



NSSE 2023

Multi-Year Report

Angelo 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 Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

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	13%	+/- 6.0%	231	155	76	24%	+/- 6.4%	178	134	44
2014										
2015	22%	+/- 4.6%	355	234	121	28%	+/- 4.9%	284	223	61
2016	14%	+/- 6.0%	230	166	64	21%	+/- 6.2%	198	142	56
2017	20%	+/- 4.5%	377	300	77	31%	+/- 4.7%	302	247	55
2018										
2019	18%	+/- 5.0%	322	248	74	23%	+/- 4.6%	346	299	47
2020										
2021	34%	+/- 4.2%	364	264	100	33%	+/- 4.2%	372	298	74
2022										
2023	22%	+/- 5.5%	245	159	86	25%	+/- 5.1%	276	226	50

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	No	None	No	No	No
2014							
2015	Email	Census	Yes	Civic Engagement, FY Experiences / Sr Transitions	No	No	No
2016	Email	Census	No	None	No	No	No
2017	Email	Census	Yes	Civic Engagement, FY Experiences / Sr Transitions	No	Yes	No
2018							
2019	Email	Census	Yes	Civic Engagement, FY Experiences / Sr Transitions	No	No	No
2020							
2021	Email	Census	Yes	Civic Engagement, Online Learning	No	No	No
2022							
2023	Email	Census	Yes	FY Experiences & Sr Transitions, Career Preparation	No	No	No

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

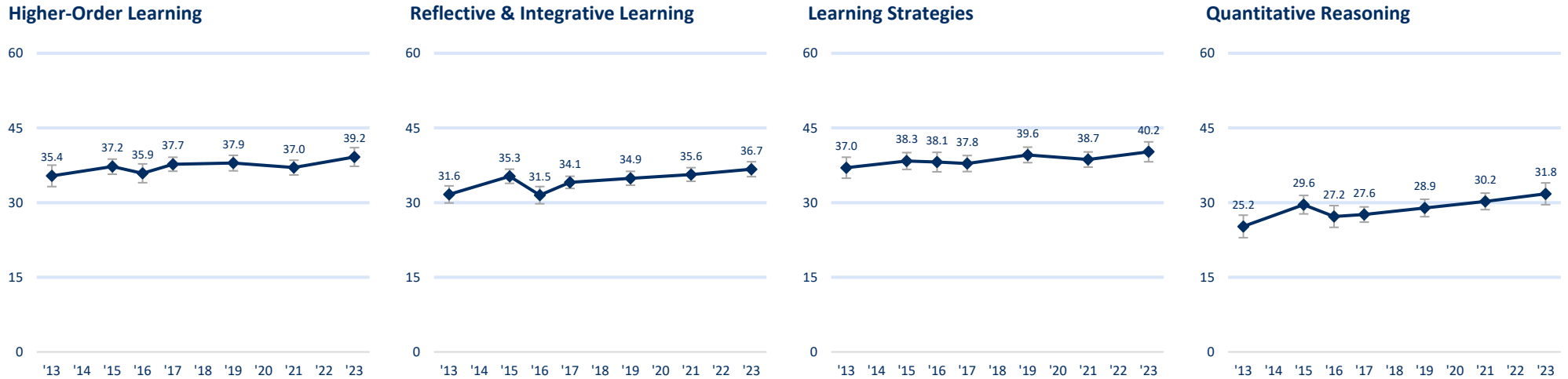
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%)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

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

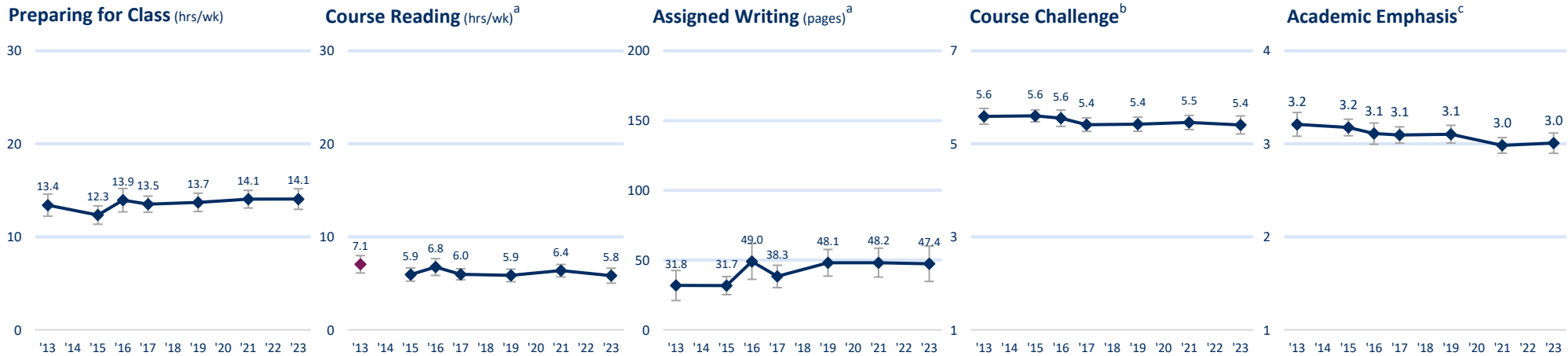
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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

Academic Challenge: First-year students



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 2023 Multi-Year Report

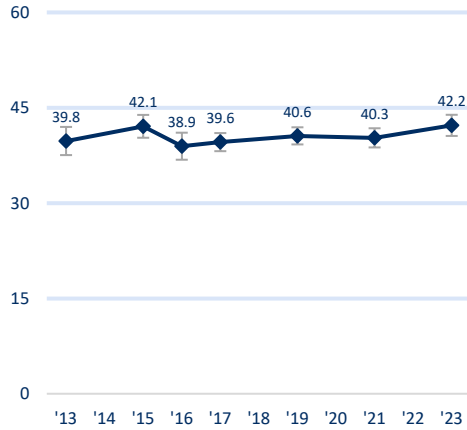
Engagement Results by Theme

Angelo State University

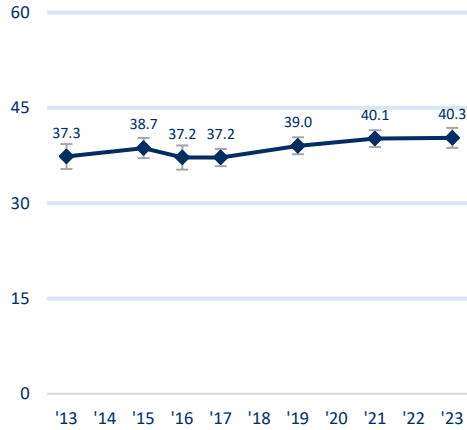
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Academic Challenge: Seniors

