NSSE 2023
Multi-Year Report
Central Connecticut State 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 *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.

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	13%	+/- 7.3%	158	129	29	18%	+/- 5.7%	244	205	39
2014										
2015	25%	+/- 4.8%	309	227	82	24%	+/- 4.6%	348	263	85
2016										
2017	23%	+/- 5.4%	254	189	65	25%	+/- 4.4%	376	295	81
2018										
2019	19%	+/- 6.2%	203	165	38	22%	+/- 4.8%	321	275	46
2020										
2021	33%	+/- 4.4%	338	264	74	34%	+/- 3.8%	434	359	75
2022										
2023	21%	+/- 5.8%	226	159	67	22%	+/- 5.4%	261	219	42

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising, Connecticut State Universities	No	Yes	No
2014							
2015	Email	Census	Yes	Civic Engagement, Learning with Tech	No	Yes	No
2016							
2017	Email	Census	Yes	Academic Advising, Information Literacy	No	Yes	No
2018							
2019	Email	Census	Yes	Academic Advising	No	Yes	Yes
2020							
2021	Email	Census	Yes	Academic Advising, Coping with COVID	No	No	No
2022							
2023	Email	Census	Yes	Academic Advising, Career Preparation	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.
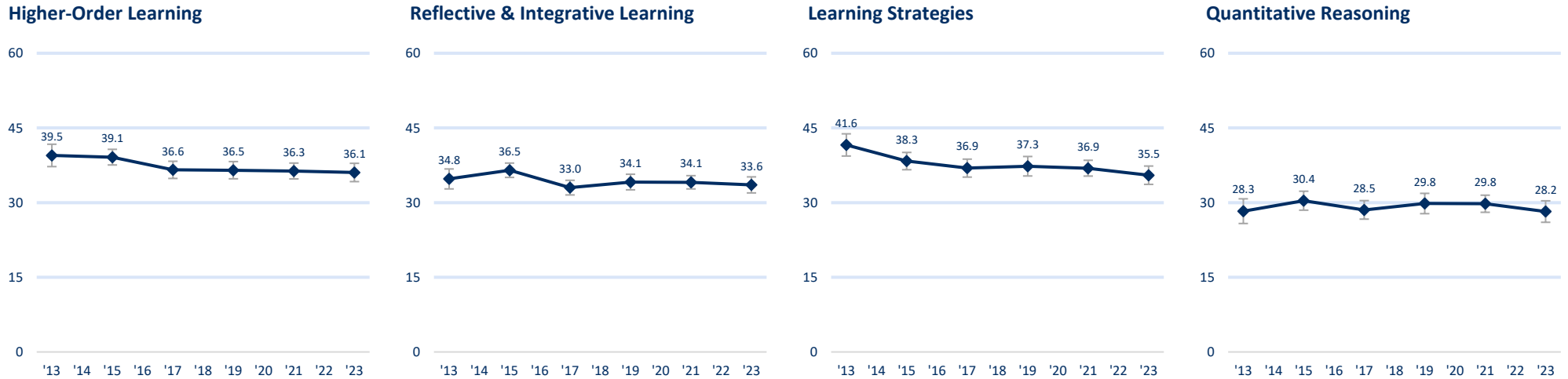
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.
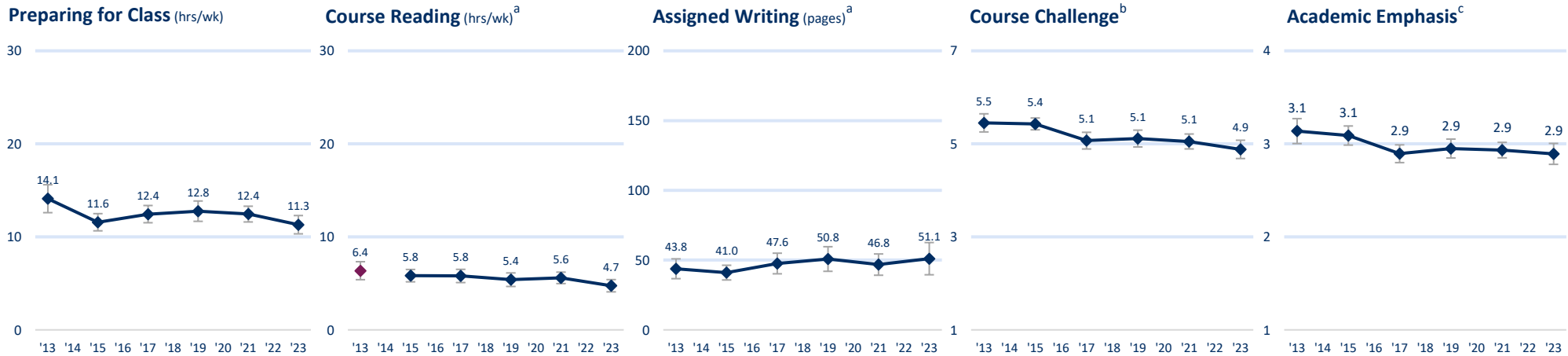
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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

Values by year ('13–'23): 39.5, 39.1, 36.6, 36.5, 36.3, 36.1

Reflective & Integrative Learning

Values by year: 34.8, 36.5, 33.0, 34.1, 34.1, 33.6

Learning Strategies

Values by year: 41.6, 38.3, 36.9, 37.3, 36.9, 35.5

Quantitative Reasoning

Values by year: 28.3, 30.4, 28.5, 29.8, 29.8, 28.2

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

Values by year: 14.1, 11.6, 12.4, 12.8, 12.4, 11.3

Course Reading (hrs/wk)[a]

Values by year: 6.4, 5.8, 5.8, 5.4, 5.6, 4.7

Assigned Writing (pages)[a]

Values by year: 43.8, 41.0, 47.6, 50.8, 46.8, 51.1

Course Challenge[b]

Values by year: 5.5, 5.4, 5.1, 5.1, 5.1, 4.9

Academic Emphasis[c]

