NSSE 2023

Multi-Year Report

Marymount 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	18%	+/- 10.3%	74	46	28	28%	+/- 5.5%	232	184	48
2014										
2015										
2016										
2017	38%	+/- 5.9%	168	130	38	39%	+/- 5.1%	230	193	37
2018										
2019	39%	+/- 6.2%	150	126	24	34%	+/- 6.2%	167	149	18
2020										
2021	24%	+/- 9.4%	84	61	23	29%	+/- 7.2%	132	98	34
2022										
2023	16%	+/- 12.6%	51	28	23	20%	+/- 9.8%	80	62	18

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	No	Academic Advising, Catholic Colleges & Universities	No	No	No
2014							
2015							
2016							
2017	Email	Census	Yes	Global Learning, Catholic Colleges & Universities	No	No	No
2018							
2019	Email	Census	Yes	Civic Engagement, Catholic Colleges & Universities	No	No	No
2020							
2021	Email	Census	Yes	Career Preparation, Catholic Colleges & Universities	No	No	No
2022							
2023	Email	Census	No	None	No	No	No

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

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
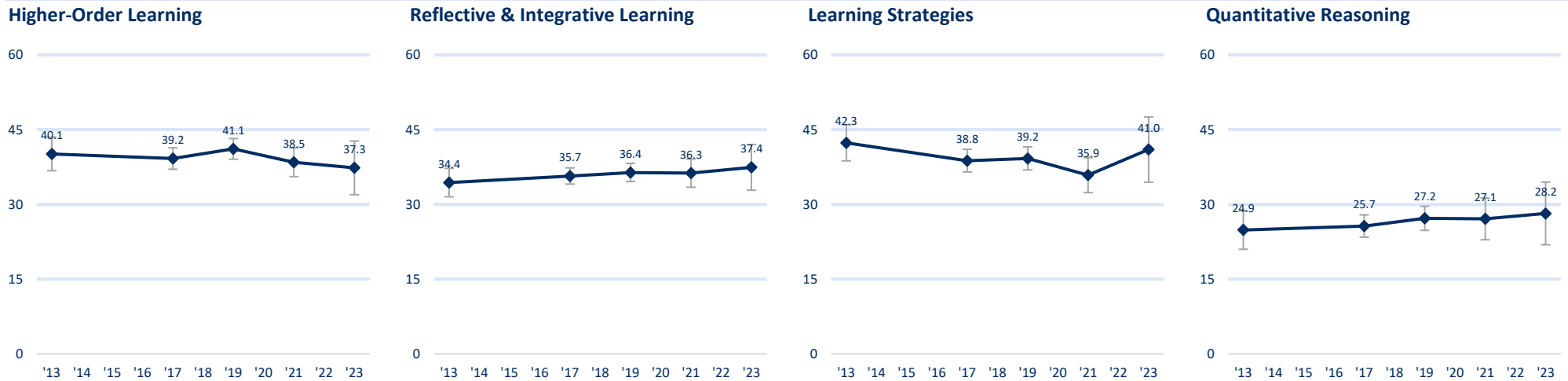
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
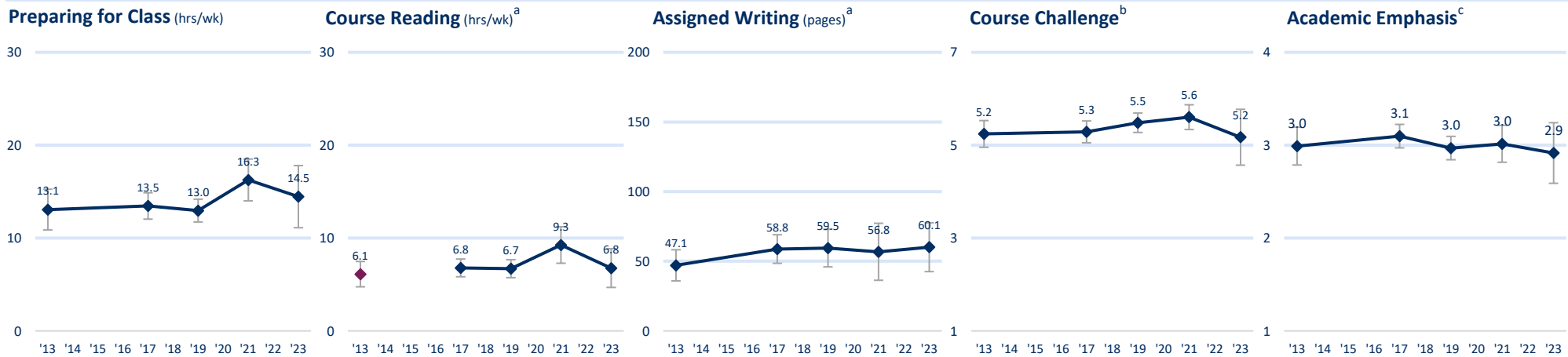
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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

Academic Challenge: First-year students

Higher-Order Learning

40.1, 39.2, 41.1, 38.5, 37.3

Reflective & Integrative Learning

34.4, 35.7, 36.4, 36.3, 37.4

Learning Strategies

42.3, 38.8, 39.2, 35.9, 41.0

Quantitative Reasoning

24.9, 25.7, 27.2, 27.1, 28.2

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

13.1, 13.5, 13.0, 16.3, 14.5

Course Reading (hrs/wk)[a]

