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# **NSSE 2024**

## **Multi-Year Report**

University of New Hampshire at Durham

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### 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

<a href="#">Administration Summaries (p. 3)</a>	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
<a href="#">Engagement Results by Theme (pp. 4-7)</a>	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.
<a href="#">High-Impact Practices (pp. 8-9)</a>	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.
<a href="#">Detailed Statistics (pp. 10-13)</a>	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 <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	22%	+/- 3.6%	577	444	133	31%	+/- 3.0%	726	594	132
2014	24%	+/- 3.5%	592	472	120	30%	+/- 3.2%	661	562	99
2015	32%	+/- 2.8%	864	660	204	33%	+/- 3.0%	738	585	153
2016	28%	+/- 3.1%	706	542	164	34%	+/- 2.5%	997	845	152
2017	29%	+/- 3.2%	658	488	170	28%	+/- 2.9%	794	654	140
2018	32%	+/- 3.0%	706	602	104	29%	+/- 2.8%	862	751	111
2019	25%	+/- 3.6%	574	482	92	23%	+/- 3.2%	711	632	79
2020	28%	+/- 3.4%	587	453	134	31%	+/- 2.8%	859	730	129
2021	33%	+/- 3.2%	631	486	145	28%	+/- 3.0%	789	655	134
2022	20%	+/- 4.3%	415	292	123	22%	+/- 3.5%	601	471	130
2023	18%	+/- 4.5%	381	262	119	14%	+/- 4.8%	362	302	60
2024	12%	+/- 6.1%	229	140	89	9%	+/- 6.2%	227	180	47

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives	Additional question sets	Report Sample		
			offered		identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	Yes	Transferable Skills, Civic Engagement	No	No	No
2014	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2015	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2016	Email	Census	Yes	None	No	No	No
2017	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2018	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2019	Email	Census	Yes	FY Experiences / Sr Transitions, Honors Consortium	No	No	No
2020	Email	Census	Yes	Writing Experiences, FY Experiences / Sr Transitions	No	No	No
2021	Email	Census	Yes	FY Experiences / Sr Transitions, Writing Experiences	No	No	No
2022	Email	Census	Yes	Writing Experiences, HIP Quality	No	No	No
2023	Email	Census	Yes	Transferable Skills, HIP Quality	No	No	No
2024	Email	Census	Yes	Transferable Skills, HIP Quality	No	No	No

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

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

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

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

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

# NSSE 2024 Multi-Year Report

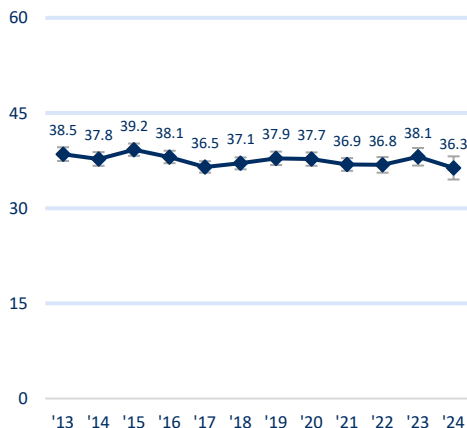
## Engagement Results by Theme

### University of New Hampshire at Durham

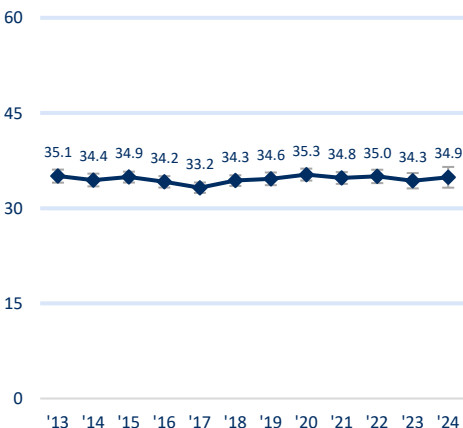
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

#### Academic Challenge: First-year students

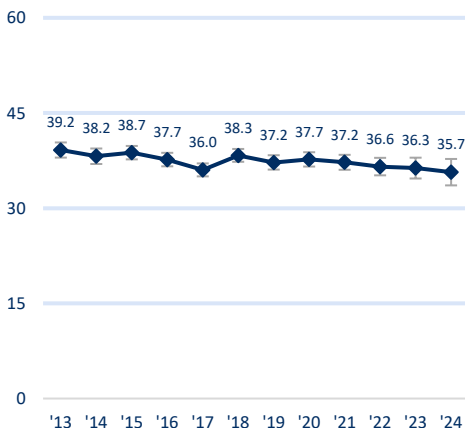
##### Higher-Order Learning



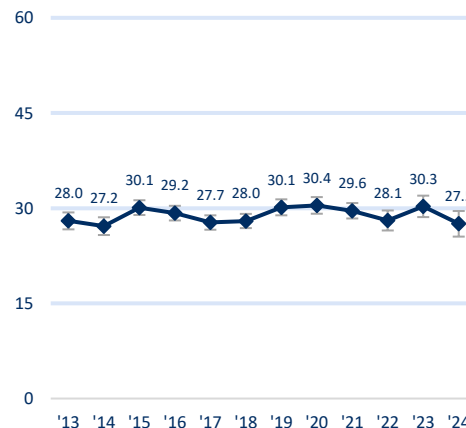
##### Reflective & Integrative Learning



##### Learning Strategies

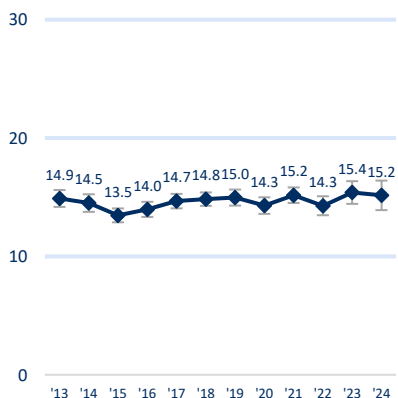


##### Quantitative Reasoning

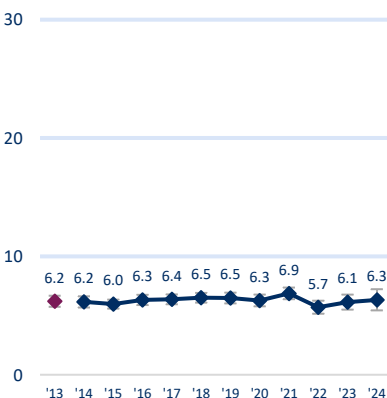


#### Academic Challenge (additional items): First-year students

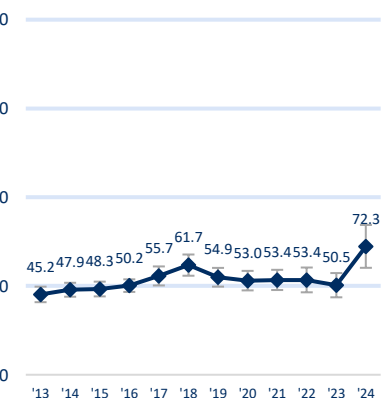
##### Preparing for Class (hrs/wk)



