
NSSE 2026

Multi-Year Report

University of North Carolina at Charlotte

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*: 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										
2014	17%	+/- 3.7%	581	482	99	20%	+/- 3.5%	641	551	90
2015										
2016	19%	+/- 3.3%	712	511	201	20%	+/- 3.3%	707	550	157
2017										
2018	12%	+/- 5.1%	320	184	136	13%	+/- 4.2%	478	332	146
2019										
2020	21%	+/- 3.1%	780	567	213	16%	+/- 3.2%	791	621	170
2021										
2022	29%	+/- 2.3%	1,245	1,033	212	25%	+/- 2.7%	1,012	886	126
2023										
2024	15%	+/- 3.0%	937	650	287	15%	+/- 3.8%	565	417	148
2025										
2026	22%	+/- 2.2%	1,613	1,042	571	18%	+/- 3.3%	723	501	222

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Transferable Skills		No	No
2015							
2016	Email	Census	Yes	Academic Advising, Transferable Skills		No	No
2017							
2018	Email	Census	No	Academic Advising	Yes	Yes	No
2019							
2020	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	Yes	No
2021							
2022	Email	Census	Yes	None	No	Yes	No
2023							
2024	Email	Census	Yes	Information Literacy	No	Yes	No
2025							
2026	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. When applied, results will be unweighted.

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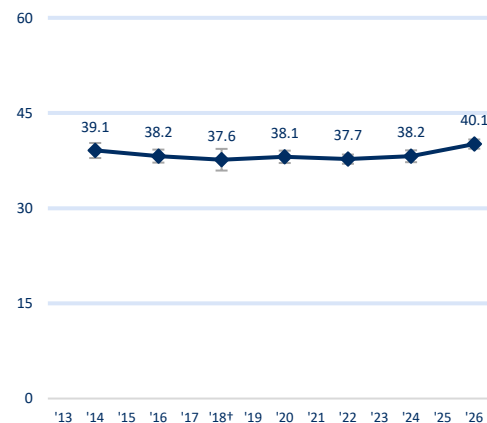
Engagement Results by Theme

University of North Carolina at Charlotte

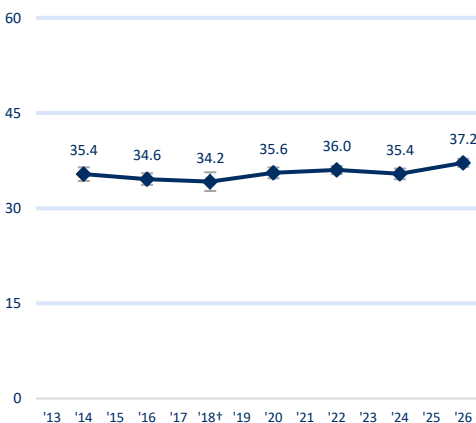
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

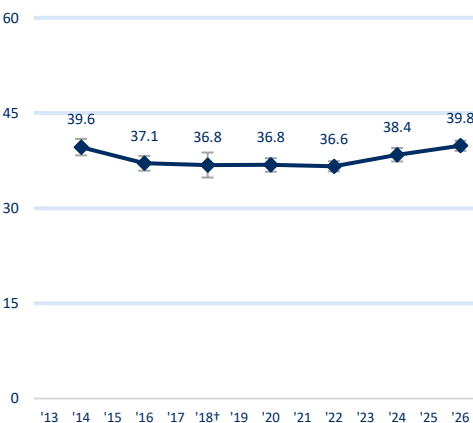
Higher-Order Learning



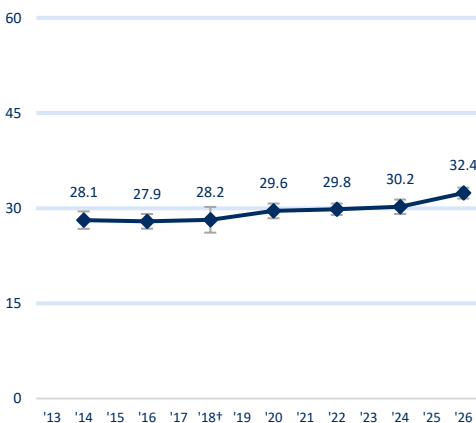
Reflective & Integrative Learning



Learning Strategies

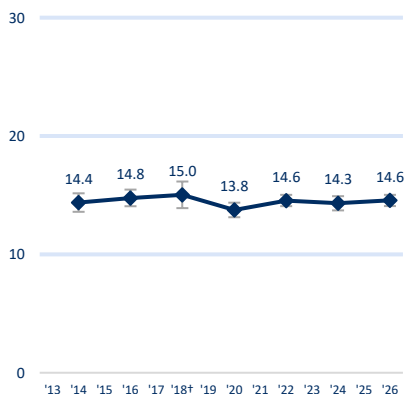


Quantitative Reasoning

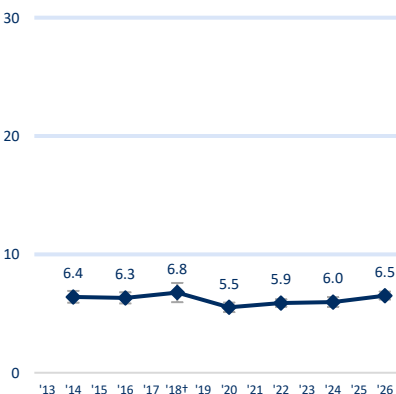


Academic Challenge (additional items): First-year students

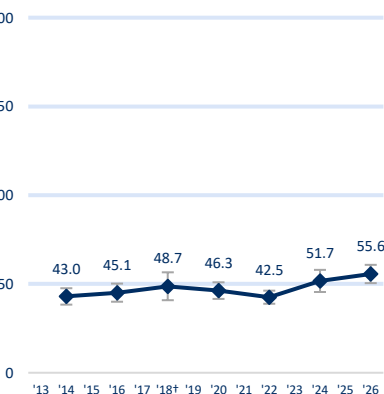
Preparing for Class (hrs/wk)



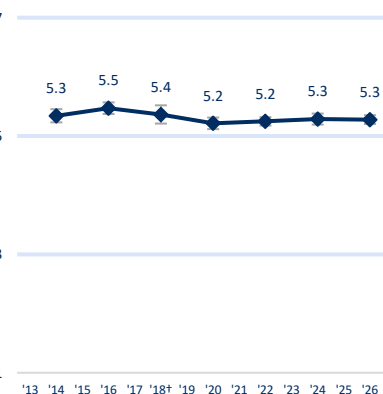
Course Reading (hrs/wk)^a



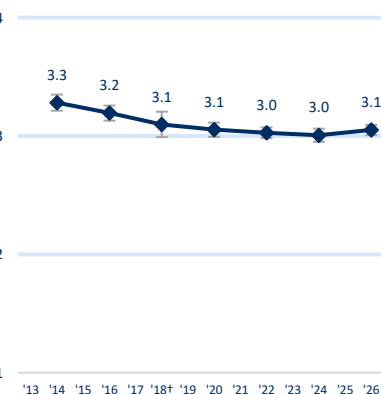
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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 reflect Report Sample exclusions and are unweighted. See page 3.

