
NSSE 2024

Multi-Year Report

Lebanese American 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 <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

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

Response Details by Participation Year

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	31%	+/- 3.2%	649	454	195	31%	+/- 4.8%	292	217	75
2014	38%	+/- 2.7%	790	524	266	36%	+/- 4.2%	345	259	86
2015										
2016										
2017	44%	+/- 2.3%	989	725	264	43%	+/- 3.9%	363	274	89
2018	44%	+/- 2.4%	921	644	277	39%	+/- 4.3%	323	229	94
2019	41%	+/- 2.6%	844	607	237	26%	+/- 5.5%	238	168	70
2020	50%	+/- 2.2%	1,014	736	278	35%	+/- 2.5%	963	715	248
2021	52%	+/- 2.1%	1,050	811	239	28%	+/- 3.1%	728	558	170
2022										
2023										
2024	42%	+/- 2.6%	846	637	209	42%	+/- 3.1%	569	463	106

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, Transferable Skills	No	No	Yes
2014	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	Yes
2015							
2016							
2017	Email	Census	Yes	Transferable Skills, Civic Engagement	No	No	Yes
2018	Email	Census	Yes	Transferable Skills, Civic Engagement	No	No	No
2019	Email	Census	Yes	Civic Engagement, Inclusiv & Cult Div	No	No	No
2020	Email	Census	Yes	Civic Engagement, Inclusiv & Cult Div	No	No	No
2021	Email	Census	Yes	Civic Engagement, Online Learning	No	No	No
2022							
2023							
2024	Email	Census	Yes	Career Preparation	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.

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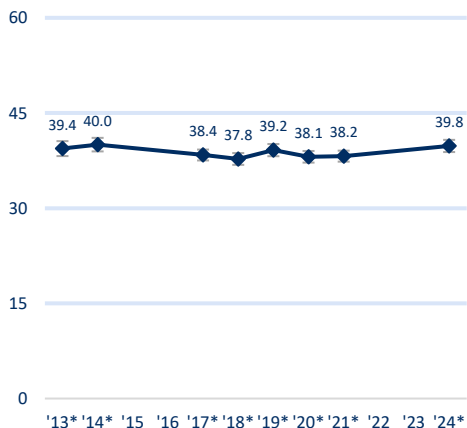
Engagement Results by Theme

Lebanese American University

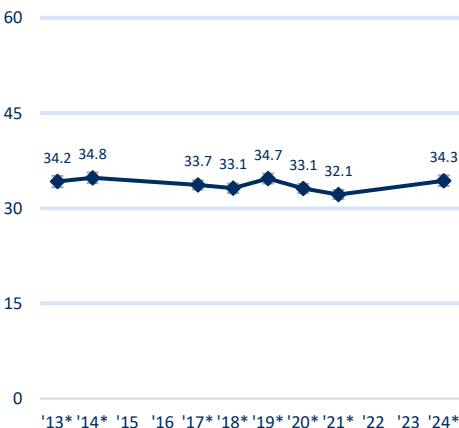
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

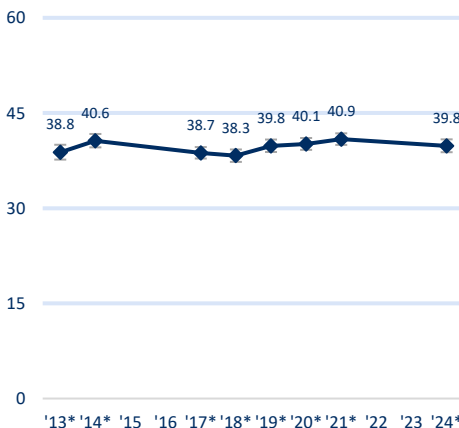
Higher-Order Learning



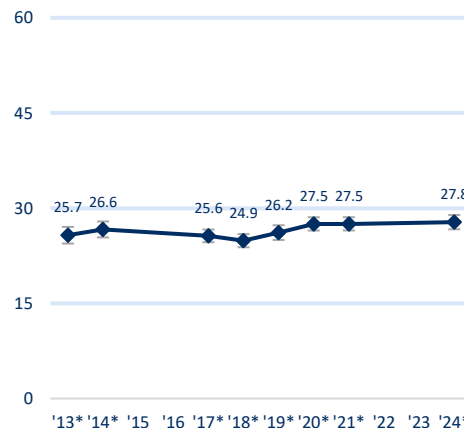
Reflective & Integrative Learning



Learning Strategies

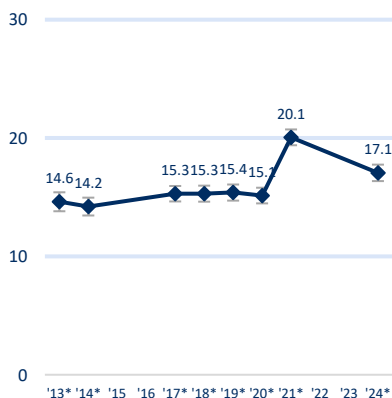


Quantitative Reasoning

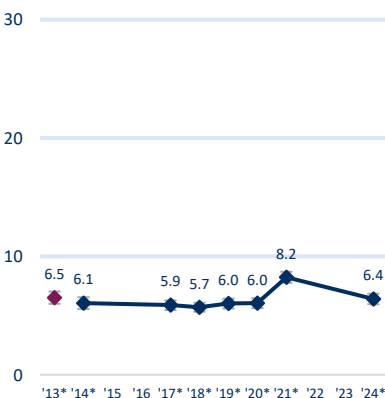


Academic Challenge (additional items): First-year students

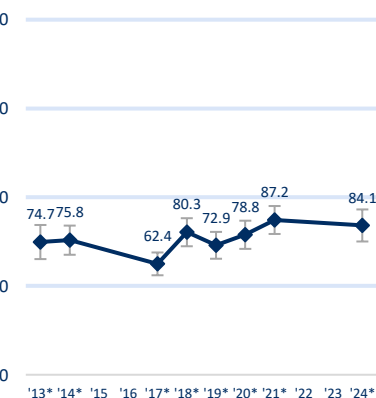
Preparing for Class (hrs/wk)



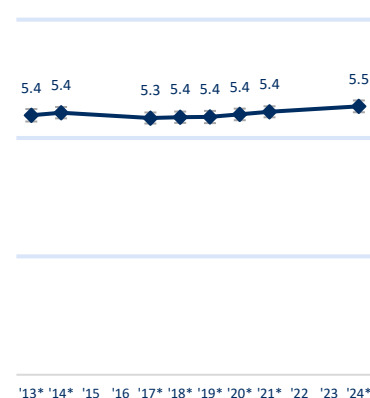
Course Reading (hrs/wk)^a



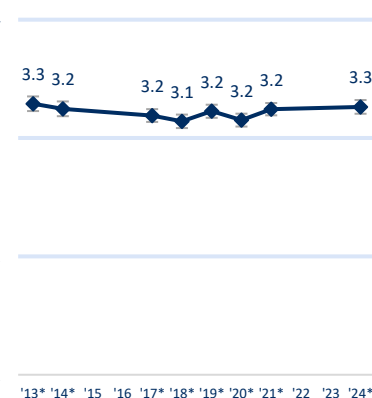
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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").

