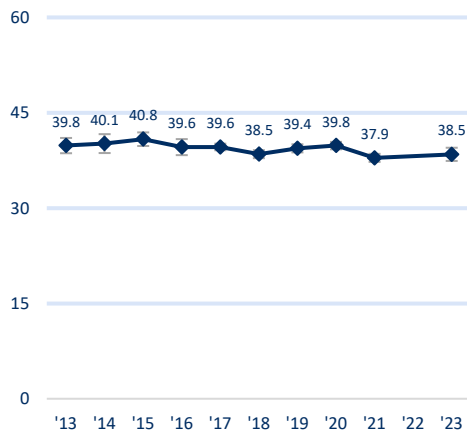
Engagement Results by Theme

University of Houston

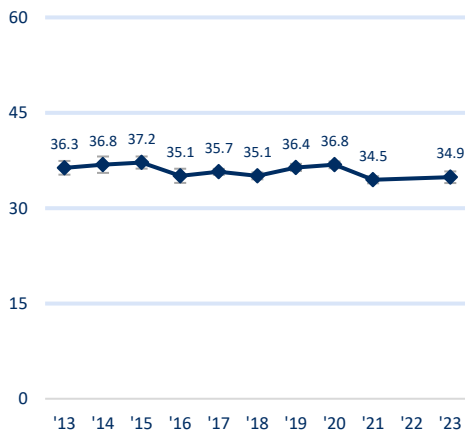
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

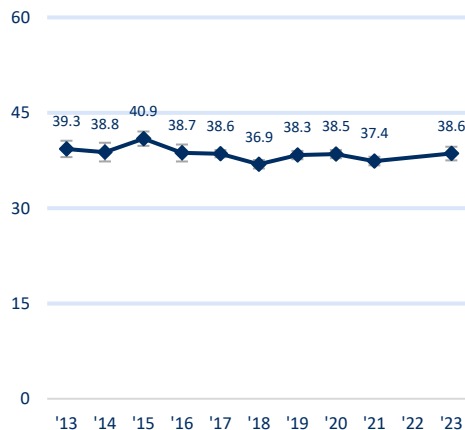
Higher-Order Learning



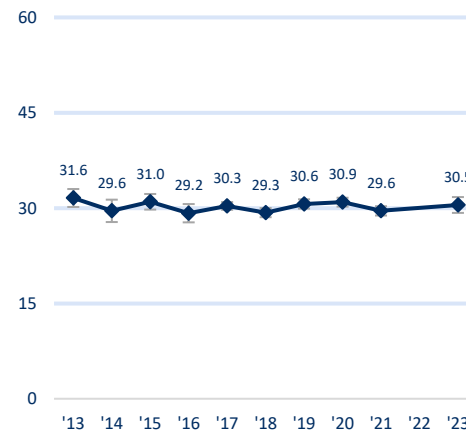
Reflective & Integrative Learning



Learning Strategies

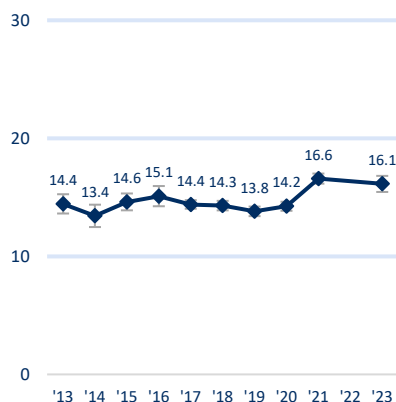


Quantitative Reasoning

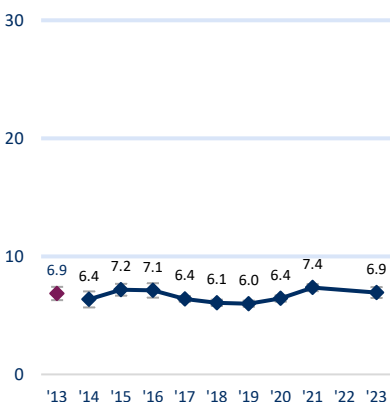


Academic Challenge (additional items): Seniors

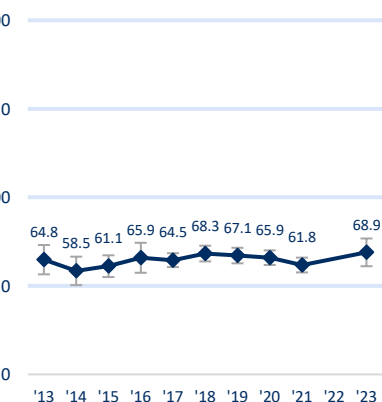
Preparing for Class (hrs/wk)



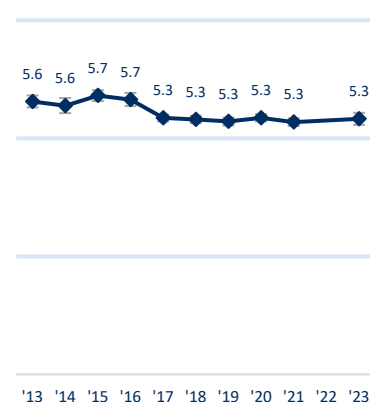
Course Reading (hrs/wk)^a



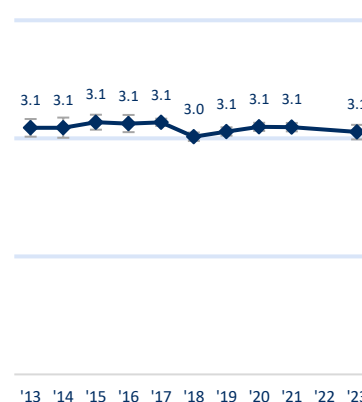
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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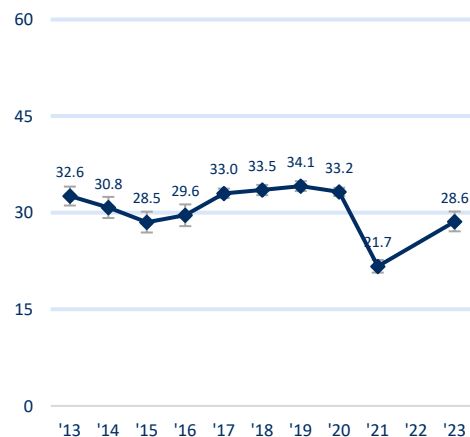
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