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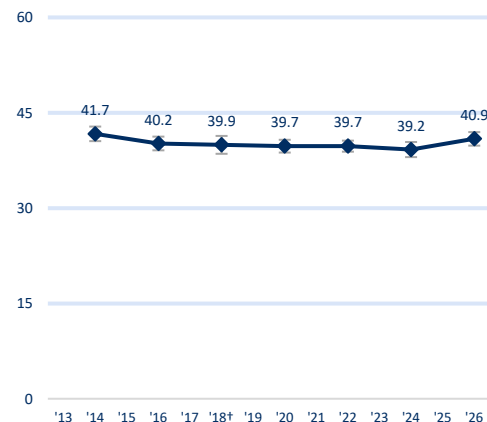
Engagement Results by Theme

University of North Carolina at Charlotte

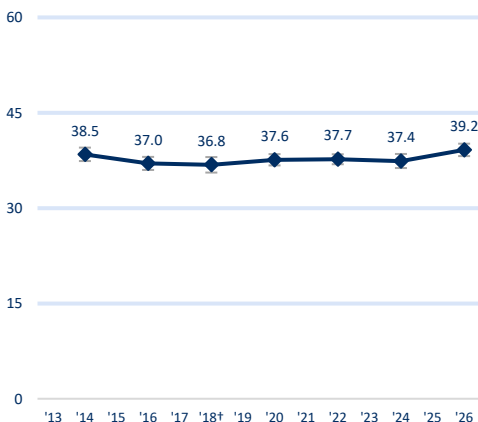
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

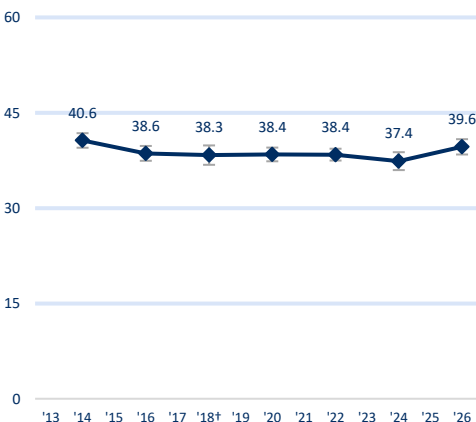
Higher-Order Learning



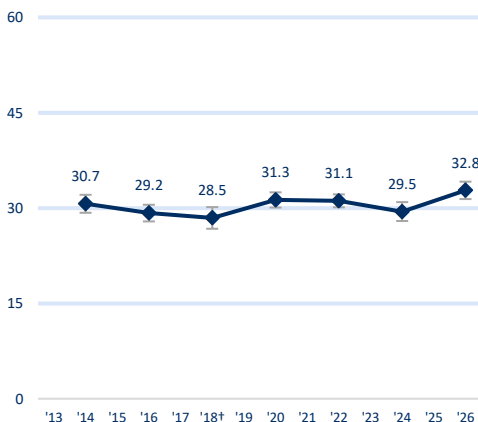
Reflective & Integrative Learning



Learning Strategies

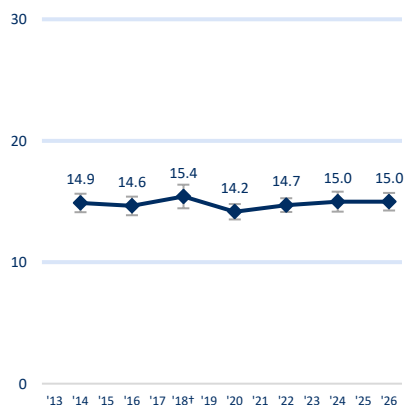


Quantitative Reasoning

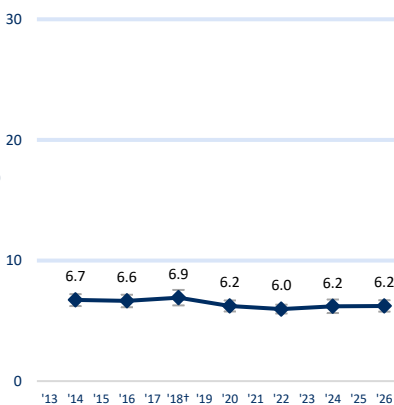


Academic Challenge (additional items): Seniors

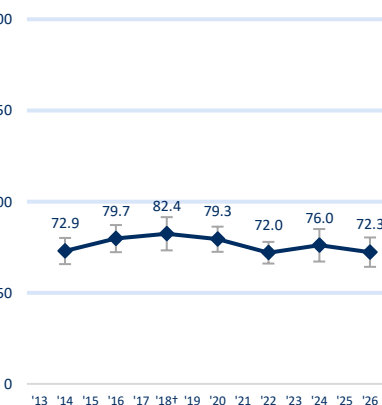
Preparing for Class (hrs/wk)



