



NSSE 2018

Multi-Year Report

Regent 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 number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled the *Recommendations for Using Multiple Years of NSSE Data*: nsse.indiana.edu/html/webinars.cfm

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

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

Response Details by Participation Year

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	44%	+/- 5.6%	170	142	28	43%	+/- 3.9%	360	310	50
2014	41%	+/- 8.2%	86	74	12	44%	+/- 4.4%	284	253	31
2015	35%	+/- 8.8%	82	69	13	39%	+/- 4.7%	270	236	34
2016	29%	+/- 5.7%	208	167	41	29%	+/- 4.9%	282	240	42
2017	32%	+/- 4.4%	338	263	75	35%	+/- 4.0%	385	346	39
2018	25%	+/- 5.0%	289	234	55	38%	+/- 3.5%	495	432	63
2019										
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	Yes
2014	Email	Census	Yes	Transferable Skills, Council for Christian Colleges & Universities	No	No	No
2015	Email	Census	Yes	Information Literacy, Council for Christian Colleges & Universities	No	No	No
2016	Email	Census	Yes	FY Experiences / Sr Transitions, Council for Christian Colleges & Universities	No	No	No
2017	Email	Census	Yes	Academic Advising, Council for Christian Colleges & Universities	No	No	No
2018	Email	Census	Yes	FY Experiences / Sr Transitions, Council for Christian Colleges & Universities	No	No	No
2019							
2020							

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

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

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

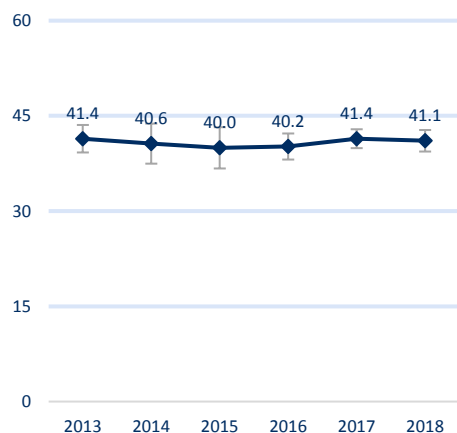
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

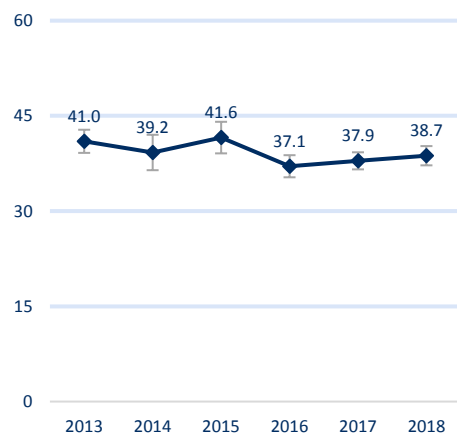
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

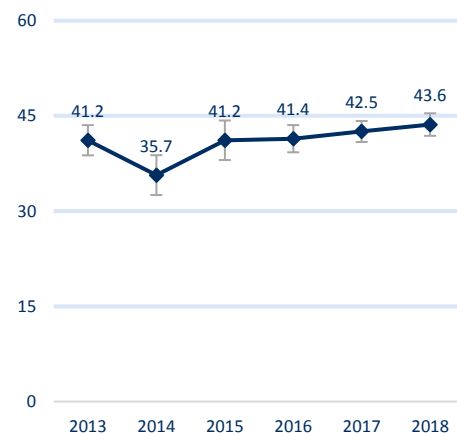
Higher-Order Learning



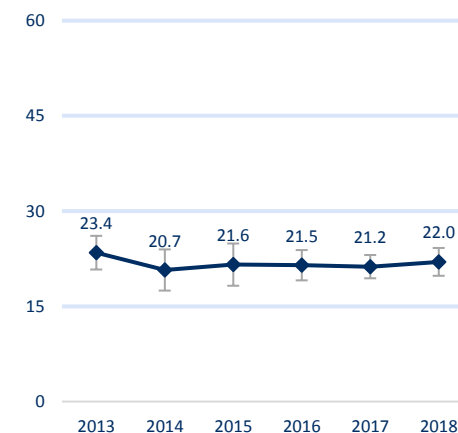
Reflective & Integrative Learning



Learning Strategies

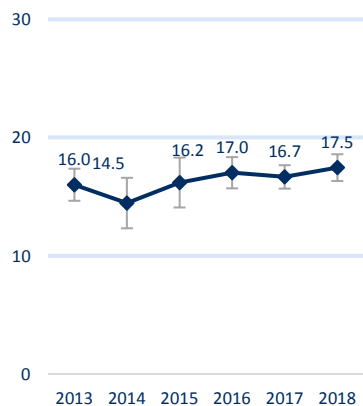


Quantitative Reasoning

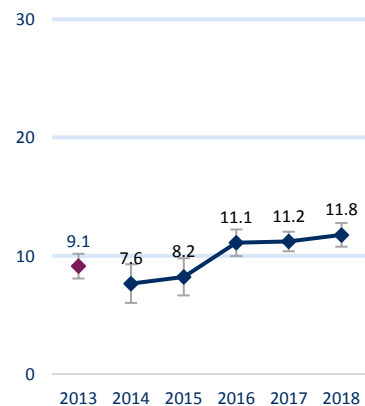


Academic Challenge (additional items): First-year students

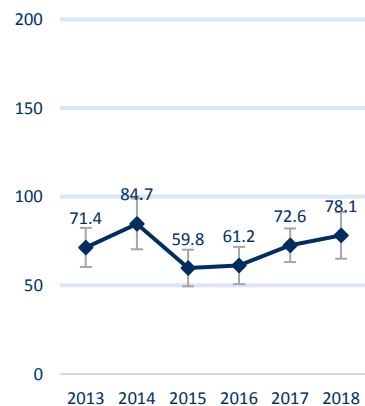
Preparing for Class (hrs/wk)