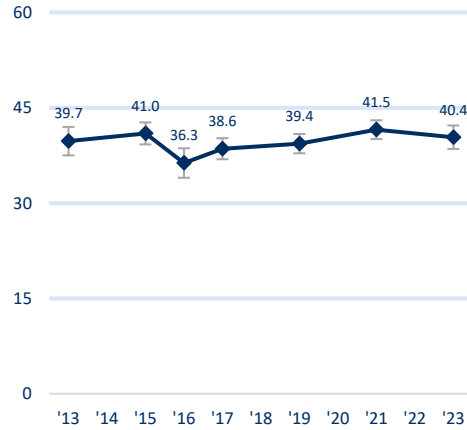
Higher-Order Learning



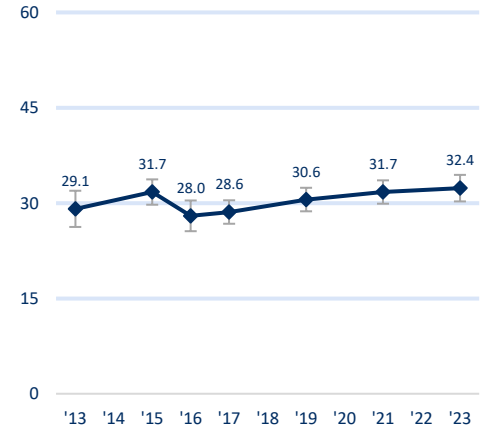
Reflective & Integrative Learning



Learning Strategies

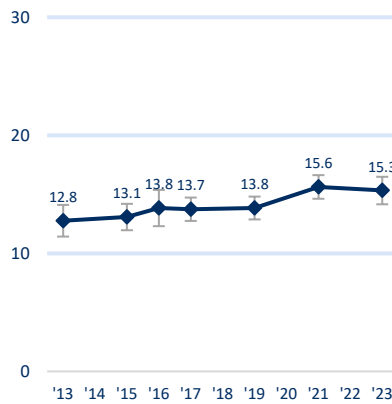


Quantitative Reasoning

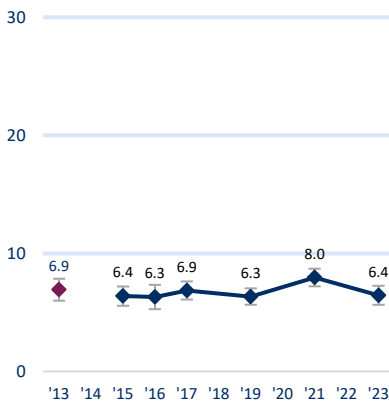


Academic Challenge (additional items): Seniors

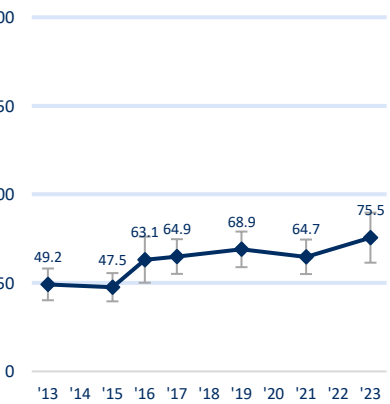
Preparing for Class (hrs/wk)



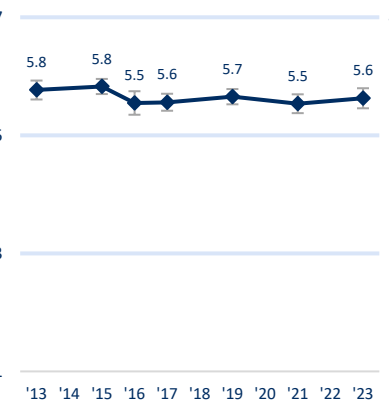
Course Reading (hrs/wk)^a



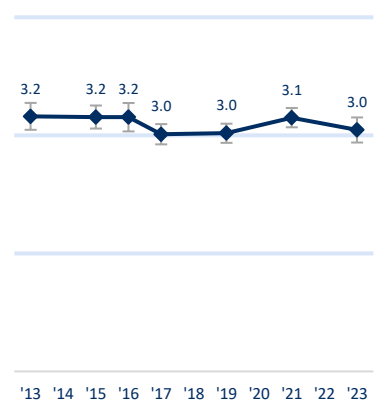
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

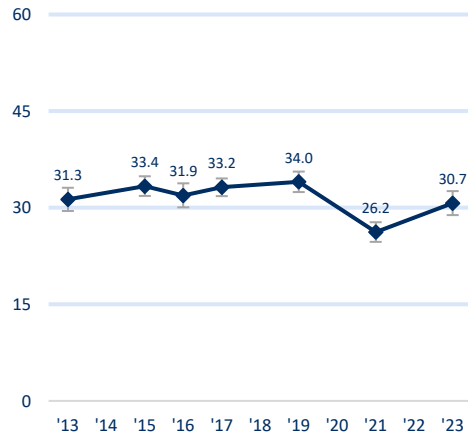
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