6.1, 6.8, 6.7, 9.3, 6.8

Assigned Writing (pages)[a]

47.1, 58.8, 59.5, 56.8, 60.1

Course Challenge[b]

5.2, 5.3, 5.5, 5.6, 5.2

Academic Emphasis[c]

3.0, 3.1, 3.0, 3.0, 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.
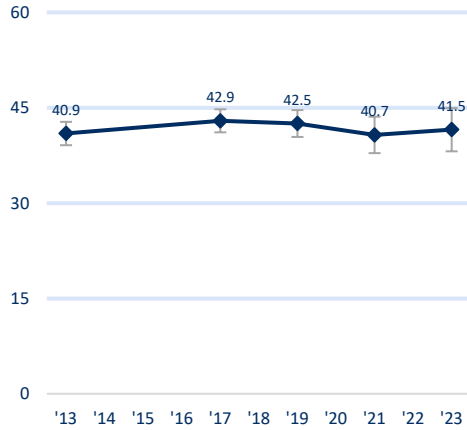b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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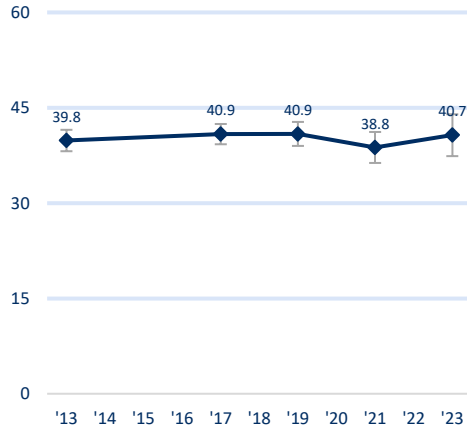## Engagement Results by Theme
Marymount University

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.
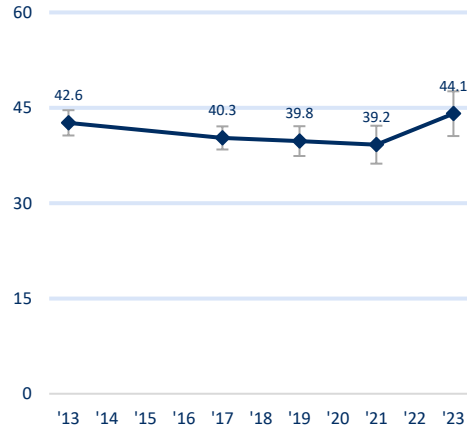
Academic Challenge: Seniors

Higher-Order Learning

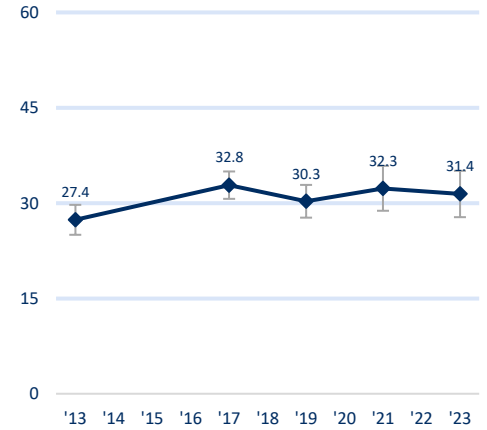40.9, 42.9, 42.5, 40.7, 41.5

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

Reflective & Integrative Learning

39.8, 40.9, 40.9, 38.8, 40.7

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

Learning Strategies

42.6, 40.3, 39.8, 39.2, 44.1

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

Quantitative Reasoning

27.4, 32.8, 30.3, 32.3, 31.4

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

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

14.6, 14.5, 15.2, 17.7, 16.0

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

Course Reading (hrs/wk)[a]

7.4, 6.9, 7.5, 9.3, 9.5

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

Assigned Writing (pages)[a]

105.8, 102.3, 100.4, 107.6, 126.0

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

Course Challenge[b]

5.7, 5.6, 5.9, 5.6, 5.7

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

Academic Emphasis[c]

3.2, 3.2, 3.0, 3.1, 3.3

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

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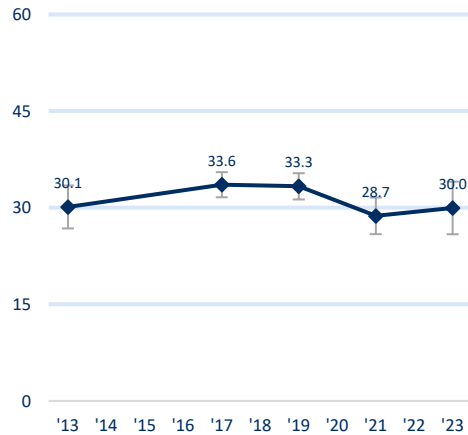b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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Engagement Results by Theme
Marymount University

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: 30.1 ('13), 33.6 ('17), 33.3 ('19), 28.7 ('21), 30.0 ('23)

Discussions with Diverse Others

Values by year: 48.3 ('13), 42.1 ('17), 39.9 ('19), 36.9 ('21), 40.9 ('23)