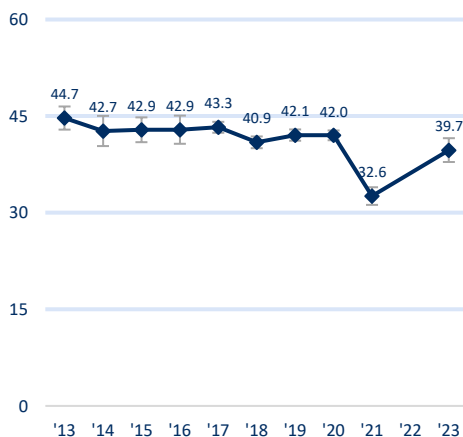
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

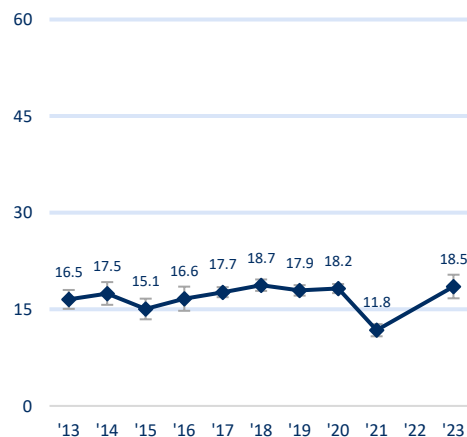


Discussions with Diverse Others

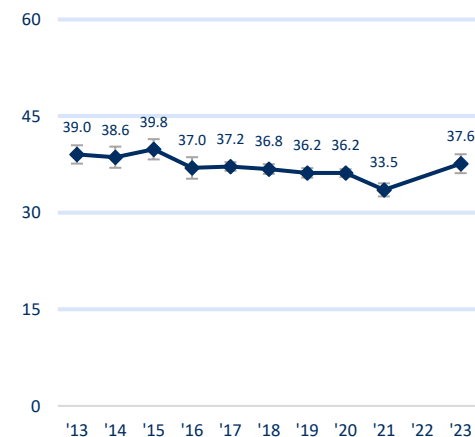


Experiences with Faculty: First-year students

Student-Faculty Interaction

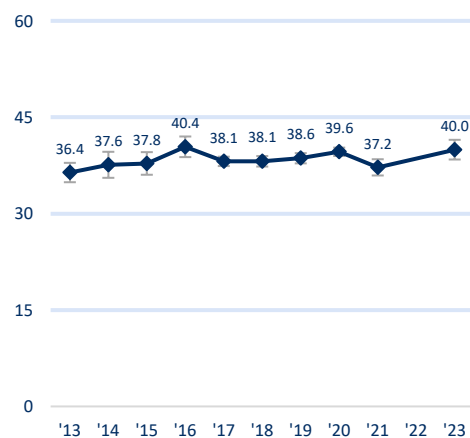


Effective Teaching Practices

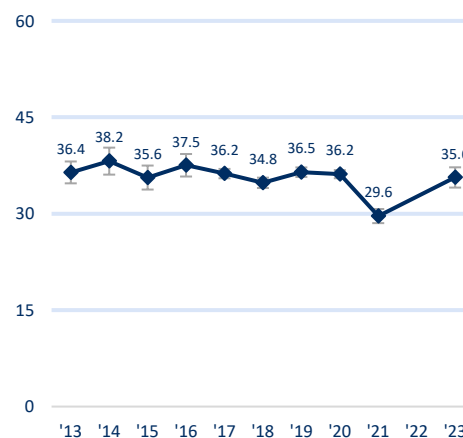


Campus Environment: First-year students

Quality of Interactions



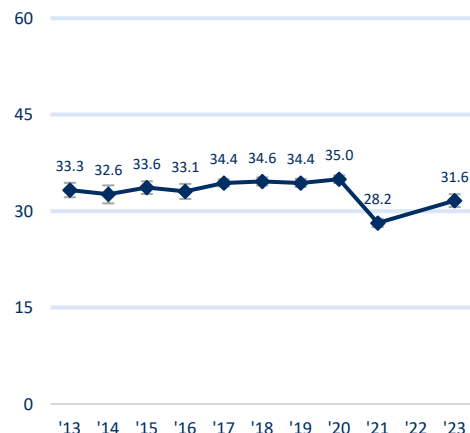
Supportive Environment



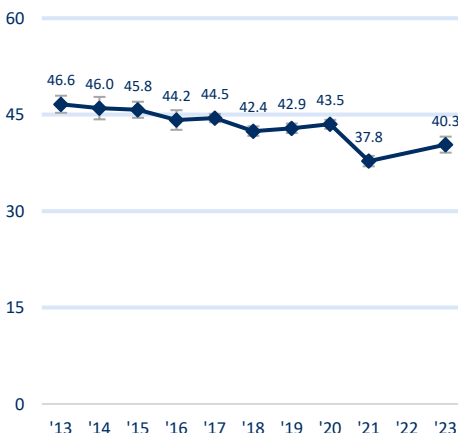
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Learning with Peers: Seniors

