



NSSE 2019
Multi-Year Report
NSSEville State University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error 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*: nsse.indiana.edu/links/webinar

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 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

Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	28%	+/- 5.8%	233	185	48
2014	47%	+/- 3.9%	375	319	56
2015	36%	+/- 4.7%	319	255	64
2016	36%	+/- 4.7%	319	255	64
2017	40%	+/- 4.2%	358	286	72
2018	36%	+/- 4.5%	344	243	101
2019	33%	+/- 4.5%	352	283	69

2020

Seniors

Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	28%	+/- 6.3%	179	152	27
2014	44%	+/- 4.5%	262	228	34
2015	44%	+/- 4.5%	262	228	34
2016	38%	+/- 5.5%	202	169	33
2017	38%	+/- 5.8%	182	151	31
2018	33%	+/- 6.4%	161	126	35
2019	38%	+/- 5.8%	182	150	32

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	None	No	Yes	No
2014	Email	Census	No	Global Perspectives	No	No	Yes
2015	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2016	Email	Census	Yes	Global Learning	No	Yes	No
2017	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2018	Email	Census	No	Global Perspectives	Yes	No	Yes
2019	Email	Census	Yes	Writing Experiences	No	No	No

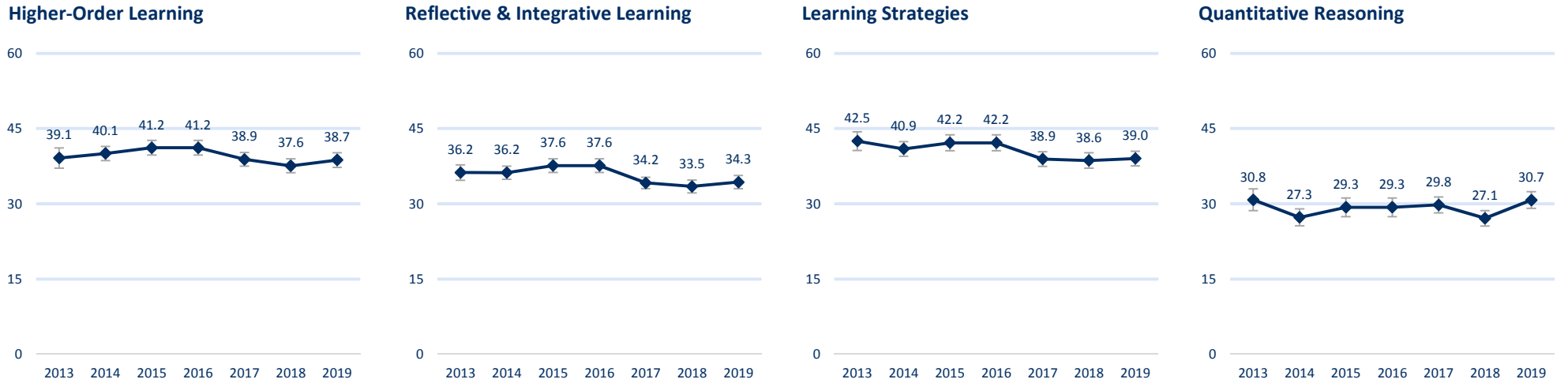
2020

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.

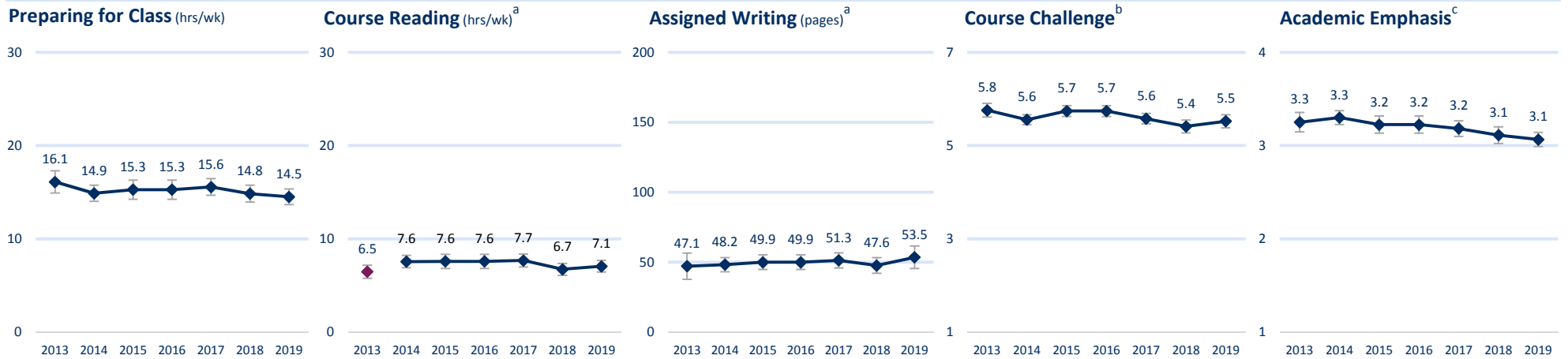
- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages 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.
- 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.
- 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 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: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

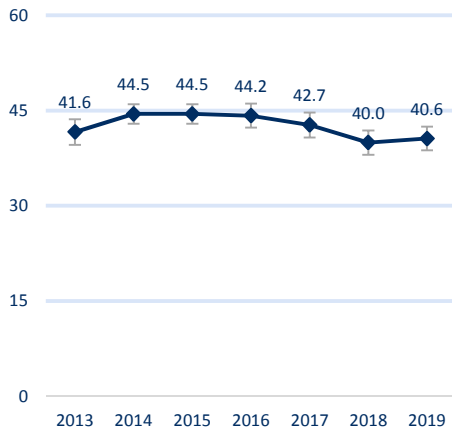
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

