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# NSSE 2023

## 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 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

<a href="#">Administration Summaries (p. 3)</a>	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
<a href="#">Engagement Results by Theme (pp. 4-7)</a>	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.
<a href="#">High-Impact Practices (pp. 8-9)</a>	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.
<a href="#">Detailed Statistics (pp. 10-13)</a>	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 <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
2021										
2022										
2023	13%	+/- 5.2%	312	187	125	12%	+/- 5.7%	265	206	59

#### 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
2021							
2022							
2023	Email	Census	No	Academic Advising, University of Wisconsin Comprehensives	No	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.

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.

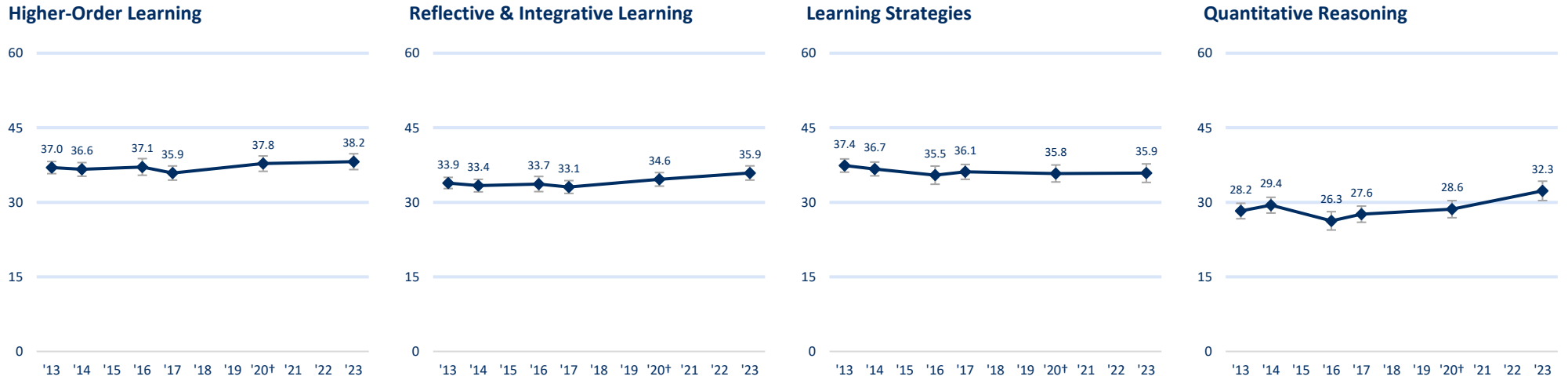
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.

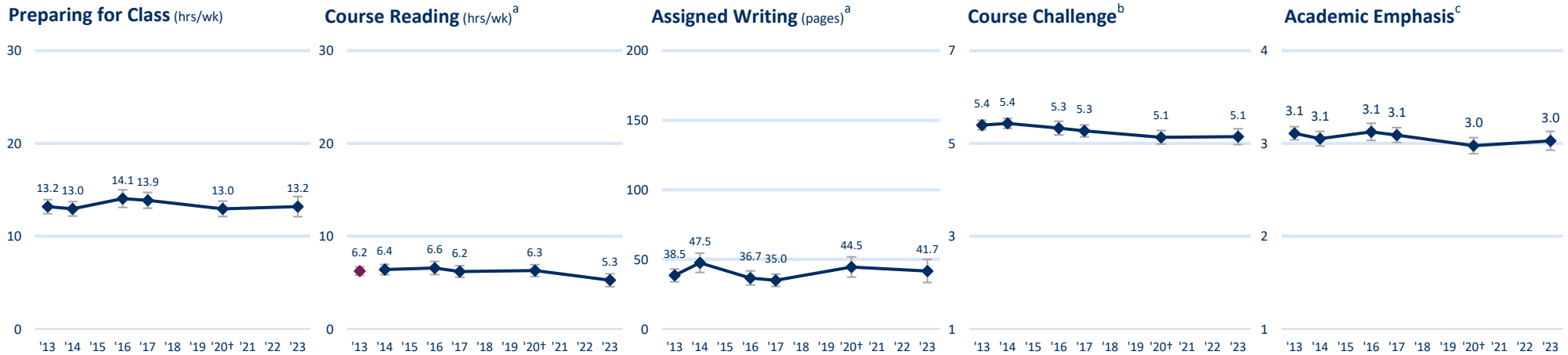
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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").

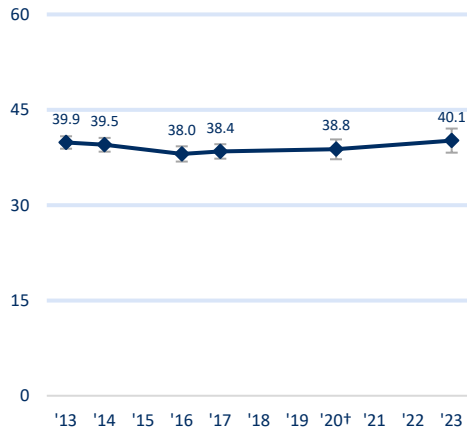
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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

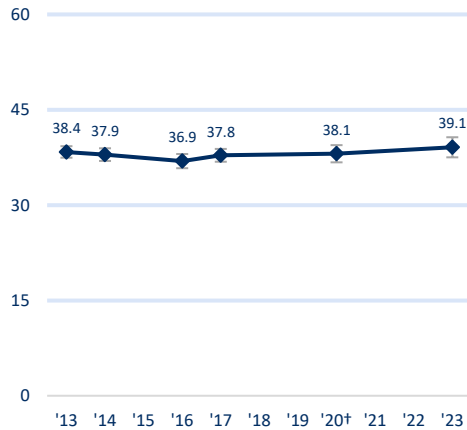
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#### Academic Challenge: Seniors