Collaborative Learning

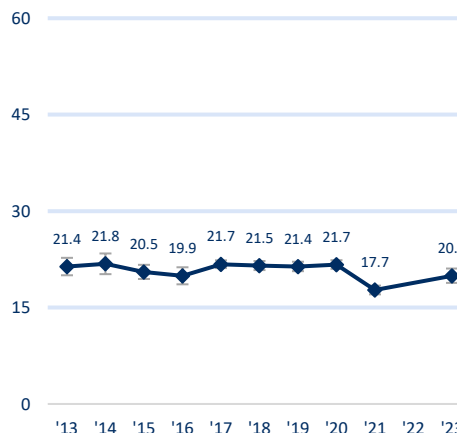


Discussions with Diverse Others

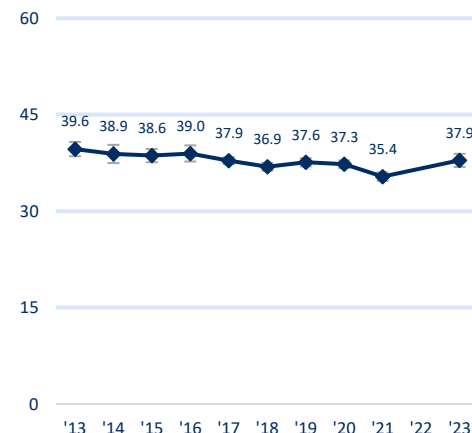


Experiences with Faculty: Seniors

Student-Faculty Interaction

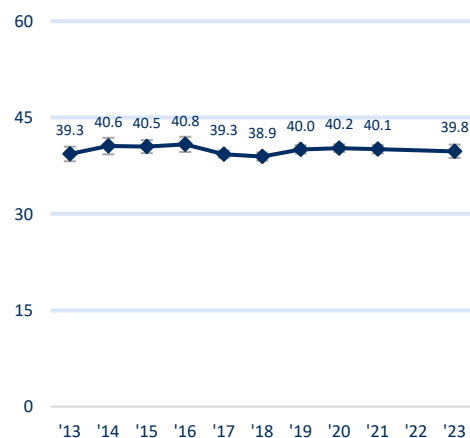


Effective Teaching Practices

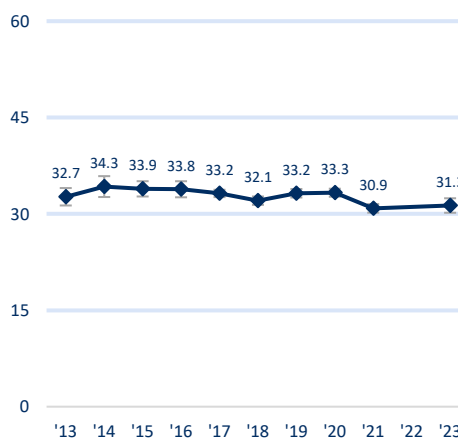


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

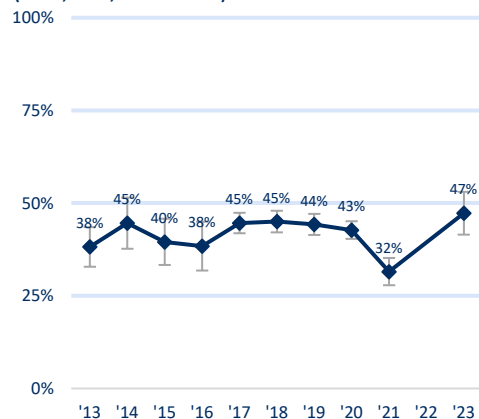


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

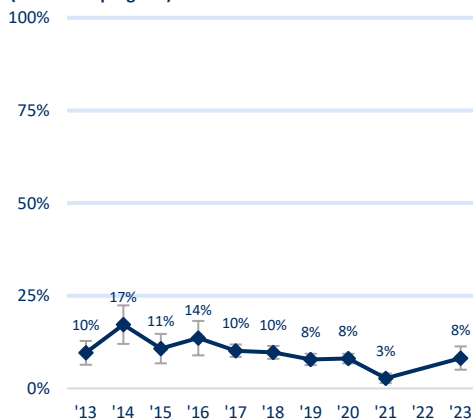
Service-Learning

(Some, most, or all courses)



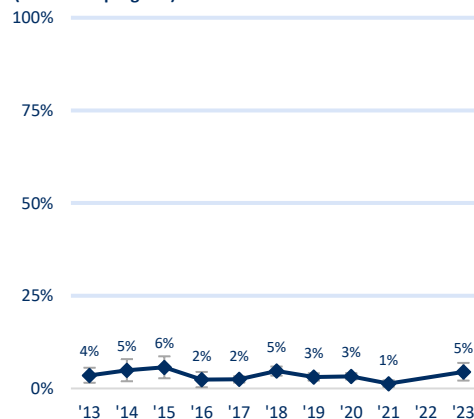
Learning Community

(Done or in progress)



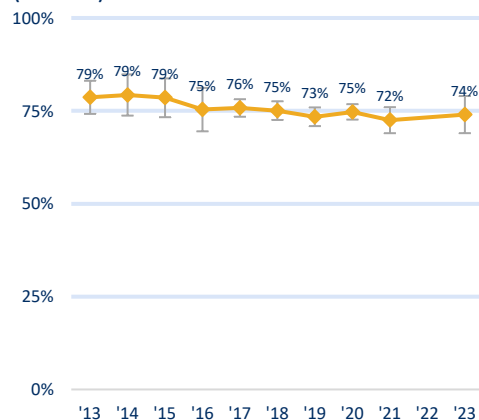
Research with Faculty

(Done or in progress)



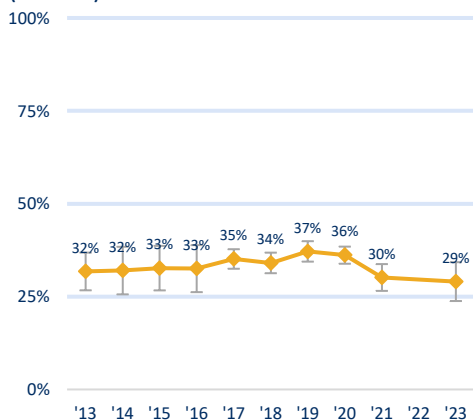
Internship/Field Experience

(Plan to do)



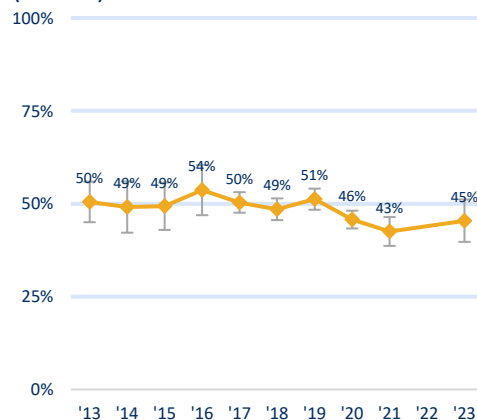
Study Abroad

(Plan to do)



