

National Survey of Student Engagement (NSSE) High Impact Practice Results

Marshall University

2013-2024



Comparison of spring 2013/2014/2015/2016/2018/2020/2022/2024 *NSSE High Impact Practices* (Relative to Carnegie Peers)

* = $p < .05$; ** = $p < .01$; *** = $p < .001$

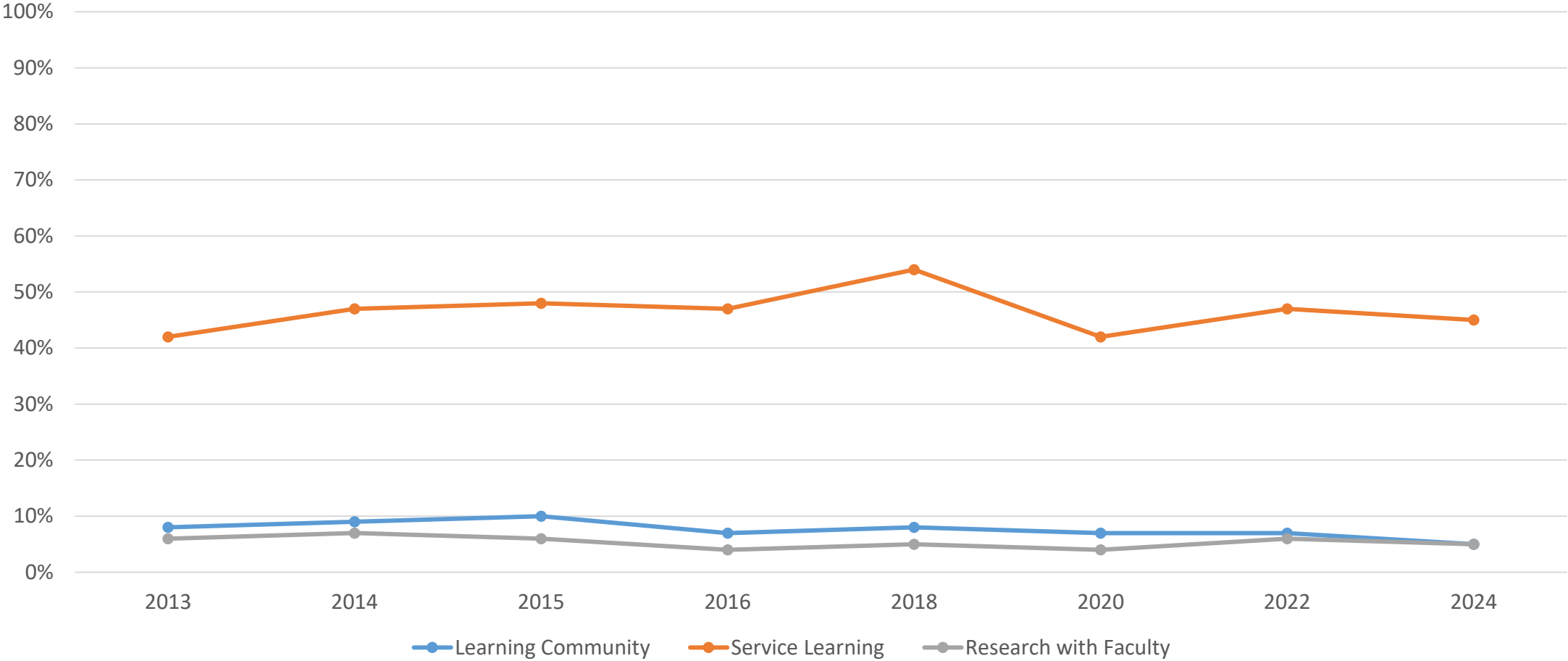
High Impact Practice**	2013		2014		2015		2016		2018		2020		2022		2024	
	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Student	Seniors	First Year Students	Seniors
Learning Community Participation	Weakness *		Weakness *	Strength **	Weakness **		Weakness ***		Weakness *		Weakness **				Weakness ***	
Service Learning Participation	Weakness ***		Weakness *	Strength ***	Weakness **		Weakness **			Strength *	Weakness ***				Weakness *	
Research with Faculty		Strength ***		Strength ***		Strength ***				Strength ***		Strength ***		Strength **		Strength ***
Internship or Field Experience	N/A	Strength ***	N/A	Strength ***	N/A	Strength *	N/A		N/A	Strength *	N/A	Strength ***		Strength **	N/A	Strength *
Culminating Senior Experience	N/A	Strength ***	N/A	Strength ***	N/A	Strength ***	N/A	Strength ***	N/A	Strength ***	N/A	Strength ***		Strength ***	N/A	Strength ***
Study Abroad	N/A		N/A		N/A		N/A		N/A	Weakness **	N/A			Weakness*	N/A	Weakness ***
Participated in at least one HIP	Weakness ***	Strength ***	Weakness *	Strength ***	Weakness ***	Strength *	Weakness **	Strength **		Strength **	Weakness ***	Strength *		Strength *	Weakness ***	Strength ***
Participated in two or more HIPs		Strength ***		Strength ***		Strength ***	Weakness ***	Strength ***		Strength ***	Weakness **	Strength ***		Strength ***	Weakness *	Strength ***

