



NSSE 2024

Multi-Year Report

Marshall University

About Your Multi-Year Report

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

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

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students			Seniors		
	Response rate ^a	Sampling error ^b	Total respondents ^c	Response rate ^a	Sampling error ^b	Total respondents ^c
2013	19%	+/- 5.1%	296	22%	+/- 4.4%	390
2014	19%	+/- 4.8%	338	28%	+/- 3.6%	531
2015	20%	+/- 4.1%	456	24%	+/- 3.8%	513
2016	30%	+/- 3.8%	473	24%	+/- 4.1%	424
2017						
2018	20%	+/- 4.5%	380	20%	+/- 4.4%	394
2019						
2020	35%	+/- 3.3%	576	30%	+/- 3.7%	491
2021						
2022	34%	+/- 3.5%	516	29%	+/- 4.2%	388
2023						
2024	25%	+/- 5.1%	274	24%	+/- 4.5%	362

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives		Report Sample		
			offered	Additional question sets	identified ^d	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2014	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2015	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2016	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2017							
2018	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2019							
2020	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2021							
2022	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2023							
2024	Email	Census	Yes	Academic Advising, Inclusiv. & Cultural Div.	No	No	No

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

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

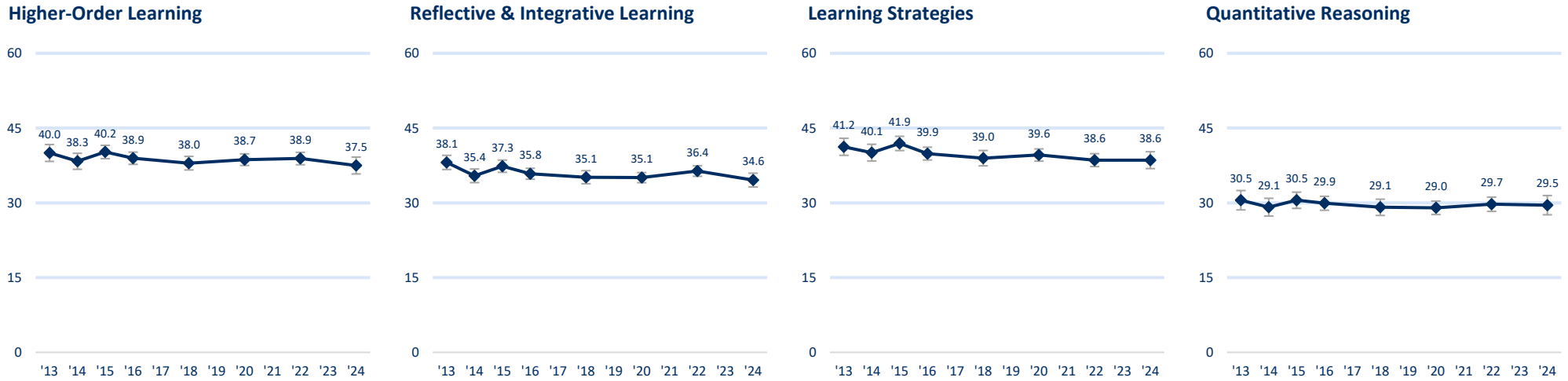
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%)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

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

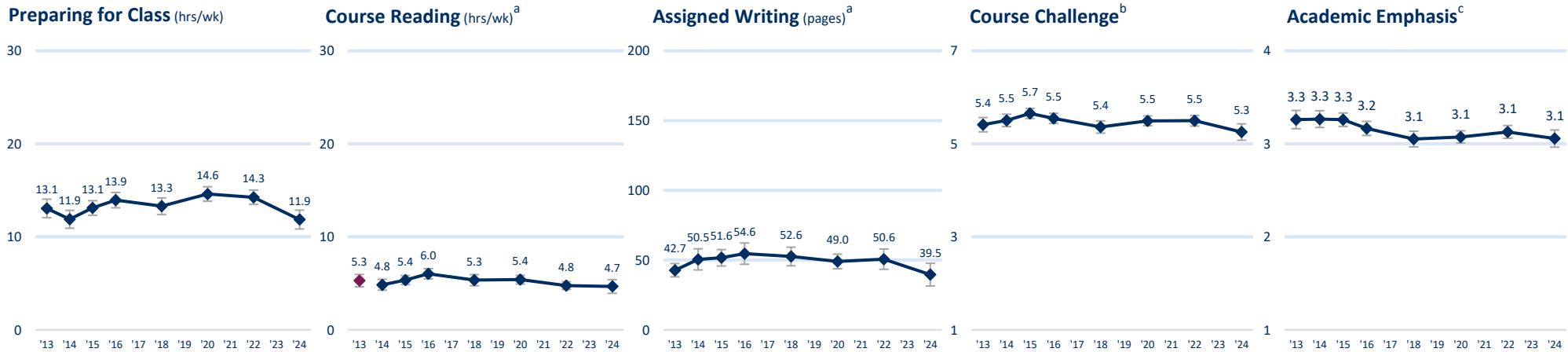
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

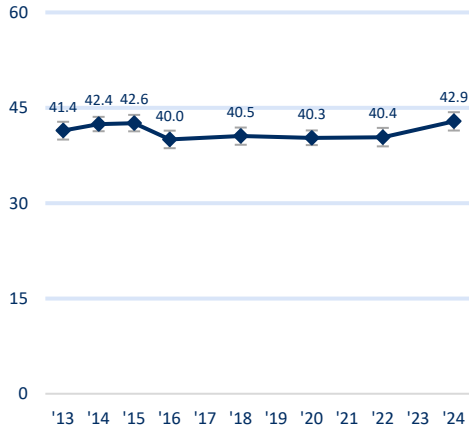
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

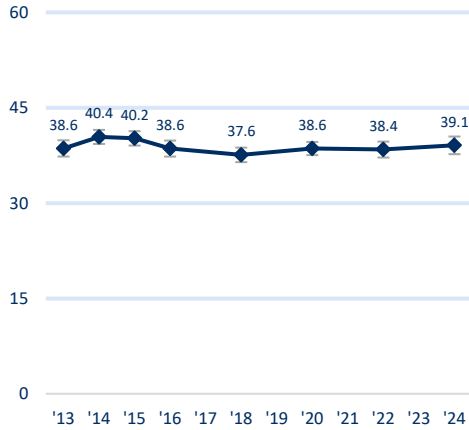
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