*Results unweighted due to nonstandard population file or survey administration.

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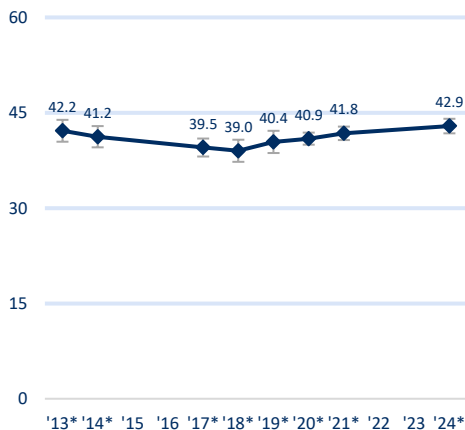
Engagement Results by Theme

Lebanese American University

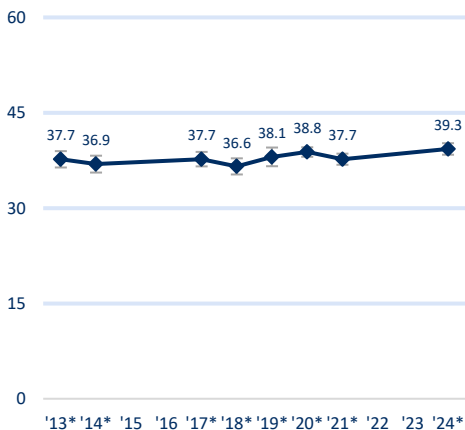
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

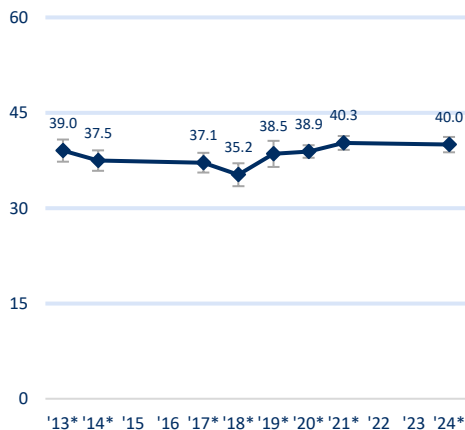
Higher-Order Learning



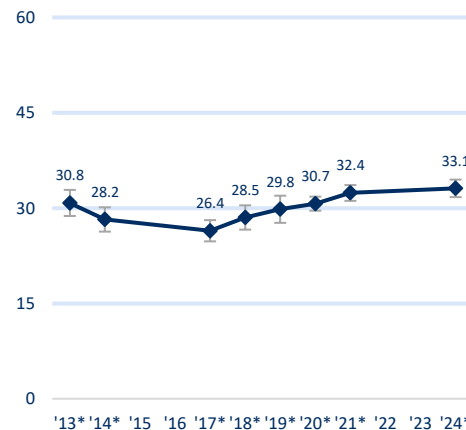
Reflective & Integrative Learning



Learning Strategies

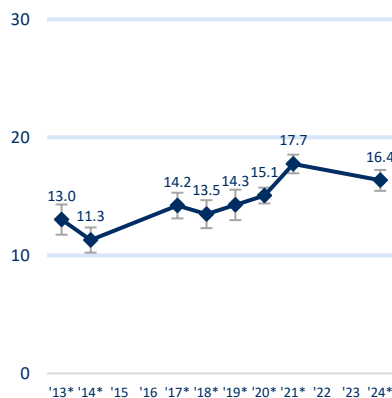


Quantitative Reasoning

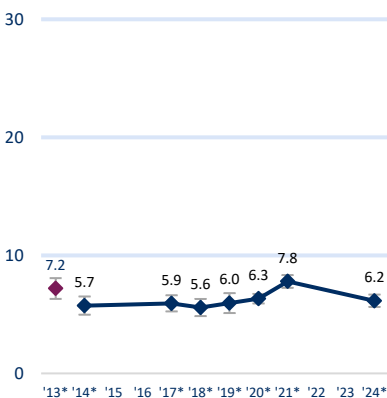


Academic Challenge (additional items): Seniors

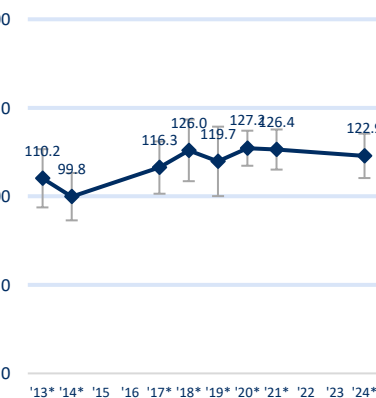
Preparing for Class (hrs/wk)



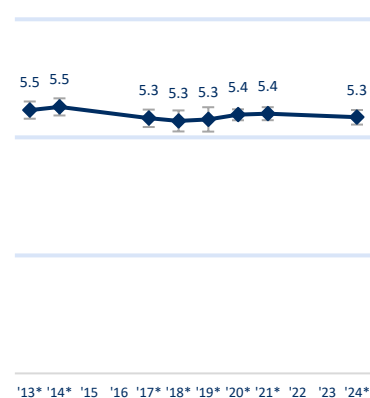
Course Reading (hrs/wk)^a



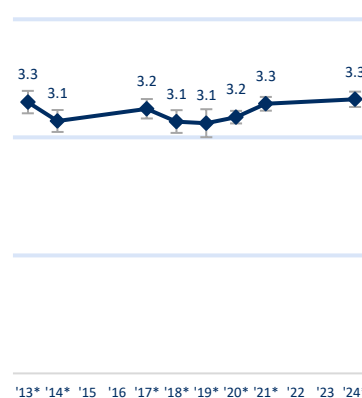
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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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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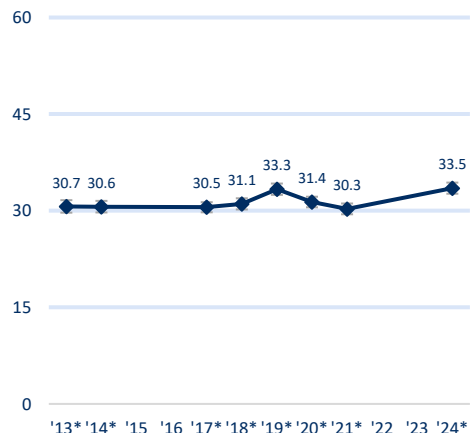
Engagement Results by Theme

