



NSSE 2021

Multi-Year Report

Texas 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 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 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

Year	First-year students					Seniors				
	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	16%	+/- 2.8%	1,002	783	219	25%	+/- 1.8%	2,326	1,904	422
2014	20%	+/- 2.9%	919	675	244	25%	+/- 2.0%	1,871	1,495	376
2015	16%	+/- 2.8%	1,040	729	311	20%	+/- 2.2%	1,522	1,165	357
2016	20%	+/- 2.4%	1,356	919	437	22%	+/- 2.1%	1,710	1,270	440
2017	16%	+/- 2.7%	1,136	790	346	21%	+/- 2.1%	1,653	1,252	401
2018	17%	+/- 2.7%	1,129	826	303	19%	+/- 2.3%	1,480	1,209	271
2019	17%	+/- 2.5%	1,240	920	320	18%	+/- 2.4%	1,387	1,157	230
2020										
2021	16%	+/- 3.0%	882	650	232	17%	+/- 2.5%	1,325	1,054	271

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising	No	Yes	No
2014	Email	Census	Yes	Academic Advising	No	No	No
2015	Email	Census	Yes	Information Literacy, Global Perspectives	No	Yes	No
2016	Email	Census	Yes	Information Literacy, FY Experiences / Sr Transitions	No	No	No
2017	Email	Census	Yes	Transferable Skills, Inclusiv & Cult Div	No	No	No
2018	Email	Census	Yes	Transferable Skills	No	No	Yes
2019	Email	Census	Yes	Honors Consortium	No	No	No
2020							
2021	Email	Census	Yes	Honors Education Consortium	No	Yes	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.

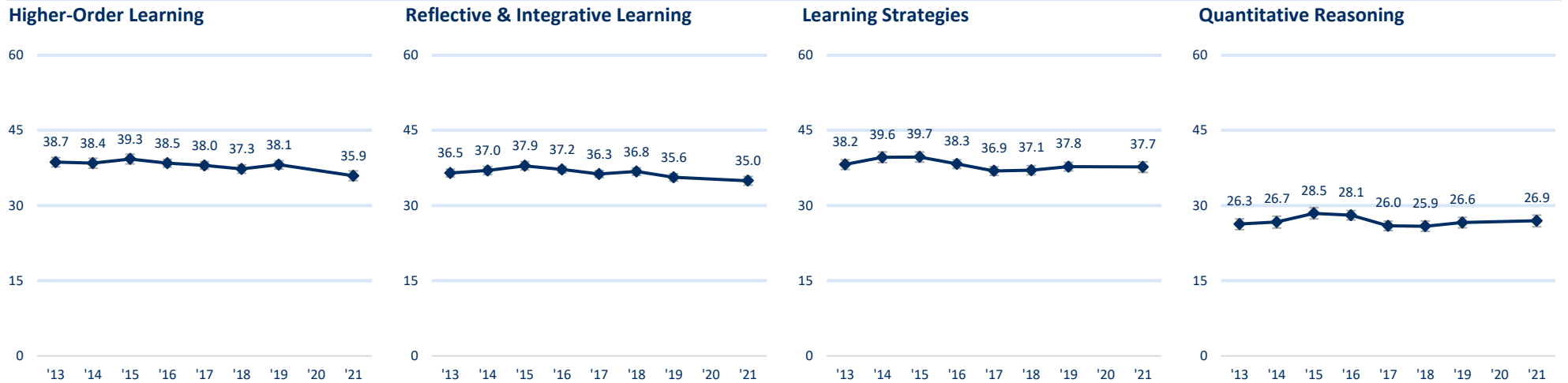
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors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

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

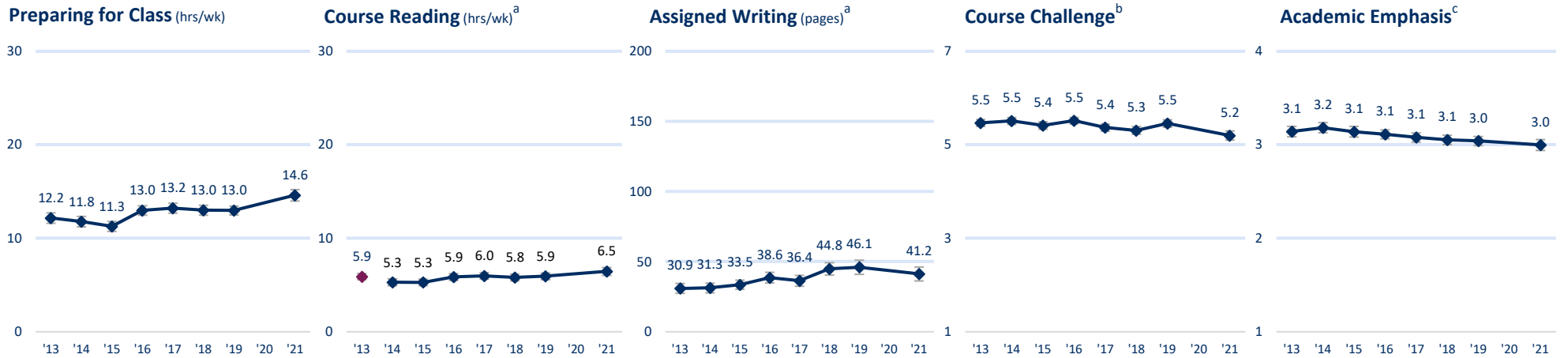
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See 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").

