



---

# NSSE 2024

## Multi-Year Report

California State University, Chico

---

### 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 <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013										
2014	13%	+/- 4.2%	474	331	143	19%	+/- 2.7%	1,045	819	226
2015										
2016	9%	+/- 4.8%	378	244	134	15%	+/- 3.1%	854	604	250
2017										
2018	17%	+/- 3.4%	687	507	180	22%	+/- 2.5%	1,250	1,010	240
2019										
2020	11%	+/- 4.9%	357	193	164	13%	+/- 3.4%	731	494	237
2021										
2022	12%	+/- 6.1%	226	138	88	14%	+/- 3.3%	744	482	262
2023										
2024	7%	+/- 7.7%	151	66	85	10%	+/- 6.7%	192	131	61

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014	Email	Census	No	Academic Advising, California State University	No	No	Yes
2015							
2016	Email	Census	No	FY Experiences / Sr Transitions	No	No	Yes
2017							
2018	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	Yes
2019							
2020	Email	Census	No	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	Yes
2021							
2022	Email	Census	No	FY Experiences & Sr Transitions, HIP Quality	No	Yes	No
2023							
2024	Email	Census	No	FY Experiences & Sr Transitions, HIP Quality	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.

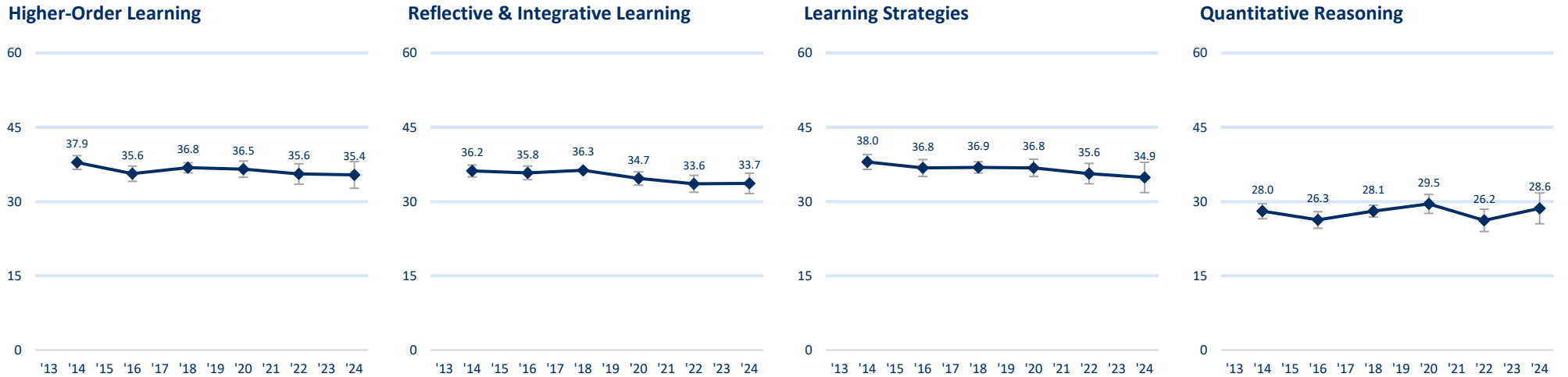
# NSSE 2024 Multi-Year Report

## Engagement Results by Theme

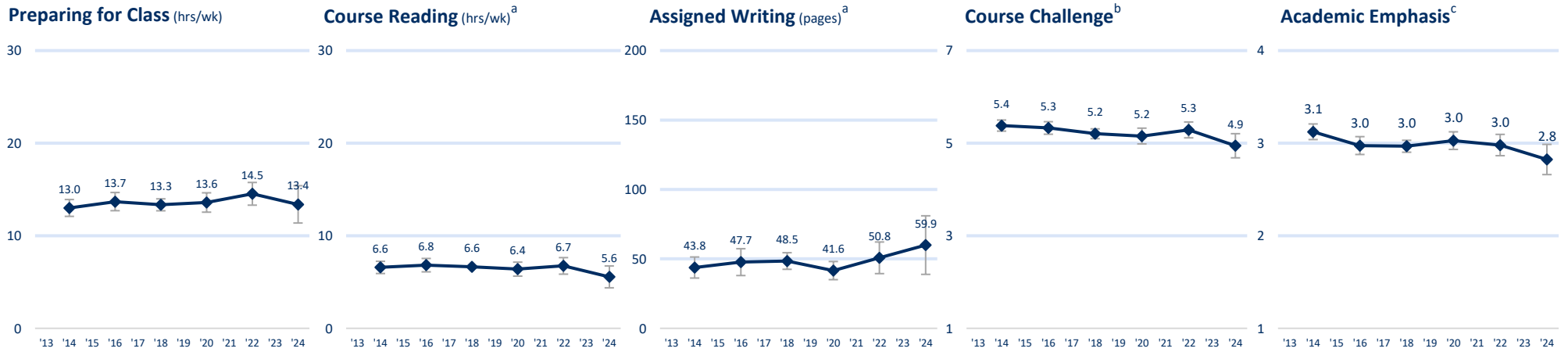
### California State University, Chico

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.

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").

# NSSE 2024 Multi-Year Report

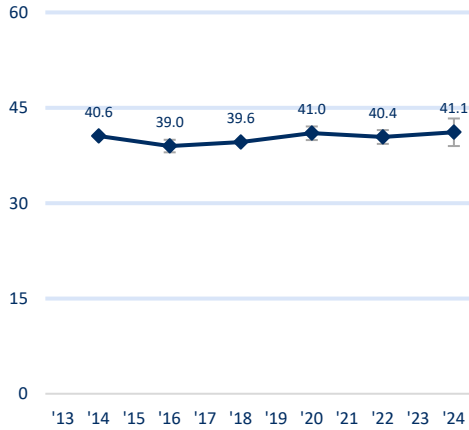
## Engagement Results by Theme

### California State University, Chico

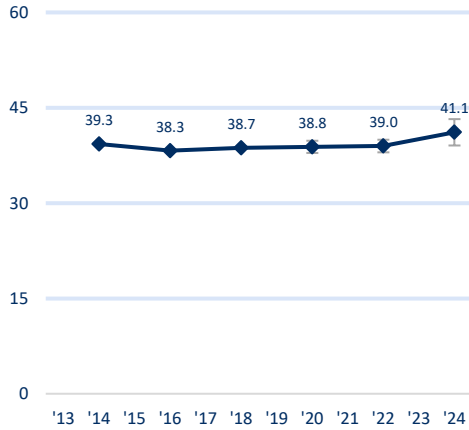
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