Lebanese American University

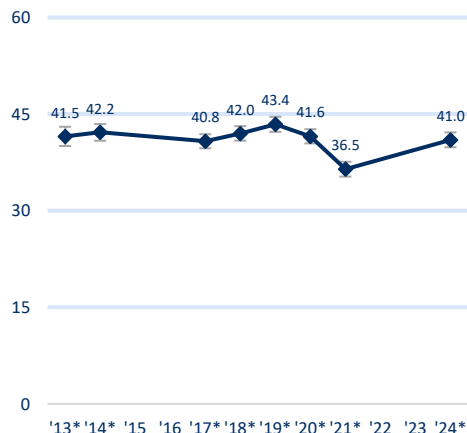
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

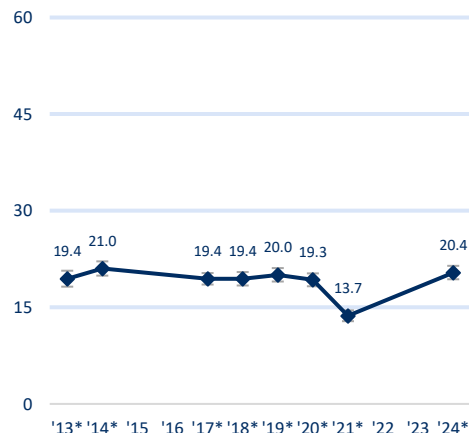


Discussions with Diverse Others

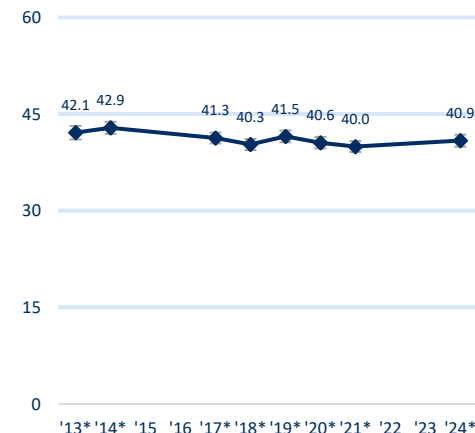


Experiences with Faculty: First-year students

Student-Faculty Interaction

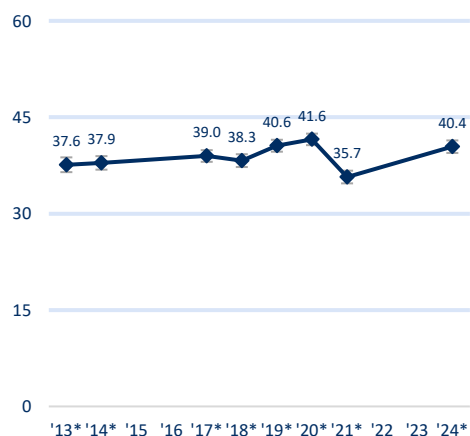


Effective Teaching Practices

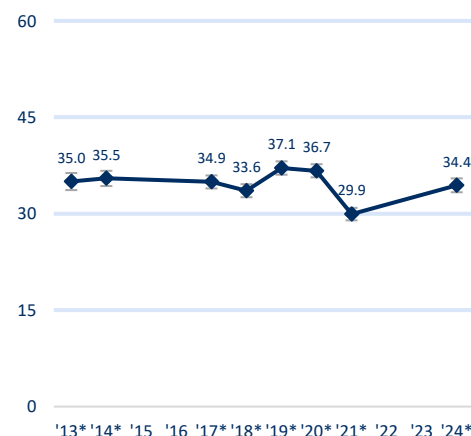


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



*Results unweighted due to nonstandard population file or survey administration.

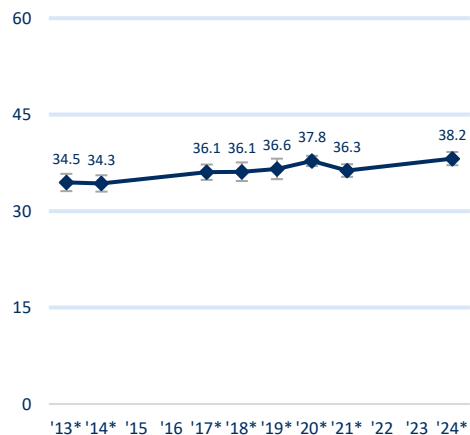
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Engagement Results by Theme Lebanese American University

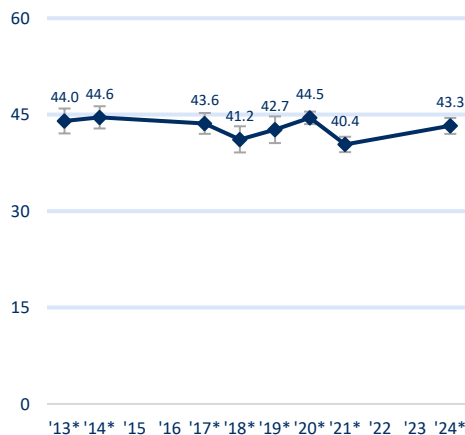
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Learning with Peers: Seniors