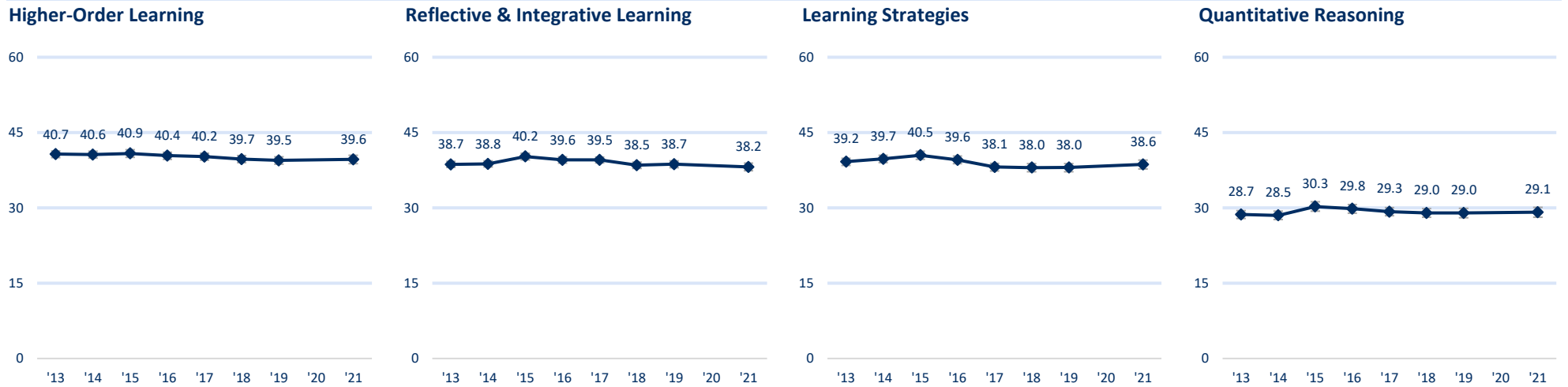
NSSE 2021 Multi-Year Report

Engagement Results by Theme

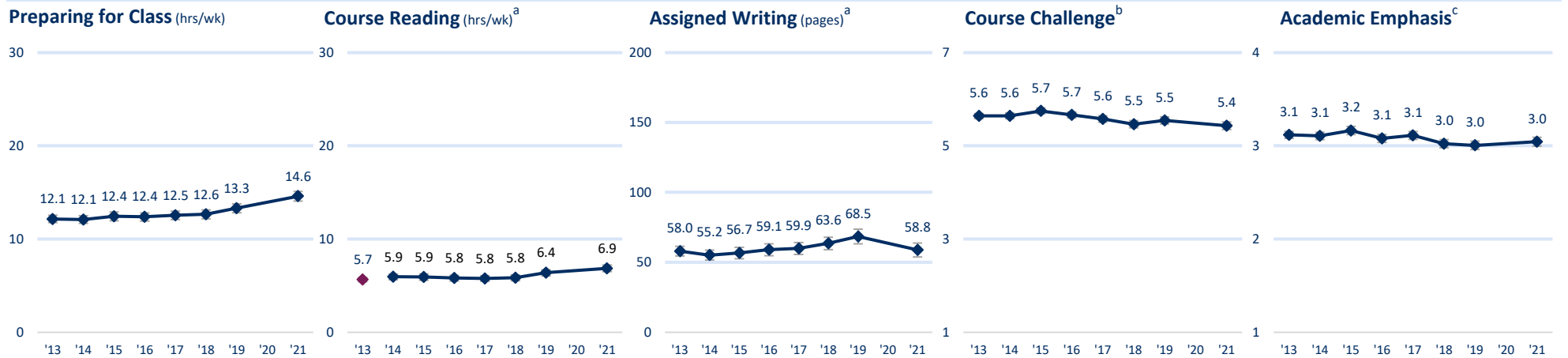
Texas State University

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



Academic Challenge (additional items): Seniors



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.

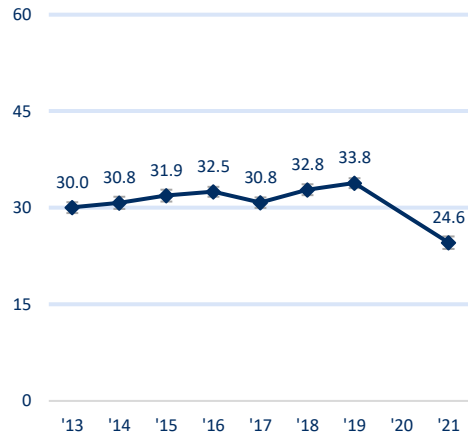
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

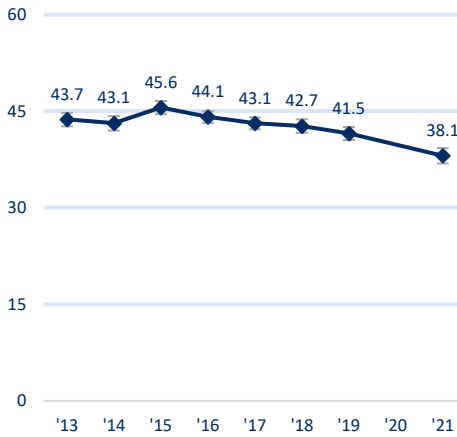
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