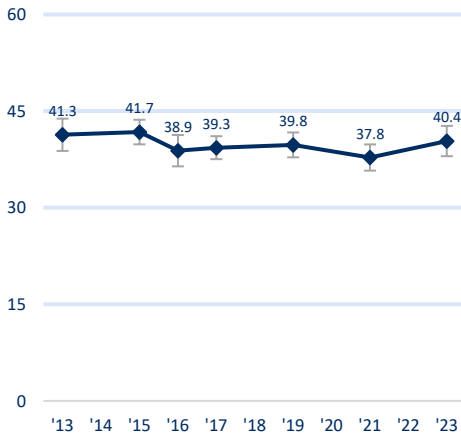
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

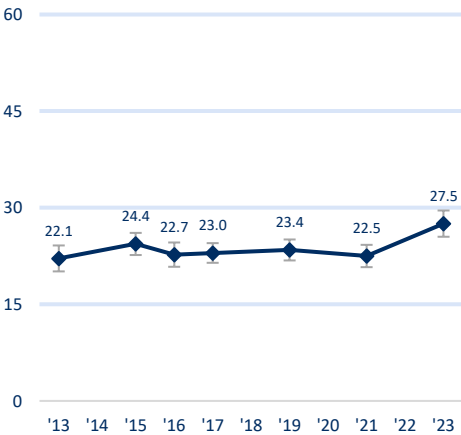


Discussions with Diverse Others

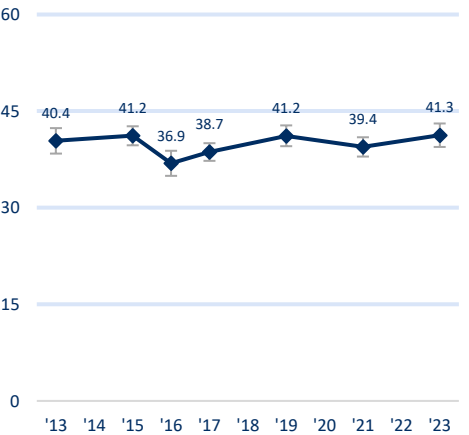


Experiences with Faculty: First-year students

Student-Faculty Interaction

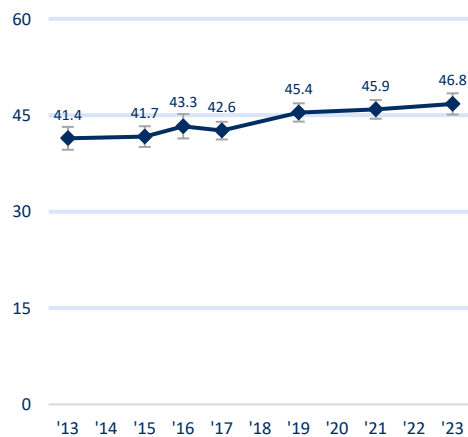


Effective Teaching Practices

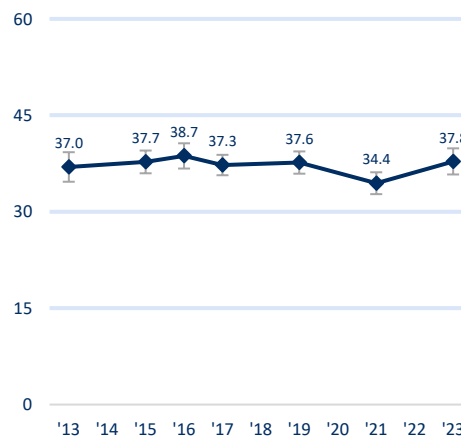


Campus Environment: First-year students

Quality of Interactions



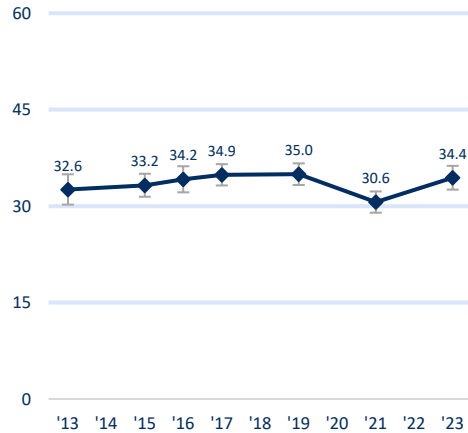
Supportive Environment



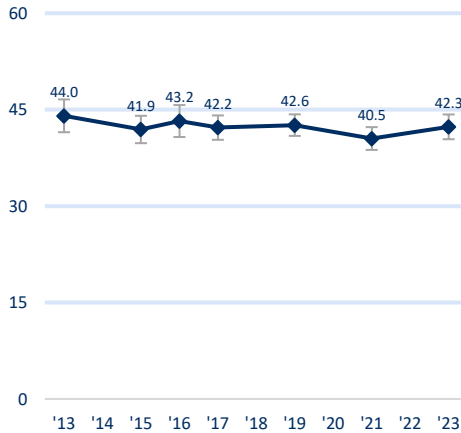
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Learning with Peers: Seniors