Collaborative Learning

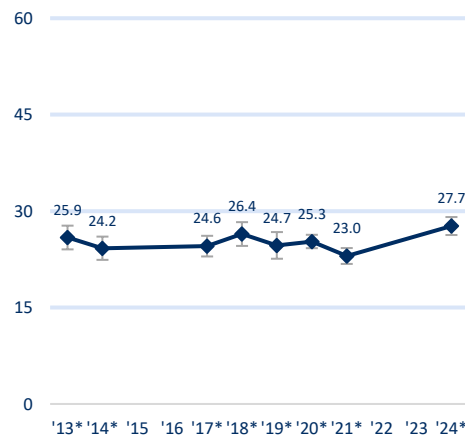


Discussions with Diverse Others

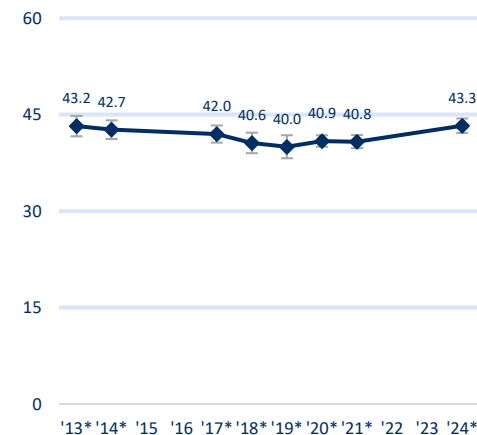


Experiences with Faculty: Seniors

Student-Faculty Interaction

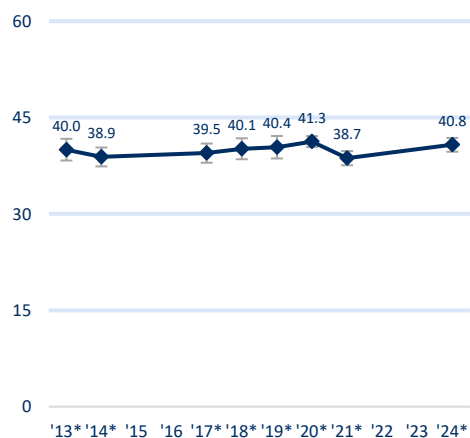


Effective Teaching Practices

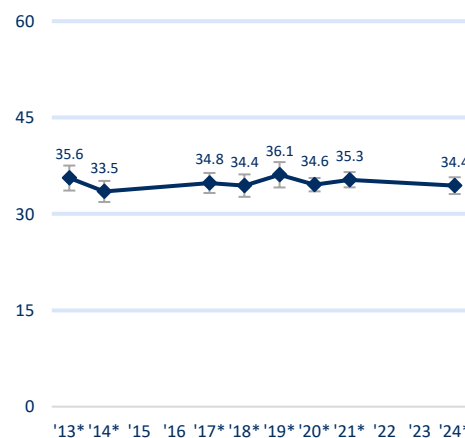


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



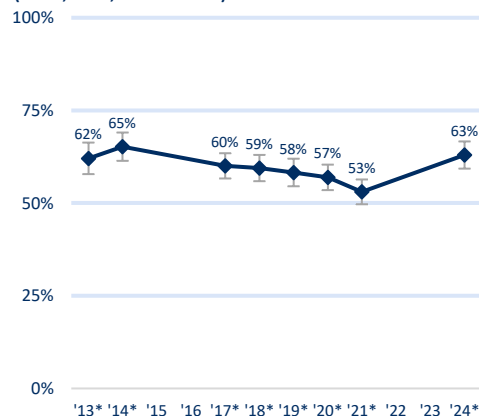
*Results unweighted due to nonstandard population file or survey administration.

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

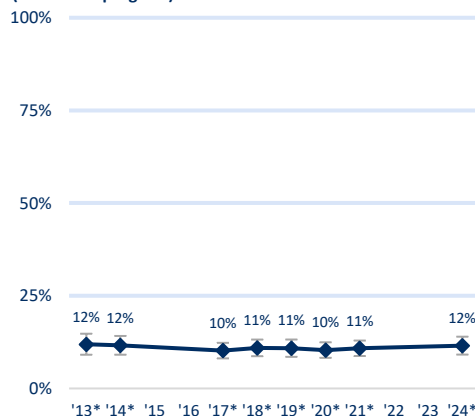
Service-Learning

(Some, most, or all courses)



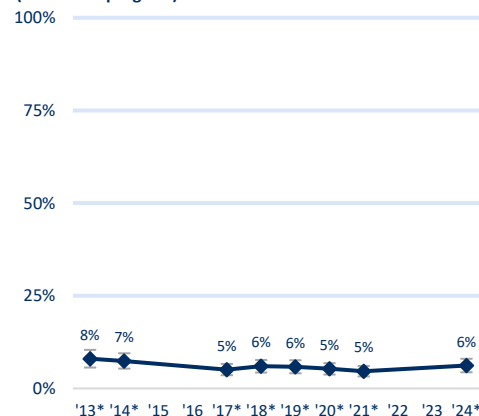
Learning Community

(Done or in progress)



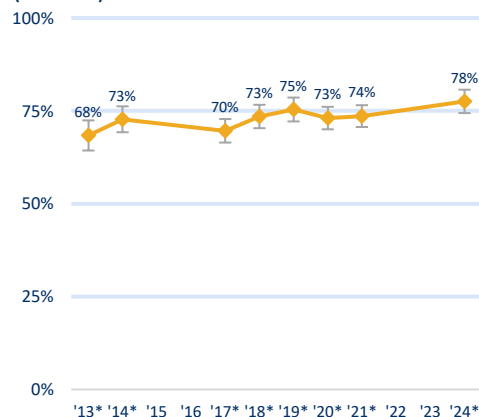
Research with Faculty

(Done or in progress)



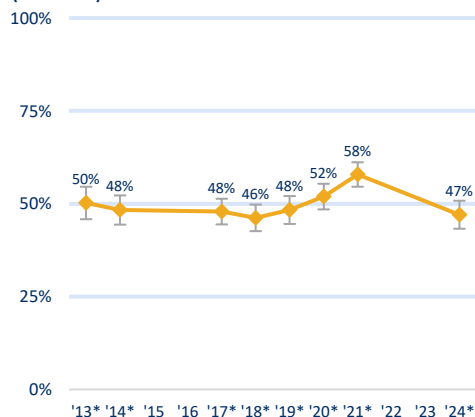
Internship/Field Experience

(Plan to do)



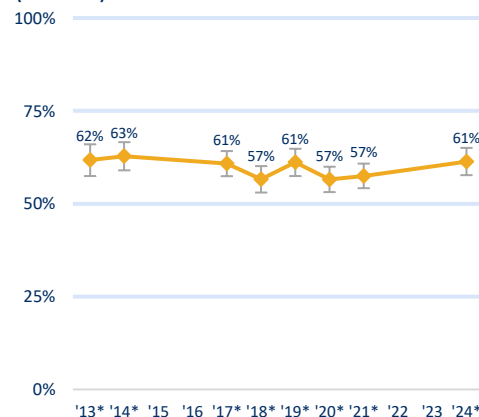
Study Abroad

(Plan to do)



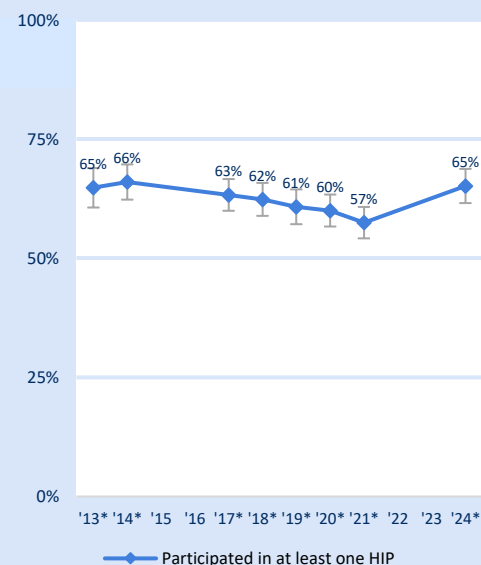
Culminating Senior Experience

(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.

