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**NSSE 2018**  
**Multi-Year Report**  
The University of Texas at Arlington

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### 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 the *Recommendations for Using Multiple Years of NSSE Data*: [nsse.indiana.edu/html/webinars.cfm](https://nsse.indiana.edu/html/webinars.cfm)

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

#### Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who planned to do an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

#### Interpreting year-to-year results

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

#### For further investigation

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

The 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 <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions		
2013	9%	+/- 5.6%	276	174	102	15%	+/- 2.8%	1,070	806	264		
2014	16%	+/- 4.5%	408	247	161	18%	+/- 2.9%	949	718	231		
2015	10%	+/- 5.9%	247	173	74	15%	+/- 2.0%	2,064	1,472	592		
2016	10%	+/- 6.4%	213	134	79	12%	+/- 2.7%	1,174	778	396		
2017	6%	+/- 8.2%	134	82	52	14%	+/- 3.8%	564	395	169		
2018	12%	+/- 4.0%	519	321	198	19%	+/- 1.8%	2,302	1,739	563		
2019												
2020												

Administration Details by Participation Year													
Year	Recruitment method	Sample type	Incentives offered	Additional question sets							Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	No	Academic Advising, Learning with Tech							No	No	No
2014	Email	Census	No	Transferable Skills, Global Perspectives							No	No	No
2015	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions							No	No	No
2016	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions							No	No	No
2017	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions							No	No	No
2018	Email	Census	No	Academic Advising							No	No	No
2019													
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.

- 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* report(s).

# NSSE 2018 Multi-Year Report

## Engagement Results by Theme

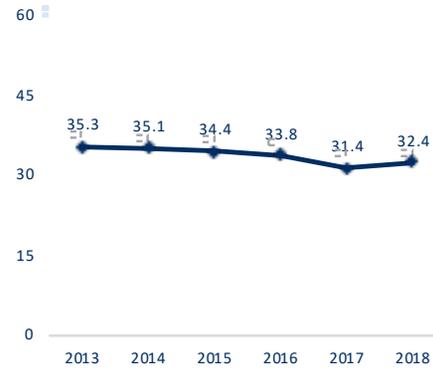
### The University of Texas at Arlington

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.

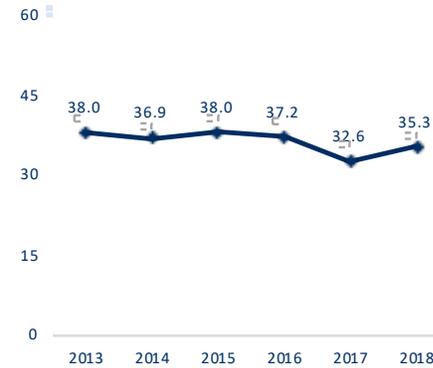
#### Higher-Order Learning



#### Reflective & Integrative Learning



#### Learning Strategies



#### Quantitative Reasoning



#### Preparing for Class (hrs/wk)



#### Course Reading (hrs/wk)<sup>a</sup>



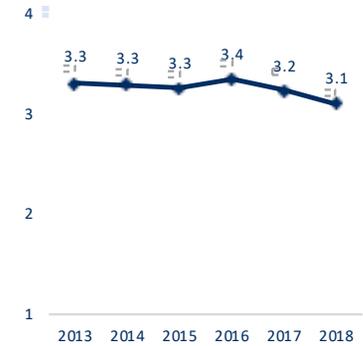
#### Assigned Writing (pages)<sup>a</sup>



#### Course Challenge<sup>b</sup>



#### Academic Emphasis<sup>c</sup>



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

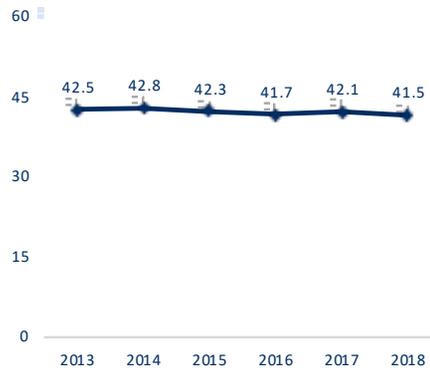
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