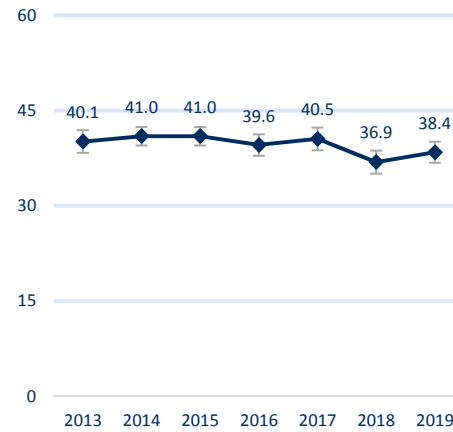
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

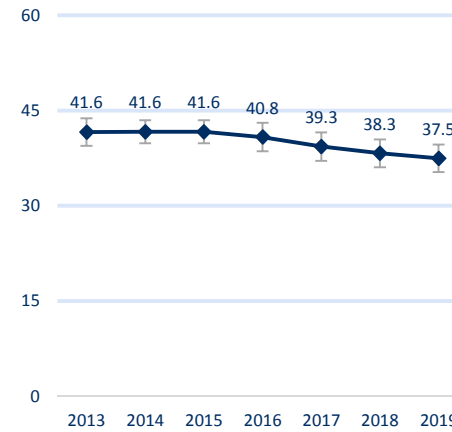
Higher-Order Learning



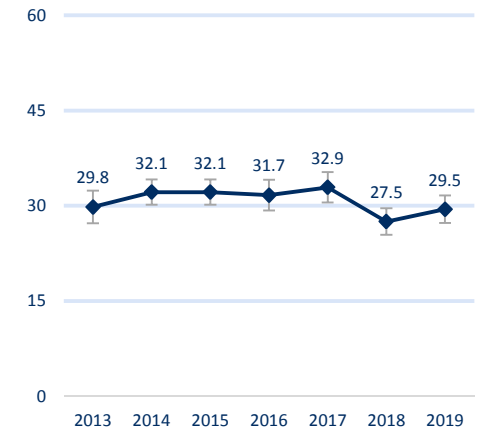
Reflective & Integrative Learning



Learning Strategies

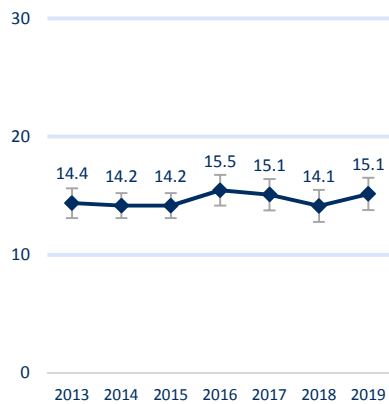


Quantitative Reasoning

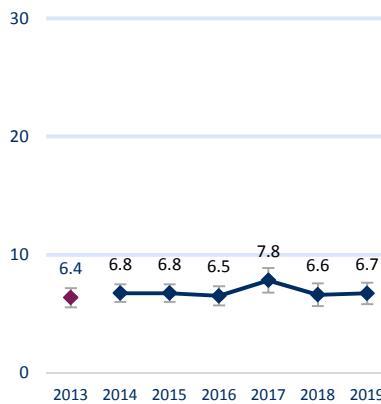


Academic Challenge (additional items): Seniors

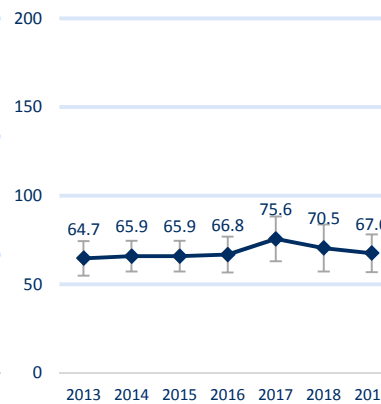
Preparing for Class (hrs/wk)



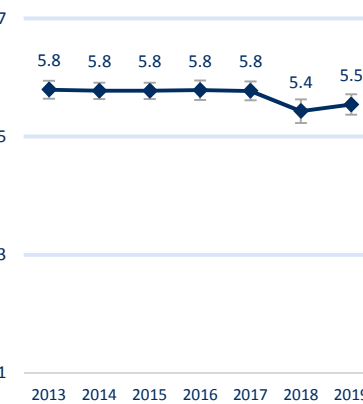
Course Reading (hrs/wk)^a



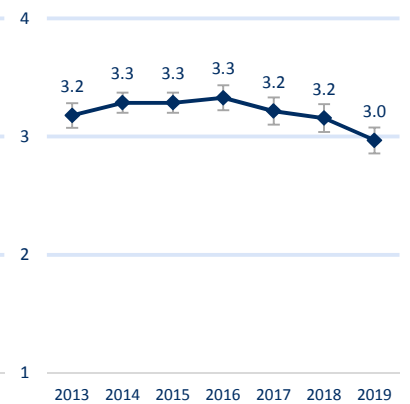
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

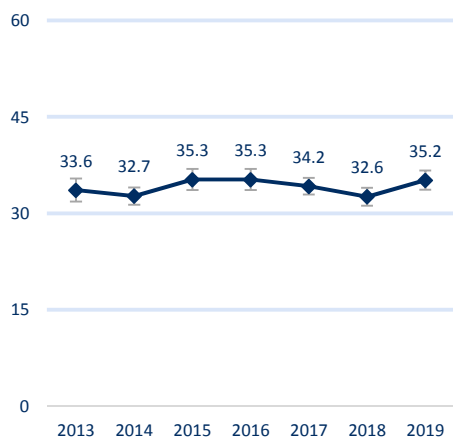
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

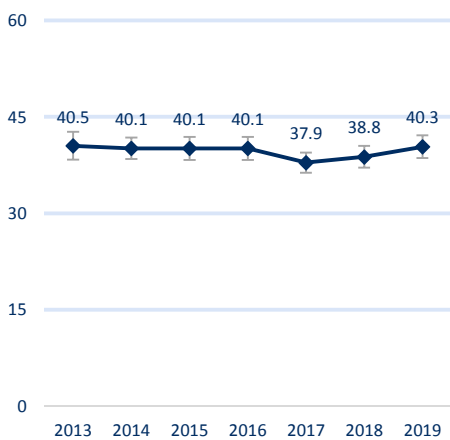
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