Experiences with Faculty: First-year students

Student-Faculty Interaction

Values by year: 20.9 ('13), 22.4 ('17), 24.1 ('19), 20.7 ('21), 21.7 ('23)

Effective Teaching Practices

Values by year: 41.2 ('13), 39.4 ('17), 39.9 ('19), 39.7 ('21), 37.5 ('23)
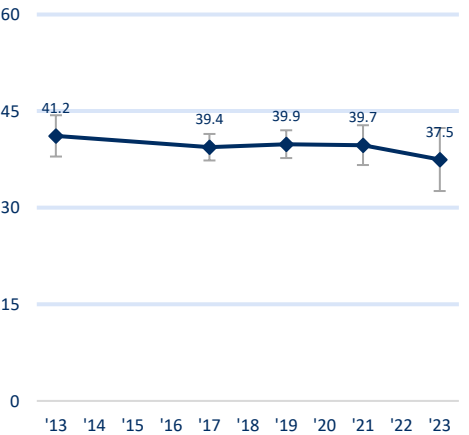
Campus Environment: First-year students

Quality of Interactions
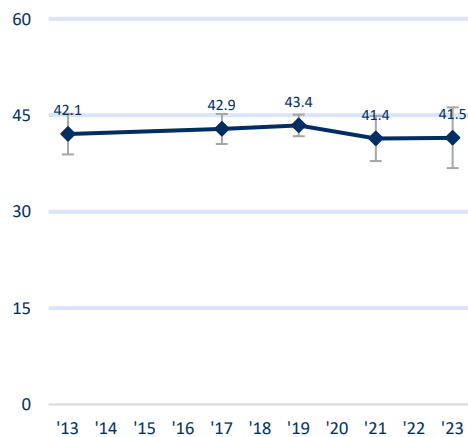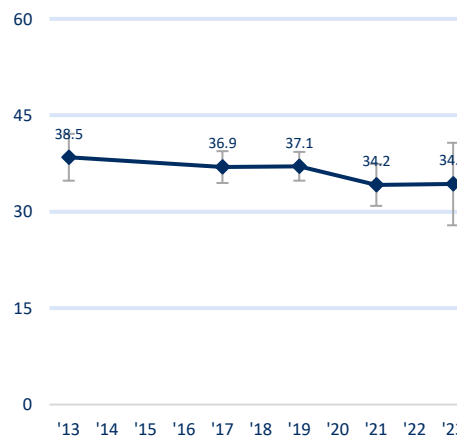
Values by year: 42.1 ('13), 42.9 ('17), 43.4 ('19), 41.4 ('21), 41.5 ('23)

Supportive Environment

Values by year: 38.5 ('13), 36.9 ('17), 37.1 ('19), 34.2 ('21), 34.3 ('23)

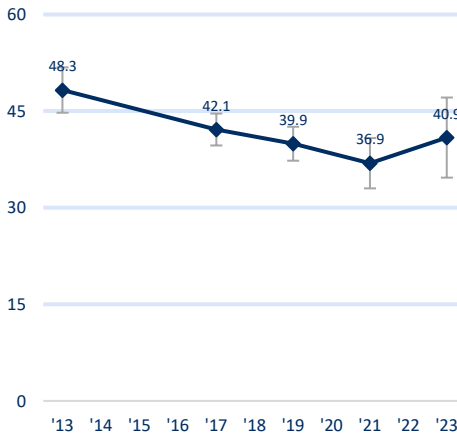**NSSE**
national survey of
student engagement

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.

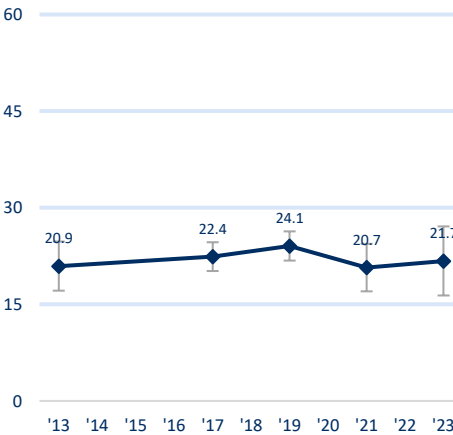## Learning with Peers: Seniors

Collaborative Learning

32.4, 36.3, 35.1, 32.8, 33.9
('13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23)

Discussions with Diverse Others

45.7, 45.2, 44.5, 41.2, 42.5
('13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23)
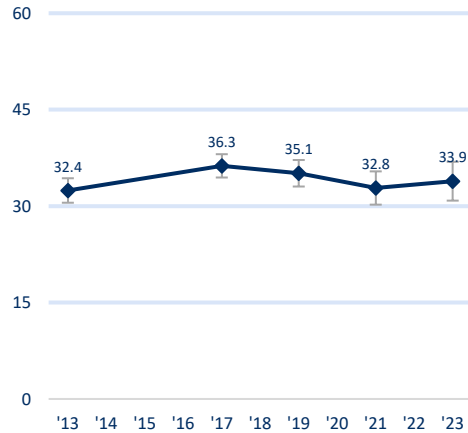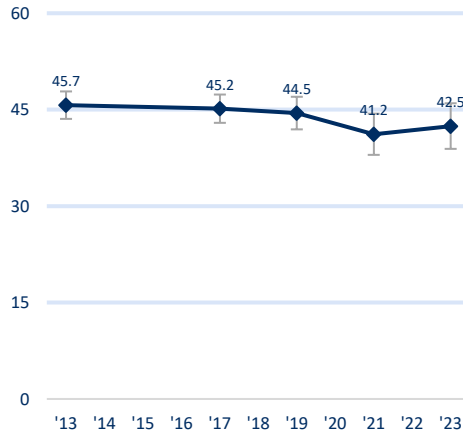
Experiences with Faculty: Seniors