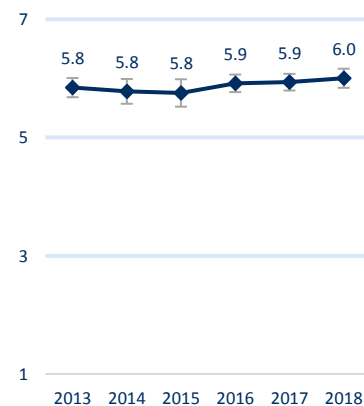
Course Reading (hrs/wk)^a



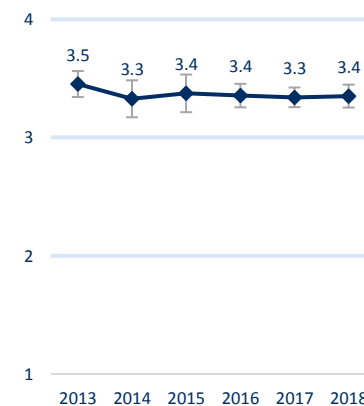
Assigned Writing (pages)^a



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").

NSSE 2018 Multi-Year Report

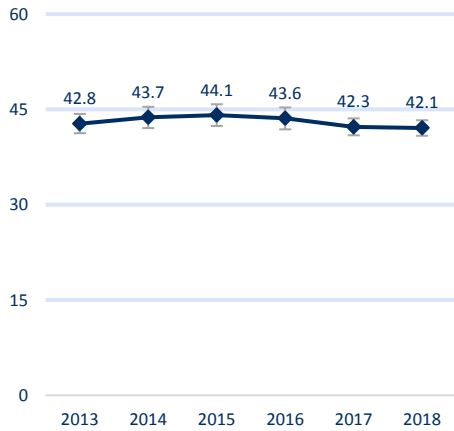
Engagement Results by Theme

Regent University

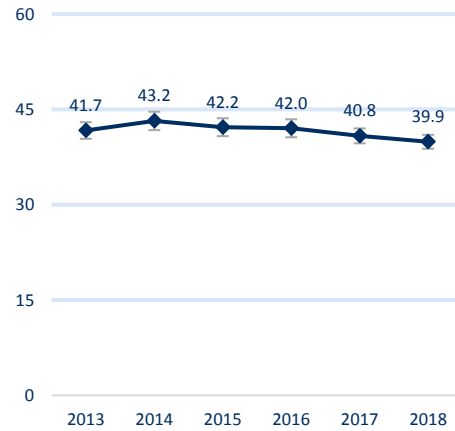
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

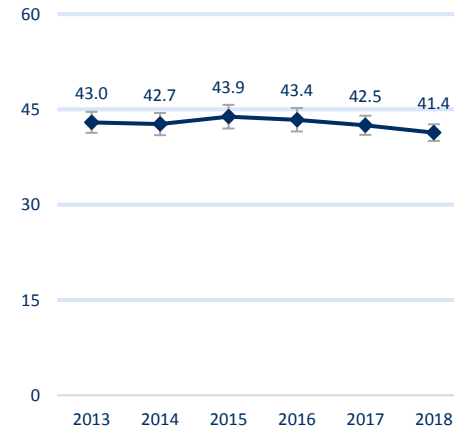
Higher-Order Learning



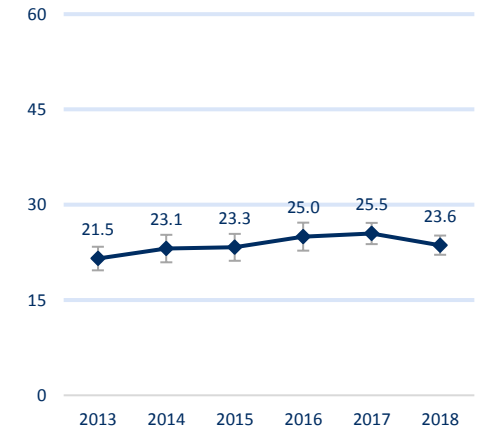
Reflective & Integrative Learning



Learning Strategies

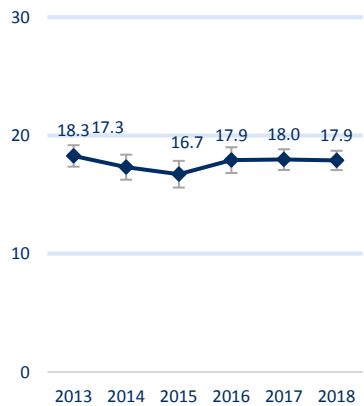


Quantitative Reasoning

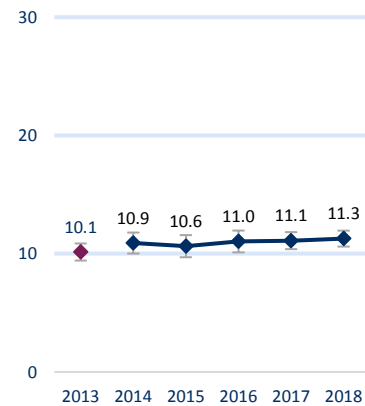


Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)



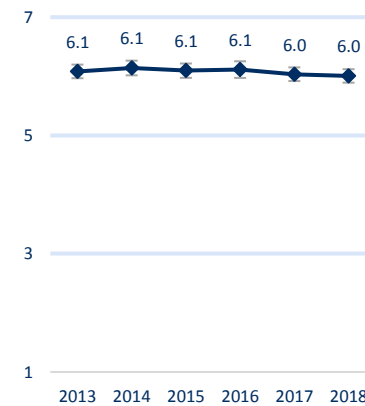
Course Reading (hrs/wk)^a



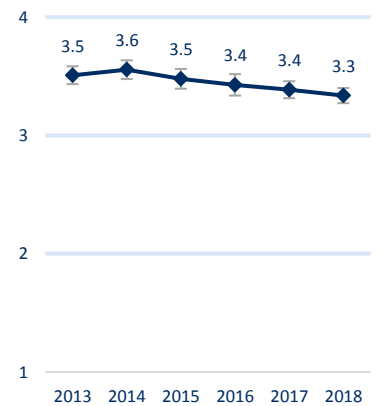
Assigned Writing (pages)^a



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.