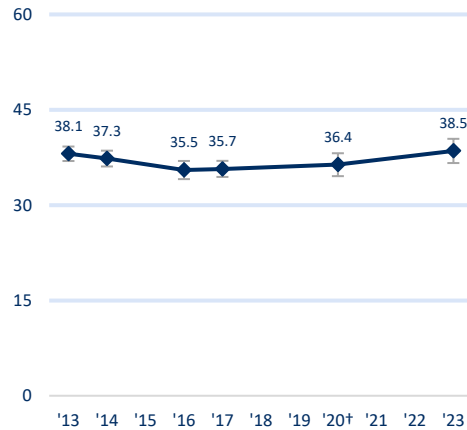
##### Higher-Order Learning



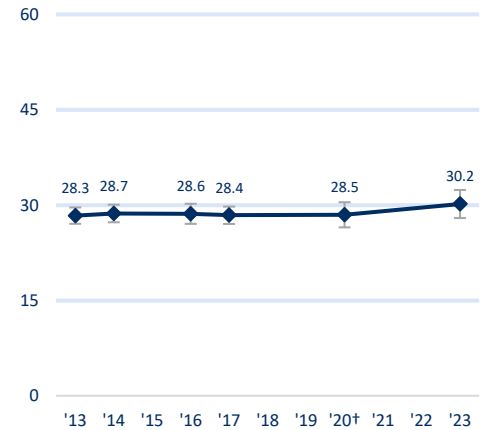
##### Reflective & Integrative Learning



##### Learning Strategies

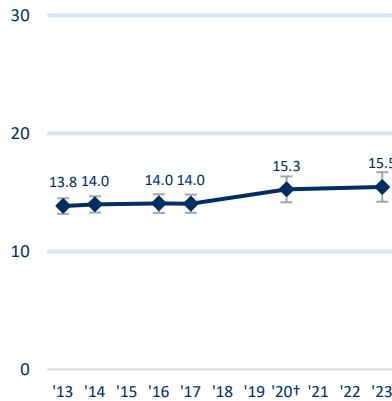


##### Quantitative Reasoning

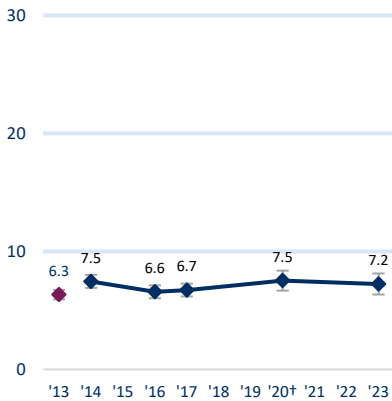


#### Academic Challenge (additional items): Seniors

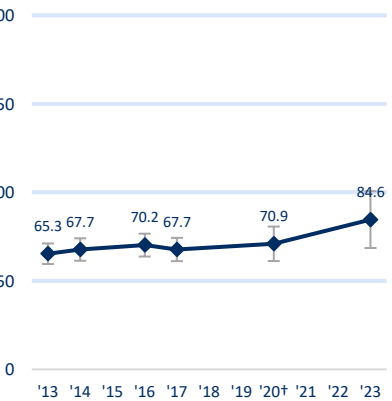
##### Preparing for Class (hrs/wk)



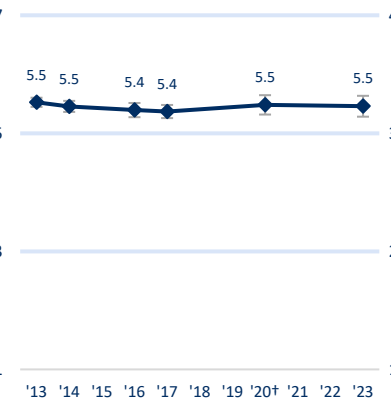
##### Course Reading (hrs/wk)<sup>a</sup>



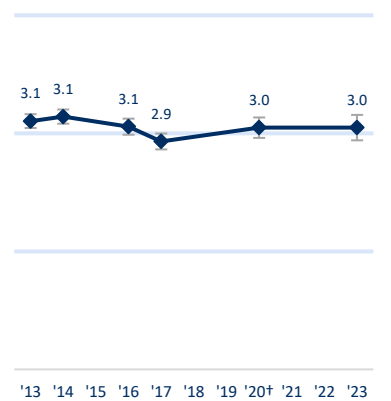
##### Assigned Writing (pages)<sup>a</sup>



##### 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").

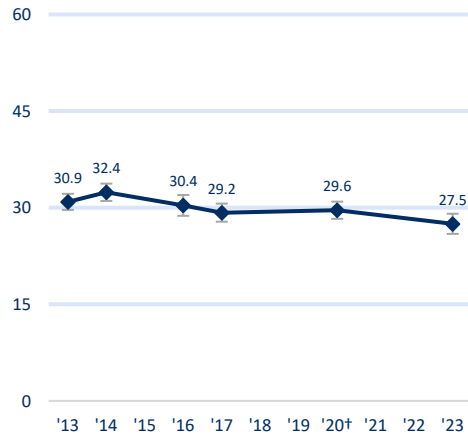
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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

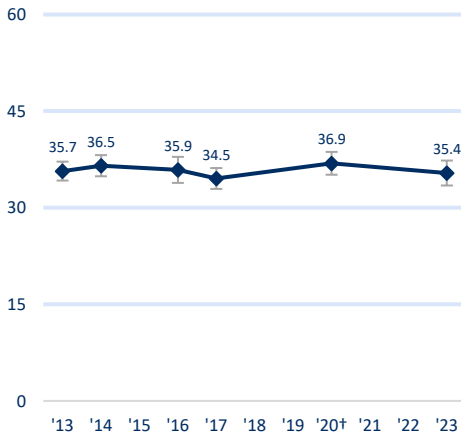
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