Collaborative Learning

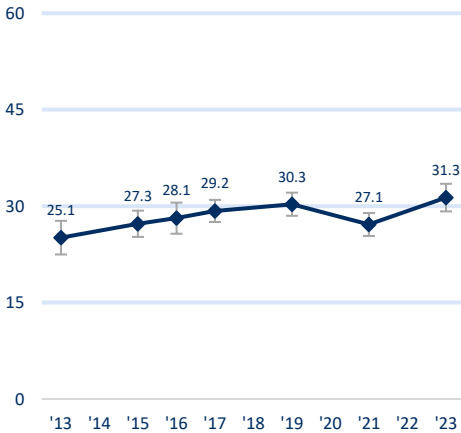


Discussions with Diverse Others

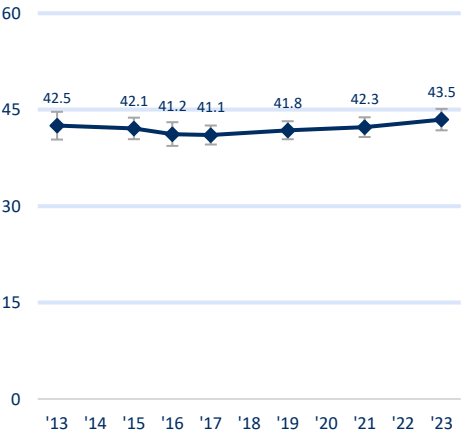


Experiences with Faculty: Seniors

Student-Faculty Interaction

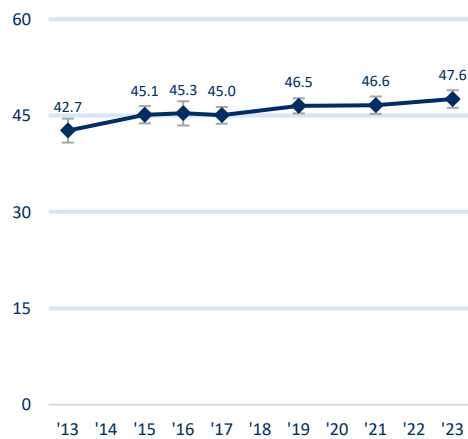


Effective Teaching Practices

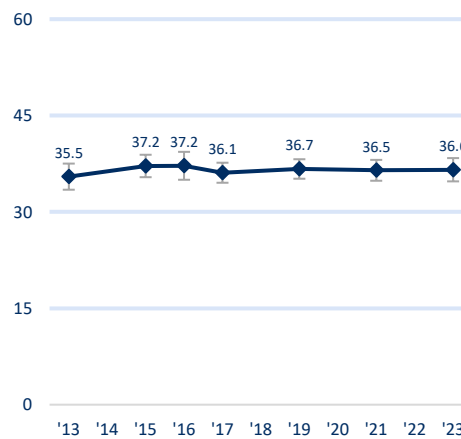


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

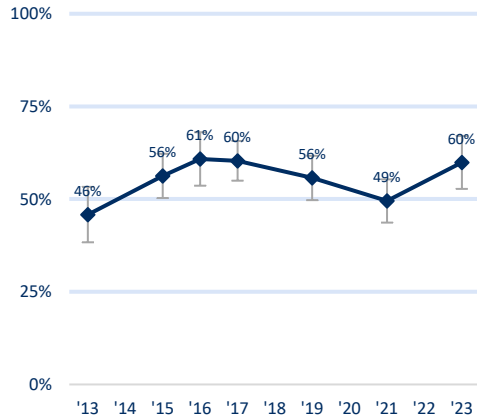


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

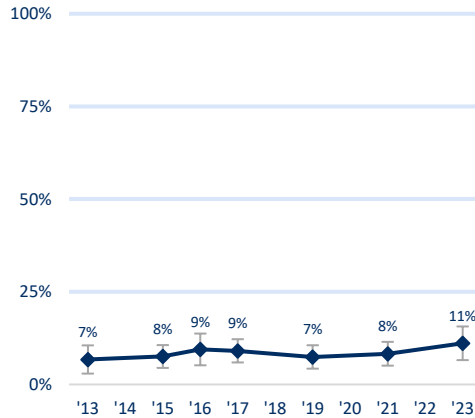
Service-Learning

(Some, most, or all courses)



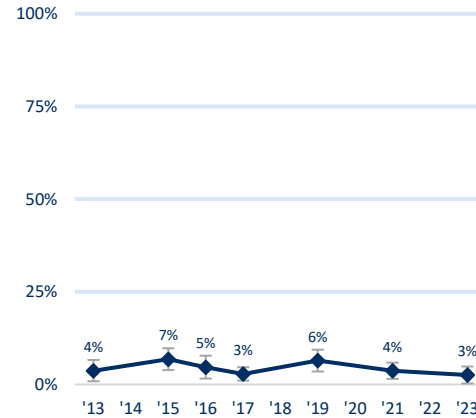
Learning Community

(Done or in progress)



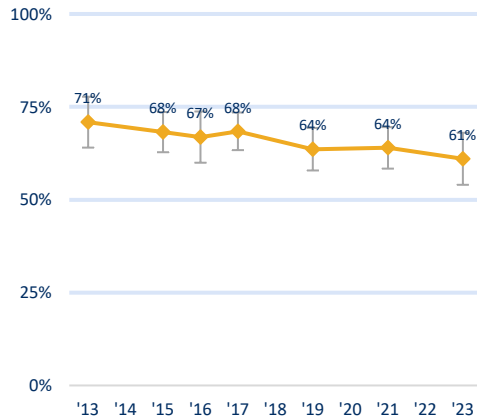
Research with Faculty

(Done or in progress)



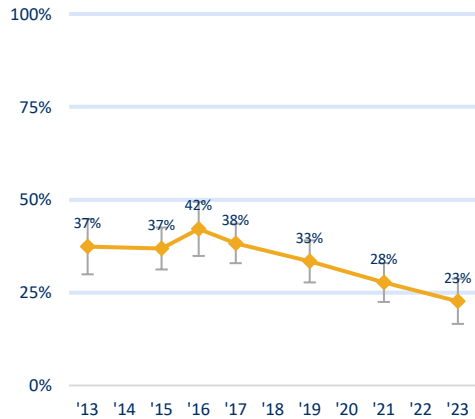
Internship/Field Experience

(Plan to do)



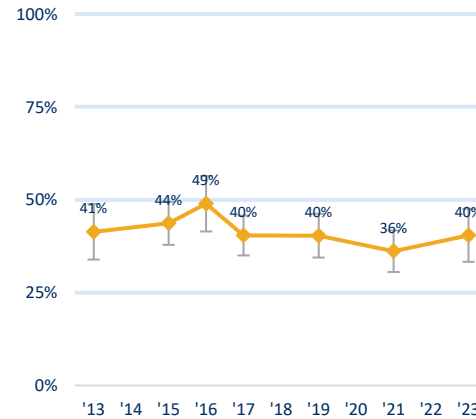
Study Abroad

(Plan to do)



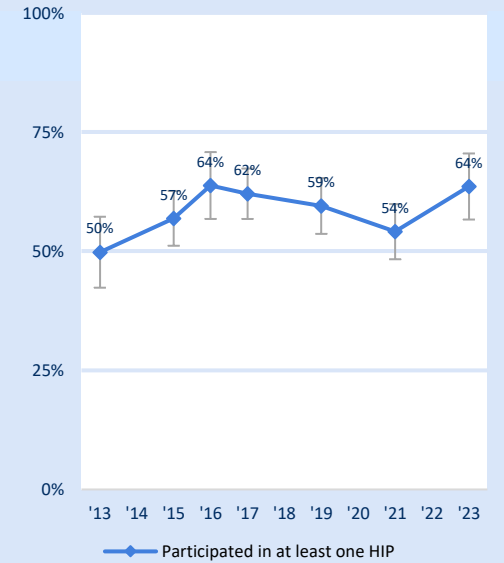
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.