Comparison of spring 2013/2014/2015/2016/2018/2020/2022/2024 *NSSE High Impact Practices*
Percentages of Participation in Each High Impact Practice

High Impact Practice	2013		2014		2015		2016		2018		2020		2022		2024	
	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Learning Community Participation	8	26	9	29	10	21	7	25	8	21	7	23	7	24	5	26
Service Learning Participation	42	65	47	71	48	66	47	67	54	70	42	64	47	56	45	61
Research with Faculty	6	30	7	33	6	29	4	25	5	29	4	26	6	26	5	31
Internship or Field Experience	N/A	58	N/A	57	N/A	54	N/A	50	N/A	51	N/A	54	N/A	51	N/A	55
Culminating Senior Experience	N/A	63	N/A	62	N/A	59	N/A	61	N/A	67	N/A	59	N/A	58	N/A	63
Study Abroad	N/A	11	N/A	10	N/A	9	N/A	9	N/A	6	N/A	7	N/A	3	N/A	4
Participated in at least one HIP	46	91	52	91	52	89	52	89	58	90	47	88	52	88	47	91
Participated in two or more HIPs	9	73	8	74	10	70	5	71	7	71	5	67	7	64	6	71

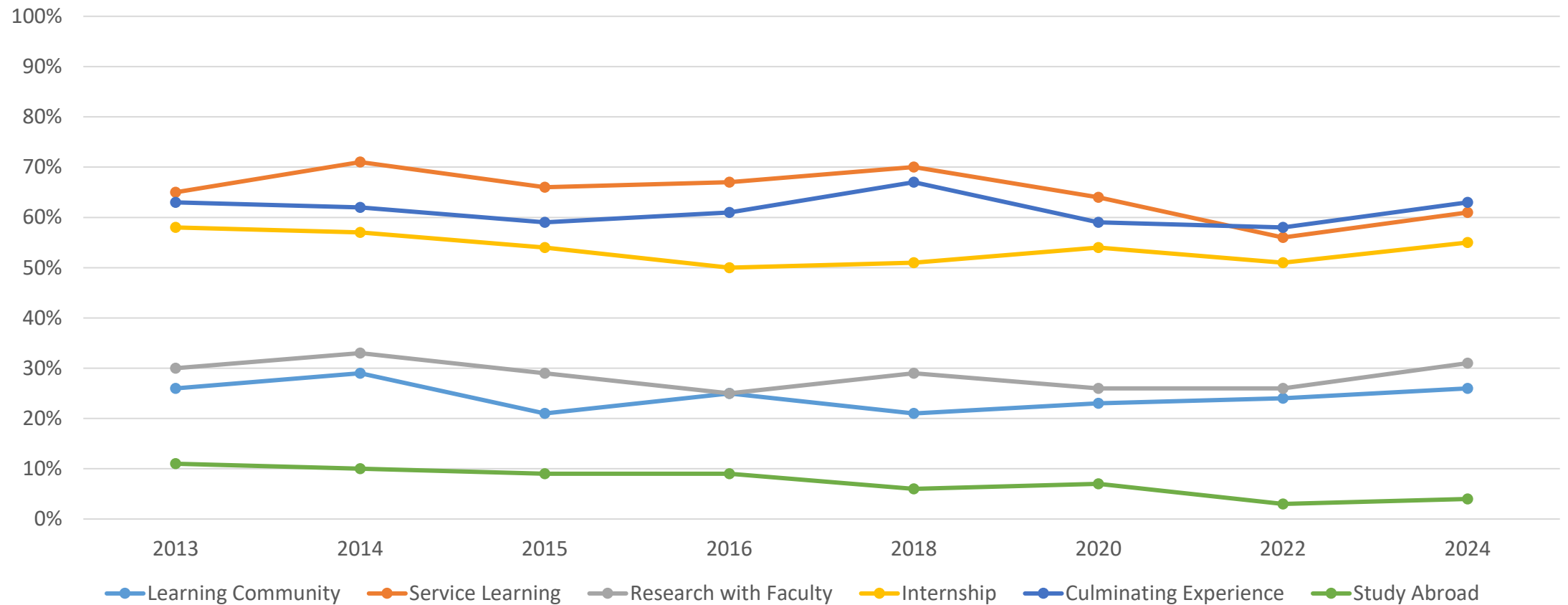
Percentage of First Year Respondents Reporting Participation in High Impact Practices