Student-Faculty Interaction

25.2, 30.3, 29.7, 26.9, 29.1
('13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23)

Effective Teaching Practices

40.8, 41.0, 41.7, 41.6, 38.3
('13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23)
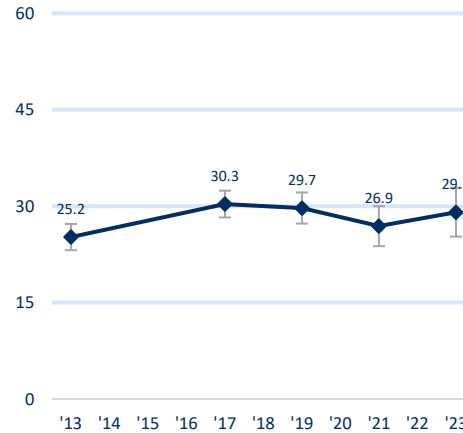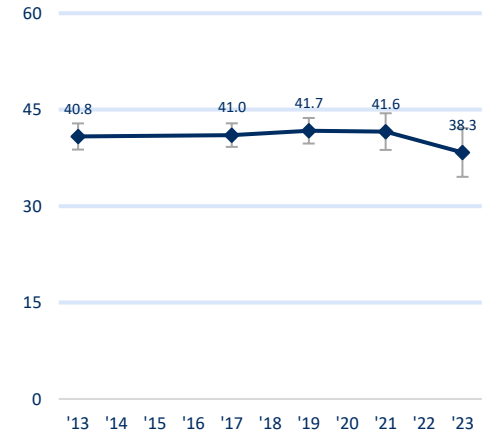
Campus Environment: Seniors

Quality of Interactions
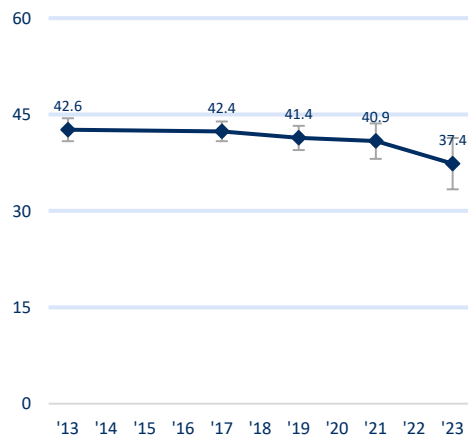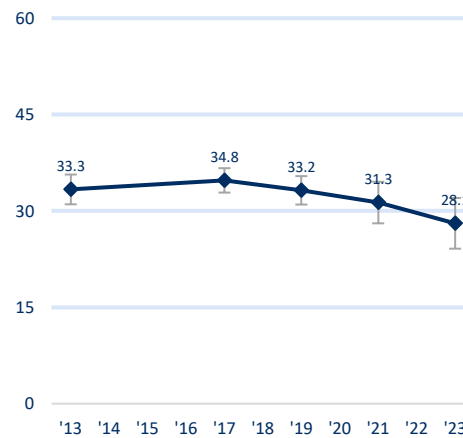
42.6, 42.4, 41.4, 40.9, 37.4
('13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23)

Supportive Environment

33.3, 34.8, 33.2, 31.3, 28.1
('13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23)

NSSE 2023 Multi-Year Report
High-Impact Practices
Marymount University

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)

Values: '13: 72%, '17: 72%, '19: 85%, '21: 64%, '23: 64%

Learning Community
(Done or in progress)

Values: '13: 12%, '17: 6%, '19: 9%, '21: 5%, '23: 8%

Research with Faculty
(Done or in progress)

Values: '13: 6%, '17: 6%, '19: 4%, '21: 4%, '23: 12%

Internship/Field Experience
(Plan to do)

Values: '13: 87%, '17: 85%, '19: 82%, '21: 78%, '23: 64%

Study Abroad
(Plan to do)

Values: '13: 55%, '17: 44%, '19: 53%, '21: 41%, '23: 51%

Culminating Senior Experience
(Plan to do)

Values: '13: 70%, '17: 60%, '19: 64%, '21: 40%, '23: 74%

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.
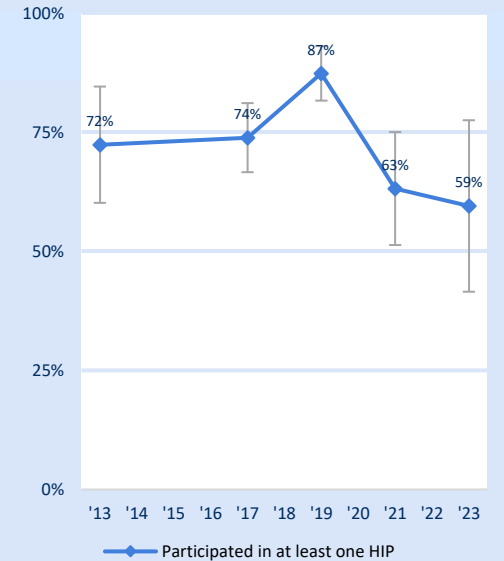
Values: '13: 72%, '17: 74%, '19: 87%, '21: 63%, '23: 59%