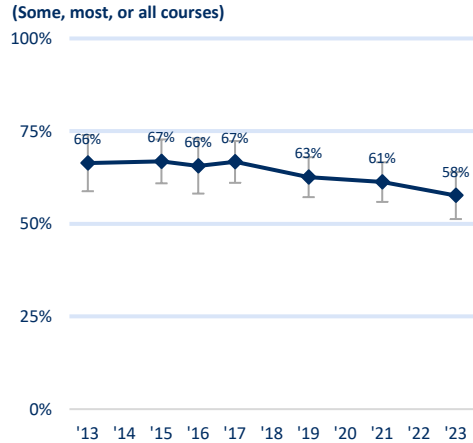


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

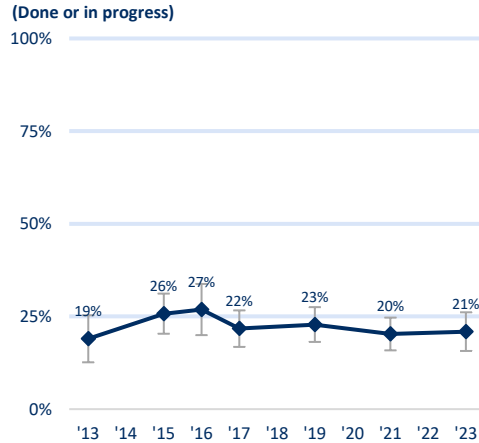
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

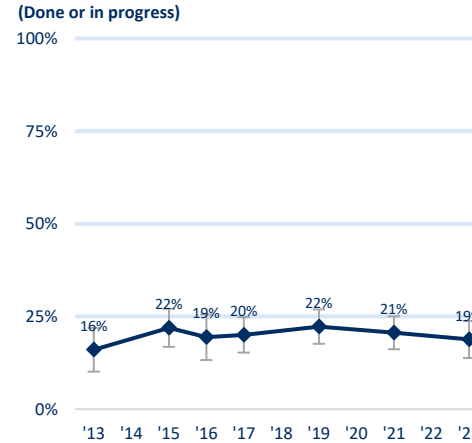
Service-Learning (Some, most, or all courses)



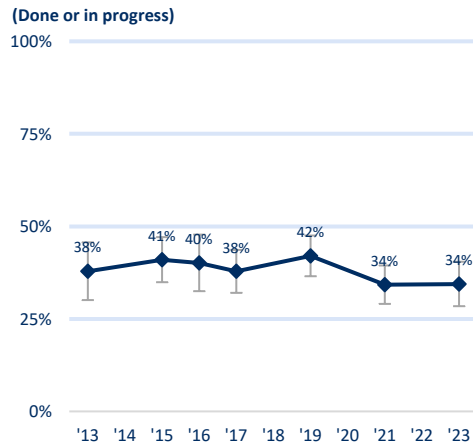
Learning Community (Done or in progress)



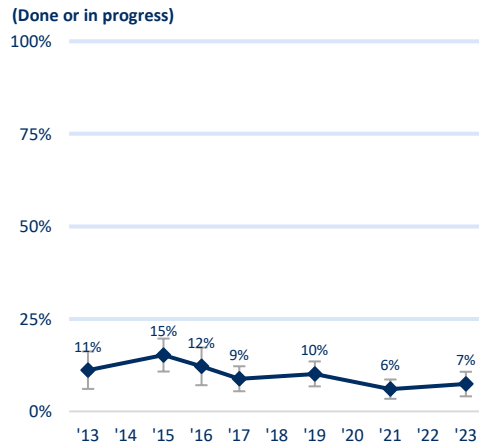
Research with Faculty (Done or in progress)



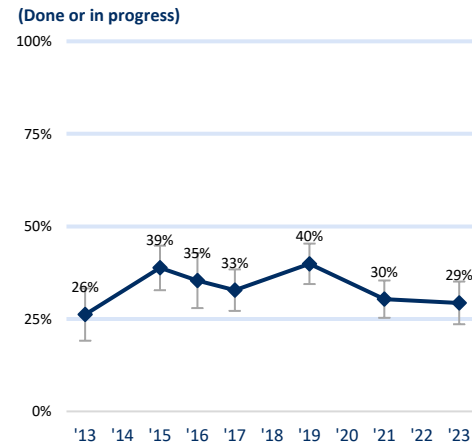
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

