



NSSE 2021
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 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 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	20%	+/- 5.7%	233	186	47	34%	+/- 3.6%	492	431	61
2020	30%	+/- 5.8%	199	152	47	31%	+/- 4.6%	318	268	50
2021	26%	+/- 4.9%	296	225	71	29%	+/- 4.2%	387	319	68

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	Email	Census	Yes	FY Experiences / Sr Transitions, Council for Christian Colleges & Universities	No	No	No
2020	Email	Census	No	None	No	No	No
2021	Email	Census	No	Career Preparation, Council for Christian Colleges & Universities	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 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.

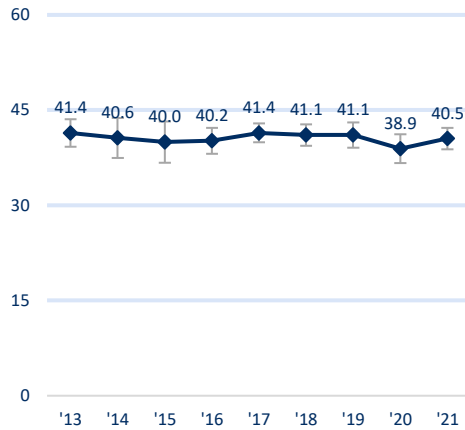
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

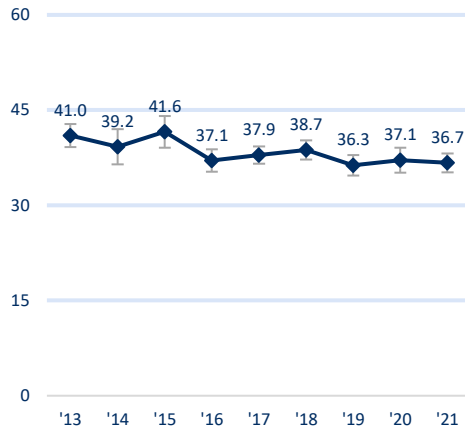
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