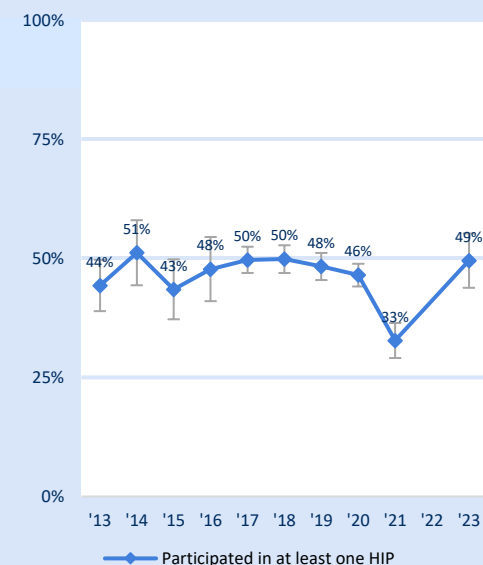
Culminating Senior Experience

(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.

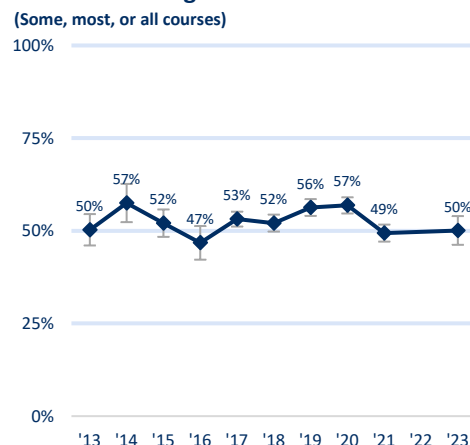


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

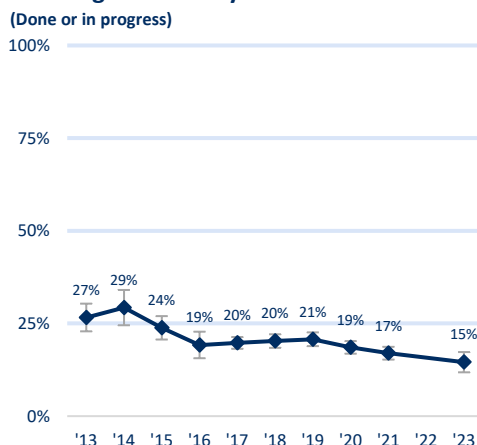
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

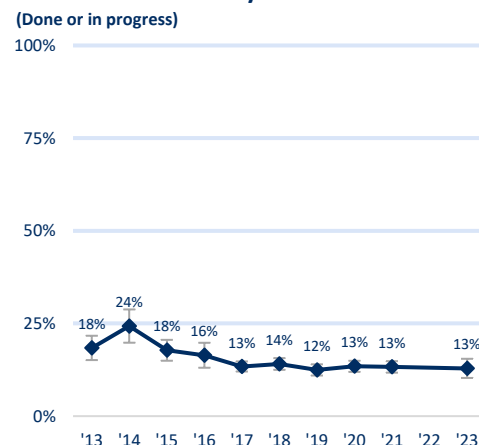
Service-Learning (Some, most, or all courses)



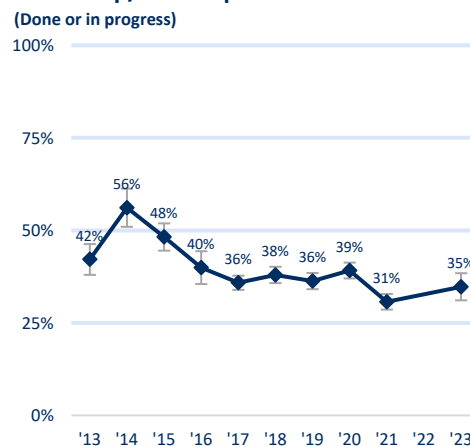
Learning Community (Done or in progress)



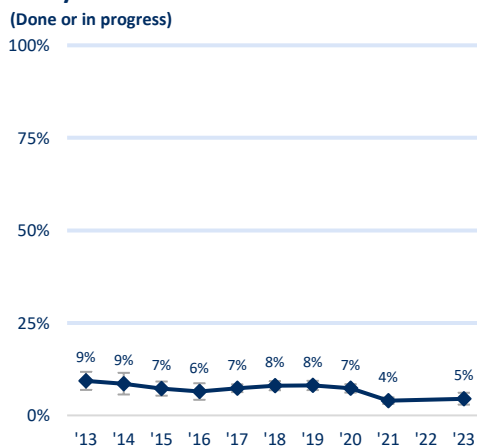
Research with Faculty (Done or in progress)



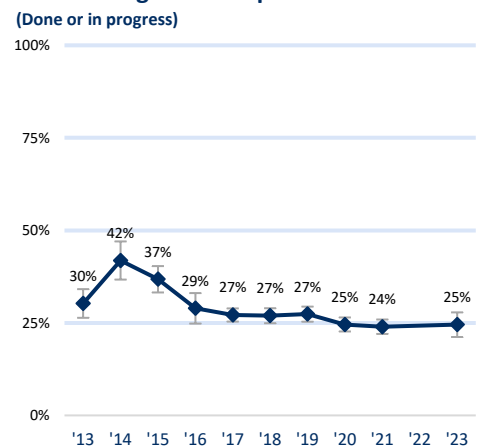
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

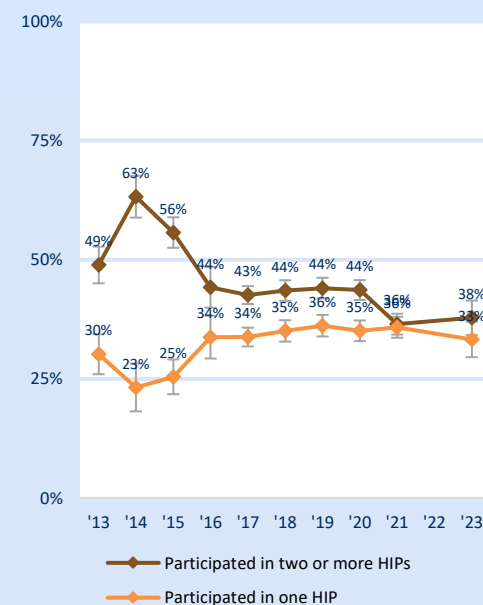


Culminating Senior Experience (Done or in progress)