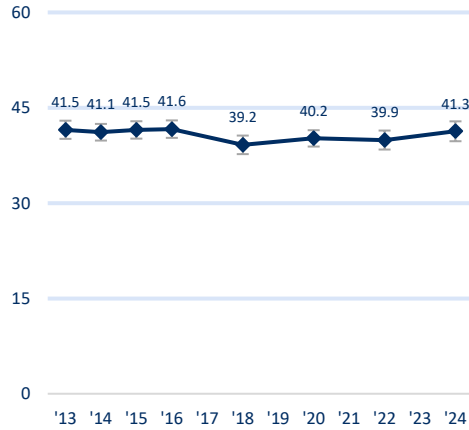
Higher-Order Learning



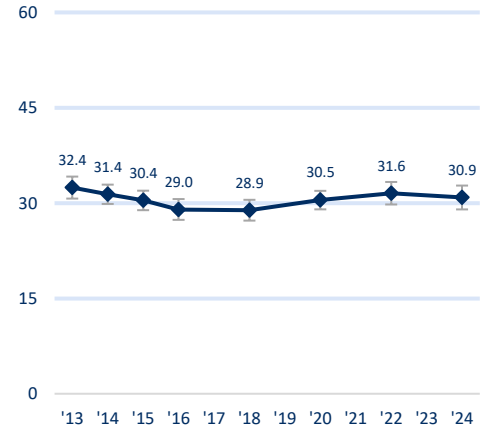
Reflective & Integrative Learning



Learning Strategies

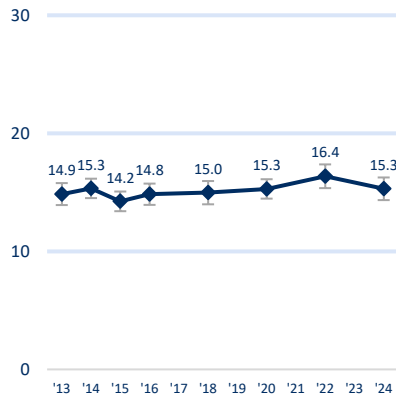


Quantitative Reasoning

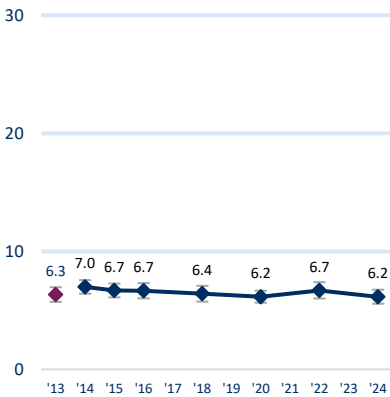


Academic Challenge (additional items): Seniors

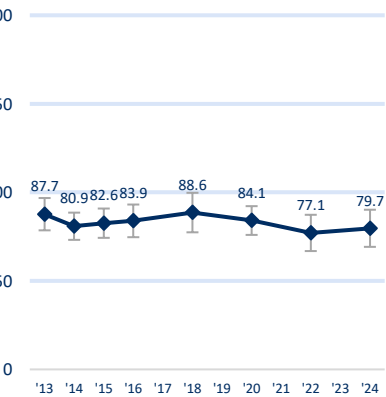
Preparing for Class (hrs/wk)



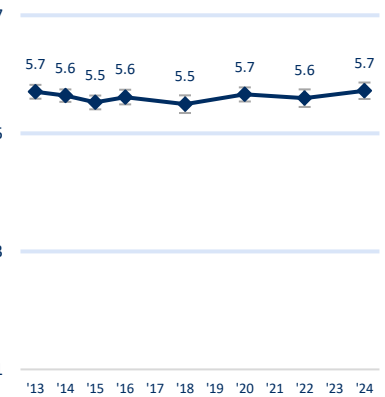
Course Reading (hrs/wk)^a



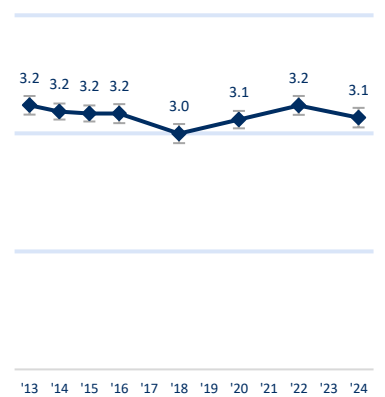
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

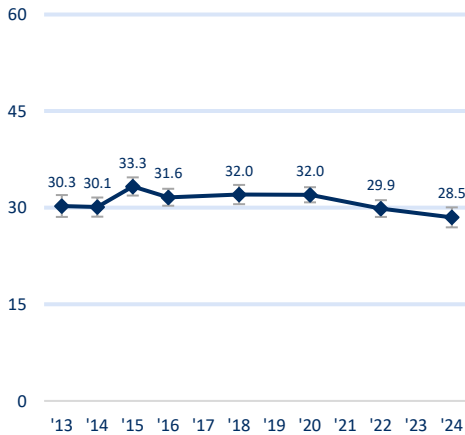
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

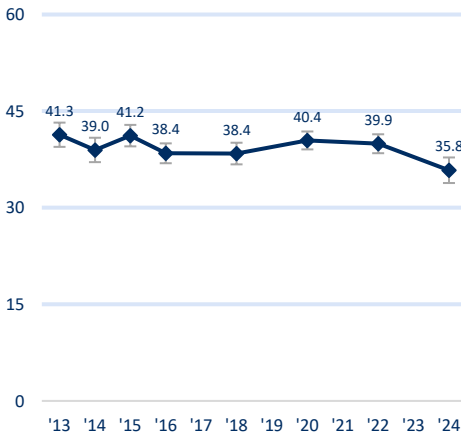
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