First Year Students



Percentage of Senior Respondents Reporting Participation in High Impact Practices

Seniors





NSSE 2024

High-Impact Practices

Marshall University

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices has the potential to be very influential and rewarding (Kilgo et al., 2015; Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Social Identities and Experiences (p. 6-End)

Displays your students' participation in each HIP by selected student social identities and experiences.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table beginning on page 6 provides an initial look at how HIP participation varies by selected student social identities and experiences. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to help you investigate your students' HIP participation in depth.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education*, 69, 509-525.

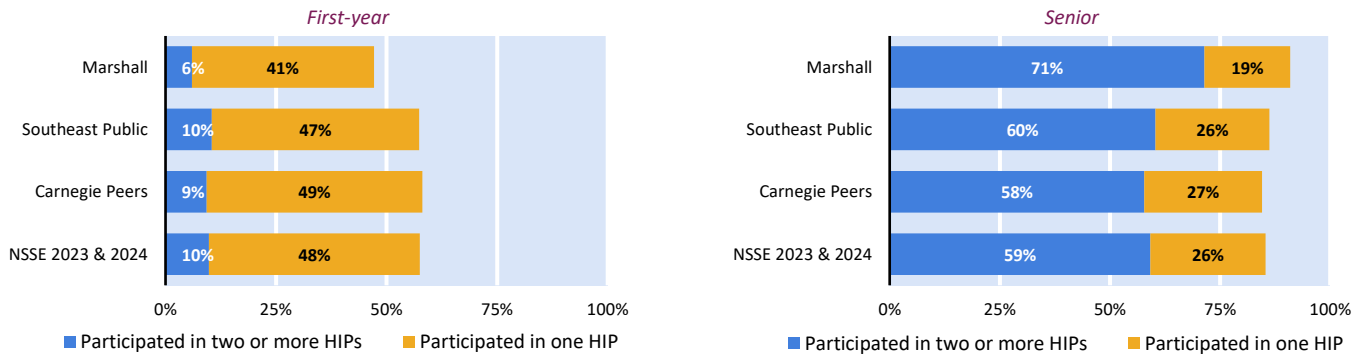
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

