NSSE 2024
Multi-Year Report
University of North Carolina at Charlotte

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 *planned to do* 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.

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Administration Summaries
University of North Carolina at Charlotte

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

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013										
2014	17%	+/- 3.7%	581	482	99	20%	+/- 3.5%	641	551	90
2015										
2016	19%	+/- 3.3%	712	511	201	20%	+/- 3.3%	707	550	157
2017										
2018	12%	+/- 5.1%	320	184	136	13%	+/- 4.2%	478	332	146
2019										
2020	21%	+/- 3.1%	780	567	213	16%	+/- 3.2%	791	621	170
2021										
2022	29%	+/- 2.3%	1,245	1,033	212	25%	+/- 2.7%	1,012	886	126
2023										
2024	15%	+/- 3.0%	937	650	287	15%	+/- 3.8%	565	417	148

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	No
2015							
2016	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	No
2017							
2018	Email	Census	No	Academic Advising	Yes	Yes	No
2019							
2020	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	Yes	No
2021							
2022	Email	Census	Yes	None	No	Yes	No
2023							
2024	Email	Census	Yes	Information Literacy	No	Yes	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.
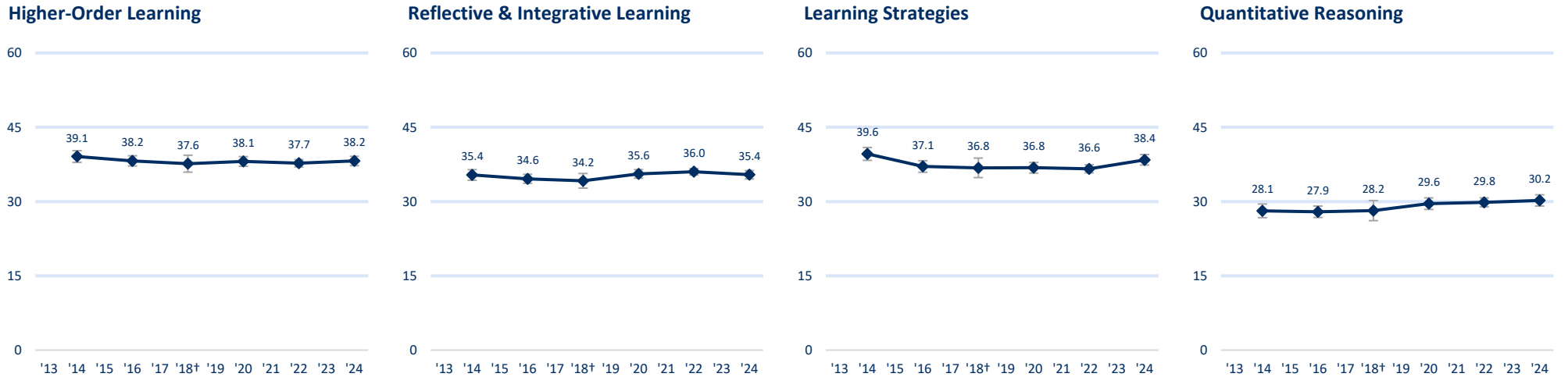
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.
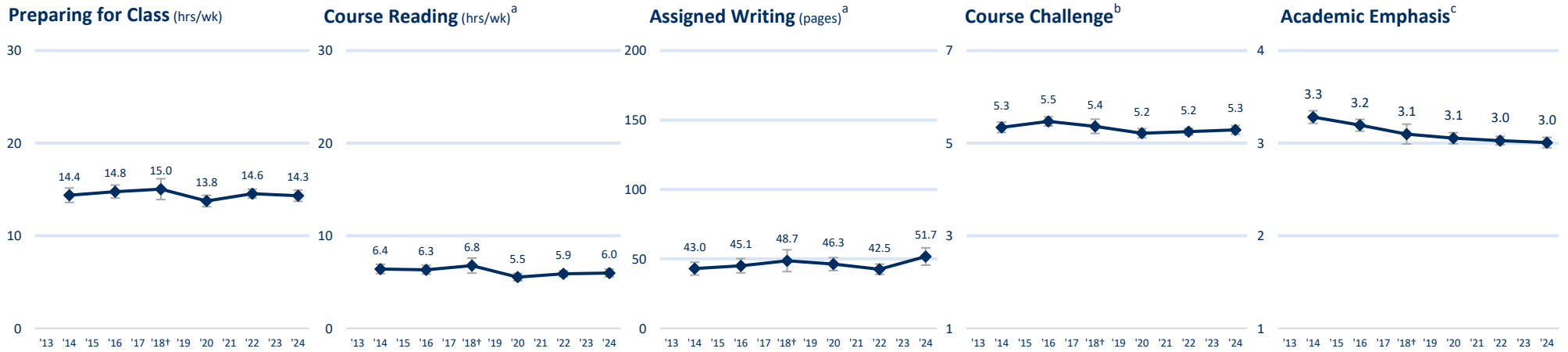
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

NSSE 2024 Multi-Year Report
Engagement Results by Theme
University of North Carolina at Charlotte

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

Academic Challenge: First-year students

Higher-Order Learning

39.1 38.2 37.6 38.1 37.7 38.2

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Reflective & Integrative Learning

35.4 34.6 34.2 35.6 36.0 35.4

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Learning Strategies

39.6 37.1 36.8 36.8 36.6 38.4

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Quantitative Reasoning

28.1 27.9 28.2 29.6 29.8 30.2

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

14.4 14.8 15.0 13.8 14.6 14.3

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Course Reading (hrs/wk)[a]

6.4 6.3 6.8 5.5 5.9 6.0

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Assigned Writing (pages)[a]

43.0 45.1 48.7 46.3 42.5 51.7

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Course Challenge[b]

