

The Psychosocial Impact of the Covid-19 Pandemic on First-Time in College Students and Strategies Implemented by Texas Tech University

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This quality improvement project serves as partial fulfillment of the requirements for the Doctor of Education in Leadership and Learning in Organizations from the Peabody College at Vanderbilt University in Nashville, Tennessee.

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Acknowledgments and Dedication

We would like to thank our families and friends for supporting us throughout our educational journey. Specifically, Michele Sumner and Sameer Shroff for believing in us and being right beside us as we pursued our doctoral education.

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Thank you to our colleagues at Texas Tech University, Texas Tech University Health Sciences Center, and the Goddard School Long Meadow Farms who exemplify passion and values every day that affect so many people.

Lastly, this capstone project is dedicated to the first-year students who began their journeys at colleges and universities during the Covid-19 pandemic. Your experiences were impacted by the pandemic and your resilience affirms just how far you will go in this world.

About the Authors

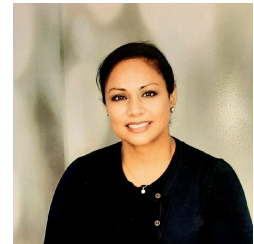
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Executive Summary

Texas Tech University is a comprehensive public research university enrolling over 40,000 students located in Lubbock, Texas. Texas Tech University faced significant challenges during the Covid-19 pandemic as they needed to develop and implement strategies to support their students through such a tumultuous period of time. This project examined the psychosocial impact experienced by first-time in college students during the Covid-19 pandemic and the strategies implemented by Texas Tech University to support those students as they transitioned from high school to the university. The project was guided by the following four questions:

1. What was the psychosocial impact of the Covid-19 pandemic on first-time in college (FTIC) students?
2. What was the psychosocial impact of online learning on first-time in college (FTIC) students?
3. How were the strategies implemented by Texas Tech University utilized by students?
4. How did university administrators interpret the success of the implemented strategies?

The project utilized a mixed method design. The project utilized multiple sources for quantitative data previously collected at Texas Tech University. Qualitative data utilized in the project included semi-structured interviews conducted with administrators, faculty and staff.

The project found the following:

- Students experienced heightened psychosocial impact and continue to experience financial and emotional stress.

- The institution does not have a centralized means to store and disseminate data on students' experiences.
- A portion of students want online learning options.
- Disparate technology systems contribute to challenges experienced by students, faculty and staff.
- The Raider Ready Program's rigid curricular approach of "one size fits all" for students transitioning from high school to university should be examined. The project also found deficiencies in the Raider Ready Program's strategy to recruit and onboard instructors.

Based on these findings and the research synthesis, it is recommended that Texas Tech University pursue the following:

- Collect comprehensive data on students' experiences;
- Develop an institutional repository to store and disseminate data on students' experiences;
- Expand online course offerings with effective online instructional practices;
- Examine disparate technology systems and develop strategies to streamline and improve end-user experiences; and
- Conduct a comprehensive review of the Raider Ready program, including curriculum and institutional strategies relating to first-year transition courses.

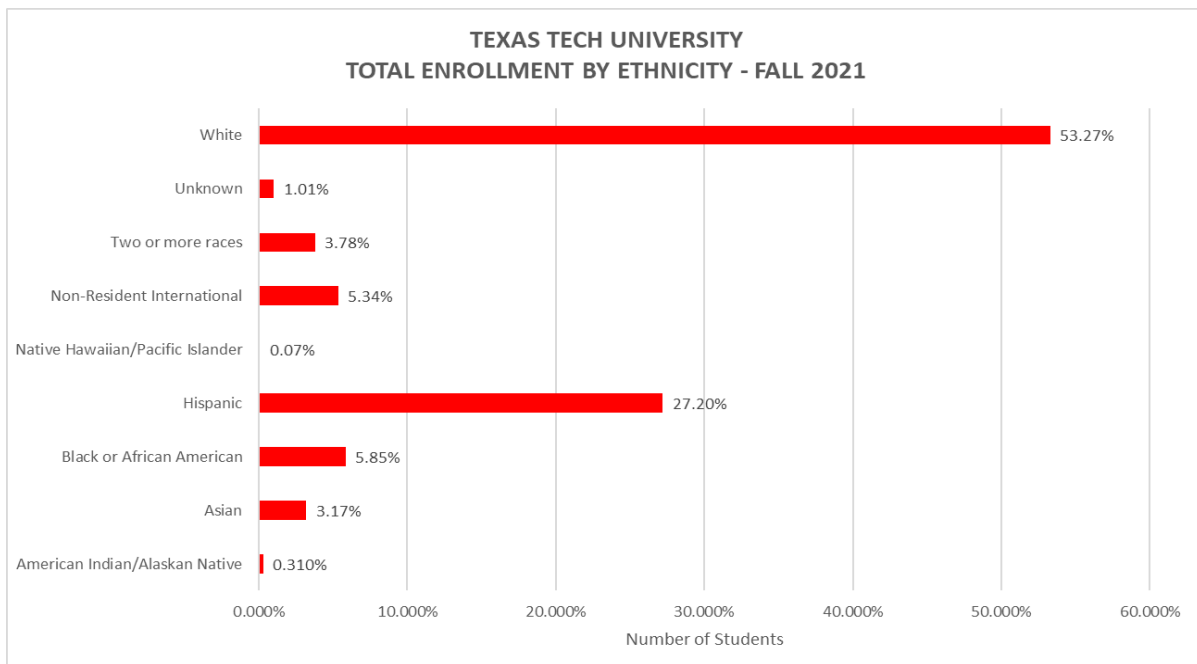
The Covid-19 pandemic forced colleges and universities to pivot overnight to emergency remote instruction, bring added attention to the safety of their campus communities, and to rethink how they operationalized support for student success. The recommendations outlined above, and discussed in more detail below, identify several actions that Texas Tech University

should consider as it reflects on the experiences of their students, faculty and staff over the past several years.

Area of Inquiry

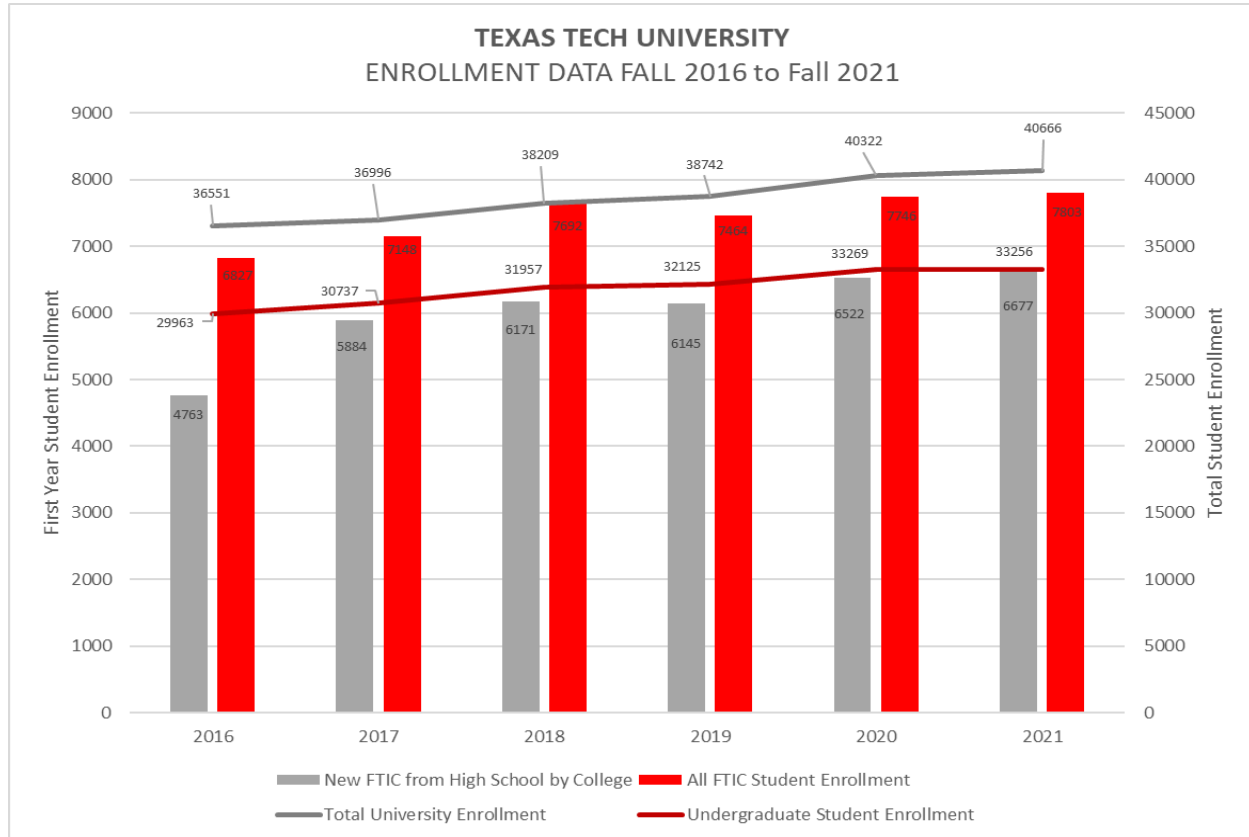
Texas Tech University, a public Tier 1 research university, is one of the fastest growing higher education institutions in the past ten years boasting an enrollment of 40,666 students in Fall 2021. The enrolled student population at Texas Tech University, both undergraduate and graduate, is 53.27% White, 27.2% Hispanic or Latino, 5.85% Black or African American, 3.78% Two or More Races, 3.17% Asian, less than 1% unknown. Texas Tech has a higher retention rate (87% in 2019) than its peers (84.5%) for first-time students after their first year of college (Texas Tech University, 2022). Texas Tech University earned the Department of Education’s distinction of Hispanic-Serving Institution (HSI) in 2019 with a sustained undergraduate Hispanic student of at least 25 %.

Figure 1
Texas Tech University Total Enrollment by Ethnicity - Fall 2021



The total student enrollment at Texas Tech University grew by an average rate of 2.92% year to year from 2017 to 2020. In September 2020, six months after Covid-19 global pandemic began, the university boasted a first-year class of 6,677 students, a 2.5% increase from fall 2019.

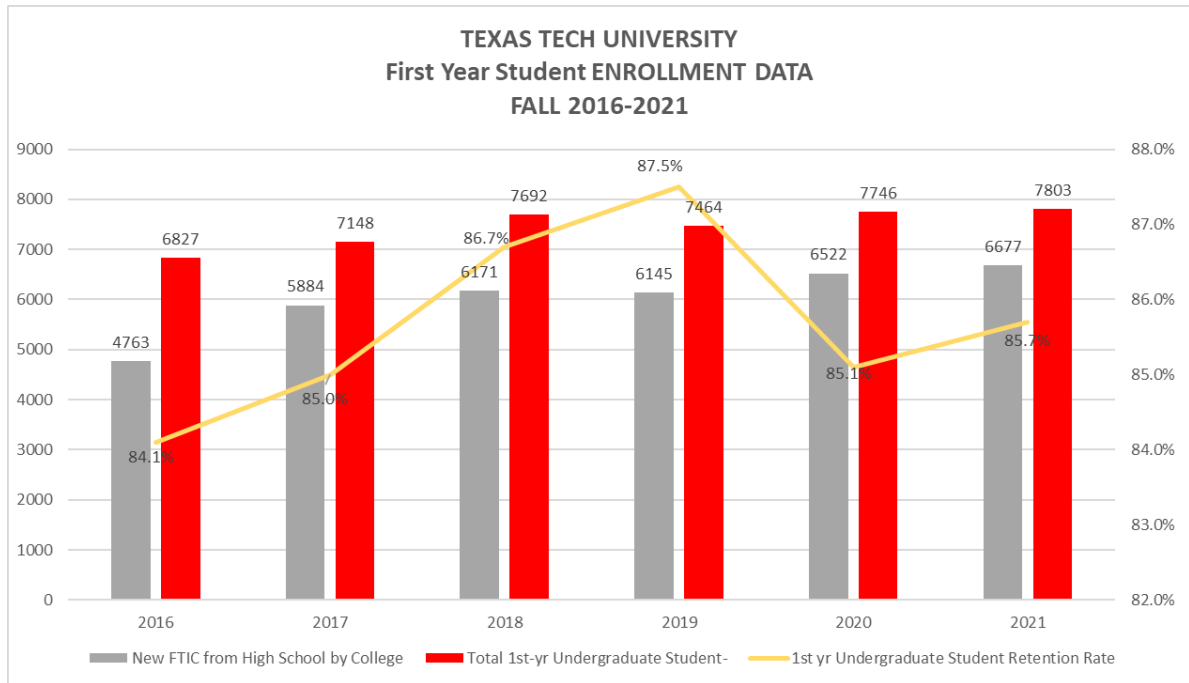
Figure 2
Texas Tech University Annual Enrollment



With rapidly growing first-year student enrollment following the Covid-19 pandemic, the need to provide appropriate student support services based on the needs of students transitioning into college following a prolonged state of socially isolated learning is a high priority. The university has a keen desire to support their students through a difficult transition period and build on the success of higher first-year student retention especially following the Covid-19 pandemic.

Figure 3

Texas Tech University First Year Enrollment and One-Year Retention Rate



According to researchers, the adjustment to university represents one example of a normal but stressful transition during the life span (Wintre, 2000). Students face a wide range of challenges and stressors in their new environment, which disposes them to high levels of anxiety and stress (Clark, 2005; Christie, 2009). The Covid-19 pandemic heightened the complexity of the first-year transition (Nyar, 2021). The Covid-19 pandemic held serious mental health and trauma implications for students (Brookes et al., 2020; Salari et al., 2020; Rajkumar, 2020). Moving to online courses, a necessity during the pandemic, raises concerns regarding the adverse effects that drawn-out school suspension, home confinement, and distance learning may have on college students' physical and mental health (Wang, et al., 2020). According to Nyar (2021), the constant rate of exposure to pandemic-related news, which included misinformation and sensationalist news, contributed to the diminished mental health and well-being of students.

The university strives to enhance student support services to address a new area of need created by nearly two years of socially distant learning and living for its incoming first year student population as well as their current students. The challenges posed by social isolation, remote learning, and the psychological impact of sustained high levels of stress, anxiety, depression, or trauma are shared by many universities across the world. The need for comprehensive understanding of factors, processes, and support structures to promote successful transition for first year college students following pandemic-driven remote learning and separation is vital. Transition to college is often a stressful period for students. Unhealthy levels of stress can result in negative outcomes on students' well-being. "Left unaddressed, the negative effects of stress can disrupt behavior, physical and emotional well-being, school success and friendships," (American Psychological Association, n.d.). For college students in particular, mental health plays a vital role in their success and persistence at their higher education institutions. The longer-term impacts include reduced likelihood of sustained employment, substance use and addiction, difficulty completing tasks, suicidal ideation, or behavior, violent or aggressive behaviors, physical and mental exhaustion, and lack of desire and encouragement (Luescher et al., 2021).

There are multiple factors contributing to mental health challenges among college students, including but not limited to pressure for academic success, financial stress, uncertainty about the future, belonging, familial responsibilities and expectations, and increased social media use. In the pandemic era, college students have the added worries associated with school closures, social isolation, familial economic hardship, and health concerns for self and others, change in living situation, and reduced access to healthcare due to inadequate insurance and medical office closures. A dramatic increase in the number of students seeking mental health

services, change in socialization patterns among college students, and increase in academic support required to help struggling students at Texas Tech University sheds light for staff and faculty of the university on the changing needs of their first-year students. A concern about barriers such as stigma for seeking help, lack of awareness of available university resources, and siloed student support frameworks were articulated during early discussions about the project with university officials. Additionally, the institution's concern for the privacy of their students and confidential information disclosed to university mental health services were expressed.

The relevant stakeholders for the project were Student Life, and Academic Innovation and Student Success. These areas report under the Office of the Provost and have direct responsibility over first-year experience, as well as many other programs and services for students at the institution. A brief description of these stakeholders is located below (see Appendix A).

After initial discussions with these stakeholders, the desired outcome of the project was to help understand the impact of the Covid-19 pandemic on students and to examine how strategies at the institution were utilized by first-year in college students during that same time.

Literature Synthesis

In answering project questions pertaining to the psychosocial impact of the Covid-19 pandemic on first-time in college (FTIC) students and the strategies implemented by one university, this research synthesis attempts to address 4 questions asked of existing research. Several terms referenced throughout this paper are defined below (see Appendix A).

1. What is known about the psychosocial impact of the Covid-19 pandemic on people and particularly on youth and traditional college age individuals?

2. What is known about the effects of online learning as it relates to students' psychosocial state?
3. What is known about the challenges of FTIC students, particularly with regard to their transition to college? And particularly during the Covid-19 pandemic?
4. What is known about strategies undertaken by institutions to support the psychosocial state of FTIC students? And particularly during the Covid-19 pandemic?

Literature Question 1

What is known about the psychosocial impact of the Covid-19 pandemic on people and particularly on youth and traditional college age individuals?

In December 2019, a novel coronavirus (2019-nCoV referred to as 'Covid-19') was identified from Wuhan, China that caused an outbreak of acute infectious respiratory disease (Bao et al., 2020; Jin et al., 2022). In a matter of months, cases were reported around the world. The virus brought with it the risk of death and psychological pressure (Xiao, 2020; Duan & Zhu, 2020). Cao et al. (2020) noted the epidemic was likely to affect the mental health of students in schools and colleges as initial signs were showing up of the psychological impact of the pandemic on the general public.

Prior to the pandemic, the psychological condition of college students was already the focus of educators and public health officials. Previous studies have found negative psychological effects of public health emergencies on college students (Mei et al., 2011).

It should be noted that at the time of this research synthesis there are few studies available on the effects of the Covid-19 pandemic on people's mental health. There are even fewer studies on adolescents (Cloutier & Marshaall, 2021) and college students (Cao et al., 2020;

Dhar et al., 2020). These are not the only populations where little is known about this topic. To this point, the effects on healthcare professionals' mental health as one of – if not the – most vulnerable populations is not well known (Conversano et al., 2020). Even with so little reported in the literature on this and related topics, there are several consistent themes that emerge in what is known related to psychosocial distress. These are listed in no particular order.

- **Quarantine and School Closures.** Safety precautions requiring and/or suggesting quarantining during the pandemic led many schools to close for varying periods of time during the pandemic. This disrupted daily life of students and likely impacted their mental health. Golberstein et al. (2020) noted the potential harms to children and adolescents by school closures, citing schools often deliver important physical and mental health services. Schools often serve as de facto mental health systems for children and adolescents (Burns et al., 1995). Students in other studies linked the experiences of quarantining and social distancing to psychological impacts (Rubin & Wessely, 2020) and diminished mental health (Brooks et al., 2020; Dhar et al., 2020). Noorie et al., (2021) addressed quarantining specifically as a contributor to loneliness and social isolation while Yang et al., (2021) found that school closure during the pandemic was a type of 'separation experience' and that "separation from school was positively related to college students' perceived stress during home-schooling," (p. 12).
- **Academic Delays and/or Loss.** College is filled with challenging academic demands that include learning and examination, performance, and the mastery of knowledge in relatively short periods of time (Abouserie, 1994). According to Akgun and Ciarrochi (2003), academic demands are the most common types of stressors for college students. When students perceive excessive stress, they can experience adverse psychological

outcomes (Yang et al., 2021). The onset of the Covid-19 pandemic presented new challenges and contributed to excessive stress. Hasen and Bao (2020) noted the fear of academic year loss as “the most concern which enhances student’s psychological anxiety” (p. 2). Studies confirm relationships between diminished mental health and the epidemic connected to fears of falling behind with academic progress (Cornine, 2020; Dhar et al., 2020; Islam et al., 2020).

- **Current and Future employment.** Financial concerns and stability are common in college students and hardships caused by Covid-19 likely exacerbated strains on students’ mental health (Nyar, 2021). According to Lee (2020), some college students lost their jobs as businesses closed during the pandemic. College students may have also experienced adverse psychological effects of the pandemic when considering future employment opportunities (Wang et al., 2020).

Literature Question 2

What is known about the effects of online learning as it relates to students’ psychosocial state?

Online learning has been shown to be an effective alternative to traditional learning, but it may contribute to increased psychosocial distress in students (Akpinar, 2021). The following items are shown in the literature to have connections between online learning and students’ psychosocial state.

- **Access to online learning resources.** Infrastructure can influence students’ perceptions of online learning. While online learning can open educational opportunities to students, a digital divide may result in negative consequences including increases in anxiety and

stress (Karuppannan & Mohammed, 2020). A large number of students worldwide face educational disruption due to their lacking resources to utilize online learning (Akpinar, 2021).

- **Preparation for emergency remote instruction and/or online learning.** Students who are not willing to engage in online learning may hinder their experience with the approach. According to Steinmayr and Spinath (2009), motivation contributes to student learning. Students who lack motivation may not be willing to learn in an online environment (Muilenburg & Berge, 2005; Maltby & Whittle, 2000). According to Aydin and Tasci (2005), institutions must properly prepare students for online learning or be prepared for negative consequences. One such negative consequence of improper preparation for online learning is the added stress among students of falling behind in their academic journey. According to Hasan and Bao (2020), fear of academic year loss can lead to psychological distress.

It is important to note that many educational institutions transitioned to emergency remote instruction and did not intentionally design online learning. The abrupt and ‘forcible’ manner found in the experiences associated with this transition in spring 2020 due to the Covid-19 pandemic likely contributed to increased stress and anxiety among students (Akpinar, 2021). This may not be the case in other types of online learning where more preparation is done. A particular pedagogical approach that relates here is known as blended learning. Described by Hoic-Bozic et al. (2009), blended learning incorporates elements of traditional and online learning environments, as well as various technologies and teaching and learning methods. Blended learning can raise interest in online learning without the abrupt nature so commonly

experienced by students during the Covid-19 pandemic when they were thrust into emergency online remote instruction seemingly overnight.

- **Use of online learning platform(s) and the internet.** Students may also be distracted by the internet while participating in online learning. This effect may be related, in part, to prolonged use of online learning platforms which can contribute to nervousness and tension (Haider & Al-Salman, 2020). Islam et al. (2020) confirmed students in their study spent five or more hours per day browsing the internet. Social media platforms were a specific distraction while browsing the internet (Halupa, 2016). These difficulties may result in increased stress levels among students.
- **Peer and instructor separation.** Traditional learning in face-to-face settings promotes socialization. According to Radha et al., (2020), the inability of students to connect with peers on a personal level while using online learning is related to psychological stress. Students have also cited interaction with instructors as contributing to their experience (Akpinar, 2021). Lee and Choi (2011) found a sense of separation between students and instructors to contribute to feelings of isolation, while Vayre and Vontron (2017) found that social support provided by peers and instructors can create a sense of community and influence students' engagement. While some students' perceived lack of interaction or engagement may be anticipated in online learning, it can remain an important component or even predictor of other students' success and wellbeing.
- **Lack of guidance.** Participation in online learning may relate to a lack of guidance and counseling which can be important in addressing the psychosocial state of students (Elsalem et al., 2020). Lacking this type of guidance may result in increased stress and psychological issues among students resulting in short- and long-term consequences.

- **Fear of academic year loss.** According to Bolatov et al. (2021), students show the highest symptoms of depression and anxiety related to fears of poor academic performance. Other studies found that fear of “academic year loss” or falling behind and “losing the year” enhances students’ psychological distress (Hasan & Bao, 2020; NDTV, 2020).

Literature Question 3

What is known about the challenges of FTIC students, particularly with regard to their transition to college? And particularly during the Covid-19 pandemic?

Much is known about school-related transitions as disruptive shifts for students that increase vulnerability for psychological and social adjustment (Martinez et al., 2011; Newman et al., 2007; Rudolph et al., 2001). The transition from high school to college is a time of momentous change.

Conceptual Approaches to Understanding Transition to College

Multiple conceptual approaches are discussed in the research about how to understand transition to college. Gale and Parker (2014) describe transition as the capability to navigate change, while Hurtado et al., (1996) describe the experience as a “multifaceted phenomenon that is characterized by the resolution of psychological distress or transitional trauma” (p. 151). Another approach is that students experience changes in relationships, routines, assumptions and roles through their transition to college in phases termed “moving in,” “moving out,” and “moving through” (Chickering & Sclossberg, 1995). Others have identified psychological outcomes related to adjustment to college as including the absence of psychological distress (Chartrand, 1992) and the opposite of transitional trauma (Bennett & Okinaka, 1990).

Commonly found throughout these approaches is the central tenant that transition to college life includes psychological distress.

Psychological Wellbeing During Transition to College

A significant number of students find adapting to college life difficult. According to Conley et al. (2014), students experience the greatest distress during the first few months at university; however, others have found the greatest strain on students' psychological well being toward the end of the academic year (Cooke et al., 2006). A meta-analysis conducted by Ibrahim et al. (2014) found students exhibit symptoms of depression at higher rates than the general population. Adapting to university life may result in negative effects on the psychological wellbeing of first year in college students (Clark, 2005; Christie, 2009; Stallman, 2010; van der Zanden et al., 2018).

Cobo-Rendon et al. (2020), who analyzed affective and psychological wellbeing of college students, reported low positive affect and high negative affect in students during the second year at university. This confirms the stressful nature of the first-year experience at university. These findings are consistent with other studies that found anxiety, stress, and symptoms of depression are present in university students (Brandy et al., 2015) and sheds light as to why the first-year experience is defined as a distressing period comprised of elevations in anxiety, stress, and symptoms of depression (Bayram & Bilgel, 2008; Bouteyre et al., 2007; Cooke et al., 2006).

It is important to note that all students do not experience transition to university the same. This literature synthesis does not extensively examine this issue, but scholarship on the topic is expanding. While all historically minoritized/marginalized students such as those who are African American/Black and/or Hispanic are not homogeneous, their experiences are generally

different than non-minoritized/marginalized students (Eimers & Pike, 1997). Another study confirms differentiation in these students' experience with college adjustment (Hutz & Martin, 2007). Further, other studies have found differences in the experiences of male and female students where the latter experience greater levels of stress and distress (Cooke et al., 2006; Adlaf et al., 2001).