Values by year: 3.1, 3.1, 2.9, 2.9, 2.9, 2.9

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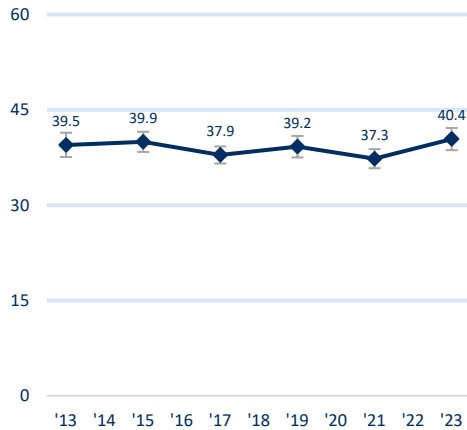b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
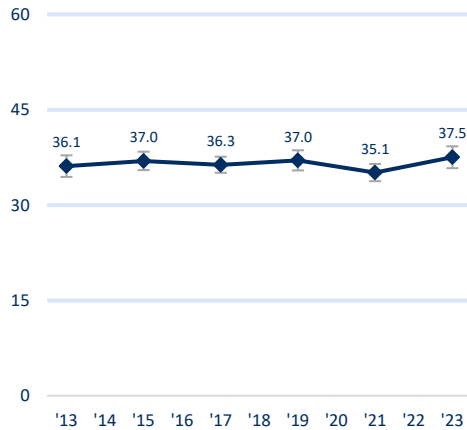
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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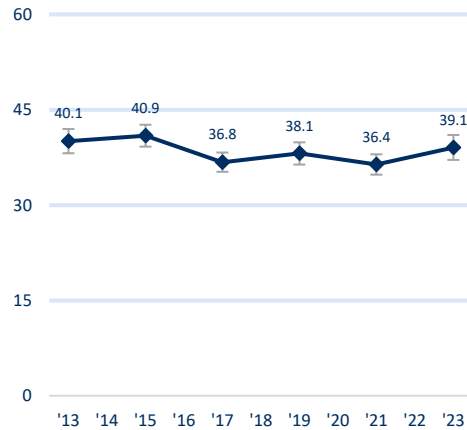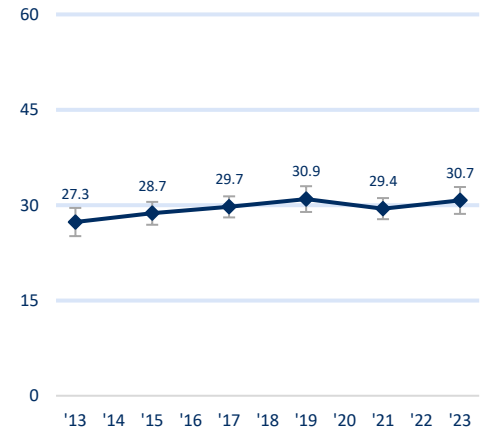
Academic Challenge: Seniors

Higher-Order Learning

Values ('13–'23): 39.5, 39.9, 37.9, 39.2, 37.3, 40.4

Reflective & Integrative Learning

Values ('13–'23): 36.1, 37.0, 36.3, 37.0, 35.1, 37.5

Learning Strategies

Values ('13–'23): 40.1, 40.9, 36.8, 38.1, 36.4, 39.1

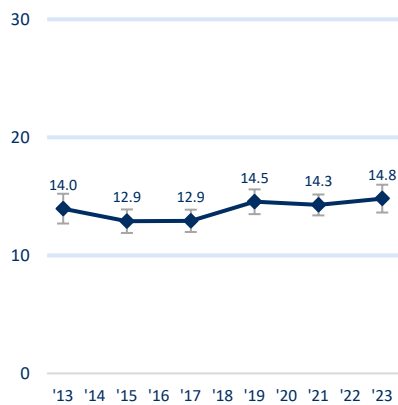### Quantitative Reasoning

Values ('13–'23): 27.3, 28.7, 29.7, 30.9, 29.4, 30.7

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

Values ('13–'23): 14.0, 12.9, 12.9, 14.5, 14.3, 14.8

Course Reading (hrs/wk)[a]

Values: 7.1, 6.0, 5.9, 6.8, 7.0, 6.8

Assigned Writing (pages)[a]

Values: 70.5, 57.2, 68.5, 82.1, 68.4, 65.9

Course Challenge[b]

Values: 5.6, 5.7, 5.3, 5.5, 5.1, 5.5

Academic Emphasis[c]

Values: 3.1, 3.2, 3.0, 3.1, 3.1, 3.1

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

Values by year: '13: 30.1, '15: 32.2, '17: 30.6, '19: 31.6, '21: 22.5, '23: 24.1

Discussions with Diverse Others

Values by year: '13: 38.7, '15: 42.1, '17: 39.7, '19: 38.7, '21: 34.8, '23: 37.9
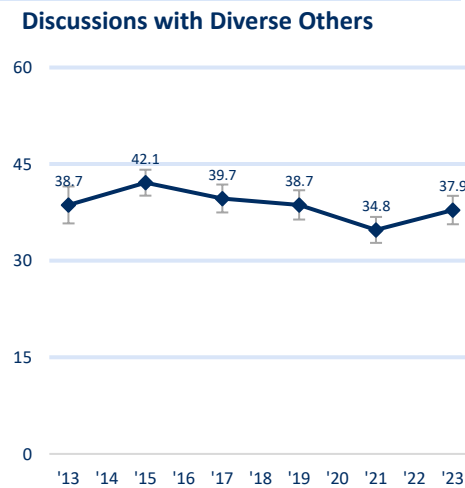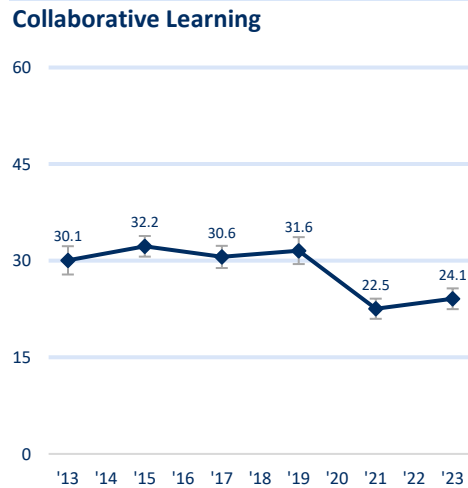
Experiences with Faculty: First-year students