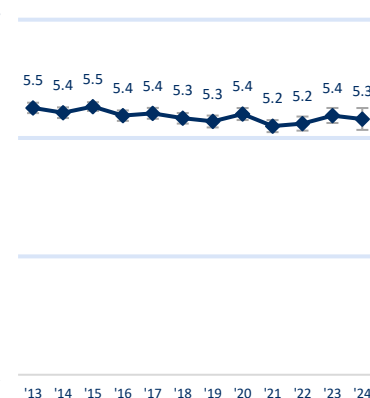
##### Course Reading (hrs/wk)<sup>a</sup>



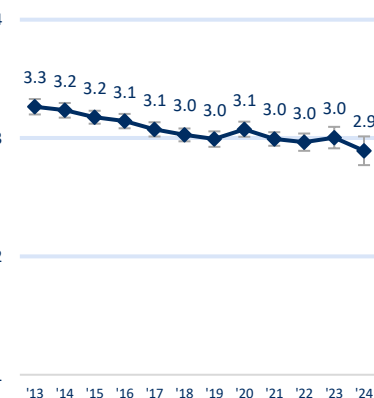
##### Assigned Writing (pages)<sup>a</sup>



##### 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. 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").

# NSSE 2024 Multi-Year Report

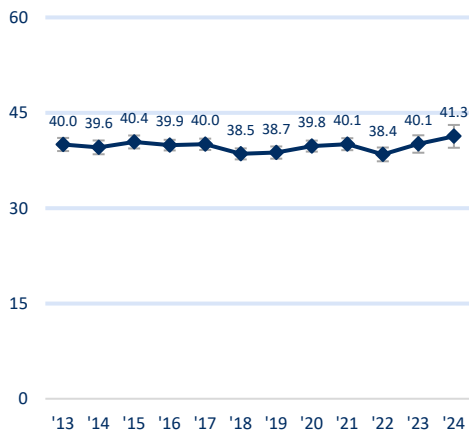
## Engagement Results by Theme

### University of New Hampshire at Durham

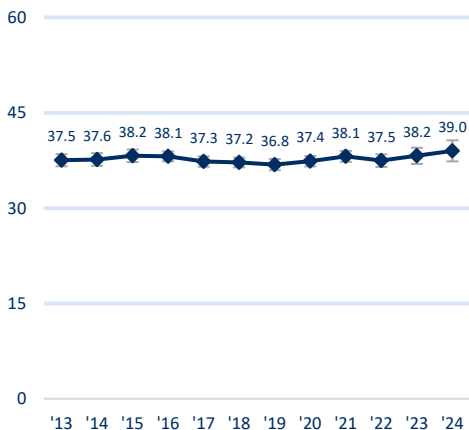
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#### Academic Challenge: Seniors

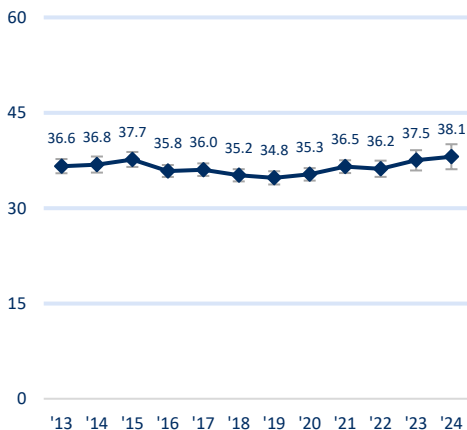
##### Higher-Order Learning



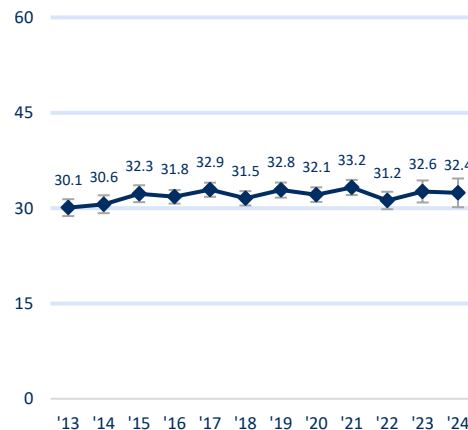
##### Reflective & Integrative Learning



##### Learning Strategies

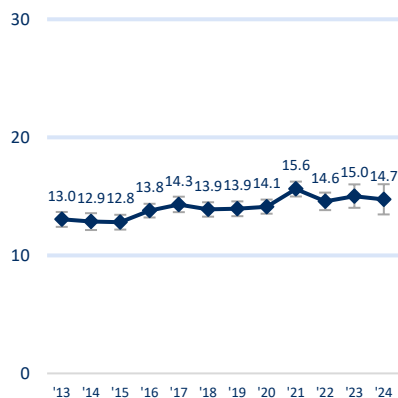


##### Quantitative Reasoning

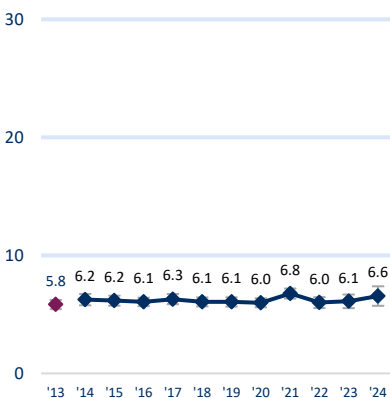


#### Academic Challenge (additional items): Seniors

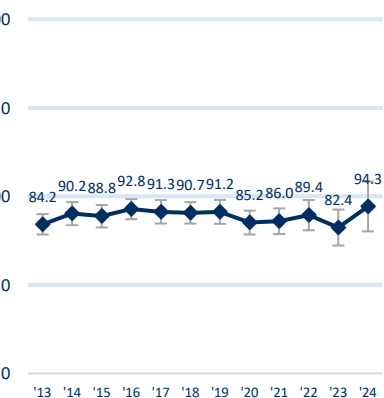
##### Preparing for Class (hrs/wk)



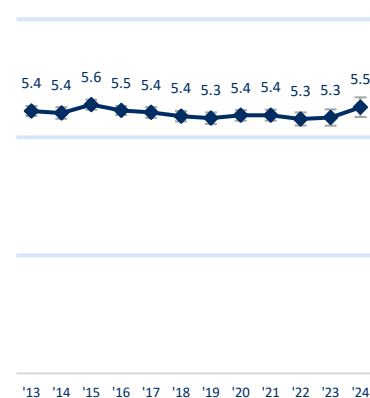
##### Course Reading (hrs/wk)<sup>a</sup>