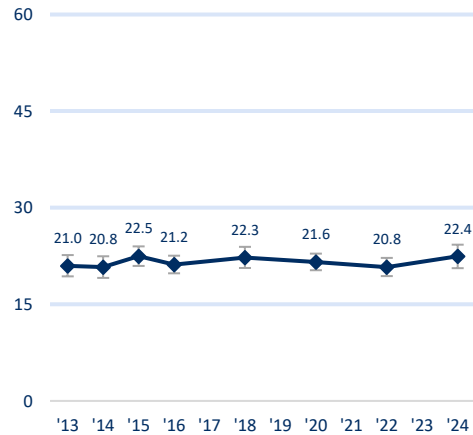


Discussions with Diverse Others

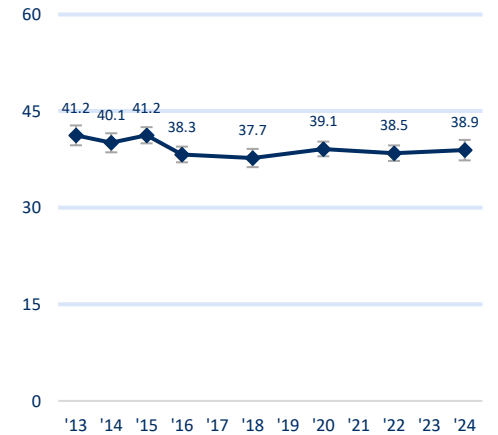


Experiences with Faculty: First-year students

Student-Faculty Interaction

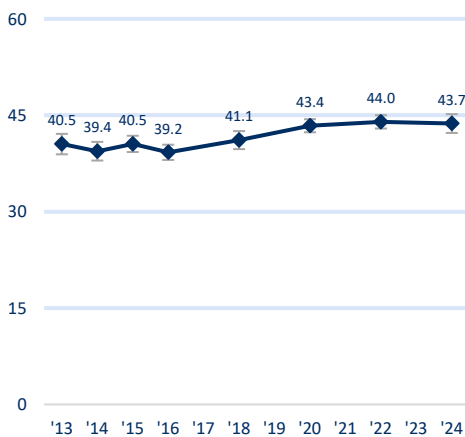


Effective Teaching Practices

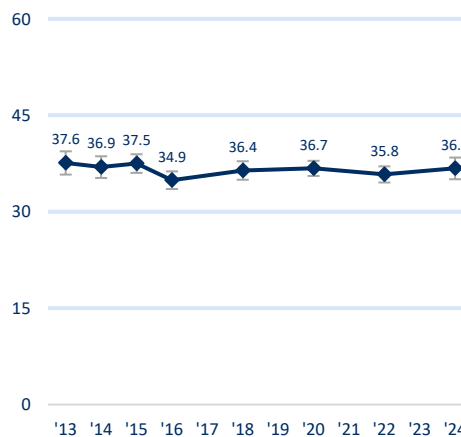


Campus Environment: First-year students

Quality of Interactions



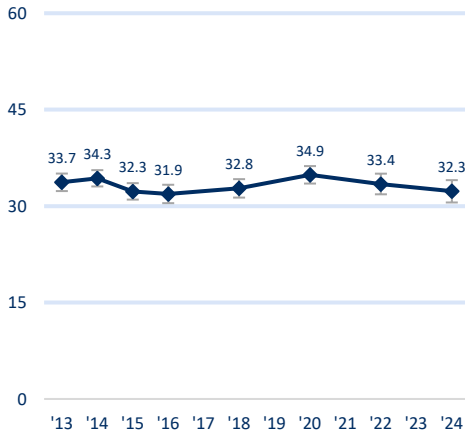
Supportive Environment



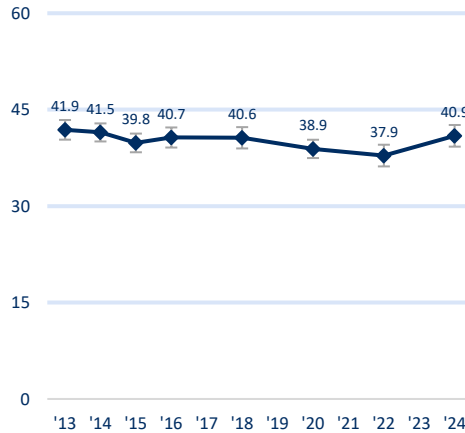
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