The figures below display the level of participation of students in High-Impact Practices. Both figures include participation in service-learning, learning communities, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	Marshall	Southeast Public		Carnegie Peers		NSSE 2023 & 2024		
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b	
<i>First-year</i>								
Service-Learning	45	-6	-.12	-8 *	-.16	-7 *	-.15	
Learning Community	5	-7 ***	-.27	-6 ***	-.22	-6 ***	-.23	
Research with Faculty	5	-1	-.06	-1	-.02	-1	-.03	
Participated in at least one	47	-10 **	-.21	-11 ***	-.22	-10 **	-.21	
Participated in two or more	6	-4 **	-.16	-3 *	-.12	-4 *	-.14	
<i>Senior</i>								
Service-Learning	61	+2	.05	+2	.05	+2	.04	
Learning Community	26	+2	.04	+5	.11	+4	.09	
Research with Faculty	31	+9 ***	.20	+9 ***	.21	+8 ***	.19	
Internship or Field Exp.	55	+4	.07	+7 *	.14	+6 *	.13	
Study Abroad	4	-5 ***	-.22	-6 ***	-.24	-7 ***	-.26	
Culminating Senior Exp.	63	+17 ***	.34	+19 ***	.39	+17 ***	.35	
Participated in at least one	91	+5 **	.15	+6 ***	.20	+6 ***	.17	
Participated in two or more	71	+11 ***	.24	+14 ***	.29	+12 ***	.26	

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

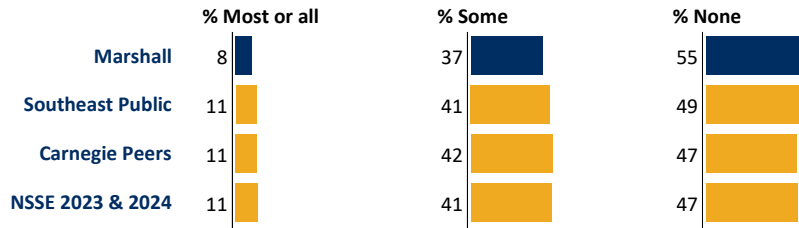
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

First-year students

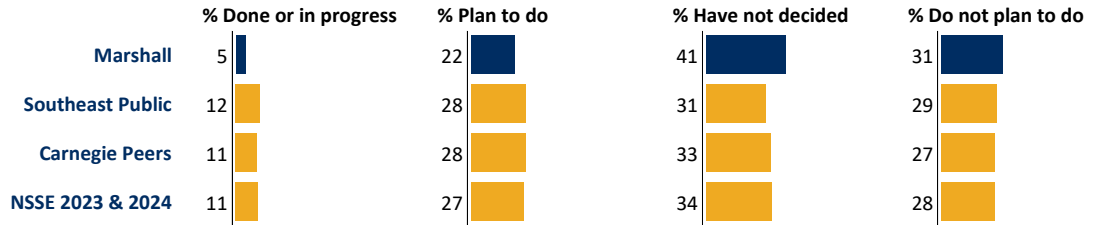
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



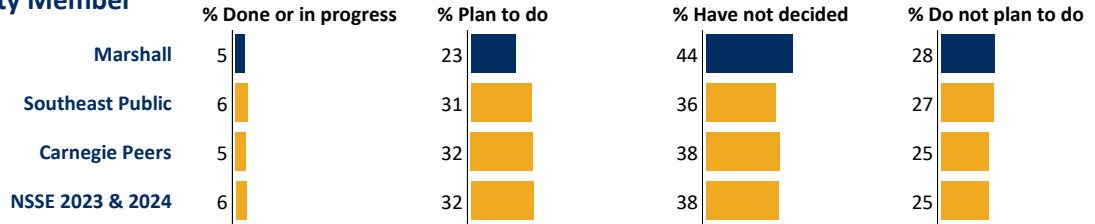
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

Work with a faculty member on a research project.