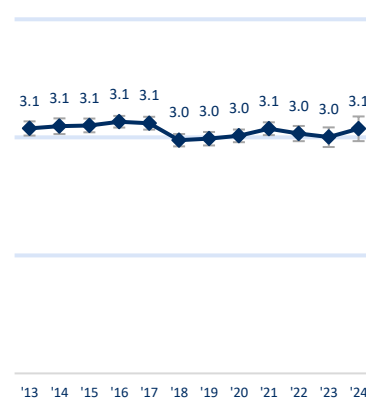
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b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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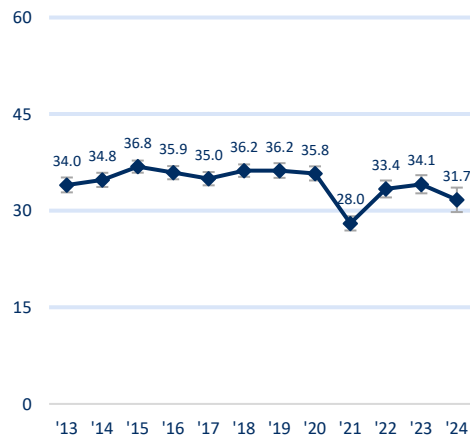
## Engagement Results by Theme

### University of New Hampshire at Durham

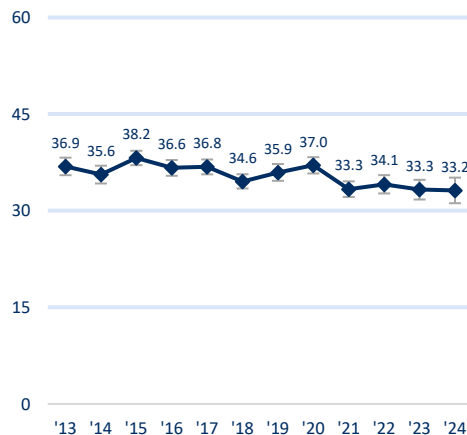
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

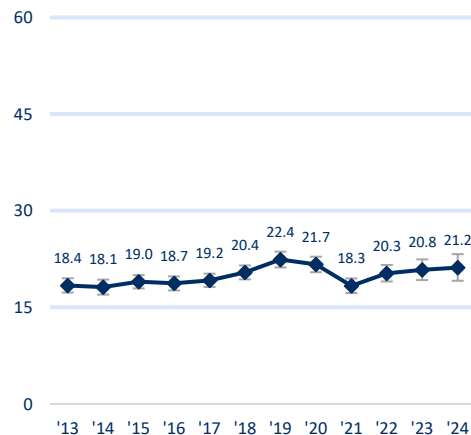


##### Discussions with Diverse Others

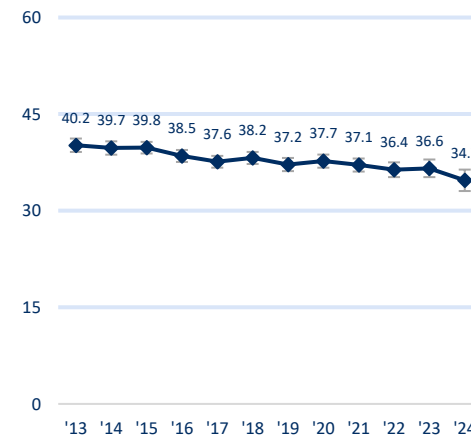


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

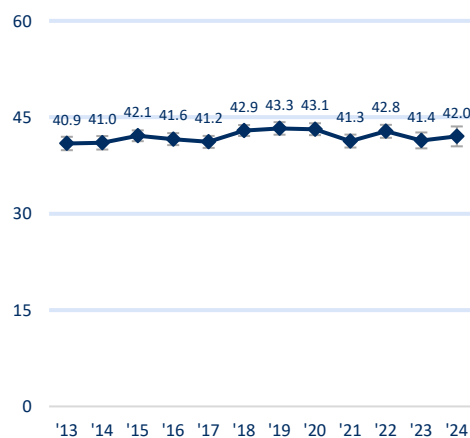


##### Effective Teaching Practices

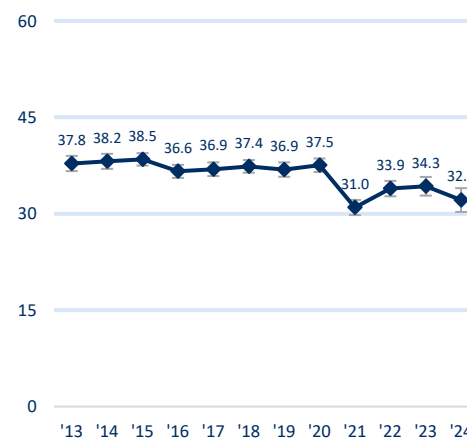


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



# NSSE 2024 Multi-Year Report

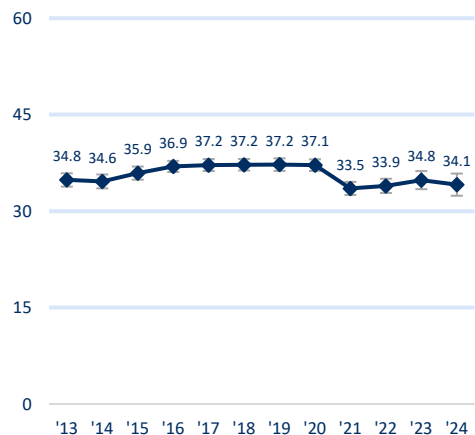
## Engagement Results by Theme

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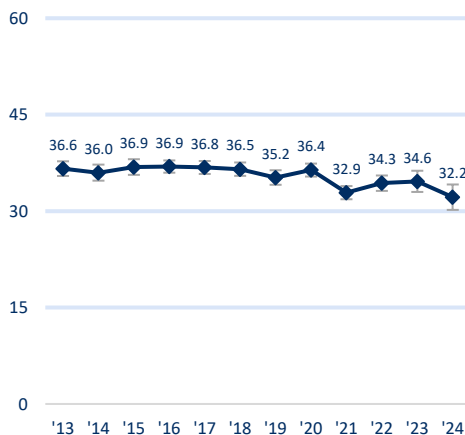
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#### Learning with Peers: Seniors