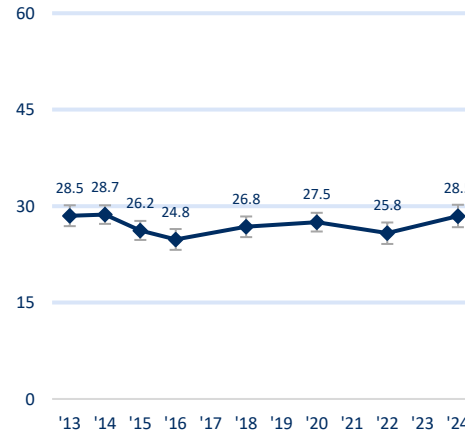


Discussions with Diverse Others

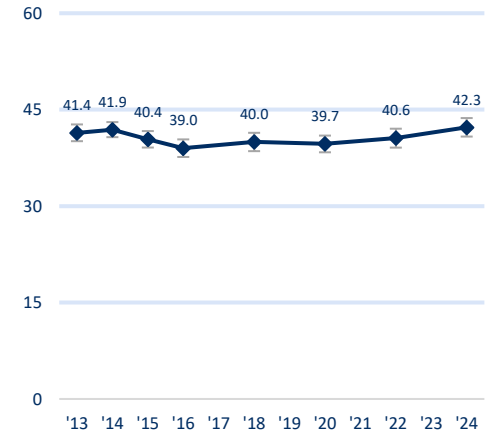


Experiences with Faculty: Seniors

Student-Faculty Interaction

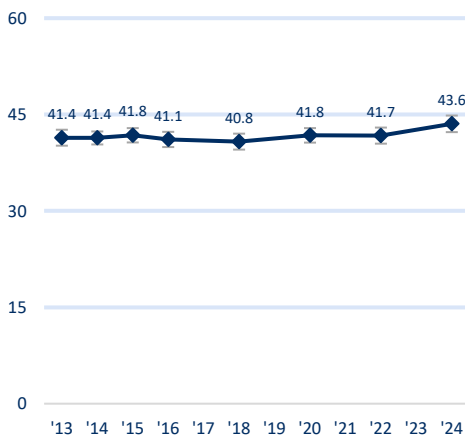


Effective Teaching Practices

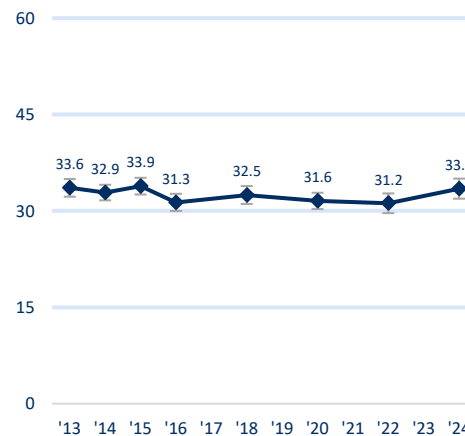


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

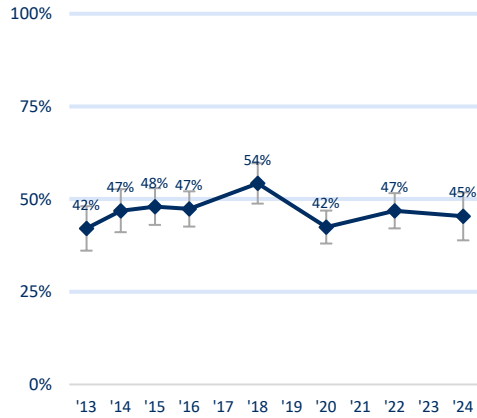


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

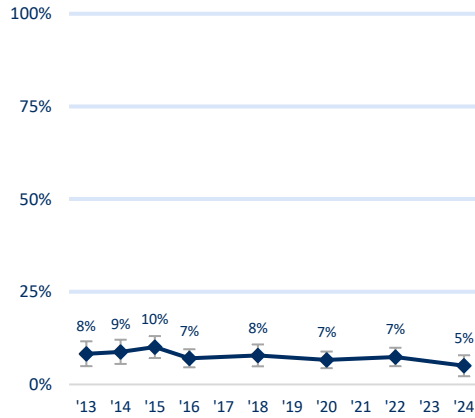
Service-Learning

(Some, most, or all courses)



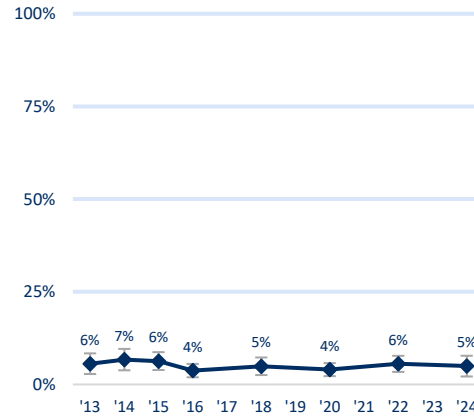
Learning Community

(Done or in progress)



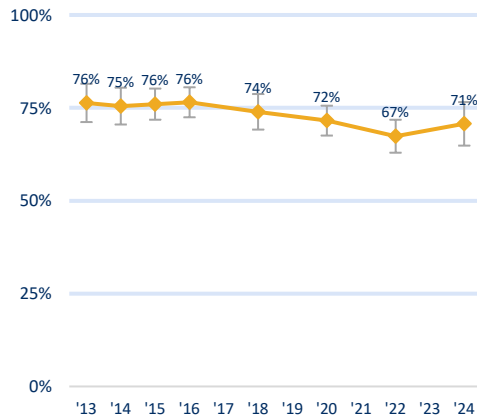
Research with Faculty

(Done or in progress)



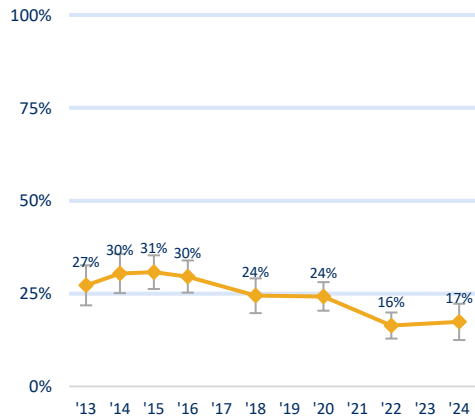
Internship/Field Experience

(Plan to do)



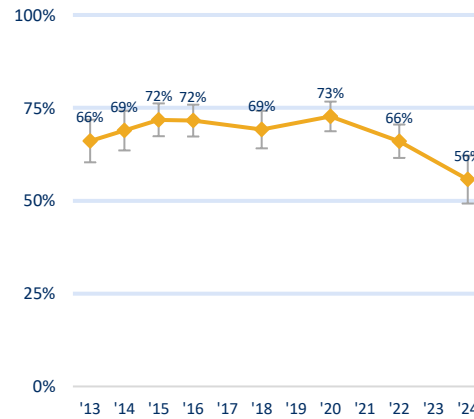
Study Abroad

(Plan to do)



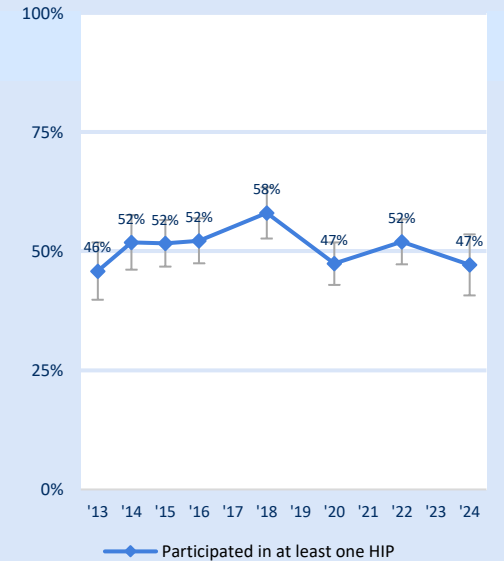
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