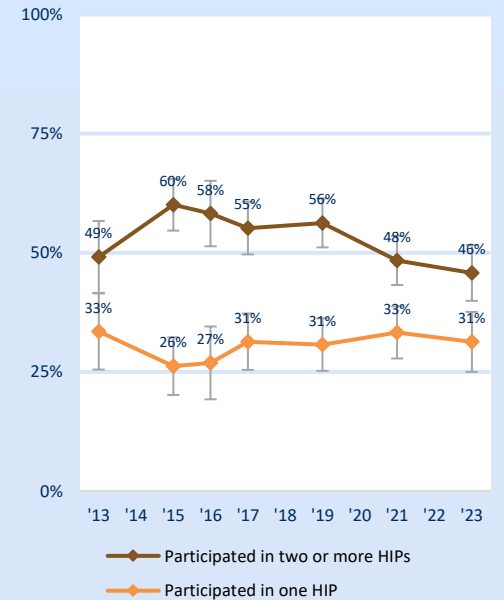


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

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



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

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Angelo State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge</i>																							
Higher-Order Learning	Mean	35.4	37.2	35.9	37.7		37.9		37.0		39.2	39.8		42.1	38.9	39.6		40.6		40.3	42.2		
	n	195	303	206	355		285		298		202	160		258	179	280		318		333	256		
	SD	15.3	13.5	13.8	13.5		13.4		13.1		13.6	14.3		14.7	14.5	12.2		12.2		14.0	13.6		
	SE	1.10	.78	.96	.71		.79		.76		.96	1.13		.92	1.09	.73		.69		.77	.85		
	CI up bnd	37.5	38.7	37.8	39.1		39.5		38.5		41.0	42.0		43.9	41.1	41.0		41.9		41.8	43.9		
	CI low bnd	33.2	35.7	34.0	36.3		36.4		35.5		37.3	37.6		40.3	36.8	38.2		39.2		38.8	40.6		
Reflective & Integrative Learning	Mean	31.6	35.3	31.5	34.1		34.9		35.6		36.7	37.3		38.7	37.2	37.2		39.0		40.1	40.3		
	n	203	318	211	365		301		326		223	163		270	185	291		333		349	265		
	SD	12.5	13.0	12.8	11.9		12.3		12.6		11.4	12.8		13.4	13.2	11.8		12.4		12.6	13.0		
	SE	.88	.73	.88	.62		.71		.70		.76	1.00		.81	.97	.69		.68		.68	.80		
	CI up bnd	33.4	36.7	33.2	35.3		36.3		37.0		38.2	39.3		40.3	39.1	38.5		40.4		41.5	41.8		
	CI low bnd	29.9	33.9	29.8	32.8		33.5		34.3		35.2	35.4		37.1	35.3	35.8		37.7		38.8	38.7		
Learning Strategies	Mean	37.0	38.3	38.1	37.8		39.6		38.7		40.2	39.7		41.0	36.3	38.6		39.4		41.5	40.4		
	n	170	277	179	328		272		286		190	149		252	163	269		312		321	242		
	SD	14.0	14.3	13.4	14.9		13.1		13.1		14.1	13.9		14.0	15.1	13.8		13.7		13.5	14.6		
	SE	1.08	.86	1.00	.82		.79		.78		1.02	1.14		.88	1.18	.84		.78		.75	.94		
	CI up bnd	39.1	40.0	40.1	39.5		41.1		40.2		42.2	42.0		42.7	38.6	40.2		40.9		43.0	42.2		
	CI low bnd	34.9	36.7	36.2	36.2		38.0		37.1		38.2	37.5		39.2	34.0	36.9		37.8		40.1	38.5		
Quantitative Reasoning	Mean	25.2	29.6	27.2	27.6		28.9		30.2		31.8	29.1		31.7	28.0	28.6		30.6		31.7	32.4		
	n	197	311	201	356		277		287		191	164		267	174	279		312		330	242		
	SD	16.2	16.7	15.8	14.7		14.9		14.4		15.4	18.6		16.6	16.2	15.7		16.7		17.0	16.6		
	SE	1.15	.95	1.11	.78		.89		.85		1.12	1.45		1.02	1.23	.94		.94		.94	1.07		
	CI up bnd	27.5	31.4	29.4	29.1		30.7		31.9		34.0	31.9		33.7	30.4	30.4		32.4		33.6	34.4		
	CI low bnd	23.0	27.7	25.0	26.1		27.2		28.6		29.6	26.2		29.7	25.6	26.7		28.7		29.9	30.3		
<i>Academic Challenge (additional items)</i>																							
Preparing for Class (hours/week)	Mean	13.4	12.3	13.9	13.5		13.7		14.1		14.1	12.8		13.1	13.8	13.7		13.8		15.6	15.3		
	n	157	247	165	308		256		280		174	135		233	141	254		308		314	237		
	SD	7.6	7.9	8.2	7.8		8.0		8.1		7.4	8.0		8.7	9.3	8.0		8.7		9.1	9.1		
	SE	.61	.50	.64	.44		.50		.48		.56	.68		.57	.78	.50		.49		.51	.59		
	CI up bnd	14.6	13.3	15.2	14.4		14.7		15.0		15.2	14.1		14.2	15.4	14.7		14.8		16.6	16.5		
	CI low bnd	12.2	11.4	12.7	12.6		12.7		13.1		13.0	11.4		12.0	12.3	12.7		12.9		14.6	14.2		
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	7.1	5.9	6.8	6.0		5.9		6.4		5.8	6.9		6.4	6.3	6.9		6.3		8.0	6.4		
	n	156	238	164	308		256		278		171	135		220	139	253		308		314	236		
	SD	6.0	5.6	5.9	5.3		5.5		5.7		5.4	5.5		6.2	6.2	6.3		6.2		6.7	6.3		
	SE	.48	.36	.46	.30		.34		.34		.41	.47		.42	.52	.39		.35		.38	.41		
	CI up bnd	8.0	6.7	7.7	6.6		6.5		7.0		6.6	7.9		7.2	7.3	7.6		7.0		8.7	7.3		
	CI low bnd	6.1	5.2	5.9	5.4		5.2		5.7		5.0	6.0		5.6	5.3	6.1		5.6		7.2	5.6		