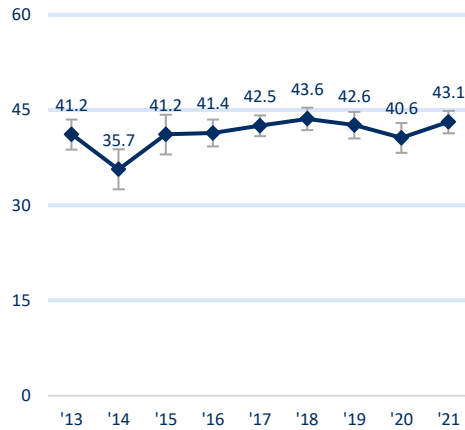
Higher-Order Learning



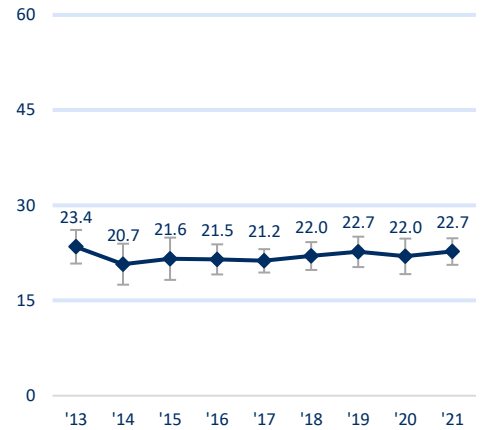
Reflective & Integrative Learning



Learning Strategies

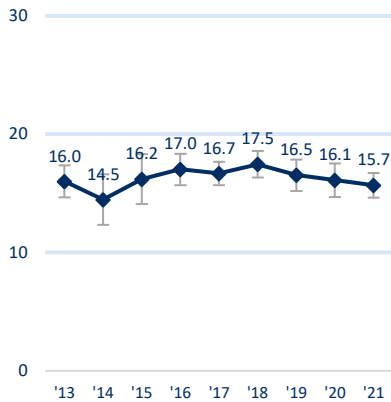


Quantitative Reasoning

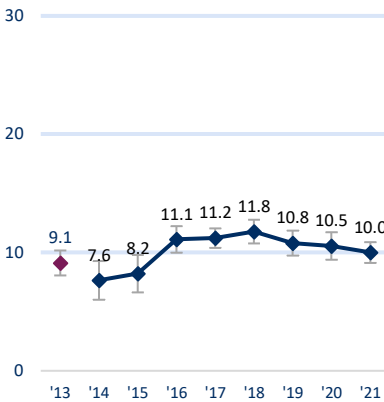


Academic Challenge (additional items): First-year students

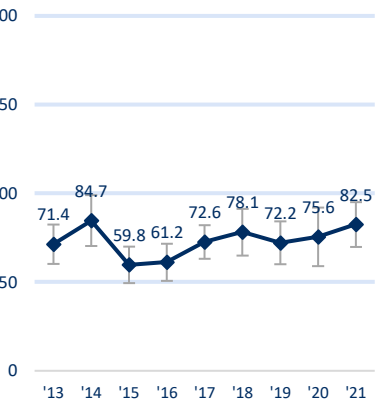
Preparing for Class (hrs/wk)



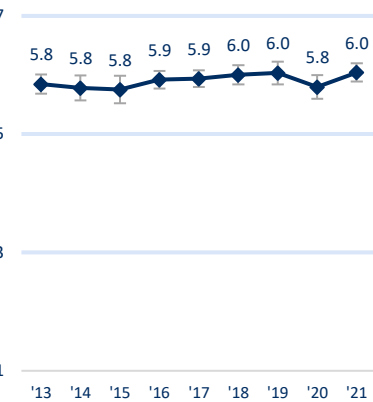
Course Reading (hrs/wk)^a



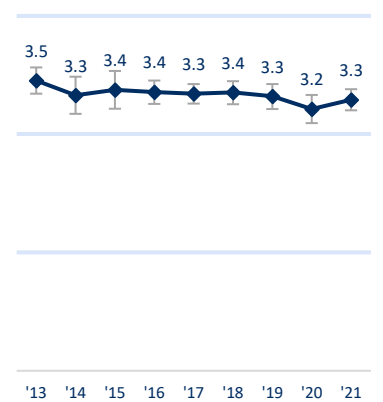
Assigned Writing (pages)^a



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").

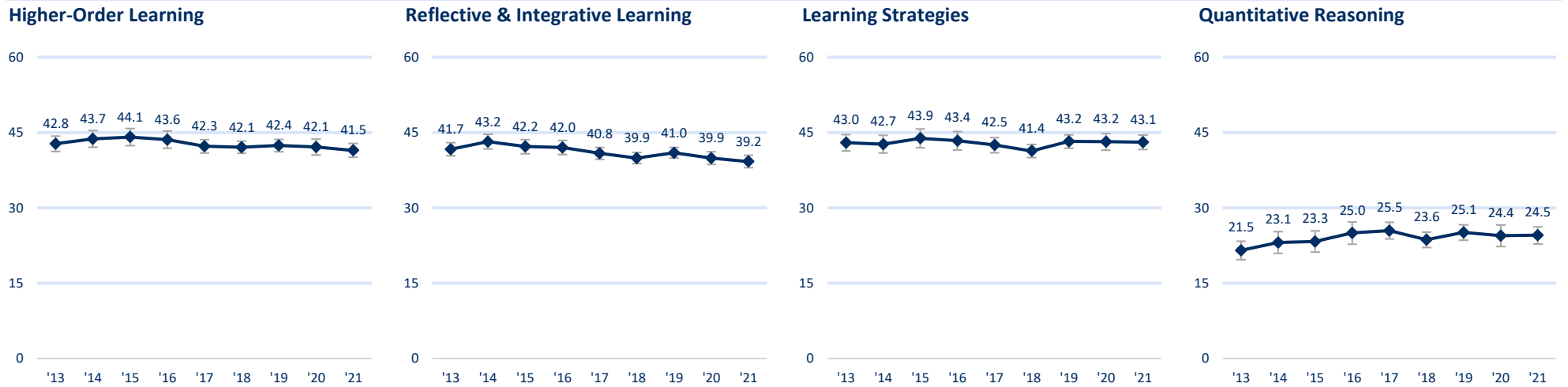
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Engagement Results by Theme