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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Houston

		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	39.3	39.6	37.3	37.2	38.4	38.4	37.8	39.1	35.4		38.5	39.8	40.1	40.8	39.6	39.6	38.5	39.4	39.8	37.9		38.5
	n	353	237	274	253	1,348	1,173	1,204	1,719	677		329	595	384	805	535	2,632	1,907	1,868	2,054	1,970		702
	SD	14.7	14.9	14.0	14.7	13.1	13.2	13.6	13.6	13.3		13.9	15.0	14.9	15.4	14.9	13.6	14.0	14.0	13.5	14.4		14.0
	SE	.78	.97	.84	.92	.36	.39	.39	.33	.51		.76	.61	.76	.54	.64	.27	.32	.32	.30	.32		.53
	CI up bnd	40.8	41.5	39.0	39.0	39.1	39.1	38.6	39.8	36.4		40.0	41.0	41.6	41.9	40.9	40.1	39.1	40.0	40.4	38.5		39.5
	CI low bnd	37.7	37.7	35.7	35.4	37.7	37.6	37.0	38.5	34.4		37.0	38.6	38.7	39.8	38.3	39.1	37.9	38.8	39.2	37.3		37.4
Reflective & Integrative Learning	Mean	33.8	34.1	33.9	33.8	34.4	35.2	35.1	35.4	31.3		34.7	36.3	36.8	37.2	35.1	35.7	35.1	36.4	36.8	34.5		34.9
	n	377	248	291	259	1,392	1,216	1,287	1,827	748		367	622	399	839	553	2,696	2,015	1,959	2,154	2,130		775
	SD	12.2	13.3	12.4	12.6	11.6	11.8	11.6	12.0	11.8		12.7	13.8	13.2	14.2	13.4	12.4	12.4	12.6	12.5	13.1		13.0
	SE	.63	.85	.73	.78	.31	.34	.32	.28	.43		.66	.55	.66	.49	.57	.24	.28	.28	.27	.28		.47
	CI up bnd	35.1	35.7	35.3	35.4	35.0	35.8	35.7	36.0	32.2		36.0	37.4	38.1	38.1	36.2	36.2	35.6	37.0	37.3	35.0		35.8
	CI low bnd	32.6	32.4	32.5	32.3	33.8	34.5	34.4	34.9	30.5		33.4	35.3	35.5	36.2	34.0	35.2	34.5	35.8	36.3	33.9		33.9
Learning Strategies	Mean	37.6	36.4	37.4	34.6	38.0	37.0	37.8	38.8	35.1		38.9	39.3	38.8	40.9	38.7	38.6	36.9	38.3	38.5	37.4		38.6
	n	324	201	237	214	1,257	1,133	1,191	1,671	630		298	528	355	694	469	2,390	1,848	1,838	1,990	1,842		645
	SD	14.5	13.7	13.3	13.6	13.9	14.2	13.9	13.5	13.6		14.4	15.1	14.1	15.2	14.7	14.2	14.6	14.3	14.6	14.8		13.9
	SE	.80	.97	.87	.93	.39	.42	.40	.33	.54		.83	.66	.75	.58	.68	.29	.34	.33	.33	.34		.55
	CI up bnd	39.2	38.3	39.0	36.5	38.7	37.8	38.6	39.5	36.1		40.5	40.6	40.3	42.1	40.0	39.1	37.6	39.0	39.1	38.1		39.6
	CI low bnd	36.1	34.5	35.7	32.8	37.2	36.1	37.0	38.2	34.0		37.3	38.0	37.3	39.8	37.3	38.0	36.2	37.7	37.8	36.7		37.5
Quantitative Reasoning	Mean	26.9	28.1	26.6	27.3	28.7	28.4	29.1	29.6	27.5		30.8	31.6	29.6	31.0	29.2	30.3	29.3	30.6	30.9	29.6		30.5
	n	358	241	283	248	1,352	1,139	1,186	1,693	634		306	602	390	807	533	2,602	1,865	1,849	1,997	1,870		665
	SD	16.7	16.0	16.4	15.6	14.9	15.5	15.0	15.6	14.6		15.9	17.7	17.7	17.8	17.0	15.9	15.9	16.0	15.9	16.1		16.4
	SE	.88	1.03	.98	.99	.40	.46	.44	.38	.58		.91	.72	.90	.63	.73	.31	.37	.37	.36	.37		.63
	CI up bnd	28.6	30.1	28.5	29.2	29.5	29.3	29.9	30.4	28.6		32.6	33.0	31.3	32.2	30.6	31.0	30.0	31.4	31.6	30.3		31.7
	CI low bnd	25.1	26.0	24.7	25.3	27.9	27.5	28.2	28.9	26.3		29.0	30.2	27.8	29.8	27.8	29.7	28.6	29.9	30.2	28.8		29.2
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	Mean	14.7	14.4	14.8	14.9	14.6	14.3	14.1	14.6	16.7		15.1	14.4	13.4	14.6	15.1	14.4	14.3	13.8	14.2	16.6		16.1
	n	287	179	210	189	1,190	1,106	1,172	1,645	608		283	489	323	637	434	2,278	1,830	1,809	1,956	1,803		635
	SD	9.1	8.9	9.0	8.6	8.2	8.2	8.2	8.1	8.9		8.5	9.2	8.7	9.2	9.1	8.9	8.8	8.8	8.7	9.3		8.8
	SE	.54	.67	.62	.62	.24	.25	.24	.20	.36		.51	.42	.48	.36	.44	.19	.21	.21	.20	.22		.35
	CI up bnd	15.8	15.7	16.0	16.1	15.1	14.7	14.6	15.0	17.4		16.0	15.3	14.4	15.3	16.0	14.8	14.7	14.2	14.6	17.0		16.8
	CI low bnd	13.7	13.1	13.5	13.7	14.1	13.8	13.7	14.2	16.0		14.1	13.6	12.5	13.9	14.2	14.0	13.9	13.4	13.9	16.2		15.5
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	6.3	6.7	7.1	6.2	6.3	5.5	5.9	6.5	7.5		6.7	6.9	6.4	7.2	7.1	6.4	6.1	6.0	6.4	7.4		6.9
	n	284	176	208	182	1,179	1,097	1,158	1,632	600		281	484	321	629	432	2,258	1,821	1,795	1,940	1,788		629
	SD	5.5	5.7	6.4	5.0	5.5	5.0	5.4	5.6	6.7		5.8	6.3	6.2	6.4	6.5	5.9	5.8	5.7	6.0	6.5		5.9
	SE	.33	.43	.44	.37	.16	.15	.16	.14	.27		.35	.29	.35	.26	.31	.12	.14	.13	.14	.15		.24
	CI up bnd	7.0	7.6	8.0	6.9	6.6	5.8	6.2	6.8	8.0		7.3	7.4	7.0	7.7	7.7	6.6	6.3	6.3	6.7	7.7		7.4
	CI low bnd	5.7	5.9	6.3	5.4	6.0	5.2	5.6	6.2	7.0		6.0	6.3	5.7	6.7	6.5	6.1	5.8	5.7	6.2	7.1		6.5