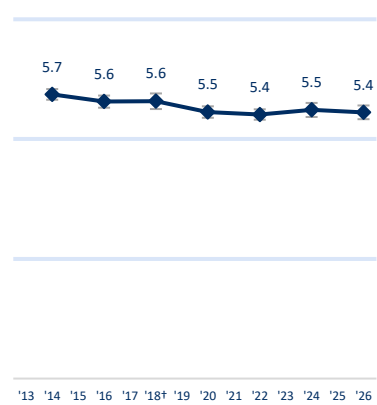
Course Reading (hrs/wk)^a



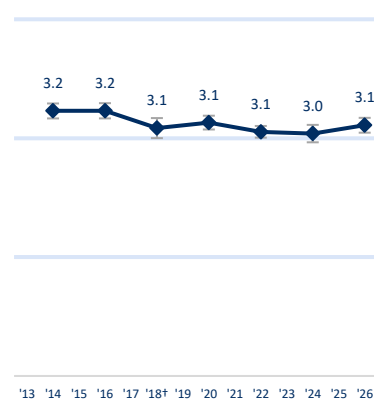
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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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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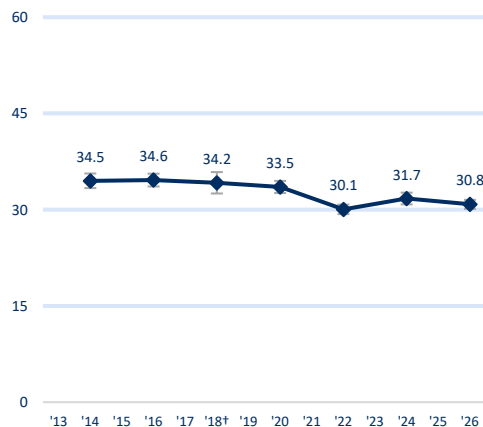
Engagement Results by Theme

University of North Carolina at Charlotte

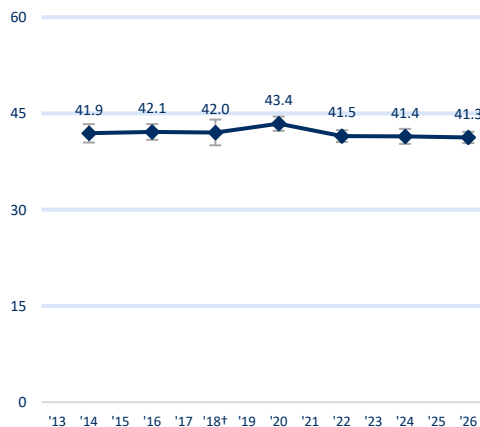
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning With Peers: First-year students

Collaborative Learning

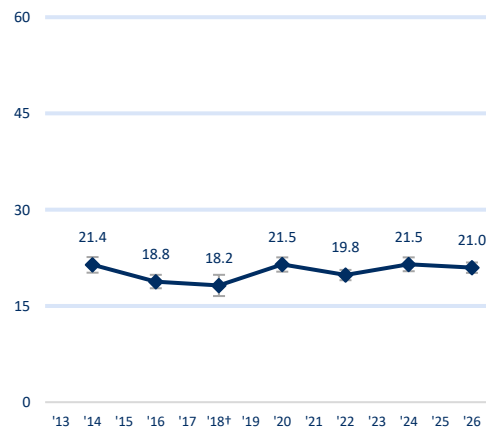


Discussions With Diverse Others

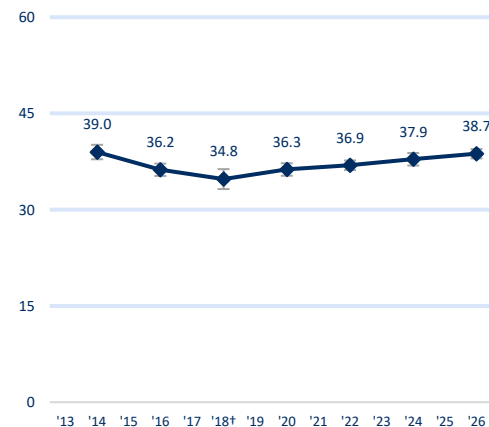


Experiences With Faculty: First-year students

Student-Faculty Interaction

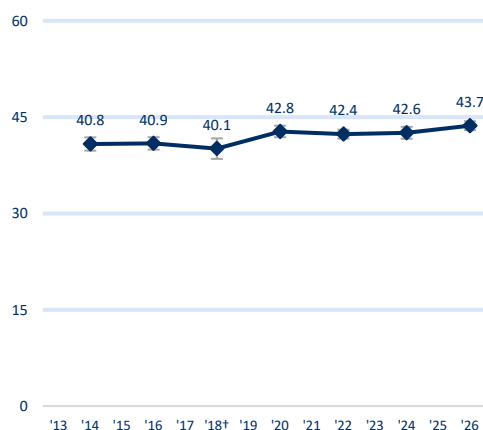


Effective Teaching Practices

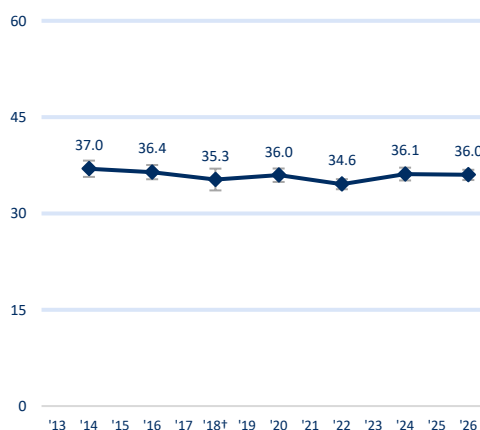


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



†Results reflect Report Sample exclusions and are unweighted. See page 3.

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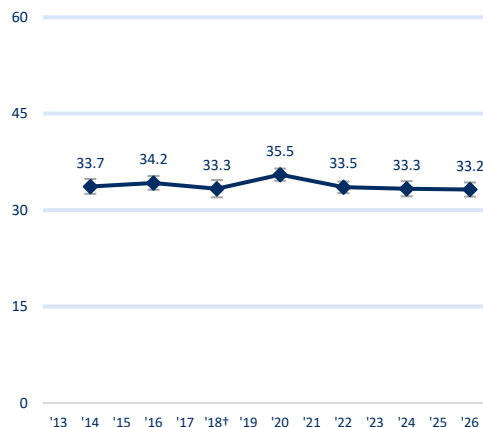
Engagement Results by Theme

University of North Carolina at Charlotte

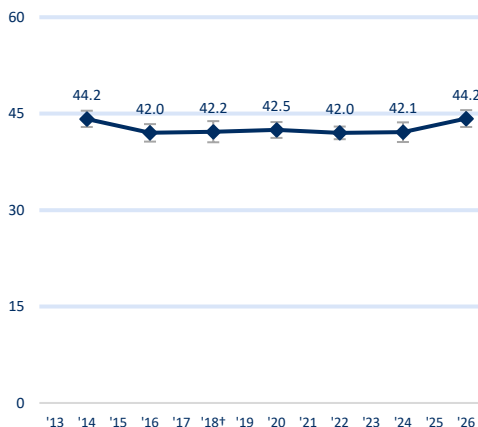
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Learning With Peers: Seniors