##### Collaborative Learning

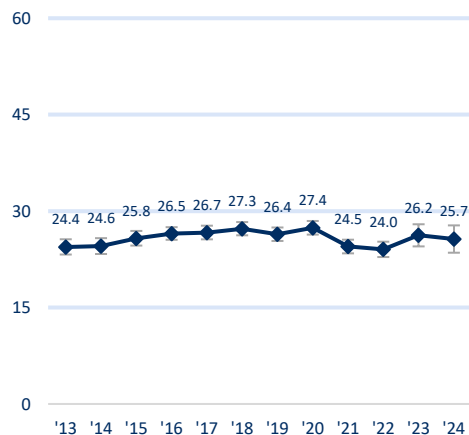


##### Discussions with Diverse Others

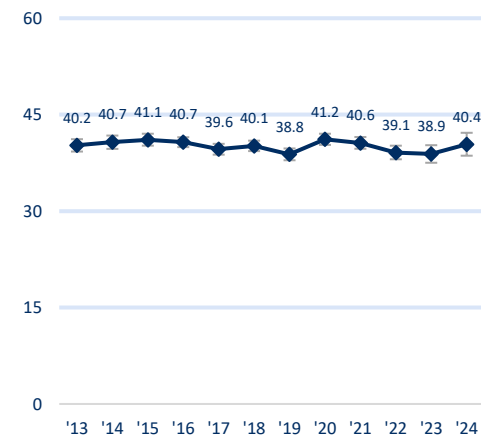


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

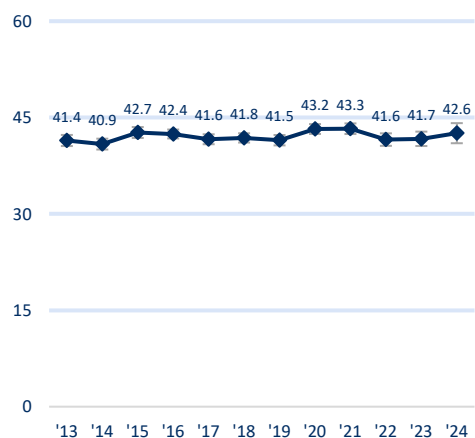


##### Effective Teaching Practices

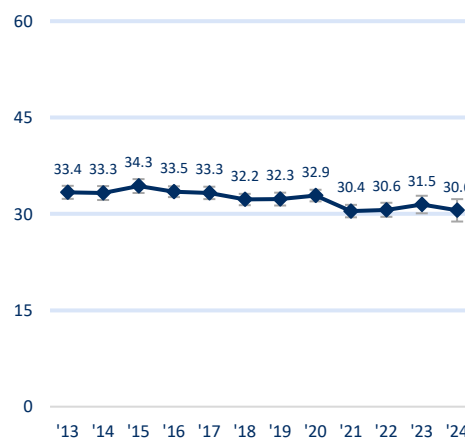


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment



# NSSE 2024 Multi-Year Report

## High-Impact Practices

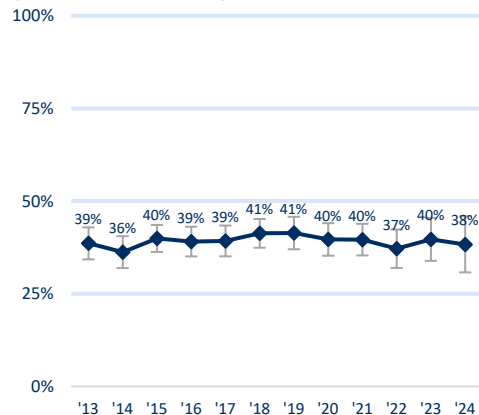
### University of New Hampshire at Durham

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

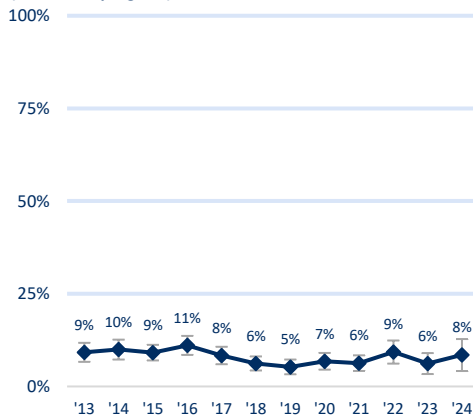
##### Service-Learning

(Some, most, or all courses)



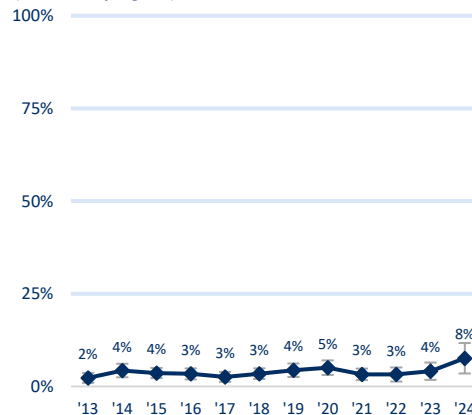
##### Learning Community

(Done or in progress)



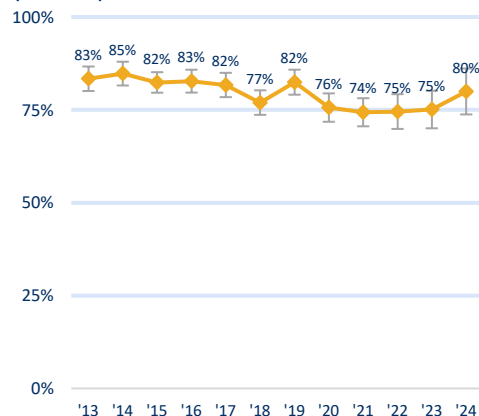
##### Research with Faculty

(Done or in progress)



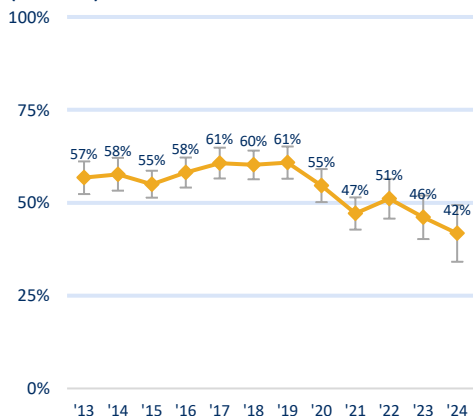
##### Internship/Field Experience

(Plan to do)



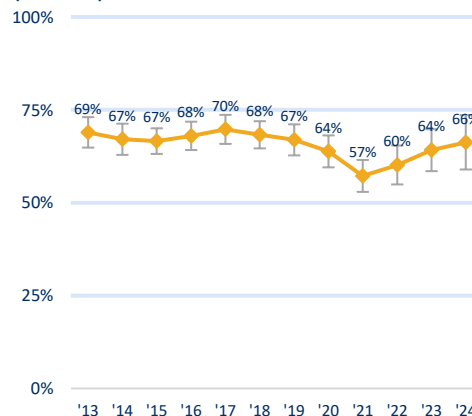
##### Study Abroad

(Plan to do)



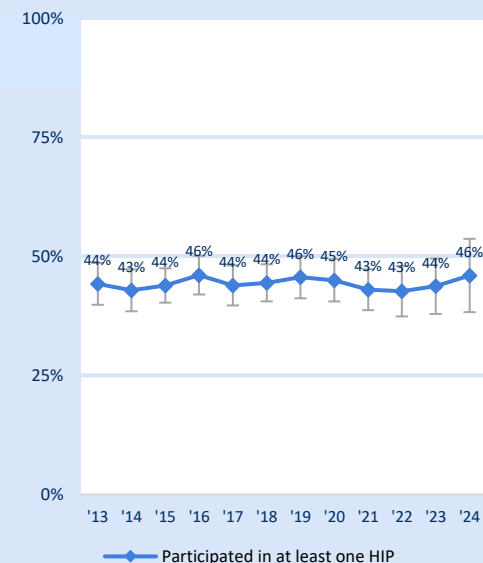
##### Culminating Senior Experience

(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.