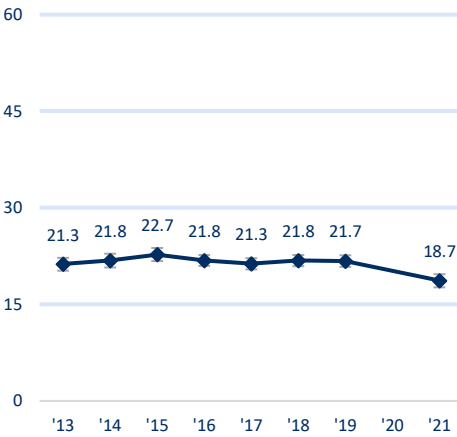


Discussions with Diverse Others

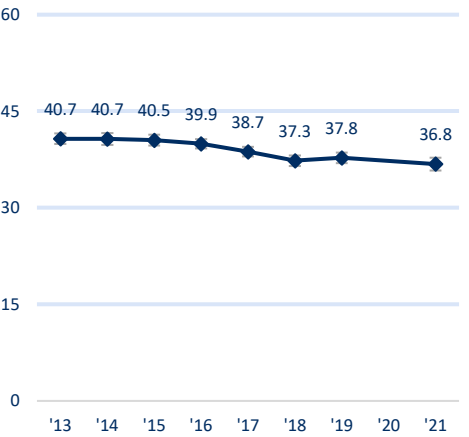


Experiences with Faculty: First-year students

Student-Faculty Interaction

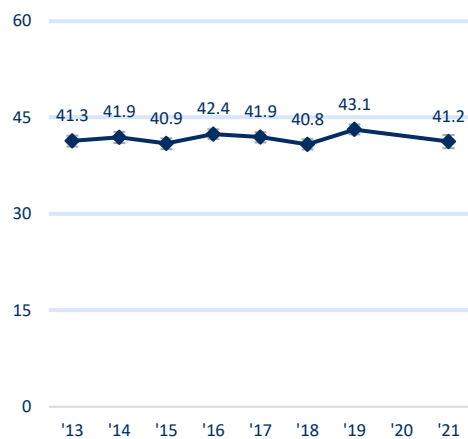


Effective Teaching Practices

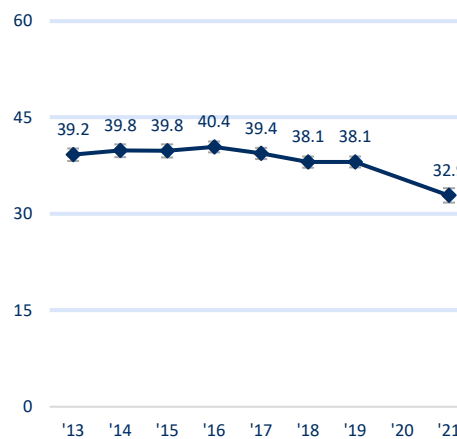


Campus Environment: First-year students

Quality of Interactions



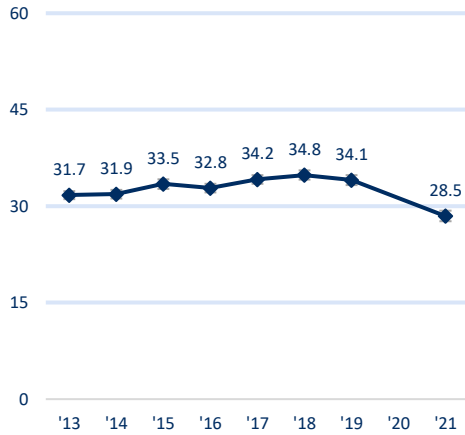
Supportive Environment



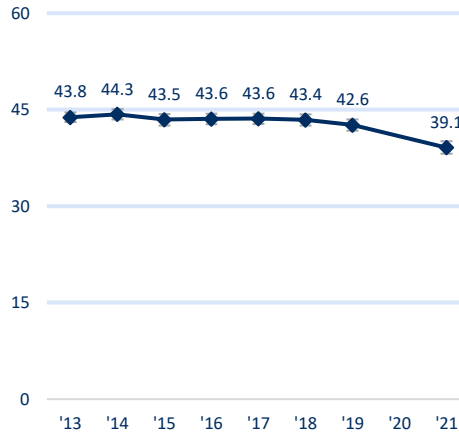
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

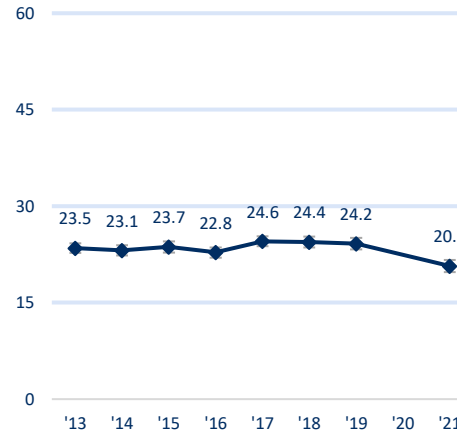


Discussions with Diverse Others

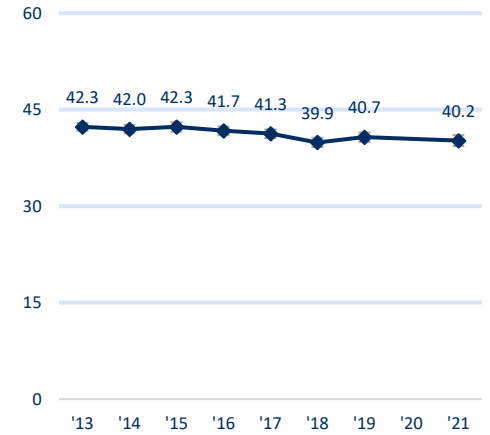


Experiences with Faculty: Seniors

Student-Faculty Interaction

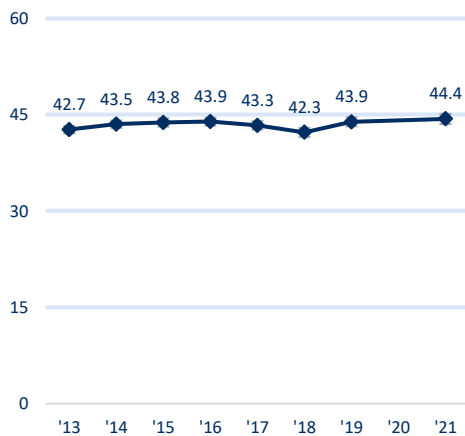


Effective Teaching Practices

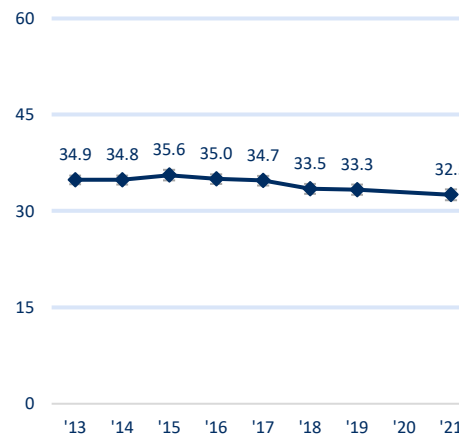


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

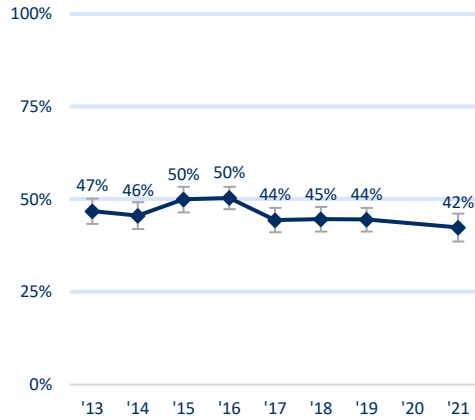


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

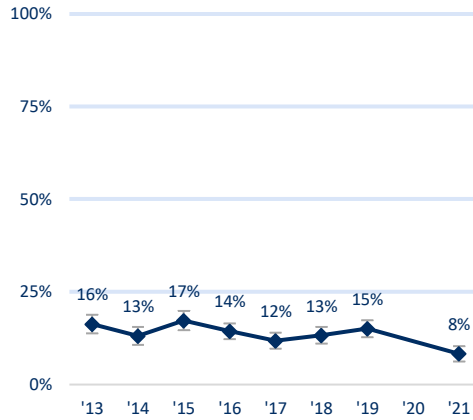
Service-Learning

(Some, most, or all courses)