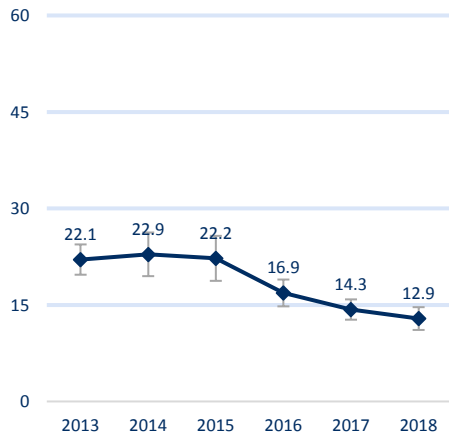
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

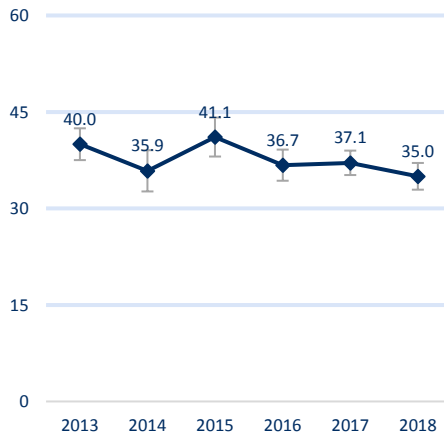
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

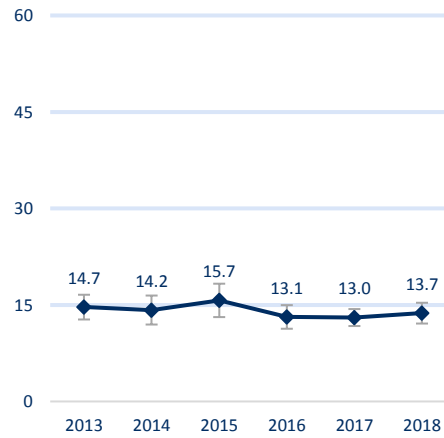


Discussions with Diverse Others

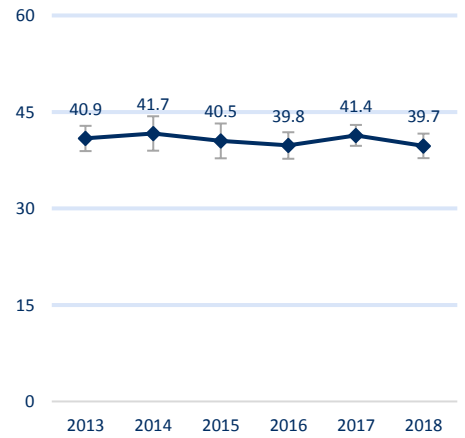


Experiences with Faculty: First-year students

Student-Faculty Interaction

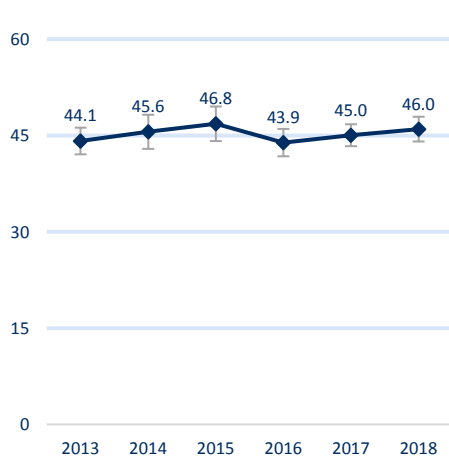


Effective Teaching Practices

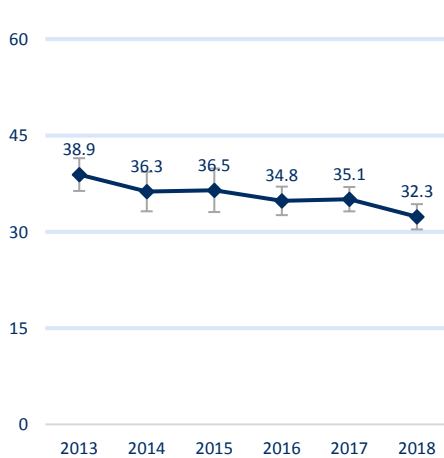


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2018 Multi-Year Report

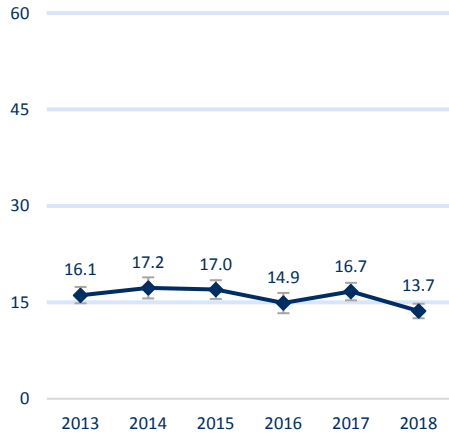
Engagement Results by Theme

Regent University

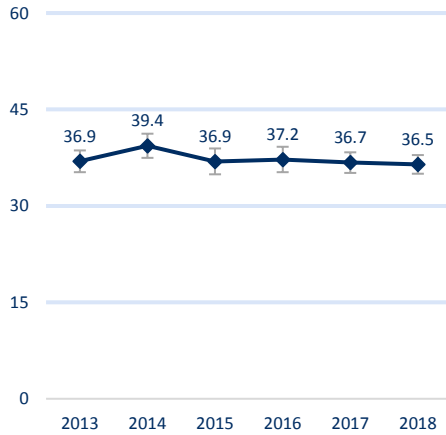
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