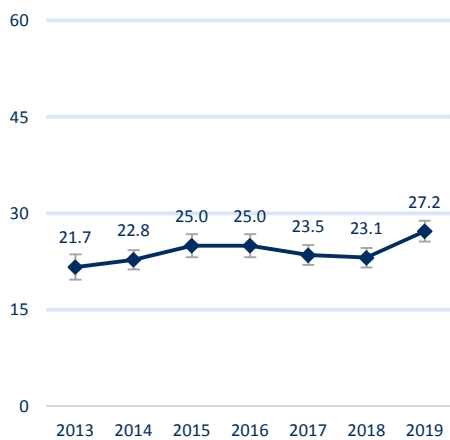


Discussions with Diverse Others

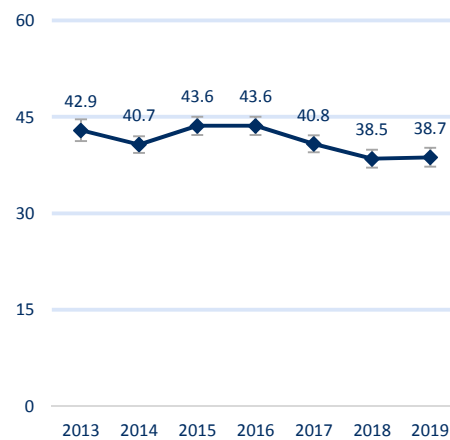


Experiences with Faculty: First-year students

Student-Faculty Interaction

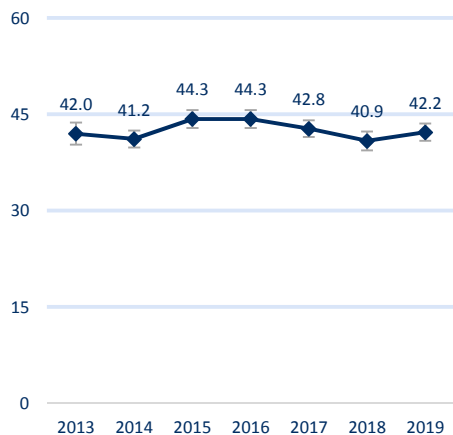


Effective Teaching Practices

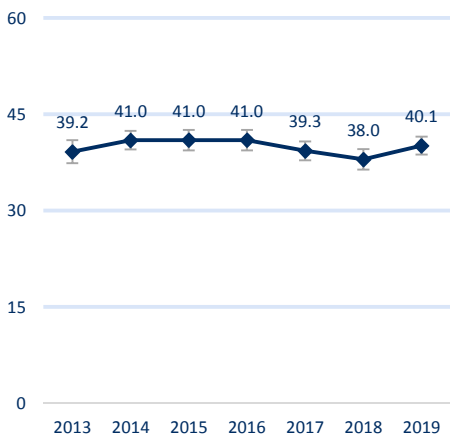


Campus Environment: First-year students

Quality of Interactions



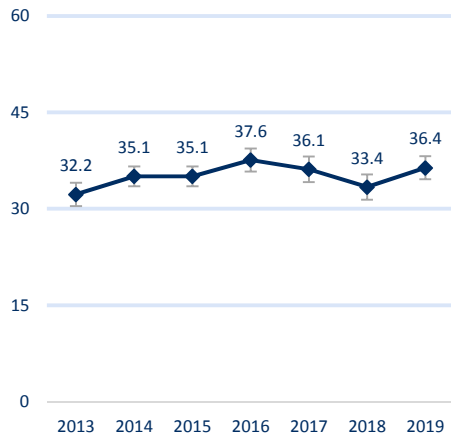
Supportive Environment



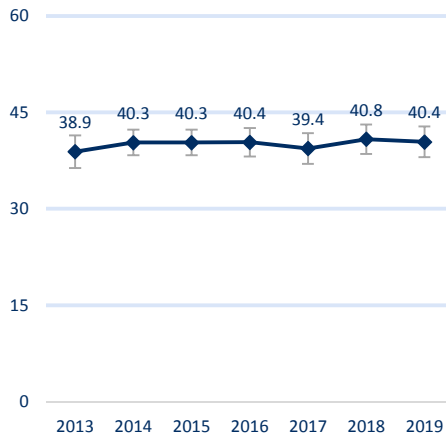
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