5.3 5.5 5.4 5.2 5.2 5.3

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Academic Emphasis[c]

3.3 3.2 3.1 3.1 3.0 3.0

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
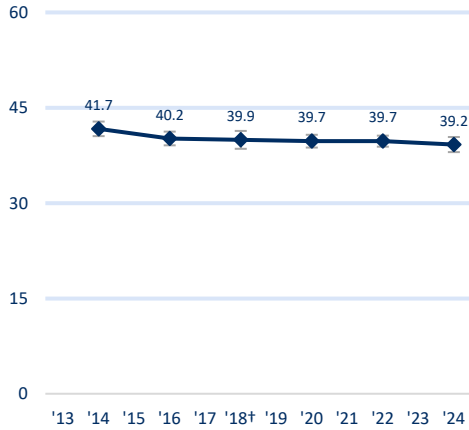c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
†Results reflect Report Sample exclusions and are unweighted. See page 3.
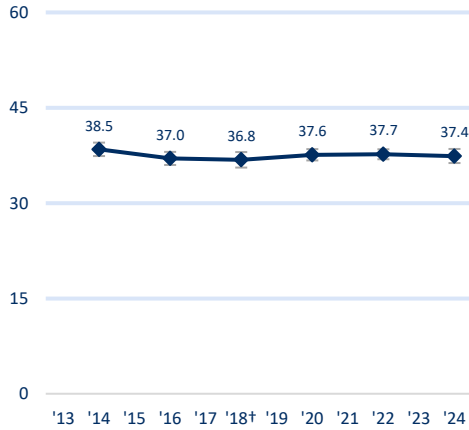
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
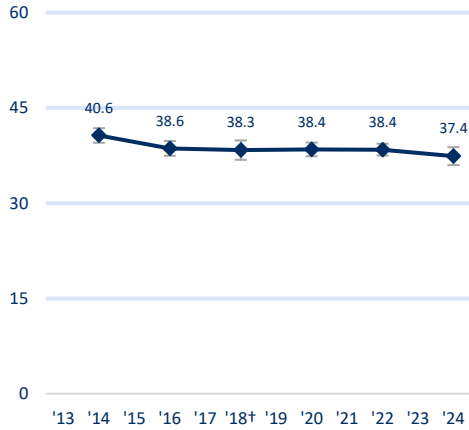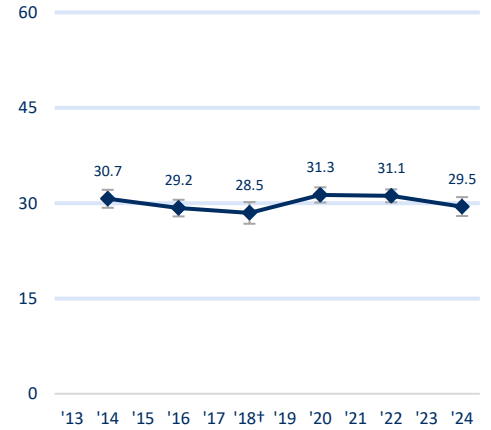
Academic Challenge: Seniors

Higher-Order Learning

Year	Value
'14	41.7
'16	40.2
'18†	39.9
'20	39.7
'22	39.7
'24	39.2

Reflective & Integrative Learning

Year	Value
'14	38.5
'16	37.0
'18†	36.8
'20	37.6
'22	37.7
'24	37.4

Learning Strategies

Year	Value
'14	40.6
'16	38.6
'18†	38.3
'20	38.4
'22	38.4
'24	37.4

Quantitative Reasoning

Year	Value
'14	30.7
'16	29.2
'18†	28.5
'20	31.3
'22	31.1
'24	29.5

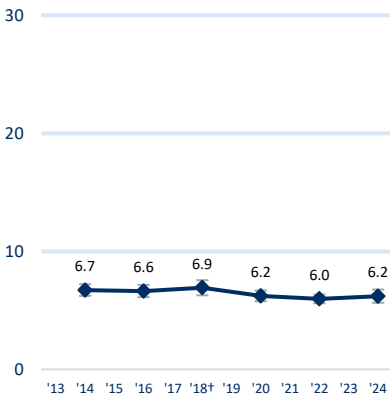## Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

Year	Value
'14	14.9
'16	14.6
'18†	15.4
'20	14.2
'22	14.7
'24	15.0

Course Reading (hrs/wk)[a]

Year	Value
'14	6.7
'16	6.6
'18†	6.9
'20	6.2
'22	6.0
'24	6.2

Assigned Writing (pages)[a]

Year	Value
'14	72.9
'16	79.7
'18†	82.4
'20	79.3
'22	72.0
'24	76.0

Course Challenge[b]

Year	Value
'14	5.7
'16	5.6
'18†	5.6
'20	5.5
'22	5.4
'24	5.5

Academic Emphasis[c]

Year	Value
'14	3.2
'16	3.2
'18†	3.1
'20	3.1
'22	3.1
'24	3.0

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
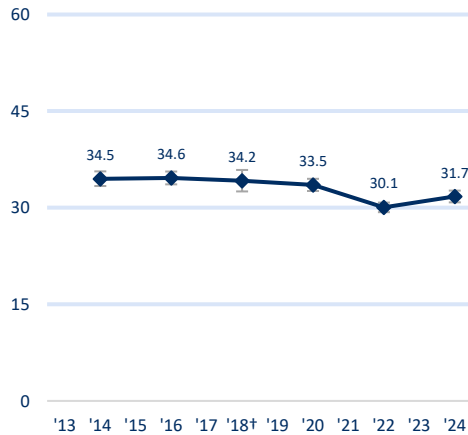
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2024 Multi-Year Report
Engagement Results by Theme
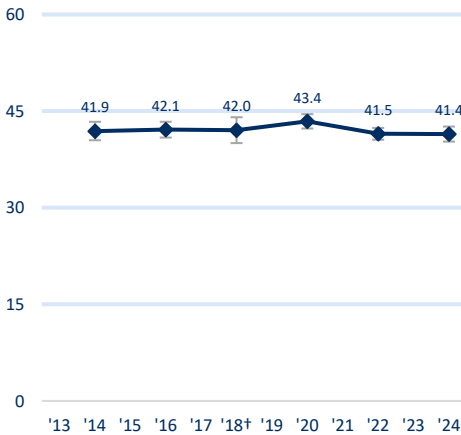### University of North Carolina at Charlotte