Collaborative Learning

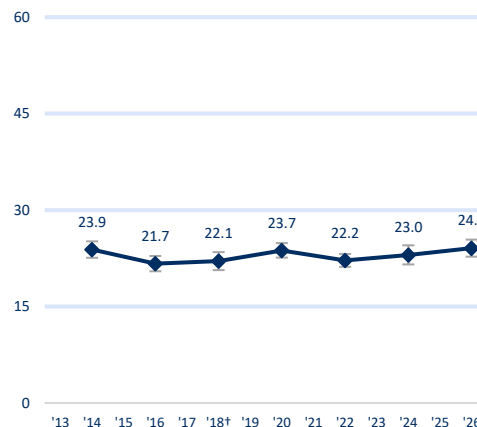


Discussions With Diverse Others

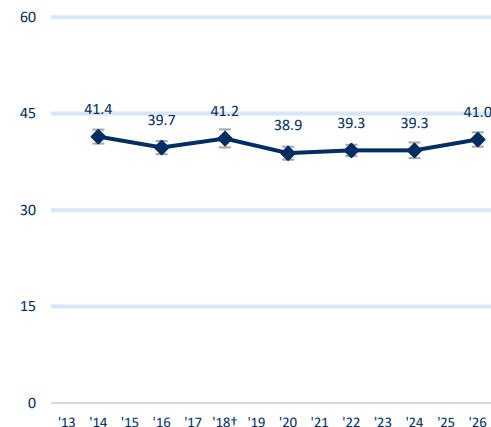


Experiences With Faculty: Seniors

Student-Faculty Interaction

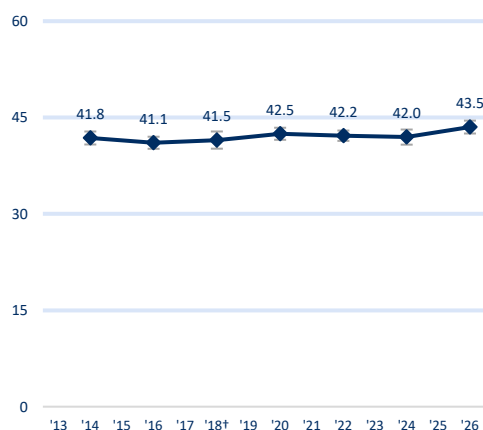


Effective Teaching Practices

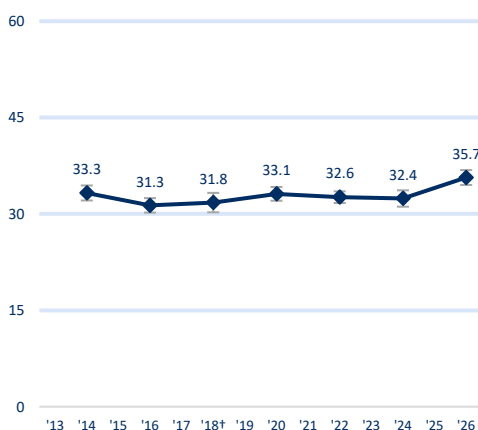


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



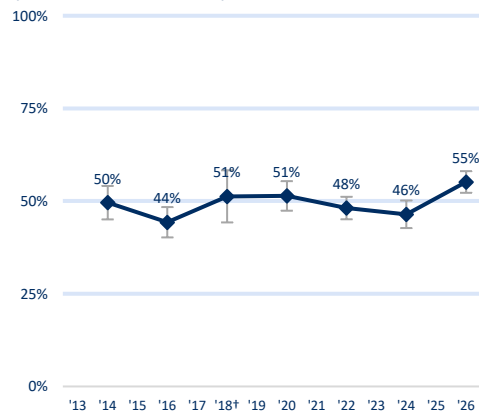
†Results reflect Report Sample exclusions and are unweighted. See page 3.

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

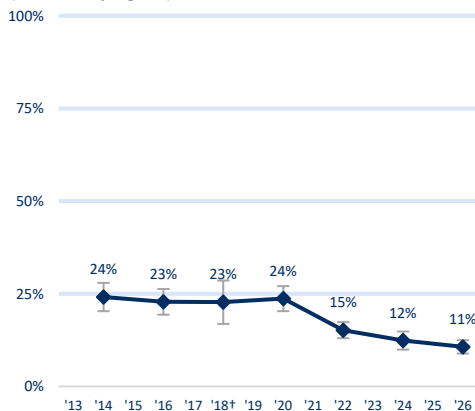
Service-Learning

(Some, most, or all courses)



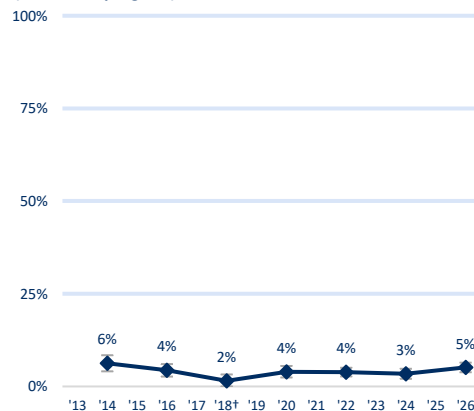
Learning Community

(Done or in progress)



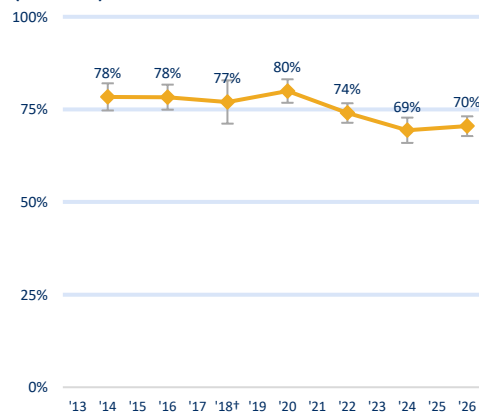
Research With Faculty

(Done or in progress)