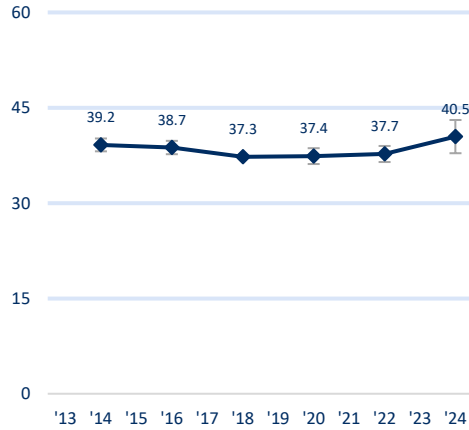
##### Higher-Order Learning



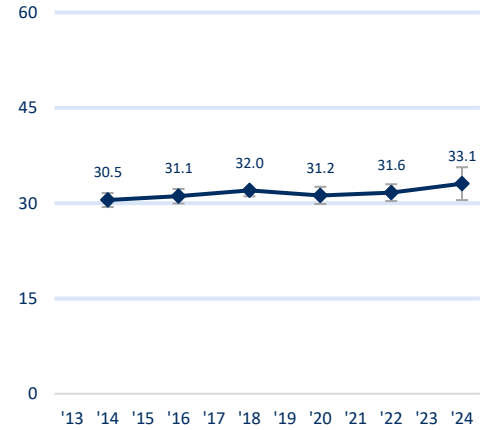
##### Reflective & Integrative Learning



##### Learning Strategies

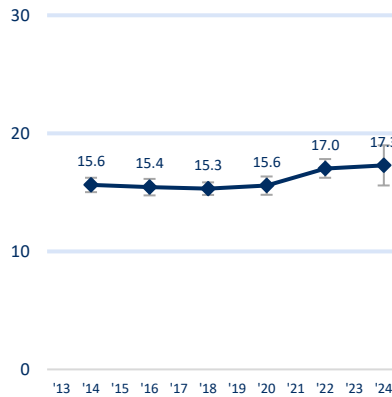


##### Quantitative Reasoning

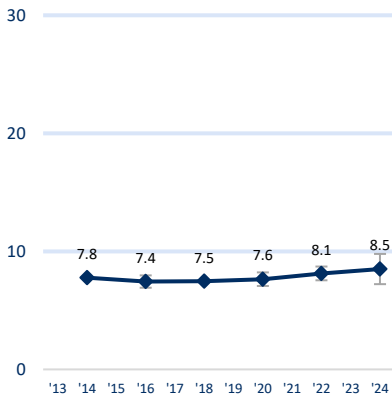


#### Academic Challenge (additional items): Seniors

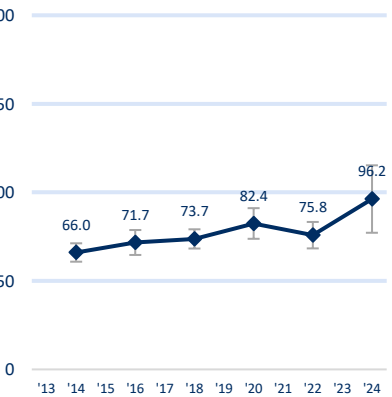
##### Preparing for Class (hrs/wk)



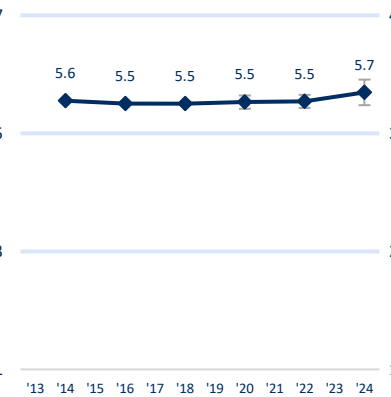
##### Course Reading (hrs/wk)<sup>a</sup>



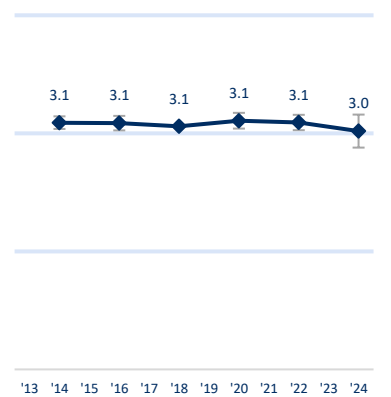
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



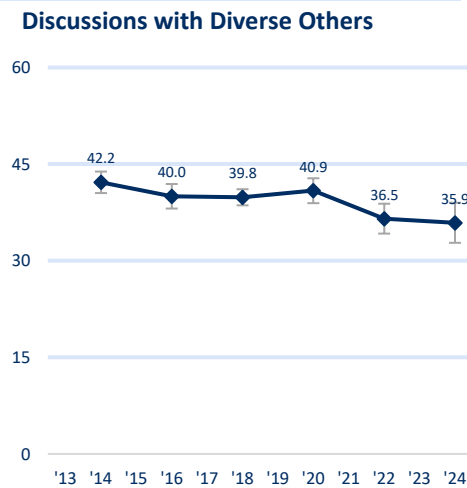
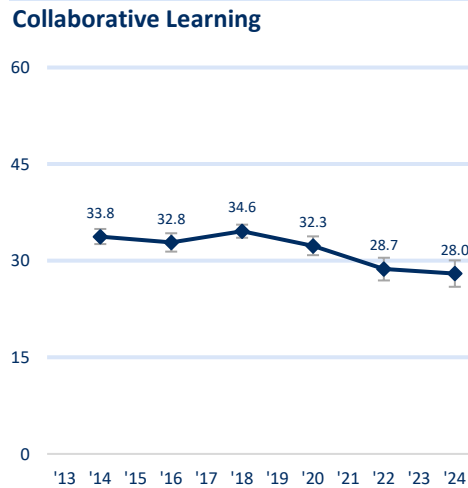
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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