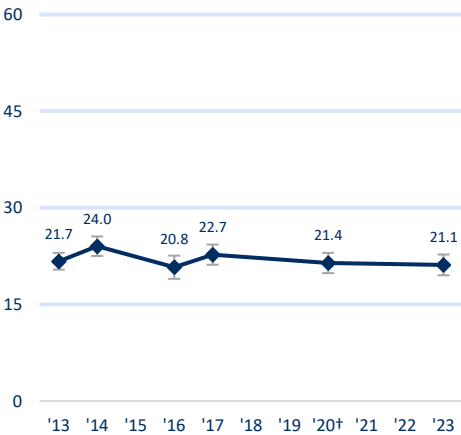


##### Discussions with Diverse Others

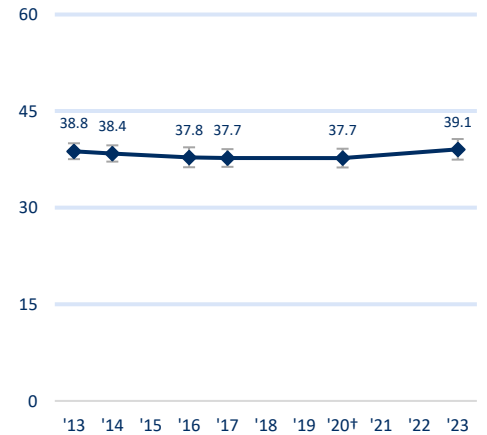


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

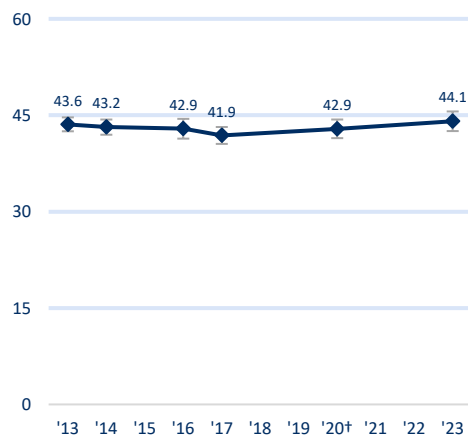


##### Effective Teaching Practices

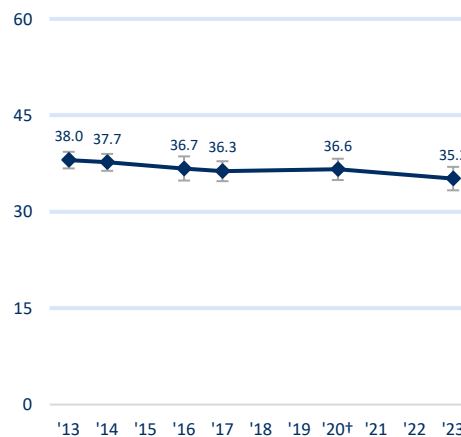


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment

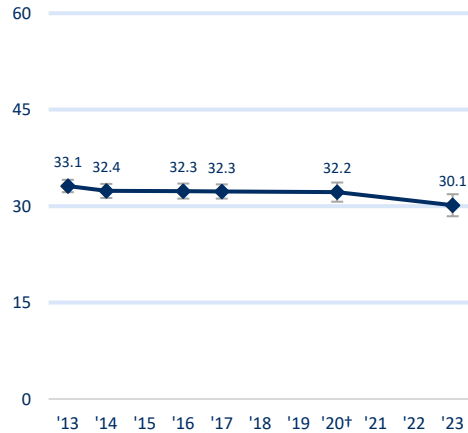


†Results reflect Report Sample exclusions and are unweighted. See page 3.

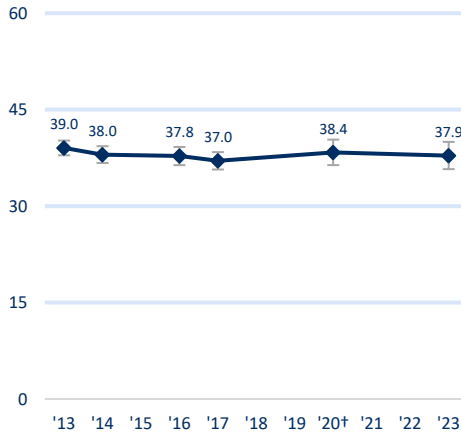
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

