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**NSSE 2020**  
**Multi-Year Report**  
University of Wisconsin-Whitewater

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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 *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 <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	22%	+/- 4.0%	467	384	83	37%	+/- 2.8%	770	623	147
2014	21%	+/- 4.2%	430	347	83	30%	+/- 3.2%	661	538	123
2015										
2016	13%	+/- 5.3%	297	210	87	19%	+/- 3.7%	554	417	137
2017	16%	+/- 4.6%	383	283	100	20%	+/- 3.6%	592	457	135
2018										
2019										
2020	15%	+/- 4.6%	381	264	117	12%	+/- 5.0%	344	241	103

#### Administration Details by Participation Year

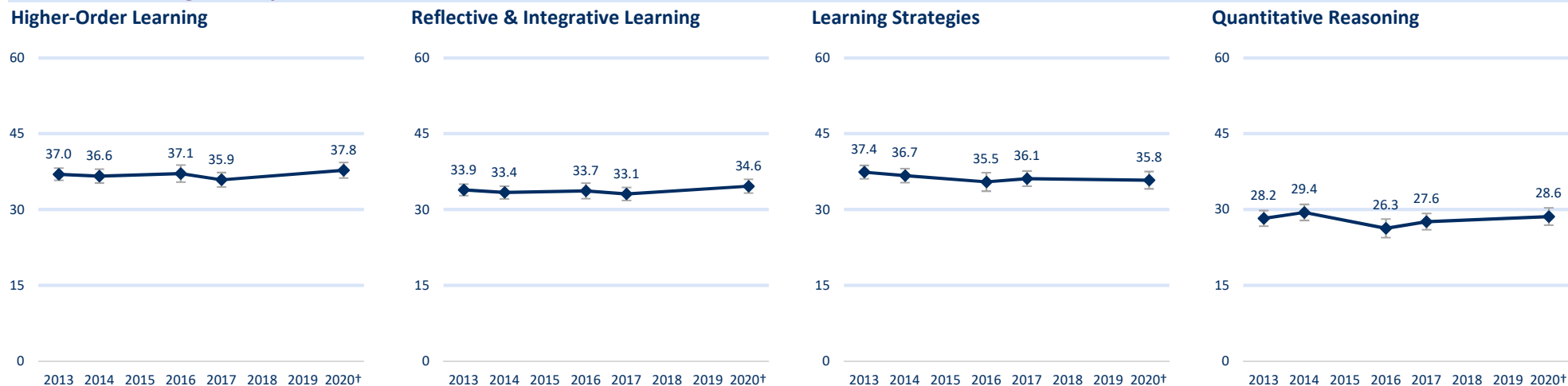
Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	No	Academic Advising, Writing Experiences	No	No	No
2014	Email	Census	No	Civic Engagement, University of Wisconsin Comprehensives	No	No	Yes
2015							
2016	Email	Census	No	Academic Advising	No	No	Yes
2017	Email	Census	No	Academic Advising, University of Wisconsin Comprehensives	No	No	Yes
2018							
2019							
2020	Email	Census	No	Inclusiv & Cult Div, University of Wisconsin Comprehensives	Yes	No	Yes

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.

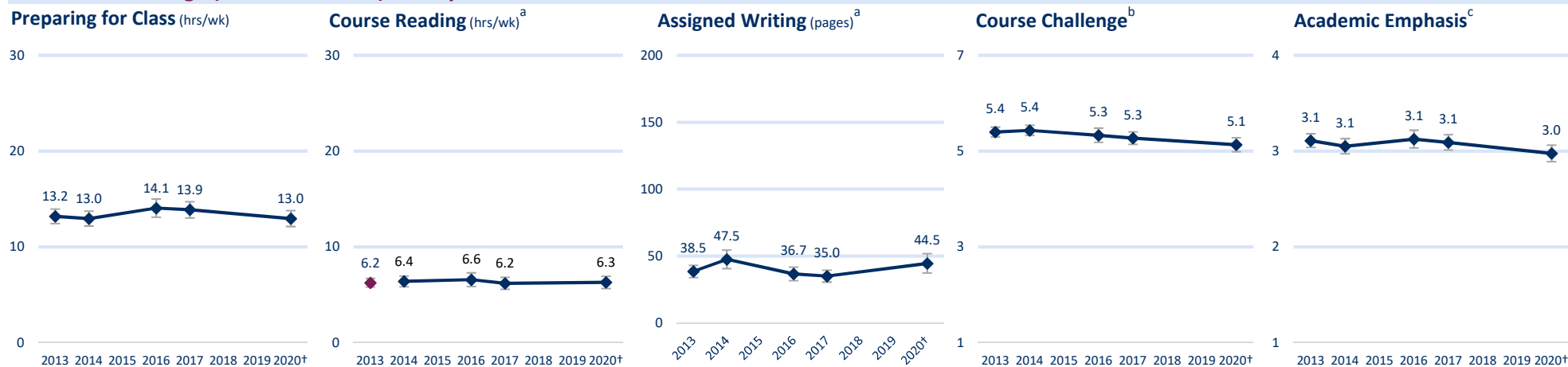
- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence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

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

# NSSE 2020 Multi-Year Report

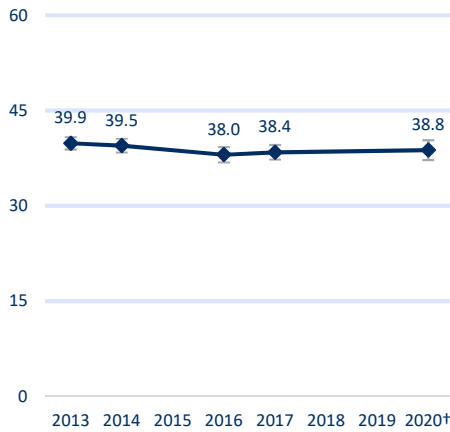
## Engagement Results by Theme

### University of Wisconsin-Whitewater

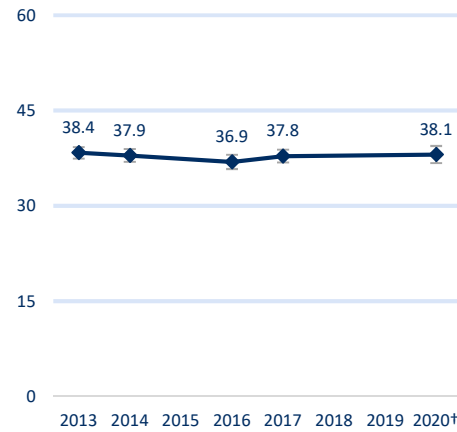
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#### Academic Challenge: Seniors