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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Houston

		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	31.7	37.1	38.4	36.1	37.2	40.2	40.2	42.7	38.9		48.8	64.8	58.5	61.1	65.9	64.5	68.3	67.1	65.9	61.8		68.9
	n	283	185	225	193	1,260	1,146	1,189	1,688	626		308	490	318	656	438	2,421	1,864	1,840	1,996	1,859		658
	SD	53.4	60.7	74.6	64.9	61.5	65.8	74.0	73.2	69.1		92.8	93.5	73.1	80.3	90.5	98.3	97.5	96.0	94.1	91.9		102.5
	SE	3.18	4.46	4.97	4.67	1.73	1.94	2.15	1.78	2.76		5.29	4.22	4.10	3.14	4.32	2.00	2.26	2.24	2.11	2.13		4.00
	CI up bnd	37.9	45.8	48.1	45.2	40.6	44.0	44.4	46.2	44.3		59.2	73.1	66.5	67.3	74.3	68.4	72.7	71.5	70.1	66.0		76.8
	CI low bnd	25.5	28.3	28.6	26.9	33.8	36.4	36.0	39.2	33.5		38.5	56.5	50.4	55.0	57.4	60.6	63.8	62.7	61.8	57.6		61.1
Course Challenge Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.4	5.3	5.3	5.3	5.2	5.2	5.2	5.2	5.2		5.1	5.6	5.6	5.7	5.7	5.3	5.3	5.3	5.3	5.3		5.3
	n	327	205	237	216	1,263	1,129	1,189	1,685	628		296	542	356	713	472	2,405	1,859	1,839	1,994	1,838		647
	SD	1.2	1.3	1.2	1.2	1.3	1.4	1.3	1.3	1.3		1.4	1.2	1.2	1.3	1.2	1.5	1.4	1.5	1.4	1.4		1.3
	SE	.07	.09	.08	.08	.04	.04	.04	.03	.05		.08	.05	.07	.05	.06	.03	.03	.03	.03	.03		.05
	CI up bnd	5.5	5.5	5.4	5.5	5.3	5.2	5.2	5.3	5.3		5.3	5.7	5.7	5.8	5.8	5.4	5.4	5.4	5.4	5.3		5.4
	CI low bnd	5.2	5.2	5.1	5.1	5.1	5.1	5.1	5.2	5.1		4.9	5.5	5.4	5.6	5.5	5.3	5.3	5.2	5.3	5.2		5.2
Academic Emphasis Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	Mean	3.1	3.2	3.1	3.1	3.0	3.0	3.0	3.1	3.0		3.0	3.1	3.1	3.1	3.1	3.1	3.0	3.1	3.1	3.1		3.1
	n	282	180	212	192	1,209	1,117	1,183	1,660	617		287	491	326	647	439	2,298	1,847	1,836	1,973	1,821		638
	SD	0.8	0.8	0.8	0.8	0.7	0.7	0.7	0.7	0.8		0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8		0.8
	SE	.05	.06	.06	.06	.02	.02	.02	.02	.03		.05	.04	.04	.03	.04	.02	.02	.02	.02	.02		.03
	CI up bnd	3.2	3.3	3.2	3.3	3.1	3.1	3.1	3.1	3.1		3.1	3.2	3.2	3.2	3.2	3.2	3.0	3.1	3.1	3.1		3.1
	CI low bnd	3.0	3.1	3.0	3.0	3.0	3.0	3.0	3.1	3.0		3.0	3.0	3.0	3.1	3.1	3.1	3.0	3.0	3.1	3.1		3.0
Learning with Peers																							
Collaborative Learning	Mean	32.6	30.8	28.5	29.6	33.0	33.5	34.1	33.2	21.7		28.6	33.3	32.6	33.6	33.1	34.4	34.6	34.4	35.0	28.2		31.6
	n	399	263	321	270	1,422	1,282	1,346	1,888	798		390	631	410	908	614	2,739	2,092	2,020	2,232	2,261		833
	SD	15.0	13.6	14.8	14.1	14.1	14.5	14.3	14.1	14.2		15.5	14.4	14.4	15.2	14.8	14.6	14.5	14.6	14.3	15.5		14.6
	SE	.75	.84	.82	.86	.37	.41	.39	.33	.50		.78	.57	.71	.50	.60	.28	.32	.32	.30	.32		.50
	CI up bnd	34.1	32.5	30.2	31.3	33.7	34.3	34.9	33.9	22.7		30.2	34.4	34.0	34.6	34.2	34.9	35.2	35.0	35.6	28.8		32.6
	CI low bnd	31.1	29.2	26.9	27.9	32.3	32.7	33.4	32.6	20.7		27.1	32.2	31.2	32.7	31.9	33.8	34.0	33.7	34.4	27.5		30.6
Discussions with Diverse Others	Mean	44.7	42.7	42.9	42.9	43.3	40.9	42.1	42.0	32.6		39.7	46.6	46.0	45.8	44.2	44.5	42.4	42.9	43.5	37.8		40.3
	n	326	203	237	216	1,259	1,143	1,184	1,684	633		305	545	355	717	473	2,411	1,860	1,837	1,991	1,850		662
	SD	16.6	17.0	15.1	16.4	15.4	15.7	15.4	15.9	17.6		16.5	15.8	16.8	17.1	16.9	16.1	16.4	16.2	15.8	17.8		16.3
	SE	.92	1.20	.98	1.12	.43	.47	.45	.39	.70		.94	.68	.89	.64	.78	.33	.38	.38	.35	.41		.64
	CI up bnd	46.5	45.0	44.8	45.1	44.1	41.8	42.9	42.8	34.0		41.6	47.9	47.8	47.0	45.7	45.1	43.2	43.6	44.2	38.6		41.6
	CI low bnd	42.9	40.3	40.9	40.7	42.4	40.0	41.2	41.3	31.2		37.9	45.3	44.3	44.5	42.6	43.8	41.7	42.1	42.8	37.0		39.1