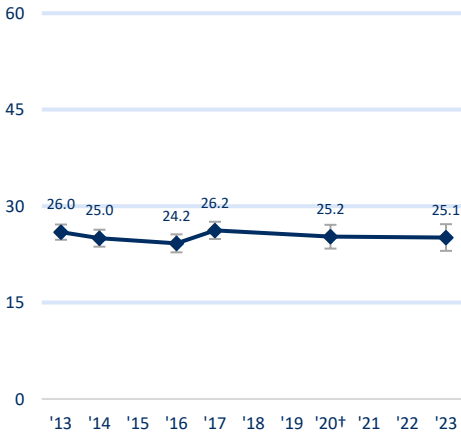


##### Discussions with Diverse Others

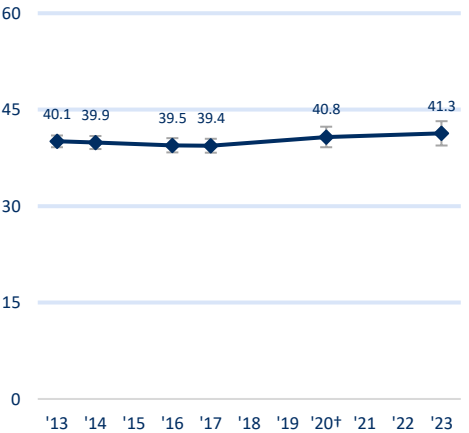


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

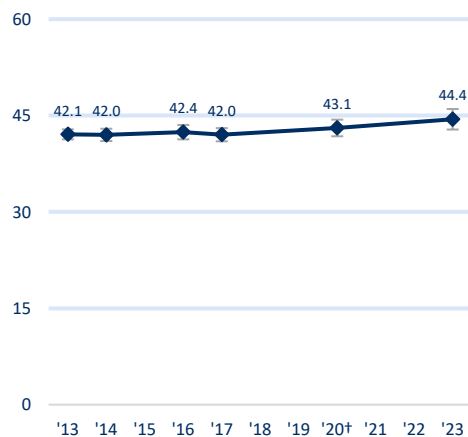


##### Effective Teaching Practices

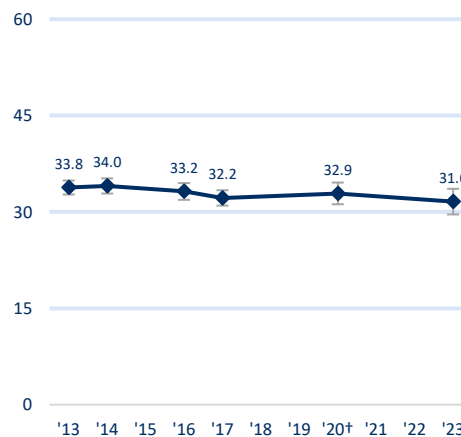


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment



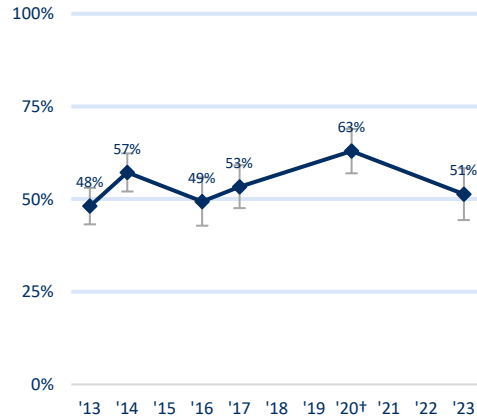
†Results reflect Report Sample exclusions and are unweighted. See page 3.

Due to their positive associations with student learning and retention, 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

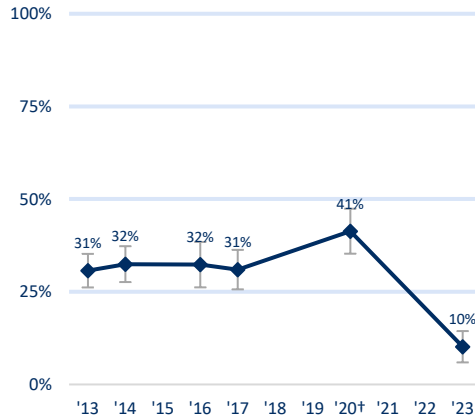
##### Service-Learning

(Some, most, or all courses)



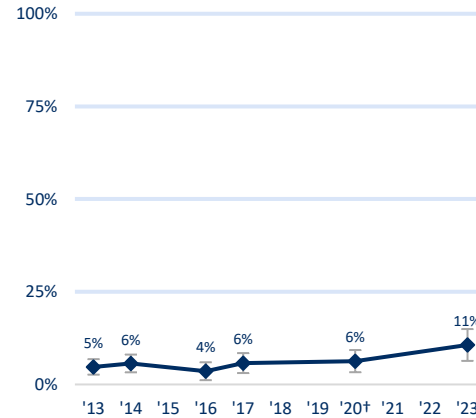
##### Learning Community

(Done or in progress)



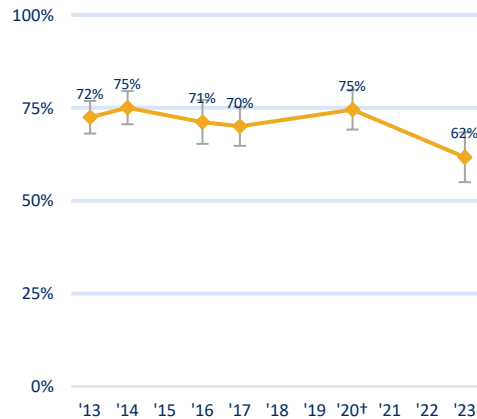
##### Research with Faculty

(Done or in progress)



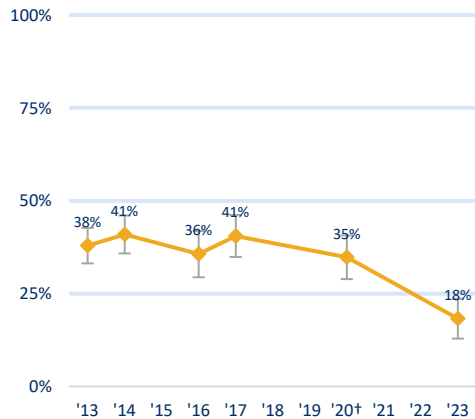
##### Internship/Field Experience

(Plan to do)



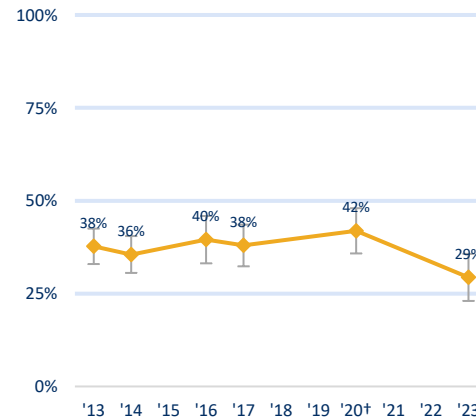
##### Study Abroad

(Plan to do)



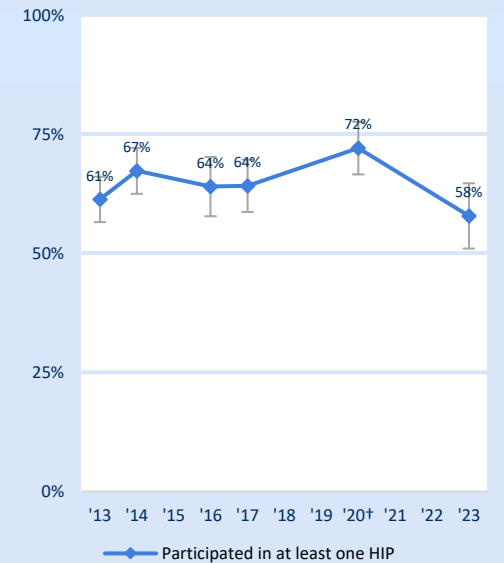
##### Culminating Senior Experience

(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.