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

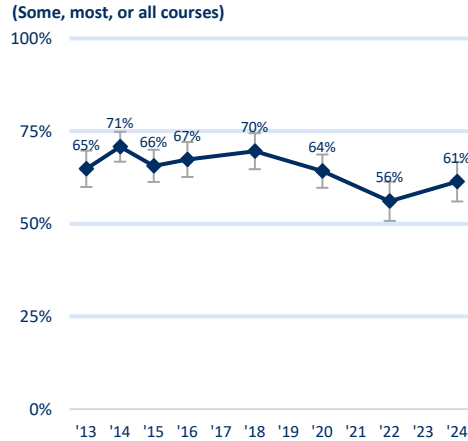


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

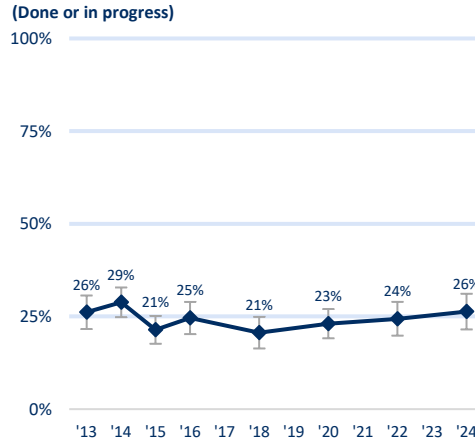
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

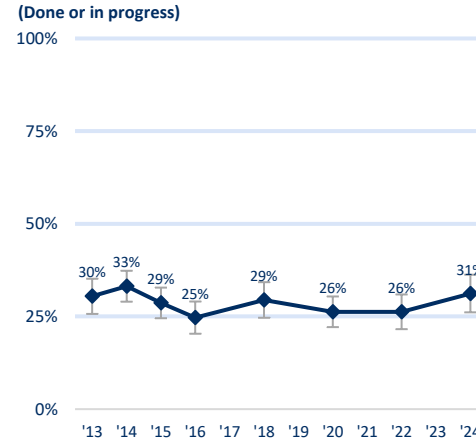
Service-Learning (Some, most, or all courses)



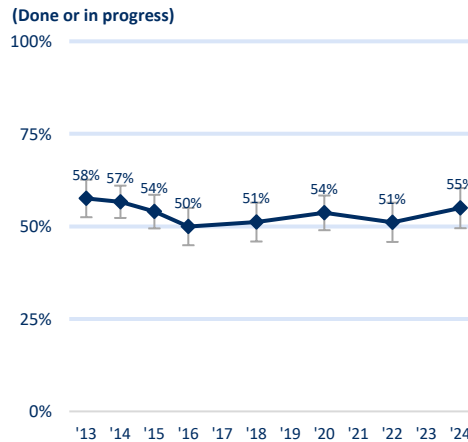
Learning Community (Done or in progress)



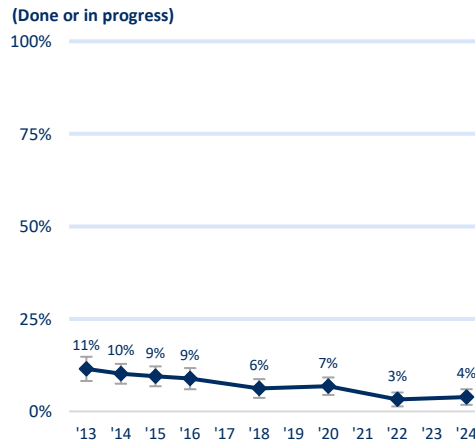
Research with Faculty (Done or in progress)



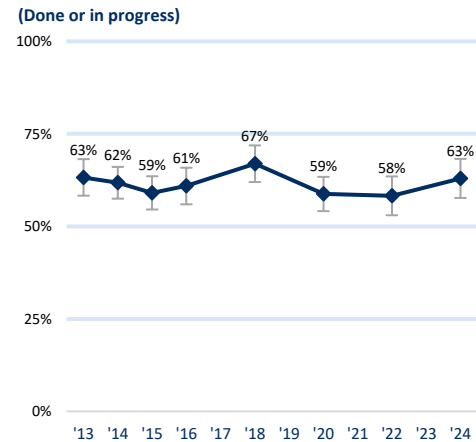
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