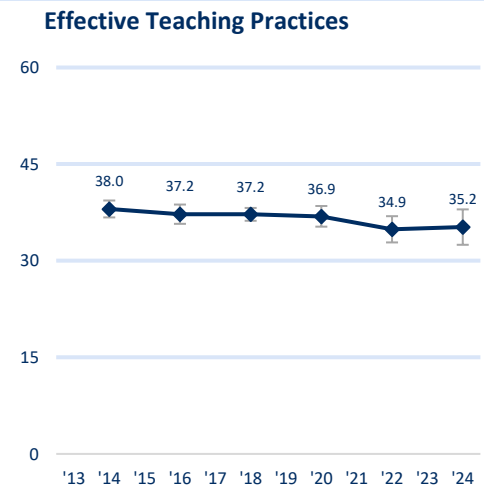
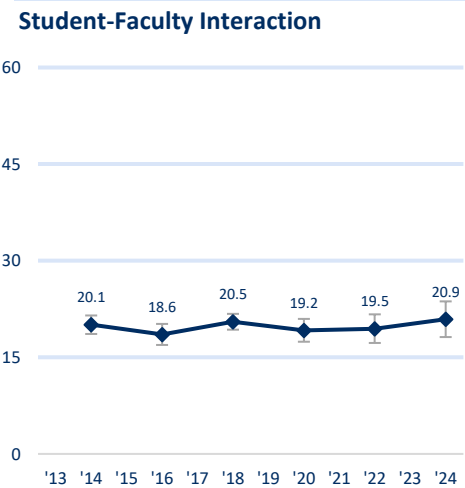
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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.

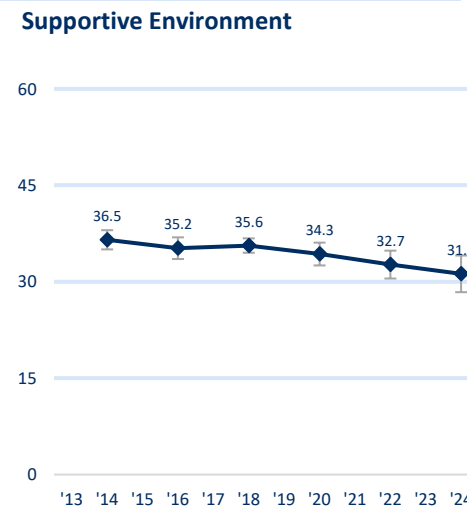
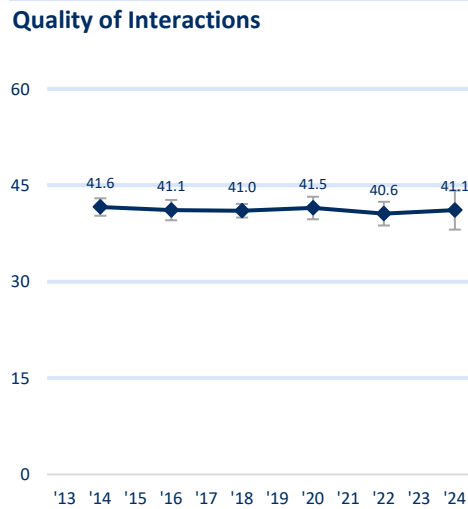
#### Learning with Peers: First-year students



#### Experiences with Faculty: First-year students



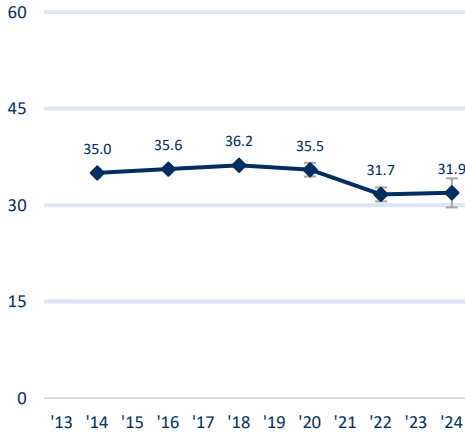
#### Campus Environment: First-year students



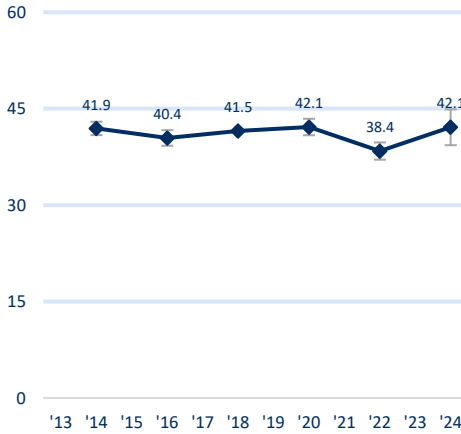
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