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High-Impact Practices

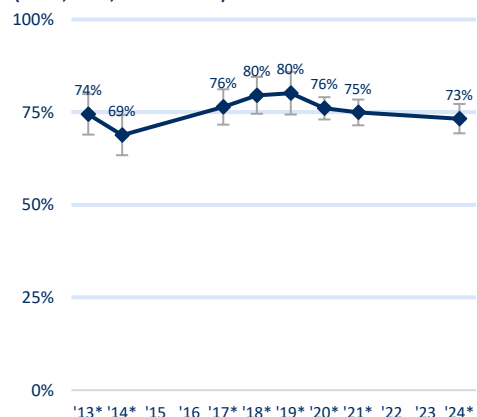
Lebanese American University

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

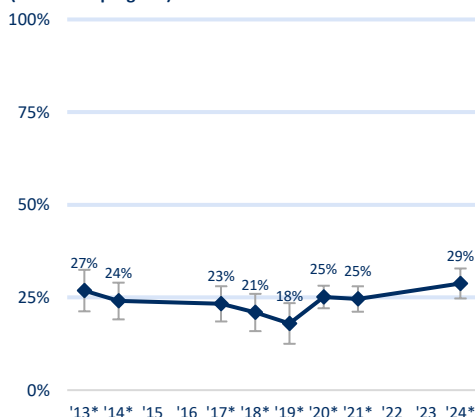
Service-Learning

(Some, most, or all courses)



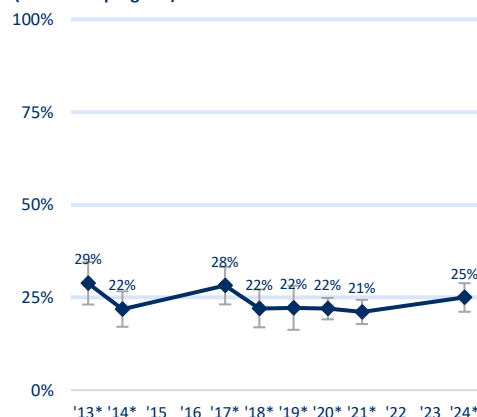
Learning Community

(Done or in progress)



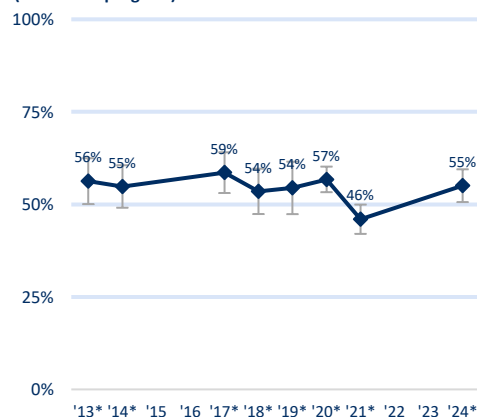
Research with Faculty

(Done or in progress)



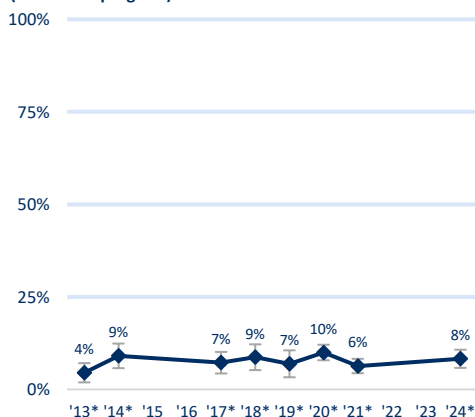
Internship/Field Experience

(Done or in progress)



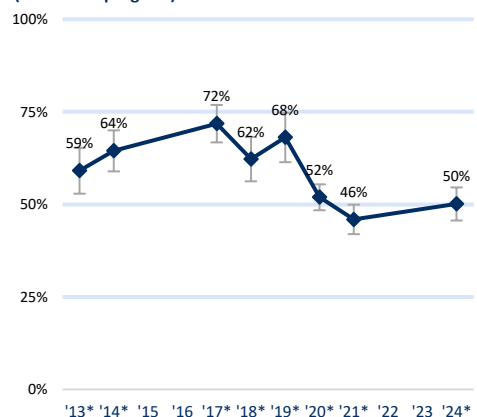
Study Abroad

(Done or in progress)



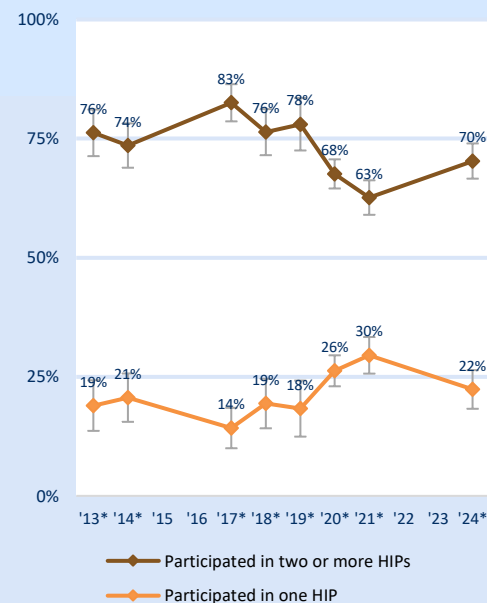
Culminating Senior Experience

(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.