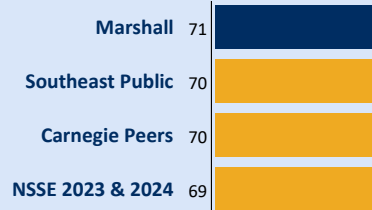
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

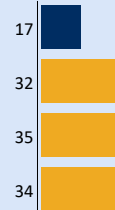
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



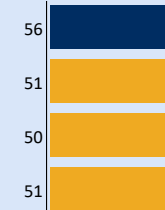
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



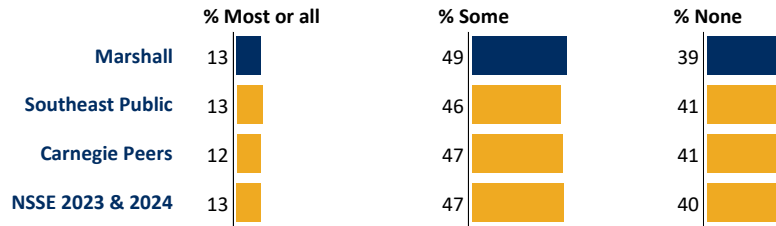
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

Seniors

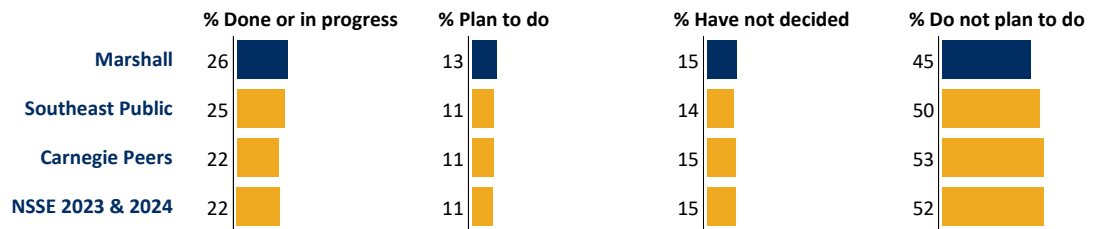
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



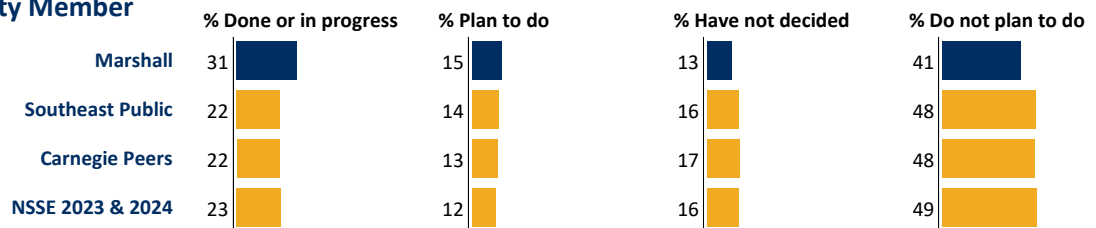
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



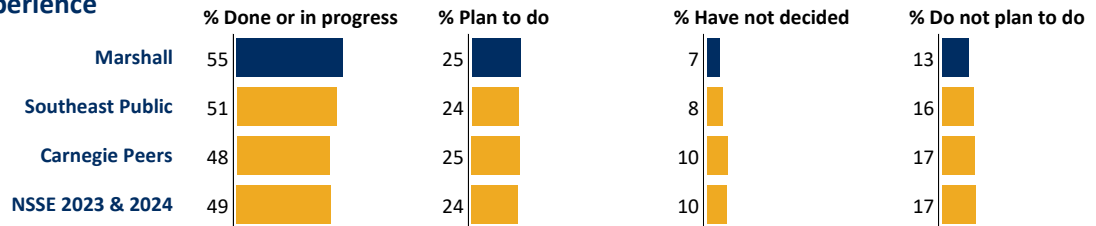
Research with a Faculty Member

Work with a faculty member on a research project.