The “Double Transition”

When faced with the experience of transitioning to college along with the disruptive nature of the Covid-19 pandemic, it can be said that first time in college students face a ‘double’ transition. In developing their conceptual approach to understanding transition to college life, Schlossberg (1981) noted how the impact increases when the transition is unanticipated. Nyar (2021) notes the heightened complexity of transitioning to college life during the unanticipated nature of Covid-19. Nyar (2021) goes further to note that the destabilizing process of transition “may well become impossible for students to navigate,” (p. 82) when coupled with the Covid-19 pandemic.

Table 1
The Double Transition

Transition Category	First-Year Transition	Covid-19 Transition
Social/Psychological	<ul style="list-style-type: none"> ● Challenges and stressors of a new environment ● “Predisposition to loneliness, self-doubt and homesickness,” (p. 85) 	<ul style="list-style-type: none"> ● Increased levels of psychological distress due to “disruption of daily routine, anxiety about increasing infection rates and fears about financial hardships and academic delays,” (p. 85) ● Health-related fears ● Isolation due to social restrictions

Note: Adapted from Nyar (2021)

The loss of important aspects of college life during the Covid-19 pandemic such as psychological support services may lead to increased distress. Strategies by institutions of higher education to mitigate the ‘Double’ Transition are discussed in the final section below.

In summary, transition to university can be characterized by steep declines in psychological wellbeing that generally plateau after the first year and rarely return to pre-university levels (Conley et al., 2014).

Literature Question 4

What is known about strategies undertaken by institutions to support the psychosocial state of FTIC students? And particularly during the Covid-19 pandemic?

Colleges and universities commonly support the psychosocial state of students throughout their experience. This is not unique to the Covid-19 pandemic. Significant

responsibility for leading these efforts at institutions is placed on student affairs professionals, previously referred to as college student personnel. Going back decades, scholars have discussed the needs of students for guidance and psychological counseling and how the importance of student affairs professionals have increased (Caple, 1998). Throughout time, there have been various interpretations of how to best serve students' needs, but the pragmatic philosophy of John Dewey holds. According to Evans and Reason (2001), Dewey advocated a holistic approach to student development along with emphasizing the importance of experience and environment. While this philosophical approach to serving students can be applied to certain degrees for all faculty and staff, this literature synthesis examines the strategies through the lens of student affairs professionals.

Psychological distress may be experienced by students under normal circumstances. This speaks to the importance of colleges and universities developing programs and services for students regardless of where they are on their collegiate journey to have access to support. These efforts include social programs, psychological counseling, advising, and more (Luescher et al., 2021). Increased attention has been placed on the experience of historically minoritized/marginalized students' experience with transition to university (Ackerman, 1991).

As much as the "one size fits all" approach may seem easiest, institutions must recognize that all students do not experience college life the same (noted above). This is true when also thinking about the diversity of today's students. According to Martin et al., (1999), a practical implication for institutions is to provide historically minoritized/marginalized students with tools to increase their ability to be successful.

Strategies During the Covid-19 Pandemic

Student affairs professionals often serve on the frontline during times of emergency or rapid change at colleges. Student affairs professionals are often the first to communicate with students and their parents/guardians when there is an emergency. While the scholarship continues to develop on this topic, institutions have responded with the following strategies.

- **Support Mental Health Services.** While already considered a priority prior to the Covid-19 pandemic, the ‘double’ transition underscores the imperative to provide high-quality mental health services to mitigate short- and long-term consequences. According to Nyar (2021), institutions must deploy large-scale interventions including the expansion of the number of counselors available to students as well as smaller strategies such as relaxing institutional policies around how students access resources for online learning. Cloutier and Marshaall (2021) suggest using technologically-based telehealth resources to deliver mental health services to young people. Golberstein et al., (2020), supports the expansion of more telehealth mental services with youth, but notes the gaps in research as to the effectiveness in adolescents. As various strategies are explored, Grubic et al., (2020), underscores the broader importance of continued investment into additional support for vulnerable student populations pertaining to their mental health.
- **Examine Use of Online Teaching and Learning**

The experience of emergency remote instruction has raised the importance of institutions examining their practices and planning for the future. According to Hoic-Bozic et al., (2009), online learning has many advantages, but must continue to be adapted based on pedagogical understandings and evolving learning theories. One such approach is the use

of blended learning where a combination of traditional learning is combined with learning that uses various technologies and environments (Hoic-Bozic et al., 2009; Thorne, 2003).

Data Collection and Analysis

A mixed methods approach was developed for this research project. Data collected on the students' experience at Texas Tech University during the pandemic was marginal. The project utilized survey data from the institutions participation in [American College Health Association - National College Health Assessment \(ACHA-NCHA\)](#) and the [National Survey of Student Engagement \(NSSE\)](#) that captured information from students about stress, distress, well-being, mental health challenges, university climate, academics, learning, student engagement and use of services and programs on-campus were explored. Reports from the ACHA-NCHA emphasizing physical and mental health, substance use, and well-being of college students, and the NSSE, emphasizing academics, learning environment, and collegiate experience, were selected to provide insight into the impact of the Covid-19 pandemic on various aspects of the Texas Tech University students' experience.

Similar to other institutions of higher education, the responsibility for supporting students and their success is not localized to one operational or functional area. The project collected qualitative data from eleven (11) individuals in Student Life, Academic Innovation and Student Success, and eLearning and Academic Partnerships. Each of these areas contains multiple subunits/offices that are named below (see Appendix A). A protocol for semi-structured interviews was developed to gain a deeper qualitative understanding of student experience from

the perspective of university faculty and staff with familiarity with serving FTIC students. The protocol is described below (see Appendix B).

The project also considered information from Texas Tech University that included participation and enrollment data, usage reports for various student services, and other items available for document analysis. These items included:

- Admissions and enrollment data for fall 2019, 2020, and 2021;
- Aggregate “Student of Concern” reports charged as relating to health matters for fall 2019, 2020, and 2021;
- Aggregate usage information for the Student Counseling Center for fall 2019, 2020 and 2021;
- Raider Ready Program (RRP) First-Year Seminar Syllabus;
- Red Raider Orientation participation; and
- Student Life Annual Reports for 2019, 2020, and 2021.

Methods

A mixed methods approach for data collection was developed to understand the psychosocial impact of Covid-19 on first year college students entering Texas Tech University from high school, impact of abrupt shift to online learning, and the effectiveness of strategies implemented by the university. Like many colleges and universities, Texas Tech University was thrust into crisis management at the start of the pandemic in March 2020. The university prioritized their administrative efforts to manage emerging health and safety concerns, keeping their students enrolled in coursework, managing university faculty and staff, responding to concerned families and stakeholders, and problem-solving emergency situations as they arose

throughout the university system. During this time, the university did not collect pandemic-specific data from students about their experiences, mental and physical health and well-being, or their concerns, perceptions, and needs.

In the absence of first-hand student surveys, interviews, or other data gathered by the university from spring 2020 to fall 2022, a mixed-methods approach was developed using the data, resources, and organizational processes in place at the university. The mixed methods data collection and analysis plan, along with the project and literature review questions can be found below (see Appendix G).

Results from two nationally recognized student surveys, ACHA-NCHA and NSSE, administered at Texas Tech during Spring semesters on alternating years from 2019-2022. The National College Health Assessment survey conducted by the American College Health Association, ACHA-NCHA was administered at Texas Tech University in February 2020 and again in February 2022. The [ACHA-NCHA](#) collects data on college students' alcohol, tobacco and substance use, sexual health, physical and mental health, and personal safety and violence.

In 2022, the ACHA-NCHA also included questions focused on the impact of the Covid-19 pandemic. First-year undergraduate students who participated in the ACHA-NCHA at Texas Tech University represented approximately twenty percent of the institution's overall responses in 2020 and 2022, but could not be separated from the other Texas Tech University students given the data available to us.

The NSSE assesses the extent to which students engage in educationally purposeful activities, institutional requirements and challenging nature of coursework, student perceptions of college environment, estimates of academic and personal growth (see Appendix A). The data collected from these surveys were used to understand the psychosocial impact on students, the

psychosocial impact of online learning, and student utilization of resources at Texas Tech University.

Descriptive statistical analysis using two-tailed independent t-tests of all 66 questions and associated sub questions on the ACHA-NCHA-TTU and NSSE-TTU and with known standard deviations conducted using MS Excel. Texas Tech student responses from NSSE-TTU 2019 and ACHA-NCHA 2020 were treated as “pre-treatment” samples as they were collected prior to the start of the Covid-19 pandemic. ACHA-NCHA-TTU 2022 and NSSE-TTU 2021 student responses were treated as “post-treatment” as they were collected 12-24 months after the beginning of the pandemic. In instances where survey data was given using score means and percentage of respondents with a known number of responses, two-tailed independent z-tests were used to determine statistical significance. A 95% confidence interval with significance established p equal to or less than 0.05 was used for both two-tailed independent t-tests and z-tests. Appendix H contains a table of the descriptive data analysis for all questions of the ACHA-NCHA-TTU in 2020 and 2022 and Appendix J contains data analysis for areas of the NSSE-TTU in 2019 and 2021.

An extensive review of the literature was conducted using Atlas.ti, a computer-assisted concept-cloud mapping software application, to explore key concepts connected to psychosocial impact of Covid-19. ATLAS.ti was used to auto code concepts in the literature and interview transcripts and generate frequency-based code systems when comparing key concepts across various data sources. Thematic clustering of concepts was done manually to aid in identifying trends in data related to the project questions and literature review. The same process using Atlas.ti followed by manual concept clustering was repeated for interview transcripts. Figure 4 below is the computer-assisted concept cloud generated to assist with identifying relevant

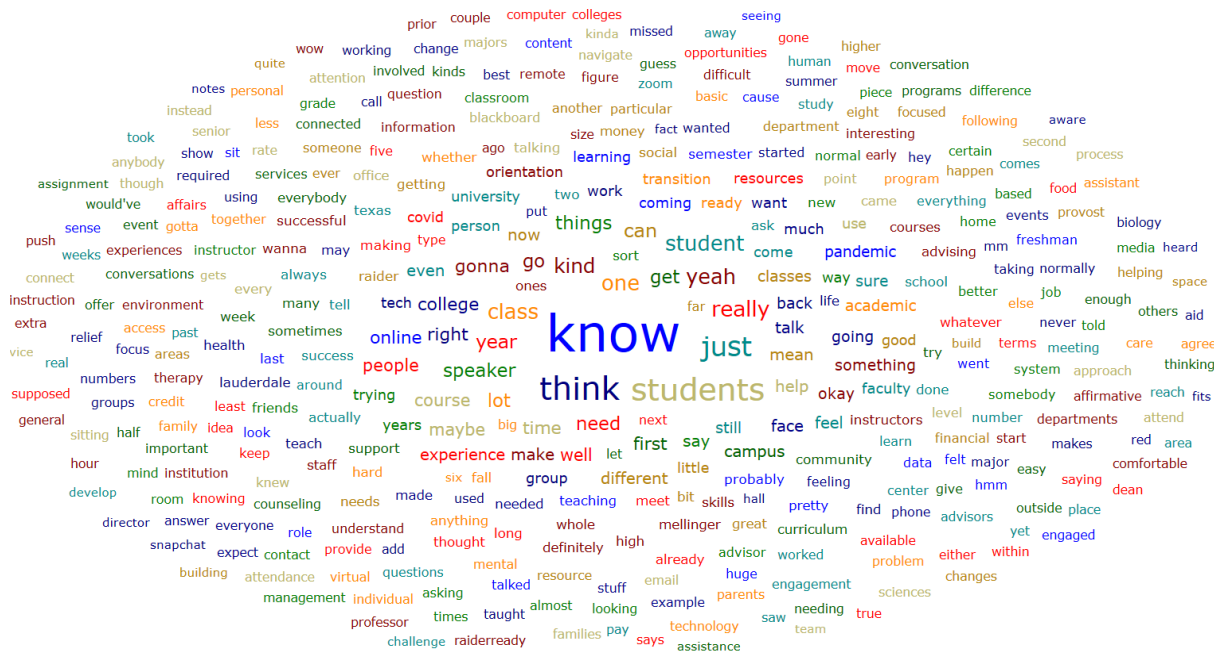
Student Life, Academic Innovation and Student Success, and eLearning and Academic Partnerships at Texas Tech University. Staff and faculty interviews were used to understand lived experience of university professionals working with FTIC students in the absence of student experiential surveys collected during the pandemic. The interview transcripts were analyzed using traditional color-coding to key themes across all 10 interview transcripts. Table 2 contains a snapshot of this qualitative analysis of the transcripts with tracked recurrence of common themes across all interviewees. A complete codebook of the traditional interview transcript analysis conducted can be found in Appendix K.

Table 2
Snapshot of Traditional Interview Transcript Coding

Semistructured Interview Codebook			Traditional coding method											
Research Question	Color	Theme	SS1	SS2	SS3	SS4	SS5	OL1	SL1	SL2	SL3	SL4		
nts?		anxiety	x				x		x		x	x		C SS1
		Alcohol use									x	x		V SS2
		change in student attitude				x	x		x					M SS3
		students disconnected discussions and campus experience	x	x	x	x					x			J SS4
		depression signs not detected readily by instructors but knew something wasn't right	x	x					x					M SS5
		Always on cellphone; more distracted	x	x		x								M OL1
		noticeable difference in students/ change in behavior	x	x	x	x	x	x	x	x	x	x	x	T SL1
		distressed	x	x			x				x	x		M SL2
		uncertainty	x	x	x	x		x	x		x	x		E SL3
		experience of college reduced from expectations	x	x	x	x	x		x	x		x		D SL4
		World changed drastically and abruptly	x					x					x	
		handling crisis and coping not experienced much by 1st-year students; not knowing how to make decisions; no one to help because everyone went remote	x		x		x					x	x	

This process was followed by artificial intelligence (AI) assisted auto-concept coding using Atlas.ti to conduct exploratory analysis of the interview transcripts and generate frequencies of concepts across all interviews. Figure 5 shows the concept cloud of the Texas Tech University staff and faculty members interviewed. A comparison of auto-concept coding and traditionally coded interview transcripts was done to identify any gaps and unexpected findings.

Figure 5
Interview Concept Cloud Using Atlas.ti



Limitations

From the earliest of conversations about this project with Texas Tech University, it was clear that the project would face several challenges that may create limitations. These including:

- In March 2022, Texas Tech University implemented a sizable reorganization through the Office of the Provost. This reorganization moved entire units/offices, shifted reporting lines, and released several senior leaders from their administrative roles. Student Affairs became Student Life and was placed under new leadership. Red Raider Orientation was moved from Student Affairs to Enrollment Management. University Programs and Student Success became Academic Innovation and Student Success and was placed under new leadership. Several units/offices were moved from Student Affairs/Life to this newly organized division, including Parent & Family Relations, Transition and Engagement, the University Career Center. The reorganization presented numerous challenges in

identifying available data. Almost all of the Office of the Provost was impacted by the reorganization (see Appendix C).

- Some interviewees were selected from a list of RRP 1100 instructors who had taught prior to the Covid-19 pandemic, as well as during the pandemic. The sample size of these interviews was relatively small given the number of instructors.
- Data collection was impacted as a result of numerous data management systems and inconsistency in terminology used across the institution. Reference to these points is included below.

Findings

Despite the challenges cited above as potential limitations, the project produced five findings. Some findings have multiple components underneath an overarching theme. Each finding is connected to the appropriate project question in headers. These findings address our project questions given available data.

Finding 1: Students Experienced Negative Psychosocial Impact

Project Question 1: What was the psychosocial impact of the Covid-19 pandemic on FTIC students?

Based on the limited data available on students' experiences at Texas Tech University during the pandemic, students experienced negative psychosocial impact marked by heightened distress, a decrease in well-being, an increase in stress and anxiety, and increased food insecurity. Students continue to experience financial and emotional stress as a result.

Given the limited data collected on student experience by Texas Tech University during the pandemic, an analysis of ACHA-NCHA-TTU results at the institution from February 2020 and February 2022 was conducted. Based on Texas Tech University student responses in 2020 and 2022, there was a statistically significant increase in the level of psychological distress, a

decrease in wellbeing, an increase in stress and anxiety, and an increase in food insecurity. Additionally, an increase in Type I and Type II diabetes among students diagnosed with diabetes can also be seen between 2020 and 2022 ACHA-NCHA at Texas tech University. A growing body of research suggests a relationship between food insecurity, psychological distress, depression, anxiety, and stress. (Wolfson, et.al, 2021). Food insecurity is also associated with chronic disease such as diabetes and poor academic performance and hyperactivity among students. (Feeding America, 2022)

The number of students reporting anxiety, attention-deficit/hyperactivity disorder (ADHD), and stress as impediments to their academic performance also increased from 2020 to 2022. In 2022, the ACHA-NCHA-TTU results indicate an increase from 36.5% to 41.3% of students diagnosed with stress between 2020 and 2022. More students were also diagnosed with anxiety in 2022 than in 2020, 33.9% vs. 27.9%, and more students were diagnosed with ADHD/ADD. Texas Tech University students also reported an increase in low or very low insecurity from 48.6% to 56.5% in 2022. Lastly, among students diagnosed with diabetes, a significant increase in Type I and Type II diabetes was also reported in 2022.

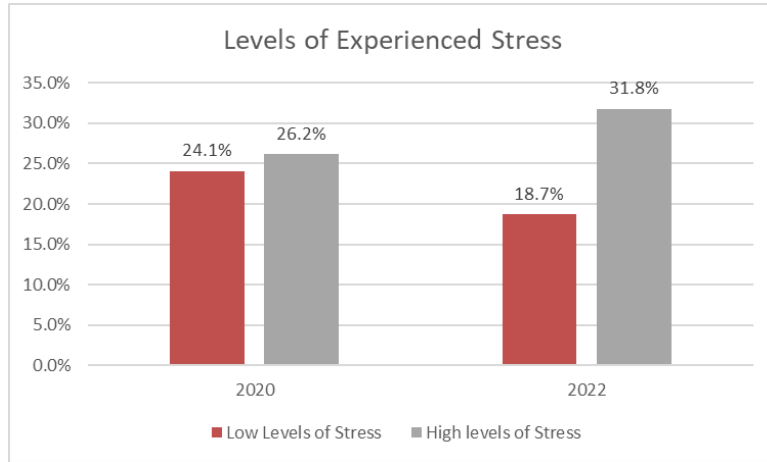
Table 3.
ACHA-NCHA-TTU Analysis - Change in Diagnosis and Food Insecurity

Diagnoses in the last 12 months Affecting Academic Performances	2020	2022	Trend	% Diff.	Sig.?	p	z
Anxiety	27.9%	33.9%	increase	0.04%	yes	0.01046	-2.56090
Attention-Deficit/Hyperactivity Disorder (ADHD)/ADD	7.8%	13.0%	increase	0.03%	yes	0.00084	-3.33510
Stress	36.5%	41.3%	increase	0.03%	yes	0.04884	-1.97350
Food Insecurity	2020	2022	Trend	% Diff.			
High or marginal food security (score 0-1)	51.4%	43.4%	decrease	-16.9%			
Low food security (score 2-4)	25.7%	29.9%	increase	15.1%			
Very low food security (score 5-6)	22.9%	26.7%	increase	15.3%	Sig.?	p	z
Any food insecurity (low or very low food security)	48.6%	56.6%	increase	15.2%	yes	0.00152	-3.17470
Of students who reported being diagnosed with diabetes or pre-diabetes/insulin resistance indicated:	2020	2022	Trend	% Diff.	Sig.?	p	z
Type I Diabetes	16.7%	28.6%	increase	52.54%	yes	<.00001	-5.58530
Type II Diabetes	27.3%	40.0%	increase	37.74%	yes	<.00001	-5.30190
Pre-diabetes or insulin resistance	63.6%	43.8%	decrease	-36.87%	yes	<.00001	7.85600
Gestational Diabetes	13.6%	7.7%	decrease	-55.40%	yes	0.00012	3.83060

Note: Significance at p <.05. ACHA-NCHA-TTU, 2020 & 2022

Texas Tech University students also reported an increase from 26.2% to 31.8% in higher levels of experienced stress in the twelve months preceding February 2022 while fewer students, 24.1% to 18.7%, reported experiencing low levels of stress.

Figure 6
Level of Stress



This rise in experienced stress coincides with a significant rise in moderate to serious levels of psychological distress, from 21.4% to 51.3% and 17.5% to 25.6% respectively, measured on the Kessler 6 Scale for Non-Specific Psychological Distress. During the same interval, Texas Tech students showed a lower score for psychological well-being, from 45.84 to 44.53, on the Diener Flourishing Scale included in the ACHA-NCHA survey.

Figure 7
Psychological Distress

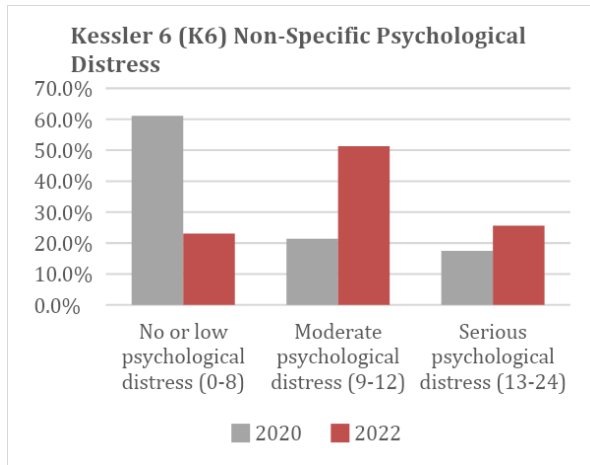
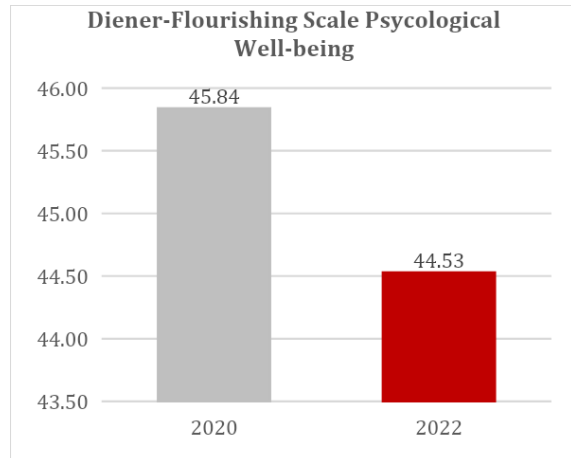


Figure 8
Psychological Well-being



Overlapping these trends, the Suicide Behavior Questionnaire-Revised (SBQR) screening score shows an increase in positive suicidal screening score from 26.40 to 33.0 and the percentage of students reporting self-injury defined as intentionally cutting, burning, bruising, or otherwise harming oneself increased from 8.6% to 12.9%.

Figure 9
Suicide Behavior Questionnaire Revised Score

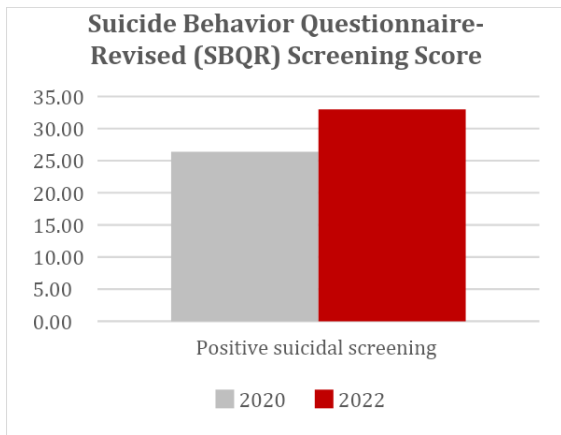
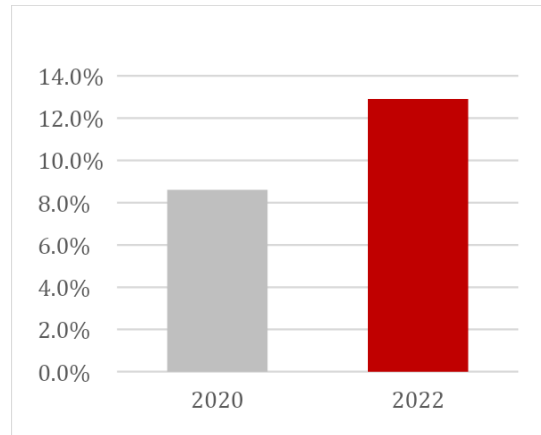
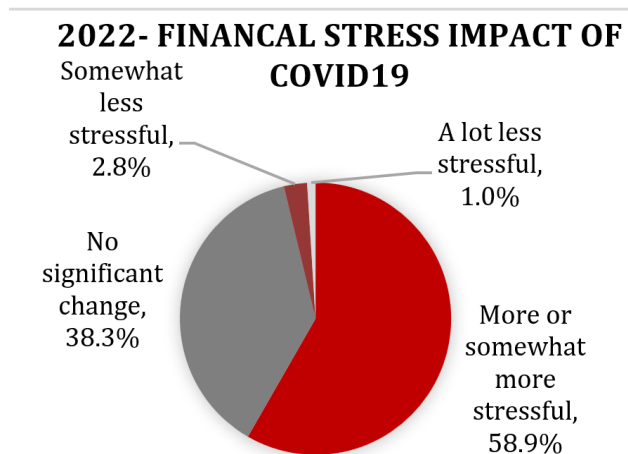


Figure 10
Student Reported Self-Harm



In 2022, the American College Health Association asked students several questions about the impact of COVID19, two years after the beginning of the global pandemic. A significant increase can also be seen among Texas Tech University students reported experiencing stress and 58.9% reported stress due to their current financial situation being affected by the Covid-19 pandemic.