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

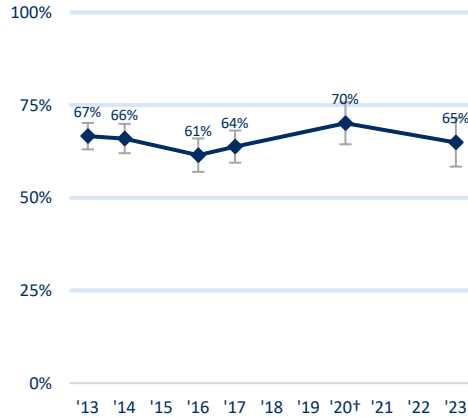


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

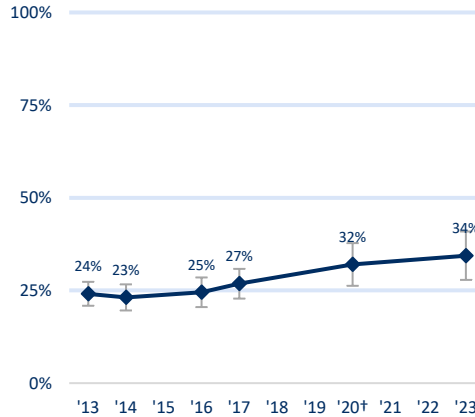
##### Service-Learning

(Some, most, or all courses)



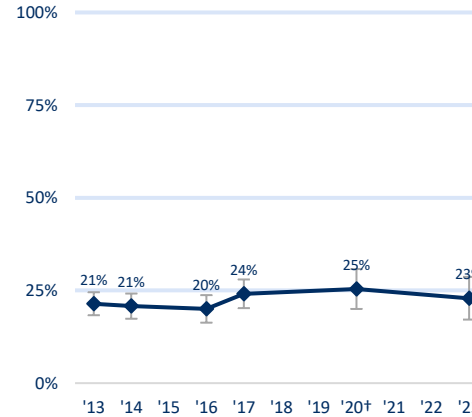
##### Learning Community

(Done or in progress)



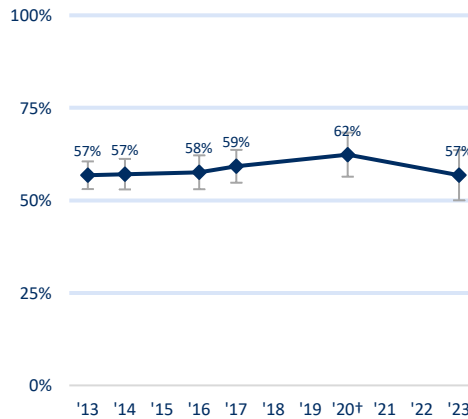
##### Research with Faculty

(Done or in progress)



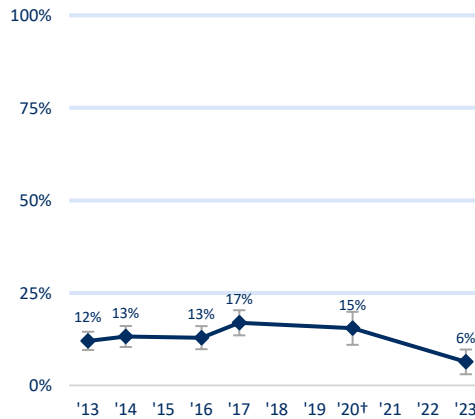
##### Internship/Field Experience

(Done or in progress)



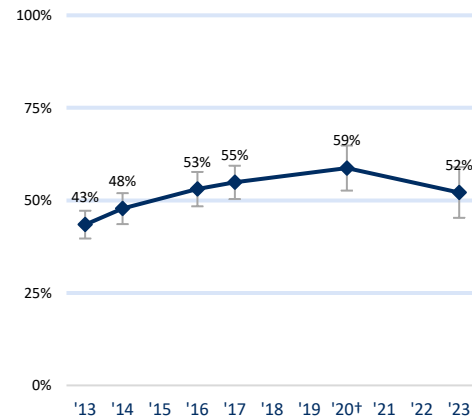
##### Study Abroad

(Done or in progress)



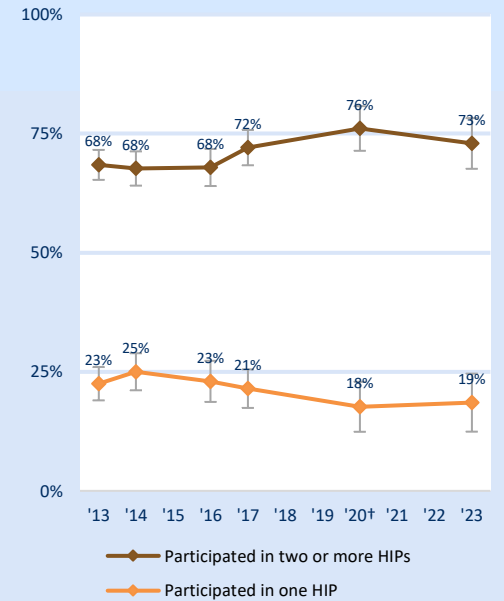
##### Culminating Senior Experience

(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.