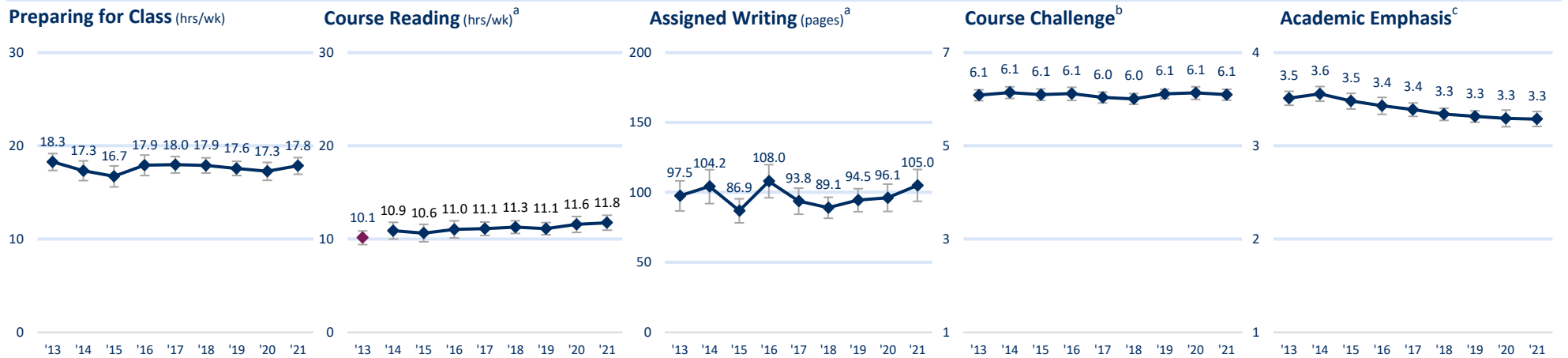
Regent University

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



Academic Challenge (additional items): Seniors



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.

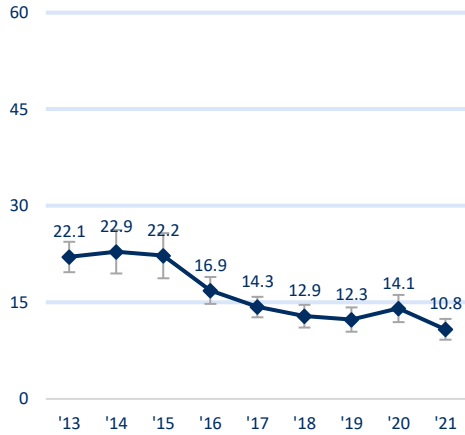
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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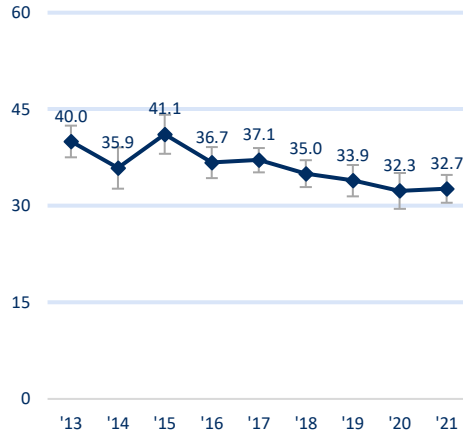
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Learning with Peers: First-year students