# NSSE 2024 Multi-Year Report

## High-Impact Practices

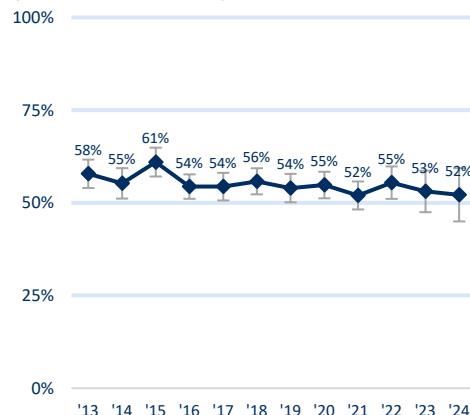
### University of New Hampshire at Durham

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

#### High-Impact Practices: Seniors

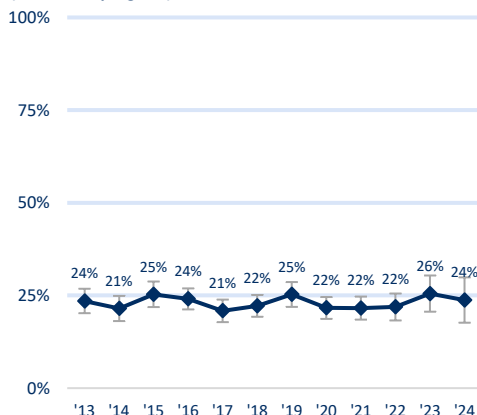
##### Service-Learning

(Some, most, or all courses)



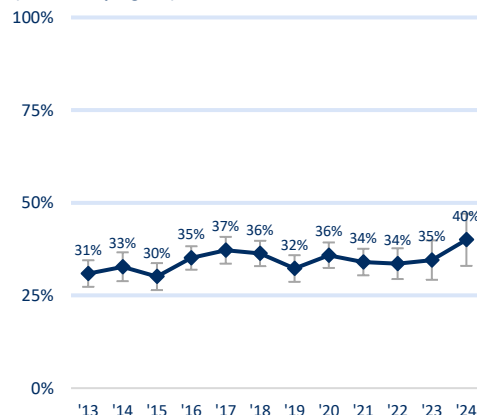
##### Learning Community

(Done or in progress)



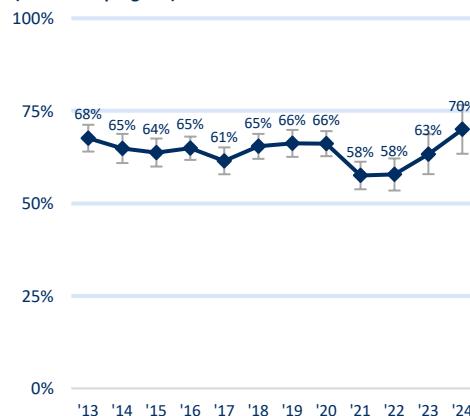
##### Research with Faculty

(Done or in progress)



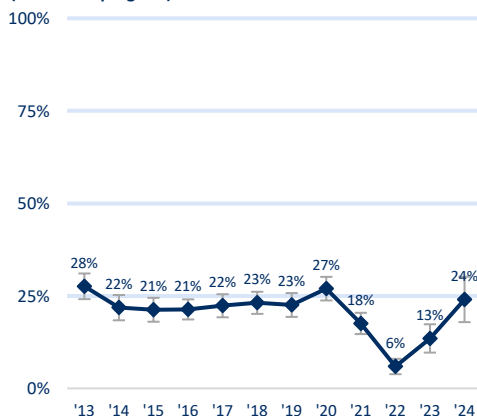
##### Internship/Field Experience

(Done or in progress)



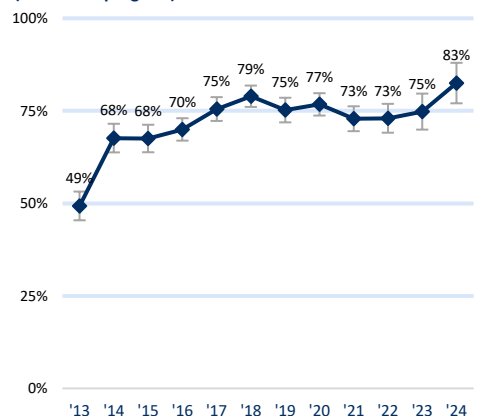
##### Study Abroad

(Done or in progress)



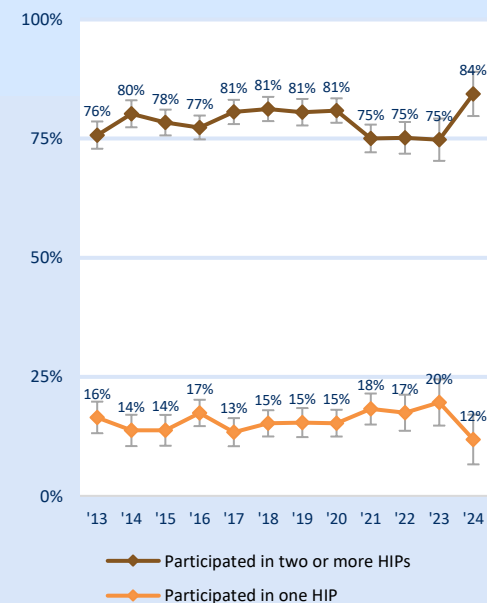
##### Culminating Senior Experience

(Done or in progress)