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# NSSE 2023 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of Wisconsin-Whitewater

		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>																							
<b>Higher-Order Learning</b>	Mean	37.0	36.6		37.1	35.9			37.8		38.2	39.9	39.5		38.0	38.4			38.8		40.1		
	n	412	371		251	333			283		230	713	590		494	542			277		219		
	SD	12.6	13.4		13.6	13.2			13.3		12.3	13.3	13.5		13.6	13.5			13.3		14.3		
	SE	.62	.70		.85	.73			.79		.81	.50	.55		.61	.58			.80		.97		
	CI up bnd	38.2	38.0		38.8	37.3			39.3		39.8	40.8	40.6		39.2	39.6			40.3		42.0		
	CI low bnd	35.8	35.2		35.4	34.5			36.2		36.6	38.9	38.4		36.8	37.3			37.2		38.2		
<b>Reflective &amp; Integrative Learning</b>	Mean	33.9	33.4		33.7	33.1			34.6		35.9	38.4	37.9		36.9	37.8			38.1		39.1		
	n	432	390		267	350			310		266	732	611		511	559			305		240		
	SD	11.9	12.7		12.7	12.3			12.2		11.9	12.5	12.5		12.9	12.2			12.1		12.5		
	SE	.57	.64		.78	.66			.69		.73	.46	.51		.57	.51			.69		.81		
	CI up bnd	35.0	34.6		35.2	34.4			36.0		37.3	39.3	38.9		38.0	38.8			39.4		40.7		
	CI low bnd	32.8	32.1		32.1	31.8			33.3		34.5	37.5	36.9		35.8	36.8			36.7		37.5		
<b>Learning Strategies</b>	Mean	37.4	36.7		35.5	36.1			35.8		35.9	38.1	37.3		35.5	35.7			36.4		38.5		
	n	392	359		225	294			257		204	668	548		445	473			256		206		
	SD	13.4	13.4		14.0	13.1			14.0		13.6	15.0	14.8		15.4	14.0			14.7		13.9		
	SE	.68	.71		.93	.76			.87		.95	.58	.63		.73	.64			.92		.97		
	CI up bnd	38.7	38.1		37.3	37.6			37.5		37.7	39.2	38.6		36.9	37.0			38.2		40.4		
	CI low bnd	36.1	35.3		33.6	34.6			34.1		34.0	36.9	36.1		34.1	34.4			34.6		36.6		
<b>Quantitative Reasoning</b>	Mean	28.2	29.4		26.3	27.6			28.6		32.3	28.3	28.7		28.6	28.4			28.5		30.2		
	n	419	383		248	332			267		208	720	596		497	537			262		208		
	SD	16.3	15.8		14.8	15.1			14.3		14.3	17.6	17.3		18.0	16.2			16.3		16.3		
	SE	.79	.81		.94	.83			.88		.99	.66	.71		.80	.70			1.01		1.13		
	CI up bnd	29.8	31.0		28.1	29.2			30.3		34.2	29.6	30.1		30.2	29.8			30.4		32.4		
	CI low bnd	26.7	27.8		24.4	26.0			26.9		30.3	27.1	27.3		27.1	27.0			26.5		28.0		
<i>Academic Challenge (additional items)</i>																							
<b>Preparing for Class (hours/week)</b>	Mean	13.2	13.0		14.1	13.9			13.0		13.2	13.8	14.0		14.0	14.0			15.3		15.5		
	n	379	337		214	278			246		191	628	515		416	463			242		206		
	SD	7.5	7.3		7.1	7.2			6.7		7.7	8.5	8.0		8.2	8.4			8.7		9.2		
	SE	.39	.40		.48	.43			.43		.56	.34	.35		.40	.39			.56		.64		
	CI up bnd	13.9	13.7		15.0	14.7			13.8		14.3	14.5	14.7		14.8	14.8			16.3		16.7		
	CI low bnd	12.4	12.2		13.1	13.0			12.1		12.1	13.2	13.3		13.3	13.3			14.2		14.2		
<b>Course Reading</b> <small>Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</small>	Mean	6.2	6.4		6.6	6.2			6.3		5.3	6.3	7.5		6.6	6.7			7.5		7.2		
	n	382	334		211	275			245		191	623	508		414	456			242		205		
	SD	4.5	5.2		5.3	5.3			5.1		4.9	5.1	6.3		5.7	5.9			6.7		6.5		
	SE	.23	.29		.36	.32			.33		.36	.20	.28		.28	.28			.43		.45		
	CI up bnd	6.7	7.0		7.3	6.8			6.9		6.0	6.7	8.0		7.1	7.3			8.4		8.1		
	CI low bnd	5.8	5.8		5.9	5.6			5.6		4.6	5.9	6.9		6.0	6.2			6.7		6.3		

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).