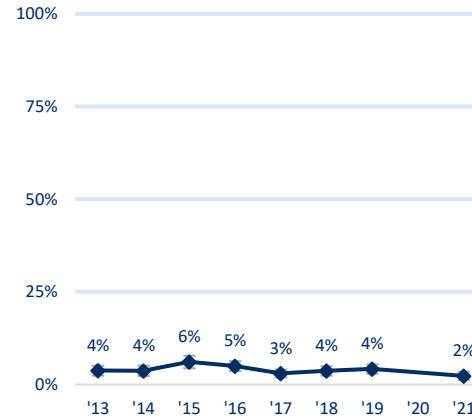
Learning Community

(Done or in progress)



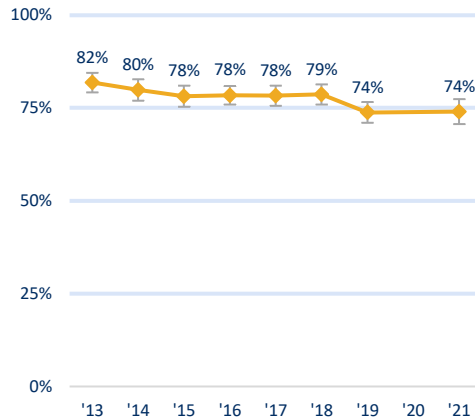
Research with Faculty

(Done or in progress)



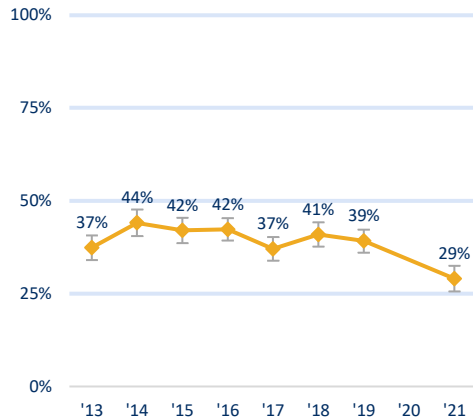
Internship/Field Experience

(Plan to do)



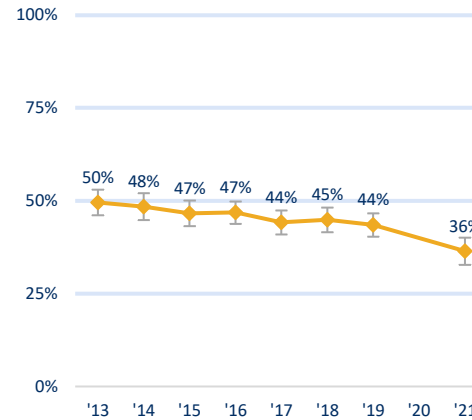
Study Abroad

(Plan to do)



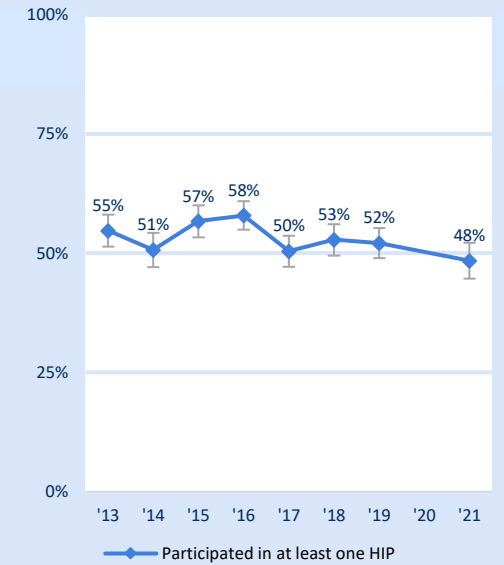
Culminating Senior Experience

(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.

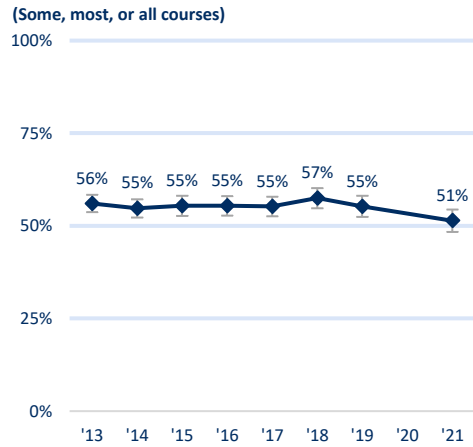


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

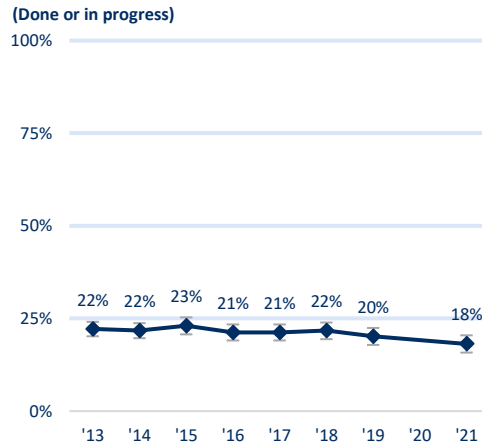
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

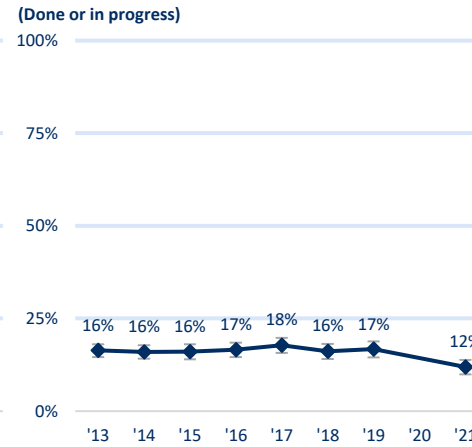
Service-Learning (Some, most, or all courses)