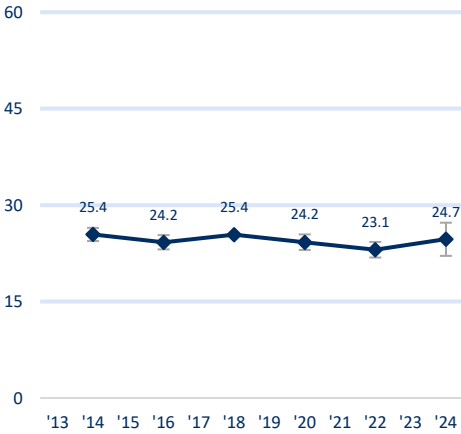


##### Discussions with Diverse Others

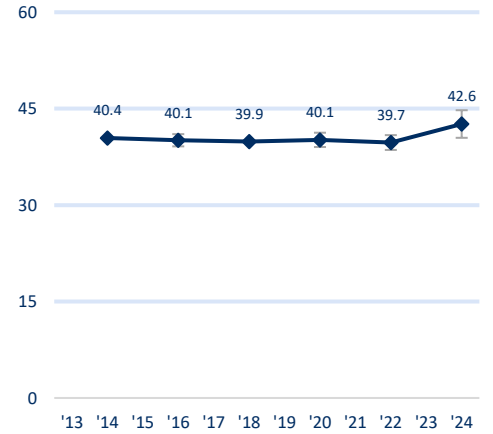


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

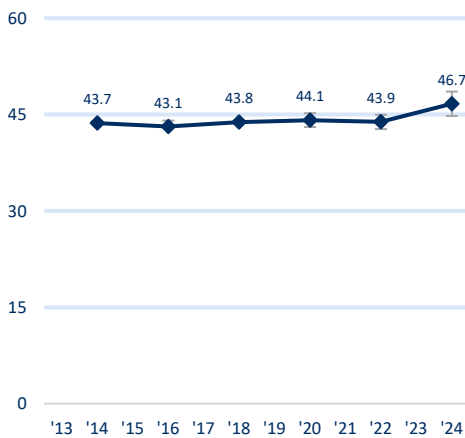


##### Effective Teaching Practices

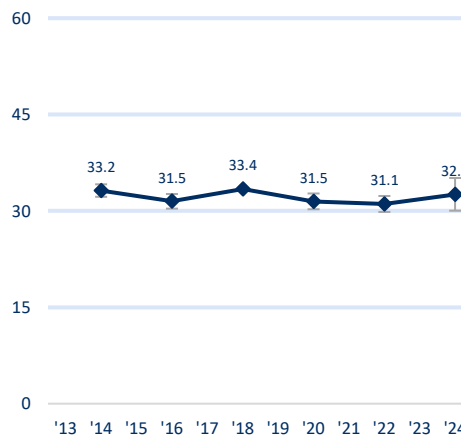


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

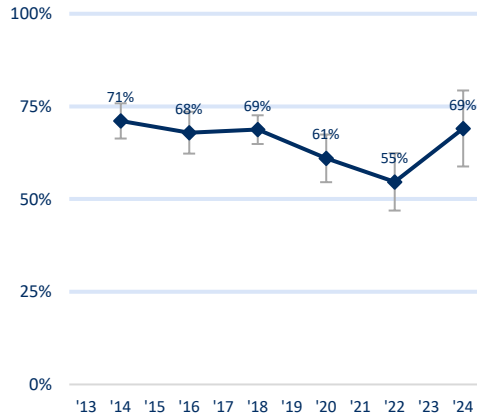


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

#### High-Impact Practices: First-year students

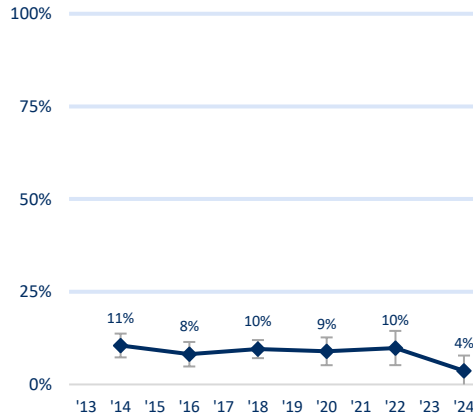
##### Service-Learning

(Some, most, or all courses)



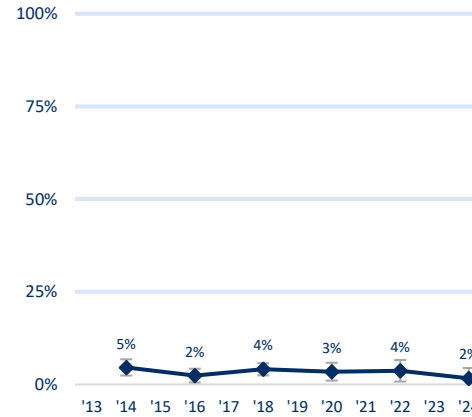
##### Learning Community

(Done or in progress)



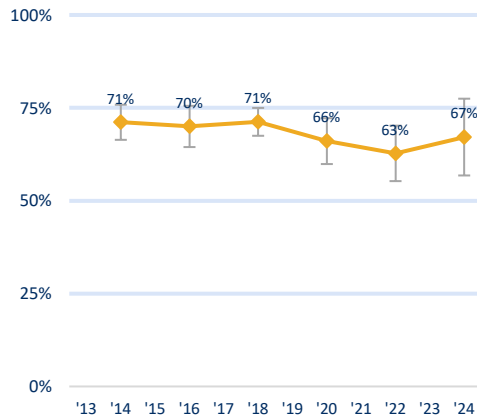
##### Research with Faculty

(Done or in progress)



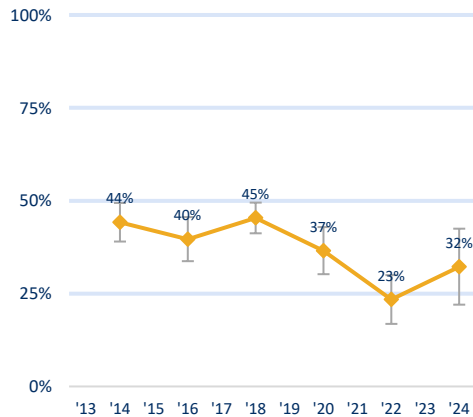
##### Internship/Field Experience

(Plan to do)



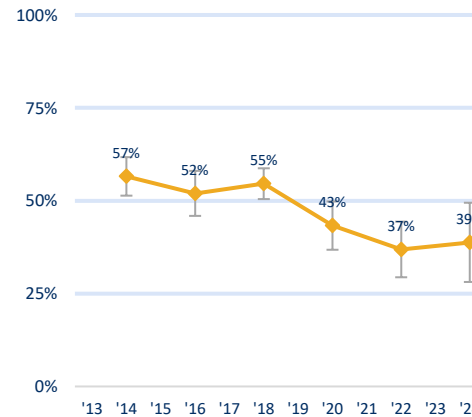
##### Study Abroad

(Plan to do)



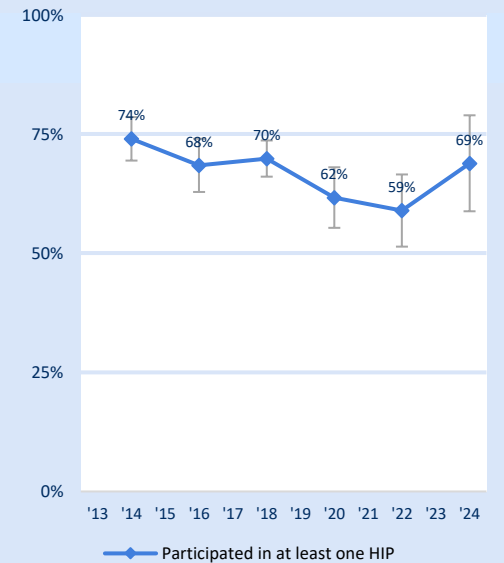
##### Culminating Senior Experience

(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.