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

		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
<b>Academic Challenge (additional items, continued)</b>																							
<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>41.7</b>		<b>65.3</b>	<b>67.7</b>		<b>70.2</b>	<b>67.7</b>		<b>70.9</b>		<b>84.6</b>		
Estimated number of pages calculated from three survey questions.	<i>n</i>	376	324		214	295			263		209		614	520		436	488		262		204		
	<i>SD</i>	45.1	63.6		37.8	38.9			60.3		61.2		73.4	73.8		68.8	74.2		80.5		116.8		
	<i>SE</i>	2.33	3.53		2.59	2.26			3.72		4.24		2.96	3.23		3.30	3.36		4.97		8.18		
	<i>CI up bnd</i>	43.0	54.4		41.7	39.4			51.8		50.0		71.1	74.0		76.7	74.3		80.7		100.6		
	<i>CI low bnd</i>	33.9	40.6		31.6	30.5			37.2		33.4		59.5	61.4		63.7	61.2		61.2		68.6		
<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>5.1</b>		<b>5.5</b>	<b>5.5</b>		<b>5.4</b>	<b>5.4</b>		<b>5.5</b>		<b>5.5</b>		
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	398	364		229	293			257		204		675	555		449	474		257		206		
	<i>SD</i>	1.0	1.0		1.1	1.1			1.2		1.2		1.0	1.1		1.3	1.2		1.3		1.3		
	<i>SE</i>	.05	.05		.08	.07			.07		.09		.04	.05		.06	.06		.08		.09		
	<i>CI up bnd</i>	5.5	5.5		5.5	5.4			5.3		5.3		5.6	5.6		5.5	5.5		5.6		5.6		
	<i>CI low bnd</i>	5.3	5.3		5.2	5.1			5.0		5.0		5.4	5.4		5.3	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>3.0</b>		<b>3.1</b>	<b>3.1</b>		<b>3.1</b>	<b>2.9</b>		<b>3.0</b>		<b>3.0</b>		
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	390	337		215	281			248		195		633	514		426	463		250		206		
	<i>SD</i>	0.7	0.7		0.7	0.7			0.7		0.7		0.7	0.7		0.7	0.7		0.7		0.8		
	<i>SE</i>	.04	.04		.05	.04			.04		.05		.03	.03		.03	.03		.04		.05		
	<i>CI up bnd</i>	3.2	3.1		3.2	3.2			3.1		3.1		3.2	3.2		3.1	3.0		3.1		3.2		
	<i>CI low bnd</i>	3.0	3.0		3.0	3.0			2.9		2.9		3.0	3.1		3.0	2.9		3.0		2.9		
<b>Learning with Peers</b>																							
<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>27.5</b>		<b>33.1</b>	<b>32.4</b>		<b>32.3</b>	<b>32.3</b>		<b>32.2</b>		<b>30.1</b>		
	<i>n</i>	437	402		282	371			333		298		737	620		528	579		333		256		
	<i>SD</i>	13.3	13.7		13.8	13.8			12.4		13.8		13.4	13.9		13.7	13.6		13.9		14.0		
	<i>SE</i>	.64	.68		.82	.72			.68		.80		.49	.56		.60	.56		.76		.88		
	<i>CI up bnd</i>	32.2	33.7		32.0	30.6			30.9		29.1		34.1	33.5		33.5	33.4		33.7		31.9		
	<i>CI low bnd</i>	29.7	31.1		28.7	27.8			28.3		25.9		32.2	31.3		31.2	31.2		30.7		28.4		
<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>35.4</b>		<b>39.0</b>	<b>38.0</b>		<b>37.8</b>	<b>37.0</b>		<b>38.4</b>		<b>37.9</b>		
	<i>n</i>	399	364		229	293			259		204		669	551		450	478		256		208		
	<i>SD</i>	15.0	16.0		15.6	14.1			14.6		14.1		15.1	15.6		15.3	15.1		16.2		15.6		
	<i>SE</i>	.75	.84		1.03	.83			.90		.99		.58	.67		.72	.69		1.01		1.08		
	<i>CI up bnd</i>	37.2	38.2		37.9	36.2			38.7		37.3		40.2	39.3		39.2	38.4		40.3		40.0		
	<i>CI low bnd</i>	34.2	34.9		33.9	32.9			35.1		33.4		37.9	36.7		36.4	35.7		36.4		35.7		

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.

# NSSE 2023 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of Wisconsin-Whitewater

		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>																							
<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>21.1</b>		<b>26.0</b>	<b>25.0</b>		<b>24.2</b>	<b>26.2</b>		<b>25.2</b>		<b>25.1</b>		
	<i>n</i>	424	374		251	343			297		247		719	594		493	550		291		226		
	<i>SD</i>	13.7	15.0		14.6	14.8			13.8		12.9		16.3	16.4		15.9	16.0		16.1		15.9		
	<i>SE</i>	.66	.77		.92	.80			.80		.82		.61	.67		.71	.68		.94		1.06		
	<i>CI up bnd</i>	23.0	25.5		22.6	24.3			23.0		22.7		27.1	26.3		25.6	27.6		27.1		27.2		
	<i>CI low bnd</i>	20.4	22.5		19.0	21.1			19.8		19.5		24.8	23.7		22.8	24.9		23.4		23.0		
<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>39.1</b>		<b>40.1</b>	<b>39.9</b>		<b>39.5</b>	<b>39.4</b>		<b>40.8</b>		<b>41.3</b>		
	<i>n</i>	420	386		255	335			277		230		725	600		498	547		276		216		
	<i>SD</i>	12.9	12.7		12.6	12.8			12.4		12.4		12.6	12.7		12.7	12.9		13.5		14.2		
	<i>SE</i>	.63	.65		.79	.70			.74		.82		.47	.52		.57	.55		.81		.96		
	<i>CI up bnd</i>	40.0	39.7		39.4	39.1			39.2		40.7		41.0	40.9		40.6	40.5		42.3		43.2		
	<i>CI low bnd</i>	37.5	37.2		36.3	36.3			36.2		37.5		39.2	38.9		38.4	38.3		39.2		39.4		
<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>44.1</b>		<b>42.1</b>	<b>42.0</b>		<b>42.4</b>	<b>42.0</b>		<b>43.1</b>		<b>44.4</b>		
	<i>n</i>	396	345		219	282			243		184		641	532		420	447		241		188		
	<i>SD</i>	11.0	11.2		11.6	11.3			11.5		10.6		10.1	11.2		11.7	11.1		10.2		11.1		
	<i>SE</i>	.55	.60		.78	.67			.74		.78		.40	.49		.57	.52		.66		.81		
	<i>CI up bnd</i>	44.7	44.3		44.4	43.2			44.3		45.6		42.8	43.0		43.5	43.0		44.4		46.0		
	<i>CI low bnd</i>	42.5	42.0		41.4	40.5			41.4		42.5		41.3	41.0		41.3	41.0		41.8		42.8		
<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>35.2</b>		<b>33.8</b>	<b>34.0</b>		<b>33.2</b>	<b>32.2</b>		<b>32.9</b>		<b>31.6</b>		
	<i>n</i>	387	337		210	278			248		194		628	511		419	461		247		205		
	<i>SD</i>	12.9	12.3		13.9	13.2			13.3		13.0		13.9	13.6		13.6	13.1		13.5		14.6		
	<i>SE</i>	.66	.67		.96	.79			.85		.93		.56	.60		.67	.61		.86		1.02		
	<i>CI up bnd</i>	39.3	39.0		38.6	37.9			38.2		37.0		34.9	35.2		34.5	33.4		34.6		33.6		
	<i>CI low bnd</i>	36.7	36.4		34.9	34.8			34.9		33.3		32.7	32.9		31.9	31.0		31.2		29.6		

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).