Student-Faculty Interaction

Values by year: '13: 20.5, '15: 22.5, '17: 20.4, '19: 23.3, '21: 20.8, '23: 19.4

Effective Teaching Practices

Values by year: '13: 38.1, '15: 38.3, '17: 36.8, '19: 36.0, '21: 35.9, '23: 35.0
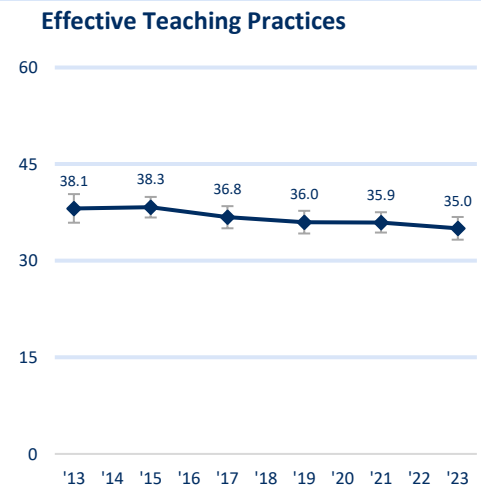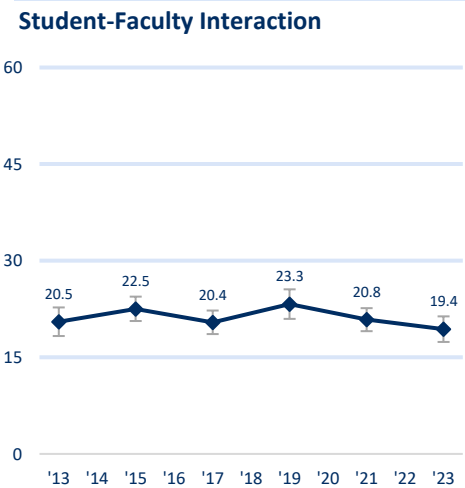
Campus Environment: First-year students

Quality of Interactions

Values by year: '13: 38.3, '15: 39.2, '17: 39.2, '19: 41.2, '21: 40.1, '23: 41.4

Supportive Environment

Values by year: '13: 34.8, '15: 35.9, '17: 33.2, '19: 34.3, '21: 31.6, '23: 33.5

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.
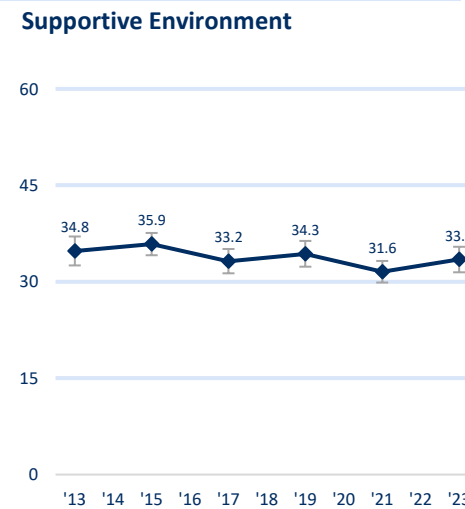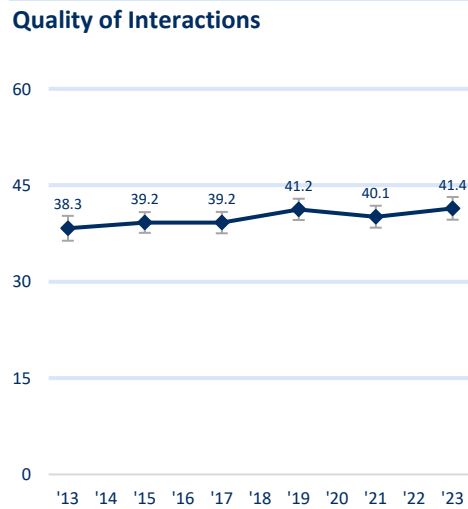
Learning with Peers: Seniors

Collaborative Learning

Values by year: 30.1 ('13), 30.4 ('15), 32.1 ('17), 33.2 ('19), 26.3 ('21), 32.2 ('23)

Discussions with Diverse Others

Values by year: 40.6 ('13), 40.0 ('15), 41.6 ('17), 39.1 ('19), 35.0 ('21), 39.0 ('23)
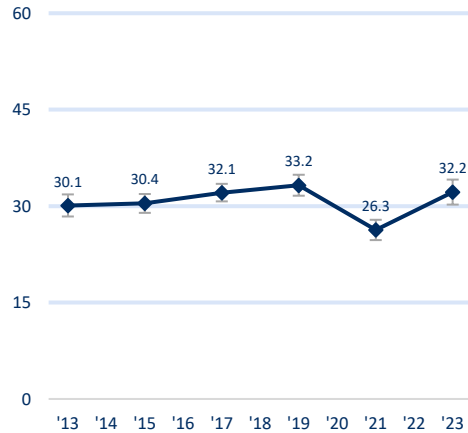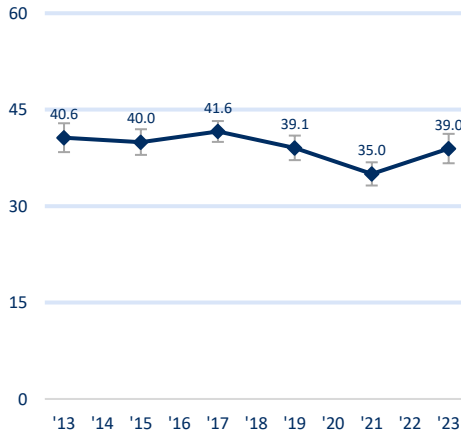
Experiences with Faculty: Seniors