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
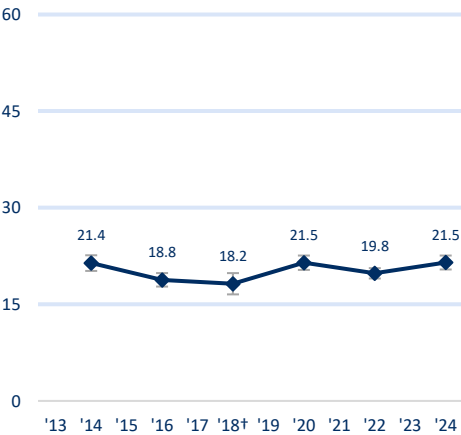
Collaborative Learning

34.5 34.6 34.2 33.5 30.1 31.7
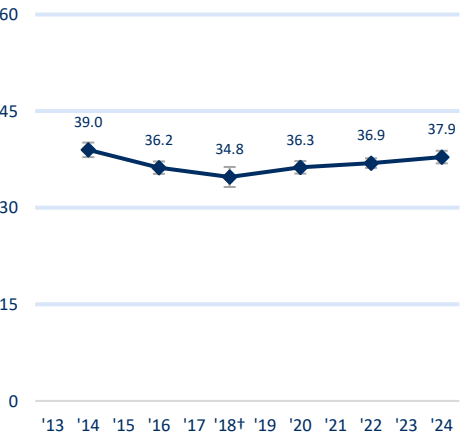
'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Discussions with Diverse Others

41.9 42.1 42.0 43.4 41.5 41.4

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Experiences with Faculty: First-year students

Student-Faculty Interaction

21.4 18.8 18.2 21.5 19.8 21.5

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Effective Teaching Practices

39.0 36.2 34.8 36.3 36.9 37.9

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Campus Environment: First-year students

Quality of Interactions
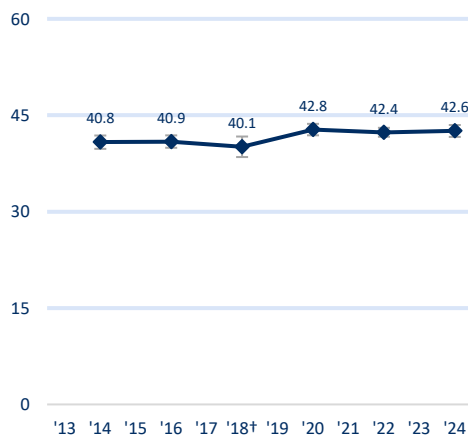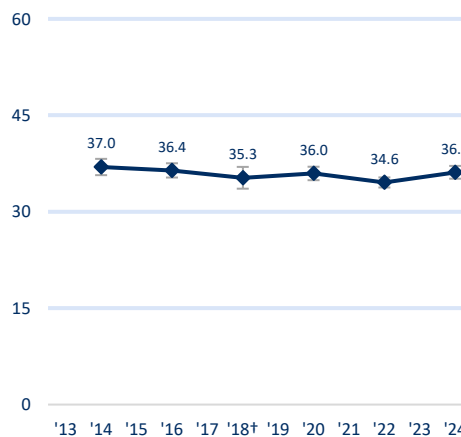
40.8 40.9 40.1 42.8 42.4 42.6

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

Supportive Environment

37.0 36.4 35.3 36.0 34.6 36.1

'13 '14 '15 '16 '17 '18† '19 '20 '21 '22 '23 '24

†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2024 Multi-Year Report
Engagement Results by Theme
University of North Carolina at Charlotte

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

Data points: 33.7, 34.2, 33.3, 35.5, 33.5, 33.3

Discussions with Diverse Others

Data points: 44.2, 42.0, 42.2, 42.5, 42.0, 42.1
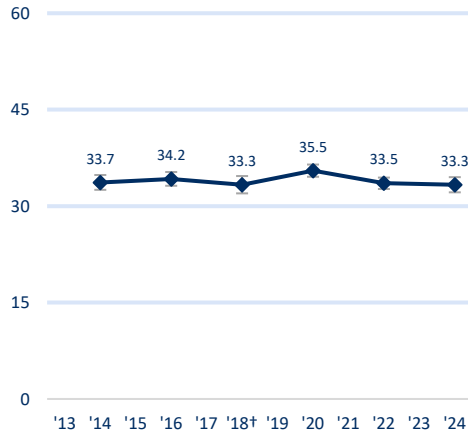
Experiences with Faculty: Seniors