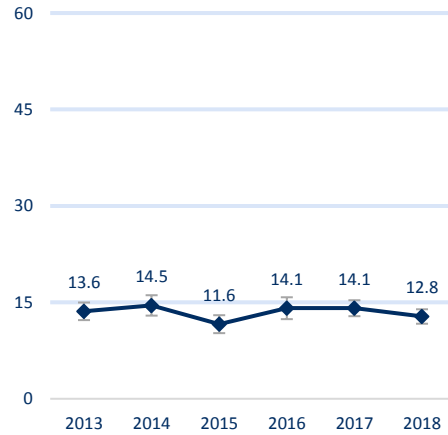


Discussions with Diverse Others

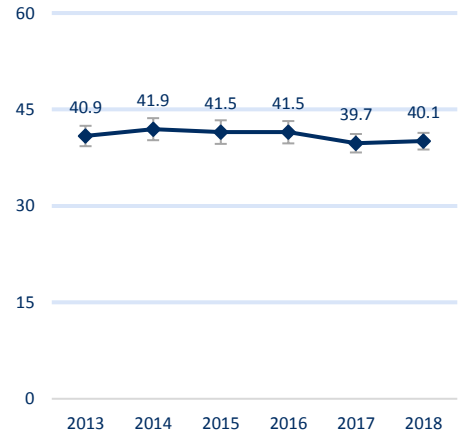


Experiences with Faculty: Seniors

Student-Faculty Interaction

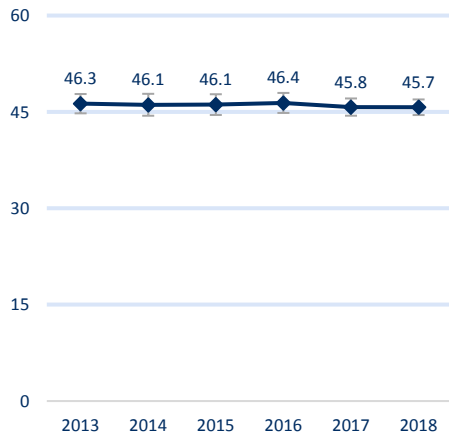


Effective Teaching Practices

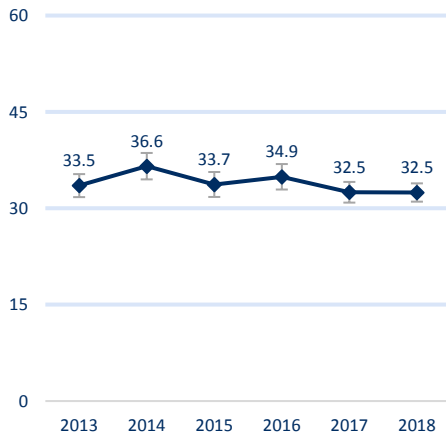


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

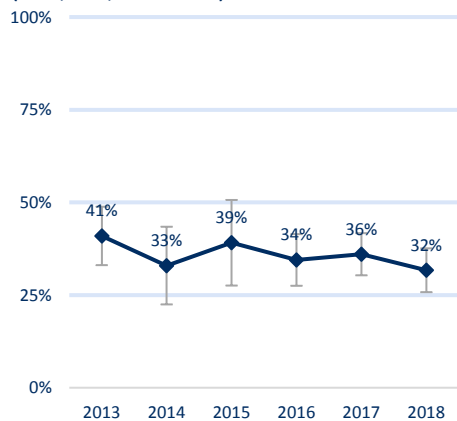


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

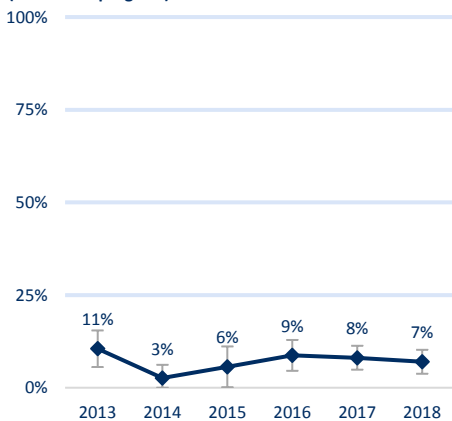
Service-Learning

(Some, most, or all courses)



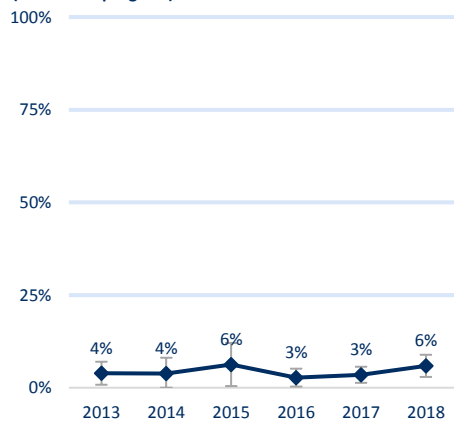
Learning Community

(Done or in progress)



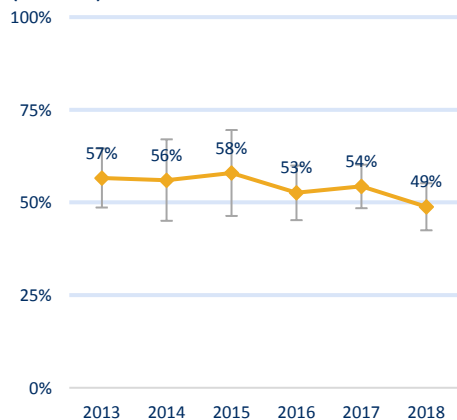
Research with Faculty

(Done or in progress)



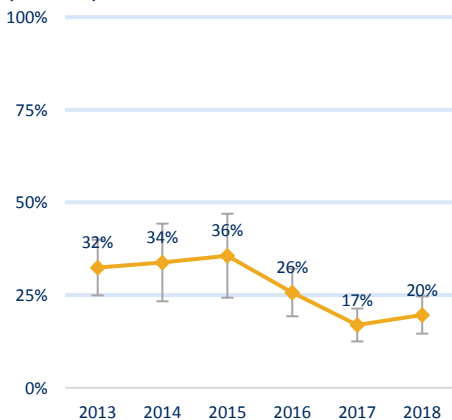
Internship/Field Experience

(Plan to do)