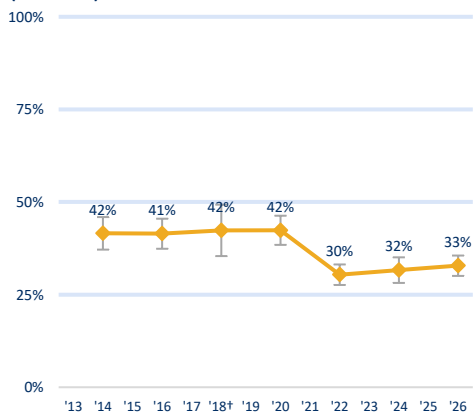
Internship/Field Experience

(Plan to do)



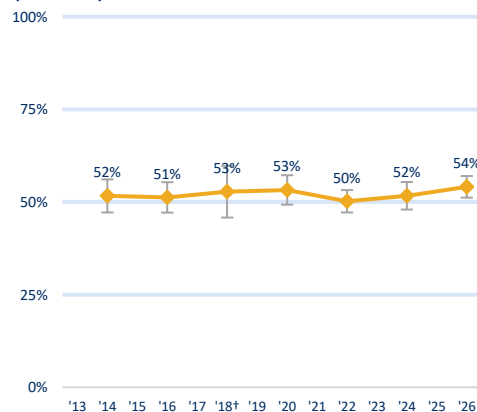
Study Abroad

(Plan to do)



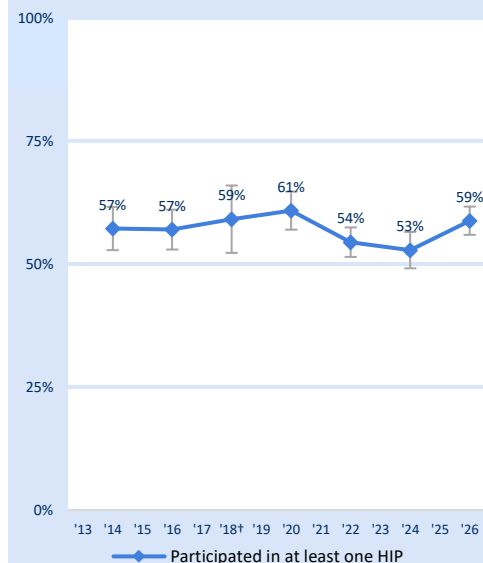
Culminating Senior Experience

(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.

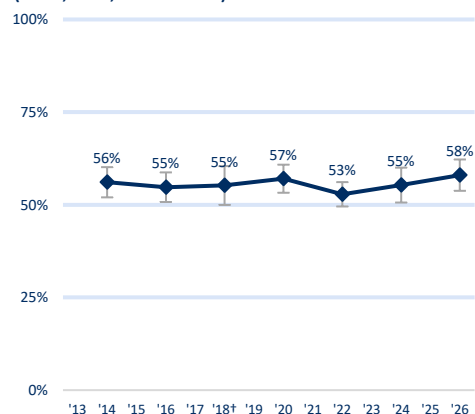
†Results reflect Report Sample exclusions and are unweighted. See page 3.

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

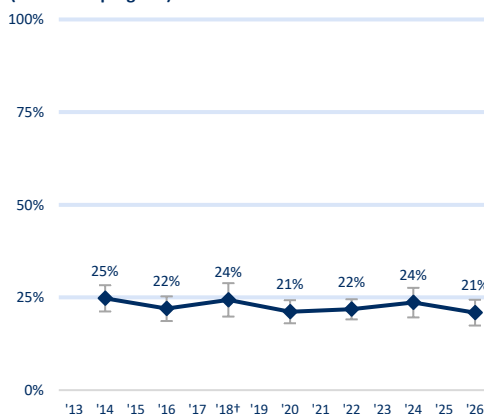
Service-Learning

(Some, most, or all courses)



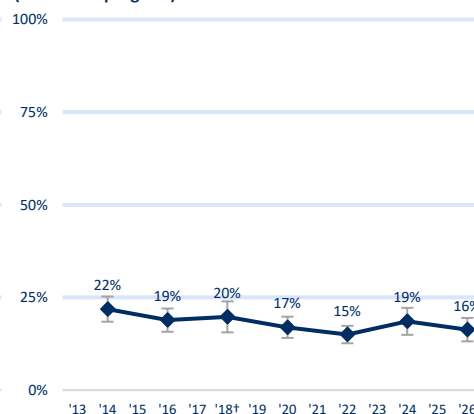
Learning Community

(Done or in progress)



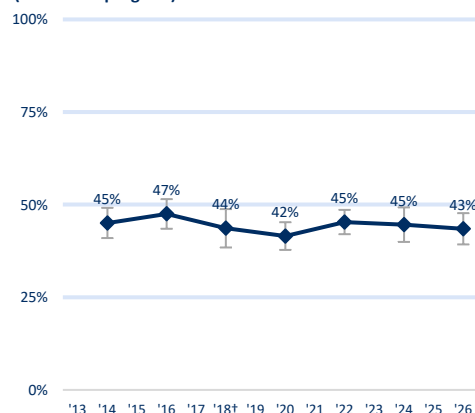
Research With Faculty

(Done or in progress)



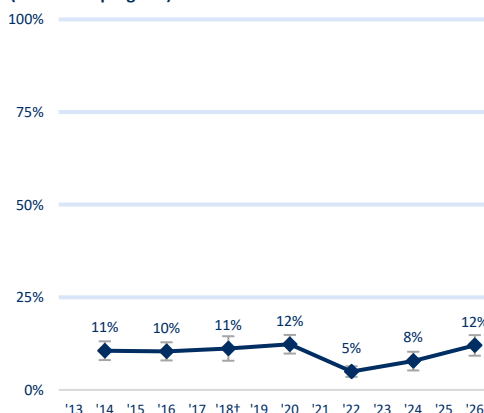
Internship/Field Experience

(Done or in progress)



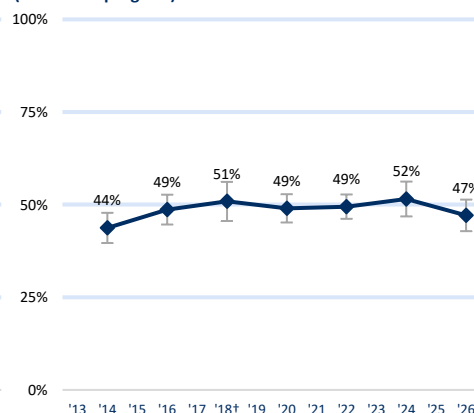
Study Abroad

(Done or in progress)