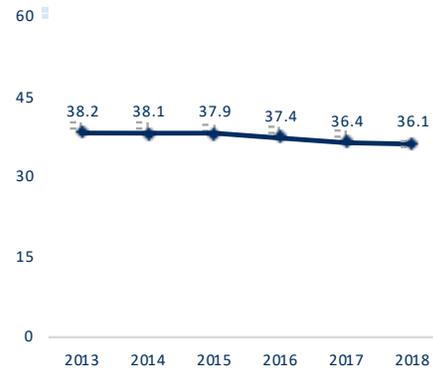
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#### Academic Challenge: Seniors

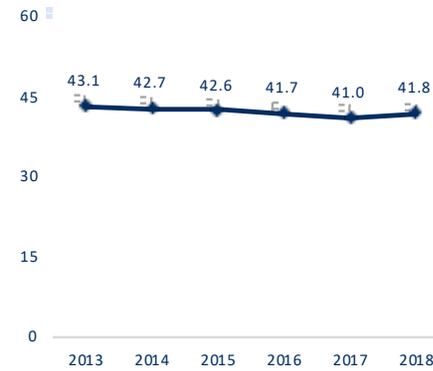
##### Higher-Order Learning



##### Reflective & Integrative Learning



##### Learning Strategies



##### Quantitative Reasoning



#### Academic Challenge (additional items): Seniors

##### Preparing for Class (hrs/wk)



##### Course Reading (hrs/wk)<sup>a</sup>



##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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.

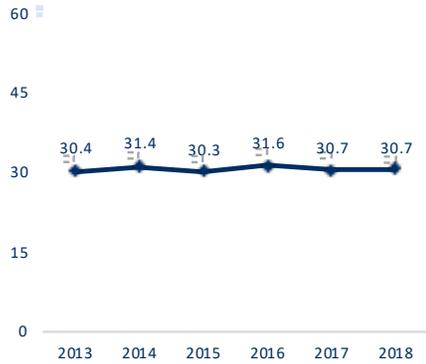
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

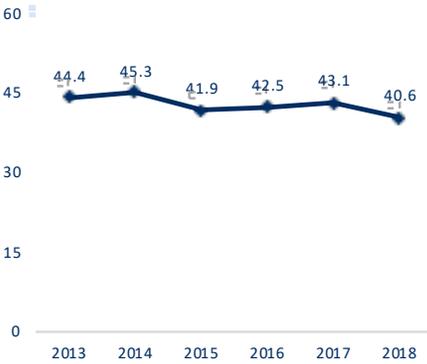
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: First-year students