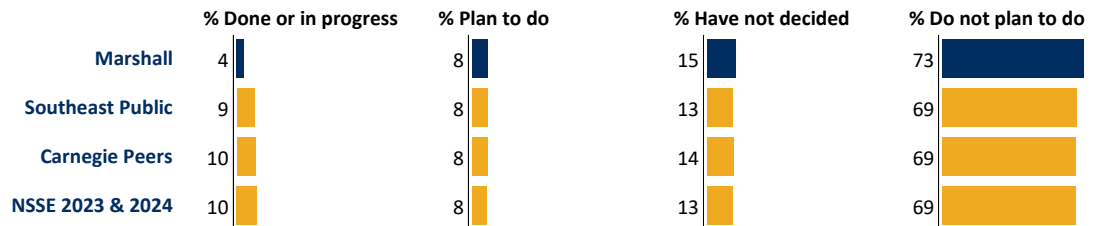
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



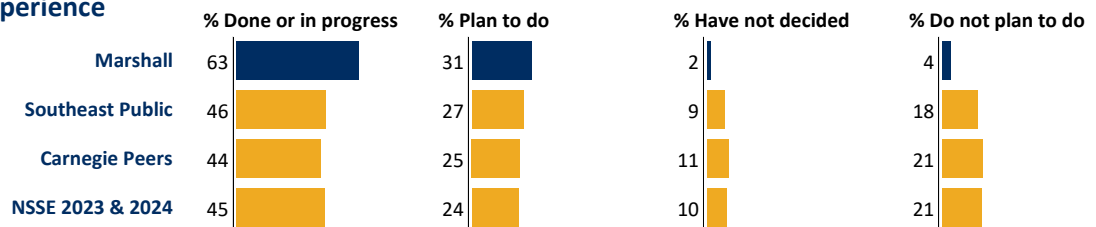
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	8/14	57	2/14	14	0/14	0	15/27	56	6/27	22	8/27	30	5/27	19	1/27	4	15/27	56
Bio. sci., agric., and natural res.	8/23	35	2/24	8	1/24	4	20/33	61	11/33	33	19/33	58	25/33	76	2/33	6	24/33	73
Physical sci., math, computer sci.	6/15	40	0/15	0	1/15	7	5/14	36	4/14	29	5/14	36	8/14	57	1/14	7	4/14	29
Social sciences	10/15	67	0/15	0	1/15	7	18/32	56	7/32	22	11/32	34	7/32	22	3/32	9	27/33	82
Business	12/27	44	0/27	0	2/27	7	23/39	59	6/39	15	4/39	10	21/39	54	1/39	3	26/39	67
Communications, media, public rel.	1/3	33	0/3	0	0/3	0	3/6	50	1/6	17	4/6	67	3/6	50	1/5	20	5/5	100
Education	12/22	55	2/22	9	2/22	9	16/21	76	8/21	38	3/21	14	19/21	90	0/21	0	15/21	71
Engineering	4/9	44	0/10	0	0/10	0	10/19	53	3/19	16	9/18	50	14/19	74	1/19	5	10/19	53
Health professions	25/53	47	3/52	6	2/53	4	66/91	73	29/91	32	26/91	29	61/91	67	2/91	2	60/91	66
Social service professions	8/20	40	0/20	0	0/20	0	17/23	74	9/23	39	8/23	35	13/23	57	1/23	4	12/23	52
Undecided/undeclared	4/8	50	0/8	0	0/8	0	1/2	50	1/2	50	2/2	100	0/2	0	0/2	0	1/2	50
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	96/209	46	10/210	5	9/211	4	139/221	63	62/221	28	69/220	31	125/221	57	10/220	5	153/221	69
Started elsewhere	3/8	38	0/8	0	0/8	0	59/94	63	25/94	27	30/94	32	52/94	55	3/94	3	50/94	53
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/4	25	1/4	25	0/4	0	18/30	60	7/29	24	8/29	28	13/29	45	1/29	3	16/30	53
Full-time	103/224	46	9/225	4	10/226	4	183/290	63	83/294	28	91/292	31	168/294	57	12/293	4	189/291	65
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	27/82	33	3/83	4	7/83	8	96/162	59	46/161	29	55/160	34	101/161	63	8/160	5	101/161	63
First-generation	67/126	53	7/126	6	2/127	2	98/149	66	39/150	26	43/150	29	73/150	49	5/150	3	99/150	66
I prefer not to respond	5/8	63	0/8	0	0/8	0	4/4	100	2/4	50	1/4	25	2/4	50	0/4	0	2/4	50
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	5/9	56	1/9	11	2/9	22	14/16	88	6/16	38	8/16	50	8/16	50	0/16	0	9/16	56
Black or African American	6/16	38	1/16	6	1/16	6	7/12	58	2/12	17	2/12	17	5/12	42	0/12	0	6/12	50
Hispanic, Latina/o, Latine, or Latinx	2/6	33	0/6	0	0/6	0	8/13	62	3/13	23	6/13	46	8/13	62	3/13	23	11/13	85
Indigenous, American Indian, etc.	3/9	33	1/9	11	0/9	0	6/8	75	5/8	63	3/8	38	3/8	38	0/8	0	5/8	63
Middle Eastern or North African	1/2	50	0/2	0	0/2	0	4/4	100	0/4	0	2/4	50	2/4	50	1/4	25	1/4	25
Native Hawaiian or Pacific Islander	0/0	0	0/0	0	0/0	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0
White	92/194	47	9/195	5	7/196	4	171/279	61	78/279	28	84/278	30	157/279	56	12/278	4	181/279	65
Another race or ethnicity	0/1	0	0/1	0	0/1	0	2/2	100	2/2	100	0/2	0	2/2	100	0/2	0	1/2	50
I prefer not to respond	1/4	25	1/4	25	0/4	0	1/5	20	1/5	20	1/5	20	3/5	60	0/5	0	3/5	60