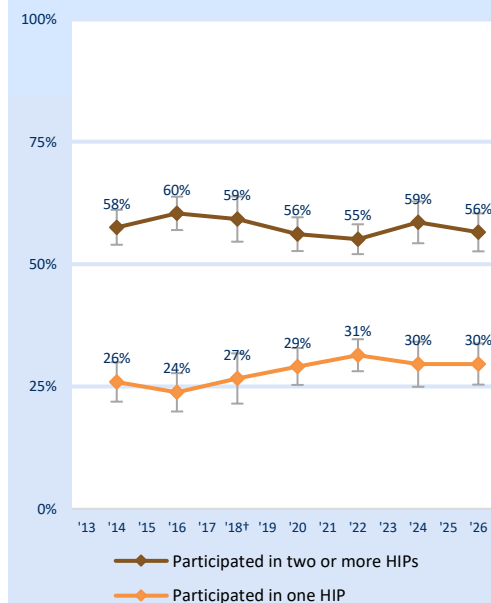
Culminating Senior Experience

(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

University of North Carolina at Charlotte

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'25	'26	'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'25	'26
Academic Challenge																													
Higher-Order Learning	Mean		39.1		38.2		37.6		38.1		37.7		38.2		40.1		41.7		40.2		39.9		39.7		39.7		39.2		40.9
	n		511		630		216		646		1,122		764		1,262		582		648		379		691		918		474		599
	SD		13.7		13.1		12.8		12.6		12.4		13.2		13.2		14.1		14.0		13.9		13.5		13.4		13.2		13.3
	SE		.61		.52		.87		.50		.37		.48		.37		.58		.55		.72		.51		.44		.61		.54
	CI up bnd		40.3		39.2		39.3		39.1		38.5		39.1		40.8		42.8		41.2		41.4		40.7		40.6		40.4		42.0
	CI low bnd		37.9		37.2		35.9		37.1		37.0		37.3		39.4		40.5		39.1		38.5		38.7		38.9		38.0		39.8
Reflective & Integrative Learning	Mean		35.4		34.6		34.2		35.6		36.0		35.4		37.2		38.5		37.0		36.8		37.6		37.7		37.4		39.2
	n		537		663		252		694		1,171		838		1,411		604		665		416		728		955		511		643
	SD		12.7		11.9		12.0		11.6		11.3		12.4		12.2		13.2		13.5		12.7		12.2		12.4		12.8		12.6
	SE		.55		.46		.75		.44		.33		.43		.33		.54		.52		.62		.45		.40		.57		.50
	CI up bnd		36.4		35.5		35.7		36.4		36.7		36.2		37.8		39.5		38.1		38.0		38.5		38.5		38.5		40.1
	CI low bnd		34.3		33.7		32.7		34.7		35.4		34.6		36.5		37.4		36.0		35.6		36.7		36.9		36.3		38.2
Learning Strategies	Mean		39.6		37.1		36.8		36.8		36.6		38.4		39.8		40.6		38.6		38.3		38.4		38.4		37.4		39.6
	n		478		568		198		615		1,063		705		1,147		560		595		352		664		883		433		529
	SD		14.5		14.2		14.1		13.5		13.5		14.4		13.8		13.8		14.5		14.6		14.2		14.1		14.9		14.1
	SE		.66		.59		1.01		.54		.41		.54		.41		.58		.60		.78		.55		.47		.72		.61
	CI up bnd		40.9		38.2		38.8		37.9		37.4		39.5		40.6		41.8		39.8		39.9		39.5		39.3		38.8		40.8
	CI low bnd		38.3		35.9		34.8		35.7		35.8		37.4		39.0		39.5		37.4		36.8		37.4		37.5		36.0		38.4
Quantitative Reasoning	Mean		28.1		27.9		28.2		29.6		29.8		30.2		32.4		30.7		29.2		28.5		31.3		31.1		29.5		32.8
	n		527		633		204		625		1,072		724		1,177		595		653		355		670		892		436		548
	SD		16.1		14.8		14.8		14.9		15.0		15.6		15.0		17.6		17.0		16.4		15.8		15.5		15.8		16.3
	SE		.70		.59		1.03		.59		.46		.58		.44		.72		.67		.87		.61		.52		.76		.70
	CI up bnd		29.5		29.1		30.2		30.7		30.7		31.4		33.2		32.1		30.5		30.2		32.5		32.2		30.9		34.2
	CI low bnd		26.7		26.8		26.1		28.4		28.9		29.1		31.5		29.3		27.9		26.7		30.1		30.1		28.0		31.4
Academic Challenge (additional items)																													
Preparing for Class (hours/week)	Mean		14.4		14.8		15.0		13.8		14.6		14.3		14.6		14.9		14.6		15.4		14.2		14.7		15.0		15.0
	n		449		515		188		589		1,042		680		1,087		537		558		342		653		884		431		511
	SD		8.5		8.1		7.9		7.6		7.9		8.0		8.0		9.0		9.2		9.2		8.3		8.6		8.7		8.3
	SE		.40		.36		.57		.31		.24		.31		.24		.39		.39		.50		.32		.29		.42		.37
	CI up bnd		15.2		15.5		16.2		14.4		15.0		14.9		15.0		15.6		15.4		16.4		14.8		15.3		15.8		15.7
	CI low bnd		13.6		14.1		13.9		13.1		14.1		13.7		14.1		14.1		13.9		14.4		13.5		14.1		14.2		14.3
Course Reading Est. hrs per week calculated from two items.	Mean		6.4		6.3		6.8		5.5		5.9		6.0		6.5		6.7		6.6		6.9		6.2		6.0		6.2		6.2
	n		440		511		187		584		1,035		672		1,083		529		555		340		649		875		427		506
	SD		5.3		5.5		5.7		4.9		5.3		5.5		5.6		5.8		6.2		6.0		5.9		5.5		5.9		5.4
	SE		.25		.24		.41		.20		.17		.21		.17		.25		.26		.33		.23		.19		.29		.24
	CI up bnd		6.9		6.8		7.6		5.9		6.2		6.4		6.9		7.2		7.2		7.6		6.7		6.3		6.8		6.7
	CI low bnd		5.9		5.9		6.0		5.1		5.6		5.6		6.2		6.2		6.1		6.3		5.8		5.6		5.6		5.8

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).