— 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
Marymount University

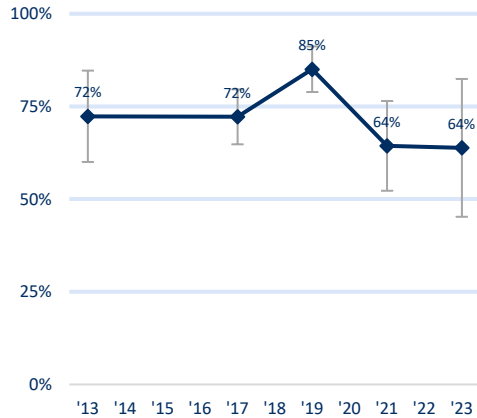Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.
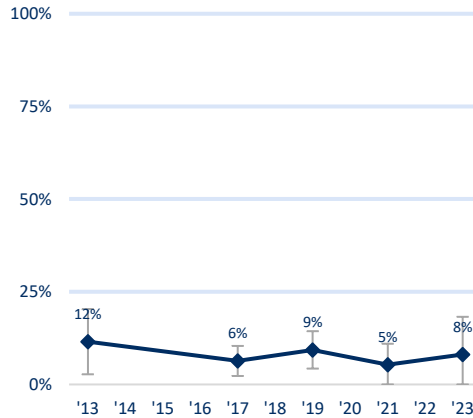
High-Impact Practices: Seniors
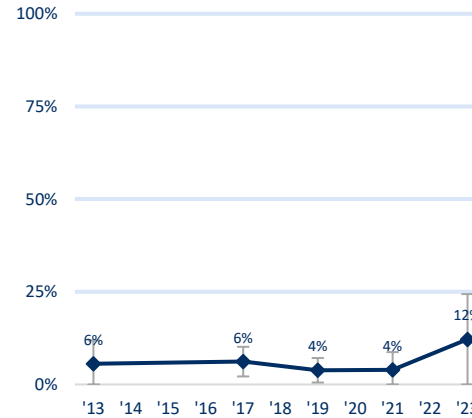
Service-Learning
(Some, most, or all courses)
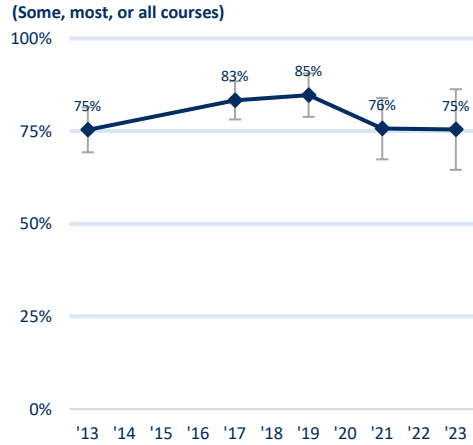
Learning Community
(Done or in progress)
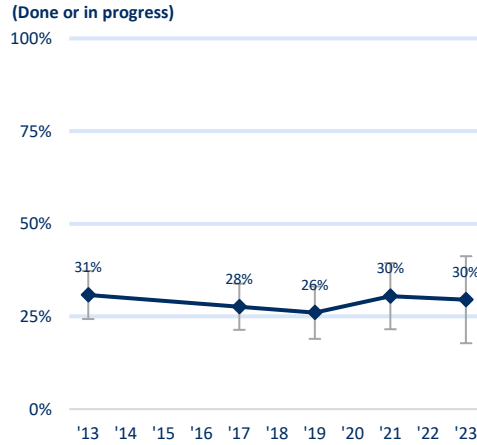
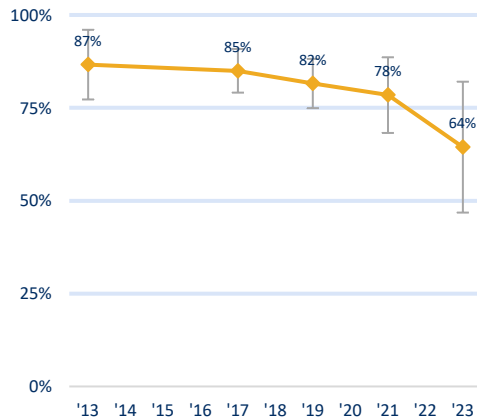### Research with Faculty
(Done or in progress)
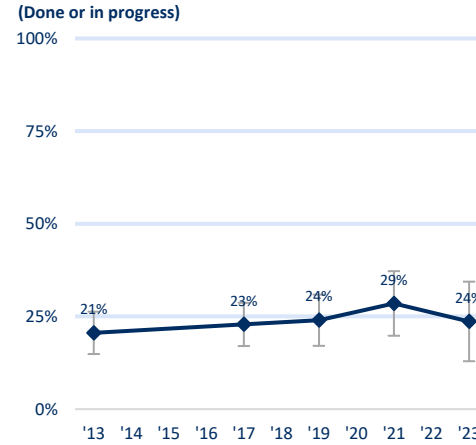
Internship/Field Experience
(Done or in progress)
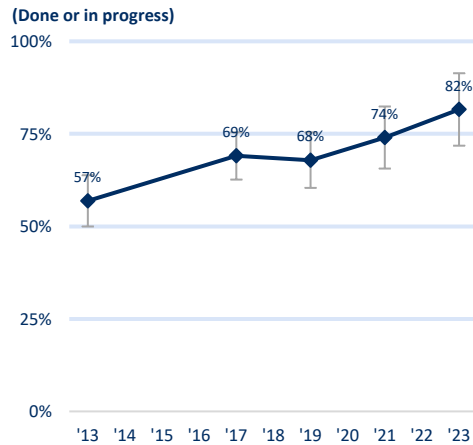
Study Abroad
(Done or in progress)
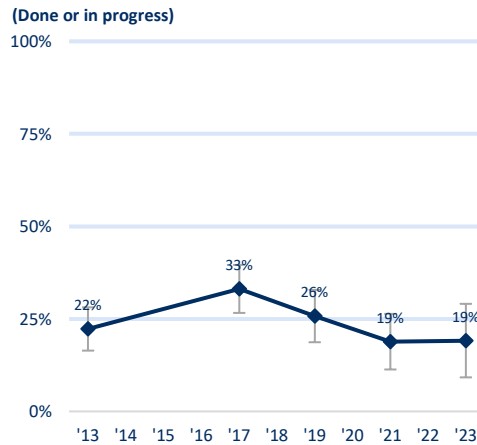
Culminating Senior Experience
(Done or in progress)
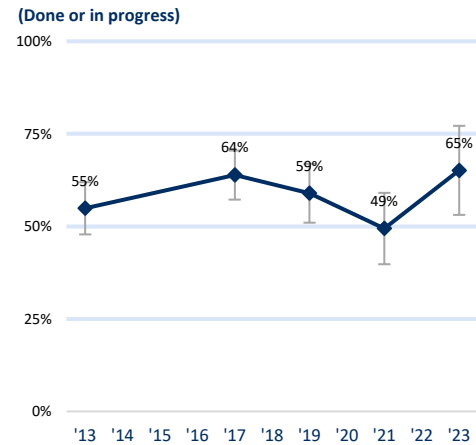
Overall senior HIP participation
The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.