##### Collaborative Learning

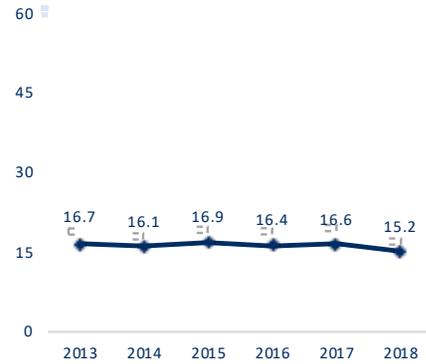


##### Discussions with Diverse Others



#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

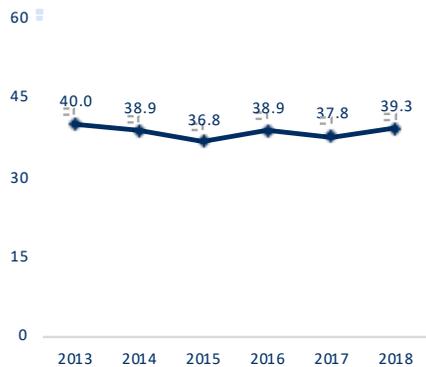


##### Effective Teaching Practices

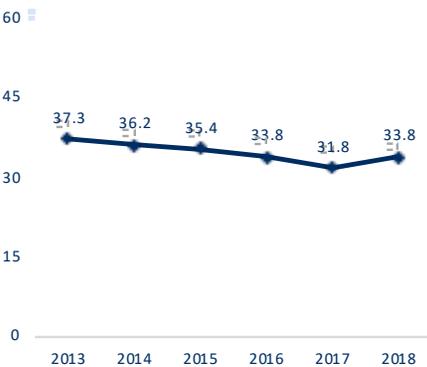


#### Campus Environment: First-year students

##### 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

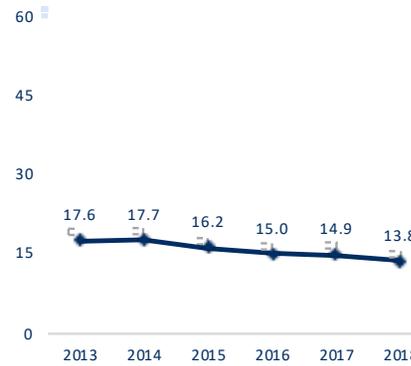


##### Discussions with Diverse Others



#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

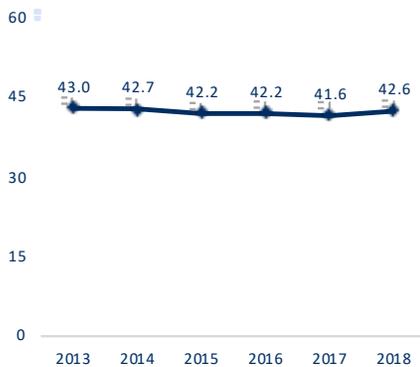


##### Effective Teaching Practices

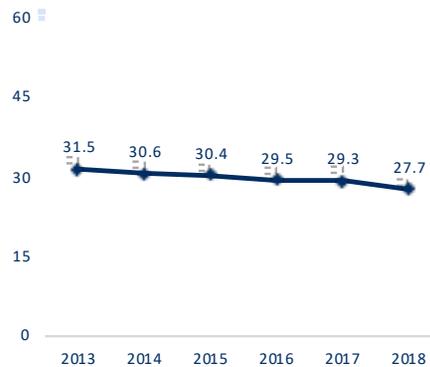


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

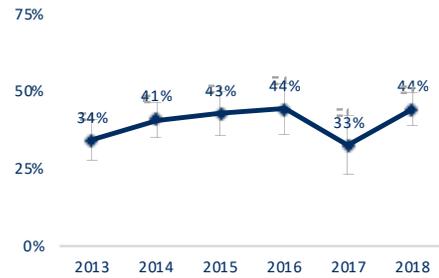


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

#### High-Impact Practices: First-year students

##### Service-Learning

(Some, most, or all courses)  
100%



##### Learning Community

(Done or in progress)  
100%



##### Research with Faculty

(Done or in progress)  
100%



##### Internship/Field Experience

(Plan to do)  
100%



##### Study Abroad

(Plan to do)  
100%



##### Culminating Senior Experience

(Plan to do)  
100%



#### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



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

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.