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
International status																		
Not an international student	99/213	46	10/214	5	9/215	4	192/308	62	86/308	28	96/307	31	175/308	57	13/307	4	200/308	65
International student	0/3	0	0/3	0	0/3	0	6/7	86	1/7	14	3/7	43	1/7	14	0/7	0	2/7	29
Gender identity^d																		
Woman	67/141	48	2/140	1	3/141	2	131/196	67	65/196	33	61/196	31	119/196	61	8/195	4	130/195	67
Man	26/58	45	6/59	10	4/59	7	51/94	54	17/95	18	29/94	31	49/95	52	3/95	3	56/95	59
Trans/Transgender	1/2	50	0/2	0	0/2	0	7/10	70	2/9	22	4/9	44	5/9	56	0/9	0	7/10	70
Agender or gender neutral	0/2	0	0/2	0	1/2	50	1/4	25	0/4	0	1/4	25	1/4	25	0/4	0	3/4	75
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	3/12	25	1/12	8	1/12	8	9/12	75	2/12	17	7/12	58	4/12	33	2/12	17	9/12	75
Two-spirit	0/1	0	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100	0/1	0	0/1	0	1/1	100
Cis/Cisgender	3/12	25	0/12	0	1/12	8	14/20	70	4/20	20	4/20	20	12/20	60	0/20	0	14/20	70
Questioning or unsure	1/2	50	1/2	50	0/2	0	1/2	50	0/2	0	1/2	50	0/2	0	1/2	50	1/2	50
Another gender identity	3/3	100	0/3	0	0/3	0	0/2	0	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100
I prefer not to respond	1/1	100	0/2	0	0/2	0	2/4	50	1/4	25	0/4	0	2/4	50	0/4	0	0/4	0
Sexual orientation^d																		
Straight or heterosexual	67/153	44	7/153	5	6/154	4	150/226	66	69/226	31	68/225	30	131/226	58	7/225	3	140/226	62
Bisexual	20/35	57	0/35	0	1/35	3	17/34	50	7/34	21	12/34	35	18/34	53	2/34	6	22/34	65
Lesbian	4/5	80	0/5	0	0/5	0	11/15	73	2/15	13	4/15	27	8/15	53	0/15	0	13/15	87
Gay	2/4	50	2/4	50	1/4	25	4/12	33	2/12	17	5/12	42	6/12	50	1/12	8	10/12	83
Queer	1/3	33	0/3	0	0/3	0	10/12	83	5/12	42	7/12	58	6/12	50	2/12	17	8/12	67
Pansexual or polysexual	4/10	40	0/10	0	1/10	10	4/9	44	1/9	11	2/9	22	5/9	56	1/9	11	6/9	67
Ace, gray, or asexual	4/10	40	2/10	20	0/10	0	9/12	75	1/12	8	4/12	33	6/12	50	1/12	8	8/12	67
Demisexual	1/1	100	0/1	0	0/1	0	3/3	100	1/3	33	2/3	67	2/3	67	0/3	0	3/3	100
Questioning or unsure	3/6	50	1/6	17	0/6	0	2/3	67	1/3	33	1/3	33	2/3	67	0/3	0	3/3	100
Another sexual orientation	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	2/5	40	0/6	0	0/6	0	3/10	30	2/10	20	3/10	30	6/10	60	0/10	0	5/10	50
Age^b																		
FY 21+, Seniors 25+	9/19	47	1/19	5	0/19	0	46/75	61	21/75	28	22/75	29	34/75	45	3/74	4	36/74	49
FY < 21, Seniors < 25	95/209	45	9/210	4	10/211	5	155/245	63	69/248	28	77/246	31	147/248	59	10/248	4	169/247	68