Figure 11
Financial Stress Impact of COVID19



The ACHA-NCHA-TTU analysis further revealed an increase in the number of students reporting challenges to their well-being. While earlier research has held that challenges with relationships, financial difficulties, and meeting responsibilities and roles are stressors for college students (Yang et al., 2021), social changes in education have increased the use of distance and online education resulting in increased isolation and independence resulting in additional pressure (Hurst et al., 2013). These challenges and changes in the education domain were worsened by the Covid-19 pandemic creating increased concerns for universities. Analysis conducted as part of this project confirmed students at Texas Tech University reported increased stress from these challenges across the pandemic period (see Table 4).

Table 4

Challenges Reported as Affecting Well-Being in the Past 12 Months

Challenges to Mental Health and Wellbeing in the past 12 months	2020	2022	Trend	% Diff.	Sig.?	p	z
Finances	49.9%	55.5%	increase	10.63%	yes	0.02642	-2.22220
Personal appearance	41.6%	56.6%	increase	30.55%	yes	< .00001	-5.94210
Health of someone close to me	34.9%	43.1%	increase	21.03%	yes	0.00090	-3.32440
Death of a family member, friend, or someone close to me	23.7%	28.8%	increase	19.43%	yes	0.02202	-2.28940
Bullying	7.3%	7.1%	decrease	-2.78%	no	0.88076	0.15330
Cyberbullying	1.7%	4.2%	increase	84.75%	yes	0.00410	-2.87400

Note: Significance at $p < .05$. ACHA-NCHA-TTU, 2020 & 2022

The alignment of many challenges reported by students at Texas Tech University and the literature that has been published on the effects of the pandemic on student well-being underscores the importance that the institution examines these matters further. It is likely that students' success would improve from additional programs and services aimed at reducing these stressors and students continue to matriculate through their educational journey.

Finding 2: Housing and Disseminating Data

Project Question 1: What was the psychosocial impact of the Covid-19 pandemic on FTIC students?

Texas Tech University does not have a centralized means of housing and disseminating data on students' experiences.

Collecting data on students' experiences at Texas Tech University proved challenging as no centralized repository exists. Numerous administrators, faculty and staff referred to this during informal conversations about the project questioning where certain pieces of data on students' experiences is housed and who has access to it. Others surfaced concerning comments about decision making based on observation and, in some cases, assumptions alone. When queried about how decisions to steer resources were determined, one interviewee stated that one "can just tell." This was troubling given the sheer size of the student population at Texas Tech University being over 40,000. Through the commentary shared in numerous interviews, a culture was being described where decisions were not evidence-based or traceable to sources of data.

While some interviewees did not speak to the problematic nature of this approach, others did noting the need for better tools in figuring out what students need and how to bridge them with appropriate programs and services.

It was also discussed that better tools to understand students' experience were not the only thing missing. A place to house such information and a way to disseminate it across the institution were absent. Two examples of existing sources of data brought in on this project (discussed above) that would benefit from a centralized means of housing and dissemination in the ACHA-NCHA-TTU and the NSSE-TTU.

- The results of the ACHA-NCHA-TTU survey are reviewed by the RISE Office, Student Life leadership, and other select institutional partners but are not made widely available for colleagues.
- The NSSE-TTU results are reviewed by a wider selection of administrators at the institution and the results are made publicly available on the Office of Planning and Assessment [website](#).

Each of these assessments collect valuable data on students' experiences, yet the results are housed and disseminated differently. The results of one tool are shared among select institutional partners, while the other is publicly accessible. Both tools measure aspects of students' experiences, yet are administered and analyzed by units in different areas of the institution.

A third example that illustrates the disjointed approach to housing and disseminating data on students' experiences at Texas Tech University is a Covid-19-related survey administered by the College of Human Sciences. During an informal conversation about the project with an

individual with a faculty appointment in the College of Human Sciences, the project investigators learned of a survey conducted in January 2021. According to the survey report, the instrument collected data on “student’s actions and perceptions in regards to their academics as a result of changes implemented due to the Covid-19 pandemic.” The individual who shared information on this college-specific initiative referenced the results were shared at a meeting for vice provosts, but did not elaborate beyond that on any other dissemination efforts or how the results were integrated to inform college-specific or institutional strategies.

Despite the limited data available for this project, the project found considerable opportunity to expand the institutional culture, or lack thereof, for evidence-based decision making through collecting better data on students’ experience. Further, the project found Texas Tech University did not have a centralized means of housing and disseminating data on students’ experiences. Given the importance of institutional leaders developing and implementing evidence-based practices in decision making, this finding supports recommendation #2 in the section below.

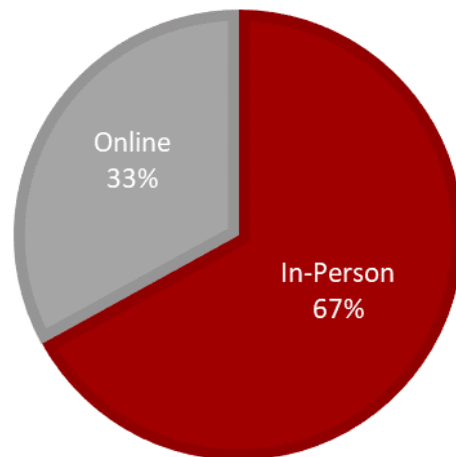
Finding 3: Online Learning Options

Project Questions 2 and 3: What was the psychosocial impact of online learning on FTIC students? How were the strategies implemented by Texas Tech University utilized by students?

While some students struggled with emergency remote instruction, a portion of students want online learning options to continue.

Despite numerous challenges with emergency remote instruction students and faculty, many students at Texas Tech University indicated in the ACHA-NCHA-TTU (2022) they would like to continue learning online. According to respondents, 33% of students enrolled in online courses at Texas Tech University want to continue taking online coursework.

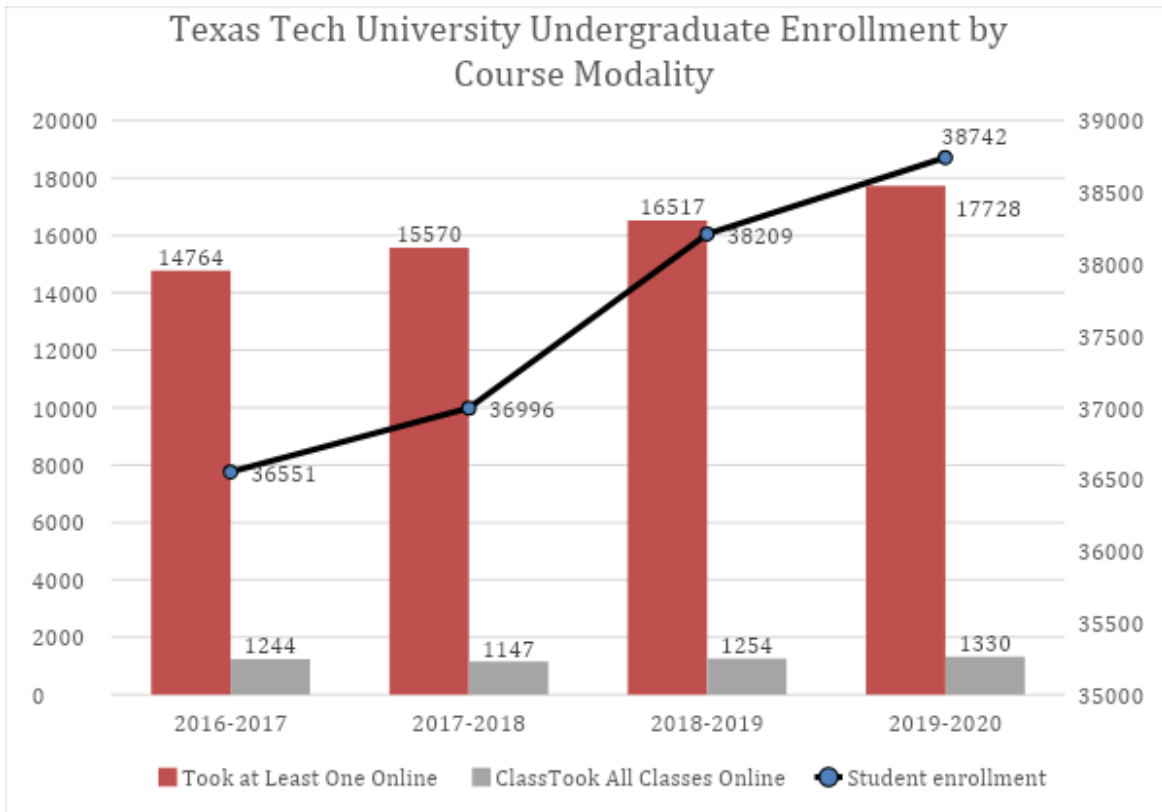
Figure 12
Course Modality Preferences



Note: ACHA-NCHA-TTU (2022)

This finding is not unusual for Texas Tech University considering their student enrollment data proceeding the COVID19 pandemic in March 2020. In the four years before the pandemic when nearly all courses were required to pivot to virtual instruction, Texas Tech experienced a steady increase in the number of undergraduate students enrolled in at least one online course as well as a moderate increase in students opting for online courses exclusively.

Figure 13
Texas Tech University Undergraduate Enrollment by Course Modality



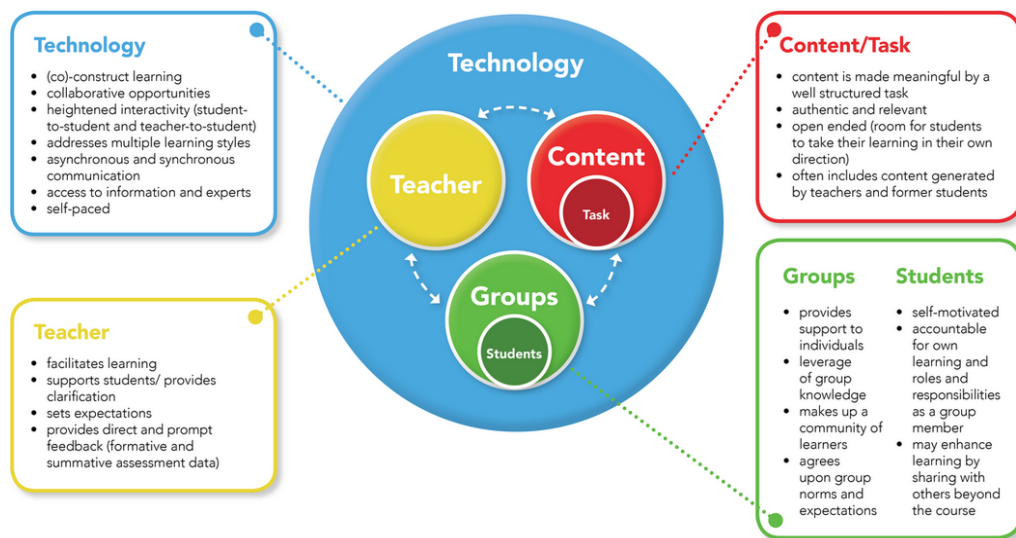
An administrator with eLearning and Academic Partnerships echoed the trend in student preferences for courses at Texas tech University.

I've noticed that students actually like taking classes online. So, we have more students requesting to take classes online. Our online numbers keep going up and we've had more and more students want to go into online programs. You know, they want to go into programs that at least they can take a large majority of their classes online.

However, all eLearning courses are not designed intentionally and thus not as effective instructionally. A senior administrator with eLearning and Academic Partnerships stated that integral components of intentionally designed online classes include short snippets of lecture intermixed with student to student, student to faculty, and individual reflection or working space.

Intentional design for online learning also requires development of modules of a particular course in advance of starting the course for students. This allows instructors to intentionally plan interactive activities, discussions, and incorporate technology after testing before introducing the course to students. In many cases, emergency remote instruction during the pandemic did not demonstrate the components of high-quality online learning. Undergraduate students and instructors alike have spoken to the ineffectiveness of emergency remote instruction (Pagota et al., 2021).

Figure 14
Online Learning Framework Based on Palloff & Pratt (1999; as cited by Oakes, 2015)



What occurred during Covid-era emergency remote instruction was far from carefully or intentionally designed and this occurred not only at Texas Tech University, but in colleges and K-12 settings nationally. Many course instructors delivered instruction remotely by placing a computer camera in front of them but not adapting to the absences of students in the same room. Although the university provided training to faculty and staff members unfamiliar with new technology, applications, and learning platforms such as Blackboard (used around Texas Tech

University for many courses), the same intentionality to prepare students for digital learning experiences did not exist. Many interviewees indicated students did not know how to navigate online learning. Like faculty and staff in many learning institutions nation-wide, Texas Tech University assumed students were digital natives based on their use of social media, gaming or entertainment-based technology. A senior administrator with eLearning and Academic Partnerships stated:

I think having to take all of their classes online, we think our students are digital natives and so, you know, they can just breeze through everything. They really can't. I mean, they know how to check their Instagram and TikTok and, and how to text, but that's pretty much the extent.

Despite the lack of intentionality in planning and designing emergency remote instruction during COVID19, early student learning indicators from the NSSE survey analysis show academic learning may not have been negatively impacted for students in the sample populations of each survey. The NSSE-TTU student survey analysis for 2019 and 2021 revealed no statistically significant differences for first year students in higher-order learning, reflective & integrative learning, or learning strategies. While the quality of student learning during COVID19 was outside the scope of this project, the findings from the NSSE survey analysis suggest it may be possible to meet the course modality preferences of Texas Tech University students while supporting the university's learning standards.

Table 5
NSSE-TTU Analysis: Academic Challenge

First-Year Students Academic Challenge - Unpaired Two-Tailed Test Results										
	2017	2019	2021	Trend	Sig.?	P	Mean Diff.	T	df	SE
Higher-Order Learning Mean	36.4	37.1	37.0	decrease	no	0.08814	-0.100	0.1493	2060	0.670
n	382.0	573	1,489							
SD	13.5	13.7	13.6							
Reflective & Integrative Learning Mean	32.7	33.1	34.0	increase	no	0.1153	0.900	1.5753	2237	0.571
n	405	635	1,604							
SD	12.1	12.4	12.1							
Learning Strategies Mean	37	37.3	37.6	increase	no	0.6796	0.300	0.413	1930	0.726
n	316	528	1,404							
SD	14.1	14.3	14.2							

Finding 4: Disparate Technology Systems

Project Question 3: How were the strategies implemented by Texas Tech University utilized by students?

Disparate technology systems at Texas Tech University contribute to challenges experienced by students, faculty and staff.

It is increasingly common for institutions of higher education to utilize many disparate technology systems. This is due in part to institutions deploying platforms gradually as new products or upgrades become available. While these actions may address specific needs of institutions, they contribute to an increasingly fragmented information technology system where platforms store data in multiple locations often not ‘speaking’ to each other. The end-user in the case of colleges and universities is primarily students, faculty, and staff. Navigating disparate technology systems may contribute to the psychosocial state of end-users as surfaced during semi-structured interviews for this project.

One interviewee discussed having seen a presentation in connection with the Texas Higher Education Coordinating Board (THECB) on the topic of how many disparate systems students generally navigate in an academic year. The Senior Student Success Administrator shared:

They [THECB] had done a survey, and students were having to interact with approximately 70 different electronic tools in one academic year between software to take quizzes, electronic textbooks, learning management systems, open-source learning platforms, and more.

Another interview layered the experience of navigating disparate technology systems on top of the experience of being a first-year student during the pandemic. A Senior Online Learning Administrator stated:

You have these students that haven't even really set foot on Texas Tech's campus because we did everything virtually that summer. And now they're expected to log in and be able to get into their classes and to know exactly how to maneuver Zoom, Collaborate, Teams, and Skype and whatever else anybody was using. It made it really difficult for them. Plus they didn't really feel like they had a sense of belonging.

This experience was not the same for all students. It was compounded by individualized experiences. Students who utilized services through one of the many resources available at the institution such as the Student Counseling Center had to navigate additional platforms to access that specific support. Practice has shown that when students experience difficulty in accessing resources they may opt to not utilize the resource entirely. These challenges of disparate systems were not limited to students at Texas Tech University, but were experienced by faculty and staff too. A student life administrator and mental health clinician shared about their experience as a staff member saying:

It was a lot of emailing. Here's how you do it [sign up for counseling], a lot of tech troubleshooting trying to figure out how to do our forms in a secure way. I think we

ended up starting with DocuSign and then switching to Adobe Sign. And we had to troubleshoot with our staff about how to get on remote desktops.

Institutions have long questioned the platforms they deploy in efforts to provide high-quality education and ensure efficiencies are met in other operational areas. Conole et al. (2008) noted the complexity and multi-faceted environments in which college students are navigating and the role of technology. Kennedy et al. (2006) addressed how institutions are largely unequipped to stay ahead given the evolving nature of instructional practices in such a technology-enhanced environment. It is fair to question whether it does more harm than good for institutions to piecemeal together disparate technologies in such a complex environment or hold on adding new platforms while running the risk of falling short of student expectations and/or failing to address educational needs.

An example was cited in several interviews regarding the rollout of a new technology system, Salesforce. When fully implemented, this program will bring new functionality for recruitment, admissions, financial aid, and more. It will provide a variety of methods to communicate with students, including text messaging capabilities. This platform will also change the way many areas of the institution can run reports and analyze data on students at Texas Tech University. This is an example of a program with a rich offering of functions (i.e., it will not serve only one purpose). From the way it was described in interviews, the university has been much more intentional about getting buy-in from across the institution. This is reiterated in a snapshot provided by the Salesforce company (see Appendix E). While the full functionality of this software package is still being implemented at the institution, these are the types of opportunities the institution should consider when implementing new systems.

This project found that the number of disparate technology systems at Texas Tech University contributes to challenges experienced by students, faculty and staff. This finding supports recommendation #4 in the section below.

Finding 5: Raider Ready Program

Project Questions 3 and 4: How were the strategies implemented by Texas Tech University utilized by students? How did university administrators interpret the success of the implemented strategies?

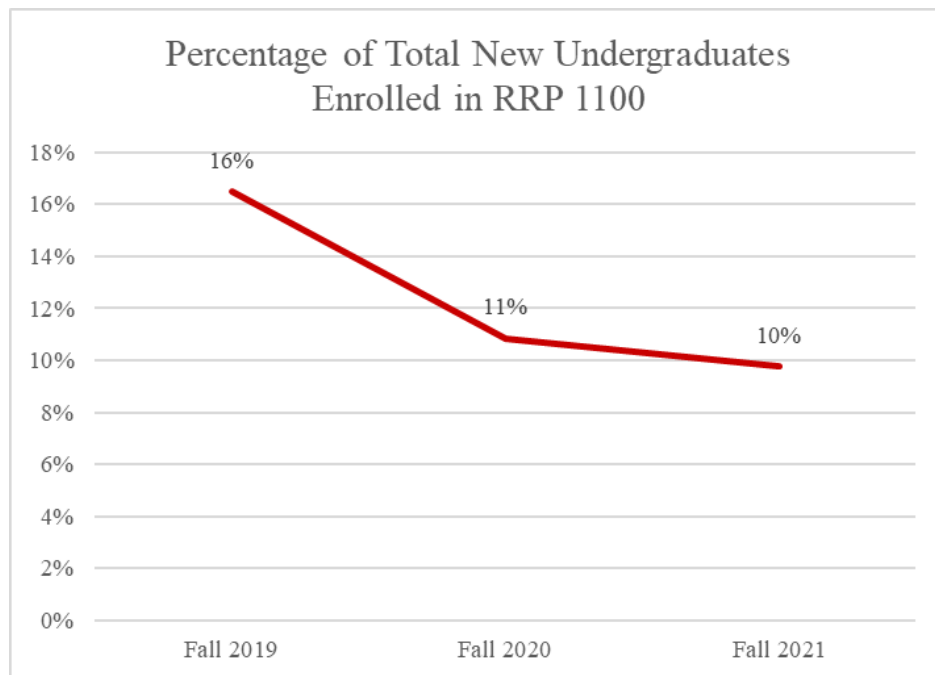
The Raider Ready Program is rigid in its “one size fits all” approach in supporting first-year students' transition to university life from high school. The program also showed deficiencies in its strategy to recruit and onboard instructors.

Texas Tech University has what can be referred to as a centralized-decentralized model to support first-year students. As part of the Academic Innovation and Student Success area, Student Engagement administers first-year experience programs and services aimed at supporting students' transition to the university. Prior to spring 2022, Student Engagement was part of a unit called Transition & Engagement in Student Affairs (now titled Student Life). Beyond the programs and services available to students through Student Engagement, other areas may provide their own efforts. Examples of these efforts range from Red Raider Orientation organized through Orientation Services, reporting under Undergraduate Admissions (previously part of Transition & Engagement) to transition courses found in several colleges such as the Honors College and Rawls College of Business.

The RRP 1100 course is offered as part of the Raider Ready Program through Student Engagement. According to the [program website](#), RRP 1100 is a “A one-hour, first-year student seminar course designed for students to successfully manage the transition from high school to Texas Tech.” Enrollment in RRP 1100 is not mandated for first-year students at Texas Tech University, but is recommended when students do not have a college- or department-specific

transition course. Enrollment in RRP 1100 has decreased from 16% in Fall 2019 to 10% in Fall 2021 as shown in the figure below. It is important to note that the exact number of other first-year or transition-related seminars offered at the institution, as well as the number of FTIC students enrolled in those courses, was not collected as part of this project. The topic was raised with several interviewees from Student Life, and Academic Innovation and Student Success, but none were sure. It was believed that a single listing of such courses is not tracked by any area of the institution. Examples found of other courses at the institution focused more heavily on introducing students to a set of academic disciplines within a particular college or school and future career opportunities that align with degree opportunities.

Figure 15
Percentage of Total New Undergraduates Enrolled in RRP 1100



This project examined RRP 1100 as it was an important component of Texas Tech University’s strategies to support first-year students transitioning to university and was part of the array of efforts that students may participate in regardless of affiliation with specific

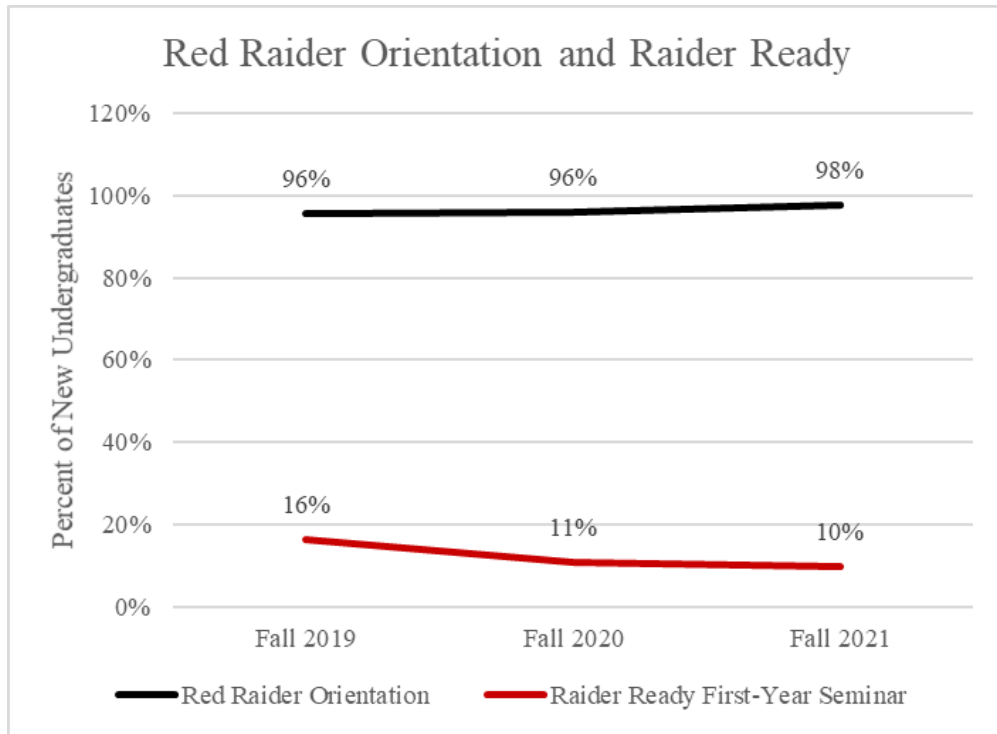
academic colleges and schools. The RRP 1100 course was also the only example we could find that focused on the transition to university more broadly. Through the analysis of enrollment data and the course syllabus, along with semi-structured interviews with current and former instructors, the project found significant changes to RRP 1100 are warranted.

The enrollment data showed a decrease in participation raising concern given the momentous change associated with many students as they transition from high school to college. The scholarship noted above (see Literature Synthesis) notes school-related transitions increase vulnerability for psychological and social adjustments (Martinez et al., 2011; Newman et al., 2007; Rudolph et al., 2001). As Texas Tech University continues to see year-over-year growth in students enrolling from high school, one would expect to see participation in the first-year transition course increase. While some decline in RRP 1100 enrollment may be attributed to colleges utilizing their own first-year seminars, this raises questions about the Raider Ready Program given concerns shared during project interviews (discussed in more detail below).

It is also unclear the precise audience intended to be served by RRP 1100 beyond including FTIC students. During interviews, references were made to the diversity of students who take the course. These include underrepresented students (i.e., first-generation students, students of colors) and those who are undeclared meaning they have not declared an academic major. Scholarship demonstrates that first-generation college students (Radunzel, 2018), students of color (Museus et al., 2018), and undeclared students (Mangan, 2011) face unique risks navigating higher education that can negatively affect their success. In reviewing the scholarship on the matter of first-year or transition-related courses, it is generally understood that these are established interventions for supporting these students' transition to university.

This project did not examine the full scope of the first-year experience at Texas Tech University to include other first-year seminars in the institution's academic colleges and schools. A preliminary scan of first-year course syllabi from some of the colleges and schools at Texas Tech University found numerous approaches to addressing the needs of students ranging in how the courses approach basic life skills, acclimation to university life (particularly to Texas Tech University) and the support services available through the institution. This project does not address whether Texas Tech University should consider a singular model or framework for first-year transition courses to be implemented across the institution. There would likely be significant challenges in mandating such an approach, but there is precedent in another aspect of the first-year experience. Texas Tech University does mandate all new undergraduate students participate in Red Raider Orientation that is centrally organized through the Office of Orientation Services (previously part of Transition & Engagement in Student Affairs before the reorganization of spring 2022). The graph below shows participation and enrollment differences between Red Raider Orientation and the Raider Ready Program's first-year seminar (RRP 1100).