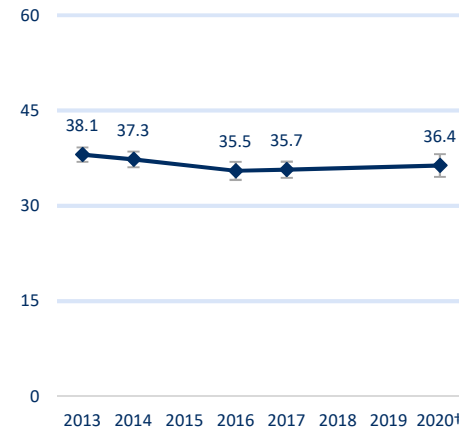
##### Higher-Order Learning



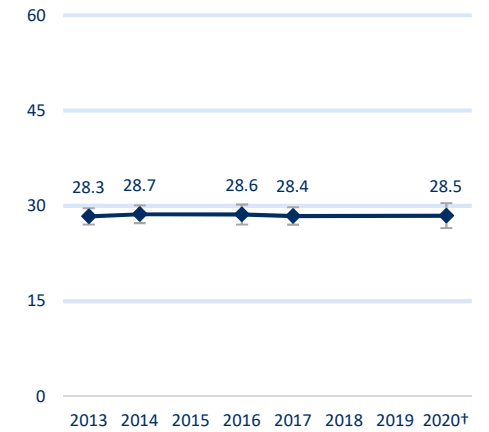
##### Reflective & Integrative Learning



##### Learning Strategies

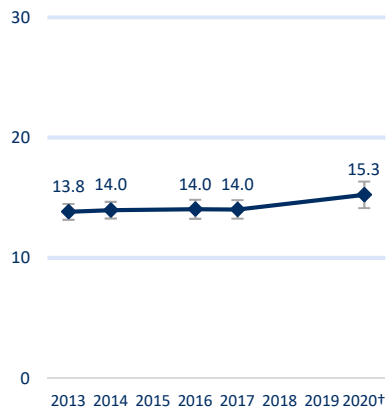


##### Quantitative Reasoning

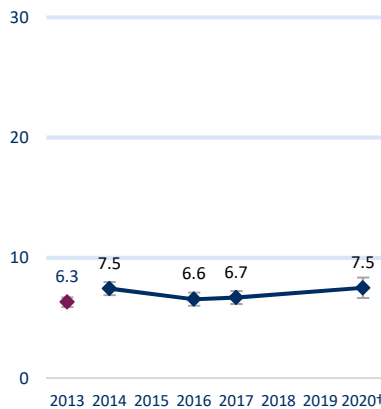


#### Academic Challenge (additional items): Seniors

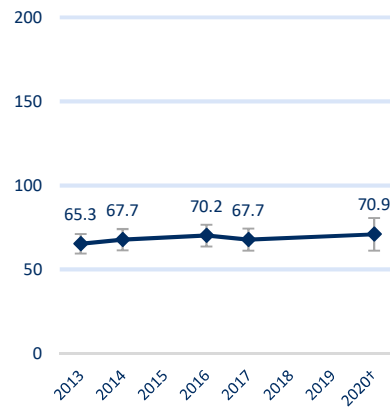
##### Preparing for Class (hrs/wk)



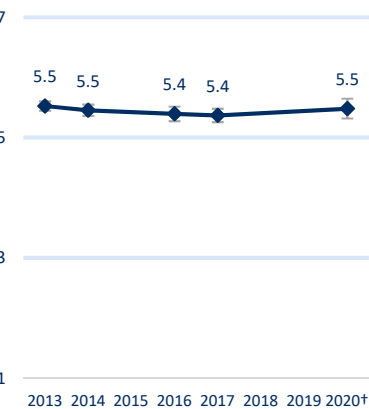
##### Course Reading (hrs/wk)<sup>a</sup>



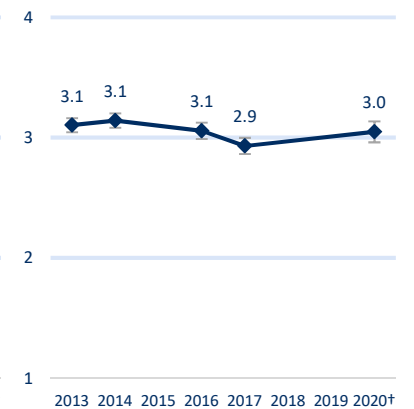
##### Assigned Writing (pages)<sup>a</sup>



##### 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").

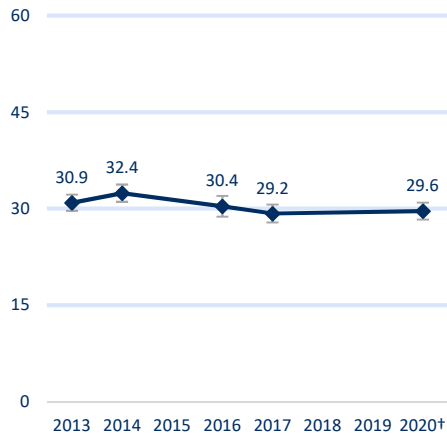
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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