#### Overall senior HIP participation

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



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

# NSSE 2024 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of New Hampshire at Durham

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	38.5	37.8	39.2	38.1	36.5	37.1	37.9	37.7	36.9	36.8	38.1	36.3	40.0	39.6	40.4	39.9	40.0	38.5	38.7	39.8	40.1	38.4	40.1	41.3		
	n	514	517	767	634	618	641	508	507	538	366	316	183	665	595	663	921	755	792	665	783	712	530	330	197		
	SD	12.5	12.5	13.6	12.6	11.4	12.2	12.2	12.1	11.8	12.0	12.5	12.6	13.6	13.5	13.4	12.9	12.5	12.4	12.6	12.4	12.8	12.8	12.7	12.9		
	SE	.55	.55	.49	.50	.46	.48	.54	.54	.51	.63	.70	.93	.53	.55	.52	.43	.45	.44	.49	.44	.48	.55	.70	.92		
	CI up bnd	39.6	38.8	40.2	39.0	37.4	38.0	38.9	38.8	37.9	38.1	39.5	38.2	41.0	40.6	41.4	40.7	40.9	39.4	39.7	40.6	41.0	39.5	41.5	43.1		
CI low bnd	37.4	36.7	38.3	37.1	35.6	36.1	36.8	36.7	35.9	35.6	36.7	34.5	39.0	38.5	39.4	39.1	39.1	37.7	37.8	38.9	39.1	37.4	38.7	39.5			
Reflective & Integrative Learning	Mean	35.1	34.4	34.9	34.2	33.2	34.3	34.6	35.3	34.8	35.0	34.3	34.9	37.5	37.6	38.2	38.1	37.3	37.2	36.8	37.4	38.1	37.5	38.2	39.0		
	n	538	529	795	658	632	659	537	543	577	382	344	196	691	629	683	959	773	824	681	813	745	561	341	206		
	SD	12.2	11.8	12.4	11.8	10.6	11.0	11.8	11.2	11.4	10.5	11.4	11.7	12.7	12.7	13.2	12.2	11.6	11.1	11.7	11.9	12.0	11.9	12.0	12.2		
	SE	.53	.51	.44	.46	.42	.43	.51	.48	.47	.54	.62	.83	.48	.51	.50	.39	.42	.39	.45	.42	.44	.50	.65	.85		
	CI up bnd	36.1	35.4	35.8	35.1	34.1	35.2	35.6	36.2	35.7	36.1	35.5	36.5	38.5	38.6	39.2	38.9	38.1	37.9	37.7	38.2	39.0	38.5	39.5	40.7		
CI low bnd	34.0	33.4	34.0	33.3	32.4	33.5	33.6	34.4	33.8	34.0	33.1	33.2	36.6	36.7	37.2	37.4	36.5	36.4	36.0	36.5	37.3	36.5	36.9	37.3			
Learning Strategies	Mean	39.2	38.2	38.7	37.7	36.0	38.3	37.2	37.7	37.2	36.6	36.3	35.7	36.6	36.8	37.7	35.8	36.0	35.2	34.8	35.3	36.5	36.2	37.5	38.1		
	n	484	479	714	571	541	620	493	488	515	336	280	165	636	553	618	871	687	766	648	754	680	502	309	187		
	SD	13.4	13.6	14.4	13.0	12.1	12.9	12.8	12.7	13.7	12.9	14.0	13.7	14.4	15.2	14.9	14.1	13.2	13.6	13.6	13.8	13.4	14.6	14.3	13.7		
	SE	.61	.62	.54	.54	.52	.52	.58	.58	.60	.70	.84	1.06	.57	.65	.60	.48	.50	.49	.53	.50	.51	.65	.81	1.00		
	CI up bnd	40.4	39.4	39.8	38.7	37.1	39.3	38.3	38.8	38.4	37.9	38.0	37.8	37.7	38.1	38.8	36.8	37.0	36.1	35.8	36.3	37.5	37.5	39.1	40.0		
CI low bnd	38.0	37.0	37.7	36.6	35.0	37.3	36.1	36.6	36.1	35.2	34.7	33.6	35.5	35.6	36.5	34.9	35.1	34.2	33.7	34.3	35.5	34.9	35.9	36.1			
Quantitative Reasoning	Mean	28.0	27.2	30.1	29.2	27.7	28.0	30.1	30.4	29.6	28.1	30.3	27.5	30.1	30.6	32.3	31.8	32.9	31.5	32.8	32.1	33.2	31.2	32.6	32.4		
	n	526	521	770	637	609	632	495	493	516	342	290	170	677	613	669	923	745	772	650	758	686	506	314	186		
	SD	15.6	16.3	16.4	14.9	14.3	14.4	14.3	14.9	14.1	14.9	14.7	13.4	17.6	17.8	17.5	16.6	15.5	16.0	15.5	16.1	15.9	15.8	15.7	15.7		
	SE	.68	.71	.59	.59	.58	.57	.64	.67	.62	.81	.86	1.03	.68	.72	.68	.55	.57	.58	.61	.58	.61	.70	.89	1.15		
	CI up bnd	29.3	28.6	31.3	30.4	28.9	29.1	31.4	31.8	30.8	29.6	32.0	29.6	31.4	32.0	33.6	32.8	34.0	32.7	34.0	33.3	34.4	32.6	34.4	34.7		
CI low bnd	26.7	25.8	28.9	28.1	26.6	26.9	28.9	29.1	28.4	26.5	28.6	25.5	28.7	29.2	30.9	30.7	31.8	30.4	31.6	31.0	32.1	29.8	30.9	30.1			
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	Mean	14.9	14.5	13.5	14.0	14.7	14.8	15.0	14.3	15.2	14.3	15.4	15.2	13.0	12.9	12.8	13.8	14.3	13.9	13.9	14.1	15.6	14.6	15.0	14.7		
	n	450	431	666	550	501	615	485	466	499	332	276	154	602	532	592	843	661	756	640	740	664	496	305	185		
	SD	7.7	7.9	7.7	7.6	7.0	7.2	7.6	7.7	7.5	7.4	8.1	7.9	7.9	8.4	7.8	8.6	8.6	8.5	8.1	8.3	8.3	8.4	8.8	8.9		
	SE	.36	.38	.30	.33	.31	.29	.35	.36	.33	.41	.49	.64	.32	.36	.32	.30	.33	.31	.32	.31	.32	.38	.51	.65		
	CI up bnd	15.6	15.2	14.1	14.6	15.3	15.4	15.6	15.0	15.8	15.1	16.4	16.4	13.7	13.6	13.4	14.4	15.0	14.5	14.6	14.7	16.2	15.3	16.0	16.0		
CI low bnd	14.2	13.8	12.9	13.3	14.1	14.3	14.3	13.6	14.5	13.5	14.4	13.9	12.4	12.1	12.2	13.2	13.7	13.3	13.3	13.5	15.0	13.8	14.0	13.5			
Course Reading <small>Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</small>	Mean	6.2	6.2	6.0	6.3	6.4	6.5	6.5	6.3	6.9	5.7	6.1	6.3	5.8	6.2	6.2	6.1	6.3	6.1	6.1	6.0	6.8	6.0	6.1	6.6		
	n	451	420	650	545	496	612	483	461	496	327	275	153	598	526	580	840	656	749	633	734	660	496	304	184		
	SD	5.1	4.9	5.0	5.1	4.7	5.2	5.1	5.4	5.6	5.1	5.4	5.6	4.8	5.6	5.2	5.3	5.6	5.3	5.0	5.2	5.5	5.3	5.1	5.7		
	SE	.24	.24	.19	.22	.21	.21	.23	.25	.25	.28	.32	.46	.20	.25	.22	.18	.22	.19	.20	.19	.22	.24	.29	.42		
	CI up bnd	6.7	6.6	6.3	6.8	6.8	6.9	6.9	6.8	7.4	6.3	6.8	7.2	6.2	6.7	6.6	6.4	6.7	6.4	6.4	6.4	7.2	6.5	6.7	7.4		
CI low bnd	5.7	5.7	5.6	5.9	6.0	6.1	6.0	5.8	6.4	5.2	5.5	5.4	5.4	5.8	5.7	5.7	5.9	5.7	5.7	5.6	6.3	5.5	5.5	5.7			