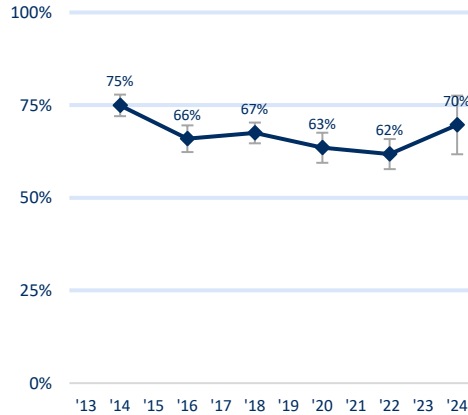


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

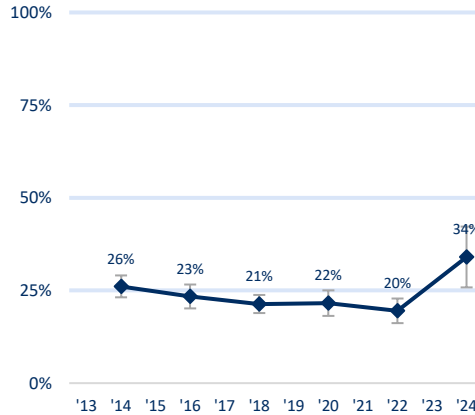
##### Service-Learning

(Some, most, or all courses)



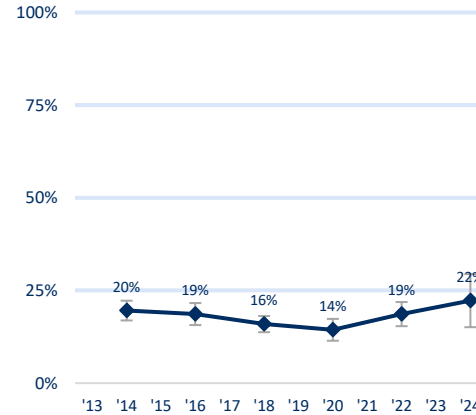
##### Learning Community

(Done or in progress)



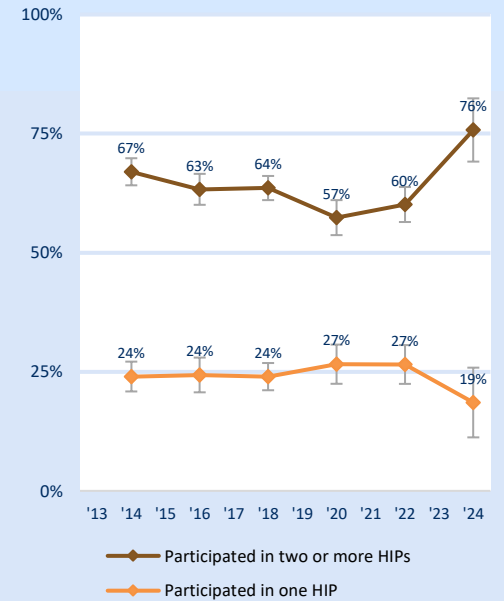
##### Research with Faculty

(Done or in progress)



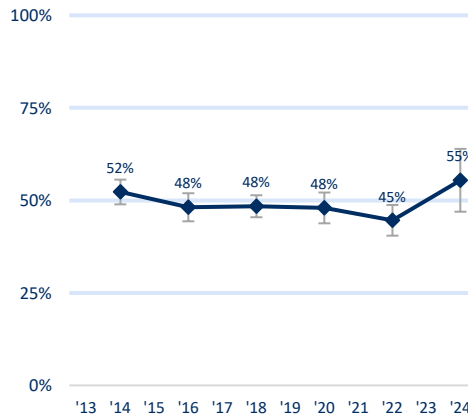
##### Overall senior HIP participation

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.



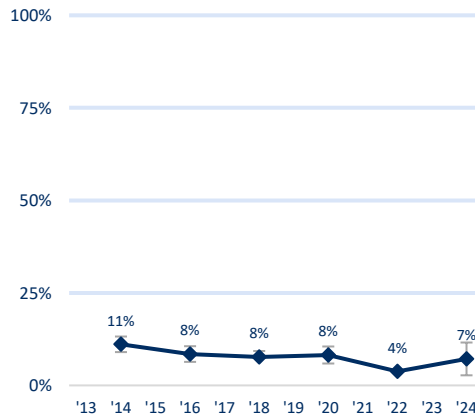
##### Internship/Field Experience

(Done or in progress)



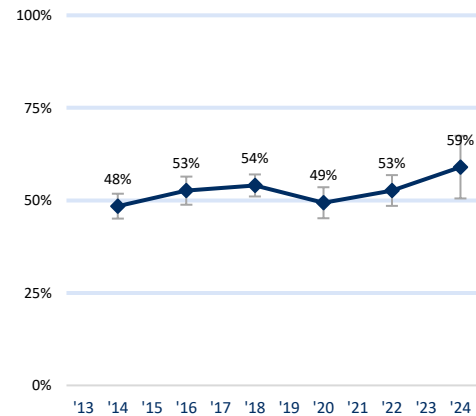
##### Study Abroad

(Done or in progress)



##### Culminating Senior Experience

(Done or in progress)