†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2026 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of North Carolina at Charlotte

First-year students														Seniors															
		'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'25	'26	'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'25	'26
Academic Challenge (additional items, continued)																													
Assigned	Mean		43.0		45.1		48.7		46.3		42.5		51.7		55.6		72.9		79.7		82.4		79.3		72.0		76.0		72.3
Writing	n		454		552		205		624		1,072		717		1,160		506		560		351		666		890		440		542
Est. no. of pages	SD		50.3		61.2		57.4		59.5		61.7		85.2		89.6		82.3		89.8		87.1		91.0		90.4		95.5		95.7
calculated from three	SE		2.36		2.60		4.01		2.38		1.88		3.18		2.63		3.66		3.80		4.65		3.52		3.03		4.55		4.11
survey questions.	CI up bnd		47.6		50.2		56.6		50.9		46.2		58.0		60.8		80.1		87.1		91.5		86.3		77.9		84.9		80.3
	CI low bnd		38.4		40.0		40.9		41.6		38.9		45.5		50.5		65.7		72.2		73.2		72.4		66.0		67.1		64.2
Course	Mean		5.3		5.5		5.4		5.2		5.2		5.3		5.3		5.7		5.6		5.6		5.5		5.4		5.5		5.4
Challenge	n		485		576		203		615		1,064		706		1,136		576		595		350		665		887		435		534
Extent courses	SD		1.3		1.2		1.1		1.2		1.2		1.3		1.3		1.1		1.3		1.2		1.3		1.3		1.2		1.4
challenged students to	SE		.06		.05		.08		.05		.04		.05		.04		.05		.05		.07		.05		.04		.06		.06
do best work (1="Not	CI up bnd		5.5		5.6		5.5		5.3		5.3		5.4		5.4		5.8		5.7		5.8		5.5		5.5		5.6		5.6
at all" to 7="Very	CI low bnd		5.2		5.4		5.2		5.1		5.2		5.2		5.2		5.7		5.5		5.5		5.4		5.3		5.4		5.3
much").																													
Academic	Mean		3.3		3.2		3.1		3.1		3.0		3.0		3.1		3.2		3.2		3.1		3.1		3.1		3.0		3.1
Emphasis	n		453		521		193		596		1,048		686		1,101		543		569		342		658		884		432		519
Perceived inst.	SD		0.7		0.7		0.8		0.8		0.8		0.7		0.7		0.7		0.8		0.8		0.8		0.7		0.8		0.7
emphasis on spending	SE		.03		.03		.05		.03		.02		.03		.02		.03		.03		.04		.03		.03		.04		.03
time studying and on	CI up bnd		3.4		3.3		3.2		3.1		3.1		3.1		3.1		3.3		3.3		3.2		3.2		3.1		3.1		3.2
acad. work (1 = "Very	CI low bnd		3.2		3.1		3.0		3.0		3.0		3.0		3.0		3.2		3.2		3.0		3.1		3.0		3.0		3.0
little" to 4 = "Very																													
much").																													
Learning With Peers																													
Collaborative	Mean		34.5		34.6		34.2		33.5		30.1		31.7		30.8		33.7		34.2		33.3		35.5		33.5		33.3		33.2
Learning	n		541		681		298		747		1,213		897		1,545		604		675		455		766		984		543		689
	SD		13.5		13.3		14.7		13.2		13.2		14.0		14.1		14.5		14.2		14.7		13.4		14.2		14.0		14.8
	SE		.58		.51		.85		.48		.38		.47		.36		.59		.55		.69		.48		.45		.60		.56
	CI up bnd		35.6		35.6		35.9		34.5		30.8		32.7		31.5		34.8		35.3		34.7		36.5		34.4		34.5		34.3
	CI low bnd		33.4		33.6		32.5		32.6		29.3		30.8		30.1		32.5		33.2		32.0		34.6		32.7		32.1		32.1
Discussions	Mean		41.9		42.1		42.0		43.4		41.5		41.4		41.3		44.2		42.0		42.2		42.5		42.0		42.1		44.2
With Diverse	n		478		577		201		619		1,070		706		1,159		569		599		353		664		888		438		535
Others	SD		16.0		15.0		14.5		14.1		15.3		15.8		15.3		15.4		17.0		15.8		16.2		14.9		16.3		15.5
	SE		.73		.63		1.02		.57		.47		.60		.45		.64		.69		.84		.63		.50		.78		.67
	CI up bnd		43.3		43.3		44.0		44.5		42.4		42.6		42.1		45.5		43.4		43.8		43.7		43.0		43.6		45.6
	CI low bnd		40.5		40.9		40.0		42.3		40.6		40.3		40.4		42.9		40.7		40.6		41.2		41.0		40.6		42.9

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).

†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2026 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of North Carolina at Charlotte