Student-Faculty Interaction

Data points: 23.9, 21.7, 22.1, 23.7, 22.2, 23.0

Effective Teaching Practices

Data points: 41.4, 39.7, 41.2, 38.9, 39.3, 39.3
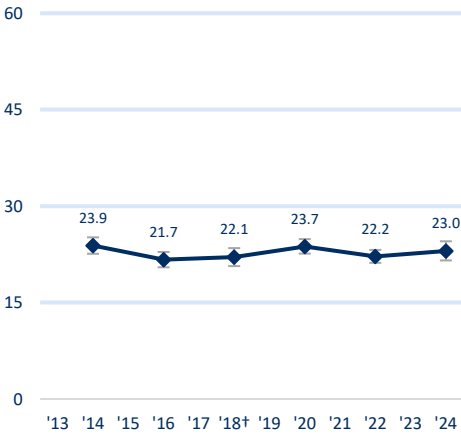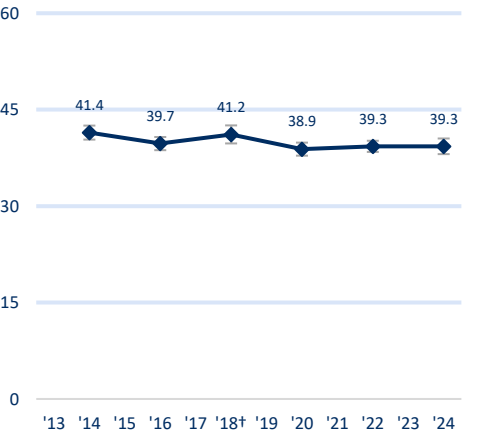
Campus Environment: Seniors

Quality of Interactions
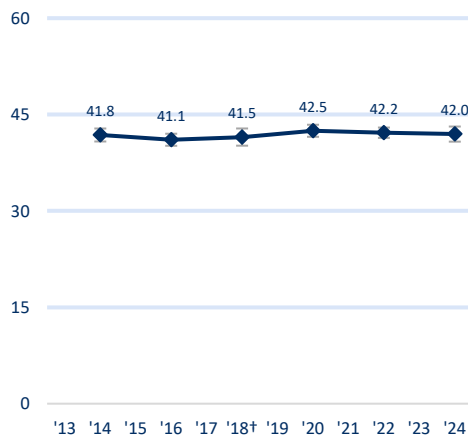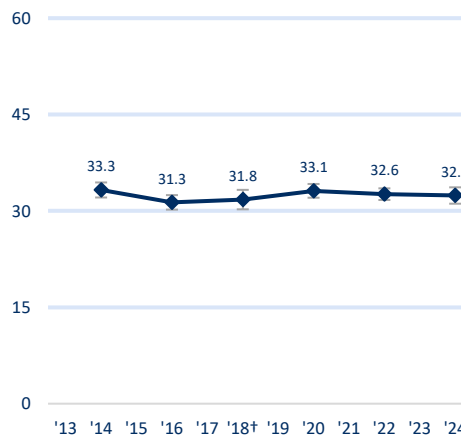
Data points: 41.8, 41.1, 41.5, 42.5, 42.2, 42.0

Supportive Environment

Data points: 33.3, 31.3, 31.8, 33.1, 32.6, 32.4
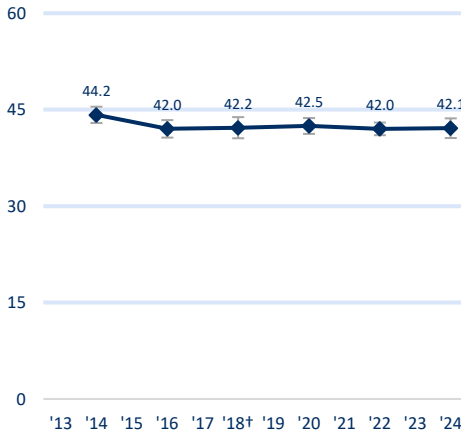
†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2024 Multi-Year Report
High-Impact Practices
University of North Carolina at Charlotte

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)

Data points: '14: 50%, '16: 44%, '18†: 51%, '20: 51%, '22: 48%, '24: 46%

Learning Community
(Done or in progress)

Data points: '14: 24%, '16: 23%, '18†: 23%, '20: 24%, '22: 15%, '24: 12%

Research with Faculty
(Done or in progress)

Data points: '14: 6%, '16: 4%, '18†: 2%, '20: 4%, '22: 4%, '24: 3%

Internship/Field Experience
(Plan to do)

Data points: '14: 78%, '16: 78%, '18†: 77%, '20: 80%, '22: 74%, '24: 69%

Study Abroad
(Plan to do)

Data points: '14: 42%, '16: 41%, '18†: 42%, '20: 42%, '22: 30%, '24: 32%

Culminating Senior Experience
(Plan to do)

Data points: '14: 52%, '16: 51%, '18†: 53%, '20: 53%, '22: 50%, '24: 52%

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.
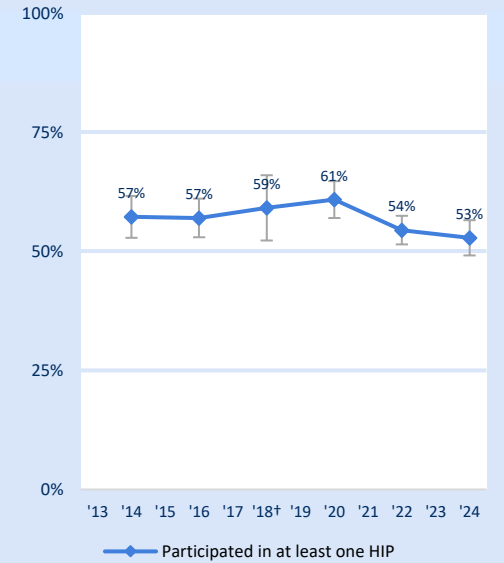
Data points: '14: 57%, '16: 57%, '18†: 59%, '20: 61%, '22: 54%, '24: 53%

— Participated in at least one HIP

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.