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

### California State University, Chico

		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>																									
<b>Higher-Order Learning</b>	Mean		37.9		35.6		36.8		36.5		35.6		35.4		40.6		39.0		39.6		41.0		40.4		41.1
	n		396		311		594		261		167		99		936		731		1,141		601		611		151
	SD		14.1		13.9		12.6		13.5		13.6		13.7		14.1		13.6		13.0		13.4		13.7		13.6
	SE		.71		.79		.52		.83		1.05		1.37		.46		.50		.38		.55		.55		1.11
	CI up bnd		39.3		37.2		37.8		38.2		37.6		38.1		41.5		40.0		40.4		42.1		41.5		43.3
	CI low bnd		36.5		34.1		35.8		34.9		33.5		32.7		39.7		38.0		38.9		39.9		39.3		39.0
<b>Reflective &amp; Integrative Learning</b>	Mean		36.2		35.8		36.3		34.7		33.6		33.7		39.3		38.3		38.7		38.8		39.0		41.1
	n		415		328		635		306		195		118		975		773		1,190		657		675		167
	SD		12.4		12.8		10.8		11.9		12.2		11.4		13.1		12.5		11.7		12.5		13.2		13.7
	SE		.61		.70		.43		.68		.87		1.05		.42		.45		.34		.49		.51		1.06
	CI up bnd		37.4		37.2		37.1		36.0		35.3		35.7		40.1		39.1		39.4		39.8		40.0		43.2
	CI low bnd		35.0		34.4		35.5		33.3		31.9		31.6		38.5		37.4		38.0		37.9		38.0		39.1
<b>Learning Strategies</b>	Mean		38.0		36.8		36.9		36.8		35.6		34.9		39.2		38.7		37.3		37.4		37.7		40.5
	n		350		263		562		229		163		82		847		666		1,085		554		557		133
	SD		14.3		14.2		13.7		13.5		13.4		14.1		15.0		13.8		14.0		15.0		15.2		15.4
	SE		.76		.87		.58		.89		1.05		1.56		.52		.54		.43		.64		.64		1.33
	CI up bnd		39.5		38.5		38.0		38.5		37.7		37.9		40.2		39.8		38.1		38.6		39.0		43.1
	CI low bnd		36.5		35.1		35.8		35.1		33.6		31.8		38.1		37.7		36.4		36.1		36.5		37.8
<b>Quantitative Reasoning</b>	Mean		28.0		26.3		28.1		29.5		26.2		28.6		30.5		31.1		32.0		31.2		31.6		33.1
	n		403		312		576		237		160		84		951		741		1,093		575		571		140
	SD		15.6		15.1		14.6		15.0		14.6		14.5		17.3		16.0		15.5		16.5		16.2		15.6
	SE		.78		.85		.61		.98		1.15		1.59		.56		.59		.47		.69		.68		1.32
	CI up bnd		29.6		28.0		29.3		31.4		28.4		31.7		31.6		32.2		32.9		32.6		33.0		35.6
	CI low bnd		26.5		24.6		26.9		27.6		23.9		25.5		29.4		29.9		31.1		29.9		30.3		30.5
<i>Academic Challenge (additional items)</i>																									
<b>Preparing for Class (hours/week)</b>	Mean		13.0		13.7		13.3		13.6		14.5		13.4		15.6		15.4		15.3		15.6		17.0		17.3
	n		307		237		541		205		155		77		785		610		1,061		518		533		126
	SD		8.1		7.7		7.6		7.6		7.8		9.0		8.7		8.8		8.8		9.0		9.3		9.8
	SE		.46		.50		.33		.53		.63		1.03		.31		.36		.27		.40		.40		.87
	CI up bnd		13.9		14.7		14.0		14.6		15.8		15.4		16.2		16.1		15.8		16.3		17.8		19.0
	CI low bnd		12.1		12.7		12.7		12.5		13.3		11.4		15.0		14.7		14.8		14.8		16.2		15.6
<b>Course Reading</b> <small>Est. hrs per week calculated from two items.</small>	Mean		6.6		6.8		6.6		6.4		6.7		5.6		7.8		7.4		7.5		7.6		8.1		8.5
	n		299		235		534		200		155		77		768		606		1,054		517		529		126
	SD		5.8		5.7		5.6		5.4		5.7		5.3		6.5		6.6		6.2		6.7		6.8		7.4
	SE		.34		.37		.24		.39		.46		.60		.24		.27		.19		.29		.30		.65
	CI up bnd		7.2		7.5		7.1		7.1		7.6		6.7		8.2		8.0		7.8		8.2		8.7		9.8
	CI low bnd		5.9		6.1		6.2		5.6		5.9		4.4		7.3		6.9		7.1		7.1		7.6		7.2