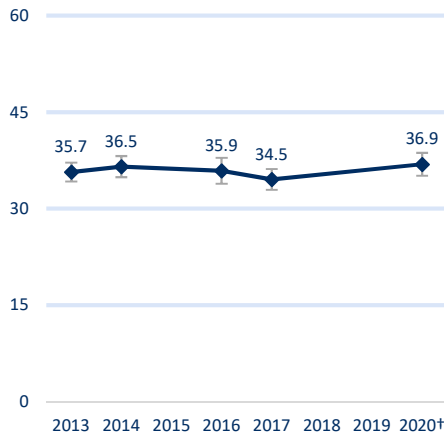
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

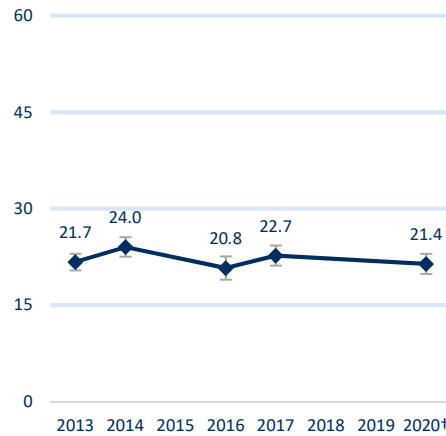


##### Discussions with Diverse Others

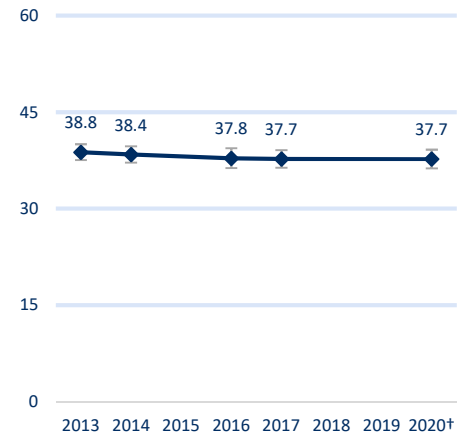


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

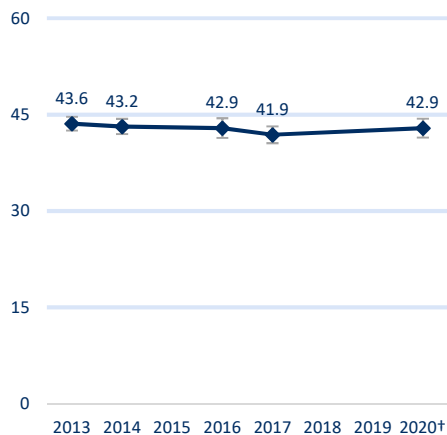


##### Effective Teaching Practices

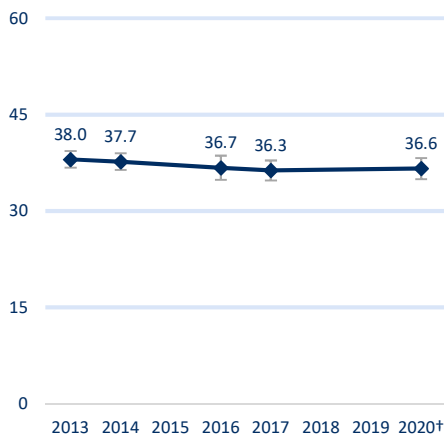


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



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

# NSSE 2020 Multi-Year Report

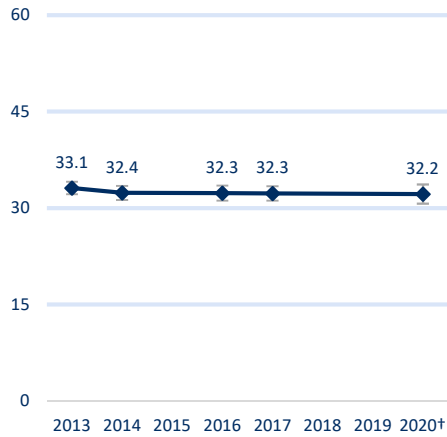
## Engagement Results by Theme

### University of Wisconsin-Whitewater

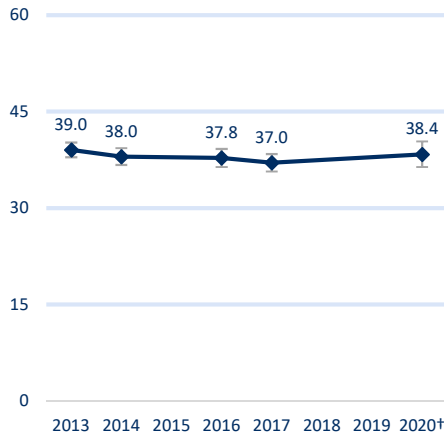
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