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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Angelo State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>	31.8	31.7	49.0	38.3			48.1	48.2	47.4	49.2	47.5	63.1	64.9			68.9	64.7	75.5				
Estimated number of pages calculated from three survey questions.	<i>n</i>	160	269	180	332			276	285	191	134	228	155	266			314	324	238				
	<i>SD</i>	69.4	54.3	87.8	74.5			80.9	89.2	89.3	52.9	61.4	82.8	81.6			90.9	89.5	111.1				
	<i>SE</i>	5.49	3.31	6.53	4.09			4.87	5.28	6.46	4.58	4.07	6.64	5.00			5.13	4.97	7.21				
	<i>CI up bnd</i>	42.6	38.2	61.8	46.3			57.6	58.5	60.0	58.1	55.5	76.1	74.7			79.0	74.5	89.7				
	<i>CI low bnd</i>	21.0	25.3	36.2	30.3			38.5	37.8	34.7	40.2	39.6	50.1	55.1			58.9	55.0	61.4				
Course Challenge	<i>Mean</i>	5.6	5.6	5.6	5.4			5.4	5.5	5.4	5.8	5.8	5.5	5.6			5.7	5.5	5.6				
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	172	286	181	327			274	286	187	151	251	163	270			314	320	240				
	<i>SD</i>	1.1	1.1	1.2	1.3			1.3	1.3	1.4	1.0	1.0	1.3	1.2			1.2	1.5	1.3				
	<i>SE</i>	.09	.07	.09	.07			.08	.08	.10	.08	.07	.10	.07			.07	.08	.09				
	<i>CI up bnd</i>	5.8	5.7	5.7	5.6			5.6	5.6	5.6	5.9	6.0	5.7	5.7			5.8	5.7	5.8				
	<i>CI low bnd</i>	5.4	5.5	5.4	5.3			5.3	5.3	5.2	5.6	5.7	5.3	5.4			5.5	5.4	5.5				
Academic Emphasis	<i>Mean</i>	3.2	3.2	3.1	3.1			3.1	3.0	3.0	3.2	3.2	3.2	3.0			3.0	3.1	3.0				
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	156	248	169	309			262	280	183	136	232	144	256			308	316	235				
	<i>SD</i>	0.8	0.7	0.8	0.8			0.8	0.7	0.8	0.7	0.8	0.7	0.7			0.7	0.7	0.8				
	<i>SE</i>	.07	.05	.06	.04			.05	.04	.06	.06	.05	.06	.04			.04	.04	.05				
	<i>CI up bnd</i>	3.3	3.3	3.2	3.2			3.2	3.1	3.1	3.3	3.3	3.3	3.1			3.1	3.2	3.2				
	<i>CI low bnd</i>	3.1	3.1	3.0	3.0			3.0	2.9	2.9	3.0	3.1	3.0	2.9			2.9	3.1	2.9				
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>	31.3	33.4	31.9	33.2			34.0	26.2	30.7	32.6	33.2	34.2	34.9			35.0	30.6	34.4				
	<i>n</i>	213	333	217	372			312	350	231	167	272	190	297			338	364	270				
	<i>SD</i>	13.4	14.2	14.0	13.5			14.3	14.6	14.5	15.5	15.0	14.3	14.6			15.8	16.1	15.5				
	<i>SE</i>	.92	.78	.95	.70			.81	.78	.95	1.20	.91	1.04	.85			.86	.85	.94				
	<i>CI up bnd</i>	33.1	34.9	33.8	34.5			35.6	27.7	32.6	34.9	35.0	36.2	36.5			36.7	32.3	36.3				
	<i>CI low bnd</i>	29.5	31.8	30.1	31.8			32.4	24.7	28.9	30.2	31.5	32.1	33.2			33.3	29.0	32.6				
Discussions with Diverse Others	<i>Mean</i>	41.3	41.7	38.9	39.3			39.8	37.8	40.4	44.0	41.9	43.2	42.2			42.6	40.5	42.3				
	<i>n</i>	174	280	182	328			273	282	193	147	251	161	269			314	325	241				
	<i>SD</i>	16.9	16.3	16.7	16.5			16.3	17.4	16.7	15.8	17.2	16.1	15.8			15.2	16.3	15.3				
	<i>SE</i>	1.28	.97	1.24	.91			.99	1.04	1.20	1.30	1.09	1.27	.97			.86	.90	.98				
	<i>CI up bnd</i>	43.8	43.7	41.3	41.1			41.7	39.8	42.7	46.6	44.0	45.7	44.1			44.3	42.3	44.3				
	<i>CI low bnd</i>	38.8	39.8	36.4	37.5			37.8	35.8	38.0	41.5	39.8	40.7	40.3			40.9	38.7	40.4				

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).

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Angelo State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Experiences with Faculty</i>																							
Student-Faculty Interaction	<i>Mean</i>	22.1	24.4	22.7	23.0			23.4		22.5		27.5	25.1		27.3	28.1	29.2		30.3		27.1	31.3	
	<i>n</i>	200	312	206	362			291		309		213	164		264	182	284		322		343	259	
	<i>SD</i>	14.5	15.5	13.8	14.8			14.2		15.5		15.2	17.1		16.9	16.7	14.8		16.5		16.8	17.6	
	<i>SE</i>	1.03	.88	.96	.78			.83		.88		1.04	1.34		1.04	1.23	.88		.92		.91	1.09	
	<i>CI up bnd</i>	24.1	26.1	24.6	24.5			25.1		24.2		29.6	27.7		29.3	30.5	31.0		32.1		28.9	33.5	
	<i>CI low bnd</i>	20.1	22.7	20.8	21.4			21.8		20.8		25.5	22.5		25.2	25.7	27.5		28.5		25.4	29.2	
Effective Teaching Practices	<i>Mean</i>	40.4	41.2	36.9	38.7			41.2		39.4		41.3	42.5		42.1	41.2	41.1		41.8		42.3	43.5	
	<i>n</i>	202	312	204	357			285		299		199	166		268	181	284		321		334	258	
	<i>SD</i>	14.3	13.3	14.2	13.2			13.9		13.2		13.1	14.2		14.0	12.7	12.7		12.8		14.3	13.6	
	<i>SE</i>	1.01	.75	.99	.70			.82		.76		.93	1.10		.85	.94	.76		.71		.78	.85	
	<i>CI up bnd</i>	42.4	42.6	38.8	40.0			42.8		40.9		43.1	44.7		43.8	43.1	42.5		43.2		43.8	45.1	
	<i>CI low bnd</i>	38.4	39.7	34.9	37.3			39.6		37.9		39.4	40.4		40.4	39.4	39.6		40.4		40.7	41.8	
<i>Campus Environment</i>																							
Quality of Interactions	<i>Mean</i>	41.4	41.7	43.3	42.6			45.4		45.9		46.8	42.7		45.1	45.3	45.0		46.5		46.6	47.6	
	<i>n</i>	169	274	172	316			257		274		176	144		247	154	265		295		302	230	
	<i>SD</i>	11.8	13.6	12.7	12.4			11.6		12.3		11.2	11.4		10.8	12.0	10.8		10.3		12.0	10.6	
	<i>SE</i>	.91	.82	.97	.70			.72		.74		.84	.95		.69	.96	.66		.60		.69	.70	
	<i>CI up bnd</i>	43.2	43.3	45.2	44.0			46.9		47.4		48.4	44.5		46.5	47.2	46.3		47.7		48.0	48.9	
	<i>CI low bnd</i>	39.6	40.1	41.4	41.2			44.0		44.5		45.1	40.8		43.8	43.5	43.7		45.3		45.3	46.2	
Supportive Environment	<i>Mean</i>	37.0	37.7	38.7	37.3			37.6		34.4		37.8	35.5		37.2	37.2	36.1		36.7		36.5	36.6	
	<i>n</i>	154	246	167	310			259		279		178	134		229	142	255		308		314	237	
	<i>SD</i>	14.5	14.2	13.0	14.2			14.2		14.5		13.8	12.0		13.5	13.2	12.7		13.6		14.7	14.2	
	<i>SE</i>	1.17	.90	1.00	.81			.88		.87		1.04	1.04		.89	1.11	.79		.77		.83	.92	
	<i>CI up bnd</i>	39.3	39.5	40.6	38.8			39.4		36.1		39.9	37.5		38.9	39.4	37.7		38.2		38.1	38.4	
	<i>CI low bnd</i>	34.7	36.0	36.7	35.7			35.9		32.7		35.8	33.5		35.4	35.0	34.5		35.2		34.9	34.8	