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

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

NSSE 2023 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
Marymount 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	40.1				39.2		41.1		38.5		37.3	40.9				42.9		42.5		40.7		41.5
	n	55				156		135		68		36	209				221		152		109		68
	SD	12.7				13.7		12.3		12.2		16.6	13.6				13.8		13.3		15.3		14.3
	SE	1.72				1.10		1.06		1.47		2.75	.94				.93		1.08		1.46		1.74
	CI up bnd	43.5				41.4		43.2		41.3		42.7	42.8				44.8		44.6		43.6		44.9
	CI low bnd	36.8				37.1		39.1		35.6		32.0	39.1				41.1		40.4		37.9		38.1
Reflective & Integrative Learning	Mean	34.4				35.7		36.4		36.3		37.4	39.8				40.9		40.9		38.8		40.7
	n	65				165		142		76		39	217				225		157		123		71
	SD	11.7				10.7		11.1		12.6		14.5	12.7				12.2		12.1		13.8		14.1
	SE	1.46				.83		.93		1.44		2.34	.86				.81		.96		1.24		1.68
	CI up bnd	37.2				37.3		38.2		39.1		42.0	41.5				42.4		42.8		41.2		44.0
	CI low bnd	31.5				34.1		34.6		33.4		32.8	38.2				39.3		39.0		36.3		37.4
Learning Strategies	Mean	42.3				38.8		39.2		35.9		41.0	42.6				40.3		39.8		39.2		44.1
	n	53				140		133		66		28	195				201		148		106		60
	SD	13.4				13.7		13.6		14.5		17.7	14.2				13.2		14.5		15.7		13.9
	SE	1.84				1.16		1.18		1.79		3.34	1.01				.93		1.20		1.52		1.80
	CI up bnd	46.0				41.0		41.5		39.4		47.5	44.6				42.1		42.1		42.2		47.6
	CI low bnd	38.7				36.5		36.9		32.4		34.5	40.6				38.4		37.4		36.2		40.5
Quantitative Reasoning	Mean	24.9				25.7		27.2		27.1		28.2	27.4				32.8		30.3		32.3		31.4
	n	58				154		134		64		31	211				217		146		105		62
	SD	15.0				14.1		14.2		17.1		17.8	17.5				16.2		15.9		18.5		14.7
	SE	1.97				1.14		1.23		2.13		3.21	1.20				1.10		1.31		1.80		1.86
	CI up bnd	28.7				27.9		29.6		31.3		34.5	29.7				35.0		32.9		35.9		35.1
	CI low bnd	21.0				23.4		24.8		22.9		21.9	25.0				30.7		27.7		28.8		27.8
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	Mean	13.1				13.5		13.0		16.3		14.5	14.6				14.5		15.2		17.7		16.0
	n	47				136		128		62		28	182				195		147		100		60
	SD	7.7				8.5		7.1		9.0		9.0	9.1				8.5		8.6		9.6		8.8
	SE	1.12				.73		.63		1.15		1.71	.67				.61		.71		.96		1.13
	CI up bnd	15.3				14.9		14.2		18.5		17.8	15.9				15.7		16.6		19.6		18.3
	CI low bnd	10.9				12.0		11.7		14.0		11.1	13.3				13.3		13.8		15.8		13.8
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	6.1				6.8		6.7		9.3		6.8	7.4				6.9		7.5		9.3		9.5
	n	47				135		126		62		27	183				195		145		98		59
	SD	4.8				5.7		5.6		7.9		5.5	6.6				6.3		6.2		8.1		8.2
	SE	.70				.49		.49		1.00		1.06	.49				.45		.51		.82		1.07
	CI up bnd	7.5				7.7		7.7		11.2		8.9	8.4				7.8		8.6		10.9		11.6
	CI low bnd	4.7				5.8		5.7		7.3		4.7	6.4				6.0		6.5		7.7		7.4