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

		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
<b>Service-Learning<sup>a</sup></b>	%	<b>48</b>	<b>57</b>		<b>49</b>	<b>53</b>			<b>63</b>		<b>51</b>	<b>67</b>	<b>66</b>		<b>61</b>	<b>64</b>			<b>70</b>	<b>65</b>	<b>65</b>		
	n	397	356		227	287			251		197	673	552		449	473			251		206		
	SE	2.5	2.6		3.3	3.0			3.1		3.6	1.8	2.0		2.3	2.2			2.9		3.3		
	CI up bnd	53	62		56	59			69		58	70	70		66	68			76		71		
	CI low bnd	43	52		43	48			57		44	63	62		57	59			64		58		
<b>Learning Community<sup>a</sup></b>	%	<b>31</b>	<b>32</b>		<b>32</b>	<b>31</b>			<b>41</b>		<b>10</b>	<b>24</b>	<b>23</b>		<b>25</b>	<b>27</b>			<b>32</b>	<b>34</b>	<b>34</b>		
	n	400	361		225	291			254		198	675	552		447	470			253		204		
	SE	2.3	2.5		3.1	2.7			3.1		2.2	1.6	1.8		2.0	2.0			2.9		3.3		
	CI up bnd	35	37		38	36			47		14	27	27		29	31			38		41		
	CI low bnd	26	28		26	26			35		6	21	20		21	23			26		28		
<b>Research with Faculty<sup>a</sup></b>	%	<b>5</b>	<b>6</b>		<b>4</b>	<b>6</b>			<b>6</b>		<b>11</b>	<b>21</b>	<b>21</b>		<b>20</b>	<b>24</b>			<b>25</b>	<b>23</b>	<b>23</b>		
	n	397	361		228	290			254		199	673	548		445	472			252		206		
	SE	1.1	1.2		1.2	1.4			1.5		2.2	1.6	1.7		1.9	2.0			2.7		2.9		
	CI up bnd	7	8		6	8			9		15	25	24		24	28			31		29		
	CI low bnd	3	3		1	3			3		6	18	17		16	20			20		17		
<b>Internship or Field Experience<sup>b</sup></b>	%	<b>72</b>	<b>75</b>		<b>71</b>	<b>70</b>			<b>75</b>		<b>62</b>	<b>57</b>	<b>57</b>		<b>58</b>	<b>59</b>			<b>62</b>	<b>57</b>	<b>57</b>		
	n	400	362		228	293			255		203	677	554		449	472			255		206		
	SE	2.2	2.3		3.0	2.7			2.7		3.4	1.9	2.1		2.3	2.3			3.0		3.5		
	CI up bnd	77	80		77	75			80		68	61	61		62	64			68		64		
	CI low bnd	68	71		65	65			69		55	53	53		53	55			56		50		
<b>Study Abroad<sup>b</sup></b>	%	<b>38</b>	<b>41</b>		<b>36</b>	<b>41</b>			<b>35</b>		<b>18</b>	<b>12</b>	<b>13</b>		<b>13</b>	<b>17</b>			<b>15</b>	<b>6</b>	<b>6</b>		
	n	399	356		228	291			253		200	672	548		446	470			253		206		
	SE	2.4	2.6		3.2	2.9			3.0		2.7	1.3	1.4		1.6	1.7			2.3		1.7		
	CI up bnd	43	46		42	46			41		24	14	16		16	20			20		10		
	CI low bnd	33	36		29	35			29		13	10	10		10	14			11		3		
<b>Culminating Senior Experience<sup>b</sup></b>	%	<b>38</b>	<b>36</b>		<b>40</b>	<b>38</b>			<b>42</b>		<b>29</b>	<b>43</b>	<b>48</b>		<b>53</b>	<b>55</b>			<b>59</b>	<b>52</b>	<b>52</b>		
	n	398	358		227	289			253		200	671	548		446	471			252		205		
	SE	2.4	2.5		3.3	2.9			3.1		3.2	1.9	2.1		2.4	2.3			3.1		3.5		
	CI up bnd	42	40		46	44			48		36	47	52		58	59			65		59		
	CI low bnd	33	31		33	32			36		23	40	44		48	50			53		45		
<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>46</b>	<b>23</b>	<b>25</b>		<b>23</b>	<b>21</b>			<b>18</b>	<b>19</b>	<b>19</b>		
	n	402	364		229	292			254		200	679	557		450	473			255		206		
	SE	2.5	2.6		3.3	2.9			3.0		3.5	1.6	1.8		2.0	1.9			2.4		2.7		
	CI up bnd	47	48		52	47			44		53	26	29		27	25			22		24		
	CI low bnd	37	38		39	35			32		39	19	21		19	18			13		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>12</b>	<b>68</b>	<b>68</b>		<b>68</b>	<b>72</b>			<b>76</b>	<b>73</b>	<b>73</b>		
	n	402	364		229	292			254		200	679	557		450	473			255		206		
	SE	2.0	2.3		2.6	2.5			3.0		2.3	1.8	2.0		2.2	2.1			2.7		3.1		
	CI up bnd	23	29		23	28			40		17	72	72		72	76			81		79		
	CI low bnd	15	20		13	18			28		8	65	64		64	68			71		67		

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.