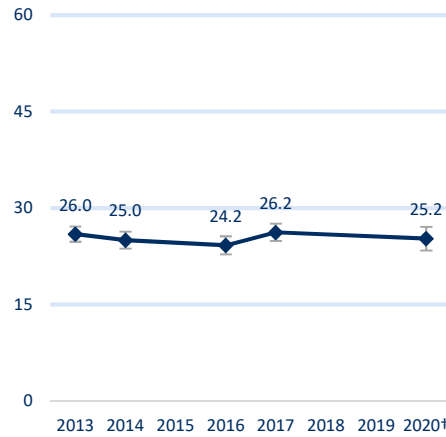


##### Discussions with Diverse Others

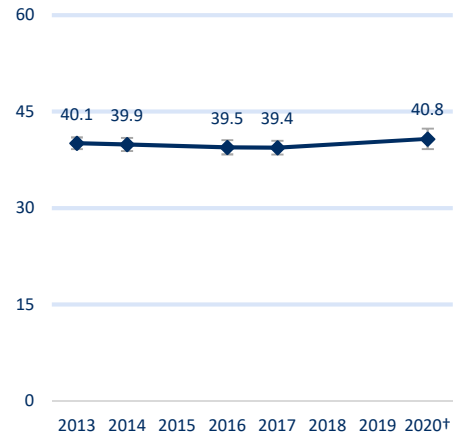


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

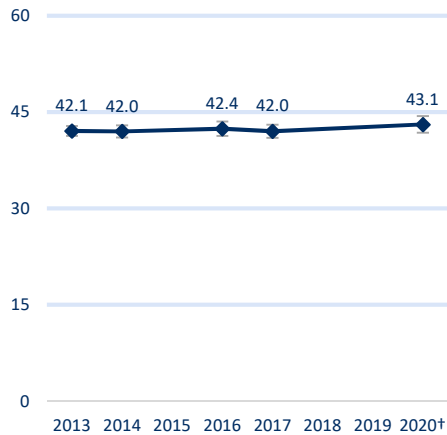


##### Effective Teaching Practices

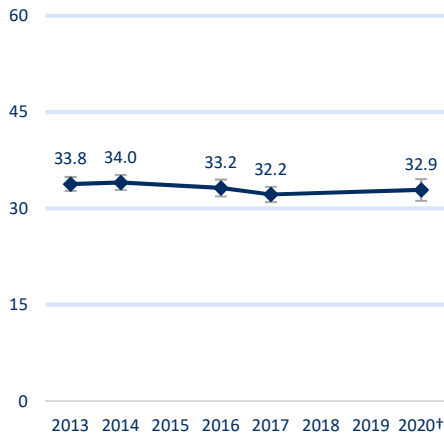


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment



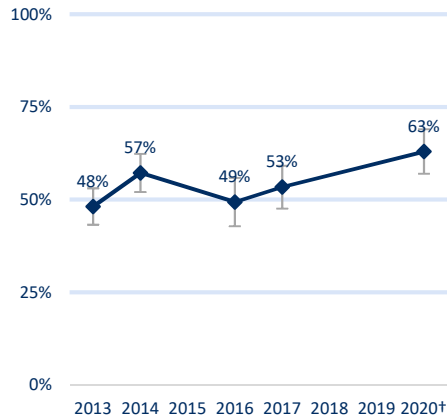
†Results reflect Report Sample exclusions and are unweighted. See page 3.

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

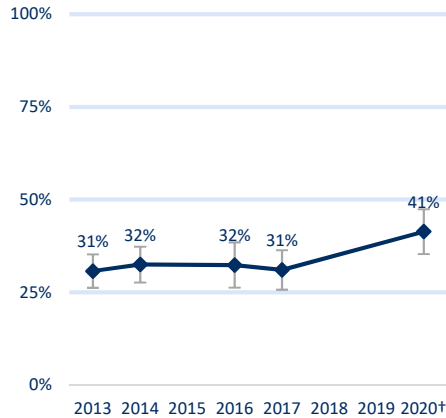
##### Service-Learning

(Some, most, or all courses)



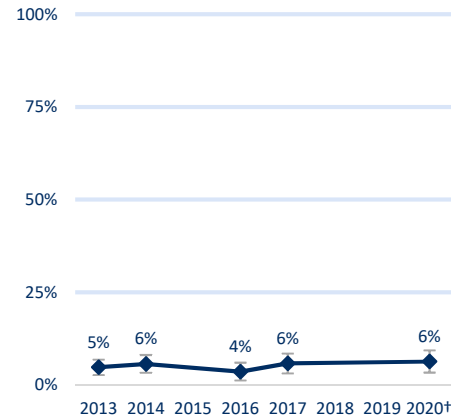
##### Learning Community

(Done or in progress)



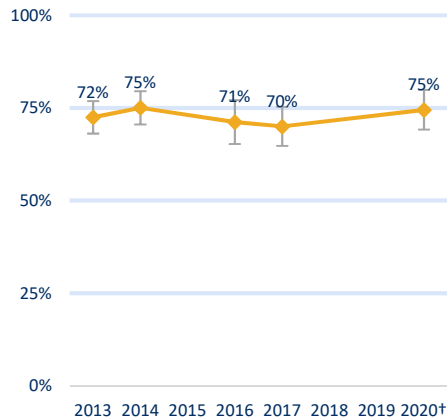
##### Research with Faculty

(Done or in progress)



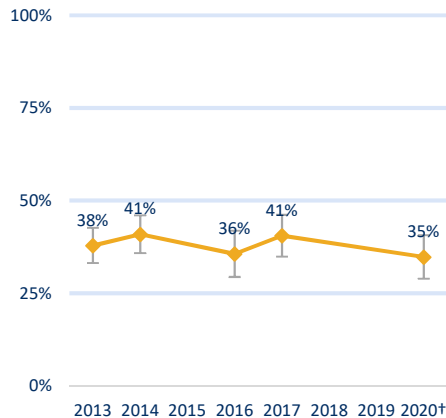
##### Internship/Field Experience

(Plan to do)



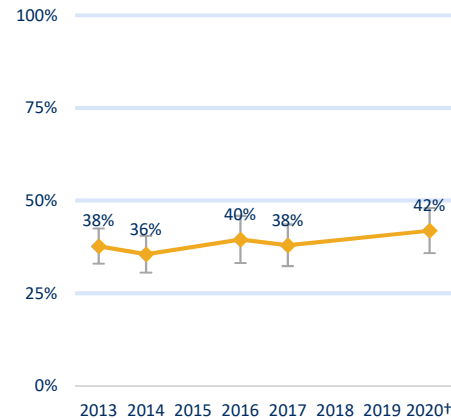
##### Study Abroad

(Plan to do)



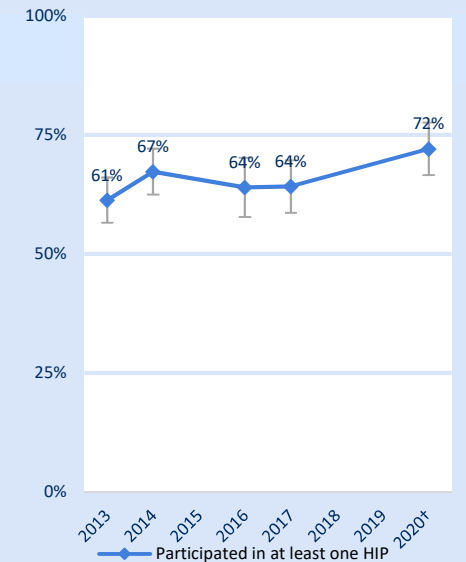
##### Culminating Senior Experience

(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.