Student-Faculty Interaction

Values by year: 21.7 ('13), 24.0 ('15), 25.2 ('17), 25.9 ('19), 21.8 ('21), 26.3 ('23)

Effective Teaching Practices

Values by year: 41.0 ('13), 39.5 ('15), 39.4 ('17), 39.1 ('19), 37.0 ('21), 40.1 ('23)
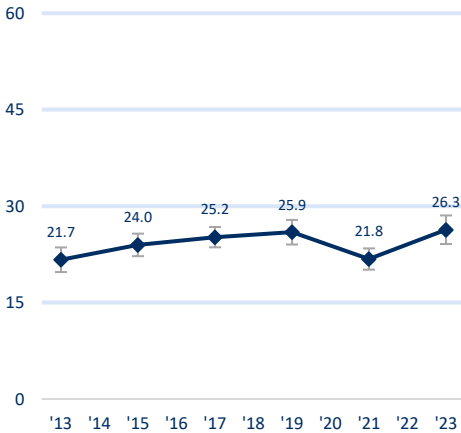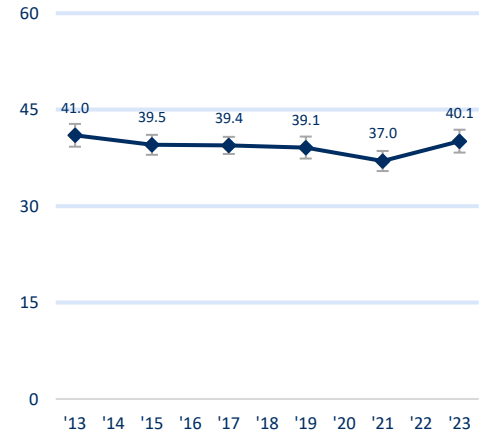
Campus Environment: Seniors

Quality of Interactions
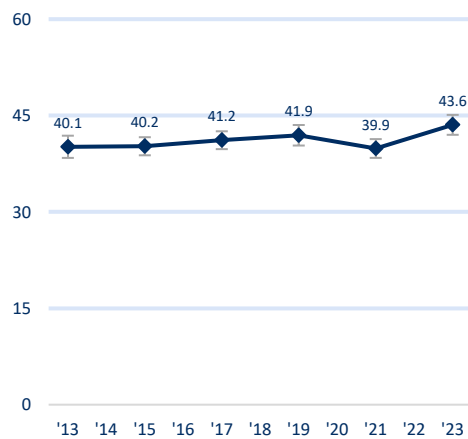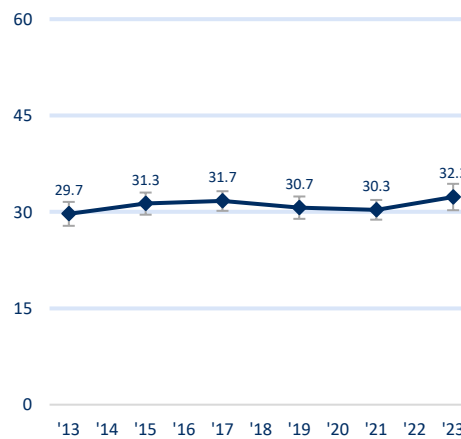
Values by year: 40.1 ('13), 40.2 ('15), 41.2 ('17), 41.9 ('19), 39.9 ('21), 43.6 ('23)

Supportive Environment

Values by year: 29.7 ('13), 31.3 ('15), 31.7 ('17), 30.7 ('19), 30.3 ('21), 32.3 ('23)

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 ('13–'23): 37%, 47%, 45%, 44%, 39%, 44%

Learning Community
(Done or in progress)

Data points ('13–'23): 12%, 9%, 5%, 6%, 3%, 5%

Research with Faculty
(Done or in progress)

Data points ('13–'23): 7%, 8%, 6%, 2%, 3%, 3%

Internship/Field Experience
(Plan to do)

Data points ('13–'23): 79%, 80%, 71%, 76%, 71%, 68%

Study Abroad
(Plan to do)

Data points ('13–'23): 47%, 49%, 45%, 38%, 36%, 25%

Culminating Senior Experience
(Plan to do)

Data points ('13–'23): 51%, 55%, 43%, 49%, 49%, 40%
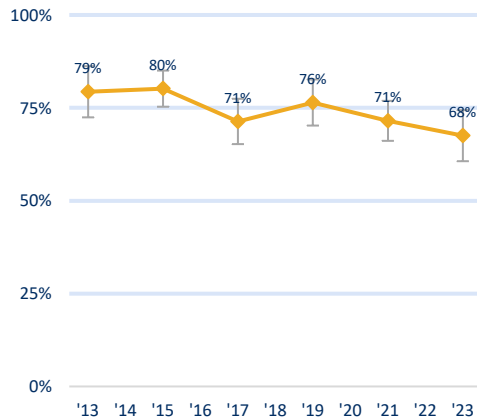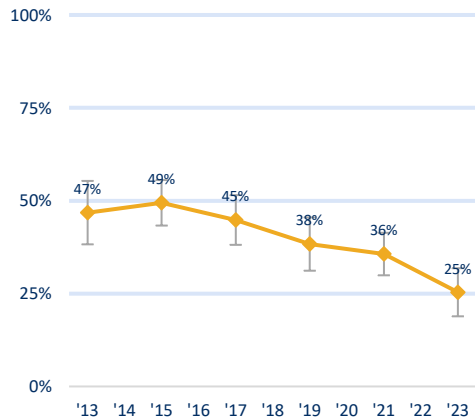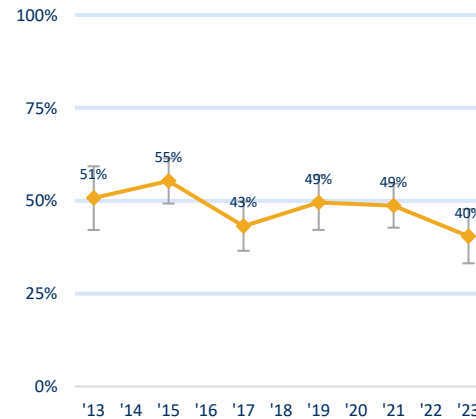
Overall first-year HIP participation