Figure 16
Red Raider Orientation and Raider Ready



A similar requirement for students to participate in a transition-related course as with orientation may strengthen the first-year experience at the institution. As part of a recommendation to review the Raider Ready Program in the section below, the institution should consider a broader, more holistic examination of the first-year experience.

The project surfaced another area of concern specific to the Raider Ready Program. Document analysis on the course’s syllabus (see Appendix X) and semi-structured interviews with current and former RRP 1100 instructors found problems with the RRP 1100 curriculum.

These concerns led some instructors to step away from the program. Instructors are provided the curriculum in the form of a “bedrock syllabus” to use for RRP 1100 that seems to

fall short in addressing the needs of first-time college students. According to a senior student success administrator:

I quit teaching Raider Ready because I deviated [from the bedrock curriculum], and I just thought, ‘I am not making an impact... this is not a good use of my time. And, so, I’m going to try to figure out how to help students in a different way.

A senior student life administrator who previously taught a section of RRP 1100 added:

The curriculum was very locked in. It was very prescribed. I adjusted the curriculum in ways that I thought would be better for the students or what they might actually need or want to learn. I thought some of the curriculum was checking boxes as opposed to what would actually be helpful to students as they transition.

Curricular changes to this program should blend first-year college students’ needs with promising practices on supporting transition to university life for which there is an extensive body of research. The curriculum needs a co-constructive approach. Instructors need training on available resources and the signs and symptoms to look for in students experiencing distress.

Moving beyond curricular matters, project interviews found instructors felt unprepared for the task of teaching RRP 1100 and that there was a lack of flexibility from program administration in developing sections of the course. A senior student life administrator and former RRP 1100 instructor stated:

There wasn’t a solid preparatory training for instructors to try to level the playing field [among more prepared versus less prepared instructors] and I don’t feel like there really was much effort in terms of onboard[ing] instructors.

The RRP 1100 and college-specific first-year seminars create an amalgamation of courses that are filled with inconsistent information shared with students, siloed efforts, and numerous

gaps in understanding of available campus resources. This creates missed opportunities for the university to build faculty-student and student-student connections during an important stage of students’ development that could increase students’ sense of belonging, raise student retention rates, and address needs of an increasingly diverse student population.

Recommendations

The project findings laid the foundation for four recommendations for two areas at Texas Tech University: Student Life, and Academic Innovation and Student Success.

Recommendation 1

Recommendation	Related Finding	Related Project Question
Collect comprehensive data on students’ experiences.	Finding 1: Based on the limited data available on students’ experiences at Texas Tech University during the pandemic, students experienced heightened distress and continue to experience financial and emotional stress as a result.	Project Question 1: What was the psychosocial impact of the Covid-19 pandemic on FTIC students?

Based on the data reviewed as part of this project, students at Texas Tech University experienced distress as a result of the pandemic. The project found that students reported increases in stress and in course challenge/difficulty, while indicating decreases in the amount of time spent learning with peers and with faculty. Student Life, and Academic Innovation and Student Success, should lead efforts at the institution to collect comprehensive data on students’ experiences. This work warrants and will likely require collaboration with other areas at the institution (i.e., Auxiliaries, Colleges and Schools, Institutional Research, etc.).

Based on what we learned during the project, it is difficult to articulate Texas Tech University's strategy to collect data on students' experience. The ACHA-NCHA and NSSE appear to be the only recurring large-scale data collection efforts intended to capture, in part, the students' experience. The data collected using those instruments is valuable, but it only provides a glimpse into life at Texas Tech University. During the Covid-19 pandemic, Texas Tech University missed opportunities to collect comprehensive data on students' experience. This data would have been valuable in the institution's decision making to develop and implement programs and services that traced back directly to students' needs. Using ACHA-NCHA-TTU and NSSE-TTU, the project found that students reported increases in stress and in course challenge/difficulty, while indicating decreases in the amount of time spent learning with peers and with faculty. The richness of this data was limited. Had better data been collected during the pandemic, we could have presented a more accurate description of Red Raiders' experience.

It is imperative that the institution develop a strategy to collect comprehensive data on students' experience in the future. Student Life, and Academic Innovation and Student Success are uniquely positioned to facilitate institution-wide dialogue about this matter. Several guiding questions are presented for consideration as to how to develop this strategy.

- *Who should be involved in identifying data needs?* In addition to Student Life, and Academic Innovation and Student Success, representatives from Institutional Effectiveness, the institution's thirteen (13) colleges and schools, and other units with significant student-facing responsibilities (i.e., Auxiliaries to include University Student Housing) should be part of this effort.
- *What are the needs regarding data on students' experience?* It makes sense that this effort attempts to prioritize needs and map additional information, including when certain

data is needed, how often (i.e., one-time or on a recurring schedule), and what are anticipated efforts to collect such data.

- *How might Texas Tech University involve students in this effort?* It may be useful to appoint a student advisory committee to advise on tactics to collect data among their peers.
- *What resources are necessary for Texas Tech University to develop and implement a data collection strategy on students' experience?* This effort may require additional resources, including but not limited additional staffing capacity dedicated to this effort.

It is also important for all future data collection efforts with students to utilize consistent terminology. The project found inconsistencies in language used by Texas Tech University in referring to first-year students. The development of institutional strategy with regard to data on students' experiences should address this matter of consistency and, where discrepancies cannot be resolved (i.e., state or federally mandated reporting), a data dictionary should be developed and made accessible. An example of this from the project was variance between how units defined "first-year students" and "freshmen." One area defines this based on the number of hours in higher education completed, while another area considers whether the student was in their first year at Texas Tech University specifically. This sort of discrepancy complicates efforts to ensure one is looking at the same set of students in data collection and analysis.

These efforts will strengthen the culture of decision making at Texas Tech University that is evidence-based and recognizes the perspectives of the scholar practitioner may be different than that of students.

Recommendation 2

Recommendation	Related Finding	Related Project Question
Develop an institutional repository for the purpose of storing and disseminating data on students' experiences.	Finding 2: There is not a centralized means of storing and disseminating data on students' experiences.	Project Question 1: What was the psychosocial impact of the Covid-19 pandemic on FTIC students?

Texas Tech University does not have a centralized means of storing and disseminating data on students' experiences. It is recommended that Student Life, and Academic Innovation and Student Success, should develop an institutional repository for storing and dissemination of data on students' experiences to inform institutional strategies to improve student success. This should be completed in collaboration with Institutional Effectiveness.

As the institution improves its efforts to collect data on students' experiences, it must strive to house the data in a centrally maintained repository. The institution could consider approaching this through the development of an operating policy directing such data be uploaded to the repository, but may find it doable through the other efforts in strengthening the culture of evidence-based decision making. As more faculty and staff, particularly those with leadership responsibilities, become aware of a data repository on students' experience, its use should become common practice and spread across the institution.

Note: During the course of this project, Texas Tech University launched a Data Management Division and appointed a chief data management officer. According to their [website](#), the Division will do the following.

Through collaboration and coordination with campus partners, the Data Management Division will support all areas of Texas Tech University with the development, execution,

and supervision of plans, policies, programs, and practices that deliver, control, protect, and enhance the value of data and information assets throughout their life cycles.

It is unclear how the Division will store and disseminate data on students’ experiences. Based on organizational charts for the Data Governance Board and Data Stewardship Councils (see Appendix D) that have been created, Student Life, and Academic Partnership and Student Success are not included at these tables.

Recommendation 3

Recommendation	Related Finding	Related Project Question
Expand online course offerings with emphasis on effective online instructional practices.	Finding 3: While some students struggled with emergency remote instruction, a portion of students want online learning options to continue.	Project Questions 2 and 3: What was the psychosocial impact of online learning on FTIC students? How were the strategies implemented by Texas Tech University utilized by students?

Expansion of online course offerings can be a sensitive topic for some faculty and academic leaders. Yet, the expansion of online learning shows no signs of slowing. Colleges and universities will continue to see increasing demand for online courses (Research and Markets, 2020). Students at Texas Tech University continue to call for additional online course options after their immersion in a variety of forms of online learning, including emergency remote instruction as noted above (see Findings). It is also important to be mindful of trends in online learning as they relate to individual disciplines. And, in some disciplines, there are increased calls for entire programs to be more readily available online.

Academic Innovation and Student Success should advocate for the expansion of online courses at the institution with an emphasis on effective online instructional practices. This should

be done in partnership with eLearning and Academic Partnerships and the colleges and schools. By doing this, Texas Tech University will be better positioned to meet the expectations of students in the future that continue to call for more online options while remaining true to their institutional culture that places a high premium on in-person experiences. This work will also position Texas Tech University for the next time an emergency such as what was recently experienced with the Covid-19 pandemic arises and the institution may be called on to pivot to online learning or emergency remote instruction quickly.

It is further recommended that Academic Innovation and Student Success should collaborate with eLearning and Academic Partnerships, as well as the Teaching, Learning and Professional Development Center (TLPDC), to expand training opportunities for student and faculty success with online learning. Similar to other institutions, Texas Tech University was not prepared to pivot to online learning or emergency remote instruction as was called for during the onset of the Covid-19 pandemic. Based on findings from this project, it is important for Texas Tech University to invest in the development of additional training opportunities to assist in similar situations going forward. This may require the investment in additional instructional designers with varying discipline expertise be hired in the colleges and school, and/or in centralized areas such as TLPDC.

An idea that Texas Tech University may explore involves credentialing for faculty and [teaching] staff for participating in development efforts to improve their online teaching practices. This may require data collection to inform the design of such opportunities, as well as resource outlay for the development and ongoing implementation of a program. This project was limited in capacity to review promising practices in this area, several examples are provided for

consideration. While these examples show similarities in the content and delivery of the training, they vary in some ways offering a diversity of models.

- Master Course in Online Teaching. Through the Center for Innovation in Teaching and Learning at the University of Illinois Urbana Champaign, this course includes four (4) synchronous course meetings and other asynchronous models for faculty to dive deeper into effective strategies when teaching online. Topics covered include online learning community development, scaffolding instruction, and student motivation. Upon completion, faculty are awarded a shareable certificate and badge to include on their curriculum vitae, LinkedIn, and other websites.
- Online Teaching Certification. Through Educational Technology Services at the University of Texas at Dallas, this asynchronous platform allows faculty to experience the online educational environment as students do. Topics covered include online pedagogy, working models of online courses, and development of reusable content.
- Online Teaching Faculty Training. Through the Office of the Provost at Southern Methodist University, this 6-week online course provides asynchronous and synchronous learning opportunities to better prepare faculty to teach in blended and fully online formats. Topics covered include the role of an online instructor, online course design, and developing online learning activities.

Recommendation 4

Recommendation	Related Finding	Related Project Question
Examine disparate technology systems and develop strategies to streamline and improve end-user experiences.	Finding 4: Disparate technology systems at Texas Tech University contribute to challenges experienced by students, faculty and staff.	Project Question 3: How were the strategies implemented by Texas Tech University utilized by students?

Student Life, and Academic Innovation and Student Success should examine the number of disparate technology systems deployed for students, faculty and staff and develop strategies to streamline and improve end-user experiences. We recognize that these two areas are not formally responsible for the selection and deployment of technology systems at the institution, but they are charged with leading efforts to improve student success and enrich their experience at Texas Tech University. This effort should be completed in collaboration with eLearning and Academic Partnerships, the Information Technology Division, and Human Resources. This examination should consider whether systems currently deployed by the institution have the ability to communicate with each other or not which may further complicate end-user experiences. Findings from this project underscored the numerous systems used at the institution and the ways in which navigating this complex web of technology may contribute to distress experienced by students, faculty and staff.

To approach this effort, Student Life, and Academic Partnerships and Student Success needs better data on how students are navigating the various systems at the institution. Additional data on faculty and staff experiences with the various technology systems at Texas Tech University should also be assessed. Faculty and staff support student success across the institution, but these areas should prioritize their efforts on improving the end-user experience

for students. In collecting this data for students' experience, the following questions should be considered:

- *How should the data be collected?* We recommend that these areas consider a variety of protocols ranging from surveys to focus groups. This is an opportunity to innovate in how data is collected. An example of this may be using platforms students are using, including social media, as opposed to only surveying through email distribution.
- *How and when are technology systems used by students?* It may be important to map the various systems at Texas Tech University based on this data. When do students utilize multiple systems? Are there trends or intersections? A strategy that may be useful in the collection of this data is to consider what technology students are using for course work through the textbook and materials order which funnel through a centralized area. This would not present the whole picture of technology systems that students are interfacing with, but would contribute to understanding the whole picture.
- *What types of development or training do students believe would improve their experience in navigating disparate technology systems?*

Collecting this data will better position Student Life, and Academic Innovation and Student Success to advocate in collaboration with other institutional partners named above to streamline end-user experience.

This effort may warrant an institutional task force or group be established.

Recommendation 5

Recommendation	Related Finding	Related Project Question
Conduct a comprehensive review of the Raider Ready Program, including curriculum, and institutional strategies relating to first-year transition courses.	Finding 5: The Raider Ready program is rigid in its “one size fits all” approach in supporting first-year students' transition to university life from high school. The program also showed deficiencies in its strategy to recruit and develop instructors.	Project Questions 3 and 4: How were the strategies implemented by Texas Tech University utilized by students? How did university administrators interpret the success of the implemented strategies?

Academic Innovation and Student Success should conduct a comprehensive review of the Raider Ready Program including curriculum and development of instructors.

Several pertinent questions emerged from the examination conducted during this project. These questions are included in this recommendation as guides in navigating the review of RRP 1100.

- *Among Texas Tech University's FTIC students, who is the audience for RRP 1100? Subsequently, how is that communicated to students and across the institution?*
- *How is the Raider Ready Program co-constructing the bedrock syllabus for the course where instructional designers, current and former instructors, students, and others with expertise and/or responsibility for supporting the success of FTIC students contribute to the process?*
- *How does RRP 1100 provide flexibility to instructors in meeting the needs of FTIC students, while utilizing the (revised) bedrock syllabus?*
- *How does scholarship on first-year experience and transition-related courses continue to be examined and made available to the Program's staff and instructors?*

- *What is the process and timeline for future review and modification of the RRP 1100 syllabus and course delivery?*

Further, emerging from the pandemic and all that institutions like Texas Tech University are reflecting on provides an opportunity to more broadly assess their entire first-year experience. As part of this recommendation, we suggest that Texas Tech University assess the strategies used across the institution's 13 colleges and schools in relation to other transition courses for FTIC students. This should be done in collaboration with current and former RRP 1100, FTIC students as well as students having taken RRP 1100 in previous years, Student Life leadership, and leaders in the academic colleges and schools working with transition courses. It is suggested that this effort incorporates additional expertise from across the institution with expertise in first-year experience. Academic Innovation and Student Success does not have direct authority over all programs and services, including transition-related courses, at the institution, but is positioned to serve as a convenor for such an effort.

We offer several questions for consideration in guiding this effort.

- *What transition-related courses are offered by the colleges and schools at the institution?*
Who are the course directors and/or coordinators and instructors for those courses? This data collection will be important as references were made by interviewees during the project that this information is not immediately available.
- *What are themes across the syllabi for these courses?* It will be useful as the Raider Ready Program evaluates RRP 1100 to be aware of the materials covered by the colleges and schools. It is noted that the courses offered by colleges and schools may be tailored to the experiences of students in related disciplines (i.e., first-year course at Rawls College of Business explores academic areas while preparing FTIC students for success in that

College). This effort should consider utilizing document analysis of syllabi as well as discussions with individuals leading these courses to identify themes.

- *How do first-year or transition-related courses in the colleges and school present information on programs and services provided through the institution (i.e., Student Counseling Center, University Career Center)?*
- *How does Texas Tech University ensure all FTIC students are participating in a first-year or transition-related course at the institution?*

Lastly, the recommended review of RRP 1100 and the broader assessment of the first-year experience should consider the experiences of higher risk populations, including those of underrepresented populations (i.e., first-generation students) and those who are undeclared. It is recommended that the Raider Ready Program consider this matter in redesigning curriculum for the course. This may warrant continued exploration of customized sections of RRP 1100 for students with such experiences.

Ultimately, first-year or transition courses are not going away. Scholarship noted above (see Literature Analysis) underscores the volatile time in FTIC students' lives when transitioning to university. These courses continue to be a hallmark strategy in equipping students with the resources and tools to improve their success. According to Pickenpaugh et al., (2022), “participation in rigorous FYS [first-year seminar] with a specific curriculum can improve academic and persistence outcomes for these [all] students including undeclared first-generation students and students of color.

Conclusion

The questions examined in this project are important for Texas Tech University as it continues to learn from the experience caused by the Covid-19 pandemic and strives to improve a specific strategy of their first-year experience. The broader story that is told by the findings and recommendations may be useful to other colleges and universities as they similarly reflect on lessons learned from the pandemic.

For our partner organization, the recommendations outlined above are actions that should be taken based on data collected and/or analyzed as part of this project. While each recommendation has merit, some are connected (i.e., collecting comprehensive data on students' experiences and the development of an institutional repository) and should be pursued simultaneously to maximize the anticipated improvement for Texas Tech University.

This project was presented to faculty and peers in the Leadership and Learning in Organizations program at Vanderbilt University's Peabody College on November 18, 2022. The supplemental slide deck for that presentation is found below (see Appendix F). The findings and recommendations for the project were presented to the senior leadership for Student Life, and Academic Innovation and Student Success at Texas Tech University on November 28, 2022. A dissemination product provided during the presentation to the partner organization is also included below (see Appendix G).

It is our hope that this project will serve as a contribution to the work underway at Texas Tech University to make needed improvements as they continue their efforts to support the next generation of Red Raiders.

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Appendix

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Appendix A. Glossary of Terms

Academic Innovation and Student Success. Academic Innovation and Student Success is responsible for supporting student matriculation, engagement, and overall student success. The area comprises the following offices: Academic Coaching; College Readiness - TSI; Parent and Family Relations; Retention Innovation; Student Engagement; Academic Testing Services; Raider Relief; Learning Center/Supplemental Instruction; Writing Centers; University Advising; Academic Advisor Professional Development; and the University Career Center. The area was affected by the reorganization by the Office of the Provost in spring 2022. This area is led by the Vice Provost for Academic Innovation and Student Success.

First-Time in College Student (FTIC). A student attending an institution of higher education for the first time at the undergraduate level. Institutions may use multiple examples in referring to first-year in college students such as “first-years,” “freshmen,” and “new students.” Each of these can have different meanings across an institution in how they are operationalized. It was noted above that Texas Tech University utilizes multiple terms when referring first-year in college students and a recommendation is included to address this with the creation of a student data dictionary.

National College Health Assessment (NCHA). A survey administered by the American College Health Association (ACHA) to collect data on students’ health habits, behaviors, and perceptions. More information about the ACHA-NCHA can be found online at https://www.acha.org/NCHA/NCHA_Home.

National Survey of Student Engagement (NSSE). A survey administered across hundreds of colleges and universities annually to first-year and senior students regarding their participation in programs and activities provided for their learning and personal development. More information about the NSSE can be found online at <https://nsse.indiana.edu/nsse/index.html>.

Student Life. Focused on the holistic development of students, the Student Life area at Texas Tech University comprises the following departments: Office of Student Conduct; Student Counseling Center; Student Government Association; Risk Intervention and Safety Education; Students of Concern; Behavioral Intervention Team; Student Involvement; Spirit Program; Fraternity and Sorority Life; Military and Veteran Programs; Student Disability Services; and Student Legal Services. Previously, Student Life was named Student Affairs. This name change occurred in spring 2022 as part of a large reorganization implemented by the Office of the Provost. Student Life is led by the Dean of Students and Vice Provost for Student Life.

Appendix B. Interview Protocol

Purpose of the Project:

- The purpose of this project is to identify factors, processes, and support structures that promote successful transition for first-year college (FTIC) students following COVID-19 pandemic emergency remote instruction. The results of the project will be used to inform and improve support for students transitioning to the university.
- As part of our project, we will:
 - Conduct document review and analysis using existing data from the National College Health Association Survey conducted by the American College Health Association and the National Survey of Student Engagement (NSSE).
 - Conduct document review and analysis of unidentifiable information stored in Maxient, Texas Tech University's system for student conduct and students of concern reporting and aggregate intake and usage data available through the Student Counseling Center.
 - Hold focus group(s) with RaiderReady instructors. Anticipate 1-2 focus groups in total.
 - Interview leadership from Texas Tech University with responsibility for the holistic development and well-being of FTIC students. Anticipate 5-8 interviews.
- Information collected from interviews with leadership will be used to gain a deeper understanding of the impact on FTIC students during the COVID-19 pandemic and the support mechanisms provided by the university.

Project Questions:

1. What was the psychosocial impact of the COVID-19 pandemic on first-time in college (FTIC) students?
2. What was the psychosocial impact of online learning on first-time in college (FTIC) students?
3. How were strategies implemented by Texas Tech University utilized by students?
4. How did university administrators interpret the success of the implemented strategies?

Target Subject Population:

- Semi-structured interviews will be conducted with key leadership team members from Texas Tech University's Office of the Provost and Student Counseling Center.
- A total of ten qualitative semi-structured interviews will be conducted. Note: This was originally planned to be six interviews and 1-2 focus groups. The focus groups were not conducted given limited responses to participant invitations.

Recruitment:

- Recruitment and selection for semi-structured interviews are based on experience, roles, and responsibilities, unique access to data, knowledge relevant to the project questions, and willingness to share thoughts regarding their areas of expertise.
- All interviewees were part of the university's leadership team during COVID19 and are currently part of Texas Tech University's faculty and staff.
- Interview sessions will be recorded. Each interview is estimated to take 45-60 minutes.
- The principal investigators, Jody Randall, M.S. and Tamkeen Shroff, M.Ed., will contact all potential interview participants. Before sending recruitment emails, the list of potential instructors will be reviewed by capstone advisors within the partner organization. Both principal investigators have completed CITI training. No recruitment advertisements will be used for this investigation.

Location/Setting:

- Interviews will be conducted both virtually and face-to-face to accommodate participant preference and availability. In-person, face-to-face interviews will be conducted in private office settings at Texas Tech University. Protected identifiable information of college students will not be used to identify potential subjects. Individually identifiable health information will not be used for this project.

Protocol:

- Semi-structured interviews will be scheduled on August 17-18, 2022, August 24-25, 2022, and August 29-30, 2022, to accommodate schedules and participant preferences. Interviews held on August 24- 25, 2022, will be in-person, face-to-face interviews at Texas Tech University.
- The purpose of the project will be explained verbally by the investigators at the beginning of each interview.
- No demographic survey of the participants will be collected before or after the interview.
- A break will be available as needed to the participants during the interview session.
- In case the interview discussion triggers an emotional response from a participant, counseling service through the university's employee services.
- The interviews will be recorded. The investigators will inform participants of the recording in the information sheet and before beginning the recording. The discussion will be led by the principal investigator(s).

Confidentiality:

- All semi-structured interviews will be recorded. Edited: 8/9/22
- To minimize the risk of identification and maintain confidentiality, investigators will remind participants to refrain from talking about the contents of the interview outside of the session and exclude any personally identifiable information of college students.
- Recordings will be kept in a passcode-protected digital file with access limited to the principal investigators. Recordings of the interviews will be destroyed after the completion of the project.

Compensation:

- The interview participants will not be compensated for their time and effort.

Potential Risk:

- Informational risk due to the breach of confidentiality or loss of privacy is a possibility during the focus group. Accidental disclosure of project information (e.g., responses, data, identifiers, etc.) allowing subject identification outside of the project could reasonably place the participants at risk of liability or damage the participants' employability or reputation.
- Emotional risk can be associated with the interviews involving a sensitive project topic that can trigger an unwanted emotional response. The investigators will try to reduce potential emotional risk.

Project Information Sheet:

You are being asked to participate in a quality improvement project. The purpose of the project is to identify factors, processes, and support structures that promote successful transition for first-year college (FTIC) students following COVID-19 pandemic emergency remote instruction. As part of the project, you are being asked to participate in an interview. Interviews are anticipated to last 45-60 minutes. Notes will be written during the interview. An audio recording of the interview and subsequent dialogue will be made.

We will not identify you by name in any reports using information obtained from the interview and your confidentiality as a participant in the interview will remain secure. Later uses of records and data will be subject to standard data use policies that protect the anonymity of individuals and institutions. Your supervisors at Texas Tech University will neither be present at the interview nor have access to raw notes or transcripts.

If you feel uncomfortable in any way during the interview session, you may decline to answer any question or to end the interview. Your participation is voluntary and you may choose not to

participate. If you have questions about this project, you can reach out to Jody Randall at jody.c.randall@vanderbilt.edu or by phone at 270.703.1582. Do you agree to participate?