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

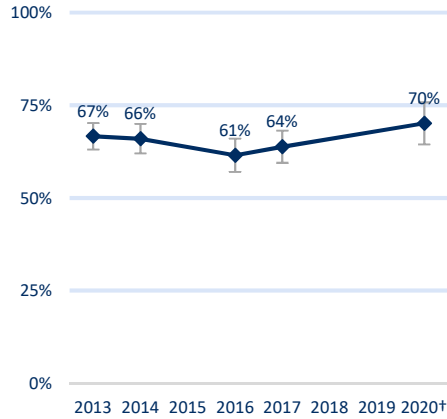


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

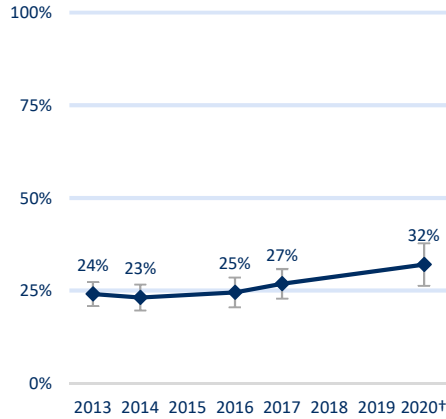
##### Service-Learning

(Some, most, or all courses)



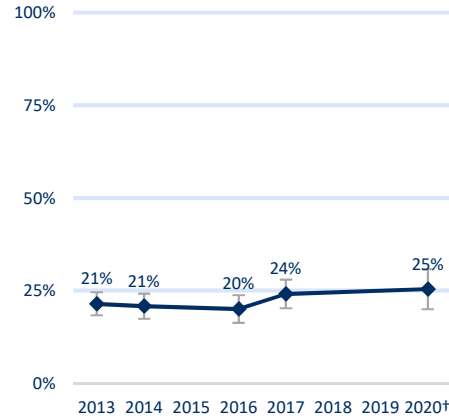
##### Learning Community

(Done or in progress)



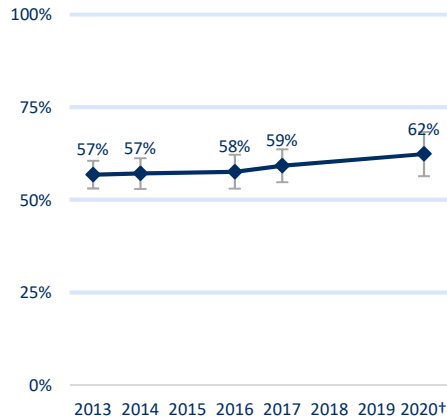
##### Research with Faculty

(Done or in progress)



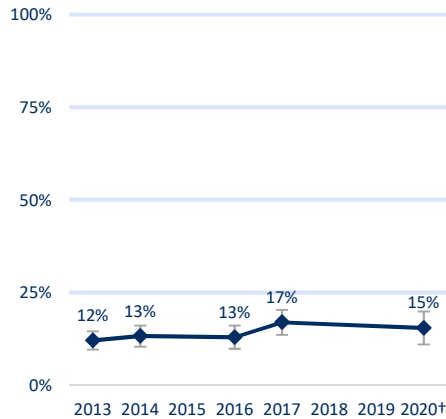
##### Internship/Field Experience

(Done or in progress)



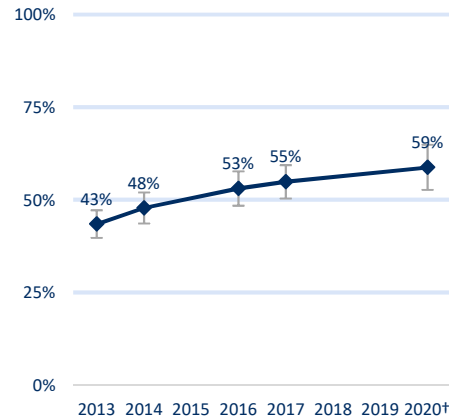
##### Study Abroad

(Done or in progress)



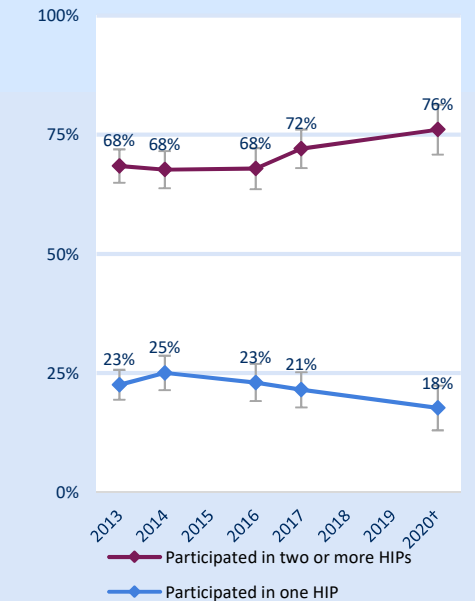
##### Culminating Senior Experience

(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.