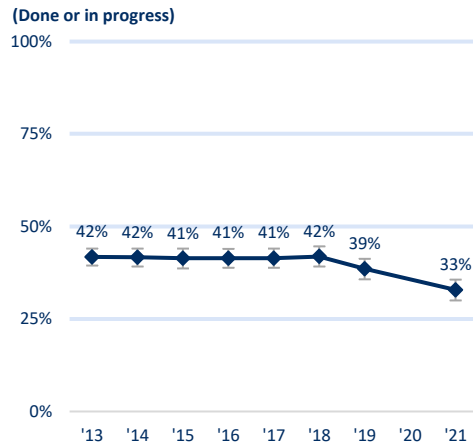
Learning Community (Done or in progress)



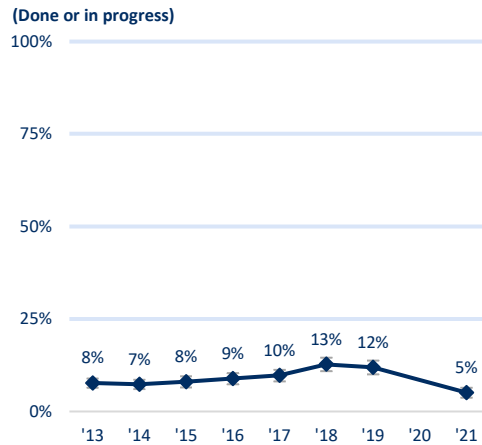
Research with Faculty (Done or in progress)



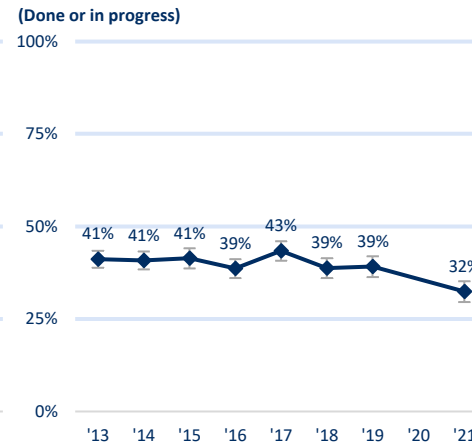
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

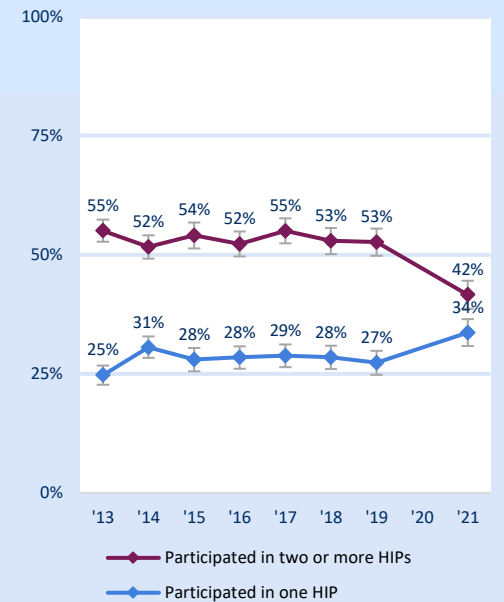


Culminating Senior Experience (Done or in progress)



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 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Texas State University