Interview Questions:

Project Questions	Literature Questions	Interview Questions
<p>What was the psychosocial impact of the COVID-19 pandemic on first-time in college (FTIC) students?</p>	<p>What is known about the psychosocial impact of the COVID-19 pandemic on people and particularly on youth and traditional college age individuals?</p>	Describe your professional experience and your current role at Texas Tech university?
		How would you define a successful transition to a university environment for first-time college students?
		What do you believe are some indicators of negative impact?
		What factors do you believe contributed to the distress experienced by first-time in college students during the Covid-19 pandemic?
		What types of differences have you seen in first-time in college students in 2021 (during the Covid-19 pandemic) as compared to 2019 (pre-Covid-19 pandemic) first-time students?
<p>What was the psychosocial impact of online learning on first-time in college (FTIC) students?</p>	<p>What is known about the effects of online learning as it relates to students' psychosocial state?</p>	How would you describe the experience of students in intentionally designed online learning programs?
		How did intentionally designed online learning differ from emergency remote instruction?
		From your observations, what was the impact of emergency remote instruction during the Covid-19 pandemic?
		How would you describe the experience of students in intentionally designed online learning programs?
		How did intentionally designed online learning differ from emergency remote instruction?
<p>How were the strategies implemented by Texas Tech University utilized by students?</p>	<p>What is known about the challenges of FTIC students, particularly with regard to their transition to college? Anything about this during the COVID-19 pandemic?</p>	How would you describe the student experience in Fall 2021 as compared to previous years?
		<p>Regarding student programs and service, what did you observe that informed your decision-making?</p>

<p>How did university administrators interpret the success of the implemented strategies?</p>	<p>What is known about the strategies undertaken by institutions to support the psychosocial state of FTIC students? Anything about this during the COVID-19 pandemic?</p>	<p>What factors were driving your decision-making during the Covid-19 pandemic?</p>
		<p>Before we conclude this interview, is there anything else you would like to share?</p>

Appendix C. Reorganization of the Provost Office

12/5/22, 8:39 PM

Reorganization of the Provost Office | 2022 Communications | Provost Communications | Office of the Provost | TTU



Office of the Provost



Reorganization of the Provost Office

March 22, 2022

TO: Vice Presidents, Vice Provosts, Deans, Associate Deans and Chairs

FROM: Ron Hendrick, Provost & Senior Vice President

CC: Lawrence Schovanec, President

RE: Reorganization of the Provost Office

In an effort to align functional areas of the Office of the Provost internally and with other areas of the university, I am reorganizing the office. There are very few areas that will not be impacted by these changes, and so I ask for your patience and cooperation as we adjust.

I am providing an overview of the changes here. Most will be effective at the end of the spring semester, some however are effective immediately.

As we prioritize student enrollment as a university, I am moving undergraduate student recruitment efforts to Enrollment Management. Additionally, Red Raider Orientation and Red Raider Camp will move to Enrollment Management. Consistency from recruitment to orientation is critical to student retention. This change will be effective immediately.

Dr. Sumner and I agreed to move the Office of LGBTQIA Education & Outreach to the Division of Diversity, Equity and Inclusion. This office serves more than just our student population. Also, the Military and Veterans Programs office will move to the Office of the Provost, under Student Life. These two changes will be effective immediately.

As many of you know, Rob Stewart will return to his faculty appointment this fall. This was a long-planned move, and well-deserved. Rob's portfolio is substantial and will be divided among vice provost offices. At this point, I am not planning to replace his senior vice provost position. All vice provosts will report to me, directly.

Genevieve Durham DeCesaro will return from the College of Visual and Performing Arts as the vice provost to lead our Faculty Success efforts. Elizabeth Trejos-Castillo will serve as associate vice provost in this area. Faculty Success includes the Teaching Learning & Professional Development Center, Provost's Faculty Fellows, faculty success advisory committees and faculty success initiatives, awards and honors, and various faculty human resource matters. The Humanities Center, the Institute for Western Civilization, and the Institute for Pragmatism will also report through this area.

Several external-facing entities will move to the Office of Outreach & Engagement. These include the Museum of TTU, the National Ranching Heritage Center (NRHC), the Creative Process Commons and the Osher Lifelong Learning Institute. We will launch a search for a Vice Provost of Outreach & Engagement this fall. The Museum and the NRHC will continue to report to Rob Stewart for now.

Effective immediately, Matt Gregory, dean of students, will report directly to me, with the added title of Vice Provost for Student Life. Student Conduct, Students of Concern, Risk Intervention Safety Education, the Student Counseling Center,

Center for Campus Life, Student Government, Student Disability Services and Student Legal Services will report through this office, as will Military and Veterans Programs.

Mitzi Lauderdale will lead the Academic Innovation and Student Success area, as vice provost. This will include University Advising, Pre-Professional Health Career Advising, Transition & Engagement, Parent & Family Relations, University Career Center, Student Success & Retention, Tech Transfer Acceleration Program, Support Operations for Academic Retention, Raider Ready, Academic Testing, and the Writing Centers.

We will also establish University Studies as an academic program space, where Patrick Hughes will serve as inaugural dean. This will include University Studies, Air Force ROTC, Army ROTC and Women's & Gender Studies.

Official Publications will move to Institutional Effectiveness, where Darryl James is vice provost. Commencement will be co-administered by Drs. James and Melanie Hart, vice provost for eLearning and Academic Partnerships.

Almost every area of the Office of the Provost is impacted by these changes. I understand that change is difficult. In order to move forward, however, it is imperative to align similar functions so that those doing the work have the programmatic and technical support systems they need to accomplish their work.

I look forward to our progress and to how we can help our students and faculty be successful here at Texas Tech.

Appendix D. RRP 1100 - First Year Seminar Syllabus



RRP1100 – First Year Seminar Syllabus Fall 2022

Instructor Information

Name:
Office Hours:
Office Location:
Email:
Phone:

Keep up with RaiderReady on Social Media



Like RaiderReady on Facebook and follow @RaiderReady on Twitter and Instagram to stay up-to-date about important announcements and helpful tips to make your first year a success.

Course Purpose: Why RaiderReady?

The primary goal of RaiderReady is simple – we want you to be successful at Texas Tech University. RaiderReady will provide you an opportunity to connect with university faculty and staff in a small classroom setting. Through your enrollment in this course, you will acquire tools necessary for success in your academic endeavors, enhance your studying and learning abilities, engage in the critical thinking process, and become an active member in the Texas Tech community. The skills you develop from this course are essential for your achievement at the university.

RaiderReady is taught within a seminar format. This is an active learning style – involving you in reading, questioning, activities, discussion, and more. Interaction and community are key concepts and foundations of this course. Do not expect to sit back and listen to your instructor lecture. Be prepared to be actively involved with your instructor and fellow classmates.

Learning Outcomes: What Will I Learn From This Course?

Student Learning Objectives	Assessment Methods
Demonstrate the ability to employ effective learning strategies (e.g. active listening, note taking, study skills).	Instructor evaluation of in-class activities and discussions. Student completion of self-reflection writing activities.
Engage in effective and professional communication with faculty, staff, and peers.	Instructor evaluation of in-class activities and discussions. Completion of individual meeting with instructor.
Integrate elements of wellness (physical, social, financial) and time/stress management into daily student life.	Instructor evaluation of in-class activities and discussions. Student completion of self-reflection writing activities.
Identify and use resources available at Texas Tech to support student success, safety, and wellness	Student completion of campus resources presentation.
Examine and adjust level of personal responsibility related to choices, actions, and consequences to decision making.	Instructor evaluation of in-class activities and discussions. Student completion of self-reflection writing activities. Completion of individual meeting with instructor.

Course Materials: What Will I Need For This Course?

- **Course Text:** RaiderReady: Unmasking the Possibilities of College Success
- **Academic Planner** (provided)

Course Grading: What Will I Need To Do To Be Successful?

Assignment	Total Percentage	Grade Distribution
Attendance and Participation (5 points per class)	40 %	A - 90-100 B - 80-89 C - 70 - 79 D - 60 - 69 F - 59 points and below
Course Activities (3 activities @ 5 points each)	15 %	
Individual Meeting (1 meeting)	15 %	
Campus Scavenger Hunt	15 %	
Success Roadmap Reflective Writing Assignment	15 %	

Attendance and Participation (40%– 5 points daily)

Daily attendance in class is vital to your success, as is participation. Students are expected to attend and be actively engaged in class. You will gain 5 points daily for attendance and participation. Absences may be excused at the discretion of the instructor. It is the student’s responsibility to notify the instructor of any absences before missing class. Please note that notification of an upcoming absence does not guarantee that the absence will be excused. Information on observances of religious holy days can be found in the course policies section of the syllabus below.

Course Activities (15%)

You are expected to take an active role in your own learning experience in this course. Throughout the course of the semester, your instructor will assign activities to you for a grade. The points you earn for your participation in these activities will be added together for a total of 15 possible points.

Individual Meeting (15%)

Your instructor wants to ensure that you are on the path to success. In an effort to make sure you are getting acclimated to campus and to provide you with individualized tips, you will meet individually with your instructor this semester. This meeting is designed to be helpful for you as you continue into the semester and to help guide you to those resources from which you can most benefit. **My scheduled office visit is:** _____

Campus Resources Scavenger Hunt (15%)

As TTU students, it is important that you engage with the campus and community and familiarize yourself with the many resources available to you. You will work in groups of 3-5 to complete the resource scavenger hunt. Through this activity, you will:

- Engage with campus resources, services, and opportunities that enhance classroom learning and inform their educational decision-making
- Develop skills in locating and gathering information
- Practice a range of strategies that develop and demonstrate effective critical thinking and communication skills
- Exhibit problem-solving and teamwork skills by conducting group project
- Form social groups that provide the peer support necessary for a successful college experience

Success Roadmap (Reflective Writing Assignment) (15%)

Throughout this course, you will be actively involved in learning and integrating practical applications to promote success. At the end of this course, you will reflect upon your journey as a student at Texas Tech. You will think about your experiences, both inside and outside the classroom, and explain how the course content has assisted you on your road to success.

RRP 1100 Fall 2022 Content Schedule

Please note that changes may be made to this content schedule at the discretion of the course instructor.

Week	Date	Course content/activities	Weekly Readings
1	Aug. 30-	You and Your College Experience	Chapter 1
2	Sept. 6 –	Staying Motivated, Organized, and on Track	Chapters 2
3	Sept. 13 –	Listening, Taking Notes, and Remembering <i>Individual meetings occur this week</i>	Chapter 3
4	Sept. 20-	Types of Thinking, Reading to Learn, and Writing For Class <i>Individual meetings occur this week</i>	Chapter 4
5	Sept. 27 –	Preparing for and Taking Tests <i>Individual meetings occur this week</i>	Chapter 5
6	Oct. 4 –	Interacting With Instructors and Classes <i>Individual meetings occur this week</i> Scavenger hunt due	Chapter 6
7	Oct. 11 –	Taking Control of Your Health	Chapter 7
8	Oct. 18 -	Taking Control of Your Finances and Future Success Roadmap reflective writing assignment due	Chapter 8

Course Policies: What Are My Responsibilities For This Course?

Announcements and Class Information

You are expected to adapt to any changes in due dates, readings, and schedules. If you miss a class, you are responsible for obtaining any information distributed during that class period. Students should log in daily to Blackboard/email for important announcements regarding deadline changes and/or campus activities.

Assignments

All assignments are due on the expected due date. Readings must be completed before coming to class, and students should be prepared to discuss each reading. All written assignments must be typed, double-spaced, and follow appropriate style guidelines. Please keep records of all your work until you receive your final grade for the course.

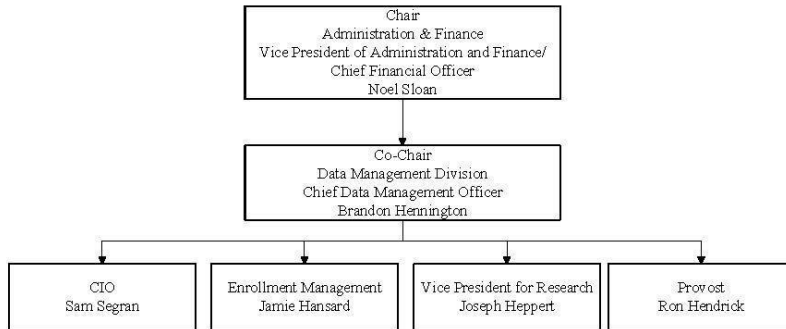
Academic Integrity

“It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.” (2022-23 Texas Tech University Catalog, p.42). Academic Dishonesty, as defined in the catalog, “includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the students.” (2022-23 Texas Tech University Catalog, p.42).

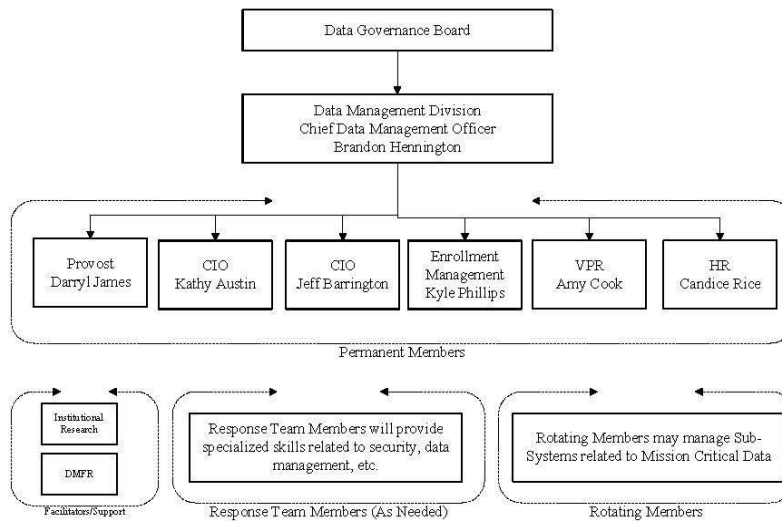
Appendix E. Organizational Charts for Data Governance Board and Data Stewardship Council



Data Governance Board



Data Stewardship Council



Appendix F. TTU Achieves Record Enrollment with Salesforce



SETTING A TARGET FOR FORMIDABLE GROWTH

Growing enrollment from 30,000 students to 40,000 is a very ambitious goal by any standard. When Texas Tech University (TTU) launched a strategic plan to do just that in the span of 10 years, its recruitment teams may have had some reservations at first but they were not deterred.

Achieving such a mission would require taking a very close look at TTU's recruitment, admissions and marketing practices – and the technology that supported their work. TTU also needed to carefully consider the student experience and how they could accomplish rapid growth while maintaining the quality education and strong sense of community they were renowned for.

TTU's undergraduate admissions team realized that the biggest obstacles they faced were data management and the CRM they were using. They had deployed three separate CRM products in less than eight years. Each one presented new layers of obstacles that made it difficult to access the student data they needed and make progress toward their recruitment and communication goals.

“ We were working for the system instead of the system working for us,” said Jamie Hansard, Vice President for Enrollment Management, who oversaw one of the recruitment teams when TTU began its Salesforce journey.

“ The systems we had were not intuitive, efficient or user-friendly and there was no automation or ability to put the marketer in the driver's seat, and that's what we needed.”

A FLEXIBLE AND SCALABLE SOLUTION

After assessing their situation, TTU's enrollment team realized they needed a flexible CRM solution that could scale and handle large volumes, automate tasks and get communications out on a consistent basis. They also needed capabilities to target and personalize communications and give recruitment teams greater visibility into the student life cycle and empower them to make data-driven decisions and improve how they work.

“ Once we understood the challenges impeding our progress, we were able to move quickly to find the product that best served our needs, which was Salesforce,” said Hansard.

Within months, TTU began migrating data to Salesforce and partnered with TargetX to launch the new recruitment solution. In less than nine days of launch, they were sending out marketing communications emails.

Recognizing that a robust data set was essential for broader success as an institution, the enrollment team included key departments, such as the Financial Aid and Scholarships Office, in the initial implementation. TTU's upper administration soon



learned of new capabilities achieved with Salesforce and all current student, faculty and staff data were migrated and added to the mix.

A MOMENT OF TRUTH

Fast forward to the COVID-19 crisis and the importance of having a versatile and dependable communications platform came into clear focus for TTU. Salesforce quickly became the go-to tool for all COVID-19 related communications going out to students, parents, staff and faculty. Salesforce enabled TTU to keep the channels of communication open with their community and keep a close watch on how important messages were being received and understood.


“During that difficult time, it was critical for us to be nimble and flexible and to be able to get communications out quickly in a way that was on brand and well-received – and Salesforce helped us do that,” said Julian Olivas, Director of Communications and Marketing for the Division of Enrollment Management.

CHANGING THE NARRATIVE TO ACHIEVE THE IMPOSSIBLE

Managing the pandemic experience was a strong success for the enrollment team and TTU’s communicators as a whole. The achievement motivated TTU to make the move to Marketing Cloud and drove other key departments to adopt Salesforce including International Admissions, the Office of the President as well as TTU’s Graduate School and academic colleges.

In the span of two years, including the pandemic, TTU increased the volume of its digital communications by 200%. It boasted record enrollment rates and in 2020 it easily surpassed its goal of 40,000 students. TTU also reported record retention and graduation rates, including a first-year retention rate of 87.6% and a six-year graduation rate of 63.3%.

 Texas Tech University surpassed its goal of **40,000 enrolled students**


TTU increased the volume of its digital communications by **200%**


The university had a first-year retention rate of **87.6%**


It also had a record six-year graduation rate of **63.3%**

“As we started utilizing Salesforce, we were able to change the narrative on how we approached recruiting and admissions communications as well as our internal processes and practices,” said Olivas.

Using Salesforce, TTU was able to target and segment constituents by population set and move from a one-size-fits-all marketing approach to highly personalized communications and messaging. Salesforce also helped TTU carry out A/B testing to track engagement levels and pinpoint exactly the impact, timing and readership of its messages.

“We’ve been able to take this 40,000 plus population and really drill down to make it about each student and their individual experience,” said Hansard.



 salesforce.org

MAKING THE SYSTEM WORK FOR ITS USERS

Salesforce was also instrumental in transforming internal processes. TTU's recruitment teams now use Salesforce on a daily basis and can pull reports, access dashboards and analyze a wealth of student data on demand.

Admissions counselors have improved their effectiveness as territory managers and are making data-driven decisions about where best to invest their time and effort. Automation has helped eliminate many time-consuming manual processes, which has freed up more time to focus on personalizing experiences, making stronger connections with prospective students and working to strengthen the TTU community.

“ Everything we do now is driven by data and Salesforce is just that much more user-friendly and understandable,” said Olivas. “We’re making the system work for us and its revolutionized the way we work.”

TTU's enrollment success story relied on wide-scale collaboration and making recruitment and admissions an inclusive priority for academic colleges and departments campus-wide. It was Salesforce's connectivity that helped these individual business units be active participants in the strategy. It also gave them the visibility to understand their impact and outcomes, alongside new capabilities to optimize their resources and funding efforts.

“ The more folks that we bring into Salesforce and who can see the magic of it, the more excited they become about the recruitment experience,” said Hansard. “Our ultimate goal is to have one CRM system with functional users working together in one system.”

QUANTITY, QUALITY AND DIVERSITY

As it was breaking enrollment records, TTU was at the same time focused on enhancing the student experience and was using Salesforce to increase diversity and improve overall educational quality.

Through segmented communication, TTU began identifying and communicating with prospective students on a personal level earlier in the recruiting process. This helped attract more honors college students and recruit a record number of Presidential Merit Scholars and National Merit Finalists.

In five years the number of Presidential Scholars grew from 1,733 to 3,966 and National Merit Finalists increased 10-fold to 72. In 10 years, the university saw a six-fold increase in Black students and an eight-fold increase in Hispanic students. It also became one of the only Research I universities in the country that is also designated as a Hispanic Serving Institution.

“ It doesn't matter who you are, you can find community here. Salesforce has allowed us to scale the VIP experience through communication and has let us communicate the many opportunities available to students,” said Olivas.

Summarizing TTU's experience with Salesforce, Hansard said,

“ We've had record success in a lot of different places and a lot of that can be attributed to Salesforce. It will definitely play a very large role in the future of Texas Tech.”



Appendix G. Presentation Slide Deck

Capstone Project
November 18, 2022

**The Psychosocial Impact
of the Covid-19 Pandemic
on First-Time in College
Students and Strategies
Implemented by
Texas Tech University**

Jody C. Randall, M.S.
Tamkeen M. Shroff, M.Ed.



Acknowledgements



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- 4** Partner Organization
- 6** Problem of Practice
- 7** Literature Synthesis
- 13** Project Questions
- 14** Design
- 16** Analysis
- 20** Findings
- 28** Recommendations
- 32** Questions



Outline

3

Partner Organization

Texas Tech University

Texas Tech University is a comprehensive public Tier One research university with its main campus located on the South Plains of Texas in Lubbock.

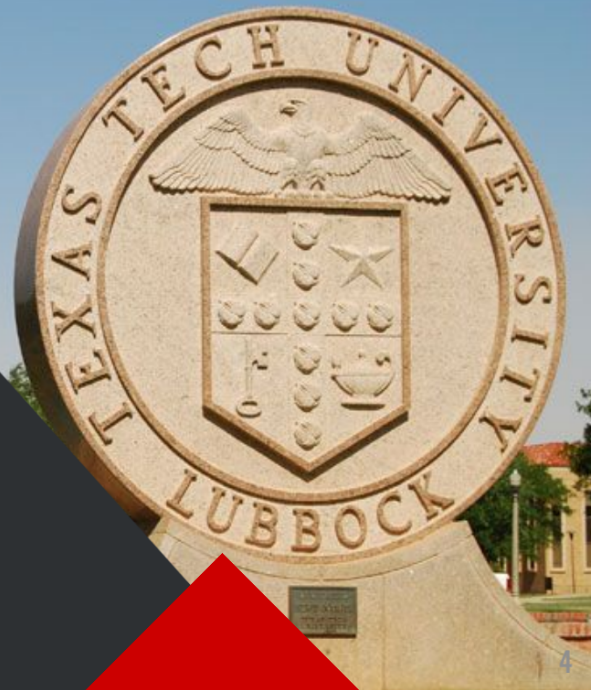
40,666

Student
Enrollment

1,600

Full-Time
Faculty

(Texas Tech University, 2021)



4



300

Academic Programs

450

Registered Student Organizations

29%

Undergraduate Hispanic Students

Texas Tech University Problem of Practice



How did the pandemic impact first-year students navigating transition to university, and how did Texas Tech University, as an institution with an annual incoming undergraduate class of more than 6,000 per year from high school, implement strategies to support student success?



Literature Synthesis

>125 sources
Reviewed

>70 sources
Included



7

Risks to the mental health of students likely as signs showed up on the general public

(Cao et al., 2020)

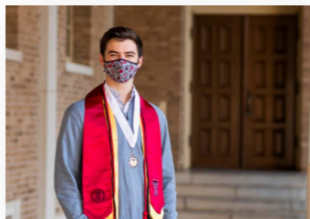
Few studies on the effects of the pandemic on people's mental health – Fewer studies on college students

(Cao et al., 2021; Dhar et al, 2020)

Literature Question 1

What is known about the psychosocial impact of the COVID-19 pandemic on people and particularly on youth and traditional college age individuals?

— Related to Project Question 1



Quarantine and School Closures

Academic Delays and/or Loss

Current and Future Employment

8



Online learning may be an effective alternative to traditional learning, but may contribute to increased psychosocial distress

(Akpinar, 2021)

Literature Question 2

What is known about the effects of online learning as it relates to students psychosocial state?

— Related to Project Question 2



Access to Online Learning Resources

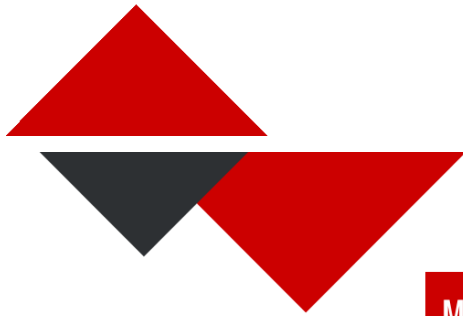
Preparation for Emergency Remote Instruction and/or Online Learning

Use of Online Learning Platforms and the Internet

Peer and Instructor Separation

Fear of Academic Year Loss

9



Literature Question 3

What is known about the challenges of first-time college students, particularly with regard to their transition to college?

— Related to Project Question 3

Conceptual Approaches

Moving in, moving out, and moving through

(Chickering & Sclossberg, 1995)

Multifaceted phenomenon

(Hurtado et al, 1996)

Capacity to navigate change

(Gale and Parker, 2014)

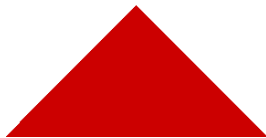


Psychological Wellbeing During Transition

Greatest distress during the first few months

(Cooke et al, 2006)

10



The "Double Transition"

Transition Category	First-Year Transition	COVID-19 Transition
Social/ Psychological	<ul style="list-style-type: none">Challenges and stressors of a new environment"Predisposition to loneliness, self-doubt and homesickness," (p. 85)	<ul style="list-style-type: none">Increased levels of psychological distress due to "disruption of daily routine, anxiety about increasing infection rates and fears about financial hardships and academic delays," (p. 85)Health-related fearsIsolation due to social restrictions

(Adapted from Nyar, 2021)

Heightened complexity of transitioning to university during unanticipated nature of COVID-19

(Nyar, 2021)



The destabilizing process of transition "may well become impossible for students to navigate,"

(Nyar, 2021, p. 82)

11

Needs of students for guidance and psychological counseling, along with the importance of student affairs professionals have increased

(Caple, 1998)

Literature Question 4

What is known about strategies undertaken by institutions to support the psychosocial state of first-time in college students?

— Related to Project Question 4

Variety of strategies including social programs, psychological counseling, advising, and more is deployed to support students experiencing psychosocial distress

(Luescher et al, 2021)

Student Affairs is often the front line.



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Project Questions

What was the psychosocial impact of the COVID-19 pandemic on first-time in college (FTIC) students?

What was the psychosocial impact of online learning on first-time in college (FTIC) students?

How were the strategies implemented by Texas Tech University utilized by students?

How did university administrators interpret the success of the implemented strategies?