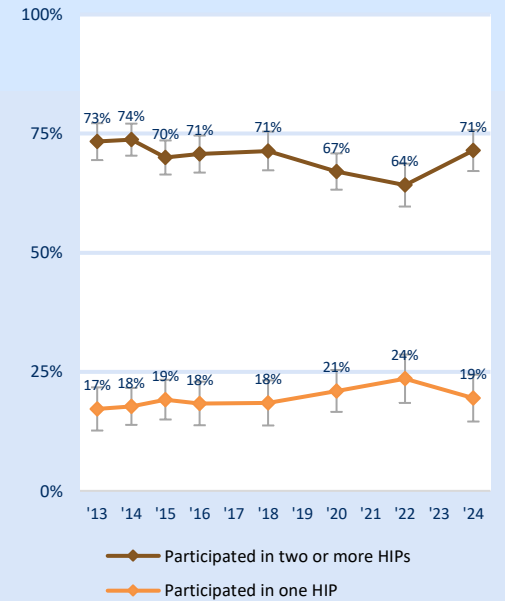


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



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

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Marshall University

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge</i>																									
Higher-Order Learning	Mean	40.0	38.3	40.2	38.9	38.0	38.7	38.9	37.5	41.4	42.4	42.6	40.0	40.5	40.3	40.4	42.9								
	n	273	300	417	447	336	503	453	240	362	505	470	394	362	449	363	336								
	SD	14.3	14.2	13.9	13.3	12.8	13.4	13.5	13.4	13.6	13.0	14.3	14.0	13.2	12.5	14.1	13.5								
	SE	.87	.82	.68	.63	.70	.60	.64	.86	.71	.58	.66	.70	.69	.59	.74	.74								
	CI up bnd	41.7	39.9	41.5	40.2	39.3	39.8	40.1	39.2	42.8	43.6	43.9	41.4	41.9	41.4	41.8	44.3								
	CI low bnd	38.3	36.7	38.9	37.7	36.6	37.5	37.6	35.8	40.0	41.3	41.3	38.6	39.2	39.1	38.9	41.4								
Reflective & Integrative Learning	Mean	38.1	35.4	37.3	35.8	35.1	35.1	36.4	34.6	38.6	40.4	40.2	38.6	37.6	38.6	39.1									
	n	283	316	431	456	354	531	479	261	379	511	488	406	383	473	372	350								
	SD	12.2	12.4	13.1	11.9	12.6	11.9	11.8	11.4	12.7	12.7	12.8	13.0	11.4	11.5	12.3	13.3								
	SE	.73	.70	.63	.56	.67	.52	.54	.71	.65	.56	.58	.64	.58	.53	.64	.71								
	CI up bnd	39.5	36.8	38.6	36.9	36.5	36.1	37.4	35.9	39.9	41.5	41.3	39.8	38.7	39.6	39.7	40.5								
	CI low bnd	36.7	34.1	36.1	34.7	33.8	34.0	35.3	33.2	37.3	39.3	39.1	37.3	36.4	37.5	37.2	37.7								
Learning Strategies	Mean	41.2	40.1	41.9	39.9	39.0	39.6	38.6	38.6	41.5	41.1	41.5	41.6	39.2	40.2	39.9	41.3								
	n	256	282	393	424	324	483	430	231	359	486	454	376	347	436	345	325								
	SD	14.0	14.4	14.5	13.5	14.2	13.7	13.7	13.1	13.8	14.7	14.9	13.6	13.9	13.7	14.1	14.4								
	SE	.87	.86	.73	.66	.79	.62	.66	.86	.73	.67	.70	.70	.75	.66	.76	.80								
	CI up bnd	43.0	41.7	43.3	41.2	40.5	40.8	39.9	40.3	43.0	42.5	42.9	43.0	40.6	41.5	41.4	42.9								
	CI low bnd	39.5	38.4	40.5	38.6	37.4	38.4	37.3	36.9	40.1	39.8	40.1	40.3	37.7	38.9	38.4	39.7								
Quantitative Reasoning	Mean	30.5	29.1	30.5	29.9	29.1	29.0	29.7	29.5	32.4	31.4	30.4	29.0	28.9	30.5	31.6	30.9								
	n	280	304	425	452	327	490	435	233	375	509	477	399	349	441	343	324								
	SD	16.6	15.9	17.2	15.2	15.0	15.2	15.2	15.1	17.1	17.5	17.1	16.7	15.6	15.6	16.7	17.2								
	SE	.99	.91	.83	.71	.83	.69	.73	.99	.88	.77	.78	.84	.83	.74	.90	.96								
	CI up bnd	32.5	30.9	32.1	31.3	30.7	30.3	31.1	31.5	34.2	32.9	32.0	30.6	30.5	31.9	33.3	32.8								
	CI low bnd	28.6	27.3	28.9	28.5	27.5	27.6	28.3	27.6	30.7	29.9	28.9	27.4	27.2	29.0	29.8	29.0								
<i>Academic Challenge (additional items)</i>																									
Preparing for Class (hours/week)	Mean	13.1	11.9	13.1	13.9	13.3	14.6	14.3	11.9	14.9	15.3	14.2	14.8	15.0	15.3	16.4	15.3								
	n	236	268	368	405	312	474	423	225	350	477	443	359	344	432	328	322								
	SD	7.8	8.1	7.7	8.5	8.1	8.6	8.1	7.8	8.9	9.2	8.9	8.7	9.3	8.7	9.3	8.8								
	SE	.51	.49	.40	.42	.46	.40	.39	.52	.48	.42	.43	.46	.50	.42	.51	.49								
	CI up bnd	14.1	12.9	13.9	14.8	14.2	15.4	15.0	12.9	15.8	16.2	15.1	15.7	16.0	16.1	17.4	16.3								
	CI low bnd	12.0	10.9	12.3	13.1	12.4	13.8	13.5	10.8	13.9	14.5	13.4	13.9	14.0	14.5	15.4	14.3								
Course Reading <small>Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</small>	Mean	5.3	4.8	5.4	6.0	5.3	5.4	4.8	4.7	6.3	7.0	6.7	6.7	6.4	6.2	6.7	6.2								
	n	236	266	362	403	309	468	421	221	350	468	435	359	342	431	327	320								
	SD	5.2	4.9	4.7	5.6	5.4	5.2	4.4	5.6	5.9	6.4	6.2	6.3	6.3	5.4	6.4	5.4								
	SE	.34	.30	.25	.28	.31	.24	.21	.37	.32	.30	.30	.33	.34	.26	.35	.30								
	CI up bnd	5.9	5.4	5.8	6.6	5.9	5.9	5.2	5.4	7.0	7.6	7.3	7.3	7.1	6.7	7.4	6.7								
	CI low bnd	4.6	4.3	4.9	5.5	4.7	4.9	4.3	3.9	5.7	6.4	6.1	6.0	5.7	5.6	6.0	5.6								