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.
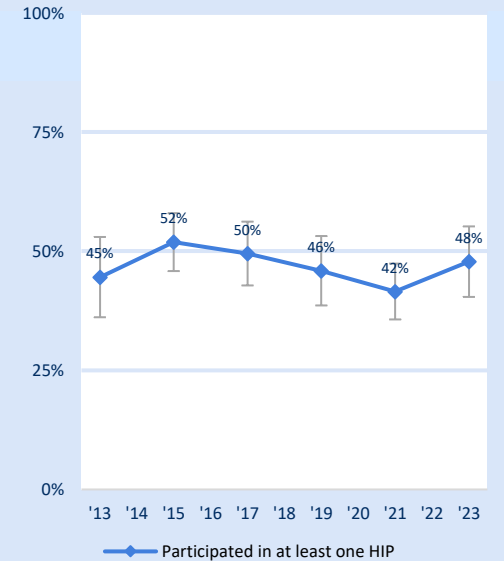
Data points ('13–'23): 45%, 52%, 50%, 46%, 42%, 48%

— 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.

NSSE 2023 Multi-Year Report
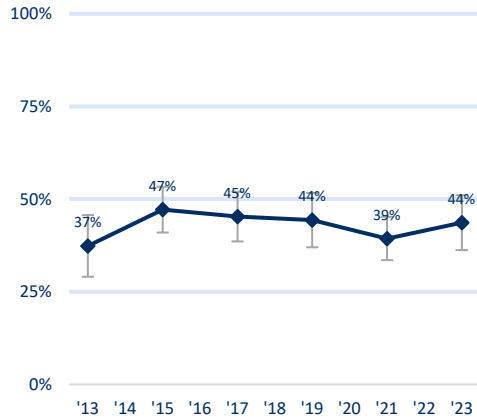## High-Impact Practices
Central Connecticut State University

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

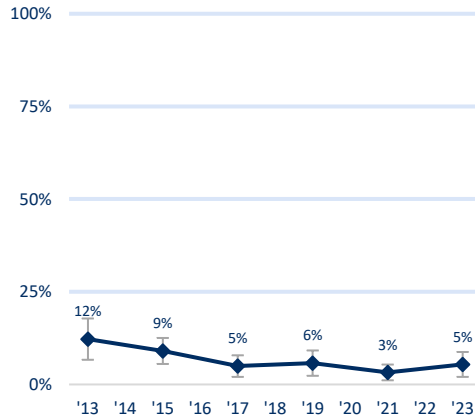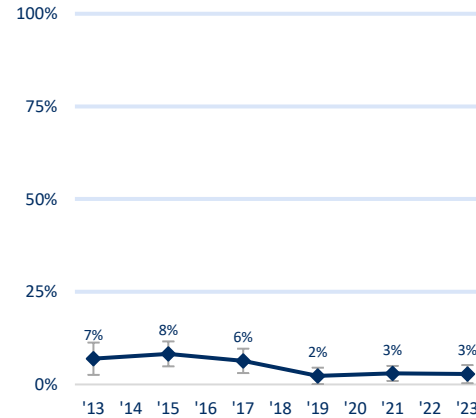### Service-Learning
(Some, most, or all courses)

Data points: '13: 58%, '15: 49%, '17: 54%, '19: 58%, '21: 47%, '23: 53%

Learning Community
(Done or in progress)

Data points: '13: 20%, '15: 19%, '17: 17%, '19: 23%, '21: 16%, '23: 21%

Research with Faculty
(Done or in progress)

Data points: '13: 24%, '15: 21%, '17: 25%, '19: 21%, '21: 18%, '23: 24%

Internship/Field Experience
(Done or in progress)

Data points: '13: 47%, '15: 46%, '17: 49%, '19: 55%, '21: 43%, '23: 62%
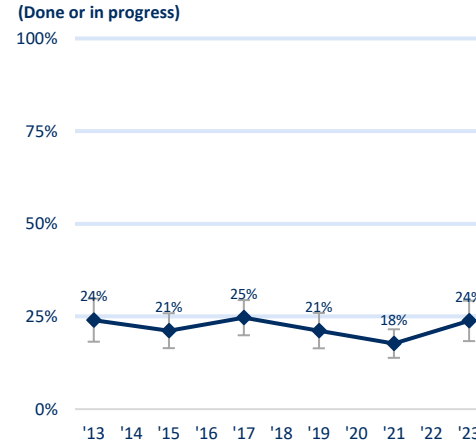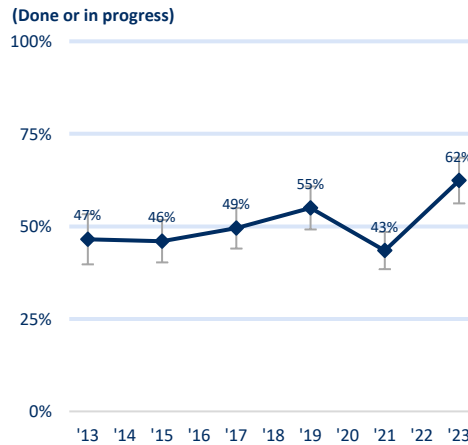
Study Abroad
(Done or in progress)

Data points: '13: 9%, '15: 12%, '17: 14%, '19: 11%, '21: 5%, '23: 6%

Culminating Senior Experience
(Done or in progress)