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 2023 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
Marymount 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 (additional items, continued)																							
Assigned Writing — Estimated number of pages calculated from three survey questions.	Mean	47.1				58.8		59.5		56.8		60.1	105.8				102.3		100.4		107.6		126.0
	n	49				145		134		64		34	175				206		148		107		61
	SD	39.8				63.0		79.8		83.7		51.9	104.5				103.7		104.9		127.2		130.9
	SE	5.70				5.24		6.88		10.44		8.94	7.91				7.22		8.63		12.29		16.73
	CI up bnd	58.3				69.0		73.0		77.3		77.6	121.3				116.5		117.3		131.7		158.8
	CI low bnd	35.9				48.5		46.0		36.3		42.6	90.3				88.2		83.5		83.6		93.2
Course Challenge — Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.2				5.3		5.5		5.6		5.2	5.7				5.6		5.9		5.6		5.7
	n	52				144		134		64		29	198				204		145		104		61
	SD	1.1				1.4		1.2		1.1		1.7	1.2				1.2		1.0		1.4		1.1
	SE	.15				.12		.11		.14		.31	.09				.09		.08		.14		.14
	CI up bnd	5.5				5.5		5.7		5.9		5.8	5.8				5.8		6.1		5.8		6.0
	CI low bnd	5.0				5.1		5.3		5.3		4.6	5.5				5.5		5.7		5.3		5.4
Academic Emphasis — Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	Mean	3.0				3.1		3.0		3.0		2.9	3.2				3.2		3.0		3.1		3.3
	n	46				138		129		62		28	183				196		147		103		59
	SD	0.7				0.8		0.7		0.8		0.9	0.7				0.8		0.8		0.8		0.8
	SE	.10				.06		.06		.10		.17	.05				.06		.07		.08		.10
	CI up bnd	3.2				3.2		3.1		3.2		3.2	3.3				3.3		3.1		3.3		3.4
	CI low bnd	2.8				3.0		2.8		2.8		2.6	3.1				3.1		2.9		3.0		3.1
Learning with Peers																							
Collaborative Learning	Mean	30.1				33.6		33.3		28.7		30.0	32.4				36.3		35.1		32.8		33.9
	n	68				165		146		84		44	223				225		161		129		73
	SD	14.0				12.8		12.6		13.3		13.8	14.5				13.9		13.3		15.0		13.2
	SE	1.70				1.00		1.04		1.45		2.08	.97				.93		1.05		1.32		1.54
	CI up bnd	33.5				35.5		35.4		31.6		34.0	34.3				38.1		37.2		35.4		36.9
	CI low bnd	26.8				31.6		31.3		25.9		25.9	30.5				34.4		33.0		30.2		30.9
Discussions with Diverse Others	Mean	48.3				42.1		39.9		36.9		40.9	45.7				45.2		44.5		41.2		42.5
	n	51				145		135		66		31	195				200		149		106		61
	SD	12.9				15.3		15.6		16.2		17.6	15.2				15.9		15.8		16.8		14.1
	SE	1.80				1.26		1.34		1.99		3.17	1.09				1.12		1.29		1.63		1.81
	CI up bnd	51.8				44.6		42.6		40.8		47.1	47.8				47.4		47.0		44.4		46.0
	CI low bnd	44.7				39.7		37.3		33.0		34.7	43.6				43.0		41.9		38.0		38.9