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

		First-year students									Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning^a	%	46		56	61	60		56		49	60		66		67	66	67		63		61	58	
	n	172		266	177	321		266		283	182		150		244	159	270		310		320	235	
	SE	3.8		3.0	3.7	2.7		3.1		3.0	3.6		3.9		3.0	3.8	2.9		2.8		2.7	3.2	
	CI up bnd	53		62	68	66		62		55	67		74		73	73	72		68		67	64	
	CI low bnd	38		50	54	55		50		44	53		59		61	58	61		57		56	51	
Learning Community^a	%	7		8	9	9		7		8	11		19		26	27	22		23		20	21	
	n	168		284	180	323		266		284	185		148		252	160	270		308		319	235	
	SE	1.9		1.6	2.2	1.6		1.6		1.6	2.3		3.2		2.8	3.5	2.5		2.4		2.3	2.7	
	CI up bnd	11		11	14	12		11		11	16		25		31	34	27		28		25	26	
	CI low bnd	3		4	5	6		4		5	7		13		20	20	17		18		16	16	
Research with Faculty^a	%	4		7	5	3		6		4	3		16		22	19	20		22		21	19	
	n	168		285	180	323		268		284	184		150		251	160	270		310		319	237	
	SE	1.5		1.5	1.6	0.9		1.5		1.1	1.2		3.0		2.6	3.1	2.4		2.4		2.3	2.5	
	CI up bnd	7		10	8	5		9		6	5		22		27	26	25		27		25	24	
	CI low bnd	1		4	2	1		3		1	0		10		17	13	15		18		16	14	
Internship or Field Experience^b	%	71		68	67	68		64		64	61		38		41	40	38		42		34	34	
	n	170		285	180	325		273		284	187		150		252	159	269		311		322	241	
	SE	3.5		2.8	3.5	2.6		2.9		2.9	3.6		4.0		3.1	3.9	3.0		2.8		2.6	3.1	
	CI up bnd	78		74	74	73		69		70	68		46		47	48	44		48		39	40	
	CI low bnd	64		63	60	63		58		58	54		30		35	32	32		37		29	28	
Study Abroad^b	%	37		37	42	38		33		28	23		11		15	12	9		10		6	7	
	n	163		281	178	322		268		282	184		150		251	160	271		309		319	239	
	SE	3.8		2.9	3.7	2.7		2.9		2.7	3.1		2.6		2.3	2.6	1.7		1.7		1.3	1.7	
	CI up bnd	45		43	49	44		39		33	29		16		20	17	12		14		9	11	
	CI low bnd	30		31	35	33		28		22	17		6		11	7	5		7		3	4	
Culminating Senior Experience^b	%	41		44	49	40		40		36	40		26		39	35	33		40		30	29	
	n	167		281	173	322		267		284	184		150		253	160	270		309		319	241	
	SE	3.8		3.0	3.8	2.7		3.0		2.9	3.6		3.6		3.1	3.8	2.9		2.8		2.6	2.9	
	CI up bnd	49		49	56	46		46		42	48		33		45	43	38		45		35	35	
	CI low bnd	34		38	41	35		34		31	33		19		33	28	27		34		25	24	
Overall HIP Participation^c																							
Participated in one HIP	%	45		48	54	53		52		48	55		33		26	27	31		31		33	31	
	n	173		285	180	323		269		284	185		151		253	161	271		311		322	241	
	SE	3.8		3.0	3.7	2.8		3.1		3.0	3.7		3.8		2.8	3.5	2.8		2.6		2.6	3.0	
	CI up bnd	53		54	61	59		58		53	63		41		32	34	37		36		38	37	
	CI low bnd	38		42	47	48		46		42	48		26		21	20	26		26		28	25	
Participated in two or more HIPs	%	4		9	10	9		7		6	8		49		60	58	55		56		48	46	
	n	173		285	180	323		269		284	185		151		253	161	271		311		322	241	
	SE	1.6		1.7	2.2	1.6		1.6		1.5	2.0		4.1		3.1	3.9	3.0		2.8		2.8	3.2	
	CI up bnd	8		12	14	12		10		9	12		57		66	66	61		62		54	52	
	CI low bnd	1		6	5	6		4		4	4		41		54	51	49		51		43	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.