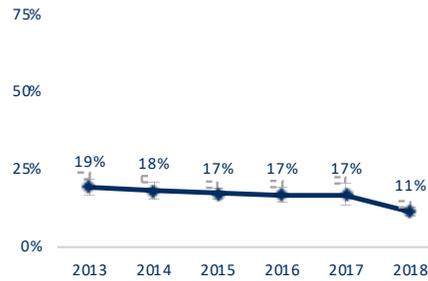
#### Service-Learning

(Some, most, or all courses)  
100%



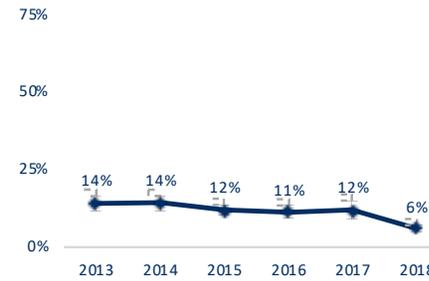
#### Learning Community

(Done or in progress)  
100%



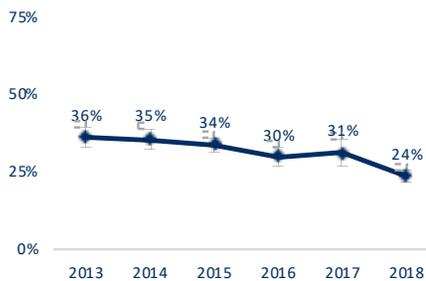
#### Research with Faculty

(Done or in progress)  
100%



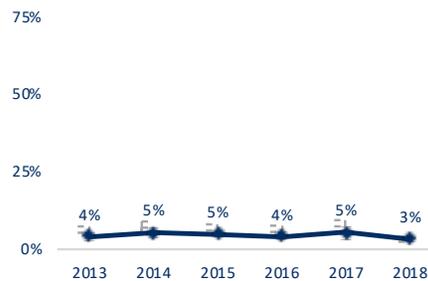
#### Internship/Field Experience

(Done or in progress)  
100%



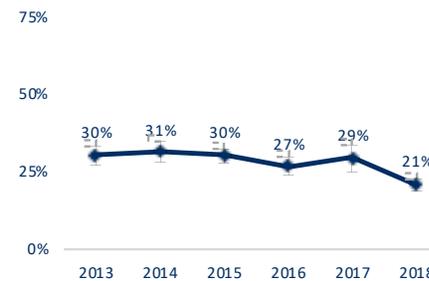
#### Study Abroad

(Done or in progress)  
100%



#### Culminating Senior Experience

(Done or in progress)  
100%



# NSSE 2018 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### The University of Texas at Arlington

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
<b>Higher-Order Learning</b>	<i>Mean</i>	<b>38.6</b>	<b>39.3</b>	<b>38.9</b>	<b>37.3</b>	<b>35.3</b>	<b>35.7</b>			<b>42.5</b>	<b>42.8</b>	<b>42.3</b>	<b>41.7</b>	<b>42.1</b>	<b>41.5</b>		
	<i>n</i>	221	347	214	175	121	392			939	827	1,740	997	500	1,981		
	<i>SD</i>	14.6	14.4	15.1	14.7	13.5	13.4			15.2	14.6	14.8	14.5	14.0	14.6		
	<i>SE</i>	.98	.77	1.03	1.11	1.23	.68			.50	.51	.36	.46	.63	.33		
	<i>CI upper bound</i>	40.6	40.8	40.9	39.5	37.7	37.0			43.4	43.8	43.0	42.6	43.3	42.1		
	<i>CI lower bound</i>	36.7	37.7	36.8	35.1	32.9	34.4			41.5	41.8	41.6	40.8	40.9	40.8		
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>	<b>35.3</b>	<b>35.1</b>	<b>34.4</b>	<b>33.8</b>	<b>31.4</b>	<b>32.4</b>			<b>38.2</b>	<b>38.1</b>	<b>37.9</b>	<b>37.4</b>	<b>36.4</b>	<b>36.1</b>		
	<i>n</i>	241	357	225	185	126	427			986	868	1,827	1,039	520	2,107		
	<i>SD</i>	13.8	12.4	14.1	12.6	12.6	12.3			13.5	13.2	13.4	13.1	12.9	12.7		
	<i>SE</i>	.89	.65	.94	.93	1.12	.60			.43	.45	.31	.41	.56	.28		
	<i>CI upper bound</i>	37.0	36.4	36.2	35.6	33.6	33.6			39.0	39.0	38.6	38.2	37.5	36.7		
	<i>CI lower bound</i>	33.6	33.8	32.5	32.0	29.2	31.3			37.3	37.3	37.3	36.6	35.3	35.6		
<b>Learning Strategies</b>	<i>Mean</i>	<b>38.0</b>	<b>36.9</b>	<b>38.0</b>	<b>37.2</b>	<b>32.6</b>	<b>35.3</b>			<b>43.1</b>	<b>42.7</b>	<b>42.6</b>	<b>41.7</b>	<b>41.0</b>	<b>41.8</b>		
	<i>n</i>	201	290	193	142	95	356			861	764	1,583	881	432	1,832		