Data points: '13: 44%, '15: 37%, '17: 40%, '19: 42%, '21: 34%, '23: 43%
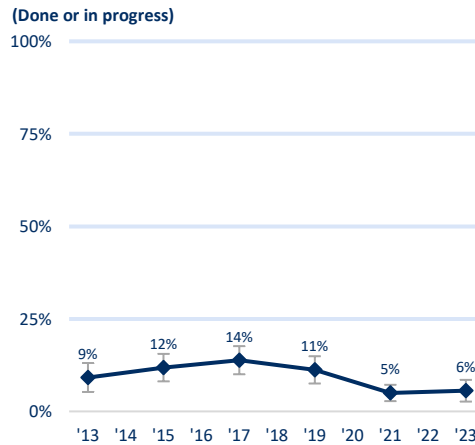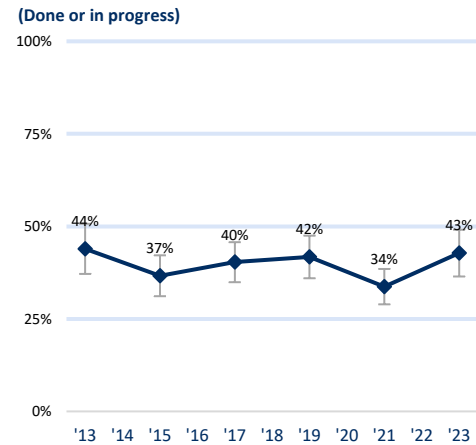
Overall senior HIP participation

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: '13: 58%, '15: 51%, '17: 57%, '19: 64%, '21: 46%, '23: 62%

Participated in one HIP: '13: 24%, '15: 28%, '17: 27%, '19: 23%, '21: 30%, '23: 23%

— 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.

NSSE 2023 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
Central Connecticut State University

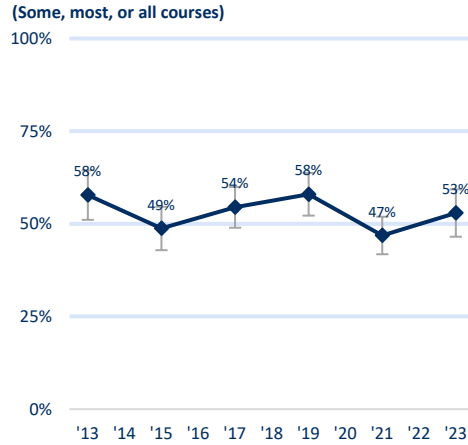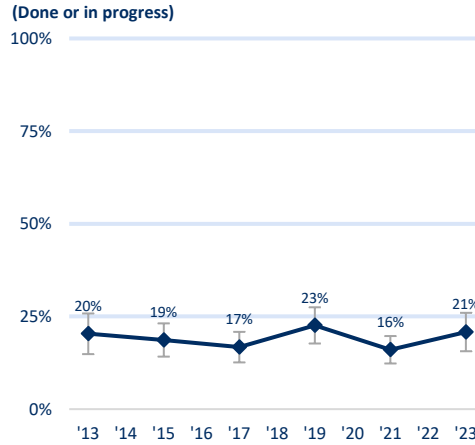|		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge																							
Higher-Order Learning	Mean	39.5		39.1		36.6		36.5		36.3		36.1	39.5		39.9		37.9		39.2		37.3		40.4
	n	144		274		236		180		284		189	214		316		360		292		390		238
	SD	13.7		13.3		13.5		11.8		13.7		12.9	14.2		14.4		13.0		14.8		15.1		13.7
	SE	1.15		.80		.88		.88		.81		.94	.97		.81		.69		.86		.77		.89
	CI up bnd	41.7		40.7		38.3		38.2		37.9		37.9	41.4		41.5		39.2		40.9		38.8		42.1
	CI low bnd	37.2		37.6		34.9		34.8		34.8		34.2	37.6		38.4		36.5		37.5		35.8		38.6
Reflective & Integrative Learning	Mean	34.8		36.5		33.0		34.1		34.1		33.6	36.1		37.0		36.3		37.0		35.1		37.5
	n	146		283		246		192		314		212	230		327		368		302		407		252
	SD	12.3		12.4		11.7		11.1		12.0		12.0	13.1		13.4		12.4		14.0		14.0		13.9
	SE	1.02		.73		.75		.80		.68		.82	.87		.74		.64		.81		.69		.88
	CI up bnd	36.8		37.9		34.5		35.7		35.4		35.2	37.8		38.4		37.6		38.6		36.5		39.2
	CI low bnd	32.8		35.1		31.5		32.6		32.8		31.9	34.4		35.5		35.1		35.5		33.8		35.8
Learning Strategies	Mean	41.6		38.3		36.9		37.3		36.9		35.5	40.1		40.9		36.8		38.1		36.4		39.1
	n	132		256		212		180		271		178	204		292		323		283		374		237
	SD	13.1		14.2		13.4		13.4		13.3		12.5	13.9		15.0		13.9		15.0		15.8		15.4
	SE	1.14		.89		.92		1.00		.81		.94	.97		.88		.77		.89		.82		1.00
	CI up bnd	43.8		40.1		38.7		39.3		38.5		37.3	42.0		42.6		38.3		39.9		38.0		41.0
	CI low bnd	39.3		36.6		35.1		35.3		35.3		33.7	38.2		39.2		35.2		36.4		34.8		37.1
Quantitative Reasoning	Mean	28.3		30.4		28.5		29.8		29.8		28.2	27.3		28.7		29.7		30.9		29.4		30.7
	n	144		279		235		180		272		180	222		321		358		285		378		235
	SD	15.1		16.2		14.6		14.0		14.5		14.7	16.9		16.4		16.0		17.5		16.5		16.5
	SE	1.26		.97		.95		1.04		.88		1.10	1.13		.92		.85		1.03		.85		1.08
	CI up bnd	30.8		32.3		30.4		31.9		31.5		30.4	29.6		30.5		31.4		33.0		31.1		32.8
	CI low bnd	25.8		28.5		26.7		27.8		28.1		26.0	25.1		26.9		28.1		28.9		27.8		28.6
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	Mean	14.1		11.6		12.4		12.8		12.4		11.3	14.0		12.9		12.9		14.5		14.3		14.8
	n	129		232		195		172		269		171	203		268		300		279		376		228
	SD	8.7		7.2		6.6		7.3		7.1		6.6	9.2		8.3		8.4		8.9		8.8		9.1
	SE	.77		.47		.47		.56		.43		.50	.64		.51		.48		.53		.45		.60
	CI up bnd	15.6		12.5		13.4		13.9		13.3		12.3	15.2		13.9		13.9		15.6		15.2		16.0
	CI low bnd	12.6		10.6		11.5		11.7		11.6		10.3	12.7		11.9		12.0		13.5		13.4		13.6
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	6.4		5.8		5.8		5.4		5.6		4.7	7.1		6.0		5.9		6.8		7.0		6.8
	n	128		224		195		170		265		171	203		260		299		279		374		226
	SD	5.6		5.1		5.0		4.9		5.1		4.4	6.7		5.4		5.9		6.0		6.5		6.4
	SE	.49		.34		.36		.37		.31		.34	.47		.33		.34		.36		.34		.43
	CI up bnd	7.3		6.5		6.5		6.1		6.2		5.4	8.0		6.7		6.6		7.5		7.6		7.6
	CI low bnd	5.4		5.2		5.1		4.7		5.0		4.1	6.2		5.4		5.2		6.1		6.3		5.9