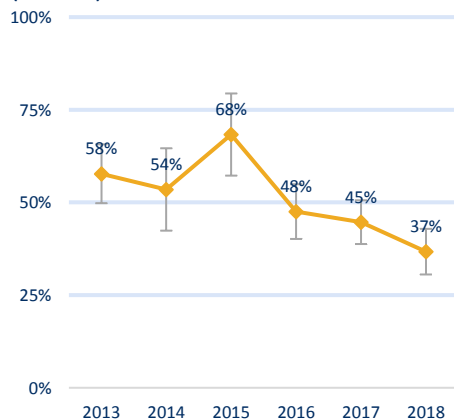
Study Abroad

(Plan to do)



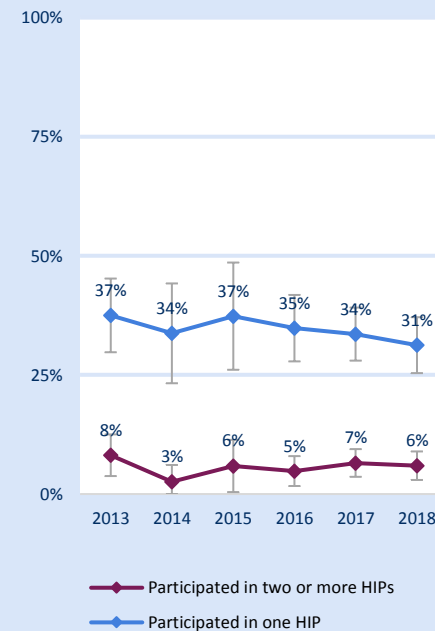
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

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

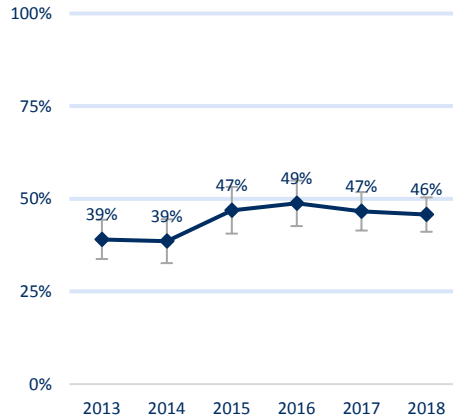


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

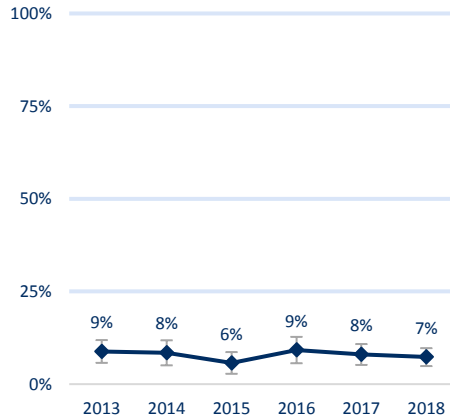
Service-Learning

(Some, most, or all courses)



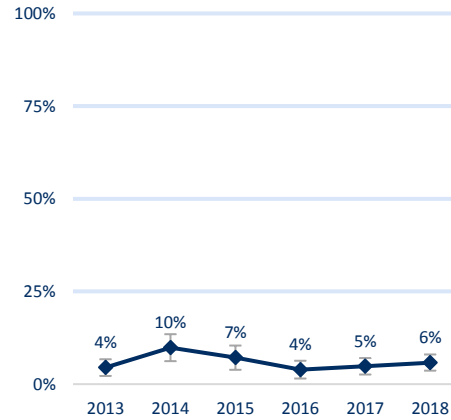
Learning Community

(Done or in progress)



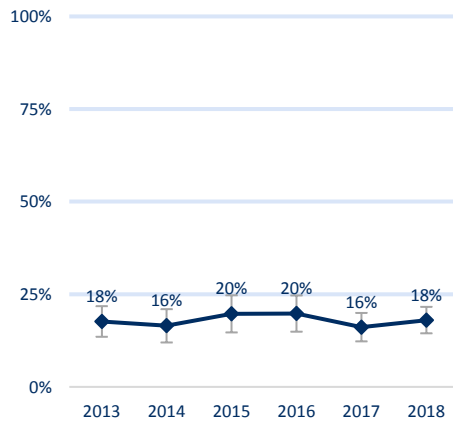
Research with Faculty

(Done or in progress)



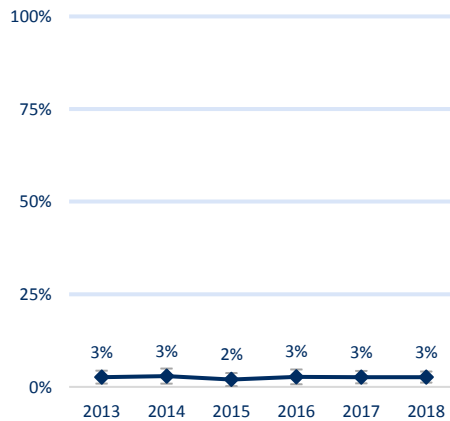
Internship/Field Experience

(Done or in progress)



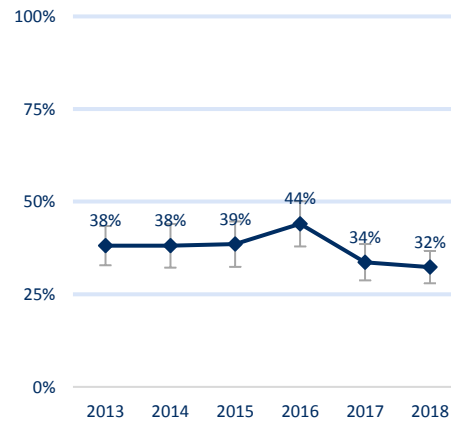
Study Abroad

(Done or in progress)