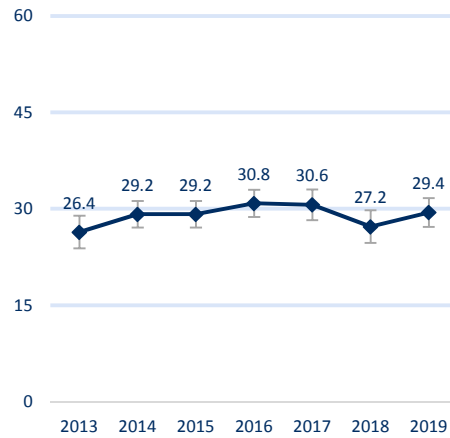


Discussions with Diverse Others

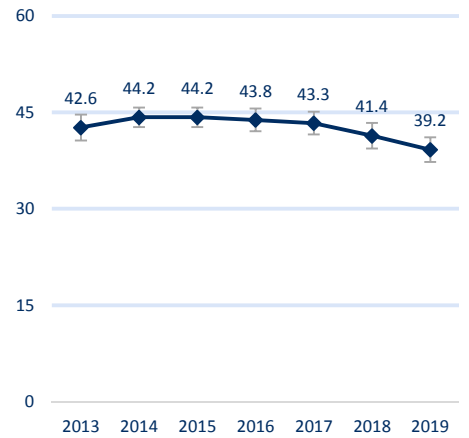


Experiences with Faculty: Seniors

Student-Faculty Interaction

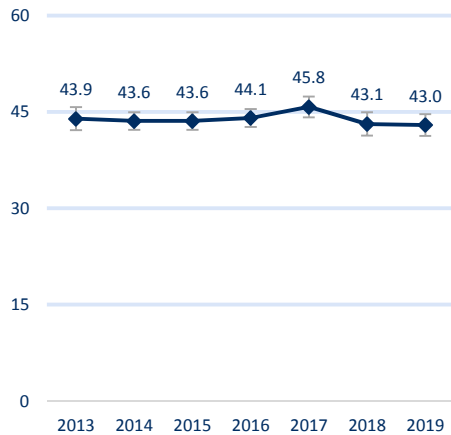


Effective Teaching Practices

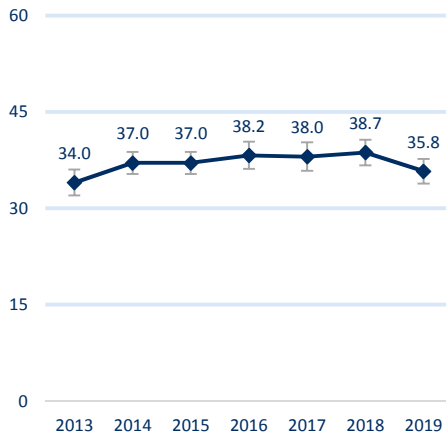


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

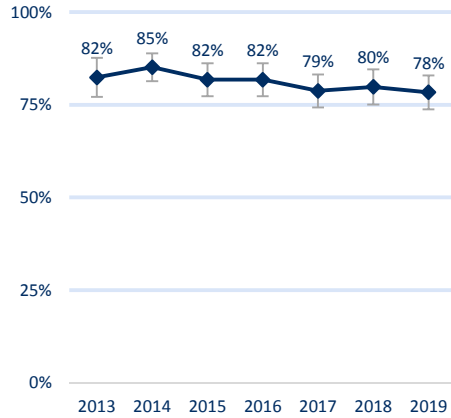


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

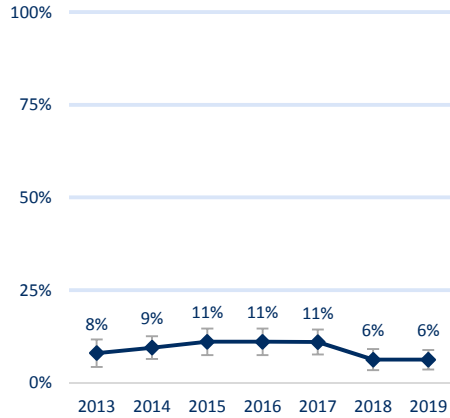
Service-Learning

(Some, most, or all courses)



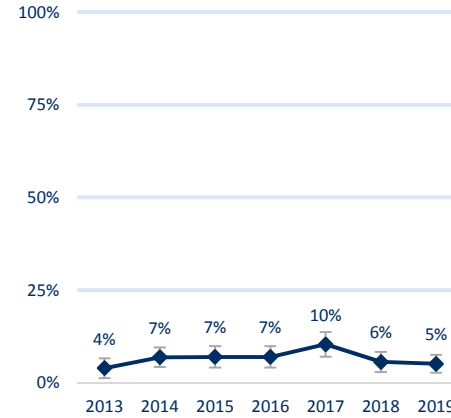
Learning Community

(Done or in progress)



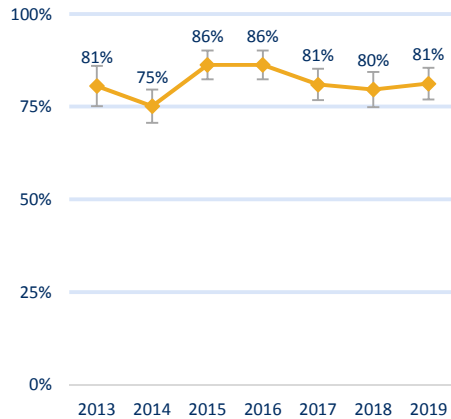
Research with Faculty

(Done or in progress)



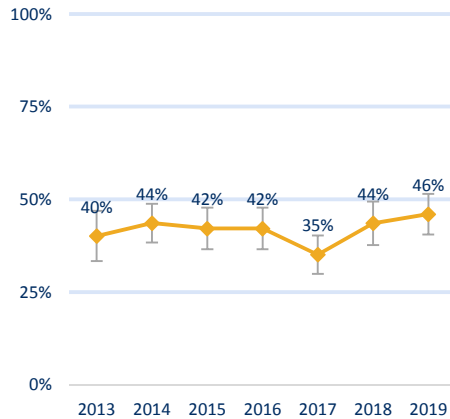
Internship/Field Experience

(Plan to do)



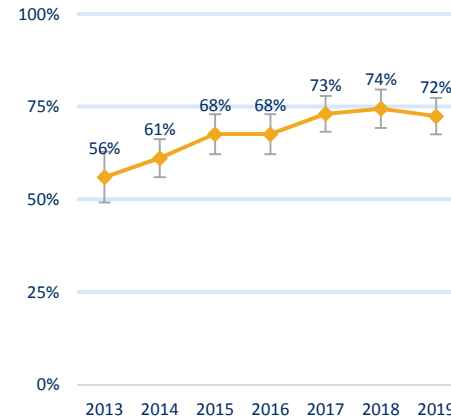
Study Abroad

(Plan to do)



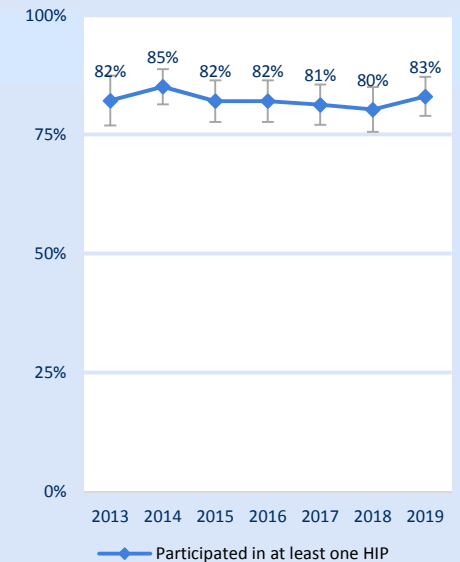
Culminating Senior Experience

(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.