†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2024 Multi-Year Report
High-Impact Practices
University of North Carolina at Charlotte

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.
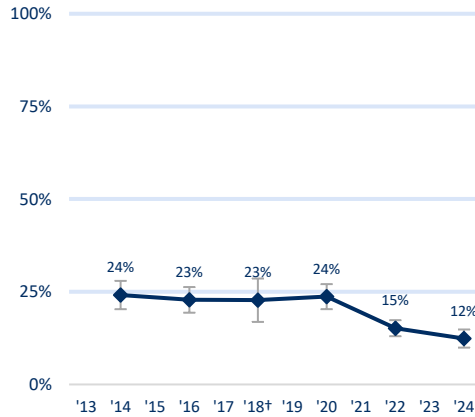
High-Impact Practices: Seniors
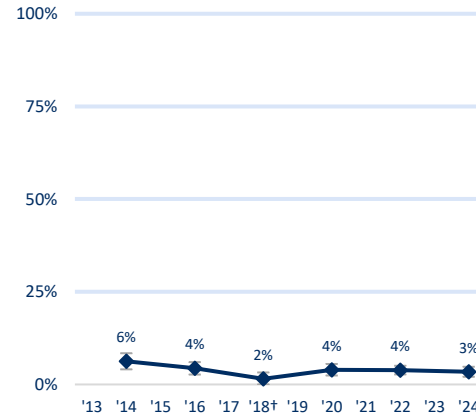
Service-Learning
(Some, most, or all courses)
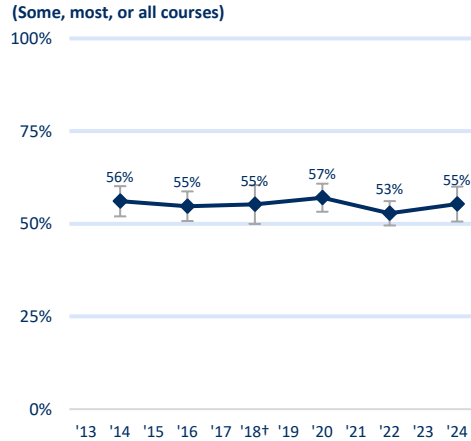
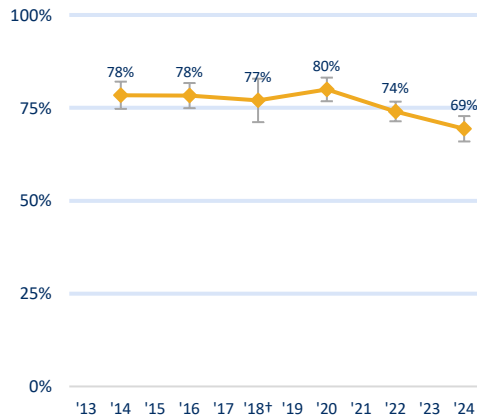### Learning Community
(Done or in progress)
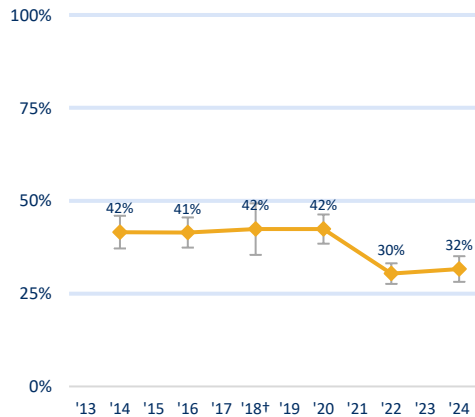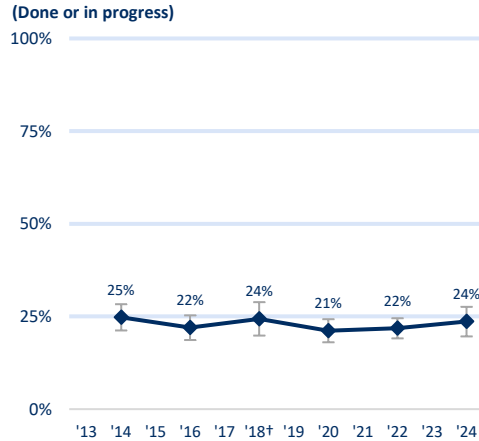

Research with Faculty
(Done or in progress)
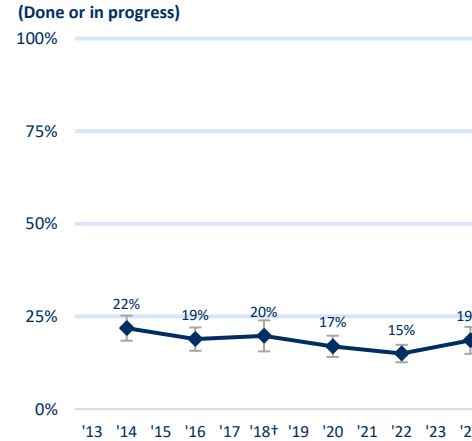
Internship/Field Experience
(Done or in progress)
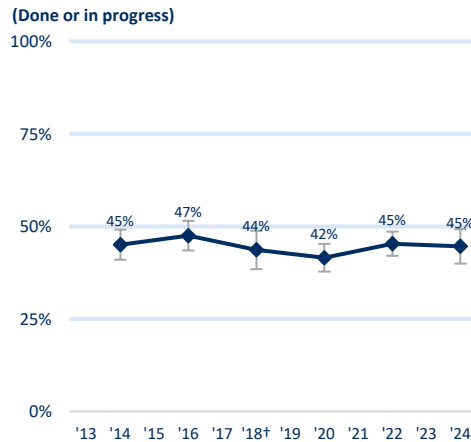
Study Abroad
(Done or in progress)
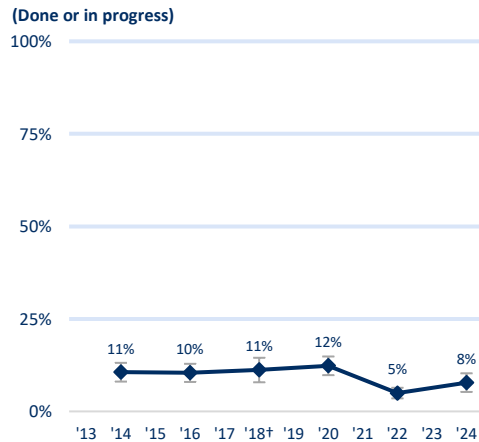
Culminating Senior Experience
(Done or in progress)
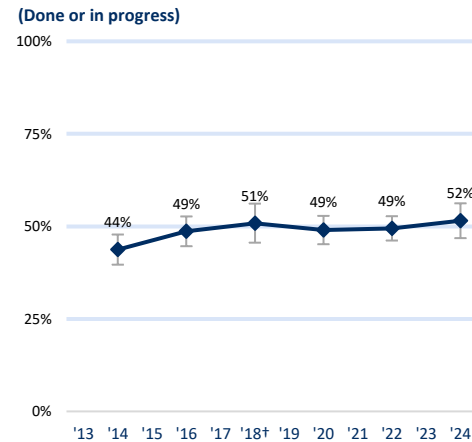
Overall senior HIP participation