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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Houston

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	16.5	17.5	15.1	16.6	17.7	18.7	17.9	18.2	11.8		18.5	21.4	21.8	20.5	19.9	21.7	21.5	21.4	21.7	17.7		20.0		
	n	360	244	283	250	1,351	1,186	1,238	1,762	707		341	603	388	823	539	2,642	1,946	1,901	2,097	2,048		747		
	SD	14.2	14.0	13.8	15.1	14.7	15.6	14.6	15.1	12.8		17.3	17.0	16.2	16.1	15.7	15.8	15.9	16.3	15.8	15.8		15.6		
	SE	.75	.90	.82	.96	.40	.45	.42	.36	.48		.93	.69	.82	.56	.68	.31	.36	.37	.35	.35		.57		
	CI up bnd	18.0	19.2	16.7	18.5	18.4	19.6	18.8	18.9	12.7		20.4	22.7	23.4	21.6	21.3	22.3	22.2	22.1	22.4	18.4		21.1		
	CI low bnd	15.1	15.7	13.4	14.8	16.9	17.9	17.1	17.5	10.8		16.7	20.0	20.2	19.4	18.6	21.1	20.8	20.7	21.0	17.0		18.8		
Effective Teaching Practices	Mean	39.0	38.6	39.8	37.0	37.2	36.8	36.2	36.2	33.5		37.6	39.6	38.9	38.6	39.0	37.9	36.9	37.6	37.3	35.4		37.9		
	n	359	247	287	253	1,371	1,176	1,224	1,729	679		327	609	392	821	539	2,653	1,922	1,891	2,063	1,965		704		
	SD	13.8	13.2	13.6	13.6	12.6	13.1	13.2	12.7	13.5		13.6	14.0	14.3	15.1	14.9	13.7	13.7	14.0	13.9	14.7		13.8		
	SE	.73	.84	.80	.85	.34	.38	.38	.31	.52		.75	.57	.72	.53	.64	.27	.31	.32	.31	.33		.52		
	CI up bnd	40.5	40.3	41.4	38.6	37.8	37.5	36.9	36.8	34.6		39.1	40.8	40.3	39.7	40.2	38.4	37.5	38.2	37.9	36.0		38.9		
	CI low bnd	37.6	37.0	38.3	35.3	36.5	36.0	35.4	35.6	32.5		36.1	38.5	37.5	37.6	37.7	37.3	36.3	36.9	36.7	34.7		36.9		
Campus Environment																									
Quality of Interactions	Mean	36.4	37.6	37.8	40.4	38.1	38.1	38.6	39.6	37.2		40.0	39.3	40.6	40.5	40.8	39.3	38.9	40.0	40.2	40.1		39.8		
	n	313	191	225	198	1,172	1,056	1,107	1,562	471		264	518	338	663	441	2,227	1,728	1,708	1,860	1,619		590		
	SD	13.6	14.3	13.4	11.5	12.7	13.6	13.5	13.1	14.0		12.7	13.2	12.1	13.3	12.6	13.4	13.4	13.6	13.1	13.5		12.9		
	SE	.77	1.03	.90	.82	.37	.42	.41	.33	.64		.78	.58	.66	.52	.60	.28	.32	.33	.30	.34		.53		
	CI up bnd	37.9	39.6	39.6	42.0	38.9	39.0	39.4	40.3	38.5		41.5	40.5	41.8	41.5	42.0	39.9	39.6	40.7	40.8	40.7		40.8		
	CI low bnd	34.9	35.6	36.1	38.8	37.4	37.3	37.8	39.0	35.9		38.4	38.2	39.3	39.5	39.6	38.7	38.3	39.4	39.6	39.4		38.7		
Supportive Environment	Mean	36.4	38.2	35.6	37.5	36.2	34.8	36.5	36.2	29.6		35.6	32.7	34.3	33.9	33.8	33.2	32.1	33.2	33.3	30.9		31.3		
	n	278	176	210	189	1,196	1,107	1,174	1,645	609		284	487	325	636	435	2,283	1,827	1,820	1,950	1,809		635		
	SD	14.5	14.2	13.8	12.3	12.8	13.7	12.9	13.1	13.8		13.6	15.3	14.9	15.3	13.3	13.9	14.2	14.4	14.1	14.5		14.5		
	SE	.87	1.07	.95	.89	.37	.41	.38	.32	.56		.80	.69	.83	.61	.64	.29	.33	.34	.32	.34		.58		
	CI up bnd	38.1	40.3	37.5	39.3	37.0	35.6	37.2	36.8	30.7		37.2	34.0	35.9	35.1	35.1	33.8	32.7	33.9	33.9	31.5		32.4		
	CI low bnd	34.7	36.1	33.8	35.8	35.5	34.0	35.7	35.5	28.5		34.1	31.3	32.6	32.7	32.6	32.6	31.4	32.6	32.7	30.2		30.2		

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 2023 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of Houston