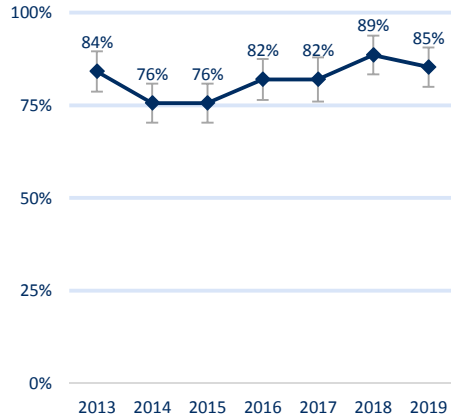
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

High-Impact Practices: Seniors

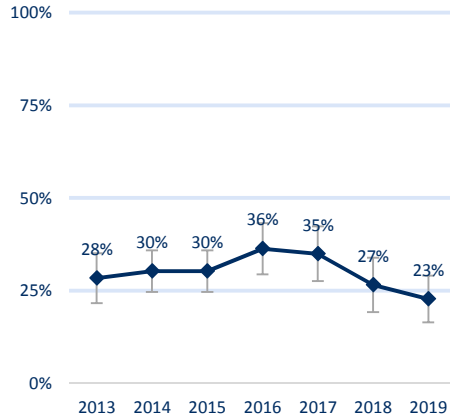
Service-Learning

(Some, most, or all courses)



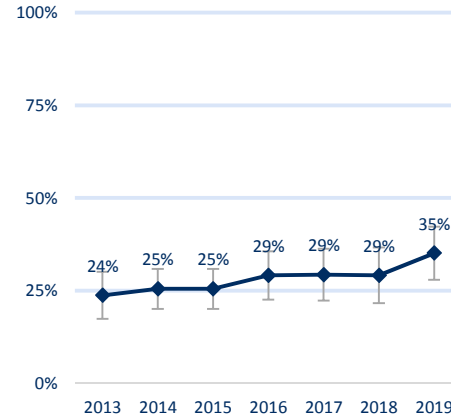
Learning Community

(Done or in progress)



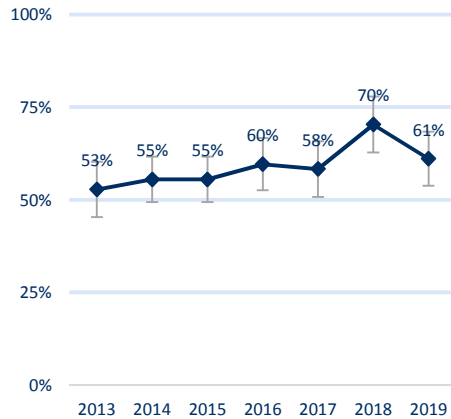
Research with Faculty

(Done or in progress)



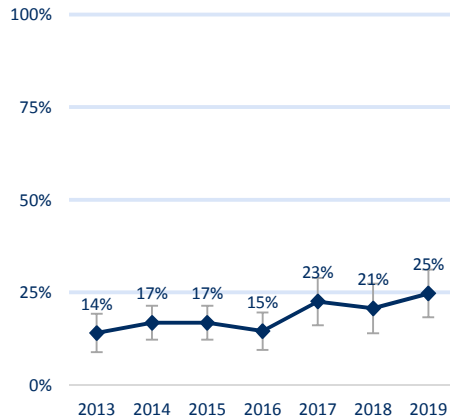
Internship/Field Experience

(Done or in progress)



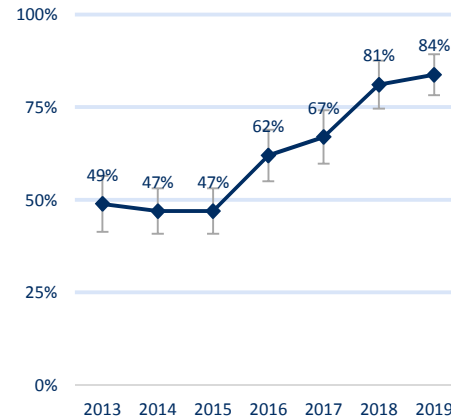
Study Abroad

(Done or in progress)



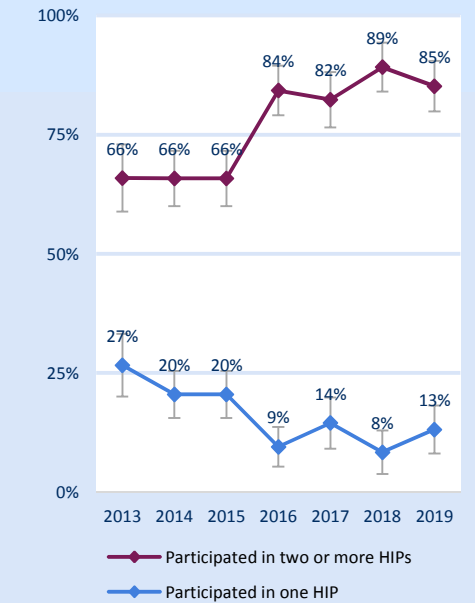
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