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.

- Participated in two or more HIPs
- Participated in one HIP

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

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NSSE 2024 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
University of North Carolina at Charlotte

|		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24
Academic Challenge																									
Higher-Order Learning	Mean		39.1		38.2		37.6		38.1		37.7		38.2		41.7		40.2		39.9		39.7		39.7		39.2
	n		511		630		216		646		1,122		764		582		648		379		691		918		474
	SD		13.7		13.1		12.8		12.6		12.4		13.2		14.1		14.0		13.9		13.5		13.4		13.2
	SE		.61		.52		.87		.50		.37		.48		.58		.55		.72		.51		.44		.61
	CI up bnd		40.3		39.2		39.3		39.1		38.5		39.1		42.8		41.2		41.4		40.7		40.6		40.4
	CI low bnd		37.9		37.2		35.9		37.1		37.0		37.3		40.5		39.1		38.5		38.7		38.9		38.0
Reflective & Integrative Learning	Mean		35.4		34.6		34.2		35.6		36.0		35.4		38.5		37.0		36.8		37.6		37.7		37.4
	n		537		663		252		694		1,171		838		604		665		416		728		955		511
	SD		12.7		11.9		12.0		11.6		11.3		12.4		13.2		13.5		12.7		12.2		12.4		12.8
	SE		.55		.46		.75		.44		.33		.43		.54		.52		.62		.45		.40		.57
	CI up bnd		36.4		35.5		35.7		36.4		36.7		36.2		39.5		38.1		38.0		38.5		38.5		38.5
	CI low bnd		34.3		33.7		32.7		34.7		35.4		34.6		37.4		36.0		35.6		36.7		36.9		36.3
Learning Strategies	Mean		39.6		37.1		36.8		36.8		36.6		38.4		40.6		38.6		38.3		38.4		38.4		37.4
	n		478		568		198		615		1,063		705		560		595		352		664		883		433
	SD		14.5		14.2		14.1		13.5		13.5		14.4		13.8		14.5		14.6		14.2		14.1		14.9
	SE		.66		.59		1.01		.54		.41		.54		.58		.60		.78		.55		.47		.72
	CI up bnd		40.9		38.2		38.8		37.9		37.4		39.5		41.8		39.8		39.9		39.5		39.3		38.8
	CI low bnd		38.3		35.9		34.8		35.7		35.8		37.4		39.5		37.4		36.8		37.4		37.5		36.0
Quantitative Reasoning	Mean		28.1		27.9		28.2		29.6		29.8		30.2		30.7		29.2		28.5		31.3		31.1		29.5
	n		527		633		204		625		1,072		724		595		653		355		670		892		436
	SD		16.1		14.8		14.8		14.9		15.0		15.6		17.6		17.0		16.4		15.8		15.5		15.8
	SE		.70		.59		1.03		.59		.46		.58		.72		.67		.87		.61		.52		.76
	CI up bnd		29.5		29.1		30.2		30.7		30.7		31.4		32.1		30.5		30.2		32.5		32.2		30.9
	CI low bnd		26.7		26.8		26.1		28.4		28.9		29.1		29.3		27.9		26.7		30.1		30.1		28.0
Academic Challenge (additional items)																									
Preparing for Class (hours/week)	Mean		14.4		14.8		15.0		13.8		14.6		14.3		14.9		14.6		15.4		14.2		14.7		15.0
	n		449		515		188		589		1,042		680		537		558		342		653		884		431
	SD		8.5		8.1		7.9		7.6		7.9		8.0		9.0		9.2		9.2		8.3		8.6		8.7
	SE		.40		.36		.57		.31		.24		.31		.39		.39		.50		.32		.29		.42
	CI up bnd		15.2		15.5		16.2		14.4		15.0		14.9		15.6		15.4		16.4		14.8		15.3		15.8
	CI low bnd		13.6		14.1		13.9		13.1		14.1		13.7		14.1		13.9		14.4		13.5		14.1		14.2
Course Reading Est. hrs per week calculated from two items.	Mean		6.4		6.3		6.8		5.5		5.9		6.0		6.7		6.6		6.9		6.2		6.0		6.2
	n		440		511		187		584		1,035		672		529		555		340		649		875		427
	SD		5.3		5.5		5.7		4.9		5.3		5.5		5.8		6.2		6.0		5.9		5.5		5.9
	SE		.25		.24		.41		.20		.17		.21		.25		.26		.33		.23		.19		.29
	CI up bnd		6.9		6.8		7.6		5.9		6.2		6.4		7.2		7.2		7.6		6.7		6.3		6.8
	CI low bnd		5.9		5.9		6.0		5.1		5.6		5.6		6.2		6.1		6.3		5.8		5.6		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).