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

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Marshall University

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge (additional items, continued)</i>																									
Assigned Writing	<i>Mean</i>	42.7	50.5	51.6	54.6	52.6	49.0	50.6	39.5	87.7	80.9	82.6	83.9	88.6	84.1	77.1	79.7								
	<i>n</i>	247	274	375	409	329	493	435	231	332	458	435	366	350	441	346	325								
	<i>SD</i>	38.2	64.0	58.1	78.8	61.6	59.2	77.5	63.3	84.9	83.9	88.1	90.0	106.5	87.0	97.2	96.4								
Est. no. of pages calculated from three survey questions.	<i>SE</i>	2.43	3.87	3.00	3.89	3.40	2.67	3.71	4.16	4.66	3.92	4.22	4.71	5.69	4.14	5.23	5.35								
	<i>CI up bnd</i>	47.5	58.1	57.5	62.2	59.2	54.2	57.9	47.7	96.8	88.5	90.9	93.1	99.7	92.2	87.3	90.2								
	<i>CI low bnd</i>	38.0	42.9	45.7	47.0	45.9	43.8	43.3	31.4	78.5	73.2	74.3	74.7	77.4	76.0	66.8	69.2								
Course Challenge	<i>Mean</i>	5.4	5.5	5.7	5.5	5.4	5.5	5.5	5.3	5.7	5.6	5.5	5.6	5.5	5.7	5.6	5.7								
	<i>n</i>	263	293	405	429	324	485	431	233	366	493	461	378	347	439	342	323								
	<i>SD</i>	1.3	1.2	1.1	1.2	1.2	1.2	1.2	1.4	1.1	1.2	1.3	1.2	1.4	1.3	1.4	1.3								
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>SE</i>	.08	.07	.06	.06	.07	.05	.06	.09	.06	.05	.06	.06	.08	.06	.08	.07								
	<i>CI up bnd</i>	5.6	5.6	5.8	5.7	5.5	5.6	5.6	5.4	5.8	5.7	5.6	5.7	5.6	5.8	5.7	5.9								
	<i>CI low bnd</i>	5.3	5.4	5.5	5.4	5.2	5.4	5.4	5.1	5.6	5.5	5.4	5.5	5.3	5.5	5.4	5.6								
Academic Emphasis	<i>Mean</i>	3.3	3.3	3.3	3.2	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.0	3.1	3.2	3.1								
	<i>n</i>	236	266	368	412	315	472	425	230	354	476	453	365	344	436	335	321								
	<i>SD</i>	0.8	0.8	0.7	0.8	0.8	0.7	0.7	0.7	0.8	0.8	0.7	0.8	0.8	0.8	0.7	0.8								
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	<i>SE</i>	.05	.05	.04	.04	.04	.03	.04	.05	.04	.03	.03	.04	.04	.04	.04	.04								
	<i>CI up bnd</i>	3.4	3.4	3.3	3.2	3.1	3.1	3.2	3.1	3.3	3.3	3.2	3.2	3.1	3.2	3.3	3.2								
	<i>CI low bnd</i>	3.2	3.2	3.2	3.1	3.0	3.0	3.1	3.0	3.2	3.1	3.1	3.1	2.9	3.0	3.2	3.1								
<i>Learning with Peers</i>																									
Collaborative Learning	<i>Mean</i>	30.3	30.1	33.3	31.6	32.0	32.0	29.9	28.5	33.7	34.3	32.3	31.9	32.8	34.9	33.4	32.3								
	<i>n</i>	277	317	440	463	364	562	498	269	370	502	487	412	384	485	379	357								
	<i>SD</i>	14.4	13.5	15.1	14.4	14.5	14.2	14.8	13.0	13.4	14.5	14.4	14.8	14.3	15.3	15.9	16.7								
	<i>SE</i>	.87	.76	.72	.67	.76	.60	.66	.79	.70	.65	.65	.73	.73	.69	.82	.89								
	<i>CI up bnd</i>	32.0	31.6	34.7	32.9	33.5	33.2	31.2	30.1	35.1	35.6	33.6	33.3	34.2	36.2	35.0	34.0								
	<i>CI low bnd</i>	28.6	28.6	31.9	30.3	30.6	30.8	28.6	27.0	32.3	33.1	31.0	30.5	31.3	33.5	31.8	30.6								
Discussions with Diverse Others	<i>Mean</i>	41.3	39.0	41.2	38.4	38.4	40.4	39.9	35.8	41.9	41.5	39.8	40.7	40.6	38.9	37.9	40.9								
	<i>n</i>	259	286	400	427	325	484	431	233	363	493	461	379	352	444	343	327								
	<i>SD</i>	15.5	16.4	17.0	16.2	15.4	15.6	15.6	15.4	14.9	15.9	15.9	15.5	15.9	15.3	15.9	15.5								
	<i>SE</i>	.96	.97	.85	.79	.86	.71	.75	1.01	.78	.72	.74	.80	.85	.73	.86	.86								
	<i>CI up bnd</i>	43.2	40.9	42.9	40.0	40.1	41.8	41.4	37.8	43.4	42.9	41.3	42.2	42.3	40.3	39.5	42.6								
	<i>CI low bnd</i>	39.4	37.1	39.5	36.9	36.7	39.1	38.5	33.8	40.3	40.1	38.4	39.1	39.0	37.5	36.2	39.3								

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

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Marshall University

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Experiences with Faculty</i>																									
Student-Faculty Interaction	<i>Mean</i>	21.0	20.8	22.5	21.2		22.3		21.6		20.8		22.4	28.5	28.7	26.2	24.8		26.8		27.5		25.8	28.5	
	<i>n</i>	279	305	416	449		347		504		463		248	375	504	479	401		374		456		367	342	
	<i>SD</i>	14.1	15.0	15.8	14.8		15.6		14.7		15.5		14.6	16.0	16.5	16.5	16.6		15.8		15.9		16.3	16.4	
	<i>SE</i>	.84	.86	.77	.70		.84		.66		.72		.93	.83	.74	.76	.83		.82		.74		.85	.89	
	<i>CI up bnd</i>	22.6	22.5	24.0	22.5		23.9		22.9		22.2		24.3	30.1	30.1	27.7	26.4		28.4		29.0		27.5	30.2	
<i>CI low bnd</i>	19.3	19.1	21.0	19.8		20.6		20.3		19.4		20.6	26.9	27.2	24.7	23.2		25.2		26.0		24.1	26.7		
<hr/>																									
Effective Teaching Practices	<i>Mean</i>	41.2	40.1	41.2	38.3		37.7		39.1		38.5		38.9	41.4	41.9	40.4	39.0		40.0		39.7		40.6	42.3	
	<i>n</i>	279	311	428	453		338		505		452		241	372	509	483	399		364		454		362	336	
	<i>SD</i>	13.1	13.3	13.3	13.2		13.3		13.1		13.1		12.6	12.8	13.5	14.4	13.9		13.9		14.1		14.3	13.5	
	<i>SE</i>	.79	.76	.64	.62		.72		.58		.61		.81	.66	.60	.65	.70		.73		.66		.75	.73	
	<i>CI up bnd</i>	42.8	41.6	42.5	39.5		39.1		40.3		39.7		40.5	42.7	43.1	41.7	40.4		41.4		41.0		42.0	43.7	
<i>CI low bnd</i>	39.7	38.6	40.0	37.1		36.3		38.0		37.3		37.3	40.1	40.7	39.1	37.6		38.5		38.4		39.1	40.8		
<hr/>																									
<i>Campus Environment</i>																									
Quality of Interactions	<i>Mean</i>	40.5	39.4	40.5	39.2		41.1		43.4		44.0		43.7	41.4	41.4	41.8	41.1		40.8		41.8		41.7	43.6	
	<i>n</i>	255	280	393	416		305		458		408		221	363	485	446	363		333		414		320	311	
	<i>SD</i>	13.0	12.4	12.8	12.3		12.5		11.1		10.7		11.1	12.1	11.4	12.0	11.5		11.6		11.7		11.4	11.6	
	<i>SE</i>	.81	.74	.65	.61		.72		.52		.53		.75	.63	.52	.57	.60		.63		.58		.64	.66	
	<i>CI up bnd</i>	42.1	40.9	41.8	40.4		42.5		44.4		45.0		45.2	42.6	42.4	42.9	42.3		42.0		42.9		43.0	44.8	
<i>CI low bnd</i>	38.9	38.0	39.3	38.0		39.7		42.4		42.9		42.2	40.2	40.3	40.7	39.9		39.5		40.6		40.5	42.3		
<hr/>																									
Supportive Environment	<i>Mean</i>	37.6	36.9	37.5	34.9		36.4		36.7		35.8		36.7	33.6	32.9	33.9	31.3		32.5		31.6		31.2	33.5	
	<i>n</i>	234	265	364	405		315		472		424		226	353	474	449	359		343		434		332	320	
	<i>SD</i>	14.1	14.0	14.1	14.1		13.0		13.1		13.2		12.9	13.2	13.5	14.1	12.9		13.1		13.5		14.3	14.2	
	<i>SE</i>	.92	.86	.74	.70		.73		.60		.64		.86	.70	.62	.66	.68		.71		.65		.78	.80	
	<i>CI up bnd</i>	39.4	38.6	38.9	36.3		37.9		37.9		37.1		38.4	35.0	34.1	35.2	32.7		33.9		32.8		32.7	35.0	
<i>CI low bnd</i>	35.8	35.3	36.0	33.5		35.0		35.6		34.5		35.1	32.2	31.6	32.6	30.0		31.1		30.3		29.7	31.9		