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

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Lebanese American University

First-year students													Seniors												
		'13*	'14*	'15	'16	'17*	'18*	'19*	'20*	'21*	'22	'23	'24*	'13*	'14*	'15	'16	'17*	'18*	'19*	'20*	'21*	'22	'23	'24*
Academic Challenge																									
Higher-Order Learning	Mean	39.4	40.0			38.4	37.8	39.2	38.1	38.2			39.8	42.2	41.2			39.5	39.0	40.4	40.9	41.8			42.9
	n	543	682			898	799	719	868	922			730	268	309			339	270	207	826	641			511
	SD	14.0	14.2			13.1	13.4	13.2	13.8	13.4			13.2	14.4	15.0			13.3	14.6	12.8	13.9	13.7			13.2
	SE	.60	.54			.44	.47	.49	.47	.44			.49	.88	.85			.72	.89	.89	.48	.54			.58
	CI up bnd	40.6	41.1			39.2	38.7	40.1	39.0	39.1			40.8	43.9	42.9			40.9	40.8	42.2	41.9	42.8			44.1
CI low bnd	38.2	38.9			37.5	36.8	38.2	37.2	37.3			38.8	40.4	39.6			38.1	37.3	38.7	40.0	40.7			41.8	
Reflective & Integrative Learning	Mean	34.2	34.8			33.7	33.1	34.7	33.1	32.1			34.3	37.7	36.9			37.7	36.6	38.1	38.8	37.7			39.3
	n	581	714			932	862	777	929	988			784	279	317			353	290	222	889	680			535
	SD	11.1	11.5			11.1	11.1	11.2	11.4	11.4			11.9	11.0	12.1			10.9	11.0	11.2	11.4	11.7			10.7
	SE	.46	.43			.36	.38	.40	.38	.36			.42	.66	.68			.58	.65	.75	.38	.45			.46
	CI up bnd	35.1	35.6			34.4	33.9	35.5	33.8	32.9			35.2	39.0	38.2			38.8	37.8	39.5	39.6	38.6			40.2
CI low bnd	33.3	33.9			33.0	32.4	33.9	32.4	31.4			33.5	36.4	35.6			36.6	35.3	36.6	38.1	36.8			38.4	
Learning Strategies	Mean	38.8	40.6			38.7	38.3	39.8	40.1	40.9			39.8	39.0	37.5			37.1	35.2	38.5	38.9	40.3			40.0
	n	500	623			808	758	689	822	864			689	244	285			308	254	190	795	610			482
	SD	13.3	13.4			13.1	13.8	13.1	13.6	13.7			13.6	13.9	13.9			13.9	14.7	14.4	14.2	13.7			13.5
	SE	.60	.54			.46	.50	.50	.48	.47			.52	.89	.82			.79	.92	1.05	.50	.56			.62
	CI up bnd	40.0	41.7			39.6	39.3	40.8	41.1	41.8			40.8	40.8	39.1			38.7	37.1	40.6	39.9	41.3			41.2
CI low bnd	37.7	39.6			37.8	37.3	38.9	39.2	40.0			38.8	37.3	35.9			35.6	33.4	36.5	37.9	39.2			38.8	
Quantitative Reasoning	Mean	25.7	26.6			25.6	24.9	26.2	27.5	27.5			27.8	30.8	28.2			26.4	28.5	29.8	30.7	32.4			33.1
	n	561	689			893	784	697	848	879			701	272	303			341	259	199	821	623			495
	SD	15.8	16.8			15.2	14.8	15.6	15.6	15.8			15.2	17.3	16.9			15.7	15.7	15.4	16.1	15.8			15.6
	SE	.67	.64			.51	.53	.59	.53	.53			.57	1.05	.97			.85	.98	1.09	.56	.63			.70
	CI up bnd	27.0	27.9			26.6	25.9	27.3	28.6	28.6			28.9	32.9	30.1			28.1	30.4	32.0	31.8	33.6			34.5
CI low bnd	24.4	25.4			24.6	23.8	25.0	26.5	26.5			26.7	28.8	26.3			24.8	26.6	27.7	29.6	31.1			31.7	
Academic Challenge (additional items)																									
Preparing for Class (hours/week)	Mean	14.6	14.2			15.3	15.3	15.4	15.1	20.1			17.1	13.0	11.3			14.2	13.5	14.3	15.1	17.7			16.4
	n	464	548			751	708	666	784	848			661	219	266			286	247	184	761	591			480
	SD	8.8	9.0			9.1	9.2	9.0	9.5	9.9			9.1	9.7	8.9			9.4	9.5	8.9	9.4	9.8			9.9
	SE	.41	.38			.33	.35	.35	.34	.34			.35	.65	.54			.56	.60	.66	.34	.40			.45
	CI up bnd	15.4	15.0			15.9	16.0	16.1	15.8	20.7			17.8	14.3	12.4			15.3	14.7	15.6	15.7	18.5			17.2
CI low bnd	13.8	13.5			14.6	14.6	14.7	14.5	19.4			16.4	11.8	10.2			13.1	12.3	13.0	14.4	17.0			15.5	
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	6.5	6.1			5.9	5.7	6.0	6.0	8.2			6.4	7.2	5.7			5.9	5.6	6.0	6.3	7.8			6.2
	n	459	514			743	697	653	776	844			650	219	255			281	244	179	755	580			474
	SD	5.6	5.7			5.7	5.1	5.4	5.9	6.9			5.8	6.6	6.3			5.9	5.8	5.8	5.7	6.7			5.8
	SE	.26	.25			.21	.19	.21	.21	.24			.23	.45	.39			.35	.37	.43	.21	.28			.27
	CI up bnd	7.0	6.6			6.3	6.1	6.4	6.5	8.7			6.8	8.1	6.5			6.6	6.3	6.8	6.7	8.3			6.7
CI low bnd	6.0	5.6			5.5	5.3	5.6	5.6	7.8			6.0	6.3	5.0			5.3	4.9	5.1	5.9	7.2			5.6	

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*Results unweighted due to nonstandard population file or survey administration.