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		|First-year students												|Seniors											
		'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24
Academic Challenge (additional items, continued)																									
Assigned Writing Est. no. of pages calculated from three survey questions.	*Mean*		**43.0**		**45.1**		**48.7**		**46.3**		**42.5**		**51.7**		**72.9**		**79.7**		**82.4**		**79.3**		**72.0**		**76.0**
	n		454		552		205		624		1,072		717		506		560		351		666		890		440
	SD		50.3		61.2		57.4		59.5		61.7		85.2		82.3		89.8		87.1		91.0		90.4		95.5
	SE		2.36		2.60		4.01		2.38		1.88		3.18		3.66		3.80		4.65		3.52		3.03		4.55
	CI up bnd		47.6		50.2		56.6		50.9		46.2		58.0		80.1		87.1		91.5		86.3		77.9		84.9
	CI low bnd		38.4		40.0		40.9		41.6		38.9		45.5		65.7		72.2		73.2		72.4		66.0		67.1
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	*Mean*		**5.3**		**5.5**		**5.4**		**5.2**		**5.2**		**5.3**		**5.7**		**5.6**		**5.6**		**5.5**		**5.4**		**5.5**
	n		485		576		203		615		1,064		706		576		595		350		665		887		435
	SD		1.3		1.2		1.1		1.2		1.2		1.3		1.1		1.3		1.2		1.3		1.3		1.2
	SE		.06		.05		.08		.05		.04		.05		.05		.05		.07		.05		.04		.06
	CI up bnd		5.5		5.6		5.5		5.3		5.3		5.4		5.8		5.7		5.8		5.5		5.5		5.6
	CI low bnd		5.2		5.4		5.2		5.1		5.2		5.2		5.7		5.5		5.5		5.4		5.3		5.4
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	*Mean*		**3.3**		**3.2**		**3.1**		**3.1**		**3.0**		**3.0**		**3.2**		**3.2**		**3.1**		**3.1**		**3.1**		**3.0**
	n		453		521		193		596		1,048		686		543		569		342		658		884		432
	SD		0.7		0.7		0.8		0.8		0.8		0.7		0.7		0.8		0.8		0.8		0.7		0.8
	SE		.03		.03		.05		.03		.02		.03		.03		.03		.04		.03		.03		.04
	CI up bnd		3.4		3.3		3.2		3.1		3.1		3.1		3.3		3.3		3.2		3.2		3.1		3.1
	CI low bnd		3.2		3.1		3.0		3.0		3.0		3.0		3.2		3.2		3.0		3.1		3.0		3.0
Learning with Peers																									
Collaborative Learning	*Mean*		**34.5**		**34.6**		**34.2**		**33.5**		**30.1**		**31.7**		**33.7**		**34.2**		**33.3**		**35.5**		**33.5**		**33.3**
	n		541		681		298		747		1,213		897		604		675		455		766		984		543
	SD		13.5		13.3		14.7		13.2		13.2		14.0		14.5		14.2		14.7		13.4		14.2		14.0
	SE		.58		.51		.85		.48		.38		.47		.59		.55		.69		.48		.45		.60
	CI up bnd		35.6		35.6		35.9		34.5		30.8		32.7		34.8		35.3		34.7		36.5		34.4		34.5
	CI low bnd		33.4		33.6		32.5		32.6		29.3		30.8		32.5		33.2		32.0		34.6		32.7		32.1
Discussions with Diverse Others	*Mean*		**41.9**		**42.1**		**42.0**		**43.4**		**41.5**		**41.4**		**44.2**		**42.0**		**42.2**		**42.5**		**42.0**		**42.1**
	n		478		577		201		619		1,070		706		569		599		353		664		888		438
	SD		16.0		15.0		14.5		14.1		15.3		15.8		15.4		17.0		15.8		16.2		14.9		16.3
	SE		.73		.63		1.02		.57		.47		.60		.64		.69		.84		.63		.50		.78
	CI up bnd		43.3		43.3		44.0		44.5		42.4		42.6		45.5		43.4		43.8		43.7		43.0		43.6
	CI low bnd		40.5		40.9		40.0		42.3		40.6		40.3		42.9		40.7		40.6		41.2		41.0		40.6