13



Design

Mixed Methods



14



Survey Results

Analyzed existing multi-year survey results: ACHA-NCHA and NSSE



Document Analysis

Examined Concern Report aggregate data, Student Counseling Center usage, Student Life annual reports and Raider Ready syllabus



Interviews

Conducted semi-structured interviews with 5 Student Life Administrators, 5 Student Success Administrators, and 1 online learning administrator



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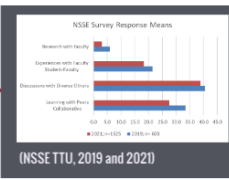
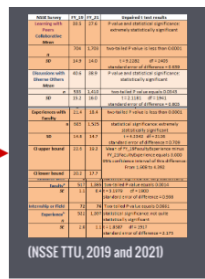
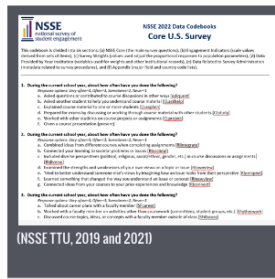
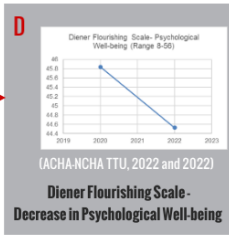
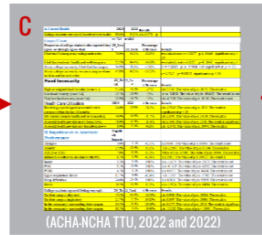
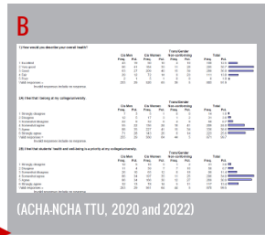
Analysis

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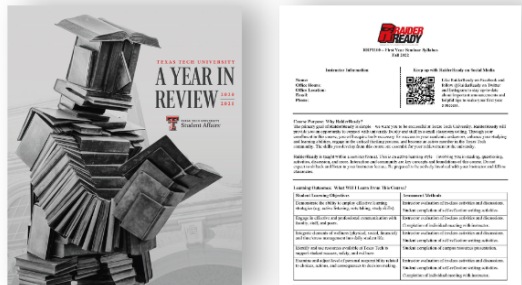
Survey Analysis



(Concept Cloud & Frequency counts using ATLAS.ti)

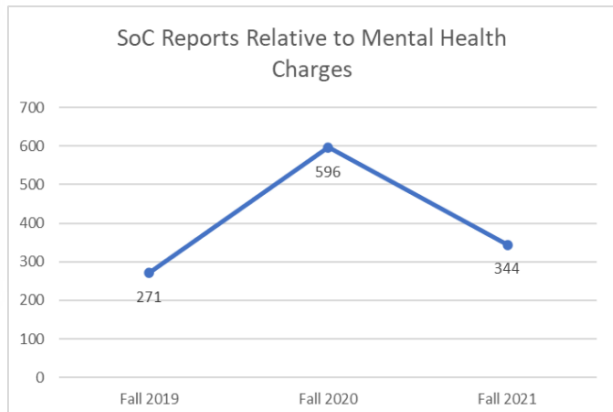


Document Analysis



(Student Affairs Reports)

(RRP 1100 Syllabus)

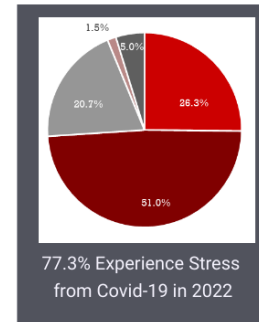
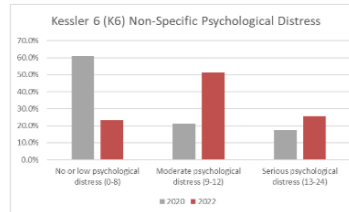
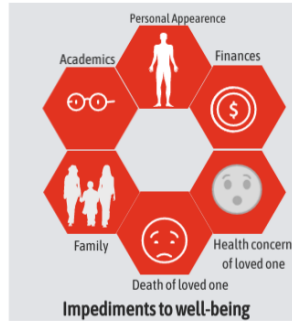


(Student of Concern Data)

	Admitted from High School*	Participated in Orientation from High School	Percentage of Admitted from High School to Participate in Orientation	Enrolled in Courses	Percentage Enrolled from High School to Participate in Orientation
Fall 2019	17,566	6,165	35%	6,145	100%
Fall 2020	20,498	6,520	32%	6,522	100%
Fall 2021	22,920	6,710	29%	6,670	99%

(Enrollment and Participation Data)

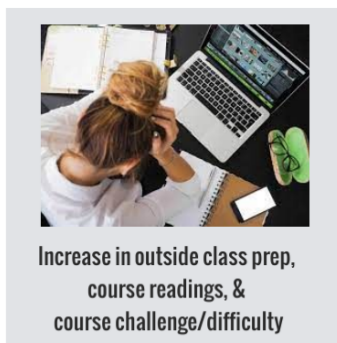
Finding 1 — Based on the limited data available on students' experiences at Texas Tech University during the pandemic, students experienced heightened distress and continue to experience financial and emotional stress as a result.



Relates to Project Question 1: What was the psychosocial impact of the Covid-19 pandemic on first-time in college students?

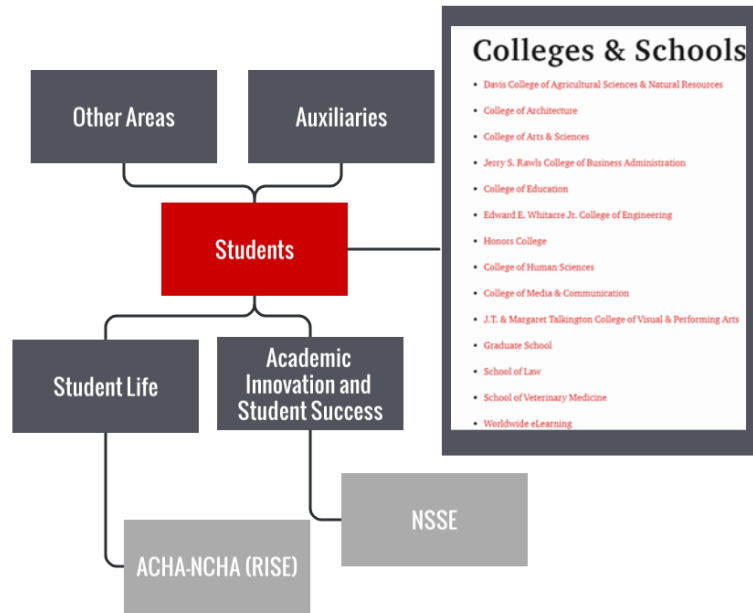
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Finding 1 Continued



22

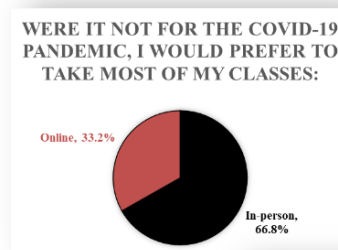
Finding 2 — There is not a centralized means of storing and disseminating data on students' experiences.



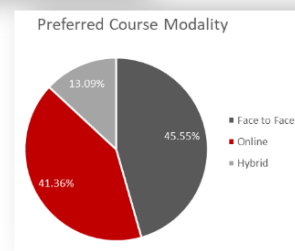
Relates to Project Question 1: What was the psychosocial impact of the Covid-19 pandemic on first-time in college students?

23

Finding 3 — While some students struggled with emergency remote instruction, a portion of students want online learning options to continue.



(ACHA-NCHA TTU, 2022)



(College of Human Sciences Survey, 2021)

Relates to Project Questions 2 and 3: What was the psychosocial impact of online learning on first-time in college (FTIC) students? How were the strategies implemented by Texas Tech University utilized by students?

24



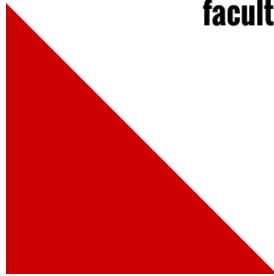
Finding 4 — Disparate technology systems at Texas Tech University contribute to challenges experienced by students, faculty and staff.

“You have these students that haven’t even really set foot on Texas Tech’s campus because we did everything virtually that summer. And now they’re expected to log in and be able to get into their classes and to **know exactly how to maneuver Zoom, Collaborate, Teams, and Skype and whatever else anybody was using.** It made it really difficult for them. Plus they didn’t really feel like they had a sense of belonging.”
Senior Online Learning Administrator

“It was a lot of emailing. **Here’s how you do it [sign up for counseling], a lot of tech troubleshooting trying to figure out how to do our forms in a secure way. I think we ended up starting with DocuSign and then switching to Adobe Sign.** And we had to troubleshoot with our staff about how to get on remote desktops.”
Student Life Administrator and Mental Health Clinician

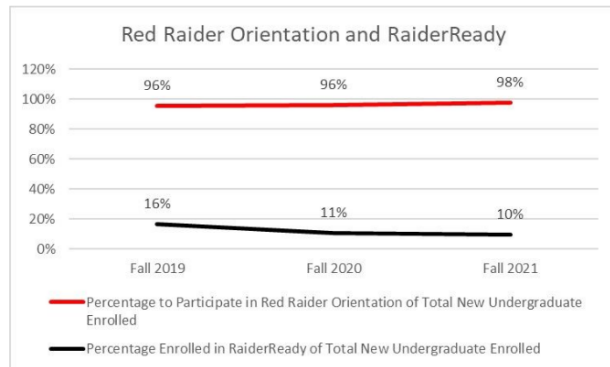
Relates to Project Question 3: How were the strategies implemented by Texas Tech University utilized by students?

25



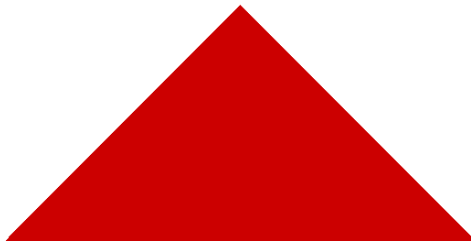
Finding 5 — The Raider Ready program is rigid in its “one size fits all” approach in supporting first-year students’ transition to university life from high school.

RRP 1100 First Year Seminar: "A one-hour, first year student seminar course designed for students to successfully manage the transition from high school to Texas Tech."



Relates to Project Questions 3 and 4: How were the strategies implemented by Texas Tech University utilized by students? How did university administrators interpret the success of the implemented strategies?

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Finding 5 Continued

Problems with the Curriculum

Week	Content
2	Staying Motivated
4	Types of Thinking
8	Your Finances

“I quit teaching Ready Ready because I deviated [from the bedrock curriculum], and I just thought, **I am not making an impact. This is not a good use of my time.**” Senior Student Success Administrator

“The curriculum was very locked in. It was very prescribed. **I adjusted the curriculum in ways that I thought would be better for the students or what they might actually need or want to learn.** I thought some of the curriculum was checking boxes as opposed to what would actually be helpful to students as they transition.” Senior Student Life Administrator

Deficiencies in the Program's strategy to recruit and develop instructors

“There wasn't a solid preparatory training for instructors to try to level the playing field [among more prepared versus less prepared instructors] and **I don't feel like there really was much effort in terms of onboard instructors.**” Senior Student Life Administrator

Relates to Project Questions 3 and 4: How were the strategies implemented by Texas Tech University utilized by students? How did university administrators interpret the success of the implemented strategies?


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Recommendations



28



Recommendation 1

Collect comprehensive data on students' experiences

Informed by Finding 1

Student Life, and Academic Innovation and Student Success, should collect comprehensive data on students' experiences.

Strengthen the culture of decision making that is evidence-based and recognizes the perspectives of the scholar-practitioner may be different than that of students.

Recommendation 2

Develop an institutional repository for the purpose of storing and disseminating data on students' experiences

Informed by Finding 2

Student Life, and Academic Innovation and Student Success, should develop an institutional repository for storing and dissemination of data on students' experiences to inform institutional strategies to improve student success.

Address inconsistencies with terminology through creation of a student data dictionary.

29



Recommendation 3

Expand online course offerings with emphasis on effective online instructional practices

Informed by Finding 3

Academic Innovation and Student Success should explore ways to encourage the colleges and schools at Texas Tech University to expand online course offerings with an emphasis on effective online instructional practices.

Collaborate with eLearning and Academic Partnerships, as well as the Teaching, Learning and Professional Development Center to expand training opportunities for student and faculty success with online learning.

Recommendation 4

Examine disparate technology systems and develop strategies to streamline and improve end-user experiences.

Informed by Finding 4

Student Life, and Academic Innovation and Student Success should examine the number of disparate technology systems deployed for students, faculty and staff and develop strategies to streamline and improve end-user experiences.

30



Recommendation 5

Conduct a comprehensive review of the Raider Ready Program, including curriculum, and institutional strategies relating to first-year transition courses.

Informed by Finding 5

Academic Innovation and Student Success should conduct a comprehensive review of the Raider Ready Program including curriculum and development of instructors.

Assess strategies for first-year experience institution-wide

31



Any Questions?

Jody C. Randall, M.S.
Tamkeen M. Shroff, M.Ed.



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Thank you

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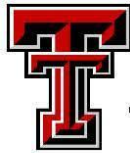
Appendix H. Dissemination Product for Partner Organization

The Psychosocial Impact of the Covid-19 Pandemic on First-Time in College Students and Strategies Implemented by Texas Tech University

Jody C. Randall, M.S., and Tamkeen M. Shroff, M.Ed.

Project Snapshot

Dissemination Product for Partner Organization



Texas Tech University faced significant challenges during the Covid-19 pandemic to develop and implement strategies to support their students through such a tumultuous period of time. This project examined the psychosocial impact experienced by first-time in college students during the Covid-19 pandemic and the strategies implemented by Texas Tech University to support those students as they transitioned from high school to the university. The project utilized a mixed method design. The project analyzed quantitative data previously collected at Texas Tech University from the American College Health Association – National College Health Assessment and the National Survey of Student Engagement. Qualitative data utilized in the project included semi-structured interviews conducted with administrators, faculty and staff. The project also utilized document for annual reports from Student Life (previously Student Affairs), aggregate student of concern reports and various enrollment information.

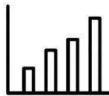
Project Questions


1. What was the psychosocial impact of the Covid-19 pandemic on first-time in college students
2. What was the psychosocial impact of online learning on first-time in college students?
3. How were the strategies implemented by Texas Tech University utilized by students?
4. How did university administrators interpret the success of the implemented strategies?


Key Findings


1. Based on the limited data available on students' experiences at Texas Tech University during the pandemic, students experienced heightened distress and continue to experience financial and emotional stress as a result.
2. Texas Tech University does not have centralized means of storing and disseminating data on students' experiences.
3. While some students at Texas Tech University struggled with emergency remote instruction, a portion of students want online learning options to continue.
4. Disparate technology systems at Texas Tech University contribute to challenges experienced by students, faculty and staff.
5. The Raider Ready program at Texas Tech University is rigid in its "one size fits all" approach in supporting first-year students' transition to university life from high school.


Recommendations

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1. Collect comprehensive data on Students' experiences
Student Life and Academic Innovation and Student Success should collect comprehensive data on students' experiences. Collecting additional data on students' experiences will strengthen the culture of decision making that is evidence-based while recognizing the perspectives of the scholar-practitioner may be different than that of students.
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2. Develop an institutional repository for the purpose of storing and disseminating data on students' experiences.
Student Life and Academic Innovation and Student Success should develop an institutional repository for storing and dissemination of data on students' experiences to inform institutional strategies to improve student success. Texas Tech University should also address inconsistencies with terminology through creation of a student data dictionary.
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3. Expand online course offerings with emphasis on effective online instructional practices
Academic Innovation and Student Success should explore ways to encourage the colleges and schools at Texas Tech University to expand online course offerings with an emphasis on effective online instructional practices. The institution should also expand training opportunities for student and faculty success with online learning.
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4. Examine disparate technology systems and develop strategies to streamline and improve end-user experiences.
Student Life and Academic Innovation and Student Success should examine the number of disparate technology systems deployed for students, faculty and staff and develop strategies to streamline and improve end-user experiences.
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5. Conduct a comprehensive review of the Raider Ready Program, including curriculum, and institutional strategies relating to first-year transition courses
Academic Innovation and Student Success should conduct a comprehensive review of the Raider Ready Program including curriculum and development of instructors. Following the pandemic and the spring reorganization by the Office of the Provost, Texas Tech University should assess strategies for first-year experience institution-wide.

This quality improvement project was in partial fulfillment of the requirements for the degree of Doctor of Education in Leadership and Learning in Organizations from the Peabody College at Vanderbilt University in Nashville, Tenn. Questions may be directed to Jody C. Randall, M.S., jody.c.randall@vanderbilt.edu, and Tamkeen M. Shroff, M.Ed., tamkeen.m.shroff@vanderbilt.edu.

Appendix I. ACHA-NCHA-TTU 2020 vs. 2022 Statistical Analysis

General Health	2020	2022	Trend	Mean	Sig.?	p	z
College students surveyed (described their own health as good, very good)	88.8%	85.2%	decrease				
Campus Climate	2020	2022	Trend	Mean Diff	Sig.?	p	z
I feel that I belong	70.9%	64.2%	decrease	-0.0670	yes	0.00466	2.82910
Students' health & well-being are a priority at my college/university	51.5%	44.4%	decrease	-0.0710	yes	0.00480	2.81720
I feel campus climate encourages free & open discussion of students' health & well-being.	54.9%	50.9%	decrease	-0.0393	no	0.11184	1.58770
We are a campus where we look out for each other	47.8%	41.0%	decrease	-0.0674	yes	0.00672	2.71270
B. Nutrition, BMI, Physical Activity, and Food Security	2020	2022	Trend	Mean	Sig.?	p	z
Drinking 0 sugar-sweetened beverages (per day), on average, in the last 7 days	30.5%	28.1%	decrease	-0.0240	no	0.29372	1.04560
Drinking 1 or more sugar-sweetened beverages (per day) in the last 7 days	69.5%	71.9%	increase	0.0240	no	0.29372	-1.04610
Drinking energy drinks or shots on 0 of the past 30 days	75.1%	66.5%	decrease	-0.0860	yes	0.00020	3.73200
Drinking energy drinks or shots on 1-4 of the past 30 days	15.4%	19.0%	increase	0.0360	no	0.06010	-1.88250
Drinking energy drinks or shots on 5 or more of the past 30 days	9.5%	14.5%	increase	0.0500	yes	0.00252	3.02330
Eating 3 or more servings of fruits (per day), on average, in the last 7 days	16.4%	14.1%	decrease	-0.0230	no	0.20408	1.27070
Eating 3 or more servings of vegetables (per day), on average, in the last 7 days	29.0%	26.0%	decrease	-0.0300	no	0.19706	1.28900
Eating and Drinking Beverages Total	2020	2022	Trend	Mean	Sig.?	p	z
<18.5 Underweight	5.4%	5.4%	same	0.0000	no	1.00000	0.00000
18.5-24.9 Healthy Weight	50.6%	53.8%	increase	0.0320	no	0.19360	-1.30150
25-29.9 Overweight	23.6%	23.1%	decrease	-0.0050	no	0.81810	0.23430
30-34.9 Class I Obesity	11.5%	11.3%	decrease	-0.0020	no	0.90448	0.12480
35-39.9 Class II Obesity	6.4%	3.7%	decrease	-0.0270	yes	0.01352	2.47220
≥40 Class III Obesity	2.6%	2.7%	increase	0.0010	no	0.90448	-0.12330
Exercise	2020	2022	Trend	Mean	Sig.?	p	z
Guidelines met for aerobic exercise only	71.7%	68.0%	decrease	-0.0370	no	0.10960	1.59530
Guidelines met for Active Adults	42.8%	45.7%	increase	0.0290	no	0.24604	-1.15610
Guidelines met for Highly Active Adults	32.7%	35.3%	increase	0.0260	no	0.27572	-1.08620
Food Insecurity	2020	2022	Trend	Mean	Sig.?	p	z
High or marginal food security (score 0-1)	51.4%	43.4%	decrease	-0.0800	yes	0.00152	3.17470
Low food security (score 2-4)	25.7%	29.9%	increase	0.0420	no	0.05876	-1.88820
Very low food security (score 5-6)	22.9%	26.7%	increase	0.0380	no	0.07840	-1.75760
Any food insecurity (low or very low food security)	48.6%	56.6%	increase	0.0800	yes	0.00152	-3.17470
Health Care Utilization	2020	2022	Trend	Mean	Sig.?	p	z
Receiving psychological or mental health services past 12 months	23.8%	30.8%	increase	0.0700	yes	0.00194	-3.10010
*My current campus health and/or counseling center	46.2%	40.9%	decrease	-0.0530	no	0.28914	1.05660
*A mental health provider in the local community near my campus	32.0%	29.1%	decrease	-0.0290	no	0.53526	0.62080
*A mental health provider in my hometown	48.0%	41.9%	decrease	-0.0610	no	0.22628	1.20890
*A mental health provider not described above	8.0%	13.3%	increase	0.0530	no	0.10960	-1.60210
Of the students who reported receiving care in the last 12 months: Visited a medical provider	70.3%	67.1%	decrease	-0.0320	no	0.52870	0.63240
*My current campus health center	32.2%	32.0%	same	-0.0020	no	0.94420	0.06790
*A medical service provider in the local community near my campus	38.9%	38.9%	same	0.0000	no	1.00000	0.00000
*A medical service provider in my hometown	66.1%	62.5%	increase	-0.0360	no	0.59612	0.53500
*A medical service provider not described above	3.7%	5.0%	increase	0.0130	no	0.84930	0.18560
Flu vaccine within the last 12 months	41.2%	39.6%	decrease	-0.0160	no	0.51570	0.64540
Not starting the HPV vaccine series	33.8%	26.5%	decrease	-0.0730	yes	0.00158	3.15560

Starting, but not completing HPV vaccine series	3.1%	2.9%	decrease	-0.0020	no	0.86502	0.17340
Completing the HPV vaccine series	39.2%	41.2%	increase	0.0200	no	0.41794	-0.80620
Not knowing their HPV vaccine status	23.9%	29.5%	increase	0.0560	yes	0.01278	-2.49500

	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
Having a gynecologic exam in the last 12 months	38.9%	34.2%	decrease	-12.86%	-0.0470	no	0.05744	1.89930
Having a dental exam in the last 12 months	65.5%	61.0%	decrease	-7.11%	-0.0450	no	0.06576	1.84320
Being tested for HIV within the last 12 months	16.8%	9.4%	decrease	-56.49%	-0.0740	yes	<.00001	4.38700
Being tested for HIV more than 12 months ago	11.8%	10.4%	decrease	-12.61%	-0.0140	no	0.81810	0.23220
Wearing sunscreen usually or always when outdoors	27.5%	28.2%	increase	2.51%	0.0070	no	0.93624	-0.08410
Spending time outdoors with the intention of tanning at least once in the last 12 months	45.3%	49.8%	increase	9.46%	0.0450	no	0.07508	-1.78130
Impediments to Academic Performance	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
Alcohol use	3.1%	3.3%	increase	6.3%	0.0020	no	0.82588	-0.22480
Cannabis/marijuana use	2.5%	1.7%	decrease	-38.1%	-0.0080	no	0.26700	1.11450
Problems or challenges in the last 12 months	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Academics	45.2%	50.0%	increase	10.1%	0.0480	no*	0.05238	-1.93600
Career	32.9%	36.2%	increase	9.6%	0.0330	no	0.17068	-1.37310
Finances	49.9%	55.5%	increase	10.6%	0.0560	yes	0.02642	-2.22220
Procrastination	72.8%	76.7%	increase	5.2%	0.0390	no	0.07508	-1.78220
Faculty	13.3%	13.6%	increase	2.2%	0.0030	no	0.86502	-0.17410
Family	33.3%	38.1%	increase	13.4%	0.0480	yes	0.04770	-1.98170
Intimate Relationships	38.1%	42.4%	increase	10.7%	0.0430	yes	<0.00001	15.60410
Roommate/housemate	32.8%	33.0%	decrease	0.6%	0.0020	no	0.32708	-0.08430
Peers	24.4%	24.7%	increase	1.2%	0.0030	no	0.49650	-0.13800
Personal appearance	41.6%	56.6%	increase	30.5%	0.1500	yes	0.21498	-5.94210
Health of someone close to me	34.9%	43.1%	decrease	21.0%	0.0820	yes	0.74896	-3.32440
Death of a family member, friend, or someone close to me	23.7%	28.8%	increase	19.4%	0.0510	yes	0.09692	-2.28940
Bullying	7.3%	7.1%	decrease	-2.8%	-0.0020	no	0.59612	0.15330
Cyberbullying	1.7%	4.2%	increase	84.7%	0.0250	yes	0.28914	-2.87400
Hazing	1.0%	1.3%	increase	26.1%	0.0030	no	0.53526	-0.55410
Microaggression	15.8%	14.5%	decrease	-8.6%	-0.0130	no	0.89656	0.71930
Sexual Harassment	8.8%	10.4%	decrease	16.7%	0.0160	no	0.44130	-1.07220
Discrimination	9.5%	11.7%	increase	20.8%	0.0220	no	0.59612	-1.40980
Diagnoses in the last 12 months Affecting Academic Performances	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Bronchitis	3.1%	2.1%	decrease	-38.5%	-0.0100	no	0.20766	1.25530
Chlamydia	0.3%	0.2%	decrease	-40.0%	-0.0010	no	0.68916	0.40020
Chicken Pox (Varicella)	0.0%	0.0%	same	0.0%	0.0000	no	0.00000	0.00000
Cold/Virus or other respiratory illness	19.0%	15.3%	decrease	-21.6%	-0.0370	no	0.05118	1.95170
Concussion	1.5%	1.8%	increase	18.2%	0.0030	no	0.64552	-0.46460
Gonorrhea	0.1%	0.6%	same	142.9%	0.0050	no	0.10524	-1.62010
Flu (influenza or flu-like illness)	7.8%	5.5%	decrease	-34.6%	-0.0230	no	0.06576	1.84180
Mumps	0.0%	0.0%	same	0.0%	0.0000	no	0.00000	0.00000
Mononucleosis (mono)	1.1%	1.0%	decrease	-9.5%	-0.0010	no	0.84930	0.19470
Orthopedic injury	3.1%	3.3%	increase	6.3%	0.0020	no	0.81810	0.22540
Pelvic Inflammatory Disease	0.0%	0.0%	same	0.0%	0.0000	no	0.00000	0.00000
Pneumonia	1.0%	1.0%	same	0.0%	0.0000	no	0.00000	0.00000
Shingles	0.3%	0.1%	decrease	-100.0%	-0.0020	no	0.36282	0.90720
Stomach or GI virus or bug, food poisoning or gastritis	5.6%	5.6%	same	0.0%	0.0000	no	0.00000	0.00000
Urinary tract infection	2.6%	2.7%	increase	3.8%	0.0010	no	0.90448	-0.12300
Assault (physical)	1.5%	1.3%	decrease	0.00%	-0.0020	no	0.72786	0.33820
Assault (sexual)	2.6%	2.6%	same	0.00%	0.0000	no	0.00000	0.00000
Allergies	5.6%	5.1%	decrease	0.00%	-0.0050	no	0.65994	0.44020
Anxiety	27.9%	33.9%	increase	0.04%	0.0600	yes	0.01046	-2.56090
Attention-Deficit/Hyperactivity Disorder (ADHD)/ADD	7.8%	13.0%	increase	0.03%	0.0520	yes	0.00084	-3.33510