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

NSSE 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

NSSEville State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning		<i>Mean</i>	39.1	40.1	41.2	41.2	38.9	37.6	38.7	41.6	44.5	44.5	44.2	42.7	40.0	40.6	
		<i>n</i>	210	357	307	307	339	325	329	175	262	262	197	178	159	176	
		<i>SD</i>	14.8	13.6	13.2	13.2	12.8	12.7	13.5	13.7	12.6	12.6	13.7	13.4	12.2	12.6	
		<i>SE</i>	1.02	.72	.75	.75	.69	.70	.74	1.03	.78	.78	.97	1.00	.97	.95	
		<i>CI upper bound</i>	41.1	41.5	42.7	42.7	40.2	39.0	40.2	43.6	46.0	46.0	46.1	44.7	41.9	42.4	
		<i>CI lower bound</i>	37.1	38.6	39.7	39.7	37.5	36.2	37.3	39.6	42.9	42.9	42.3	40.8	38.1	38.7	
<hr/>																	
Reflective & Integrative Learning		<i>Mean</i>	36.2	36.2	37.6	37.6	34.2	33.5	34.3	40.1	41.0	41.0	39.6	40.5	36.9	38.4	
		<i>n</i>	224	369	321	321	360	338	344	183	269	269	205	183	164	185	
		<i>SD</i>	11.6	12.7	12.2	12.2	11.0	12.2	12.3	12.3	12.3	12.3	12.2	12.4	11.8	11.5	
		<i>SE</i>	.78	.66	.68	.68	.58	.66	.67	.91	.75	.75	.85	.92	.93	.84	
		<i>CI upper bound</i>	37.7	37.5	39.0	39.0	35.3	34.8	35.6	41.9	42.4	42.4	41.3	42.3	38.7	40.1	
		<i>CI lower bound</i>	34.7	34.9	36.3	36.3	33.0	32.2	33.0	38.3	39.5	39.5	37.9	38.7	35.1	36.8	
<hr/>																	
Learning Strategies		<i>Mean</i>	42.5	40.9	42.2	42.2	38.9	38.6	39.0	41.6	41.6	41.6	40.8	39.3	38.3	37.5	
		<i>n</i>	198	347	290	290	321	277	320	169	254	254	189	165	141	171	
		<i>SD</i>	13.4	13.8	13.8	13.8	13.2	12.9	13.4	14.3	14.7	14.7	15.7	14.7	13.3	14.3	
		<i>SE</i>	.95	.74	.81	.81	.74	.78	.75	1.10	.92	.92	1.14	1.14	1.12	1.10	
		<i>CI upper bound</i>	44.4	42.4	43.8	43.8	40.4	40.2	40.5	43.8	43.5	43.5	43.1	41.6	40.5	39.6	
		<i>CI lower bound</i>	40.6	39.5	40.6	40.6	37.5	37.1	37.6	39.4	39.8	39.8	38.6	37.1	36.1	35.3	
<hr/>																	
Quantitative Reasoning		<i>Mean</i>	30.8	27.3	29.3	29.3	29.8	27.1	30.7	29.8	32.1	32.1	31.7	32.9	27.5	29.5	
		<i>n</i>	218	366	317	317	345	324	322	178	269	269	200	178	158	175	
		<i>SD</i>	16.3	16.3	16.9	16.9	15.0	14.1	15.2	17.6	16.6	16.6	17.5	16.3	13.4	14.7	
		<i>SE</i>	1.11	.85	.95	.95	.81	.78	.84	1.32	1.02	1.02	1.24	1.22	1.06	1.11	
		<i>CI upper bound</i>	33.0	29.0	31.2	31.2	31.4	28.7	32.4	32.4	34.1	34.1	34.1	35.3	29.6	31.7	
		<i>CI lower bound</i>	28.6	25.6	27.5	27.5	28.2	25.6	29.1	27.2	30.2	30.2	29.2	30.5	25.4	27.3	
<hr/>																	
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)		<i>Mean</i>	16.1	14.9	15.3	15.3	15.6	14.8	14.5	14.4	14.2	14.2	15.5	15.1	14.1	15.1	
		<i>n</i>	192	332	266	266	309	255	306	161	246	246	178	158	137	166	
		<i>SD</i>	8.4	8.0	8.6	8.6	8.0	7.3	7.5	8.1	8.4	8.4	8.9	8.5	8.1	9.0	
		<i>SE</i>	.61	.44	.53	.53	.45	.46	.43	.64	.54	.54	.66	.68	.69	.70	
		<i>CI upper bound</i>	17.3	15.7	16.3	16.3	16.5	15.7	15.3	15.6	15.2	15.2	16.8	16.4	15.5	16.5	
		<i>CI lower bound</i>	14.9	14.0	14.2	14.2	14.7	13.9	13.7	13.1	13.1	13.1	14.2	13.8	12.8	13.8	
<hr/>																	
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.		<i>Mean</i>	6.5	7.6	7.6	7.6	7.7	6.7	7.1	6.4	6.8	6.8	6.5	7.8	6.6	6.7	
		<i>n</i>	194	326	260	260	307	254	306	162	242	242	176	157	137	166	
		<i>SD</i>	5.0	6.0	6.2	6.2	6.2	5.2	5.5	5.2	5.9	5.9	5.5	6.6	5.8	6.0	
		<i>SE</i>	.36	.33	.39	.39	.35	.33	.32	.41	.38	.38	.41	.53	.49	.47	
		<i>CI upper bound</i>	7.2	8.2	8.3	8.3	8.4	7.4	7.7	7.2	7.5	7.5	7.3	8.9	7.6	7.7	
		<i>CI lower bound</i>	5.8	6.9	6.8	6.8	7.0	6.1	6.4	5.6	6.0	6.0	5.7	6.8	5.7	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).