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

		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>37.0</b>	<b>36.6</b>	<b>37.1</b>	<b>35.9</b>			<b>37.8</b>	<b>39.9</b>	<b>39.5</b>	<b>38.0</b>	<b>38.4</b>			<b>38.8</b>	
		<i>n</i>	412	371	251	333			283	713	590	494	542			277	
		<i>SD</i>	12.6	13.4	13.6	13.2			13.3	13.3	13.5	13.6	13.5			13.3	
		<i>SE</i>	.62	.70	.85	.73			.79	.50	.55	.61	.58			.80	
		<i>CI upper bound</i>	38.2	38.0	38.8	37.3			39.3	40.8	40.6	39.2	39.6			40.3	
		<i>CI lower bound</i>	35.8	35.2	35.4	34.5			36.2	38.9	38.4	36.8	37.3			37.2	
<hr/>																	
<b>Reflective &amp; Integrative Learning</b>		<i>Mean</i>	<b>33.9</b>	<b>33.4</b>	<b>33.7</b>	<b>33.1</b>			<b>34.6</b>	<b>38.4</b>	<b>37.9</b>	<b>36.9</b>	<b>37.8</b>			<b>38.1</b>	
		<i>n</i>	432	390	267	350			310	732	611	511	559			305	
		<i>SD</i>	11.9	12.7	12.7	12.3			12.2	12.5	12.5	12.9	12.2			12.1	
		<i>SE</i>	.57	.64	.78	.66			.69	.46	.51	.57	.51			.69	
		<i>CI upper bound</i>	35.0	34.6	35.2	34.4			36.0	39.3	38.9	38.0	38.8			39.4	
		<i>CI lower bound</i>	32.8	32.1	32.1	31.8			33.3	37.5	36.9	35.8	36.8			36.7	
<hr/>																	
<b>Learning Strategies</b>		<i>Mean</i>	<b>37.4</b>	<b>36.7</b>	<b>35.5</b>	<b>36.1</b>			<b>35.8</b>	<b>38.1</b>	<b>37.3</b>	<b>35.5</b>	<b>35.7</b>			<b>36.4</b>	
		<i>n</i>	392	359	225	294			257	668	548	445	473			256	
		<i>SD</i>	13.4	13.4	14.0	13.1			14.0	15.0	14.8	15.4	14.0			14.7	
		<i>SE</i>	.68	.71	.93	.76			.87	.58	.63	.73	.64			.92	
		<i>CI upper bound</i>	38.7	38.1	37.3	37.6			37.5	39.2	38.6	36.9	37.0			38.2	
		<i>CI lower bound</i>	36.1	35.3	33.6	34.6			34.1	36.9	36.1	34.1	34.4			34.6	
<hr/>																	
<b>Quantitative Reasoning</b>		<i>Mean</i>	<b>28.2</b>	<b>29.4</b>	<b>26.3</b>	<b>27.6</b>			<b>28.6</b>	<b>28.3</b>	<b>28.7</b>	<b>28.6</b>	<b>28.4</b>			<b>28.5</b>	
		<i>n</i>	419	383	248	332			267	720	596	497	537			262	
		<i>SD</i>	16.3	15.8	14.8	15.1			14.3	17.6	17.3	18.0	16.2			16.3	
		<i>SE</i>	.79	.81	.94	.83			.88	.66	.71	.80	.70			1.01	
		<i>CI upper bound</i>	29.8	31.0	28.1	29.2			30.3	29.6	30.1	30.2	29.8			30.4	
		<i>CI lower bound</i>	26.7	27.8	24.4	26.0			26.9	27.1	27.3	27.1	27.0			26.5	
<hr/>																	
<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> (hours/week)		<i>Mean</i>	<b>13.2</b>	<b>13.0</b>	<b>14.1</b>	<b>13.9</b>			<b>13.0</b>	<b>13.8</b>	<b>14.0</b>	<b>14.0</b>	<b>14.0</b>			<b>15.3</b>	
		<i>n</i>	379	337	214	278			246	628	515	416	463			242	
		<i>SD</i>	7.5	7.3	7.1	7.2			6.7	8.5	8.0	8.2	8.4			8.7	
		<i>SE</i>	.39	.40	.48	.43			.43	.34	.35	.40	.39			.56	
		<i>CI upper bound</i>	13.9	13.7	15.0	14.7			13.8	14.5	14.7	14.8	14.8			16.3	
		<i>CI lower bound</i>	12.4	12.2	13.1	13.0			12.1	13.2	13.3	13.3	13.3			14.2	
<hr/>																	
<b>Course Reading</b> 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>	<b>6.2</b>	<b>6.4</b>	<b>6.6</b>	<b>6.2</b>			<b>6.3</b>	<b>6.3</b>	<b>7.5</b>	<b>6.6</b>	<b>6.7</b>			<b>7.5</b>	
		<i>n</i>	382	334	211	275			245	623	508	414	456			242	
		<i>SD</i>	4.5	5.2	5.3	5.3			5.1	5.1	6.3	5.7	5.9			6.7	
		<i>SE</i>	.23	.29	.36	.32			.33	.20	.28	.28	.28			.43	
		<i>CI upper bound</i>	6.7	7.0	7.3	6.8			6.9	6.7	8.0	7.1	7.3			8.4	
		<i>CI lower bound</i>	5.8	5.8	5.9	5.6			5.6	5.9	6.9	6.0	6.2			6.7	

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).