	<i>SD</i>	15.0	14.2	15.2	14.4	13.3	14.2			15.1	14.9	14.9	14.7	14.0	14.5		
	<i>SE</i>	1.05	.83	1.10	1.21	1.37	.75			.52	.54	.37	.49	.67	.34		
	<i>CI upper bound</i>	40.1	38.6	40.1	39.5	35.2	36.8			44.1	43.7	43.3	42.7	42.3	42.4		
	<i>CI lower bound</i>	35.9	35.3	35.8	34.8	29.9	33.9			42.1	41.6	41.9	40.8	39.6	41.1		
<b>Quantitative Reasoning</b>	<i>Mean</i>	<b>26.8</b>	<b>26.8</b>	<b>28.4</b>	<b>26.7</b>	<b>26.6</b>	<b>26.3</b>			<b>29.8</b>	<b>30.4</b>	<b>29.3</b>	<b>29.7</b>	<b>28.8</b>	<b>28.3</b>		
	<i>n</i>	231	350	217	175	119	368			953	851	1,799	1,001	493	1,893		
	<i>SD</i>	16.0	16.3	17.2	15.5	14.7	15.7			17.4	17.4	17.4	17.0	15.7	16.1		
	<i>SE</i>	1.06	.87	1.17	1.17	1.35	.82			.56	.60	.41	.54	.71	.37		
	<i>CI upper bound</i>	28.9	28.5	30.6	29.0	29.2	27.9			30.9	31.6	30.1	30.8	30.2	29.0		
	<i>CI lower bound</i>	24.7	25.1	26.1	24.4	23.9	24.7			28.7	29.3	28.5	28.7	27.4	27.6		
<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> <small>(hours/week)</small>	<i>Mean</i>	<b>13.6</b>	<b>14.7</b>	<b>13.5</b>	<b>15.8</b>	<b>16.2</b>	<b>14.8</b>			<b>15.6</b>	<b>16.2</b>	<b>16.0</b>	<b>16.4</b>	<b>17.5</b>	<b>16.9</b>		
	<i>n</i>	172	248	176	133	85	339			816	719	1,478	801	401	1,773		
	<i>SD</i>	8.2	8.5	9.1	9.2	9.4	8.9			9.4	9.2	9.3	9.2	9.2	9.0		
	<i>SE</i>	.63	.54	.69	.80	1.02	.48			.33	.34	.24	.32	.46	.21		
	<i>CI upper bound</i>	14.8	15.8	14.9	17.4	18.2	15.7			16.3	16.9	16.5	17.0	18.4	17.3		
	<i>CI lower bound</i>	12.3	13.7	12.2	14.2	14.2	13.8			15.0	15.6	15.5	15.7	16.6	16.5		
<b>Course Reading</b> <small>Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.</small>	<i>Mean</i>	<b>6.2</b>	<b>5.7</b>	<b>5.2</b>	<b>6.8</b>	<b>6.8</b>	<b>6.3</b>			<b>7.8</b>	<b>8.6</b>	<b>8.8</b>	<b>9.2</b>	<b>9.0</b>	<b>9.6</b>		
	<i>n</i>	175	244	174	132	83	329			817	705	1,455	796	400	1,754		
	<i>SD</i>	5.9	5.5	4.5	6.1	6.4	6.0			7.0	7.0	7.2	7.3	7.3	7.3		
	<i>SE</i>	.45	.35	.34	.53	.70	.33			.24	.26	.19	.26	.36	.18		
	<i>CI upper bound</i>	7.0	6.4	5.8	7.9	8.2	6.9			8.2	9.1	9.2	9.7	9.7	10.0		
	<i>CI lower bound</i>	5.3	5.0	4.5	5.8	5.5	5.6			7.3	8.1	8.5	8.7	8.3	9.3		