		First-year students								Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge</i>																			
Higher-Order Learning	<i>Mean</i>	38.7	38.4	39.3	38.5	38.0	37.3	38.1		35.9	40.7	40.6	40.9	40.4	40.2	39.7	39.5		39.6
	<i>n</i>	873	787	885	1,183	1,041	946	1,030		713	1,812	1,686	1,362	1,533	1,526	1,336	1,246		1,131
	<i>SD</i>	13.8	14.1	14.4	13.6	12.4	13.1	13.3		13.2	14.2	14.4	14.2	14.0	13.6	13.4	13.4		14.3
	<i>SE</i>	.47	.50	.48	.39	.38	.43	.41		.49	.33	.35	.39	.36	.35	.37	.38		.42
	<i>CI upper bound</i>	39.6	39.4	40.2	39.2	38.8	38.1	38.9		36.9	41.3	41.3	41.6	41.1	40.9	40.4	40.2		40.5
	<i>CI lower bound</i>	37.7	37.4	38.3	37.7	37.3	36.4	37.3		35.0	40.0	39.9	40.1	39.7	39.5	39.0	38.7		38.8
Reflective & Integrative Learning	<i>Mean</i>	36.5	37.0	37.9	37.2	36.3	36.8	35.6		35.0	38.7	38.8	40.2	39.6	39.5	38.5	38.7		38.2
	<i>n</i>	910	831	935	1,237	1,066	1,014	1,112		786	1,880	1,749	1,417	1,581	1,578	1,396	1,298		1,222
	<i>SD</i>	12.0	12.5	12.9	12.0	11.5	11.7	12.3		12.2	13.1	12.9	12.7	12.9	12.0	12.2	12.4		13.6
	<i>SE</i>	.40	.43	.42	.34	.35	.37	.37		.43	.30	.31	.34	.32	.30	.33	.34		.39
	<i>CI upper bound</i>	37.3	37.8	38.8	37.8	37.0	37.5	36.4		35.8	39.3	39.4	40.9	40.2	40.1	39.1	39.4		38.9
	<i>CI lower bound</i>	35.7	36.1	37.1	36.5	35.6	36.1	34.9		34.1	38.1	38.2	39.6	38.9	39.0	37.9	38.0		37.4
Learning Strategies	<i>Mean</i>	38.2	39.6	39.7	38.3	36.9	37.1	37.8		37.7	39.2	39.7	40.5	39.6	38.1	38.0	38.0		38.6
	<i>n</i>	820	736	813	1,045	900	867	964		670	1,730	1,577	1,252	1,388	1,371	1,276	1,186		1,078
	<i>SD</i>	14.0	14.4	14.7	13.8	13.2	13.6	13.6		14.1	14.9	15.2	14.7	14.5	14.3	14.7	14.1		14.9
	<i>SE</i>	.49	.53	.51	.43	.44	.46	.44		.54	.36	.38	.41	.39	.39	.41	.41		.45
	<i>CI upper bound</i>	39.2	40.7	40.7	39.1	37.8	38.0	38.6		38.7	39.9	40.5	41.3	40.3	38.9	38.8	38.8		39.5
	<i>CI lower bound</i>	37.2	38.6	38.7	37.4	36.1	36.2	36.9		36.6	38.5	39.0	39.7	38.8	37.4	37.2	37.2		37.7
Quantitative Reasoning	<i>Mean</i>	26.3	26.7	28.5	28.1	26.0	25.9	26.6		26.9	28.7	28.5	30.3	29.8	29.3	29.0	29.0		29.1
	<i>n</i>	894	808	915	1,191	1,019	904	980		682	1,847	1,705	1,369	1,550	1,513	1,298	1,206		1,087
	<i>SD</i>	16.0	17.1	17.4	16.3	15.2	15.9	16.5		15.2	17.4	17.7	17.8	16.9	16.2	15.9	16.3		16.8
	<i>SE</i>	.54	.60	.57	.47	.48	.53	.53		.58	.40	.43	.48	.43	.42	.44	.47		.51
	<i>CI upper bound</i>	27.3	27.9	29.6	29.0	26.9	26.9	27.6		28.1	29.5	29.4	31.2	30.7	30.1	29.9	29.9		30.1
	<i>CI lower bound</i>	25.2	25.5	27.3	27.1	25.0	24.8	25.6		25.8	27.9	27.7	29.3	29.0	28.4	28.1	28.1		28.1
<i>Academic Challenge (additional items)</i>																			
Preparing for Class (hours/week)	<i>Mean</i>	12.2	11.8	11.3	13.0	13.2	13.0	13.0		14.6	12.1	12.1	12.4	12.4	12.5	12.6	13.3		14.6
	<i>n</i>	770	672	724	944	826	847	919		650	1,654	1,492	1,197	1,302	1,283	1,237	1,159		1,052
	<i>SD</i>	7.9	7.3	7.2	7.8	7.7	7.8	7.3		8.0	8.2	8.2	8.3	8.0	8.3	8.4	8.1		8.6
	<i>SE</i>	.28	.28	.27	.25	.27	.27	.24		.31	.20	.21	.24	.22	.23	.24	.24		.26
	<i>CI upper bound</i>	12.7	12.3	11.8	13.5	13.7	13.5	13.4		15.2	12.5	12.5	12.9	12.8	13.0	13.1	13.8		15.1
	<i>CI lower bound</i>	11.6	11.2	10.7	12.5	12.7	12.5	12.5		14.0	11.8	11.7	12.0	11.9	12.1	12.2	12.8		14.1
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	<i>Mean</i>	5.9	5.3	5.3	5.9	6.0	5.8	5.9		6.5	5.7	5.9	5.9	5.8	5.8	5.8	6.4		6.9
	<i>n</i>	767	653	714	932	819	841	913		649	1,656	1,480	1,175	1,291	1,270	1,228	1,151		1,047
	<i>SD</i>	4.7	4.8	4.9	5.7	5.3	5.5	5.4		5.5	4.8	5.7	5.7	5.4	5.4	5.6	5.6		5.9
	<i>SE</i>	.17	.19	.18	.19	.19	.19	.18		.22	.12	.15	.17	.15	.15	.16	.16		.18
	<i>CI upper bound</i>	6.2	5.7	5.6	6.2	6.3	6.2	6.3		6.9	5.9	6.2	6.3	6.1	6.1	6.2	6.7		7.2
	<i>CI lower bound</i>	5.6	4.9	4.9	5.5	5.6	5.4	5.6		6.0	5.4	5.7	5.6	5.5	5.5	5.5	6.1		6.5

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).