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Lebanese American University

First-year students													Seniors												
		'13*	'14*	'15	'16	'17*	'18*	'19*	'20*	'21*	'22	'23	'24*	'13*	'14*	'15	'16	'17*	'18*	'19*	'20*	'21*	'22	'23	'24*
Academic Challenge (additional items, continued)																									
Assigned Writing Est. no. of pages calculated from three survey questions.	Mean	74.7	75.8			62.4	80.3	72.9	78.8	87.2			84.1	110.2	99.8			116.3	126.0	119.7	127.2	126.4			122.9
	n	449	572			793	751	686	816	850			675	224	264			302	258	193	795	608			482
	SD	103.9	100.3			92.2	110.4	101.1	115.6	117.1			119.6	125.7	111.0			131.0	142.7	139.1	142.5	142.5			140.5
	SE	4.90	4.19			3.27	4.03	3.86	4.05	4.02			4.60	8.40	6.83			7.54	8.89	10.01	5.05	5.78			6.40
	CI up bnd	84.4	84.0			68.9	88.2	80.5	86.8	95.0			93.1	126.7	113.2			131.0	143.4	139.4	137.1	137.8			135.4
	CI low bnd	65.1	67.6			56.0	72.4	65.3	70.9	79.3			75.1	93.8	86.4			101.5	108.6	100.1	117.3	115.1			110.3
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.4	5.4			5.3	5.4	5.4	5.4	5.4			5.5	5.5	5.5			5.3	5.3	5.3	5.4	5.4			5.3
	n	510	630			816	762	696	825	864			682	247	287			310	259	191	798	611			486
	SD	1.2	1.2			1.4	1.3	1.4	1.4	1.4			1.3	1.2	1.3			1.3	1.5	1.5	1.3	1.4			1.4
	SE	.05	.05			.05	.05	.05	.05	.05			.05	.07	.07			.08	.09	.11	.05	.06			.06
	CI up bnd	5.5	5.5			5.4	5.4	5.5	5.5	5.5			5.6	5.6	5.7			5.5	5.5	5.5	5.5	5.5			5.5
	CI low bnd	5.3	5.3			5.2	5.3	5.3	5.3	5.4			5.4	5.3	5.4			5.2	5.1	5.1	5.3	5.3			5.2
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	Mean	3.3	3.2			3.2	3.1	3.2	3.2	3.2			3.3	3.3	3.1			3.2	3.1	3.1	3.2	3.3			3.3
	n	466	555			763	737	672	800	857			665	221	267			289	254	184	772	595			481
	SD	0.7	0.7			0.8	0.8	0.7	0.8	0.8			0.8	0.7	0.8			0.7	0.8	0.8	0.8	0.7			0.7
	SE	.03	.03			.03	.03	.03	.03	.03			.03	.05	.05			.04	.05	.06	.03	.03			.03
	CI up bnd	3.4	3.3			3.2	3.2	3.3	3.2	3.3			3.3	3.4	3.2			3.3	3.2	3.2	3.2	3.3			3.4
	CI low bnd	3.2	3.2			3.1	3.1	3.2	3.1	3.2			3.2	3.2	3.0			3.2	3.0	3.0	3.1	3.2			3.3
Learning with Peers																									
Collaborative Learning	Mean	30.7	30.6			30.5	31.1	33.3	31.4	30.3			33.5	34.5	34.3			36.1	36.1	36.6	37.8	36.3			38.2
	n	593	732			958	887	816	977	1,027			820	283	322			357	310	230	927	709			548
	SD	12.0	12.4			12.4	13.2	12.8	13.1	13.7			12.6	11.6	11.6			11.5	13.0	12.4	12.3	13.3			12.3
	SE	.49	.46			.40	.44	.45	.42	.43			.44	.69	.65			.61	.74	.81	.40	.50			.53
	CI up bnd	31.6	31.5			31.3	31.9	34.2	32.2	31.1			34.4	35.8	35.6			37.2	37.6	38.2	38.6	37.3			39.2
	CI low bnd	29.7	29.7			29.8	30.2	32.5	30.5	29.4			32.6	33.1	33.0			34.9	34.7	35.0	37.0	35.3			37.1
Discussions with Diverse Others	Mean	41.5	42.2			40.8	42.0	43.4	41.6	36.5			41.0	44.0	44.6			43.6	41.2	42.7	44.5	40.4			43.3
	n	506	634			816	763	694	825	865			685	245	288			312	259	192	802	614			484
	SD	17.2	16.6			15.9	15.8	15.7	16.2	17.3			15.4	15.5	15.0			14.6	16.7	14.7	14.0	15.1			14.0
	SE	.76	.66			.56	.57	.60	.56	.59			.59	.99	.88			.83	1.04	1.06	.50	.61			.63
	CI up bnd	43.0	43.5			41.9	43.1	44.6	42.7	37.6			42.2	46.0	46.3			45.3	43.2	44.7	45.5	41.6			44.5
	CI low bnd	40.0	40.9			39.7	40.9	42.2	40.5	35.3			39.9	42.1	42.9			42.0	39.1	40.6	43.5	39.2			42.0

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

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NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Lebanese American University

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	19.4	21.0			19.4	19.4	20.0	19.3	13.7			20.4	25.9	24.2			24.6	26.4	24.7	25.3	23.0			27.7
	n	567	695			919	834	743	896	948			758	275	310			346	279	209	855	656			517
	SD	15.1	14.9			13.8	15.4	14.5	15.3	13.3			14.7	15.6	16.2			15.2	15.8	15.3	15.5	16.1			16.2
	SE	.63	.56			.46	.53	.53	.51	.43			.53	.94	.92			.82	.94	1.06	.53	.63			.71
	CI up bnd	20.7	22.1			20.3	20.5	21.1	20.3	14.5			21.4	27.7	26.0			26.2	28.3	26.7	26.3	24.3			29.1
	CI low bnd	18.2	19.9			18.5	18.4	19.0	18.3	12.8			19.4	24.0	22.4			22.9	24.6	22.6	24.2	21.8			26.3
Effective Teaching Practices	Mean	42.1	42.9			41.3	40.3	41.5	40.6	40.0			40.9	43.2	42.7			42.0	40.6	40.0	40.9	40.8			43.3
	n	568	707			905	811	728	880	927			733	279	315			344	272	205	836	642			518
	SD	12.8	12.8			12.9	12.5	12.6	13.4	13.3			12.8	13.5	13.1			12.6	13.4	13.1	13.0	13.2			13.2
	SE	.54	.48			.43	.44	.47	.45	.44			.47	.81	.74			.68	.81	.91	.45	.52			.58
	CI up bnd	43.2	43.8			42.1	41.1	42.5	41.5	40.8			41.8	44.8	44.1			43.3	42.2	41.8	41.8	41.8			44.4
	CI low bnd	41.1	41.9			40.5	39.4	40.6	39.7	39.1			39.9	41.6	41.2			40.7	39.0	38.2	40.0	39.8			42.1
Campus Environment																									
Quality of Interactions	Mean	37.6	37.9			39.0	38.3	40.6	41.6	35.7			40.4	40.0	38.9			39.5	40.1	40.4	41.3	38.7			40.8
	n	487	596			768	704	644	772	775			619	233	281			295	247	181	765	577			466
	SD	12.9	13.1			12.9	13.5	12.0	12.7	14.0			12.4	13.2	12.6			13.1	13.1	12.0	12.1	13.6			11.8
	SE	.59	.54			.46	.51	.47	.46	.50			.50	.86	.75			.76	.83	.89	.44	.57			.55
	CI up bnd	38.8	39.0			39.9	39.2	41.5	42.5	36.7			41.4	41.7	40.3			41.0	41.8	42.1	42.1	39.8			41.8
	CI low bnd	36.5	36.8			38.1	37.3	39.6	40.7	34.7			39.4	38.3	37.4			38.0	38.5	38.6	40.4	37.6			39.7
Supportive Environment	Mean	35.0	35.5			34.9	33.6	37.1	36.7	29.9			34.4	35.6	33.5			34.8	34.4	36.1	34.6	35.3			34.4
	n	458	539			751	724	667	785	847			661	221	267			286	250	183	767	592			480
	SD	14.5	14.0			14.2	14.0	13.7	14.6	14.4			14.1	14.8	13.7			13.4	14.1	13.6	14.7	14.7			14.6
	SE	.68	.60			.52	.52	.53	.52	.49			.55	.99	.84			.80	.89	1.01	.53	.60			.67
	CI up bnd	36.3	36.7			36.0	34.6	38.2	37.7	30.9			35.5	37.5	35.1			36.4	36.2	38.1	35.6	36.5			35.7
	CI low bnd	33.7	34.3			33.9	32.6	36.1	35.7	29.0			33.3	33.6	31.9			33.3	32.7	34.1	33.5	34.1			33.1