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

		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Service-Learning^a	%	42	47	48	47		54		42		47		45	65	71	66	67		70		64		56		61
	n	261	285	392	424		322		476		425		229	364	489	461	380		347		439		339		321
	SE	3.1	3.0	2.5	2.4		2.8		2.3		2.4		3.3	2.5	2.1	2.2	2.4		2.5		2.3		2.7		2.7
	CI up bnd	48	53	53	52		60		47		52		52	70	75	70	72		74		69		61		67
	CI low bnd	36	41	43	43		49		38		42		39	60	67	61	63		65		60		51		56
Learning Community^a	%	8	9	10	7		8		7		7		5	26	29	21	25		21		23		24		26
	n	261	290	399	425		321		477		430		232	364	493	460	380		348		439		342		324
	SE	1.7	1.7	1.5	1.2		1.5		1.1		1.3		1.4	2.3	2.0	1.9	2.2		2.2		2.0		2.3		2.5
	CI up bnd	12	12	13	10		11		9		10		8	31	33	25	29		25		27		29		31
	CI low bnd	5	6	7	5		5		4		5		2	22	25	18	20		16		19		20		22
Research with Faculty^a	%	6	7	6	4		5		4		6		5	30	33	29	25		29		26		26		31
	n	263	289	393	425		321		479		429		233	363	491	462	379		347		437		341		322
	SE	1.4	1.5	1.2	0.9		1.2		0.9		1.1		1.4	2.4	2.1	2.1	2.2		2.5		2.1		2.4		2.6
	CI up bnd	8	10	9	6		7		6		8		8	35	37	33	29		34		30		31		36
	CI low bnd	3	4	4	2		3		2		3		2	26	29	25	20		25		22		22		26
Internship or Field Experience^b (First-year results: Plan to do)	%	76	75	76	76		74		72		67		71	58	57	54	50		51		54		51		55
	n	263	290	400	425		324		485		430		233	365	496	463	379		349		436		342		324
	SE	2.6	2.5	2.1	2.1		2.4		2.1		2.3		3.0	2.6	2.2	2.3	2.6		2.7		2.4		2.7		2.8
	CI up bnd	81	80	80	81		79		76		72		77	63	61	59	55		56		58		56		60
	CI low bnd	71	71	72	72		69		68		63		65	52	52	49	45		46		49		46		50
Study Abroad^b (First-year results: Plan to do)	%	27	30	31	30		24		24		16		17	11	10	9	9		6		7		3		4
	n	263	290	399	426		325		477		427		233	366	491	456	379		347		437		342		323
	SE	2.8	2.7	2.3	2.2		2.4		2.0		1.8		2.5	1.7	1.4	1.4	1.5		1.3		1.2		1.0		1.1
	CI up bnd	33	36	35	34		29		28		20		22	15	13	12	12		9		9		5		6
	CI low bnd	22	25	26	25		20		20		13		13	8	7	7	6		4		4		1		2
Culminating Senior Experience^b (First-year results: Plan to do)	%	66	69	72	72		69		73		66		56	63	62	59	61		67		59		58		63
	n	263	290	400	427		323		479		428		228	366	494	461	375		348		435		340		323
	SE	2.9	2.7	2.3	2.2		2.6		2.0		2.3		3.3	2.5	2.2	2.3	2.5		2.5		2.4		2.7		2.7
	CI up bnd	72	74	76	76		74		77		71		62	68	66	64	66		72		63		64		68
	CI low bnd	60	64	67	67		64		69		62		49	58	57	55	56		62		54		53		58
Overall HIP Participation^c																									
Participated in one HIP	%	37	44	42	47		51		43		45		41	17	18	19	18		18		21		24		19
	n	263	292	401	428		324		481		430		233	366	496	466	382		351		439		343		325
	SE	3.0	2.9	2.5	2.4		2.8		2.3		2.4		3.2	2.0	1.7	1.8	2.0		2.1		1.9		2.3		2.2
	CI up bnd	43	50	47	52		56		47		50		47	21	21	23	22		23		25		28		24
	CI low bnd	31	38	37	43		45		38		40		35	13	14	16	14		14		17		19		15
Participated in two or more HIPs	%	9	8	10	5		7		5		7		6	73	74	70	71		71		67		64		71
	n	263	292	401	428		324		481		430		233	366	496	466	382		351		439		343		325
	SE	1.8	1.6	1.5	1.0		1.4		1.0		1.2		1.6	2.3	2.0	2.1	2.3		2.4		2.2		2.6		2.5
	CI up bnd	13	11	13	7		10		7		9		9	78	78	74	75		76		71		69		76
	CI low bnd	6	5	7	3		4		3		4		3	69	70	66	66		67		63		59		67

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

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.