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

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Experiences with Faculty																							
Student-Faculty Interaction	Mean	**20.9**				**22.4**		**24.1**		**20.7**		**21.7**	**25.2**				**30.3**		**29.7**		**26.9**		**29.1**
	n	59				159		136		74		37	206				217		156		113		67
	SD	15.0				14.4		13.5		16.2		16.7	15.0				15.7		15.4		16.9		15.9
	SE	1.95				1.14		1.16		1.88		2.74	1.04				1.07		1.24		1.59		1.94
	CI up bnd	24.7				24.6		26.3		24.4		27.1	27.2				32.4		32.1		30.0		32.9
	CI low bnd	17.1				20.2		21.8		17.0		16.4	23.1				28.2		27.3		23.8		25.3
Effective Teaching Practices	Mean	**41.2**				**39.4**		**39.9**		**39.7**		**37.5**	**40.8**				**41.0**		**41.7**		**41.6**		**38.3**
	n	58				159		138		71		36	213				221		151		109		68
	SD	12.5				13.2		12.9		13.3		15.0	15.2				13.9		12.4		15.2		15.9
	SE	1.64				1.05		1.10		1.58		2.50	1.04				.94		1.01		1.46		1.93
	CI up bnd	44.4				41.5		42.0		42.8		42.4	42.9				42.9		43.7		44.4		42.1
	CI low bnd	37.9				37.3		37.7		36.6		32.6	38.8				39.2		39.7		38.7		34.6
Campus Environment																							
Quality of Interactions	Mean	**42.1**				**42.9**		**43.4**		**41.4**		**41.5**	**42.6**				**42.4**		**41.4**		**40.9**		**37.4**
	n	50				134		129		55		28	192				199		144		100		58
	SD	11.4				13.8		9.7		13.3		12.7	12.6				11.0		11.5		14.1		15.5
	SE	1.61				1.19		.86		1.79		2.41	.91				.78		.96		1.41		2.04
	CI up bnd	45.2				45.2		45.1		44.9		46.2	44.4				43.9		43.2		43.6		41.4
	CI low bnd	38.9				40.5		41.7		37.9		36.8	40.9				40.9		39.5		38.1		33.4
Supportive Environment	Mean	**38.5**				**36.9**		**37.1**		**34.2**		**34.3**	**33.3**				**34.8**		**33.2**		**31.3**		**28.1**
	n	45				135		129		62		29	181				194		148		100		59
	SD	12.5				14.7		12.9		13.1		17.5	15.9				13.5		13.7		16.5		15.4
	SE	1.86				1.26		1.14		1.66		3.27	1.18				.97		1.13		1.65		2.01
	CI up bnd	42.1				39.4		39.3		37.4		40.7	35.7				36.7		35.4		34.5		32.0
	CI low bnd	34.8				34.5		34.8		30.9		27.9	31.0				32.9		31.0		28.1		24.1

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 2023 Multi-Year Report
Detailed Statistics: High-Impact Practices
Marymount 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]	%	72				72		85		64		64	75				83		85		76		75
	n	52				141		130		61		27	195				201		146		104		61
	SE	6.3				3.8		3.1		6.2		9.5	3.1				2.6		3.0		4.2		5.5
	CI up bnd	85				80		91		76		82	81				88		91		84		86
	CI low bnd	60				65		79		52		45	69				78		79		67		65
Learning Community[a]	%	12				6		9		5		8	31				28		26		30		30
	n	52				140		129		62		29	195				199		149		103		59
	SE	4.5				2.1		2.6		2.9		5.2	3.3				3.2		3.6		4.6		6.0
	CI up bnd	20				10		14		11		18	37				34		33		39		41
	CI low bnd	3				2		4		0		0	24				21		19		22		18
Research with Faculty[a]	%	6				6		4		4		12	21				23		24		29		24
	n	52				140		130		64		29	194				200		148		104		61
	SE	3.2				2.0		1.7		2.5		6.2	2.9				3.0		3.5		4.4		5.5
	CI up bnd	12				10		7		9		24	26				29		31		37		34
	CI low bnd	0				2		1		0		0	15				17		17		20		13
Internship or Field Experience[b] (First-year results: Plan to do)	%	87				85		82		78		64	57				69		68		74		82
	n	52				143		133		64		29	197				202		150		106		61
	SE	4.8				3.0		3.4		5.2		9.0	3.5				3.3		3.8		4.3		5.0
	CI up bnd	96				91		88		89		82	64				75		75		82		91
	CI low bnd	77				79		75		68		47	50				63		60		66		72
Study Abroad[b] (First-year results: Plan to do)	%	55				44		53		41		51	22				33		26		19		19
	n	52				141		130		64		27	195				203		148		105		61
	SE	7.0				4.2		4.4		6.2		9.9	3.0				3.3		3.6		3.8		5.1
	CI up bnd	69				52		62		54		70	28				40		33		26		29
	CI low bnd	42				36		44		29		31	16				27		19		11		9
Culminating Senior Experience[b] (First-year results: Plan to do)	%	70				60		64		40		74	55				64		59		49		65
	n	50				141		130		64		28	192				202		148		104		61
	SE	6.5				4.1		4.2		6.2		8.5	3.6				3.4		4.1		4.9		6.1
	CI up bnd	83				69		73		52		90	62				70		67		59		77
	CI low bnd	57				52		56		28		57	48				57		51		40		53
Overall HIP Participation[c]																							
Participated in one HIP	%	57				66		77		58		42	17				15		20		20		14
	n	52				141		130		64		29	197				204		150		106		61
	SE	7.0				4.0		3.7		6.2		9.4	2.7				2.5		3.3		3.9		4.5
	CI up bnd	71				74		84		70		60	23				20		26		28		23
	CI low bnd	44				58		69		46		24	12				10		13		12		5
Participated in two or more HIPs	%	15				8		11		5		18	73				80		76		74		83
	n	52				141		130		64		29	197				204		150		106		61
	SE	5.0				2.3		2.7		2.8		7.2	3.2				2.8		3.5		4.3		4.9
	CI up bnd	25				12		16		11		32	79				86		82		83		92
	CI low bnd	5				3		5		0		3	67				75		69		66		73

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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