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 2018 Multi-Year Report

### Detailed Statistics: Engagement Indicators and Additional Items

#### The University of Texas at Arlington

		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>																	
<b>Assigned Writing</b> <small>Estimated number of pages calculated from three survey questions.</small>	<i>Mean</i>	<b>33.2</b>	<b>36.2</b>	<b>31.5</b>	<b>34.4</b>	<b>41.8</b>	<b>37.4</b>			<b>72.8</b>	<b>76.4</b>	<b>68.1</b>	<b>64.6</b>	<b>68.3</b>	<b>69.8</b>		
	<i>n</i>	181	269	163	136	98	363			769	698	1,411	826	440	1,864		
	<i>SD</i>	53.3	48.5	40.3	38.7	58.1	65.7			86.9	97.7	89.5	80.7	85.8	95.7		
	<i>SE</i>	3.96	2.95	3.16	3.32	5.86	3.45			3.14	3.70	2.38	2.81	4.09	2.22		
	<i>CI upper bound</i>	41.0	42.0	37.7	40.9	53.3	44.2			79.0	83.6	72.7	70.1	76.3	74.1		
	<i>CI lower bound</i>	25.5	30.4	25.3	27.9	30.3	30.7			66.7	69.1	63.4	59.0	60.3	65.5		
<b>Course Challenge</b> <small>Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").</small>	<i>Mean</i>	<b>5.4</b>	<b>5.4</b>	<b>5.4</b>	<b>5.6</b>	<b>5.6</b>	<b>5.3</b>			<b>5.8</b>	<b>5.8</b>	<b>5.9</b>	<b>5.8</b>	<b>5.7</b>	<b>5.8</b>		
	<i>n</i>	202	299	194	146	96	355			879	779	1,624	888	437	1,831		
	<i>SD</i>	1.4	1.2	1.3	1.2	1.1	1.2			1.3	1.3	1.3	1.2	1.3	1.3		
	<i>SE</i>	.10	.07	.09	.10	.11	.07			.04	.05	.03	.04	.06	.03		
	<i>CI upper bound</i>	5.6	5.5	5.6	5.8	5.8	5.5			5.9	5.9	5.9	5.9	5.9	5.9		
	<i>CI lower bound</i>	5.2	5.2	5.2	5.4	5.4	5.2			5.7	5.7	5.8	5.7	5.6	5.8		
<b>Academic Emphasis</b> <small>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").</small>	<i>Mean</i>	<b>3.3</b>	<b>3.3</b>	<b>3.3</b>	<b>3.4</b>	<b>3.2</b>	<b>3.1</b>			<b>3.3</b>	<b>3.3</b>	<b>3.4</b>	<b>3.4</b>	<b>3.4</b>	<b>3.3</b>		
	<i>n</i>	177	251	174	133	89	340			827	724	1,494	821	409	1,805		
	<i>SD</i>	0.8	0.7	0.8	0.8	0.8	0.8			0.8	0.8	0.7	0.7	0.7	0.7		
	<i>SE</i>	.06	.05	.06	.07	.08	.04			.03	.03	.02	.02	.03	.02		
	<i>CI upper bound</i>	3.4	3.4	3.4	3.5	3.4	3.2			3.4	3.4	3.4	3.4	3.4	3.4		
	<i>CI lower bound</i>	3.2	3.2	3.1	3.2	3.1	3.0			3.3	3.3	3.3	3.3	3.3	3.2		
<i>Learning with Peers</i>																	
<b>Collaborative Learning</b>	<i>Mean</i>	<b>30.4</b>	<b>31.4</b>	<b>30.3</b>	<b>31.6</b>	<b>30.7</b>	<b>30.7</b>			<b>28.9</b>	<b>27.6</b>	<b>25.6</b>	<b>23.6</b>	<b>23.5</b>	<b>19.9</b>		
	<i>n</i>	250	370	234	199	130	490			1,003	891	1,895	1,090	531	2,203		
	<i>SD</i>	13.8	14.1	14.3	13.7	12.5	14.4			15.7	16.0	16.8	17.1	16.7	17.3		
	<i>SE</i>	.87	.73	.93	.97	1.09	.65			.49	.53	.39	.52	.73	.37		
	<i>CI upper bound</i>	32.1	32.8	32.1	33.5	32.8	32.0			29.9	28.6	26.3	24.6	25.0	20.6		
	<i>CI lower bound</i>	28.7	29.9	28.4	29.7	28.5	29.5			28.0	26.5	24.8	22.6	22.1	19.1		
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>44.4</b>	<b>45.3</b>	<b>41.9</b>	<b>42.5</b>	<b>43.1</b>	<b>40.6</b>			<b>44.3</b>	<b>44.4</b>	<b>42.4</b>	<b>41.9</b>	<b>43.3</b>	<b>40.3</b>		
	<i>n</i>	202	301	195	149	95	361			875	778	1,609	884	437	1,848		
	<i>SD</i>	15.1	15.1	16.5	15.8	15.0	16.4			17.3	17.2	18.2	18.0	16.0	18.2		
	<i>SE</i>	1.06	.87	1.18	1.30	1.54	.86			.58	.62	.45	.61	.76	.42		
	<i>CI upper bound</i>	46.5	47.0	44.2	45.1	46.2	42.3			45.4	45.6	43.3	43.0	44.8	41.1		
	<i>CI lower bound</i>	42.3	43.6	39.6	40.0	40.1	38.9			43.1	43.2	41.5	40.7	41.8	39.5		