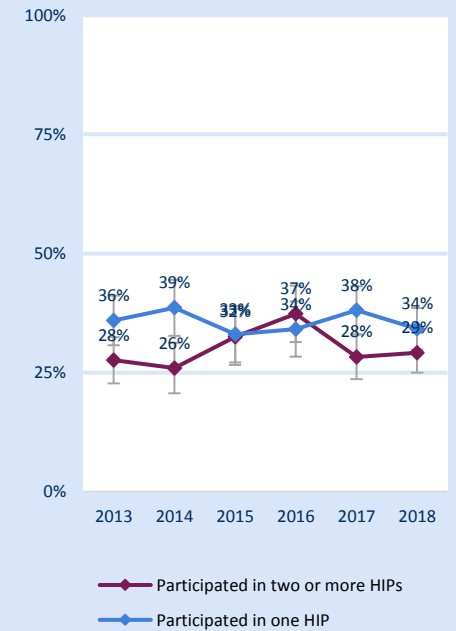
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



NSSE 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Regent University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	<i>Mean</i>	41.4	40.6	40.0	40.2	41.4	41.1			42.8	43.7	44.1	43.6	42.3	42.1		
	<i>n</i>	154	81	78	188	308	255			331	269	243	263	375	464		
	<i>SD</i>	13.7	14.5	14.6	14.4	13.3	13.8			14.1	14.0	13.6	14.3	13.1	13.4		
	<i>SE</i>	1.10	1.61	1.66	1.05	.76	.87			.78	.85	.87	.88	.68	.62		
	<i>CI upper bound</i>	43.6	43.8	43.2	42.2	42.9	42.8			44.3	45.4	45.8	45.3	43.6	43.3		
	<i>CI lower bound</i>	39.2	37.5	36.7	38.1	39.9	39.4			41.3	42.1	42.4	41.9	40.9	40.9		
Reflective & Integrative Learning	<i>Mean</i>	41.0	39.2	41.6	37.1	37.9	38.7			41.7	43.2	42.2	42.0	40.8	39.9		
	<i>n</i>	161	83	79	195	326	269			340	277	255	265	378	471		
	<i>SD</i>	11.8	13.0	11.3	12.4	12.4	12.7			12.3	12.3	11.5	11.7	11.6	12.1		
	<i>SE</i>	.93	1.42	1.27	.89	.69	.77			.67	.74	.72	.72	.60	.56		
	<i>CI upper bound</i>	42.8	42.0	44.1	38.8	39.3	40.2			43.0	44.6	43.6	43.4	42.0	41.0		
	<i>CI lower bound</i>	39.2	36.4	39.1	35.3	36.6	37.2			40.4	41.7	40.8	40.6	39.7	38.8		
Learning Strategies	<i>Mean</i>	41.2	35.7	41.2	41.4	42.5	43.6			43.0	42.7	43.9	43.4	42.5	41.4		
	<i>n</i>	149	79	70	177	276	241			320	259	238	256	352	446		
	<i>SD</i>	14.8	14.3	13.3	14.5	14.0	14.0			15.1	14.3	14.7	15.1	14.4	14.1		
	<i>SE</i>	1.21	1.60	1.59	1.09	.85	.90			.84	.89	.95	.94	.77	.67		
	<i>CI upper bound</i>	43.5	38.8	44.3	43.5	44.2	45.4			44.6	44.4	45.7	45.2	44.0	42.7		
	<i>CI lower bound</i>	38.8	32.5	38.0	39.3	40.9	41.9			41.3	40.9	42.0	41.5	41.0	40.0		
Quantitative Reasoning	<i>Mean</i>	23.4	20.7	21.6	21.5	21.2	22.0			21.5	23.1	23.3	25.0	25.5	23.6		
	<i>n</i>	158	83	79	190	310	242			336	275	243	261	375	455		
	<i>SD</i>	17.0	15.1	15.1	16.8	16.5	17.4			17.3	18.3	16.8	18.2	16.5	16.5		
	<i>SE</i>	1.35	1.66	1.70	1.22	.94	1.12			.95	1.10	1.08	1.12	.85	.77		
	<i>CI upper bound</i>	26.1	24.0	24.9	23.9	23.1	24.2			23.4	25.3	25.4	27.2	27.1	25.1		
	<i>CI lower bound</i>	20.8	17.5	18.2	19.1	19.4	19.8			19.7	20.9	21.2	22.8	23.8	22.1		
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>	16.0	14.5	16.2	17.0	16.7	17.5			18.3	17.3	16.7	17.9	18.0	17.9		
	<i>n</i>	141	72	70	167	262	236			309	254	231	246	350	432		
	<i>SD</i>	8.2	9.2	9.0	8.7	8.2	8.9			8.1	8.6	8.8	8.7	8.4	8.7		
	<i>SE</i>	.69	1.09	1.08	.67	.51	.58			.46	.54	.58	.56	.45	.42		
	<i>CI upper bound</i>	17.4	16.6	18.3	18.3	17.7	18.6			19.2	18.4	17.9	19.0	18.8	18.7		
	<i>CI lower bound</i>	14.7	12.3	14.1	15.7	15.7	16.3			17.4	16.3	15.6	16.8	17.1	17.1		
Course Reading 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>	9.1	7.6	8.2	11.1	11.2	11.8			10.1	10.9	10.6	11.0	11.1	11.3		
	<i>n</i>	140	72	70	166	259	233			312	249	230	245	341	428		
	<i>SD</i>	6.3	7.1	6.7	7.4	6.8	7.8			6.5	7.2	7.3	7.4	6.8	7.1		
	<i>SE</i>	.53	.83	.80	.57	.42	.51			.37	.45	.48	.47	.37	.34		
	<i>CI upper bound</i>	10.2	9.3	9.8	12.2	12.0	12.8			10.9	11.8	11.6	12.0	11.8	12.0		
	<i>CI lower bound</i>	8.1	6.0	6.6	10.0	10.4	10.8			9.4	10.0	9.7	10.1	10.4	10.6		