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Disability status^d																		
Sensory disability	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	15/38	39	1/39	3	1/39	3	27/38	71	9/38	24	14/38	37	18/38	47	3/38	8	22/38	58
Another disability or condition	1/2	50	0/2	0	0/2	0	2/4	50	2/4	50	3/4	75	2/4	50	1/3	33	2/3	67
Multiple types of disab. or cond.	11/27	41	0/27	0	2/27	7	25/37	68	11/37	30	11/37	30	15/37	41	0/37	0	26/37	70
No disability or condition	59/127	46	6/127	5	3/128	2	132/221	60	61/222	27	67/221	30	132/222	59	9/222	4	140/222	63
I prefer not to respond	11/19	58	2/19	11	2/19	11	11/14	79	3/13	23	3/13	23	8/13	62	0/13	0	11/14	79
Residence																		
Not on campus	39/92	42	4/92	4	4/92	4	169/272	62	71/272	26	82/271	30	150/272	55	9/271	3	173/272	64
On campus	58/121	48	5/122	4	4/123	3	28/42	67	15/42	36	16/42	38	25/42	60	4/42	10	28/42	67
Athlete status						0				0								
Not an athlete	96/208	46	9/209	4	7/210	3	194/306	63	84/306	27	97/305	32	171/306	56	13/305	4	197/306	64
Student-athlete	2/6	33	0/6	0	1/6	17	3/8	38	2/8	25	1/8	13	4/8	50	0/8	0	4/8	50
Greek membership																		
Not a member	96/207	46	9/208	4	8/209	4	184/283	65	77/283	27	87/282	31	150/283	53	11/282	4	179/283	63
Member	1/5	20	0/5	0	0/5	0	10/26	38	8/26	31	8/26	31	20/26	77	2/26	8	18/26	69
Military status																		
No military service	96/210	46	9/211	4	8/212	4	191/303	63	82/303	27	93/302	31	169/303	56	13/302	4	196/303	65
Current or former military service	1/3	33	0/3	0	0/3	0	6/11	55	4/11	36	5/11	45	6/11	55	0/11	0	5/11	45
Satisfaction^e																		
Fair or poor	12/37	32	0/39	0	1/39	3	25/51	49	9/50	18	11/49	22	24/50	48	2/49	4	29/50	58
Good or excellent	89/183	49	10/182	5	9/183	5	174/267	65	79/268	29	88/268	33	154/268	57	11/268	4	174/268	65
Overall	104/228	45	10/229	5	10/230	5	201/320	61	90/323	26	99/321	31	181/323	55	13/322	4	205/321	63

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status if applicable. Percentages are within-group and can be read, for example, "X% of business major respondents participated in a learning community."

a. NSSE's default categories, based on first major if more than one was reported. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."

b. Institution-reported variable.

c. No parent, guardian, or person who raised you holds a bachelor's degree.

d. Select-all-that-apply item; students may be represented in more than one category.

e. Based on responses to "How would you evaluate your entire educational experience at this institution?"