Collaborative Learning

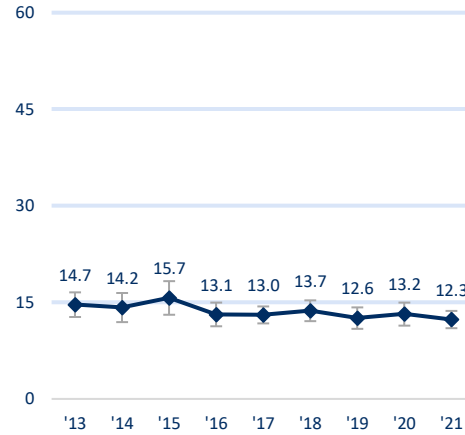


Discussions with Diverse Others

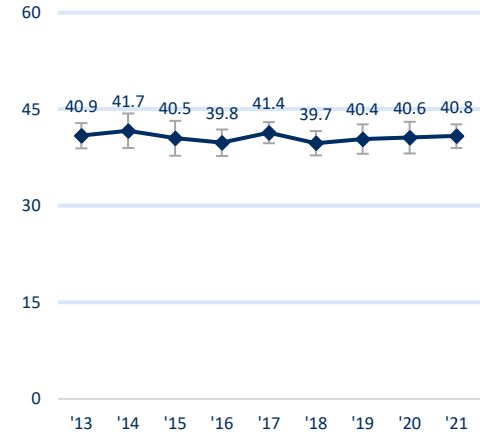


Experiences with Faculty: First-year students

Student-Faculty Interaction

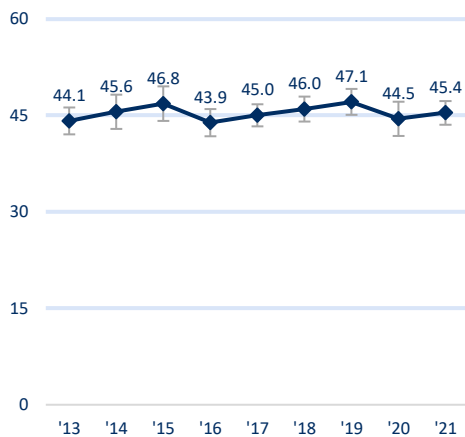


Effective Teaching Practices

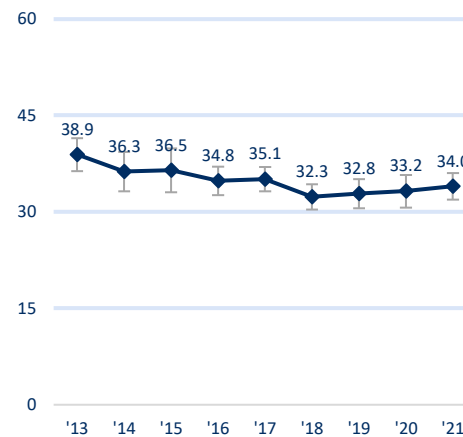


Campus Environment: First-year students

Quality of Interactions



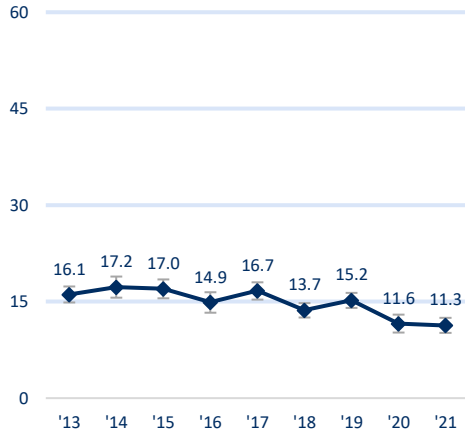
Supportive Environment



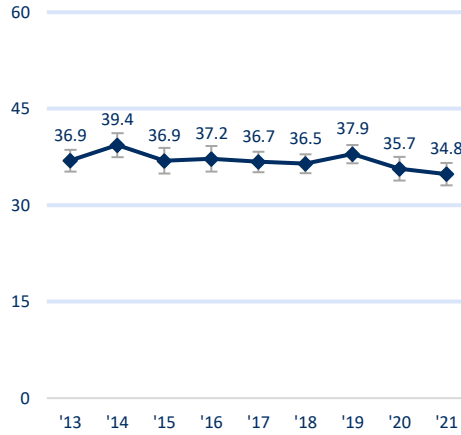
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