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 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Regent University

		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>																	
Assigned Writing Estimated number of pages calculated from three survey questions.	<i>Mean</i>	71.4	84.7	59.8	61.2	72.6	78.1			97.5	104.2	86.9	108.0	93.8	89.1		
	<i>n</i>	137	68	63	168	278	240			285	220	217	238	353	441		
	<i>SD</i>	65.9	60.2	41.9	69.3	80.7	103.9			93.1	91.5	65.1	93.7	88.7	80.2		
	<i>SE</i>	5.63	7.31	5.26	5.36	4.84	6.71			5.52	6.16	4.41	6.07	4.72	3.82		
	<i>CI upper bound</i>	82.4	99.0	70.1	71.7	82.1	91.3			108.3	116.3	95.5	119.9	103.0	96.6		
	<i>CI lower bound</i>	60.3	70.3	49.4	50.7	63.1	65.0			86.7	92.1	78.2	96.1	84.5	81.6		
Course Challenge Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>Mean</i>	5.8	5.8	5.8	5.9	5.9	6.0			6.1	6.1	6.1	6.1	6.0	6.0		
	<i>n</i>	152	79	70	179	279	239			327	264	243	255	355	448		
	<i>SD</i>	1.0	1.0	1.0	1.0	1.2	1.3			1.1	1.0	1.0	1.1	1.1	1.2		
	<i>SE</i>	.08	.11	.12	.08	.07	.08			.06	.06	.06	.07	.06	.06		
	<i>CI upper bound</i>	6.0	6.0	6.0	6.1	6.1	6.2			6.2	6.3	6.2	6.3	6.2	6.1		
	<i>CI lower bound</i>	5.7	5.6	5.5	5.8	5.8	5.8			6.0	6.0	6.0	6.0	5.9	5.9		
Academic Emphasis 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>Mean</i>	3.5	3.3	3.4	3.4	3.3	3.4			3.5	3.6	3.5	3.4	3.4	3.3		
	<i>n</i>	140	75	70	168	263	238			313	257	236	250	352	442		
	<i>SD</i>	0.7	0.7	0.7	0.7	0.7	0.8			0.7	0.6	0.7	0.7	0.7	0.7		
	<i>SE</i>	.06	.08	.08	.05	.04	.05			.04	.04	.04	.05	.04	.03		
	<i>CI upper bound</i>	3.6	3.5	3.5	3.5	3.4	3.4			3.6	3.6	3.6	3.5	3.5	3.4		
	<i>CI lower bound</i>	3.3	3.2	3.2	3.3	3.3	3.3			3.4	3.5	3.4	3.3	3.3	3.3		
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>	22.1	22.9	22.2	16.9	14.3	12.9			16.1	17.2	17.0	14.9	16.7	13.7		
	<i>n</i>	164	85	79	199	326	278			342	272	258	265	381	473		
	<i>SD</i>	15.4	16.0	15.9	15.0	14.5	15.1			12.0	13.8	11.9	13.1	13.6	12.6		
	<i>SE</i>	1.20	1.73	1.78	1.06	.81	.90			.65	.84	.74	.81	.69	.58		
	<i>CI upper bound</i>	24.4	26.3	25.7	19.0	15.9	14.7			17.4	18.9	18.4	16.5	18.0	14.8		
	<i>CI lower bound</i>	19.7	19.5	18.7	14.8	12.7	11.1			14.9	15.6	15.5	13.3	15.3	12.5		
Discussions with Diverse Others	<i>Mean</i>	40.0	35.9	41.1	36.7	37.1	35.0			36.9	39.4	36.9	37.2	36.7	36.5		
	<i>n</i>	152	77	69	181	274	241			325	265	237	253	354	443		
	<i>SD</i>	15.6	14.4	12.9	16.6	16.1	16.4			15.6	15.6	15.8	16.0	15.4	15.6		
	<i>SE</i>	1.26	1.63	1.55	1.23	.97	1.06			.86	.96	1.03	1.01	.82	.74		
	<i>CI upper bound</i>	42.5	39.1	44.1	39.1	39.0	37.1			38.6	41.2	38.9	39.2	38.3	37.9		
	<i>CI lower bound</i>	37.5	32.6	38.1	34.3	35.2	32.9			35.2	37.5	34.9	35.2	35.1	35.0		