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

# NSSE 2024 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### California State University, Chico

		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>																									
<b>Assigned Writing</b>	<i>Mean</i>	<b>43.8</b>	<b>47.7</b>		<b>48.5</b>		<b>41.6</b>		<b>50.8</b>		<b>59.9</b>		<b>66.0</b>		<b>71.7</b>		<b>73.7</b>		<b>82.4</b>		<b>75.8</b>		<b>96.2</b>		
	<i>n</i>	328	257		575		232		163		87		799		639		1,091		562		560		138		
	<i>SD</i>	70.1	79.1		73.1		50.7		74.2		100.2		74.9		90.8		91.5		104.7		90.2		114.2		
	<i>SE</i>	3.87	4.93		3.05		3.33		5.81		10.76		2.65		3.59		2.77		4.42		3.81		9.72		
	<i>CI up bnd</i>	51.4	57.3		54.5		48.1		62.2		81.0		71.2		78.7		79.1		91.1		83.3		115.3		
	<i>CI low bnd</i>	36.2	38.0		42.5		35.1		39.4		38.9		60.8		64.6		68.3		73.8		68.4		77.2		
<b>Course Challenge</b>	<i>Mean</i>	<b>5.4</b>	<b>5.3</b>		<b>5.2</b>		<b>5.2</b>		<b>5.3</b>		<b>4.9</b>		<b>5.6</b>		<b>5.5</b>		<b>5.5</b>		<b>5.5</b>		<b>5.5</b>		<b>5.7</b>		
	<i>n</i>	356	267		561		229		164		82		866		672		1,092		556		552		132		
	<i>SD</i>	1.2	1.1		1.3		1.3		1.1		1.2		1.2		1.2		1.3		1.4		1.3		1.3		
	<i>SE</i>	.06	.07		.05		.09		.09		.13		.04		.05		.04		.06		.06		.11		
	<i>CI up bnd</i>	5.5	5.5		5.3		5.3		5.5		5.2		5.6		5.6		5.6		5.6		5.7		5.9		
	<i>CI low bnd</i>	5.3	5.2		5.1		5.0		5.1		4.7		5.5		5.4		5.4		5.4		5.4		5.5		
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.1</b>	<b>3.0</b>		<b>3.0</b>		<b>3.0</b>		<b>3.0</b>		<b>2.8</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.0</b>		
	<i>n</i>	316	244		548		219		156		78		794		625		1,069		531		543		129		
	<i>SD</i>	0.8	0.8		0.8		0.7		0.7		0.7		0.8		0.8		0.8		0.8		0.8		0.8		
	<i>SE</i>	.04	.05		.03		.05		.06		.08		.03		.03		.02		.03		.03		.07		
	<i>CI up bnd</i>	3.2	3.1		3.0		3.1		3.1		3.0		3.1		3.1		3.1		3.2		3.2		3.2		
	<i>CI low bnd</i>	3.0	2.9		2.9		2.9		2.9		2.7		3.0		3.0		3.0		3.0		3.0		2.9		
<i>Learning with Peers</i>																									
<b>Collaborative Learning</b>	<i>Mean</i>	<b>33.8</b>	<b>32.8</b>		<b>34.6</b>		<b>32.3</b>		<b>28.7</b>		<b>28.0</b>		<b>35.0</b>		<b>35.6</b>		<b>36.2</b>		<b>35.5</b>		<b>31.7</b>		<b>31.9</b>		
	<i>n</i>	429	349		661		335		219		140		991		809		1,216		699		720		182		
	<i>SD</i>	12.4	13.6		13.3		13.6		13.3		12.4		14.0		13.1		13.9		14.4		14.8		15.5		
	<i>SE</i>	.60	.73		.52		.74		.90		1.05		.45		.46		.40		.54		.55		1.15		
	<i>CI up bnd</i>	34.9	34.3		35.6		33.8		30.5		30.1		35.9		36.5		37.0		36.6		32.7		34.2		
	<i>CI low bnd</i>	32.6	31.4		33.6		30.9		26.9		26.0		34.2		34.7		35.4		34.5		30.6		29.6		
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>42.2</b>	<b>40.0</b>		<b>39.8</b>		<b>40.9</b>		<b>36.5</b>		<b>35.9</b>		<b>41.9</b>		<b>40.4</b>		<b>41.5</b>		<b>42.1</b>		<b>38.4</b>		<b>42.1</b>		
	<i>n</i>	354	266		573		229		164		81		870		659		1,087		564		562		139		
	<i>SD</i>	16.0	15.8		15.2		14.9		15.2		14.3		15.6		15.9		15.2		15.5		16.2		16.7		
	<i>SE</i>	.85	.97		.64		.99		1.18		1.59		.53		.62		.46		.65		.68		1.42		
	<i>CI up bnd</i>	43.8	41.9		41.1		42.8		38.9		39.0		43.0		41.7		42.4		43.4		39.8		44.9		
	<i>CI low bnd</i>	40.5	38.1		38.6		38.9		34.2		32.8		40.9		39.2		40.6		40.9		37.1		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

### California State University, Chico

		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>																									
<b>Student-Faculty Interaction</b>	<i>Mean</i>		<b>20.1</b>		<b>18.6</b>		<b>20.5</b>		<b>19.2</b>		<b>19.5</b>		<b>20.9</b>		<b>25.4</b>		<b>24.2</b>		<b>25.4</b>		<b>24.2</b>		<b>23.1</b>		<b>24.7</b>
	<i>n</i>		405		322		612		282		183		109		956		751		1,157		629		642		157
	<i>SD</i>		14.7		15.0		15.5		15.2		15.3		14.7		16.2		15.5		15.3		15.5		15.7		16.5
	<i>SE</i>		.73		.83		.63		.90		1.13		1.41		.52		.57		.45		.62		.62		1.32
	<i>CI up bnd</i>		21.5		20.2		21.7		21.0		21.7		23.7		26.5		25.3		26.3		25.4		24.3		27.3
	<i>CI low bnd</i>		18.6		16.9		19.3		17.4		17.2		18.1		24.4		23.1		24.5		23.0		21.8		22.1
<hr/>																									
<b>Effective Teaching Practices</b>	<i>Mean</i>		<b>38.0</b>		<b>37.2</b>		<b>37.2</b>		<b>36.9</b>		<b>34.9</b>		<b>35.2</b>		<b>40.4</b>		<b>40.1</b>		<b>39.9</b>		<b>40.1</b>		<b>39.7</b>		<b>42.6</b>
	<i>n</i>		407		314		594		258		173		95		960		753		1,129		593		609		147
	<i>SD</i>		13.5		13.5		12.4		13.1		13.7		13.7		13.7		13.3		12.9		13.8		14.5		13.3
	<i>SE</i>		.67		.76		.51		.82		1.04		1.40		.44		.49		.38		.57		.59		1.10
	<i>CI up bnd</i>		39.3		38.7		38.2		38.5		36.9		38.0		41.3		41.0		40.6		41.3		40.9		44.8
	<i>CI low bnd</i>		36.7		35.7		36.2		35.3		32.8		32.5		39.6		39.1		39.1		39.0		38.6		40.5
<hr/>																									
<i>Campus Environment</i>																									
<b>Quality of Interactions</b>	<i>Mean</i>		<b>41.6</b>		<b>41.1</b>		<b>41.0</b>		<b>41.5</b>		<b>40.6</b>		<b>41.1</b>		<b>43.7</b>		<b>43.1</b>		<b>43.8</b>		<b>44.1</b>		<b>43.9</b>		<b>46.7</b>
	<i>n</i>		329		241		520		203		151		74		814		634		1,020		500		509		121
	<i>SD</i>		12.5		12.5		12.3		12.7		11.6		13.4		11.0		11.8		11.6		12.2		12.8		10.7
	<i>SE</i>		.69		.81		.54		.89		.94		1.55		.39		.47		.36		.55		.57		.97
	<i>CI up bnd</i>		43.0		42.7		42.1		43.2		42.4		44.2		44.4		44.1		44.5		45.2		45.0		48.6
	<i>CI low bnd</i>		40.3		39.5		40.0		39.7		38.7		38.1		42.9		42.2		43.1		43.1		42.7		44.8
<hr/>																									
<b>Supportive Environment</b>	<i>Mean</i>		<b>36.5</b>		<b>35.2</b>		<b>35.6</b>		<b>34.3</b>		<b>32.7</b>		<b>31.2</b>		<b>33.2</b>		<b>31.5</b>		<b>33.4</b>		<b>31.5</b>		<b>31.1</b>		<b>32.6</b>
	<i>n</i>		312		236		545		210		155		77		787		615		1,061		524		545		129
	<i>SD</i>		13.5		13.2		13.4		13.1		13.8		12.8		13.9		14.4		13.6		14.4		14.8		14.8
	<i>SE</i>		.76		.86		.57		.91		1.11		1.45		.50		.58		.42		.63		.63		1.30
	<i>CI up bnd</i>		38.0		36.9		36.7		36.1		34.8		34.1		34.1		32.6		34.2		32.7		32.3		35.1
	<i>CI low bnd</i>		35.0		33.5		34.5		32.5		30.5		28.4		32.2		30.4		32.6		30.3		29.8		30.0