Concussion or Traumatic Brain Injury (TBI)	0.8%	1.9%	increase	0.01%	0.0110	no	0.06432	-1.84970
Depression	23.9%	25.9%	increase	0.01%	0.0200	no	0.36282	-0.91330
Eating disorder/problem	3.2%	4.5%	increase	0.01%	0.0130	no	0.18352	-1.32580
Headaches/migraines	11.4%	12.8%	increase	0.01%	0.0140	no	0.39532	0.18352
Influenza or influenza-like illness (the flu)	6.3%	3.5%	decrease	-0.02%	-0.0280	yes	0.00932	2.60100
Injury	2.2%	3.4%	increase	0.01%	0.0120	no	0.15560	-1.42420

	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
PMS	9.3%	10.5%	increase	0.01%	0.0120	no	0.42925	-0.79390
Post-Traumatic Stress Disorder (PTSD)	4.3%	4.1%	decrease	0.00%	-0.0020	no	0.84148	0.19740
Short-term illness	6.9%	5.9%	decrease	-0.01%	-0.0100	no	0.41794	0.81190
Upper respiratory illness	11.7%	9.6%	decrease	-0.01%	-0.0210	no	0.17702	1.35370
Sleep difficulties	24.7%	24.4%	same	0.00%	-0.0030	no	0.92828	0.09210
Stress	36.5%	41.3%	increase	0.03%	0.0480	yes	0.04884	-1.97350
Acute Conditions Ever Diagnosed	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
Bronchitis	6.7%	4.7%	decrease	-35.1%	-0.0200	no	0.20766	1.25530
Chlamydia	1.8%	1.8%	same	0.0%	0.0000	no	0.68916	0.40020
Chicken Pox (Varicella)	0.1%	0.7%	increase	0.0%	0.0060	no	0.02780	-2.19500
Cold/Virus or other respiratory illness	41.9%	40.4%	decrease	-3.6%	-0.0150	no	0.51180	1.95170
Concussion	2.5%	2.9%	increase	14.8%	0.0040	no	0.62414	0.48630
Gonorrhea	0.1%	0.6%	increase	142.9%	0.0050	no	0.64552	-0.46460
Flu (influenza or flu-like illness)	16.5%	13.7%	decrease	-18.5%	-0.0280	no	0.12114	1.55190
Mumps	0.1%	0.6%	increase	0.0%	0.0050	no	0.10524	-1.62010
Mononucleosis (mono)	2.2%	2.0%	decrease	-9.5%	-0.0020	no	0.84930	0.19470
Orthopedic injury	9.8%	9.5%	decrease	-3.1%	-0.0030	no	0.81810	0.22540
Pelvic Inflammatory Disease	0.3%	0.6%	increase	0.0%	0.0030	no	0.38430	-0.87260
Pneumonia	1.3%	1.9%	increase	37.5%	0.0060	no	0.34722	-0.93730
Shingles	0.8%	0.4%	decrease	-66.7%	-0.0040	no	0.36282	0.90720
Stomach or GI virus or bug, food poisoning or gastritis	13.3%	13.8%	increase	3.7%	0.0050	no	0.64552	-0.46380
Urinary tract infection	11.2%	11.0%	decrease	-1.8%	-0.0020	no	0.89656	1.12590
ADHD or ADD	11.1%	14.5%	increase	0.02%	0.0340	yes	0.00044	-3.51030
Alcohol or Other Drug-Related Abuse or Addiction	1.7%	2.4%	increase	0.00%	0.0070	no	0.33204	-0.96910
Food Allergies	12.3%	12.8%	increase	0.00%	0.0050	no	0.76418	-0.29820
Animal Allergies	15.0%	15.2%	increase	0.00%	0.0020	no	0.91240	-0.11040
Environmental Allergies	31.1%	34.7%	increase	0.03%	0.0360	no	0.65994	0.44100
Concussion or TBI	0.8%	1.9%	increase	0.01%	0.0110	no	0.06432	-1.85480
Anxiety	27.7%	33.2%	increase	0.04%	0.0550	yes	<.00001	-4.56930
Asthma	17.0%	15.3%	decrease	-0.01%	-0.0170	no	0.35758	0.91530
Autism Spectrum	1.0%	1.6%	increase	0.00%	0.0060	no	0.29834	-1.03620
Bipolar and related conditions	1.8%	2.0%	increase	0.00%	0.0020	no	0.77182	-0.28890
Borderline personality	1.5%	0.8%	decrease	-0.01%	-0.0070	no	0.18684	1.31710
Cancer	0.8%	0.7%	decrease	0.00%	-0.0010	no	0.81810	0.22990
Celiac Disease	1.0%	0.7%	decrease	0.00%	-0.0030	no	0.51570	0.65160
Chronic Pain	8.4%	6.9%	decrease	-0.01%	-0.0150	no	0.26272	1.12060
Depression	24.0%	28.2%	increase	0.04%	0.0420	no	0.29372	-1.05410
Diabetes or pre-diabetes/insulin resistance	3.4%	2.1%	decrease	-0.01%	-0.0130	no	1.58920	0.11184
Eating disorder/problem	4.5%	6.5%	increase	0.02%	0.0200	no	0.18352	-1.32870
Endometriosis	2.9%	1.7%	decrease	-0.01%	-0.0120	no	0.10960	1.59890
Gambling Disorder	0.0%	0.1%	increase	0.00%	0.0010	yes	0.00736	-2.68310
Genital herpes	0.7%	1.1%	increase	0.00%	0.0040	no	0.40654	-0.82820
Gastroesophageal Reflux Disease (GERD) or acid reflux	6.9%	6.2%	decrease	-0.01%	-0.0070	no	0.57548	0.55990
Heart & vascular disorders	2.5%	3.0%	increase	0.01%	0.0050	no	0.54850	-0.60130
Hepatitis B or C	0.3%	0.3%	same	0.00%	0.0000	no	1.00000	0.00000
High blood pressure (hypertension)	5.5%	3.3%	decrease	-0.03%	-0.0220	yes	0.03236	2.14090
High cholesterol (hyperlipidemia)	2.8%	2.9%	increase	0.00%	0.0010	no	0.90448	-0.11860
HIV or AIDS	0.6%	0.1%	decrease	-0.01%	-0.0050	no	1.72740	0.08364
Human papillomavirus (HPV) or genital warts	2.8%	1.2%	decrease	-0.02%	-0.0160	yes	0.02144	2.29710
Insomnia	8.7%	7.0%	decrease	-0.02%	-0.0170	no	0.21130	1.25360

Irritable bowel syndrome (spastic colon or spastic bowel)	5.5%	6.5%	increase	0.01%	0.0100	no	0.40654	-0.82860
Headaches/migraines	13.5%	12.0%	decrease	-0.02%	-0.0150	no	0.39532	-0.84840
Obsessive-Compulsive and Related Conditions	4.5%	5.4%	increase	0.01%	0.0090	no	0.41222	-0.81700
Polycystic Ovarian Syndrome (PCOS)	3.4%	3.3%	decrease	0.00%	-0.0010	no	0.91240	0.10980
PTSD	4.3%	4.1%	decrease	0.00%	-0.0020	no	0.84148	1.97700
Schizophrenia and Other Psychotic Conditions	0.0%	0.3%	increase	0.00%	0.0030	no	0.14156	-1.46680
Sleep Apnea	2.4%	2.1%	decrease	0.00%	-0.0030	no	0.68916	0.40060
Thyroid condition or disorder	4.8%	3.7%	decrease	-0.02%	-0.0110	no	0.28014	1.08270
Tourette's or other neurodevelopmental condition	0.6%	0.0%	decrease	-0.01%	-0.0060	yes	0.02320	2.26940

Violence, Abusive Relationships, and Personal Safety	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Experienced in the past 12 months: physical fight	2.8%	3.7%	increase	27.69%	0.0090	no	0.31732	-0.99930
Experienced in the past 12 months: A physical assault (not sexual assault)	2.0%	3.2%	increase	46.15%	0.0120	no	0.13888	-1.47880
Experienced in the past 12 months: verbal threat	11.5%	12.8%	increase	10.70%	0.0130	no	0.42952	-0.78650
Experienced in the past 12 months: Sexual touching without their consent	6.6%	7.1%	increase	7.30%	0.0050	no	0.69654	-0.39150
Experienced in the past 12 months: Sexual penetration attempt without	2.7%	2.8%	increase	3.64%	0.0010	no	0.90448	-0.12100
Experienced in the past 12 months: Sexual penetration without their	1.3%	2.0%	increase	42.42%	0.0070	no	0.28014	-1.07830
Experienced in the past 12 months: Being a victim of stalking	5.3%	5.3%	same	0.00%	0.0000	no	1.00000	0.00000
Experienced in the past 12 months: A partner called me names, insulted me or put me down to make me feel bad	12.7%	14.4%	increase	12.55%	0.0170	no	0.32708	0.98150
Experienced in the past 12 months: A partner often insisted on knowing who I was with and where I was or tried to limit my contact with family or friends	6.9%	9.3%	increase	29.63%	0.0240	no	0.08364	-1.73190
Experienced in the past 12 months: A partner pushed, grabbed, shoved, slapped, kicked, bit, choked, or hit me without my consent	2.7%	3.0%	increase	10.53%	0.0030	no	0.71884	0.35630
Experienced in the past 12 months: A partner forced me into unwanted sexual contact by holding me down or hurting me in some way	1.1%	1.7%	increase	42.86%	0.0060	no	0.31732	-1.00200
Experienced in the past 12 months: A partner pressured me into unwanted sexual contact by threatening me, coercing me, or using alcohol or other drugs	2.4%	4.0%	increase	50.00%	0.0160	no	0.07508	-1.78140
College students reported feeling <i>very safe</i>:	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
On their campus (daytime)	75.2%	66.0%	decrease	-13.03%	-0.0920	yes	0.00006	3.98360
On their campus (nighttime)	21.7%	15.2%	decrease	-35.23%	-0.0650	yes	0.00084	3.33970
In the community surrounding their campus (daytime)	35.3%	28.0%	decrease	-23.06%	-0.0730	yes	0.00180	3.11750
In the community surrounding their campus (nighttime)	10.5%	8.6%	decrease	-19.90%	-0.0190	yes	<.00001	-5.12820
Substance Specific Involvement Scores (SSIS) from the ASSIST	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
Tobacco or nicotine delivery products	19.4%	20.8%	increase	6.97%	0.0140	no	0.49020	-0.69110
Alcoholic beverages	14.0%	13.0%	decrease	-7.41%	-0.0100	no	0.56192	0.58040
Cannabis (nonmedical use)	15.4%	15.2%	decrease	-1.31%	-0.0020	no	0.91240	0.11010
Cocaine	1.8%	1.1%	decrease	-48.28%	-0.0070	no	0.24200	1.17240
Prescription stimulants (nonmedical use)	3.3%	2.4%	decrease	-31.58%	-0.0090	no	0.28014	1.07880
Methamphetamine	0.4%	0.1%	decrease	-120.00%	-0.0030	no	0.22246	1.22320
Inhalants	0.0%	0.5%	increase	200.00%	0.0050	no	0.05744	-1.90000
Sedatives or Sleeping Pills (nonmedical use)	1.7%	1.4%	decrease	-19.35%	-0.0030	no	0.63122	0.48310
Hallucinogens	1.9%	1.9%	same	0.00%	0.0000	no	1.00000	0.00000
Heroin	0.0%	0.1%	same	200.00%	0.0010	no	0.39532	-0.84880
Prescription opioids (nonmedical use)	1.5%	1.0%	decrease	-40.00%	-0.0050	no	0.36812	0.89940
The proportion of students (overall sample) who report misusing prescription medications in the past 3 months:	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Prescription stimulants	4.6%	2.3%	decrease	-66.67%	-0.0230	yes	0.01140	2.53290
Prescription sedatives or sleeping pills	2.1%	1.7%	decrease	-21.05%	-0.0040	no	0.56192	0.58300
Prescription opioids	1.5%	0.8%	decrease	-60.87%	-0.0070	no	0.18684	1.31830
Tobacco or nicotine delivery products used in the last 3 months	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
Cigarettes	11.0%	8.0%	decrease	-31.58%	-0.0300	yes	0.04136	2.03950

E-cigarettes or other vape products (for example Juul, etc.)	20.1%	22.2%	increase	9.93%	0.0210	no	0.30772	-1.01690
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Water pipe or hookah	4.3%	1.7%	decrease	-86.67%	-0.0260	yes	0.00208	3.07750
Chewing or smokeless tobacco	3.6%	2.2%	decrease	-48.28%	-0.0140	no	0.09492	1.67010
Cigars or little cigars	4.7%	3.9%	decrease	-18.60%	-0.0080	no	0.43540	0.78430
Other	0.4%	0.3%	same	-28.57%	-0.0010	no	0.72786	0.33750
Students in Recovery from alcohol or other drug use.	3.1%	3.4%	increase	9.23%	0.0030	no	0.74140	-0.33440
When, if ever, was the last time you: Drank Alcohol	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Never	14.4%	17.5%	increase	19.44%	0.0310	no	0.09492	-1.67110
Within the last 2 weeks	57.1%	49.9%	decrease	-13.46%	-0.0720	yes	0.00424	2.85800
More than 2 weeks ago but within the last 30 days	10.2%	13.2%	increase	25.64%	0.0300	no	0.06576	-1.83950
More than 30 days ago but within the last 3 months	9.1%	9.1%	same	0.00%	0.0000	no	1.00000	0.00000
More than 3 months ago but within the last 12 months	4.9%	4.8%	same	-2.06%	-0.0010	no	0.92828	0.09220
More than 12 months ago	4.3%	5.4%	increase	22.68%	0.0110	no	0.31250	-1.00940
Driving under the influence of alcohol in the last 30 days. * *Only students who reported driving in the last 30 days and drinking alcohol in the last 30 days were asked this question.	23.6%	21.8%	decrease	-7.93%	-0.0180	no	0.39532	0.85220
Driving under the influence of cannabis/marijuana in the last 30 days.*Only students who reported driving in the last 30 days and using cannabis in the last 30 days were asked this question.	57.8%	46.9%	decrease	-20.82%	-0.1090	yes	<.00001	4.32090
College students consumed five or more drinks in a sitting within the last two weeks: Among all students surveyed	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Did not drink alcohol in the last two weeks (includes non-drinkers)	42.9%	50.2%	increase	15.68%	0.0730	yes	0.00374	-2.89750
None	27.4%	22.8%	decrease	-18.33%	-0.0460	yes	0.03486	2.10710
1-2 times	21.5%	19.8%	decrease	-8.23%	-0.0170	no	0.76418	0.29700
3-5 times	7.0%	5.8%	decrease	-18.75%	-0.0120	no	0.72634	0.34670
6 or more times	1.1%	1.4%	increase	24.00%	0.0030	no	0.84930	-0.19090
*College students who drank alcohol reported experiencing the following in the last 12 months when drinking alcohol	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Did something I later regretted	21.6%	19.9%	decrease	-8.19%	-0.0170	no	0.40654	0.83150
Blackout (forgetting where I was or what I did for a large period of time and cannot remember, even when someone reminds me)	15.1%	11.3%	decrease	-28.79%	-0.0380	yes	0.02510	2.23590
Brownout (forgot where I was or what I did for short periods of time, but can remember once someone reminds me)	25.2%	23.9%	decrease	-5.30%	-0.0130	no	0.54850	0.59880
Got in trouble with the police	1.0%	0.8%	decrease	-22.22%	-0.0020	no	0.67448	0.42150
Got in trouble with college/university authorities	0.9%	0.5%	decrease	-57.14%	-0.0040	no	0.33706	0.96260
Someone had sex with me without my consent	1.4%	2.4%	increase	52.63%	0.0100	no	0.15272	-1.43430
Had sex with someone without their consent	0.0%	0.3%	same	200.00%	0.0030	yes	<.00001	-4.68600
Had unprotected sex	15.2%	13.8%	decrease	-9.66%	-0.0140	no	0.49650	0.67800
Physically injured myself	7.4%	7.4%	same	0.00%	0.0000	no	1.00000	0.00000
Physically injured another person	0.3%	1.2%	increase	120.00%	0.0090	yes	0.04444	-2.01311
Seriously considered suicide	2.4%	4.5%	increase	60.87%	0.0210	yes	0.02444	-2.20000
Needed medical help	0.5%	1.2%	increase	82.35%	0.0070	no	0.13888	1.48340
Reported one or more of the above	28.3%	27.1%	decrease	-4.33%	-0.0120	no	0.59612	0.53140
Sexual Behavior	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
Vaginal intercourse								
Never	33.8%	37.1%	increase	9.31%	0.0330	no	0.17384	-1.36090
Within the last 2 weeks	37.9%	35.9%	decrease	-5.42%	-0.0200	no	0.41222	0.82140
More than 2 weeks ago but within the last 30 days	7.2%	5.6%	decrease	-25.00%	-0.0160	no	1.30160	0.19360
More than 30 days ago but within the last 3 months	6.1%	7.0%	increase	13.74%	0.0090	no	0.47152	-0.71850
More than 3 months ago but within the last 12 months	7.6%	7.2%	decrease	-5.41%	-0.0040	no	0.76418	0.30300
More than 12 months ago	7.5%	7.2%	decrease	-4.08%	-0.0030	no	0.81810	0.22790
Oral Sex								
Never	33.2%	35.1%	increase	5.56%	0.0190	no	0.42952	-0.79310
Within the last 2 weeks	33.2%	29.6%	decrease	-11.46%	-0.0360	no	0.12356	1.53850
More than 2 weeks ago but within the last 30 days	6.2%	8.4%	increase	30.14%	0.0220	no	0.09692	-1.66480

More than 30 days ago but within the last 3 months	8.6%	8.8%	increase	2.30%	0.0020	no	0.88866	-0.14050
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More than 3 months ago but within the last 12 months	9.6%	8.5%	decrease	-12.15%	-0.0110	no	0.44726	0.76130
More than 12 months ago	9.1%	9.6%	increase	5.35%	0.0050	no	0.72786	-0.33980
Anal intercourse								
Never	80.5%	78.4%	decrease	-2.64%	-0.0210	no	0.30302	-1.02770
Within the last 2 weeks	2.5%	2.6%	same	3.92%	0.0010	no	0.11410	-1.58060
More than 2 weeks ago but within the last 30 days	0.8%	1.7%	increase	72.00%	0.0090	no	0.11410	-1.57950
More than 30 days ago but within the last 3 months	2.7%	2.1%	decrease	-25.00%	-0.0060	no	0.43540	0.78080
More than 3 months ago but within the last 12 months	3.4%	4.8%	increase	34.15%	0.0140	no	0.16452	-1.38830
More than 12 months ago	10.1%	10.4%	increase	2.93%	0.0030	no	0.84148	-0.19580
Mental Health and Wellbeing								
	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
The last 12 months had challenges with:	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
Academics	45.2%	50.0%	increase	10.08%	0.0480	no	0.05744	-1.90330
Career	32.9%	36.2%	increase	9.55%	0.0330	no	0.17068	-1.37310
Finances	49.9%	55.5%	increase	10.63%	0.0560	yes	0.02642	-2.22220
Procrastination	72.8%	76.7%	increase	5.22%	0.0390	no	0.07508	-1.78220
Faculty	13.3%	13.6%	increase	2.23%	0.0030	no	0.86502	-0.17410
Family	33.3%	38.1%	increase	13.45%	0.0480	yes	0.04770	-1.98170
Intimate relationships	38.1%	42.4%	increase	10.68%	0.0430	yes	<.00001	15.60410
Roommate/housemate	32.8%	33.0%	increase	0.61%	0.0020	no	0.93624	-0.08430
Peers	24.4%	24.7%	same	1.22%	0.0030	no	0.88866	-0.13800
Personal appearance	41.6%	56.6%	increase	30.55%	0.1500	yes	<.00001	-5.94210
Health of someone close to me	34.9%	43.1%	increase	21.03%	0.0820	yes	0.00090	-3.32440
Death of a family member, friend, or someone close to me	23.7%	28.8%	increase	19.43%	0.0510	yes	0.02202	-2.28940
Bullying	7.3%	7.1%	decrease	-2.78%	-0.0020	no	0.88076	0.15330
Cyberbullying	1.7%	4.2%	increase	84.75%	0.0250	yes	0.00410	-2.87400
Hazing	1.0%	1.3%	same	26.09%	0.0030	no	0.58232	-0.55410
Microaggression	15.8%	14.5%	decrease	-8.58%	-0.0130	no	0.47152	0.71930
Sexual Harassment	8.8%	10.4%	increase	16.67%	0.0160	no	0.28462	-1.07220
Discrimination	9.5%	11.7%	increase	20.75%	0.0220	no	0.15854	1.40980
Students who reported a challenge in the last 12 months were asked about their level of distress.	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
<i>Students reporting none of the above</i>	7.8%	6.1%	decrease	-24.46%	-0.0170	no	0.18352	1.33090
<i>Students reporting only one of the above</i>	9.7%	7.5%	decrease	-25.58%	-0.0220	no	0.11876	1.56240
<i>Students reporting 2 of the above</i>	9.6%	6.4%	decrease	-40.00%	-0.0320	yes	0.01828	2.35570
<i>Students reporting 3 or more of the above</i>	72.8%	80.0%	increase	9.42%	0.0720	yes	0.00076	-3.37460
Suicide attempts of college students surveyed indicated they had attempted suicide within the last 12 months.	2.4%	3.1%	increase	25.45%	0.0070	no	0.40090	-0.84320
The overall level of stress experienced in past 12 months:								
	2020	2022	Trend	% Diff.	Mean	Sig.?	p	z
No stress	1.1%	2.0%	increase	58.06%	0.0090	no	0.15560	-1.42490
Low	24.1%	18.7%	decrease	-25.23%	-0.0540	yes	0.00880	2.61880
Moderate	48.5%	47.5%	decrease	-2.08%	-0.0100	no	0.68916	0.39650
High	26.2%	31.8%	increase	19.31%	0.0560	yes	0.01468	-2.43820
Self-injury within the last 12 months.	8.6%	12.9%		40.00%	0.0430		0.00634	-2.72820
Ongoing or Chronic Conditions								
	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Of students reported ever being diagnosed with Mental health	2020	2022		0.10%				
ADD/ADHD - Attention Deficit/Hyperactivity Disorder	11.1%	14.5%	increase	26.56%	0.0340	yes	0.04440	-2.00560
Alcohol or Other Drug-Related Abuse or Addiction	1.7%	2.4%	increase	34.15%	0.0070	no	0.33204	-0.97120
Anxiety	27.7%	33.2%	increase	18.06%	0.0550	yes	0.01828	-2.36190
Autism Spectrum	1.0%	1.6%	increase	46.15%	0.0060	no	0.29834	-1.03860
Bipolar and Related Conditions	1.8%	2.0%	same	10.53%	0.0020	no	0.77182	-0.28950
Borderline Personality Disorder (BPD), Avoidant Personality, Dependent Personality, or another personality disorder	1.5%	0.8%	decrease	-60.87%	-0.0070	no	0.18684	1.31830
Depression	24.0%	28.2%	increase	16.09%	0.0420	no	0.05876	-1.88980
Eating Disorders (for example Anorexia Nervosa, Bulimia Nervosa, Binge-Eating)	4.5%	6.5%	increase	36.36%	0.0200	no	0.41222	-0.81870
Gambling Disorder	0.0%	0.1%	same	200.00%	0.0010	no	0.39532	-0.84880