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).

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

# NSSE 2024 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of New Hampshire at Durham

		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
Experiences with Faculty																									
Student-Faculty Interaction	Mean	18.4	18.1	19.0	18.7	19.2	20.4	22.4	21.7	18.3	20.3	20.8	21.2	24.4	24.6	25.8	26.5	26.7	27.3	26.4	27.4	24.5	24.0	26.2	25.7
	n	529	520	773	632	621	645	523	519	567	369	327	185	679	610	670	935	762	800	670	794	731	551	336	202
	SD	13.0	13.5	14.6	13.9	13.2	14.0	14.3	14.0	13.8	12.6	14.8	14.4	15.8	15.5	15.1	15.3	15.0	14.8	13.8	15.2	14.6	14.3	16.1	15.4
	SE	.57	.59	.53	.55	.53	.55	.63	.61	.58	.65	.82	1.05	.61	.63	.58	.50	.54	.52	.53	.54	.54	.61	.88	1.08
	CI up bnd	19.5	19.3	20.0	19.8	20.2	21.5	23.6	22.9	19.5	21.6	22.4	23.3	25.6	25.8	26.9	27.5	27.7	28.3	27.5	28.5	25.6	25.2	28.0	27.8
	CI low bnd	17.3	17.0	17.9	17.6	18.2	19.3	21.2	20.4	17.2	19.0	19.2	19.1	23.2	23.3	24.6	25.5	25.6	26.2	25.4	26.3	23.4	22.9	24.5	23.5
Effective Teaching Practices	Mean	40.2	39.7	39.8	38.5	37.6	38.2	37.2	37.7	37.1	36.4	36.6	34.7	40.2	40.7	41.1	40.7	39.6	40.1	38.8	41.2	40.6	39.1	38.9	40.4
	n	530	526	782	644	618	644	508	511	544	366	308	180	684	614	676	935	760	792	666	779	710	529	327	194
	SD	12.2	12.1	12.9	12.1	11.6	12.1	11.8	11.7	12.1	11.2	12.3	11.4	12.8	13.1	12.3	12.0	11.8	11.6	12.1	12.4	12.4	12.4	12.6	12.7
	SE	.53	.53	.46	.48	.47	.48	.52	.52	.52	.59	.70	.85	.49	.53	.47	.39	.43	.41	.47	.44	.47	.54	.70	.91
	CI up bnd	41.2	40.8	40.7	39.4	38.5	39.1	38.2	38.7	38.1	37.5	38.0	36.4	41.2	41.8	42.0	41.5	40.5	41.0	39.7	42.0	41.5	40.2	40.3	42.2
	CI low bnd	39.1	38.7	38.9	37.6	36.7	37.3	36.1	36.7	36.1	35.2	35.2	33.1	39.3	39.7	40.2	40.0	38.8	39.3	37.9	40.3	39.7	38.1	37.5	38.6
Campus Environment																									
Quality of Interactions	Mean	40.9	41.0	42.1	41.6	41.2	42.9	43.3	43.1	41.3	42.8	41.4	42.0	41.4	40.9	42.7	42.4	41.6	41.8	41.5	43.2	43.3	41.6	41.7	42.6
	n	472	458	702	557	514	604	473	468	493	326	269	155	630	553	607	861	677	753	633	731	653	486	302	183
	SD	11.6	11.5	11.3	11.2	10.8	10.7	10.8	10.2	11.4	9.3	10.4	9.8	11.1	10.2	10.7	10.4	10.3	10.1	10.4	10.6	10.8	10.9	9.9	10.8
	SE	.53	.54	.43	.48	.47	.44	.50	.47	.51	.51	.63	.79	.44	.43	.43	.35	.39	.37	.41	.39	.42	.50	.57	.80
	CI up bnd	42.0	42.1	43.0	42.5	42.1	43.8	44.2	44.1	42.3	43.8	42.6	43.6	42.3	41.7	43.5	43.1	42.4	42.6	42.3	44.0	44.1	42.5	42.8	44.1
	CI low bnd	39.9	40.0	41.3	40.7	40.2	42.1	42.3	42.2	40.3	41.8	40.2	40.5	40.6	40.0	41.8	41.8	40.9	41.1	40.7	42.4	42.4	40.6	40.6	41.0
Supportive Environment	Mean	37.8	38.2	38.5	36.6	36.9	37.4	36.9	37.5	31.0	33.9	34.3	32.1	33.4	33.3	34.3	33.5	33.3	32.2	32.3	32.9	30.4	30.6	31.5	30.6
	n	454	433	667	550	504	616	482	471	501	332	275	154	599	529	589	847	658	762	640	742	669	496	307	185
	SD	12.9	12.4	12.7	12.2	12.2	12.5	12.5	11.6	13.5	11.1	12.3	11.7	12.6	12.7	13.3	12.5	12.6	12.4	12.9	12.5	12.8	12.4	12.2	12.1
	SE	.60	.59	.49	.52	.54	.50	.57	.54	.60	.61	.74	.94	.52	.55	.55	.43	.49	.45	.51	.46	.49	.56	.70	.89
	CI up bnd	39.0	39.3	39.4	37.6	38.0	38.4	38.0	38.6	32.1	35.1	35.7	34.0	34.4	34.3	35.4	34.3	34.2	33.1	33.3	33.8	31.4	31.7	32.8	32.3
	CI low bnd	36.6	37.0	37.5	35.6	35.9	36.4	35.8	36.5	29.8	32.7	32.8	30.3	32.3	32.2	33.3	32.6	32.3	31.4	31.3	32.0	29.5	29.6	30.1	28.8