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		First-year students						Seniors					
		'14	'16	'18†	'20	'22	'24	'14	'16	'18†	'20	'22	'24
Experiences with Faculty													
Student-Faculty Interaction	Mean	**21.4**	**18.8**	**18.2**	**21.5**	**19.8**	**21.5**	**23.9**	**21.7**	**22.1**	**23.7**	**22.2**	**23.0**
	n	523	642	241	659	1,136	799	588	639	397	704	933	489
	SD	14.2	13.5	13.1	14.6	13.8	15.6	15.8	15.3	14.2	15.3	15.6	16.8
	SE	.62	.53	.84	.57	.41	.55	.65	.61	.71	.58	.51	.76
	CI up bnd	22.6	19.9	19.8	22.6	20.6	22.6	25.1	22.9	23.5	24.9	23.2	24.5
	CI low bnd	20.2	17.8	16.5	20.3	19.0	20.4	22.6	20.5	20.7	22.6	21.2	21.6
Effective Teaching Practices	Mean	**39.0**	**36.2**	**34.8**	**36.3**	**36.9**	**37.9**	**41.4**	**39.7**	**41.2**	**38.9**	**39.3**	**39.3**
	n	530	641	214	637	1,120	764	604	658	374	687	921	467
	SD	13.2	12.4	11.6	12.5	12.8	13.7	13.7	13.4	13.8	13.6	13.4	13.4
	SE	.57	.49	.79	.50	.38	.50	.56	.52	.72	.52	.44	.62
	CI up bnd	40.1	37.2	36.3	37.2	37.7	38.8	42.5	40.8	42.6	39.9	40.2	40.5
	CI low bnd	37.9	35.3	33.2	35.3	36.2	36.9	40.3	38.7	39.7	37.8	38.4	38.1
Campus Environment													
Quality of Interactions	Mean	**40.8**	**40.9**	**40.1**	**42.8**	**42.4**	**42.6**	**41.8**	**41.1**	**41.5**	**42.5**	**42.2**	**42.0**
	n	466	541	188	570	990	637	539	567	314	615	817	397
	SD	11.4	11.5	11.2	10.9	11.2	11.9	12.0	11.4	12.1	11.9	11.7	12.0
	SE	.53	.49	.82	.46	.36	.47	.52	.48	.68	.48	.41	.60
	CI up bnd	41.8	41.9	41.7	43.7	43.0	43.5	42.8	42.0	42.8	43.4	43.0	43.1
	CI low bnd	39.8	39.9	38.5	41.9	41.7	41.6	40.8	40.1	40.2	41.5	41.4	40.8
Supportive Environment	Mean	**37.0**	**36.4**	**35.3**	**36.0**	**34.6**	**36.1**	**33.3**	**31.3**	**31.8**	**33.1**	**32.6**	**32.4**
	n	448	514	190	592	1,047	683	541	562	341	654	879	425
	SD	13.7	12.8	11.9	13.0	13.0	13.3	13.9	13.7	14.3	14.0	13.7	13.4
	SE	.65	.57	.86	.53	.40	.51	.60	.58	.77	.55	.46	.65
	CI up bnd	38.2	37.5	37.0	37.0	35.3	37.1	34.4	32.5	33.3	34.2	33.5	33.7
	CI low bnd	35.7	35.3	33.6	34.9	33.8	35.1	32.1	30.2	30.2	32.1	31.7	31.1

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		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]	%		50		44		51		51		48		46		56		55		55		57		53		55
	n		474		567		195		604		1,048		693		571		598		346		657		886		430
	SE		2.3		2.1		3.6		2.0		1.5		1.9		2.1		2.0		2.7		1.9		1.7		2.4
	CI up bnd		54		48		58		55		51		50		60		59		60		61		56		60
	CI low bnd		45		40		44		47		45		43		52		51		50		53		50		51
Learning Community[a]	%		24		23		23		24		15		12		25		22		24		21		22		24
	n		484		565		198		611		1,059		699		572		596		349		661		887		437
	SE		1.9		1.8		3.0		1.7		1.1		1.2		1.8		1.7		2.3		1.6		1.4		2.0
	CI up bnd		28		26		29		27		17		15		28		25		29		24		25		28
	CI low bnd		20		19		17		20		13		10		21		19		20		18		19		20
Research with Faculty[a]	%		6		4		2		4		4		3		22		19		20		17		15		19
	n		479		566		197		611		1,053		699		571		597		349		660		887		440
	SE		1.1		0.9		0.9		0.8		0.6		0.7		1.7		1.6		2.1		1.5		1.2		1.9
	CI up bnd		8		6		3		6		5		5		25		22		24		20		17		22
	CI low bnd		4		3		0		2		3		2		18		16		16		14		13		15
Internship or Field Experience[b] (First-year results: Plan to do)	%		78		78		77		80		74		69		45		47		44		42		45		45
	n		486		572		200		611		1,061		701		575		598		353		666		888		438
	SE		1.9		1.7		3.0		1.6		1.3		1.7		2.1		2.0		2.6		1.9		1.7		2.4
	CI up bnd		82		82		83		83		77		73		49		52		49		45		49		49
	CI low bnd		75		75		71		77		71		66		41		43		38		38		42		40
Study Abroad[b] (First-year results: Plan to do)	%		42		41		42		42		30		32		11		10		11		12		5		8
	n		484		567		196		608		1,057		697		568		598		349		656		887		434
	SE		2.2		2.1		3.5		2.0		1.4		1.8		1.3		1.2		1.7		1.3		0.7		1.3
	CI up bnd		46		45		49		46		33		35		13		13		14		15		6		10
	CI low bnd		37		37		35		38		28		28		8		8		8		10		4		5
Culminating Senior Experience[b] (First-year results: Plan to do)	%		52		51		53		53		50		52		44		49		51		49		49		52
	n		482		570		197		604		1,056		695		571		594		346		659		888		435
	SE		2.3		2.1		3.6		2.0		1.5		1.9		2.1		2.1		2.7		1.9		1.7		2.4
	CI up bnd		56		55		60		57		53		55		48		53		56		53		53		56
	CI low bnd		47		47		46		49		47		48		40		45		46		45		46		47
Overall HIP Participation[c]																									
Participated in one HIP	%		38		45		43		44		43		45		26		24		27		29		31		30
	n		487		573		198		612		1,059		702		579		600		353		666		890		440
	SE		2.2		2.1		3.5		2.0		1.5		1.9		1.8		1.7		2.4		1.8		1.6		2.2
	CI up bnd		42		49		50		48		46		48		29		27		31		33		34		34
	CI low bnd		33		41		37		40		40		41		22		20		22		26		28		25
Participated in two or more HIPs	%		19		12		16		17		11		8		58		60		59		56		55		59
	n		487		573		198		612		1,059		702		579		600		353		666		890		440
	SE		1.8		1.4		2.6		1.5		1.0		1.0		2.1		2.0		2.6		1.9		1.7		2.4
	CI up bnd		23		15		21		20		13		10		62		64		64		60		58		63
	CI low bnd		16		9		11		14		9		6		54		56		54		52		52		54

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 +/- 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.

†Results reflect Report Sample exclusions and are unweighted. See page 3.

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