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 2018 Multi-Year Report

### Detailed Statistics: Engagement Indicators and Additional Items

### The University of Texas at Arlington

		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>																	
<b>Student-Faculty Interaction</b>	<i>Mean</i>	16.7	16.1	16.9	16.4	16.6	15.2			17.6	17.7	16.2	15.0	14.9	13.8		
	<i>n</i>	233	350	221	177	122	405			960	846	1,787	1,014	502	2,034		
	<i>SD</i>	13.4	13.6	13.9	13.7	14.1	13.1			16.1	15.6	15.6	14.8	13.7	14.1		
	<i>SE</i>	.88	.73	.93	1.03	1.27	.65			.52	.54	.37	.46	.61	.31		
	<i>CI upper bound</i>	18.4	17.5	18.7	18.4	19.1	16.5			18.7	18.8	16.9	15.9	16.1	14.4		
	<i>CI lower bound</i>	15.0	14.6	15.1	14.4	14.1	14.0			16.6	16.7	15.4	14.1	13.7	13.2		
<b>Effective Teaching Practices</b>	<i>Mean</i>	39.4	37.3	36.9	37.2	33.4	36.0			40.5	39.7	39.8	39.3	38.8	38.7		
	<i>n</i>	233	352	220	175	120	387			968	853	1,808	1,014	502	1,962		
	<i>SD</i>	14.5	13.0	14.9	14.3	12.3	14.0			15.1	14.9	15.2	14.4	14.3	15.0		
	<i>SE</i>	.95	.70	1.00	1.08	1.12	.71			.48	.51	.36	.45	.64	.34		
	<i>CI upper bound</i>	41.2	38.7	38.9	39.3	35.6	37.4			41.4	40.7	40.5	40.2	40.0	39.4		
	<i>CI lower bound</i>	37.5	35.9	34.9	35.1	31.2	34.6			39.5	38.7	39.1	38.4	37.5	38.0		
<i>Campus Environment</i>																	
<b>Quality of Interactions</b>	<i>Mean</i>	40.0	38.9	36.8	38.9	37.8	39.3			43.0	42.7	42.2	42.2	41.6	42.6		
	<i>n</i>	193	284	184	132	88	297			783	705	1,402	733	366	1,403		
	<i>SD</i>	12.7	13.1	14.9	12.9	11.4	13.2			12.5	12.7	13.3	13.6	13.7	13.9		
	<i>SE</i>	.92	.78	1.10	1.12	1.22	.77			.45	.48	.35	.50	.71	.37		
	<i>CI upper bound</i>	41.8	40.4	39.0	41.1	40.1	40.8			43.9	43.7	42.9	43.1	43.0	43.3		
	<i>CI lower bound</i>	38.2	37.3	34.6	36.7	35.4	37.8			42.1	41.8	41.5	41.2	40.2	41.9		
<b>Supportive Environment</b>	<i>Mean</i>	37.3	36.2	35.4	33.8	31.8	33.8			31.5	30.6	30.4	29.5	29.3	27.7		
	<i>n</i>	174	247	170	130	88	338			814	713	1,464	797	400	1,757		
	<i>SD</i>	15.1	13.3	15.5	14.6	13.7	13.3			15.9	16.2	16.3	15.9	15.5	15.4		
	<i>SE</i>	1.14	.85	1.19	1.28	1.46	.73			.56	.61	.43	.56	.78	.37		
	<i>CI upper bound</i>	39.5	37.8	37.7	36.3	34.7	35.2			32.6	31.8	31.2	30.6	30.8	28.4		
	<i>CI lower bound</i>	35.1	34.5	33.1	31.3	29.0	32.4			30.4	29.4	29.5	28.4	27.8	27.0		

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).