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: High-Impact Practices

### University of New Hampshire at Durham

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 <sup>a</sup>	%	39	36	40	39	39	41	41	40	40	37	40	38		58	55	61	54	54	56	54	55	52	55	53	52	
	n	488	482	699	573	533	622	487	479	506	335	274	159		640	564	606	877	689	767	649	743	675	497	306	187	
	SE	2.2	2.2	1.9	2.0	2.1	2.0	2.2	2.2	2.2	2.6	3.0	3.9		2.0	2.1	2.0	1.7	1.9	1.8	2.0	1.8	1.9	2.2	2.9	3.7	
	CI up bnd	43	41	44	43	43	45	46	44	44	42	45	46		62	59	65	58	58	59	58	58	56	60	59	59	
	CI low bnd	34	32	36	35	35	37	37	35	35	32	34	31		54	51	57	51	51	52	50	51	48	51	47	45	
Learning Community <sup>a</sup>	%	9	10	9	11	8	6	5	7	6	9	6	8		24	21	25	24	21	22	25	22	22	22	26	24	
	n	490	479	722	576	533	622	488	480	509	334	280	161		639	565	613	876	687	767	646	749	673	499	307	187	
	SE	1.3	1.4	1.1	1.3	1.2	1.0	1.0	1.1	1.1	1.6	1.4	2.2		1.7	1.7	1.8	1.4	1.6	1.5	1.7	1.5	1.6	1.9	2.5	3.1	
	CI up bnd	12	13	11	14	11	8	7	9	8	12	9	13		27	25	29	27	24	25	29	25	25	26	30	30	
	CI low bnd	7	7	7	9	6	4	3	5	4	6	3	4		20	18	22	21	18	19	22	19	18	18	21	18	
Research with Faculty <sup>a</sup>	%	2	4	4	3	3	3	4	5	3	3	4	8		31	33	30	35	37	36	32	36	34	34	35	40	
	n	485	479	724	574	532	624	486	481	510	334	280	161		639	560	611	873	689	765	648	747	675	499	308	187	
	SE	0.7	0.9	0.7	0.8	0.7	0.7	0.9	1.0	0.8	1.0	1.2	2.1		1.8	2.0	1.9	1.6	1.8	1.7	1.8	1.8	2.1	2.7	3.6		
	CI up bnd	4	6	5	5	4	5	6	7	5	5	6	12		35	37	34	38	41	40	36	39	38	38	40	47	
	CI low bnd	1	2	2	2	1	2	3	3	2	1	2	4		27	29	26	32	34	33	29	32	30	29	29	33	
Internship or Field Experience <sup>b</sup> (First-year results: Plan to do)	%	83	85	82	83	82	77	82	76	74	75	75	80		68	65	64	65	61	65	66	66	58	58	63	70	
	n	491	487	732	578	538	626	493	486	513	335	282	162		644	565	621	882	691	768	649	751	678	501	306	187	
	SE	1.7	1.6	1.4	1.6	1.7	1.7	1.7	2.0	1.9	2.4	2.6	3.2		1.8	2.0	1.9	1.6	1.9	1.7	1.9	1.7	1.9	2.2	2.8	3.4	
	CI up bnd	87	88	85	86	85	80	86	79	78	79	80	86		71	69	68	68	65	69	70	70	61	62	69	77	
	CI low bnd	80	82	80	80	78	74	79	72	71	70	70	74		64	61	60	62	58	62	63	63	54	53	58	63	
Study Abroad <sup>b</sup> (First-year results: Plan to do)	%	57	58	55	58	61	60	61	55	47	51	46	42		28	22	21	21	22	23	23	27	18	6	13	24	
	n	490	481	725	573	535	619	487	482	510	336	279	161		638	563	617	876	687	766	648	745	674	498	308	187	
	SE	2.2	2.3	1.8	2.1	2.1	2.0	2.2	2.3	2.2	2.7	3.0	3.9		1.8	1.7	1.6	1.4	1.6	1.5	1.6	1.6	1.5	1.1	2.0	3.1	
	CI up bnd	61	62	59	62	65	64	65	59	51	56	52	49		31	25	24	24	25	26	26	30	20	8	17	30	
	CI low bnd	52	53	51	54	57	56	56	50	43	46	40	34		24	18	18	19	19	20	19	24	15	4	10	18	
Culminating Senior Experience <sup>b</sup> (First-year results: Plan to do)	%	69	67	67	68	70	68	67	64	57	60	64	66		49	68	68	70	75	79	75	77	73	73	75	83	
	n	490	482	719	576	532	622	488	481	510	336	279	161		639	564	613	878	689	767	648	749	673	499	307	186	
	SE	2.1	2.1	1.8	1.9	2.0	1.9	2.1	2.2	2.2	2.7	2.9	3.7		2.0	2.0	1.9	1.5	1.6	1.5	1.7	1.5	1.7	2.0	2.5	2.8	
	CI up bnd	73	71	70	72	74	72	71	68	62	65	70	74		53	72	71	73	79	82	79	80	76	77	80	88	
	CI low bnd	65	63	63	64	66	65	63	60	53	55	58	59		45	64	64	67	72	76	72	74	70	69	70	77	
Overall HIP Participation <sup>c</sup>																											
Participated in one HIP	%	39	36	38	39	38	39	41	39	38	36	39	38		16	14	14	17	13	15	15	15	18	17	20	12	
	n	492	486	727	579	535	626	489	482	511	336	280	161		645	566	623	882	691	771	649	754	678	501	308	187	
	SE	2.2	2.2	1.8	2.0	2.1	2.0	2.2	2.2	2.1	2.6	2.9	3.8		1.5	1.4	1.4	1.3	1.3	1.3	1.4	1.3	1.5	1.7	2.3	2.4	
	CI up bnd	43	41	41	43	43	43	45	44	42	41	44	45		19	17	16	20	16	18	18	18	21	21	24	16	
	CI low bnd	35	32	34	35	34	36	37	35	34	31	33	30		14	11	11	15	11	13	13	13	15	14	15	7	
Participated in two or more HIPs	%	5	7	6	7	5	5	5	6	5	6	5	8		76	80	78	77	81	81	81	81	75	75	75	84	
	n	492	486	727	579	535	626	489	482	511	336	280	161		645	566	623	882	691	771	649	754	678	501	308	187	
	SE	1.0	1.1	0.9	1.0	1.0	0.9	1.0	1.1	1.0	1.3	1.3	2.1		1.7	1.7	1.7	1.4	1.5	1.4	1.6	1.4	1.7	1.9	2.5	2.7	
	CI up bnd	7	9	8	9	7	7	6	8	7	9	7	12		79	83	82	80	84	84	84	84	78	79	80	90	
	CI low bnd	3	4	4	5	4	3	3	4	3	4	2	4		72	77	75	75	78	78	77	78	72	71	70	79	

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.