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).

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NSSE 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

Lebanese American University

First-year students													Seniors												
		'13*	'14*	'15	'16	'17*	'18*	'19*	'20*	'21*	'22	'23	'24*	'13*	'14*	'15	'16	'17*	'18*	'19*	'20*	'21*	'22	'23	'24*
Service-Learning ^a	%	62	65			60	59	58	57	53			63	74	69			76	80	80	76	75			73
	n	501	598			796	740	678	799	856			667	246	282			305	254	186	776	598			482
	SE	2.2	1.9			1.7	1.8	1.9	1.8	1.7			1.9	2.8	2.8			2.4	2.5	2.9	1.5	1.8			2.0
	CI up bnd	66	69			63	63	62	60	56			67	80	74			81	84	86	79	78			77
	CI low bnd	58	61			57	56	55	54	50			59	69	63			72	75	74	73	71			69
Learning Community ^a	%	12	12			10	11	11	10	11			12	27	24			23	21	18	25	25			29
	n	503	619			803	749	681	811	858			675	242	287			305	253	189	784	606			483
	SE	1.4	1.3			1.1	1.1	1.2	1.1	1.1			1.2	2.9	2.5			2.4	2.6	2.8	1.6	1.8			2.1
	CI up bnd	15	14			12	13	13	12	13			14	32	29			28	26	23	28	28			33
	CI low bnd	9	9			8	9	9	8	9			9	21	19			19	16	12	22	21			25
Research with Faculty ^a	%	8	7			5	6	6	5	5			6	29	22			28	22	22	22	21			25
	n	498	620			805	752	683	813	861			679	243	288			305	254	189	787	602			484
	SE	1.2	1.1			0.8	0.9	0.9	0.8	0.7			0.9	2.9	2.4			2.6	2.6	3.0	1.5	1.7			2.0
	CI up bnd	10	9			7	8	8	7	6			8	35	27			33	27	28	25	24			29
	CI low bnd	6	5			4	4	4	4	3			4	23	17			23	17	16	19	18			21
Internship or Field Experience ^b (First-year results: Plan to do)	%	68	73			70	73	75	73	74			78	56	55			59	54	54	57	46			55
	n	506	627			810	758	690	824	867			677	247	290			309	256	191	793	609			485
	SE	2.1	1.8			1.6	1.6	1.6	1.5	1.5			1.6	3.2	2.9			2.8	3.1	3.6	1.8	2.0			2.3
	CI up bnd	72	76			73	77	79	76	77			81	62	61			64	60	62	60	50			59
	CI low bnd	64	69			66	70	72	70	71			74	50	49			53	47	47	53	42			51
Study Abroad ^b (First-year results: Plan to do)	%	50	48			48	46	48	52	58			47	4	9			7	9	7	10	6			8
	n	504	619			802	749	681	807	864			674	245	287			305	253	188	783	602			484
	SE	2.2	2.0			1.8	1.8	1.9	1.8	1.7			1.9	1.3	1.7			1.5	1.8	1.9	1.1	1.0			1.3
	CI up bnd	55	52			51	50	52	55	61			51	7	12			10	12	11	12	8			11
	CI low bnd	46	44			44	43	45	48	55			43	2	6			4	5	3	8	4			6
Culminating Senior Experience ^b (First-year results: Plan to do)	%	62	63			61	57	61	57	57			61	59	64			72	62	68	52	46			50
	n	499	626			801	746	679	810	861			678	242	287			305	254	188	784	603			481
	SE	2.2	1.9			1.7	1.8	1.9	1.7	1.7			1.9	3.2	2.8			2.6	3.0	3.4	1.8	2.0			2.3
	CI up bnd	66	67			64	60	65	60	61			65	65	70			77	68	75	55	50			55
	CI low bnd	57	59			57	53	57	53	54			58	53	59			67	56	61	48	42			46
Overall HIP Participation ^c																									
Participated in one HIP	%	51	54			53	51	49	50	48			53	19	21			14	19	18	26	30			22
	n	511	632			806	754	686	820	865			680	248	291			309	258	191	796	610			488
	SE	2.2	2.0			1.8	1.8	1.9	1.7	1.7			1.9	2.5	2.4			2.0	2.5	2.8	1.6	1.8			1.9
	CI up bnd	55	58			57	54	53	54	52			56	24	25			18	24	24	29	33			26
	CI low bnd	47	50			50	47	46	47	45			49	14	16			10	15	13	23	26			19
Participated in two or more HIPs	%	14	12			10	12	11	10	9			13	76	74			83	76	78	68	63			70
	n	511	632			806	754	686	820	865			680	248	291			309	258	191	796	610			488
	SE	1.5	1.3			1.1	1.2	1.2	1.0	1.0			1.3	2.7	2.6			2.2	2.7	3.0	1.7	2.0			2.1
	CI up bnd	17	15			12	14	14	12	11			15	82	79			87	82	84	71	66			74
	CI low bnd	11	9			8	9	9	8	7			10	71	68			78	71	72	64	59			66

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.

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