NSSE 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

NSSEville State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
Assigned Writing Estimated number of pages calculated from three survey questions.	<i>Mean</i>	47.1	48.2	49.9	49.9	51.3	47.6	53.5		64.7	65.9	65.9	66.8	75.6	70.5	67.6	
	<i>n</i>	185	319	279	279	310	283	317		152	231	231	170	160	142	174	
	<i>SD</i>	65.1	46.4	44.8	44.8	48.0	48.0	73.3		61.3	66.9	66.9	67.0	81.5	80.8	71.5	
	<i>SE</i>	4.78	2.60	2.68	2.68	2.73	2.85	4.12		4.98	4.40	4.40	5.14	6.45	6.78	5.42	
	<i>CI upper bound</i>	56.5	53.3	55.2	55.2	56.6	53.2	61.5		74.4	74.6	74.6	76.9	88.2	83.8	78.2	
	<i>CI lower bound</i>	37.7	43.1	44.7	44.7	45.9	42.0	45.4		54.9	57.3	57.3	56.7	63.0	57.2	57.0	
Course Challenge Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>Mean</i>	5.8	5.6	5.7	5.7	5.6	5.4	5.5		5.8	5.8	5.8	5.8	5.8	5.4	5.5	
	<i>n</i>	204	354	296	296	325	280	317		172	254	254	190	166	141	172	
	<i>SD</i>	1.1	1.0	1.0	1.0	1.0	1.2	1.3		1.0	1.1	1.1	1.2	1.0	1.2	1.2	
	<i>SE</i>	.07	.05	.06	.06	.06	.07	.07		.08	.07	.07	.09	.08	.10	.09	
	<i>CI upper bound</i>	5.9	5.7	5.9	5.9	5.7	5.5	5.7		5.9	5.9	5.9	6.0	5.9	5.6	5.7	
	<i>CI lower bound</i>	5.6	5.5	5.6	5.6	5.5	5.3	5.4		5.6	5.6	5.6	5.6	5.6	5.2	5.4	
Academic Emphasis Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>Mean</i>	3.3	3.3	3.2	3.2	3.2	3.1	3.1		3.2	3.3	3.3	3.3	3.2	3.2	3.0	
	<i>n</i>	195	336	267	267	311	257	310		164	246	246	180	160	137	169	
	<i>SD</i>	0.7	0.7	0.8	0.8	0.8	0.7	0.7		0.7	0.7	0.7	0.7	0.7	0.7	0.7	
	<i>SE</i>	.05	.04	.05	.05	.04	.05	.04		.05	.04	.04	.05	.06	.06	.06	
	<i>CI upper bound</i>	3.4	3.4	3.3	3.3	3.3	3.2	3.1		3.3	3.4	3.4	3.4	3.3	3.3	3.1	
	<i>CI lower bound</i>	3.1	3.2	3.1	3.1	3.1	3.0	3.0		3.1	3.2	3.2	3.2	3.1	3.0	2.9	
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>	33.6	32.7	35.3	35.3	34.2	32.6	35.2		32.2	35.1	35.1	37.6	36.1	33.4	36.4	
	<i>n</i>	229	376	318	318	360	357	352		183	268	268	205	187	167	187	
	<i>SD</i>	13.8	13.4	14.9	14.9	12.7	13.5	14.3		12.5	12.8	12.8	13.1	13.8	13.0	12.4	
	<i>SE</i>	.91	.69	.84	.84	.67	.72	.76		.92	.78	.78	.91	1.01	1.00	.91	
	<i>CI upper bound</i>	35.4	34.0	36.9	36.9	35.5	34.0	36.7		34.1	36.6	36.6	39.4	38.1	35.4	38.2	
	<i>CI lower bound</i>	31.8	31.3	33.6	33.6	32.9	31.2	33.7		30.4	33.5	33.5	35.8	34.2	31.4	34.6	
Discussions with Diverse Others	<i>Mean</i>	40.5	40.1	40.1	40.1	37.9	38.8	40.3		38.9	40.3	40.3	40.4	39.4	40.8	40.4	
	<i>n</i>	196	360	292	292	324	281	317		172	257	257	187	167	141	170	
	<i>SD</i>	15.5	16.1	15.7	15.7	14.4	14.4	16.0		17.1	16.3	16.3	15.5	15.8	13.9	15.9	
	<i>SE</i>	1.11	.85	.92	.92	.80	.86	.90		1.30	1.02	1.02	1.13	1.23	1.17	1.22	
	<i>CI upper bound</i>	42.7	41.8	41.9	41.9	39.5	40.5	42.1		41.4	42.3	42.3	42.6	41.8	43.1	42.8	
	<i>CI lower bound</i>	38.3	38.4	38.3	38.3	36.3	37.1	38.6		36.3	38.3	38.3	38.1	37.0	38.5	38.0	

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).

NSSE 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

NSSEville State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>	21.7	22.8	25.0	25.0	23.5	23.1	27.2		26.4	29.2	29.2	30.8	30.6	27.2	29.4	
	<i>n</i>	221	364	316	316	353	330	336		179	265	265	201	177	159	184	
	<i>SD</i>	15.0	14.4	16.2	16.2	14.8	14.2	15.3		17.4	17.1	17.1	15.4	16.2	16.3	15.4	
	<i>SE</i>	1.01	.75	.91	.91	.79	.78	.83		1.30	1.05	1.05	1.09	1.22	1.29	1.14	
	<i>CI upper bound</i>	23.6	24.3	26.8	26.8	25.0	24.6	28.9		28.9	31.2	31.2	33.0	33.0	29.8	31.7	
	<i>CI lower bound</i>	19.7	21.3	23.2	23.2	22.0	21.6	25.6		23.8	27.1	27.1	28.7	28.2	24.7	27.2	
<hr/>																	
Effective Teaching Practices	<i>Mean</i>	42.9	40.7	43.6	43.6	40.8	38.5	38.7		42.6	44.2	44.2	43.8	43.3	41.4	39.2	
	<i>n</i>	220	370	315	315	349	327	328		180	270	270	199	179	158	180	
	<i>SD</i>	12.9	12.7	12.7	12.7	12.6	12.7	13.7		13.8	12.7	12.7	12.7	12.1	12.7	13.1	
	<i>SE</i>	.87	.66	.72	.72	.67	.70	.76		1.02	.78	.78	.90	.91	1.01	.98	
	<i>CI upper bound</i>	44.6	42.0	45.0	45.0	42.1	39.9	40.2		44.7	45.8	45.8	45.6	45.1	43.3	41.1	
	<i>CI lower bound</i>	41.2	39.4	42.2	42.2	39.5	37.1	37.2		40.6	42.7	42.7	42.0	41.5	39.4	37.3	
<hr/>																	
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>	42.0	41.2	44.3	44.3	42.8	40.9	42.2		43.9	43.6	43.6	44.1	45.8	43.1	43.0	
	<i>n</i>	196	346	288	288	322	271	300		169	251	251	190	160	138	164	
	<i>SD</i>	12.1	12.4	12.1	12.1	11.6	12.3	11.9		11.8	11.2	11.2	9.9	10.3	10.8	11.1	
	<i>SE</i>	.87	.67	.71	.71	.65	.74	.69		.91	.71	.71	.72	.82	.92	.87	
	<i>CI upper bound</i>	43.7	42.5	45.7	45.7	44.0	42.3	43.6		45.7	45.0	45.0	45.5	47.4	44.9	44.6	
	<i>CI lower bound</i>	40.3	39.9	42.9	42.9	41.5	39.4	40.9		42.2	42.2	42.2	42.7	44.2	41.3	41.3	
<hr/>																	
Supportive Environment	<i>Mean</i>	39.2	41.0	41.0	41.0	39.3	38.0	40.1		34.0	37.0	37.0	38.2	38.0	38.7	35.8	
	<i>n</i>	194	336	266	266	307	254	304		160	244	244	178	160	137	167	
	<i>SD</i>	12.9	13.5	13.2	13.2	13.2	13.0	12.6		12.9	13.6	13.6	14.3	14.2	12.0	12.7	
	<i>SE</i>	.93	.74	.81	.81	.75	.81	.72		1.02	.87	.87	1.07	1.13	1.02	.98	
	<i>CI upper bound</i>	41.0	42.4	42.6	42.6	40.8	39.6	41.5		36.0	38.8	38.8	40.3	40.2	40.7	37.7	
	<i>CI lower bound</i>	37.4	39.5	39.4	39.4	37.8	36.4	38.7		32.0	35.3	35.3	36.1	35.8	36.7	33.8	