NSSE 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Texas State University

		First-year students								Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge (additional items, continued)</i>																			
Assigned Writing	<i>Mean</i>	30.9	31.3	33.5	38.6	36.4	44.8	46.1		41.2	58.0	55.2	56.7	59.1	59.9	63.6	68.5		58.8
Estimated number of pages calculated from three survey questions.	<i>n</i>	769	682	771	1,002	921	899	986		679	1,603	1,465	1,177	1,337	1,383	1,282	1,202		1,076
	<i>SD</i>	50.1	45.9	46.0	61.5	60.9	68.1	80.3		66.2	71.9	68.9	72.1	79.2	82.0	80.9	92.1		83.2
	<i>SE</i>	1.81	1.76	1.66	1.94	2.01	2.27	2.56		2.54	1.79	1.80	2.10	2.17	2.20	2.26	2.66		2.54
	<i>CI upper bound</i>	34.5	34.7	36.8	42.4	40.3	49.3	51.1		46.2	61.5	58.7	60.8	63.3	64.3	68.0	73.7		63.8
	<i>CI lower bound</i>	27.4	27.8	30.3	34.8	32.4	40.4	41.0		36.3	54.5	51.7	52.6	54.8	55.6	59.2	63.3		53.8
Course Challenge	<i>Mean</i>	5.5	5.5	5.4	5.5	5.4	5.3	5.5		5.2	5.6	5.6	5.7	5.7	5.6	5.5	5.5		5.4
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	827	744	826	1,057	903	882	967		668	1,767	1,597	1,284	1,414	1,371	1,277	1,181		1,072
	<i>SD</i>	1.1	1.0	1.1	1.1	1.2	1.2	1.2		1.3	1.2	1.2	1.2	1.2	1.2	1.4	1.3		1.4
	<i>SE</i>	.04	.04	.04	.03	.04	.04	.04		.05	.03	.03	.03	.03	.03	.04	.04		.04
	<i>CI upper bound</i>	5.5	5.6	5.5	5.6	5.4	5.4	5.5		5.3	5.7	5.7	5.8	5.7	5.6	5.5	5.6		5.5
	<i>CI lower bound</i>	5.4	5.4	5.3	5.4	5.3	5.2	5.4		5.1	5.6	5.6	5.7	5.6	5.5	5.4	5.5		5.3
Academic Emphasis	<i>Mean</i>	3.1	3.2	3.1	3.1	3.1	3.1	3.0		3.0	3.1	3.1	3.2	3.1	3.1	3.0	3.0		3.0
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	772	684	732	967	838	858	936		655	1,662	1,504	1,204	1,317	1,294	1,251	1,173		1,062
	<i>SD</i>	0.8	0.7	0.8	0.8	0.7	0.8	0.8		0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8		0.8
	<i>SE</i>	.03	.03	.03	.02	.02	.03	.02		.03	.02	.02	.02	.02	.02	.02	.02		.02
	<i>CI upper bound</i>	3.2	3.2	3.2	3.2	3.1	3.1	3.1		3.1	3.2	3.1	3.2	3.1	3.2	3.1	3.1		3.1
	<i>CI lower bound</i>	3.1	3.1	3.1	3.1	3.0	3.0	3.0		2.9	3.1	3.1	3.1	3.0	3.1	3.0	3.0		3.0
<i>Learning with Peers</i>																			
Collaborative Learning	<i>Mean</i>	30.0	30.8	31.9	32.5	30.8	32.8	33.8		24.6	31.7	31.9	33.5	32.8	34.2	34.8	34.1		28.5
	<i>n</i>	925	858	958	1,277	1,102	1,083	1,200		850	1,900	1,763	1,437	1,619	1,618	1,422	1,347		1,290
	<i>SD</i>	13.3	13.8	14.6	14.0	13.8	14.2	13.8		14.5	14.0	14.7	14.6	14.0	14.1	13.9	14.3		15.0
	<i>SE</i>	.44	.47	.47	.39	.41	.43	.40		.50	.32	.35	.38	.35	.35	.37	.39		.42
	<i>CI upper bound</i>	30.9	31.7	32.8	33.3	31.6	33.7	34.6		25.6	32.4	32.6	34.2	33.5	34.8	35.6	34.8		29.3
	<i>CI lower bound</i>	29.2	29.9	31.0	31.7	30.0	32.0	33.1		23.6	31.1	31.2	32.7	32.1	33.5	34.1	33.3		27.7
Discussions with Diverse Others	<i>Mean</i>	43.7	43.1	45.6	44.1	43.1	42.7	41.5		38.1	43.8	44.3	43.5	43.6	43.6	43.4	42.6		39.1
	<i>n</i>	823	742	827	1,045	909	890	981		666	1,759	1,595	1,271	1,397	1,372	1,287	1,186		1,080
	<i>SD</i>	15.3	15.5	14.9	15.0	14.2	15.5	16.0		15.9	16.2	16.0	16.1	15.6	15.2	16.0	15.2		16.4
	<i>SE</i>	.53	.57	.52	.46	.47	.52	.51		.62	.39	.40	.45	.42	.41	.45	.44		.50
	<i>CI upper bound</i>	44.8	44.3	46.6	45.0	44.0	43.7	42.5		39.3	44.6	45.1	44.3	44.4	44.4	44.3	43.5		40.1
	<i>CI lower bound</i>	42.7	42.0	44.6	43.2	42.2	41.7	40.5		36.9	43.1	43.5	42.6	42.8	42.8	42.5	41.8		38.2

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 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Texas State University

		First-year students								Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Experiences with Faculty</i>																			
Student-Faculty Interaction	<i>Mean</i>	21.3	21.8	22.7	21.8	21.3	21.8	21.7		18.7	23.5	23.1	23.7	22.8	24.6	24.4	24.2		20.7
	<i>n</i>	899	804	916	1,201	1,050	979	1,068		741	1,853	1,704	1,384	1,553	1,541	1,349	1,261		1,179
	<i>SD</i>	15.1	15.5	15.9	15.0	14.2	14.2	14.9		14.3	16.1	16.5	16.8	16.1	15.8	16.1	16.0		16.5
	<i>SE</i>	.50	.55	.53	.43	.44	.45	.46		.52	.37	.40	.45	.41	.40	.44	.45		.48
	<i>CI upper bound</i>	22.2	22.9	23.8	22.7	22.2	22.7	22.6		19.7	24.2	23.9	24.6	23.6	25.3	25.3	25.1		21.6
<i>CI lower bound</i>	20.3	20.7	21.7	21.0	20.5	20.9	20.8		17.7	22.7	22.4	22.8	22.0	23.8	23.6	23.3		19.8	
<hr/>																			
Effective Teaching Practices	<i>Mean</i>	40.7	40.7	40.5	39.9	38.7	37.3	37.8		36.8	42.3	42.0	42.3	41.7	41.3	39.9	40.7		40.2
	<i>n</i>	908	813	923	1,213	1,041	938	1,021		706	1,872	1,730	1,396	1,558	1,538	1,329	1,240		1,133
	<i>SD</i>	12.9	13.0	13.1	13.1	12.2	12.8	13.4		13.4	13.1	13.4	13.8	13.5	13.2	13.5	13.4		14.3
	<i>SE</i>	.43	.46	.43	.38	.38	.42	.42		.50	.30	.32	.37	.34	.34	.37	.38		.42
	<i>CI upper bound</i>	41.6	41.6	41.4	40.7	39.5	38.1	38.6		37.8	42.9	42.6	43.1	42.4	41.9	40.7	41.5		41.0
<i>CI lower bound</i>	39.9	39.8	39.7	39.2	38.0	36.5	37.0		35.8	41.7	41.4	41.6	41.1	40.6	39.2	40.0		39.4	
<hr/>																			
<i>Campus Environment</i>																			
Quality of Interactions	<i>Mean</i>	41.3	41.9	40.9	42.4	41.9	40.8	43.1		41.2	42.7	43.5	43.8	43.9	43.3	42.3	43.9		44.4
	<i>n</i>	800	727	802	1,016	868	852	906		634	1,684	1,516	1,207	1,311	1,293	1,192	1,118		967
	<i>SD</i>	11.9	12.0	12.4	12.1	11.9	12.1	12.0		12.8	11.5	11.4	11.5	11.4	11.6	12.1	11.9		12.7
	<i>SE</i>	.42	.44	.44	.38	.40	.41	.40		.51	.28	.29	.33	.32	.32	.35	.36		.41
	<i>CI upper bound</i>	42.1	42.8	41.8	43.1	42.7	41.6	43.9		42.2	43.2	44.1	44.4	44.5	44.0	42.9	44.6		45.2
<i>CI lower bound</i>	40.5	41.0	40.1	41.7	41.1	40.0	42.3		40.2	42.1	42.9	43.1	43.3	42.7	41.6	43.2		43.6	
<hr/>																			
Supportive Environment	<i>Mean</i>	39.2	39.8	39.8	40.4	39.4	38.1	38.1		32.9	34.9	34.8	35.6	35.0	34.7	33.5	33.3		32.5
	<i>n</i>	765	681	721	953	827	852	922		647	1,655	1,492	1,196	1,305	1,285	1,243	1,165		1,054
	<i>SD</i>	13.6	13.4	13.8	13.2	12.6	13.3	13.3		14.5	13.8	14.1	14.5	13.8	13.6	13.9	14.1		14.1
	<i>SE</i>	.49	.51	.51	.43	.44	.46	.44		.57	.34	.37	.42	.38	.38	.39	.41		.43
	<i>CI upper bound</i>	40.1	40.8	40.8	41.2	40.3	38.9	38.9		34.0	35.5	35.5	36.4	35.7	35.5	34.2	34.1		33.4
<i>CI lower bound</i>	38.2	38.8	38.8	39.6	38.5	37.2	37.2		31.7	34.2	34.1	34.8	34.2	34.0	32.7	32.5		31.7	