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

NSSE 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Regent University

		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>																	
Student-Faculty Interaction	<i>Mean</i>	14.7	14.2	15.7	13.1	13.0	13.7			13.6	14.5	11.6	14.1	14.1	12.8		
	<i>n</i>	159	83	75	195	322	259			336	275	247	263	373	461		
	<i>SD</i>	12.4	10.5	11.5	13.1	12.1	13.3			12.8	13.4	11.2	14.1	12.2	12.3		
	<i>SE</i>	.98	1.15	1.32	.94	.67	.82			.70	.81	.71	.87	.63	.57		
	<i>CI upper bound</i>	16.6	16.5	18.3	15.0	14.4	15.3			15.0	16.1	13.0	15.8	15.3	13.9		
	<i>CI lower bound</i>	12.7	12.0	13.1	11.3	11.7	12.1			12.2	12.9	10.2	12.4	12.8	11.7		
Effective Teaching Practices	<i>Mean</i>	40.9	41.7	40.5	39.8	41.4	39.7			40.9	41.9	41.5	41.5	39.7	40.1		
	<i>n</i>	159	83	79	193	317	252			343	278	249	265	377	461		
	<i>SD</i>	12.6	12.5	12.3	14.6	14.7	15.4			15.0	14.6	14.8	14.4	14.2	14.2		
	<i>SE</i>	1.00	1.37	1.38	1.05	.83	.97			.81	.88	.94	.89	.73	.66		
	<i>CI upper bound</i>	42.8	44.3	43.2	41.9	43.0	41.6			42.5	43.7	43.3	43.2	41.2	41.4		
	<i>CI lower bound</i>	38.9	39.0	37.8	37.7	39.7	37.8			39.3	40.2	39.6	39.7	38.3	38.8		
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>	44.1	45.6	46.8	43.9	45.0	46.0			46.3	46.1	46.1	46.4	45.8	45.7		
	<i>n</i>	141	72	63	158	251	211			301	241	223	232	326	397		
	<i>SD</i>	12.6	11.5	10.9	13.6	13.8	14.3			13.3	13.5	12.3	12.1	12.4	12.3		
	<i>SE</i>	1.06	1.36	1.37	1.09	.87	.98			.77	.87	.82	.79	.69	.62		
	<i>CI upper bound</i>	46.2	48.2	49.5	46.0	46.7	47.9			47.8	47.8	47.8	48.0	47.1	46.9		
	<i>CI lower bound</i>	42.1	42.9	44.1	41.8	43.3	44.1			44.8	44.4	44.5	44.8	44.4	44.5		
Supportive Environment	<i>Mean</i>	38.9	36.3	36.5	34.8	35.1	32.3			33.5	36.6	33.7	34.9	32.5	32.5		
	<i>n</i>	139	72	68	165	263	230			310	254	230	246	349	432		
	<i>SD</i>	15.3	13.3	14.3	14.5	15.7	15.2			16.1	16.7	15.0	15.9	15.3	15.1		
	<i>SE</i>	1.30	1.57	1.73	1.13	.97	1.00			.91	1.05	.99	1.01	.82	.73		
	<i>CI upper bound</i>	41.5	39.3	39.9	37.0	37.0	34.3			35.3	38.6	35.6	36.9	34.1	33.9		
	<i>CI lower bound</i>	36.4	33.2	33.1	32.6	33.2	30.4			31.7	34.5	31.8	32.9	30.9	31.0		

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

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning^a	%	41	33	39	34	36	32			39	39	47	49	47	46		
	n	151	78	70	180	275	239			327	262	242	255	356	444		
	SE	4.0	5.3	5.9	3.6	2.9	3.0			2.7	3.0	3.2	3.1	2.6	2.4		
	CI upper bound (%)	49	43	51	41	42	38			44	44	53	55	52	50		
	CI lower bound (%)	33	22	28	28	30	26			34	33	41	43	41	41		
Learning Community^a	%	11	3	6	9	8	7			9	8	6	9	8	7		
	n	150	78	69	178	276	241			327	262	242	256	356	446		
	SE	2.5	1.8	2.8	2.1	1.6	1.6			1.6	1.7	1.5	1.8	1.4	1.2		
	CI upper bound (%)	15	6	11	13	11	10			12	12	9	13	11	10		
	CI lower bound (%)	6	0	0	5	5	4			6	5	3	6	5	5		
Research with Faculty^a	%	4	4	6	3	3	6			4	10	7	4	5	6		
	n	151	78	68	176	275	239			323	259	239	253	357	442		
	SE	1.6	2.2	3.0	1.2	1.1	1.5			1.2	1.9	1.7	1.2	1.1	1.1		
	CI upper bound (%)	7	8	12	5	6	9			7	13	10	6	7	8		
	CI lower bound (%)	1	0	0	0	1	3			2	6	4	2	3	4		
Internship or Field Experience^b (First-year results: Plan to do)	%	57	56	58	53	54	49			18	16	20	20	16	18		
	n	150	79	71	178	278	239			328	263	243	256	355	447		
	SE	4.1	5.6	5.9	3.8	3.0	3.2			2.1	2.3	2.6	2.5	2.0	1.8		
	CI upper bound (%)	65	67	70	60	60	55			22	21	25	25	20	22		
	CI lower bound (%)	49	45	46	45	48	42			14	12	15	15	12	14		
Study Abroad^b (First-year results: Plan to do)	%	32	34	36	26	17	20			3	3	2	3	3	3		
	n	151	79	70	179	275	241			327	263	241	256	354	443		
	SE	3.8	5.3	5.8	3.3	2.3	2.6			0.9	1.0	0.9	1.0	0.9	0.8		
	CI upper bound (%)	40	44	47	32	21	25			4	5	4	5	4	4		
	CI lower bound (%)	25	23	24	19	13	15			1	1	0	1	1	1		
Culminating Senior Experience^b (First-year results: Plan to do)	%	58	54	68	48	45	37			38	38	39	44	34	32		
	n	150	78	69	177	273	237			324	262	243	255	357	443		
	SE	4.0	5.7	5.7	3.8	3.0	3.1			2.7	3.0	3.1	3.1	2.5	2.2		
	CI upper bound (%)	66	65	79	55	51	43			43	44	45	50	39	37		
	CI lower bound (%)	50	42	57	40	39	31			33	32	32	38	29	28		
Overall HIP Participation^c																	
Participated in one HIP	%	37	34	37	35	34	31			36	39	33	34	38	34		
	n	152	79	72	180	277	241			328	264	244	258	357	451		
	SE	3.9	5.3	5.7	3.6	2.8	3.0			2.7	3.0	3.0	3.0	2.6	2.2		
	CI upper bound (%)	45	44	49	42	39	37			41	44	39	40	43	39		
	CI lower bound (%)	30	23	26	28	28	25			31	33	27	28	33	30		
Participated in two or more HIPs	%	8	3	6	5	7	6			28	26	32	37	28	29		
	n	152	79	72	180	277	241			328	264	244	258	357	451		
	SE	2.2	1.8	2.8	1.6	1.5	1.5			2.5	2.7	3.0	3.0	2.4	2.1		
	CI upper bound (%)	13	6	11	8	9	9			32	31	38	43	33	33		
	CI lower bound (%)	4	0	0	2	4	3			23	21	27	31	24	25		

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.