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

		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>	<i>Mean</i>	<b>38.5</b>	<b>47.5</b>		<b>36.7</b>	<b>35.0</b>			<b>44.5</b>		<b>65.3</b>	<b>67.7</b>		<b>70.2</b>	<b>67.7</b>		<b>70.9</b>
Estimated number of pages calculated from three survey questions.	<i>n</i>	376	324		214	295			263		614	520		436	488		262
	<i>SD</i>	45.1	63.6		37.8	38.9			60.3		73.4	73.8		68.8	74.2		80.5
	<i>SE</i>	2.33	3.53		2.59	2.26			3.72		2.96	3.23		3.30	3.36		4.97
	<i>CI upper bound</i>	43.0	54.4		41.7	39.4			51.8		71.1	74.0		76.7	74.3		80.7
	<i>CI lower bound</i>	33.9	40.6		31.6	30.5			37.2		59.5	61.4		63.7	61.2		61.2
<b>Course Challenge</b>	<i>Mean</i>	<b>5.4</b>	<b>5.4</b>		<b>5.3</b>	<b>5.3</b>			<b>5.1</b>		<b>5.5</b>	<b>5.5</b>		<b>5.4</b>	<b>5.4</b>		<b>5.5</b>
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>	398	364		229	293			257		675	555		449	474		257
	<i>SD</i>	1.0	1.0		1.1	1.1			1.2		1.0	1.1		1.3	1.2		1.3
	<i>SE</i>	.05	.05		.08	.07			.07		.04	.05		.06	.06		.08
	<i>CI upper bound</i>	5.5	5.5		5.5	5.4			5.3		5.6	5.6		5.5	5.5		5.6
	<i>CI lower bound</i>	5.3	5.3		5.2	5.1			5.0		5.4	5.4		5.3	5.3		5.3
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.1</b>	<b>3.1</b>		<b>3.1</b>	<b>3.1</b>			<b>3.0</b>		<b>3.1</b>	<b>3.1</b>		<b>3.1</b>	<b>2.9</b>		<b>3.0</b>
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>n</i>	390	337		215	281			248		633	514		426	463		250
	<i>SD</i>	0.7	0.7		0.7	0.7			0.7		0.7	0.7		0.7	0.7		0.7
	<i>SE</i>	.04	.04		.05	.04			.04		.03	.03		.03	.03		.04
	<i>CI upper bound</i>	3.2	3.1		3.2	3.2			3.1		3.2	3.2		3.1	3.0		3.1
	<i>CI lower bound</i>	3.0	3.0		3.0	3.0			2.9		3.0	3.1		3.0	2.9		3.0
<i>Learning with Peers</i>																	
<b>Collaborative Learning</b>	<i>Mean</i>	<b>30.9</b>	<b>32.4</b>		<b>30.4</b>	<b>29.2</b>			<b>29.6</b>		<b>33.1</b>	<b>32.4</b>		<b>32.3</b>	<b>32.3</b>		<b>32.2</b>
	<i>n</i>	437	402		282	371			333		737	620		528	579		333
	<i>SD</i>	13.3	13.7		13.8	13.8			12.4		13.4	13.9		13.7	13.6		13.9
	<i>SE</i>	.64	.68		.82	.72			.68		.49	.56		.60	.56		.76
	<i>CI upper bound</i>	32.2	33.7		32.0	30.6			30.9		34.1	33.5		33.5	33.4		33.7
	<i>CI lower bound</i>	29.7	31.1		28.7	27.8			28.3		32.2	31.3		31.2	31.2		30.7
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>35.7</b>	<b>36.5</b>		<b>35.9</b>	<b>34.5</b>			<b>36.9</b>		<b>39.0</b>	<b>38.0</b>		<b>37.8</b>	<b>37.0</b>		<b>38.4</b>
	<i>n</i>	399	364		229	293			259		669	551		450	478		256
	<i>SD</i>	15.0	16.0		15.6	14.1			14.6		15.1	15.6		15.3	15.1		16.2
	<i>SE</i>	.75	.84		1.03	.83			.90		.58	.67		.72	.69		1.01
	<i>CI upper bound</i>	37.2	38.2		37.9	36.2			38.7		40.2	39.3		39.2	38.4		40.3
	<i>CI lower bound</i>	34.2	34.9		33.9	32.9			35.1		37.9	36.7		36.4	35.7		36.4

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 2020 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Wisconsin-Whitewater

		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>	<b>21.7</b>	<b>24.0</b>		<b>20.8</b>	<b>22.7</b>			<b>21.4</b>	<b>26.0</b>	<b>25.0</b>		<b>24.2</b>	<b>26.2</b>		<b>25.2</b>	
	<i>n</i>	424	374		251	343			297	719	594		493	550		291	
	<i>SD</i>	13.7	15.0		14.6	14.8			13.8	16.3	16.4		15.9	16.0		16.1	
	<i>SE</i>	.66	.77		.92	.80			.80	.61	.67		.71	.68		.94	
	<i>CI upper bound</i>	23.0	25.5		22.6	24.3			23.0	27.1	26.3		25.6	27.6		27.1	
	<i>CI lower bound</i>	20.4	22.5		19.0	21.1			19.8	24.8	23.7		22.8	24.9		23.4	
<b>Effective Teaching Practices</b>	<i>Mean</i>	<b>38.8</b>	<b>38.4</b>		<b>37.8</b>	<b>37.7</b>			<b>37.7</b>	<b>40.1</b>	<b>39.9</b>		<b>39.5</b>	<b>39.4</b>		<b>40.8</b>	
	<i>n</i>	420	386		255	335			277	725	600		498	547		276	
	<i>SD</i>	12.9	12.7		12.6	12.8			12.4	12.6	12.7		12.7	12.9		13.5	
	<i>SE</i>	.63	.65		.79	.70			.74	.47	.52		.57	.55		.81	
	<i>CI upper bound</i>	40.0	39.7		39.4	39.1			39.2	41.0	40.9		40.6	40.5		42.3	
	<i>CI lower bound</i>	37.5	37.2		36.3	36.3			36.2	39.2	38.9		38.4	38.3		39.2	
<i>Campus Environment</i>																	
<b>Quality of Interactions</b>	<i>Mean</i>	<b>43.6</b>	<b>43.2</b>		<b>42.9</b>	<b>41.9</b>			<b>42.9</b>	<b>42.1</b>	<b>42.0</b>		<b>42.4</b>	<b>42.0</b>		<b>43.1</b>	
	<i>n</i>	396	345		219	282			243	641	532		420	447		241	
	<i>SD</i>	11.0	11.2		11.6	11.3			11.5	10.1	11.2		11.7	11.1		10.2	
	<i>SE</i>	.55	.60		.78	.67			.74	.40	.49		.57	.52		.66	
	<i>CI upper bound</i>	44.7	44.3		44.4	43.2			44.3	42.8	43.0		43.5	43.0		44.4	
	<i>CI lower bound</i>	42.5	42.0		41.4	40.5			41.4	41.3	41.0		41.3	41.0		41.8	
<b>Supportive Environment</b>	<i>Mean</i>	<b>38.0</b>	<b>37.7</b>		<b>36.7</b>	<b>36.3</b>			<b>36.6</b>	<b>33.8</b>	<b>34.0</b>		<b>33.2</b>	<b>32.2</b>		<b>32.9</b>	
	<i>n</i>	387	337		210	278			248	628	511		419	461		247	
	<i>SD</i>	12.9	12.3		13.9	13.2			13.3	13.9	13.6		13.6	13.1		13.5	
	<i>SE</i>	.66	.67		.96	.79			.85	.56	.60		.67	.61		.86	
	<i>CI upper bound</i>	39.3	39.0		38.6	37.9			38.2	34.9	35.2		34.5	33.4		34.6	
	<i>CI lower bound</i>	36.7	36.4		34.9	34.8			34.9	32.7	32.9		31.9	31.0		31.2	

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).