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<b>Service-Learning<sup>a</sup></b>	%	34	41	43	44	33	44			56	58	62	57	66	53		
	n	199	294	193	142	94	347			880	775	1,606	878	430	1,810		
	SE	3.4	2.9	3.6	4.2	4.9	2.7			1.7	1.8	1.2	1.7	2.3	1.2		
	CI upper bound (%)	41	47	50	52	42	50			59	62	64	61	70	55		
	CI lower bound (%)	28	35	36	36	23	39			52	55	59	54	61	51		
<b>Learning Community<sup>a</sup></b>	%	16	15	14	19	19	11			19	18	17	17	17	11		
	n	199	296	194	144	95	353			872	781	1,617	878	436	1,823		
	SE	2.6	2.1	2.5	3.3	4.0	1.6			1.3	1.4	0.9	1.3	1.8	0.7		
	CI upper bound (%)	21	19	19	26	27	14			22	21	19	19	21	13		
	CI lower bound (%)	11	11	10	13	11	7			17	16	15	14	14	10		
<b>Research with Faculty<sup>a</sup></b>	%	4	3	4	3	9	2			14	14	12	11	12	6		
	n	197	297	191	144	95	352			864	776	1,604	881	435	1,825		
	SE	1.4	0.9	1.5	1.5	2.9	0.8			1.2	1.3	0.8	1.1	1.6	0.6		
	CI upper bound (%)	7	4	7	6	14	4			16	17	14	13	15	7		
	CI lower bound (%)	1	1	2	0	3	1			12	12	10	9	9	5		
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%	78	77	74	83	69	77			36	35	34	30	31	24		
	n	200	298	194	145	96	358			879	785	1,623	890	437	1,842		
	SE	2.9	2.4	3.2	3.2	4.7	2.2			1.6	1.7	1.2	1.5	2.2	1.0		
	CI upper bound (%)	84	82	80	89	78	81			39	39	36	33	35	25		
	CI lower bound (%)	73	73	68	76	60	72			33	32	31	27	27	22		
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%	34	33	36	32	30	30			4	5	5	4	5	3		
	n	200	296	193	142	95	352			873	778	1,614	881	435	1,831		
	SE	3.4	2.7	3.5	3.9	4.7	2.5			0.7	0.8	0.5	0.7	1.1	0.4		
	CI upper bound (%)	40	39	43	40	39	35			5	7	6	6	7	4		
	CI lower bound (%)	27	28	30	25	21	25			3	4	4	3	3	2		
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%	55	50	51	57	56	50			30	31	30	27	29	21		
	n	202	293	192	142	95	351			869	777	1,603	880	434	1,824		
	SE	3.5	2.9	3.6	4.2	5.1	2.7			1.6	1.7	1.1	1.5	2.2	0.9		
	CI upper bound (%)	62	55	58	66	66	55			33	35	32	30	34	23		
	CI lower bound (%)	48	44	44	49	46	44			27	28	28	24	25	19		
<b>Overall HIP Participation<sup>c</sup></b>																	
<b>Participated in one HIP</b>	%	34	42	42	43	35	40			33	37	33	35	37	38		
	n	205	298	195	144	95	354			884	787	1,635	894	438	1,850		
	SE	3.3	2.9	3.5	4.1	4.9	2.6			1.6	1.7	1.2	1.6	2.3	1.1		
	CI upper bound (%)	41	47	49	51	45	45			36	40	35	38	42	40		
	CI lower bound (%)	28	36	35	35	26	35			30	33	31	32	33	35		
<b>Participated in two or more HIPs</b>	%	9	8	9	11	12	8			44	43	46	39	45	30		
	n	205	298	195	144	95	354			884	787	1,635	894	438	1,850		
	SE	2.0	1.6	2.1	2.6	3.3	1.4			1.7	1.8	1.2	1.6	2.4	1.1		
	CI upper bound (%)	13	11	13	16	18	11			47	46	48	43	50	32		
	CI lower bound (%)	5	5	5	6	5	5			41	39	43	36	41	28		

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.