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

		First-year students								Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21	
Service-Learning^a	%	47	46	50	50	44	45	44		42	56	55	55	55	55	57	55		51	
	n	817	725	796	1,049	892	868	945		664	1,746	1,589	1,265	1,390	1,363	1,263	1,176		1,067	
	SE	1.7	1.9	1.8	1.5	1.7	1.7	1.6		1.9	1.2	1.2	1.4	1.3	1.3	1.4	1.5		1.5	
	CI upper bound (%)	50	49	53	53	48	48	48		46	58	57	58	58	58	60	58		54	
	CI lower bound (%)	43	42	46	47	41	41	41		39	54	52	53	53	53	55	52		48	
Learning Community^a	%	16	13	17	14	12	13	15		8	22	22	23	21	21	22	20		18	
	n	825	743	820	1,050	890	877	955		666	1,755	1,591	1,281	1,395	1,366	1,271	1,183		1,065	
	SE	1.3	1.2	1.3	1.1	1.1	1.1	1.2		1.1	1.0	1.0	1.2	1.1	1.1	1.2	1.2		1.2	
	CI upper bound (%)	19	16	20	17	14	16	17		10	24	24	25	23	23	24	22		20	
	CI lower bound (%)	14	11	15	12	10	11	13		6	20	20	21	19	19	19	18		16	
Research with Faculty^a	%	4	4	6	5	3	4	4		2	16	16	16	17	18	16	17		12	
	n	822	736	816	1,043	894	875	954		667	1,751	1,583	1,277	1,383	1,364	1,265	1,179		1,062	
	SE	0.7	0.7	0.8	0.7	0.6	0.6	0.7		0.6	0.9	0.9	1.0	1.0	1.0	1.0	1.1		1.0	
	CI upper bound (%)	5	5	8	6	4	5	5		3	18	18	18	19	20	18	19		14	
	CI lower bound (%)	2	2	4	4	2	2	3		1	15	14	14	15	16	14	15		10	
Internship or Field Experience^b	%	82	80	78	78	78	79	74		74	42	42	41	41	41	42	39		33	
	n	829	746	819	1,055	896	880	963		669	1,762	1,602	1,286	1,409	1,373	1,277	1,188		1,071	
	SE	1.3	1.5	1.4	1.3	1.4	1.4	1.4		1.7	1.2	1.2	1.4	1.3	1.3	1.4	1.4		1.4	
	(First-year results: Plan to do)	CI upper bound (%)	84	83	81	81	81	81	77		77	44	44	44	44	44	45	41		36
	CI lower bound (%)	79	77	75	76	76	76	71		71	39	39	39	39	39	39	36		30	
Study Abroad^b	%	37	44	42	42	37	41	39		29	8	7	8	9	10	13	12		5	
	n	826	745	821	1,050	894	877	951		665	1,757	1,587	1,279	1,399	1,369	1,267	1,182		1,063	
	SE	1.7	1.8	1.7	1.5	1.6	1.7	1.6		1.8	0.6	0.7	0.8	0.8	0.8	0.9	0.9		0.7	
	(First-year results: Plan to do)	CI upper bound (%)	41	48	45	45	40	44	42		33	9	9	10	10	11	15	14		6
	CI lower bound (%)	34	41	39	39	34	38	36		26	6	6	7	7	8	11	10		4	
Culminating Senior Experience^b	%	50	48	47	47	44	45	44		36	41	41	41	39	43	39	39		32	
	n	822	742	815	1,048	894	870	953		666	1,756	1,593	1,278	1,396	1,369	1,263	1,180		1,069	
	SE	1.7	1.8	1.7	1.5	1.7	1.7	1.6		1.9	1.2	1.2	1.4	1.3	1.3	1.4	1.4		1.4	
	(First-year results: Plan to do)	CI upper bound (%)	53	52	50	50	47	48	47		40	43	43	44	41	46	41	42		35
	CI lower bound (%)	46	45	43	44	41	42	40		33	39	38	39	36	41	36	36		30	
Overall HIP Participation^c																				
Participated in one HIP	%	45	41	45	48	43	46	42		45	25	31	28	28	29	28	27		34	
	n	830	747	824	1,059	898	880	955		669	1,769	1,610	1,287	1,415	1,376	1,282	1,190		1,073	
	SE	1.7	1.8	1.7	1.5	1.7	1.7	1.6		1.9	1.0	1.1	1.3	1.2	1.2	1.3	1.3		1.4	
	CI upper bound (%)	48	45	48	51	46	49	45		49	27	33	30	31	31	31	30		36	
	CI lower bound (%)	41	38	41	45	39	42	39		41	23	28	26	26	26	26	25		31	
Participated in two or more HIPs	%	10	9	12	10	8	7	10		3	55	52	54	52	55	53	53		42	
	n	830	747	824	1,059	898	880	955		669	1,769	1,610	1,287	1,415	1,376	1,282	1,190		1,073	
	SE	1.0	1.1	1.1	0.9	0.9	0.9	1.0		0.7	1.2	1.2	1.4	1.3	1.3	1.4	1.4		1.5	
	CI upper bound (%)	12	11	14	12	10	9	12		5	57	54	57	55	58	56	55		45	
	CI lower bound (%)	8	7	10	8	6	5	8		2	53	49	51	50	52	50	50		39	

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.