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

		First-year students							Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020†	2013	2014	2015	2016	2017	2018	2019
<b>Service-Learning<sup>a</sup></b>	%	<b>48</b>	<b>57</b>		<b>49</b>	<b>53</b>		<b>63</b>	<b>67</b>	<b>66</b>		<b>61</b>	<b>64</b>			<b>70</b>
	<i>n</i>	397	356		227	287		251	673	552		449	473			251
	<i>SE</i>	2.5	2.6		3.3	3.0		3.1	1.8	2.0		2.3	2.2			2.9
	<i>CI upper bound (%)</i>	53	62		56	59		69	70	70		66	68			76
	<i>CI lower bound (%)</i>	43	52		43	48		57	63	62		57	59			64
<b>Learning Community<sup>a</sup></b>	%	<b>31</b>	<b>32</b>		<b>32</b>	<b>31</b>		<b>41</b>	<b>24</b>	<b>23</b>		<b>25</b>	<b>27</b>		<b>32</b>	
	<i>n</i>	400	361		225	291		254	675	552		447	470		253	
	<i>SE</i>	2.3	2.5		3.1	2.7		3.1	1.6	1.8		2.0	2.0		2.9	
	<i>CI upper bound (%)</i>	35	37		38	36		47	27	27		29	31		38	
	<i>CI lower bound (%)</i>	26	28		26	26		35	21	20		21	23		26	
<b>Research with Faculty<sup>a</sup></b>	%	<b>5</b>	<b>6</b>		<b>4</b>	<b>6</b>		<b>6</b>	<b>21</b>	<b>21</b>		<b>20</b>	<b>24</b>		<b>25</b>	
	<i>n</i>	397	361		228	290		254	673	548		445	472		252	
	<i>SE</i>	1.1	1.2		1.2	1.4		1.5	1.6	1.7		1.9	2.0		2.7	
	<i>CI upper bound (%)</i>	7	8		6	8		9	25	24		24	28		31	
	<i>CI lower bound (%)</i>	3	3		1	3		3	18	17		16	20		20	
<b>Internship or Field Experience<sup>b</sup></b>	%	<b>72</b>	<b>73</b>		<b>71</b>	<b>70</b>		<b>75</b>	<b>57</b>	<b>57</b>		<b>58</b>	<b>59</b>		<b>62</b>	
	<i>n</i>	400	362		228	293		255	677	554		449	472		255	
	<i>SE</i>	2.2	2.3		3.0	2.7		2.7	1.9	2.1		2.3	2.3		3.0	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>	77	80		77	75		80	61	61		62	64		68	
	<i>CI lower bound (%)</i>	68	71		65	65		69	53	53		53	55		56	
<b>Study Abroad<sup>b</sup></b>	%	<b>38</b>	<b>41</b>		<b>36</b>	<b>41</b>		<b>35</b>	<b>12</b>	<b>13</b>		<b>13</b>	<b>17</b>		<b>15</b>	
	<i>n</i>	399	356		228	291		253	672	548		446	470		253	
	<i>SE</i>	2.4	2.6		3.2	2.9		3.0	1.3	1.4		1.6	1.7		2.3	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>	43	46		42	46		41	14	16		16	20		20	
	<i>CI lower bound (%)</i>	33	36		29	35		29	10	10		10	14		11	
<b>Culminating Senior Experience<sup>b</sup></b>	%	<b>38</b>	<b>36</b>		<b>40</b>	<b>38</b>		<b>42</b>	<b>43</b>	<b>48</b>		<b>53</b>	<b>55</b>		<b>59</b>	
	<i>n</i>	398	358		227	289		253	671	548		446	471		252	
	<i>SE</i>	2.4	2.5		3.3	2.9		3.1	1.9	2.1		2.4	2.3		3.1	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>	42	40		46	44		48	47	52		58	59		65	
	<i>CI lower bound (%)</i>	33	31		33	32		36	40	44		48	50		53	
<b>Overall HIP Participation<sup>c</sup></b>																
<b>Participated in one HIP</b>	%	<b>42</b>	<b>43</b>		<b>46</b>	<b>41</b>		<b>38</b>	<b>23</b>	<b>25</b>		<b>23</b>	<b>21</b>		<b>18</b>	
	<i>n</i>	402	364		229	292		254	679	557		450	473		255	
	<i>SE</i>	2.5	2.6		3.3	2.9		3.0	1.6	1.8		2.0	1.9		2.4	
	<i>CI upper bound (%)</i>	47	48		52	47		44	26	29		27	25		22	
	<i>CI lower bound (%)</i>	37	38		39	35		32	19	21		19	18		13	
<b>Participated in two or more HIPs</b>	%	<b>19</b>	<b>25</b>		<b>18</b>	<b>23</b>		<b>34</b>	<b>68</b>	<b>68</b>		<b>68</b>	<b>72</b>		<b>76</b>	
	<i>n</i>	402	364		229	292		254	679	557		450	473		255	
	<i>SE</i>	2.0	2.3		2.6	2.5		3.0	1.8	2.0		2.2	2.1		2.7	
	<i>CI upper bound (%)</i>	23	29		23	28		40	72	72		72	76		81	
	<i>CI lower bound (%)</i>	15	20		13	18		28	65	64		64	68		71	

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.