Insomnia	8.7%	7.0%	decrease	-21.66%	-0.0170	no	0.20766	1.25750
Obsessive-Compulsive and Related Conditions	4.5%	5.4%	increase	18.18%	0.0090	no	0.40654	0.82500
PTSD (posttraumatic stress disorder) or trauma or stressor-related condition	7.7%	7.8%	same	1.29%	0.0010	no	0.94420	-0.07410
Schizophrenia and Other Psychotic Conditions	0.0%	0.3%	same	200.00%	0.0030	no	0.14156	-1.47090
Tourette's or other neurodevelopmental conditions not already listed	0.6%	0.0%	same	-200.00%	-0.0060	yes	0.02260	2.27730
Traumatic brain injury (TBI)	1.0%	0.8%	same	-22.22%	-0.0020	no	0.67448	0.42150
Of students that reported ever being diagnosed utilized healthcare or mental health professionals within the last 12 months.	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Students reporting none of the above	60.4%	54.7%	decrease	-9.90%	-0.0570	yes	0.02260	2.28240
Students reporting only one of the above	14.8%	14.8%	same	0.00%	0.0000	no	1.00000	0.00000
Students reporting both Depression and Anxiety	18.6%	23.6%	increase	23.70%	0.0500	yes	0.01552	2.41780
Students reporting any two or more of the above (Excluding the combination of Depression and Anxiety)	6.2%	6.9%	increase	10.69%	0.0070	no	0.57548	-0.55920
Of students who reported ever being diagnosed with Other Chronic /Ongoing Medical Conditions	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Acne	23.5%	27.1%	increase	14.23%	0.0360	no	0.10100	-1.63680
Allergies - food allergy	12.3%	12.8%	increase	3.98%	0.0050	no	0.76418	-0.29870
Allergies - animals/pets	15.0%	15.2%	same	1.32%	0.0020	no	0.91240	-0.11030
Allergies - environmental (for example pollen, grass, dust, mold)	31.1%	34.7%	increase	10.94%	0.0360	no	0.11876	-1.55840
Asthma	17.0%	15.3%	decrease	-10.53%	-0.0170	no	0.35758	0.91680
Cancer	0.8%	0.7%	same	-13.33%	-0.0010	no	0.81810	0.23030
Celiac disease	1.0%	0.7%	decrease	-35.29%	-0.0030	no	0.51570	0.65240
Chronic pain (for example back or joint pain, arthritis, nerve pain)	8.4%	6.9%	decrease	-19.61%	-0.0150	no	0.26272	1.12230
Diabetes or pre-diabetes/insulin resistance	3.4%	2.1%	decrease	-47.27%	-0.0130	no	0.11184	1.59100
Endometriosis	2.9%	1.7%	decrease	-52.17%	-0.0120	no	0.10960	1.60400
Gastroesophageal Reflux Disease (GERD) or acid reflux	6.9%	6.2%	decrease	-10.69%	-0.0070	no	0.57548	0.56170
Heart & vascular disorders	2.5%	3.0%	increase	18.18%	0.0050	no	0.54850	-0.60320
High blood pressure (hypertension)	5.5%	3.3%	decrease	-50.00%	-0.0220	yes	0.03156	2.14780
High cholesterol (hyperlipidemia)	2.8%	2.9%	same	3.51%	0.0010	no	0.90448	-0.11890
Irritable bowel syndrome (spastic colon or spastic bowel)	5.5%	6.5%	increase	16.67%	0.0100	no	0.40654	-0.83110
Migraine headaches	13.5%	12.0%	decrease	-11.76%	-0.0150	no	0.37346	0.89280
Polycystic Ovarian Syndrome (PCOS)	3.4%	3.3%	same	-2.99%	-0.0010	no	0.91240	0.11010
Sleep Apnea	2.4%	2.1%	decrease	-13.33%	-0.0030	no	0.40180	0.68916
Thyroid condition or disorder	4.8%	3.7%	decrease	-25.88%	-0.0110	no	0.27572	1.08610
Urinary system disorder	1.3%	1.3%	same	0.00%	0.0000	no	1.00000	0.00000
Of students who reported being diagnosed with diabetes or pre-diabetes/insulin resistance indicated:	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Type I Diabetes	16.7%	28.6%	increase	52.54%	0.1190	yes	<.00001	-5.58530
Type II Diabetes	27.3%	40.0%	increase	37.74%	0.1270	yes	<.00001	-5.30190
Pre-diabetes or insulin resistance	63.6%	43.8%	decrease	-36.87%	-0.1980	yes	<.00001	7.85600
Gestational Diabetes	13.6%	7.7%	decrease	-55.40%	-0.0590	yes	0.00012	3.83060
Sleep	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Reported time to usually fall asleep at night (sleep onset latency):	2020	2022		0.10%				
Less than 15 minutes	44.6%	40.4%	decrease	-9.88%	-0.0420	no	0.09296	1.68380
16 to 30 minutes	24.2%	25.8%	increase	6.40%	0.0160	no	0.46540	-0.73120
31 minutes or more	31.2%	33.8%	increase	8.00%	0.0260	no	0.27134	-1.09850
Over the last 2 weeks, students reported the following average amount of sleep (excluding naps) on weeknights	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Less than 7 hours	49.2%	47.2%	decrease	-4.15%	-0.0200	no	0.42952	0.79280
7 to 9 hours	49.2%	51.0%	increase	3.59%	0.0180	no	0.45326	-0.75270
10 or more hours	1.7%	1.7%	same	0.00%	0.0000	no	1.00000	0.00000
Reported feeling tired or sleepy during the day 3 or more of past 7 days	2020	2022						
0 days	5.6%	3.5%	decrease	-46.15%	-0.0210	yes	0.04338	2.01590
1-2 days	20.2%	20.3%	same	0.49%	0.0010	no	0.96012	-0.04930
3-5 days	41.2%	43.0%	increase	4.28%	0.0180	no	0.47152	-0.72190
6-7 days	33.0%	33.3%	same	0.90%	0.0030	no	0.89656	-0.12620

Kessler 6 (K6) Non-Specific Psychological Distress Score (Range is 0-24)	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
No or low psychological distress (0-8)	61.1%	23.1%	decrease	-90.26%	-0.3800	yes	< .00001	15.33900
Moderate psychological distress (9-12)	21.4%	51.3%	increase	82.26%	0.2990	yes	< .00001	12.89280
Serious psychological distress (13-24)	17.5%	25.6%	increase	37.59%	0.0810	yes	0.00001	-3.87840
Mean	7.87	9.06	increase	14.06%	1.1900	yes	0.00010	
Median	7.00	9.00			t= 4.3141	df= 1580		
Std Dev	5.27	5.62						
UCLA Loneliness Scale (ULS3) Score (Range is 3-9)	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Negative for loneliness (3-5)	50.8%	47.5%	decrease	-6.71%	-0.0330	no	0.19020	1.30750
Positive for loneliness (6-9)	49.2%	52.5%	increase	6.49%	0.0330	no	0.19020	-1.30750
Mean	5.46	5.67	increase	3.77%	0.2100	no	0.45510	
Median	5.00	6.00			t= 0.7471	df= 1580	SE=0.281	
Std Dev	1.94	1.96						
Diener Flourishing Scale – Psychological Well-Being (PWB) Score (Range is 8-56) (higher scores reflect a higher level of psychological well-being)	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Mean	45.84	44.53	decrease	-2.90%	-1.3100	yes	0.00390	
Median	48.00	47.00			t= 2.8880	df=1580	SE=0.454	
Std Dev	8.63	9.27						
Connor-Davison Resilience Scale (CD-RISC2) Score (Range is 0-8) (higher scores reflect greater resilience)	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Mean	6.20	6.16	decrease	-0.65%	-0.0400	no	0.61310	
Median	6.00	6.00			t= 0.5058	df= 1580	SE= 0.079	
Std Dev	1.50	1.62						
Estimated BAC of students who reported drinking alcohol within the last 3 months answered these questions	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
< .08	78.2%	77.0%	decrease	-1.55%	-0.0120	no	0.56868	0.56960
< .10	83.2%	83.2%	same	0.00%	0.0000	no	1.00000	0.00000
Mean	5.00	5.00	same		0.0000	no	1.00000	0.00000
Median	2.00	2.00			t=0.0000	df=1580	SE= 0.331	
Std Dev	6.00	7.00						
*Reported number of drinks consumed the last time students drank alcohol in a social setting.								
Number of drinks	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
4 or fewer	72.5%	71.7%	decrease	-1.11%	-0.0080	no	0.72634	0.35320
5	10.8%	10.3%	decrease	-4.74%	-0.0050	no	0.74896	0.32270
6	6.6%	6.1%	decrease	-7.87%	-0.0050	no	0.68180	0.40680
7 or more	10.1%	11.9%	increase	16.36%	0.0180	no	0.25428	-1.13580
Mean	3.5	3.6	increase	2.82%	0.1000	no	0.48980	
Median	3.0	3.0			t=0.6908	df= 1580	SE= 0.145	
Std Dev	2.7	3.0						
Suicide Behavior Questionnaire-Revised (SBQR) Screening Score (Range is 3-18)	2020	2022	Trend	% Diff.	Mean Diff.	Sig.?	p	z
Negative suicidal screening	73.60	67.00	decrease	-9.39%	-6.6000	yes	0.00438	2.85280
Positive suicidal screening	26.40	33.00	increase	22.22%	6.6000	yes	0.00438	-2.85280
Mean	5.16	5.74	increase	10.64%	0.5800	yes	0.00030	3.62580
Median	4.00	5.00			t= 3.6258	df= 1580	SE= 0.160	
Std Dev	2.99	3.31						
BMI (NCHA given)	2020	2022	Trend	sig.?	p	t		
Mean	25.96	25.59	decrease	no	0.2271	1.2083		
Median	24.13	23.94						
Std Dev	6.20	5.95						

Appendix J. Texas Tech University National Survey of Student Engagement (NSSE) Multi-Year Statistics

First-Year Students Academic Challenge - Unpaired Two-Tailed Test Results										
	2017	2019	2021	Trend	Sig.?	P	Mean Diff.	T	df	SE
Higher-Order Learning Mean	36.4	37.1	37.0	decrease	no	0.08814	-0.100	0.1493	2060	0.670
n	382.0	573	1,489							
SD	13.5	13.7	13.6							
Reflective & Integrative Learning Mean	32.7	33.1	34.0	increase	no	0.1153	0.900	1.5753	2237	0.571
n	405	635	1,604							
SD	12.1	12.4	12.1							
Learning Strategies Mean	37	37.3	37.6	increase	no	0.6796	0.300	0.413	1930	0.726
n	316	528	1,404							
SD	14.1	14.3	14.2							
Quantitative Reasoning Mean	27.4	27.8	29.4	increase	yes	0.0373	1.600	2.0836	1954	0.768
n	378	544	1,412							
SD	15.5	15.0	15.3							
Preparing for Class (hrs/wk) Mean	14.5	14.2	15.6	increase	yes	0.0015	1.400	3.1794	1848	0.44
n	295	493	1,357							
SD	8.9	8.3	8.4							
Course Reading Est. hrs per wk Mean	6.2	5.1	5.7	increase	yes	0.0296	0.600	2.1767	1836	0.276
n	289	489	1,349							
SD	4.9	5.0	5.3							
Assigned Writing Est. Pages Mean	27.9	36.6	41.7	increase	no	0.1743	5.100	1.3589	1960	3.753
n	321	541	1,421							
SD	47.5	65.4	77.4							
Course Challenge Mean	5.4	5.4	5.2	decrease	yes	0.0021	-0.2000	3.0745	1923	0.065
n	317	528	1,397							
SD	1.3	1.2	1.3							
Academic Emphasis Mean	3.1	3.0	3.0	same	no	1.0000	0.0000	0.0000	1872	0.038
n	299	507	1,367							
SD	0.8	0.8	0.7							
Learning with Peers - Unpaired Two-Tailed Test Results										
Learning with Peers Collaborative Mean	31.8	33.5	27.6	decrease	yes	0.0001	-5.900	9.2282	2405	0.639
n	437	704	1,703							
SD	14.8	14.9	14.0							
Discussions with Diverse Others Mean	40.9	40.6	38.9	decrease	yes	0.0343	-1.700	2.1181	1941	0.803
n	318	533	1,410							
SD	16.8	15.2	16							
Experiences with Faculty - Unpaired Two-Tailed Test Results										
Student-Faculty interaction Mean	18.1	21.4	18.4	decrease	yes	0.0001	-3.000	4.2342	2126	0.709
n	392	603	1,525							
SD	13.9	14.8	14.7							
Effective Teaching Mean	36.7	35.9	36.5	increase	no	0.3623	0.600	0.9112	2053	0.658
n	381	570	1,485							
SD	13.6	13	13.5							
Campus Environment - Unpaired Two-Tailed Test Results										
Quality of Interactions	41.2	42.6	41.1	decrease	yes	0.0240	-1.500	2.2594	1828	0.664
n	311	498	1,332							
SD	13.4	12.2	12.8							
Supportive Environment Mean	36.8	36.6	32.9	decrease	yes	0.0001	-3.700	5.223	1856	0.708
n	297	496	1,362							
SD	14.7	13.8	13.4							
Learning Community	16	13	9	decrease	yes	0.0123	-4.000	2.5051	1900	1.597
n	315	519	1,383							
SE	2.1	1.5	0.8							
Research with Faculty	3	6	3	decrease	yes	0.0014	-3.000	3.1979	1900	0.938

n	318	517	1,385								
SE	1	1.1	0.4								
Internship or Field	74	72	76	increase	no	0.0661	4.000	1.8387	1917	2.175	
n	317	522	1,397								
SE	2.5	2.0	1.1								
% Intending to Study Abroad	56	53	49	decrease	no	0.0748	-4.000	1.7826	1906	2.244	
n	318	522	1,386								
SE	2.8	2.2	1.3								
Intending Culminating Senior Experience	45	47	47	same	no	0.000	1.000	0.000	1902	2.513	
n	314	520	1,384								
SE	2.8	2.2	1.3								

Appendix K. Traditional Interview Transcript Analysis Codebook

Semistructured Interview Codebook			Traditional coding method											
Research Question	Color	Theme	SS1	SS2	SS3	SS4	SS5	OL1	SL1	SL2	SL3	SL4		
What was the psychosocial impact of the COVID-19 pandemic on first-time in college (FTIC) students?		anxiety	X				X		X		X	X		C SS1
		Alcohol use									X	X		V SS2
		change in student attitude				X	X		X					M SS3
		students disconnected discussions and campus experience	X	X	X	X				X				Je SS4
		depression signs not detected readily by instructors but knew something wasn't right	X	X						X				M SS5
		Always on cellphone; more distracted	X	X		X								M OL1
		noticeable difference in students/ change in behavior	X	X	X	X	X	X	X	X	X	X	X	Ta SL1
		distressed	X	X			X				X	X		M SL2
		uncertainty	X	X	X	X		X	X		X	X		EI SL3
		experience of college reduced from expectations	X	X	X	X	X		X	X		X		D SL4
		World changed drastically and abruptly	X						X				X	
		handling crisis and coping not experienced much by 1st-year students; not knowing how to make decisions; no one to help because everyone went remote	X		X		X					X	X	
		more difficulty transitioning also had harder COVID19 impact	X	X		X					X		X	
		lack of socialization with faculty/staff for extended time needs attention	X		X	X	X			X	X	X		
		apprehensive to be around others even after restrictions were lifted	X	X		X			X		X	X		
		participation/attendance/engagement	X	X	X	X		X	X					
		finding and connecting with humans is important; making friends	X	X	X	X	X		X	X	X	X		
		transition out from being a HS kid to young adult	X	X	X							X		
		being alone is an indicator of negative transition	X	X							X	X		
		anxiety of being behind academically b/c of online learning	X		X			X	X				X	
		limited contact with humans; the students were masked and wanted contact with humans		X					X		X			
		no sense of belonging; living on campus but no social gatherings because of distancing	X							X		X	X	
		expectations of graduation and moving to college experience/meeting people & social gathering not met	X	X		X							X	
		Fear of going to Lubbock. The pandemic messed with all of our minds.		X				X						
		Students and faculty went through crisis during pandemic	X				X			X	X	X		
		Connection & Engagement very important for success	X	X	X	X	X						X	
		Some couldn't afford living in dorms and pay for online classes so they stayed home (not the college experience) and financial stress					X	X			X			
		2020 students seemed more resistant to advice/opening-up from RR instructor observations		X	X	X					X			
		2020 students seemed distrustful of RR instructor's intentions to support	X	X		X								

What was the psychosocial impact of online learning on first-time in college (FTIC) students?"	students didn't know how to navigate online learning; just use tech for social purpose; didn't know how to use Blackboard or Proctorio for exams	x	x				x		x											
	students needed a lot of advice on how to take classes and tests online; i don;t learn well this way						x		x											
	they know apps, not instructional tech, methods or learning strategies	x	x	x	x	x	x													
	lots of different software used by faculty to use with students leading to more confusion			x	x				x											
	doing remote delivery is not the same as true online course		x	x					x	x										
	real design of online classes is short snippets of lecture, built-in student/student& student/faculty, and built out completely before starting the course- learning type interactive activiites									x										
	Students short changed by faculty learning interactions and opportunity	x								x	x									
	short abrupt transition of 2 weeks for faculty to switch to online teaching									x										
	students like online classes and want to continue - online numbers continue going up; more students want to go into an online program- not expected; Hybrid format appealing post-pandemic	x									x	x								
	Horrible experience going into emergency instruction in Spring 2020 and fall 2020 due to faculty lack of experience and prep time to learn	x									x	x								
	University shifting tech. processes from trial and error with Skype to Zoom from Blackboard	x									x	x								
	System fragmented; data challenges	x				x	x	x	x	x										
challenges for students	x						x	x	x	x	x	x								
Unplanned raider ready instructor recruitment-self selecting		x	x	x	x	x														
varied content in raider ready, not connected to best practices from Student Affairs literature	x	x	x	x	x															
Definitions vary first-year; freshman	x				x	x	x	x											x	
Centralized/decentralized system	x				x					x										
current data management system flaws/not effective	x		x			x	x												x	
student attendance in class is very important to success transitioning	x	x	x	x	x	x				x	x	x								
Scope and sequence for Raider Ready curriculum and development for student relevance needs to happen	x	x			x	x				x	x	x								
first-year students need to be trained on college expectations; Raider Ready good for 1st-year students to bridge to college;	x	x	x			x	x												x	
online orientation to college followed by online classes on campus led to higher absences in classes; srtudents never trained to go to class						x	x				x									
intentional behaviors from some faculty at college to look for signs of mental health issues and make sure students could chat and get info on safe MH resources	x		x																x	

How were the strategies implemented by Texas Tech University utilized by students?	attendance not required to track; varying views about students' decision to show up to class or not	x	x	x		x		x													
	organic/informal faculty connections with students very important	x				x		x			x										
	Each designed step of student transitions should be mapped with objectives and desired outcomes, indicators of positive transition	x					x														
	Orientation covers some resources but doubtful that students retain much so Raider Ready is designed to help them learn about resources and skill development to do better in college	x	x			x	x				x										
	virtual mode for orientation/ resource fair gave limited info; students didn't use it	x					x					x		x							
	Culture of university is known for organic conversations, connections, hallway conversations	x					x	x				x									
	self-selecting instructors who like to teach the course due to personal motivating reason	x	x	x	x	x						x		x							
	parent wanted more communication; an empathetic approach to parent frustrations/ concerns/ demands for more information										x			x		x					
	Frequent updates in communication/health protocols	x			x	x	x	x				x		x		x					
	University setup COVID task force with leadership but also created office for parent/family connection (and communication) for more transparency							x	x					x							
	Raider Ready instructor can be connection point to massive university			x	x							x		x		x					
	students need to taught how to communicate at college; not just social media socializing	x			x		x	x	x												
	Interpret the success of the implemented strategies?	building sense of community needed in classes and around college through social events	x				x	x						x		x		x			
		current data management system not effective or required by deans	x						x	x	x	x									
collaboration/ collegiality vital for supporting students		x				x							x								
everyone has access to current data management system but varies in utilization		x					x	x	x												
inconsistent definitions of student success in transitioning (retention vs well-adjusted)		x					x	x				x	x								
abrupt change to virtual mode by university both praised and cause of stress		x				x	x					x									
student attendance was very poor in spring 2021 with students not recognizing they need to show up; we didn't transition out of COVID well		x	x	x	x							x	x								
current strategy is drinking from fire hose on 1st day, no transition; who knows how to handle drinking from a fire hose?		x						x	x							x					
university committees discussed organically what support based on faculty/staff needing support		x															x				
Redo Raider Ready curriculum as co-constructed-based on student actual needs		x	x	x	x									x	x	x					
Tx tech staff felt they weren't providing resources they normally did		x										x		x	x	x	x				

How did university administrators ir

external pressure to put typical events from families connected to university admin			x	x				x	x	x				
leadership concerns over what they were requiring their staff to do that gave them more exposure to illness balanced against pressure to put on social events for students	x		x	x	x			x	x					
university added services like tele-advising, tele-counseling, sit in parking lots for better internet access	x			x			x		x				x	
COVID precaution relaxed in 2021-2022 vs. 2020-2021 year; things were back to full capacity classrooms- skewed some student survey data	x			x	x	x	x						x	

Human Interaction points/people											
people	127	group	74	friend	46	community	45	family	37	parent	23
people	75	a group	8	friends	26	the community	7	families	6	parents	8
other people	6	group	6	friend groups	2	a community	4	the family	4	my parents	2
some people	6	that group	5	new friends	2	community	4	family members	3	parent	2
the people	4	groups	4	your friends	2	our community	3	their families	3	parent and family relations	2
those people	4	group therapy	3	a friend	1	that community	3	their family	3	their parents	2
how many people	3	this group	3	close friends	1	another community	2	family	2	at least one parent	1
more people	3	a whole different group	2	jeff's best friend	1	our communities	2	my family	2	even their parents	1
20 people	2	a zoom group	2	my friends	1	that campus community	2	parent and family relation	2	our generation or their parents' gen	1
these people	2	friend groups	2	my good friend	1	a smaller, more manageable o	1	a distance family	1	our parents	1
50 or 60 people	1	our group	2	no friends	1	a surrounding community	1	even their family	1	some parents	1
a few people	1	a big group	1	online friends	1	a university community	1	family and support network	1	the parents	1
a lot more people	1	a focus group	1	other friends	1	a, um, college enviro	1	family relations	1	your parents	1
all these new people	1	a group project	1	several friends	1	community piece	1	other minority families	1		
different people	1	a much more social group	1	that phone-a-friend	1	community resources	1	our distance families	1	face	66
like-minded academic people	1	a pretty small group	1	the friends	1	either k12 or community colleg	1	our hispanic families	1	face	37
most people	1	a robust group therapy program	1	their friend group	1	someone else's community	1	our new families	1	a face	6
multiple people	1	a social group	1	their friends	1	the entire university community	1	red rate families	1	face class	4
my people	1	cross university groups	1	your lifelong friends	1	the university community	1	their family members	1	face classes	2
one or two people	1	diversity groups	1			their community	1	those families	1	that face	2
only 60 people	1	group work	1	conversation	35	their greater community	1	those incoming families	1	this face	2
other other people	1	neither group	1	conversations	10	their new community	1	each other's face	1	having face	1
people areas	1	one group	1	a conversation	5	this community	1	person	63	each other's faces	1
people's offices	1	our group therapy	1	those conversations	5	this greater community	1	person	29	face component	1
people's worries	1	our group therapy experiences	1	conversation	2	this larger university communit	1	this person	5	face course	1
several people	1	our group therapy program	1	these conversations	2	this new community	1	a person	3	face event	1
that many people	1	our groups program	1	a deeper conversation	1	your community	1	person events	2	face events	1
their people	1	person group therapy	1	basic level conversations	1	connection	22	the specific person	2	face program	1
too many people	1	several interpersonal process gro	1	intentional conversations	1	a connection	1	a random person	1	having face	1
two key people	1	sexual assault groups	1	one conversation	1	those connections	5	a snapchat person	1	my face	1
your people	1	small group	1	one conversations	1	connections	2	a specific person	1	some face	1
	1	smaller groups	1	our earlier conversations	1	physical connection	1	a student individual perso	1	that human face	1
instructor	64	social skills building groups	1	the conversation	1	social connections	1	a three or 400 person pres	1	the face	1
	13	support group	1	the conversations	1	that connection	1	at least one outside perso	1	the faces	1
the instructor	7	that 20, 21 group	1	this whole conversation	1	that personal connection	1	at least one person	1	the faculty	59
my instructors	5	the freshman seminar group	1	those one-on-one organic conversations	1	that, um, connection	1	curriculum persons	1	faculty	18
our instructors	4	the group	1	wide conversation	1	their connections	1	one person	1	the faculty	18
an instructor	4	the other group	1			this personal connection	1	person activities	1	the faculty	18
some instructors	3	the university non-student affairs	1	advisor	47	those one foundational come	1	person class	1	a faculty member	4
instructor	2	their friend group	1	an academic advisor	8	those one-on-one connections	1	person delivery	1	different faculty	2
the instructors	2	their groups	1	academic advisors	4			person experience	1	their faculty	2
those instructors	2	this big group	1	their academic advisor	3	staff	30	person graduation	1	a faculty meeting	1
50 or 60 different instructors	1	this last group	1	their advisor	3	staff	8	person group therapy	1	a faculty member share	1
all the instructors	1	those groups	1	advisors	2	our staff	4	person instructor	1	a regular faculty member	1
an instructor visit	1	two different groups	1	an advisor	2	the staff	3	person orientation	1	a traditional faculty member	1
every instructor	1	um, so a very close knit group	1	my advisors	2	a staff	2	person setup	1	both faculty	1
instructors experience	1	your group	1	our advisors	2	more staff	2	that particular person	1	definitely not faculty	1
instructors experiences	1	zoom group therapy	1	their advisors	2	17 full-time staff members	1	that person	1	different faculty members	1
just a cadet ready instructor	1			a lead advisor	1	a staff psychologist	1	the 400 person sections	1	even the faculty	1
maybe their instructor	1			a major advisor	1	campus staff	1	the point person	1	faculty and teaching staff	1
most instructors	1			academic advisor	1	faculty and teaching staff	1	just those faculty	1	regular faculty	1
new instructors	1			academic advisor error	1	more experienced staff	1	my advising staff	1	some faculty	1
nine through 12 instructors	1			advisor	1	my advising staff	1				
not an instructor point	1			an advisor's desktop	1	my staff	1				
other instructors	1			another advisor	1	park staff	1				
our instructor	1			different advisors	1	staff members	5				
person instructor	1			maybe their advisor	1	student life staff	1				
College Courses/ learning											
learning	28	credit	21	grade	19	major	27	curriculum	31		
online learning	8	extra credit	5	a grade	2	a major	8	the curriculum	17		
learning	2	credit	4	an attendance grade	2	majors	3	a curriculum	2		
the student learning	2	a multicultural credit	2	that attendance grade	2	the majors	3	curriculum	1		
a learning style	1	a one credit course	1	attendance grade	1	a business major	1	curriculum persons	1		
an experiential learning process	1	a transition credit	1	grade	1	a non-majors plant biology cou	1	required curriculum	1		
certain learning outcomes	1	all their course credits	1	my grades	1	another major	1	some common, um, curric	1		
distance learning	1	an actual credit course	1	our attendance grade	1	four majors	1	sort of the curriculum	1		
just a different learning experience	1	more credit hours	1	our grade	1	multiple majors	1	the course curriculum	1		
learning platform	1	my credit card	1	red grade orientation tabling event	1	so changing majors	1	the current curriculum	1		
lifelong learning institute	1	my, um, extra credit opportunities	1	the attendance grade	1	some majors	1	the right curriculum	1		
my learning style	1	one credit courses	1	the second level grades	1	the 154 majors	1	the second and third year	1		
other learning type activities	1	a transition credit	1	advisor	1	the non-majors course	1	their curriculum	1		
our learning style	1	that one extra credit	1	those initial grades	1	the right academic major	1	this curriculum	1		
our research and service learning	1			your attendance grade	1	their competitive majors	1	those, um, course that con	1		
that learning style	1			your grade	1	their new major	1				