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	%	38	45	40	38	45	45	44	43	32		47	50	57	52	47	53	52	56	57	49		50	
	n	318	200	237	211	1,252	1,120	1,174	1,658	615		289	537	354	702	466	2,386	1,839	1,835	1,973	1,825		640	
	SE	2.7	3.5	3.2	3.4	1.4	1.5	1.5	1.2	1.9		2.9	2.2	2.6	1.9	2.3	1.0	1.2	1.2	1.1	1.2		2.0	
	CI up bnd	44	51	46	45	47	48	47	45	35		53	55	63	56	51	55	54	59	59	52		54	
	CI low bnd	33	38	33	32	42	42	41	40	28		41	46	52	48	42	51	50	54	55	47		46	
Learning Community ^a	%	10	17	11	14	10	10	8	8	3		8	27	29	24	19	20	20	21	19	17		15	
	n	324	204	235	210	1,260	1,126	1,184	1,671	624		293	539	353	701	467	2,401	1,852	1,836	1,986	1,836		641	
	SE	1.6	2.6	2.0	2.4	0.9	0.9	0.8	0.7	0.7		1.6	1.9	2.4	1.6	1.8	0.8	0.9	0.9	0.9	0.9		1.4	
	CI up bnd	13	22	15	18	12	11	9	9	4		11	30	34	27	23	21	22	23	20	19		17	
	CI low bnd	6	12	7	9	9	8	6	7	1		5	23	25	21	16	18	18	19	17	15		12	
Research with Faculty ^a	%	4	5	6	2	2	5	3	3	1		5	18	24	18	16	13	14	12	13	13		13	
	n	321	203	237	212	1,256	1,125	1,183	1,672	626		293	538	351	708	467	2,398	1,846	1,834	1,990	1,836		648	
	SE	1.0	1.5	1.5	1.1	0.4	0.6	0.5	0.4	0.5		1.2	1.7	2.3	1.4	1.7	0.7	0.8	0.8	0.8	0.8		1.3	
	CI up bnd	6	8	9	4	3	6	4	4	2		7	22	29	21	20	15	16	14	15	15		15	
	CI low bnd	2	2	3	0	2	3	2	2	0		2	15	20	15	13	12	12	11	12	12		10	
Internship or Field Experience ^b (First-year results: Plan to do)	%	79	79	79	75	76	75	73	75	72		74	42	56	48	40	36	38	36	39	31		35	
	n	326	206	239	210	1,265	1,134	1,189	1,679	625		297	543	356	708	469	2,416	1,860	1,845	1,994	1,843		649	
	SE	2.3	2.8	2.7	3.0	1.2	1.3	1.3	1.1	1.8		2.6	2.1	2.6	1.9	2.3	1.0	1.1	1.1	1.1	1.1		1.9	
	CI up bnd	83	85	84	81	78	78	76	77	76		79	46	61	52	44	38	40	38	41	33		38	
	CI low bnd	74	74	73	69	73	73	71	73	69		69	38	51	45	35	34	36	34	37	29		31	
Study Abroad ^b (First-year results: Plan to do)	%	32	32	33	33	35	34	37	36	30		29	9	9	7	6	7	8	8	7	4		5	
	n	325	205	237	212	1,263	1,126	1,187	1,673	622		290	544	354	705	463	2,403	1,850	1,837	1,987	1,839		648	
	SE	2.6	3.3	3.1	3.2	1.3	1.4	1.4	1.2	1.8		2.7	1.2	1.5	1.0	1.1	0.5	0.6	0.6	0.5	0.5		0.8	
	CI up bnd	37	38	39	39	38	37	40	38	34		34	12	11	9	9	8	9	9	8	5		6	
	CI low bnd	27	26	27	26	32	31	34	34	27		24	7	6	5	4	6	7	7	6	3		3	
Culminating Senior Experience ^b (First-year results: Plan to do)	%	50	49	49	54	50	49	51	46	43		45	30	42	37	29	27	27	27	25	24		25	
	n	324	203	237	211	1,258	1,123	1,185	1,670	624		294	541	352	703	466	2,393	1,846	1,833	1,985	1,836		643	
	SE	2.8	3.5	3.3	3.4	1.4	1.5	1.5	1.2	2.0		2.9	2.0	2.6	1.8	2.1	0.9	1.0	1.0	1.0	1.0		1.7	
	CI up bnd	56	56	56	60	53	51	54	48	46		51	34	47	40	33	29	29	29	26	26		28	
	CI low bnd	45	42	43	47	48	46	48	43	39		40	26	37	33	25	25	25	25	23	22		21	
Overall HIP Participation ^c																								
Participated in one HIP	%	39	41	34	42	43	42	43	41	31		42	30	23	25	34	34	35	36	35	36		33	
	n	327	206	239	212	1,265	1,134	1,191	1,680	626		296	545	357	711	472	2,419	1,866	1,853	2,006	1,848		651	
	SE	2.7	3.4	3.1	3.4	1.4	1.5	1.4	1.2	1.8		2.9	2.0	2.2	1.6	2.2	1.0	1.1	1.1	1.1	1.1		1.8	
	CI up bnd	44	47	40	48	46	45	45	43	35		48	34	28	29	38	36	37	38	37	38		37	
	CI low bnd	33	34	28	35	41	40	40	38	27		36	26	19	22	29	32	33	34	33	34		30	
Participated in two or more HIPs	%	6	11	9	6	6	7	6	6	2		8	49	63	56	44	43	44	44	44	36		38	
	n	327	206	239	212	1,265	1,134	1,191	1,680	626		296	545	357	711	472	2,419	1,866	1,853	2,006	1,848		651	
	SE	1.3	2.1	1.9	1.6	0.7	0.8	0.7	0.6	0.5		1.5	2.1	2.6	1.9	2.3	1.0	1.1	1.2	1.1	1.1		1.9	
	CI up bnd	8	15	13	9	8	9	7	7	3		11	53	68	59	49	45	46	46	46	39		42	
	CI low bnd	3	6	6	3	5	6	4	5	1		5	45	58	52	40	41	41	42	41	34		34	

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 ($p \pm 1.96 * SE$).

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.