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).

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		First-year students '13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	Seniors '13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge (additional items, continued)																							
Assigned Writing Estimated number of pages calculated from three survey questions.	Mean	43.8		41.0		47.6		50.8		46.8		51.1	70.5		57.2		68.5		82.1		68.4		65.9
	n	128		244		214		179		276		180	185		269		328		286		368		236
	SD	40.9		42.0		55.2		60.2		64.6		79.1	74.8		66.4		82.7		110.5		102.3		90.2
	SE	3.62		2.69		3.77		4.50		3.89		5.90	5.51		4.05		4.56		6.54		5.33		5.87
	CI up bnd	50.9		46.3		55.0		59.6		54.4		62.6	81.3		65.1		77.5		94.9		78.8		77.4
	CI low bnd	36.7		35.8		40.2		42.0		39.2		39.5	59.7		49.2		59.6		69.2		57.9		54.4
Course Challenge Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.5		5.4		5.1		5.1		5.1		4.9	5.6		5.7		5.3		5.5		5.1		5.5
	n	134		260		214		181		269		177	210		290		320		283		373		235
	SD	1.2		1.0		1.3		1.2		1.3		1.3	1.3		1.2		1.4		1.4		1.6		1.4
	SE	.10		.06		.09		.09		.08		.10	.09		.07		.08		.08		.08		.09
	CI up bnd	5.6		5.6		5.2		5.3		5.2		5.1	5.8		5.8		5.5		5.6		5.3		5.7
	CI low bnd	5.3		5.3		4.9		4.9		4.9		4.7	5.4		5.5		5.2		5.3		5.0		5.3
Academic Emphasis Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	Mean	3.1		3.1		2.9		2.9		2.9		2.9	3.1		3.2		3.0		3.1		3.1		3.1
	n	129		236		197		175		271		173	202		273		302		282		377		234
	SD	0.8		0.8		0.7		0.7		0.7		0.8	0.8		0.8		0.8		0.8		0.8		0.8
	SE	.07		.05		.05		.05		.04		.06	.06		.05		.05		.05		.04		.05
	CI up bnd	3.3		3.2		3.0		3.1		3.0		3.0	3.2		3.2		3.1		3.2		3.2		3.2
	CI low bnd	3.0		3.0		2.8		2.8		2.8		2.8	3.0		3.1		2.9		3.0		3.0		3.0
Learning with Peers																							
Collaborative Learning	Mean	30.1		32.2		30.6		31.6		22.5		24.1	30.1		30.4		32.1		33.2		26.3		32.2
	n	149		285		249		198		322		223	231		327		365		313		427		259
	SD	13.7		13.8		13.8		15.0		14.3		12.3	13.3		13.5		13.3		14.7		16.6		16.0
	SE	1.12		.82		.88		1.07		.80		.82	.88		.75		.70		.83		.81		.99
	CI up bnd	32.3		33.8		32.3		33.7		24.1		25.7	31.8		31.9		33.5		34.9		27.9		34.1
	CI low bnd	27.9		30.6		28.9		29.5		21.0		22.5	28.4		29.0		30.7		31.6		24.7		30.2
Discussions with Diverse Others	Mean	38.7		42.1		39.7		38.7		34.8		37.9	40.6		40.0		41.6		39.1		35.0		39.0
	n	134		256		212		180		272		181	208		288		326		284		373		235
	SD	17.0		16.4		16.1		15.5		16.9		15.1	16.5		17.3		14.9		16.4		17.8		17.9
	SE	1.47		1.03		1.11		1.16		1.03		1.13	1.14		1.02		.83		.97		.92		1.17
	CI up bnd	41.5		44.1		41.8		40.9		36.8		40.1	42.9		42.0		43.2		41.0		36.8		41.2
	CI low bnd	35.8		40.1		37.5		36.4		32.8		35.7	38.4		38.0		40.0		37.2		33.2		36.7