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
<b>Service-Learning<sup>a</sup></b>	%	<b>71</b>	<b>68</b>		<b>69</b>		<b>61</b>		<b>55</b>		<b>69</b>		<b>75</b>	<b>66</b>		<b>67</b>		<b>63</b>		<b>62</b>		<b>70</b>			
	n	351	264		551		222		160		79		854	666		1,077		542		552		131			
	SE	2.4	2.9		2.0		3.3		3.9		5.2		1.5	1.8		1.4		2.1		2.1		4.0			
	CI up bnd	76	74		73		67		62		79		78	70		70		68		66		78			
	CI low bnd	66	62		65		55		47		59		72	62		65		59		58		62			
<b>Learning Community<sup>a</sup></b>	%	<b>11</b>	<b>8</b>		<b>10</b>		<b>9</b>		<b>10</b>		<b>4</b>		<b>26</b>	<b>23</b>		<b>21</b>		<b>22</b>		<b>20</b>		<b>34</b>			
	n	352	264		557		224		161		81		851	663		1,082		548		549		129			
	SE	1.6	1.7		1.2		1.9		2.4		2.1		1.5	1.6		1.2		1.8		1.7		4.2			
	CI up bnd	14	11		12		13		14		8		29	27		24		25		23		42			
	CI low bnd	7	5		7		5		5		0		23	20		19		18		16		26			
<b>Research with Faculty<sup>a</sup></b>	%	<b>5</b>	<b>2</b>		<b>4</b>		<b>3</b>		<b>4</b>		<b>2</b>		<b>20</b>	<b>19</b>		<b>16</b>		<b>14</b>		<b>19</b>		<b>22</b>			
	n	353	262		557		222		162		81		852	660		1,081		545		550		131			
	SE	1.1	0.9		0.8		1.2		1.5		1.4		1.4	1.5		1.1		1.5		1.7		3.6			
	CI up bnd	7	4		6		6		7		4		22	22		18		17		22		29			
	CI low bnd	2	1		2		1		1		0		17	16		14		11		15		15			
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>71</b>	<b>70</b>		<b>71</b>		<b>66</b>		<b>63</b>		<b>67</b>		<b>52</b>	<b>48</b>		<b>48</b>		<b>48</b>		<b>45</b>		<b>55</b>			
	n	355	263		561		227		162		80		861	669		1,088		555		553		133			
	SE	2.4	2.8		1.9		3.1		3.8		5.3		1.7	1.9		1.5		2.1		2.1		4.3			
	CI up bnd	76	76		75		72		70		77		56	52		51		52		49		64			
	CI low bnd	66	64		67		60		55		57		49	44		45		44		40		47			
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%	<b>44</b>	<b>40</b>		<b>45</b>		<b>37</b>		<b>23</b>		<b>32</b>		<b>11</b>	<b>8</b>		<b>8</b>		<b>8</b>		<b>4</b>		<b>7</b>			
	n	352	262		559		223		161		81		857	665		1,082		547		552		131			
	SE	2.6	3.0		2.1		3.2		3.4		5.2		1.1	1.1		0.8		1.2		0.8		2.3			
	CI up bnd	49	46		49		43		30		42		13	11		9		11		5		12			
	CI low bnd	39	34		41		30		17		22		9	6		6		6		2		3			
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>57</b>	<b>52</b>		<b>55</b>		<b>43</b>		<b>37</b>		<b>39</b>		<b>48</b>	<b>53</b>		<b>54</b>		<b>49</b>		<b>53</b>		<b>59</b>			
	n	352	262		555		224		160		81		850	664		1,078		548		554		131			
	SE	2.6	3.1		2.1		3.3		3.8		5.4		1.7	1.9		1.5		2.1		2.1		4.3			
	CI up bnd	62	58		59		50		44		49		52	56		57		54		57		67			
	CI low bnd	51	46		50		37		29		28		45	49		51		45		49		51			
<b>Overall HIP Participation<sup>c</sup></b>																									
<b>Participated in one HIP</b>	%	<b>65</b>	<b>60</b>		<b>60</b>		<b>53</b>		<b>52</b>		<b>65</b>		<b>24</b>	<b>24</b>		<b>24</b>		<b>27</b>		<b>27</b>		<b>19</b>			
	n	356	266		561		225		162		81		868	671		1,090		556		556		133			
	SE	2.5	3.0		2.1		3.3		3.9		5.3		1.5	1.7		1.3		1.9		1.9		3.4			
	CI up bnd	70	65		64		59		60		76		27	28		27		30		30		25			
	CI low bnd	60	54		56		46		44		55		21	21		21		23		23		12			
<b>Participated in two or more HIPs</b>	%	<b>9</b>	<b>9</b>		<b>10</b>		<b>9</b>		<b>7</b>		<b>4</b>		<b>67</b>	<b>63</b>		<b>64</b>		<b>57</b>		<b>60</b>		<b>76</b>			
	n	356	266		561		225		162		81		868	671		1,090		556		556		133			
	SE	1.6	1.7		1.3		1.9		2.0		2.1		1.6	1.9		1.5		2.1		2.1		3.7			
	CI up bnd	12	12		13		13		11		8		70	67		66		61		64		83			
	CI low bnd	6	5		8		5		3		0		64	60		61		53		56		68			

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.