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).

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning^a	%	82	85	82	82	79	80	78		84	76	76	82	82	89	85	
	n	202	346	291	291	323	273	311		174	254	254	188	161	142	172	
	SE	2.7	1.9	2.3	2.3	2.3	2.4	2.3		2.8	2.7	2.7	2.8	3.0	2.7	2.7	
	CI upper bound (%)	88	89	86	86	83	85	83		90	81	81	87	88	94	91	
	CI lower bound (%)	77	81	77	77	74	75	74		79	70	70	76	76	83	80	
Learning Community^a	%	8	9	11	11	11	6	6		28	30	30	36	35	27	23	
	n	203	351	296	296	326	274	318		174	256	256	189	162	141	172	
	SE	1.9	1.6	1.8	1.8	1.7	1.5	1.4		3.4	2.9	2.9	3.5	3.8	3.7	3.2	
	CI upper bound (%)	12	13	15	15	14	9	9		35	36	36	43	42	34	29	
	CI lower bound (%)	4	6	7	7	8	3	4		22	25	25	29	28	19	16	
Research with Faculty^a	%	4	7	7	7	10	6	5		24	25	25	29	29	29	35	
	n	202	349	295	295	325	275	317		174	252	252	187	164	142	172	
	SE	1.4	1.4	1.5	1.5	1.7	1.4	1.2		3.2	2.7	2.7	3.3	3.6	3.8	3.7	
	CI upper bound (%)	7	10	10	10	14	8	8		30	31	31	36	36	37	42	
	CI lower bound (%)	1	4	4	4	7	3	3		17	20	20	23	22	22	28	
Internship or Field Experience^b (First-year results: Plan to do)	%	81	75	86	86	81	80	81		53	55	55	60	58	70	61	
	n	204	355	297	297	327	277	317		174	254	254	189	166	142	173	
	SE	2.8	2.3	2.0	2.0	2.2	2.4	2.2		3.8	3.1	3.1	3.6	3.8	3.9	3.7	
	CI upper bound (%)	86	80	90	90	85	84	86		60	62	62	67	66	78	68	
	CI lower bound (%)	75	71	82	82	77	75	77		45	49	49	53	51	63	54	
Study Abroad^b (First-year results: Plan to do)	%	40	44	42	42	35	44	46		14	17	17	15	23	21	25	
	n	202	349	297	297	326	275	319		172	256	256	188	165	141	172	
	SE	3.5	2.7	2.9	2.9	2.6	3.0	2.8		2.7	2.3	2.3	2.6	3.3	3.4	3.3	
	CI upper bound (%)	47	49	48	48	40	49	52		19	21	21	20	29	27	31	
	CI lower bound (%)	33	38	37	37	30	38	41		9	12	12	9	16	14	18	
Culminating Senior Experience^b (First-year results: Plan to do)	%	56	61	68	68	73	74	72		49	47	47	62	67	81	84	
	n	201	351	291	291	325	275	313		170	257	257	189	164	142	172	
	SE	3.5	2.6	2.7	2.7	2.5	2.6	2.5		3.8	3.1	3.1	3.5	3.7	3.3	2.8	
	CI upper bound (%)	63	66	73	73	78	80	77		56	53	53	69	74	88	89	
	CI lower bound (%)	49	56	62	62	68	69	67		41	41	41	55	60	75	78	
Overall HIP Participation^c																	
Participated in one HIP	%	72	72	69	69	65	70	71		27	20	20	9	14	8	13	
	n	204	354	297	297	327	275	319		175	257	257	190	166	142	173	
	SE	3.1	2.4	2.7	2.7	2.6	2.8	2.5		3.4	2.5	2.5	2.1	2.7	2.3	2.6	
	CI upper bound (%)	79	77	74	74	70	75	76		33	25	25	14	20	13	18	
	CI lower bound (%)	66	68	63	63	60	64	66		20	16	16	5	9	4	8	
Participated in two or more HIPs	%	10	13	13	13	16	10	12		66	66	66	84	82	89	85	
	n	204	354	297	297	327	275	319		175	257	257	190	166	142	173	
	SE	2.1	1.8	2.0	2.0	2.0	1.8	1.5		3.6	3.0	3.0	2.6	3.0	2.6	2.7	
	CI upper bound (%)	14	16	17	17	20	14	15		73	72	72	89	88	94	90	
	CI lower bound (%)	6	9	9	9	12	7	9		59	60	60	79	77	84	80	

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.