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	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Experiences with Faculty																							
Student-Faculty Interaction	Mean	**20.5**		**22.5**		**20.4**		**23.3**		**20.8**		**19.4**	**21.7**		**24.0**		**25.2**		**25.9**		**21.8**		**26.3**
	n	143		281		239		182		292		198	223		311		361		289		397		242
	SD	13.5		16.2		14.4		15.8		15.6		14.2	14.6		15.8		15.3		16.6		16.8		17.7
	SE	1.13		.97		.93		1.17		.91		1.01	.98		.89		.81		.98		.84		1.13
	CI up bnd	22.7		24.4		22.3		25.6		22.6		21.4	23.6		25.7		26.7		27.9		23.4		28.5
	CI low bnd	18.3		20.6		18.6		21.0		19.1		17.4	19.7		22.2		23.6		24.0		20.1		24.1
Effective Teaching Practices	Mean	**38.1**		**38.3**		**36.8**		**36.0**		**35.9**		**35.0**	**41.0**		**39.5**		**39.4**		**39.1**		**37.0**		**40.1**
	n	145		279		240		181		283		189	227		321		360		294		388		245
	SD	13.7		13.6		13.6		12.1		13.5		12.4	13.6		14.2		12.9		15.0		15.7		14.2
	SE	1.13		.81		.88		.90		.80		.90	.90		.79		.68		.87		.80		.91
	CI up bnd	40.3		39.9		38.5		37.7		37.5		36.8	42.8		41.1		40.8		40.8		38.6		41.9
	CI low bnd	35.9		36.7		35.0		34.2		34.4		33.3	39.2		38.0		38.1		37.4		35.5		38.3
Campus Environment																							
Quality of Interactions	Mean	**38.3**		**39.2**		**39.2**		**41.2**		**40.1**		**41.4**	**40.1**		**40.2**		**41.2**		**41.9**		**39.9**		**43.6**
	n	127		251		196		170		242		165	203		283		299		267		342		221
	SD	11.1		13.0		11.9		11.0		13.5		11.6	12.6		12.1		12.3		13.3		13.8		11.7
	SE	.99		.82		.85		.84		.87		.90	.88		.72		.71		.82		.74		.79
	CI up bnd	40.2		40.8		40.9		42.9		41.8		43.2	41.9		41.6		42.5		43.5		41.3		45.1
	CI low bnd	36.4		37.6		37.5		39.6		38.4		39.6	38.4		38.8		39.8		40.3		38.4		42.0
Supportive Environment	Mean	**34.8**		**35.9**		**33.2**		**34.3**		**31.6**		**33.5**	**29.7**		**31.3**		**31.7**		**30.7**		**30.3**		**32.3**
	n	127		234		195		173		270		173	200		272		301		280		374		228
	SD	12.9		13.5		13.5		13.5		14.1		13.3	13.4		14.5		13.5		14.9		15.1		15.8
	SE	1.15		.89		.97		1.02		.86		1.01	.95		.88		.78		.89		.78		1.05
	CI up bnd	37.0		37.6		35.1		36.4		33.2		35.4	31.6		33.0		33.2		32.4		31.9		34.4
	CI low bnd	32.5		34.1		31.3		32.3		29.9		31.5	27.8		29.6		30.2		28.9		28.8		30.3

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).

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Central Connecticut State University

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning[a]	%	37		47		45		44		39		44	58		49		54		58		47		53
	n	131		251		213		178		269		173	210		281		315		284		375		236
	SE	4.2		3.2		3.4		3.7		3.0		3.8	3.4		3.0		2.8		2.9		2.6		3.3
	CI up bnd	46		53		52		52		45		51	64		55		60		64		52		59
	CI low bnd	29		41		39		37		34		36	51		43		49		52		42		47
Learning Community[a]	%	12		9		5		6		3		5	20		19		17		23		16		21
	n	134		258		214		179		269		175	208		291		316		283		378		237
	SE	2.8		1.8		1.5		1.7		1.1		1.7	2.8		2.3		2.1		2.5		1.9		2.6
	CI up bnd	18		13		8		9		5		9	26		23		21		27		20		26
	CI low bnd	7		6		2		2		1		2	15		14		13		18		12		16
Research with Faculty[a]	%	7		8		6		2		3		3	24		21		25		21		18		24
	n	132		258		214		179		271		175	209		290		318		284		377		236
	SE	2.2		1.7		1.7		1.1		1.0		1.2	3.0		2.4		2.4		2.4		2.0		2.8
	CI up bnd	11		12		10		5		5		5	30		26		29		26		22		29
	CI low bnd	3		5		3		0		1		0	18		16		20		16		14		18
Internship or Field Experience[b] (First-year results: Plan to do)	%	79		80		71		76		71		68	47		46		49		55		43		62
	n	134		259		212		181		271		179	209		291		320		282		376		237
	SE	3.5		2.5		3.1		3.2		2.7		3.5	3.5		2.9		2.8		3.0		2.6		3.2
	CI up bnd	86		85		77		83		77		74	53		52		55		61		48		69
	CI low bnd	72		75		65		70		66		61	40		40		44		49		38		56
Study Abroad[b] (First-year results: Plan to do)	%	47		49		45		38		36		25	9		12		14		11		5		6
	n	132		257		213		177		270		174	209		293		318		283		377		236
	SE	4.4		3.1		3.4		3.7		2.9		3.3	2.0		1.9		1.9		1.9		1.1		1.5
	CI up bnd	55		56		52		46		41		32	13		16		18		15		7		9
	CI low bnd	38		43		38		31		30		19	5		8		10		8		3		3
Culminating Senior Experience[b] (First-year results: Plan to do)	%	51		55		43		49		49		40	44		37		40		42		34		43
	n	132		258		214		179		272		175	207		293		317		283		377		236
	SE	4.4		3.1		3.4		3.7		3.0		3.7	3.5		2.8		2.8		2.9		2.4		3.2
	CI up bnd	59		61		50		57		55		48	51		42		46		47		38		49
	CI low bnd	42		49		37		42		43		33	37		31		35		36		29		36

Overall HIP Participation[c]

		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Participated in one HIP	%	35		43		44		41		38		45	24		28		27		23		30		23
	n	134		260		214		180		272		175	210		293		320		284		378		237
	SE	4.1		3.1		3.4		3.7		3.0		3.8	2.9		2.6		2.5		2.5		2.4		2.7
	CI up bnd	43		49		51		48		44		52	29		33		32		28		35		28
	CI low bnd	26		37		38		34		33		37	18		23		22		18		26		18
Participated in two or more HIPs	%	10		9		5		5		3		3	58		51		57		64		46		62
	n	134		260		214		180		272		175	210		293		320		284		378		237
	SE	2.6		1.7		1.5		1.6		1.1		1.3	3.4		2.9		2.8		2.9		2.6		3.2
	CI up bnd	15		12		8		8		5		6	64		57		63		70		51		68
	CI low bnd	5		5		2		2		1		1	51		46		52		58		41		56

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.

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