		First-year students														Seniors													
		'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'25	'26	'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'25	'26
Experiences with Faculty																													
Student-Faculty Interaction	Mean		21.4		18.8		18.2		21.5		19.8		21.5		21.0		23.9		21.7		22.1		23.7		22.2		23.0		24.1
	n		523		642		241		659		1,136		799		1,332		588		639		397		704		933		489		621
	SD		14.2		13.5		13.1		14.6		13.8		15.6		15.1		15.8		15.3		14.2		15.3		15.6		16.8		16.9
	SE		.62		.53		.84		.57		.41		.55		.41		.65		.61		.71		.58		.51		.76		.68
	CI up bnd		22.6		19.9		19.8		22.6		20.6		22.6		21.8		25.1		22.9		23.5		24.9		23.2		24.5		25.4
	CI low bnd		20.2		17.8		16.5		20.3		19.0		20.4		20.1		22.6		20.5		20.7		22.6		21.2		21.6		22.8
Effective Teaching Practices	Mean		39.0		36.2		34.8		36.3		36.9		37.9		38.7		41.4		39.7		41.2		38.9		39.3		39.3		41.0
	n		530		641		214		637		1,120		764		1,255		604		658		374		687		921		467		590
	SD		13.2		12.4		11.6		12.5		12.8		13.7		13.1		13.7		13.4		13.8		13.6		13.4		13.4		13.8
	SE		.57		.49		.79		.50		.38		.50		.37		.56		.52		.72		.52		.44		.62		.57
	CI up bnd		40.1		37.2		36.3		37.2		37.7		38.8		39.5		42.5		40.8		42.6		39.9		40.2		40.5		42.1
	CI low bnd		37.9		35.3		33.2		35.3		36.2		36.9		38.0		40.3		38.7		39.7		37.8		38.4		38.1		39.9
Campus Environment																													
Quality of Interactions	Mean		40.8		40.9		40.1		42.8		42.4		42.6		43.7		41.8		41.1		41.5		42.5		42.2		42.0		43.5
	n		466		541		188		570		990		637		1,024		539		567		314		615		817		397		476
	SD		11.4		11.5		11.2		10.9		11.2		11.9		11.4		12.0		11.4		12.1		11.9		11.7		12.0		11.2
	SE		.53		.49		.82		.46		.36		.47		.36		.52		.48		.68		.48		.41		.60		.51
	CI up bnd		41.8		41.9		41.7		43.7		43.0		43.5		44.4		42.8		42.0		42.8		43.4		43.0		43.1		44.5
	CI low bnd		39.8		39.9		38.5		41.9		41.7		41.6		43.0		40.8		40.1		40.2		41.5		41.4		40.8		42.5
Supportive Environment	Mean		37.0		36.4		35.3		36.0		34.6		36.1		36.0		33.3		31.3		31.8		33.1		32.6		32.4		35.7
	n		448		514		190		592		1,047		683		1,080		541		562		341		654		879		425		508
	SD		13.7		12.8		11.9		13.0		13.0		13.3		13.3		13.9		13.7		14.3		14.0		13.7		13.4		13.3
	SE		.65		.57		.86		.53		.40		.51		.41		.60		.58		.77		.55		.46		.65		.59
	CI up bnd		38.2		37.5		37.0		37.0		35.3		37.1		36.8		34.4		32.5		33.3		34.2		33.5		33.7		36.8
	CI low bnd		35.7		35.3		33.6		34.9		33.8		35.1		35.2		32.1		30.2		30.2		32.1		31.7		31.1		34.5

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).

†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2026 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of North Carolina at Charlotte

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'25	'26	'13	'14	'15	'16	'17	'18†	'19	'20	'21	'22	'23	'24	'25	'26
Service-Learning ^a	%		50		44		51		51		48		46		55		56		55		55		57		53		55		58
	n		474		567		195		604		1,048		693		1,112		571		598		346		657		886		430		524
	SE		2.3		2.1		3.6		2.0		1.5		1.9		1.5		2.1		2.0		2.7		1.9		1.7		2.4		2.2
	CI up bnd		54		48		58		55		51		50		58		60		59		60		61		56		60		62
	CI low bnd		45		40		44		47		45		43		52		52		51		50		53		50		51		54
Learning Community ^a	%		24		23		23		24		15		12		11		25		22		24		21		22		24		21
	n		484		565		198		611		1,059		699		1,119		572		596		349		661		887		437		528
	SE		1.9		1.8		3.0		1.7		1.1		1.2		0.9		1.8		1.7		2.3		1.6		1.4		2.0		1.8
	CI up bnd		28		26		29		27		17		15		13		28		25		29		24		25		28		24
	CI low bnd		20		19		17		20		13		10		9		21		19		20		18		19		20		17
Research With Faculty ^a	%		6		4		2		4		4		3		5		22		19		20		17		15		19		16
	n		479		566		197		611		1,053		699		1,122		571		597		349		660		887		440		529
	SE		1.1		0.9		0.9		0.8		0.6		0.7		0.7		1.7		1.6		2.1		1.5		1.2		1.9		1.6
	CI up bnd		8		6		3		6		5		5		6		25		22		24		20		17		22		19
	CI low bnd		4		3		0		2		3		2		4		18		16		16		14		13		15		13
Internship or Field Experience ^b	%		78		78		77		80		74		69		70		45		47		44		42		45		45		43
	n		486		572		200		611		1,061		701		1,130		575		598		353		666		888		438		531
	SE		1.9		1.7		3.0		1.6		1.3		1.7		1.4		2.1		2.0		2.6		1.9		1.7		2.4		2.2
	CI up bnd		82		82		83		83		77		73		73		49		52		49		45		49		49		48
	(FY results: Plan to do) CI low bnd		75		75		71		77		71		66		68		41		43		38		38		42		40		39
Study Abroad ^b	%		42		41		42		42		30		32		33		11		10		11		12		5		8		12
	n		484		567		196		608		1,057		697		1,120		568		598		349		656		887		434		526
	SE		2.2		2.1		3.5		2.0		1.4		1.8		1.4		1.3		1.2		1.7		1.3		0.7		1.3		1.4
	CI up bnd		46		45		49		46		33		35		36		13		13		14		15		6		10		15
	CI low bnd		37		37		35		38		28		28		30		8		8		8		10		4		5		9
Culminating Senior Experience ^b	%		52		51		53		53		50		52		54		44		49		51		49		49		52		47
	n		482		570		197		604		1,056		695		1,122		571		594		346		659		888		435		529
	SE		2.3		2.1		3.6		2.0		1.5		1.9		1.5		2.1		2.1		2.7		1.9		1.7		2.4		2.2
	CI up bnd		56		55		60		57		53		55		57		48		53		56		53		53		56		51
	(FY results: Plan to do) CI low bnd		47		47		46		49		47		48		51		40		45		46		45		46		47		43
Overall HIP Participation ^c																													
Participated in one HIP	%		38		45		43		44		43		45		49		26		24		27		29		31		30		30
	n		487		573		198		612		1,059		702		1,128		579		600		353		666		890		440		532
	SE		2.2		2.1		3.5		2.0		1.5		1.9		1.5		1.8		1.7		2.4		1.8		1.6		2.2		2.0
	CI up bnd		42		49		50		48		46		48		52		29		27		31		33		34		34		33
	CI low bnd		33		41		37		40		40		41		46		22		20		22		26		28		25		26
Participated in two or more HIPs	%		19		12		16		17		11		8		10		58		60		59		56		55		59		56
	n		487		573		198		612		1,059		702		1,128		579		600		353		666		890		440		532
	SE		1.8		1.4		2.6		1.5		1.0		1.0		0.9		2.1		2.0		2.6		1.9		1.7		2.4		2.2
	CI up bnd		23		15		21		20		13		10		11		62		64		64		60		58		63		61
	CI low bnd		16		9		11		14		9		6		8		54		56		54		52		52		54		52

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.

†Results reflect Report Sample exclusions and are unweighted. See page 3.