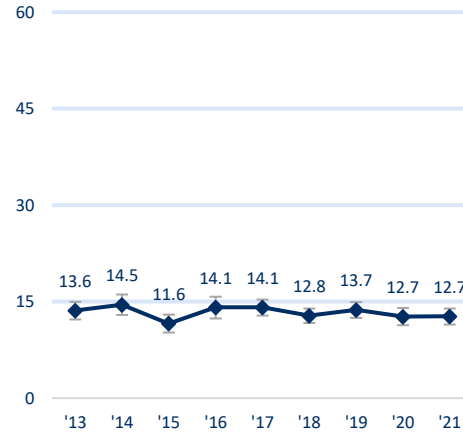


Discussions with Diverse Others

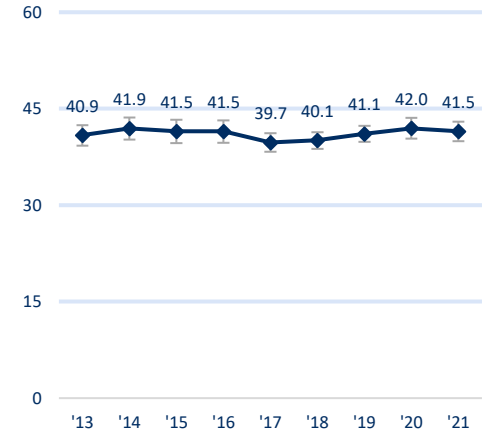


Experiences with Faculty: Seniors

Student-Faculty Interaction

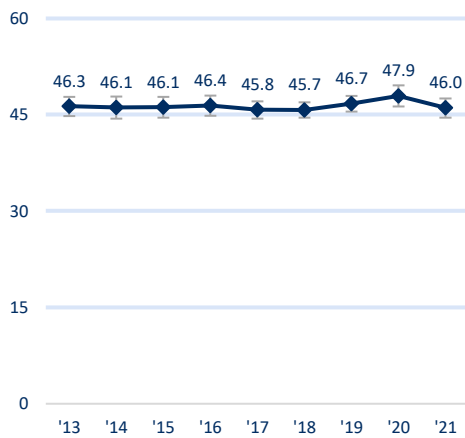


Effective Teaching Practices

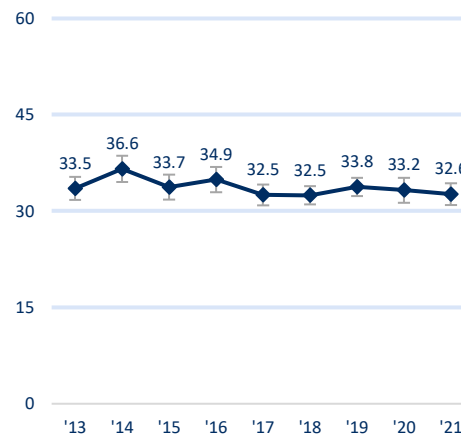


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

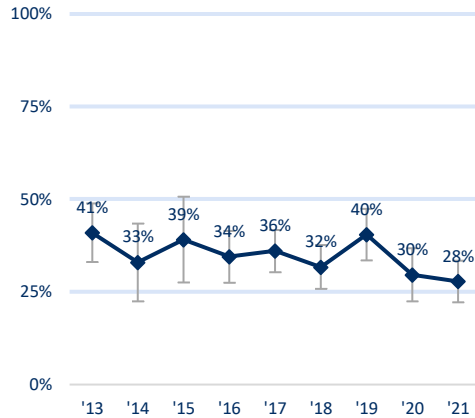


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

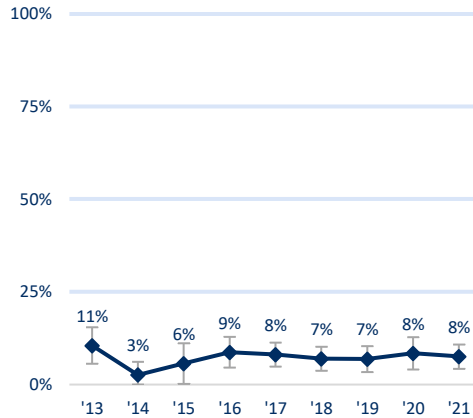
Service-Learning

(Some, most, or all courses)



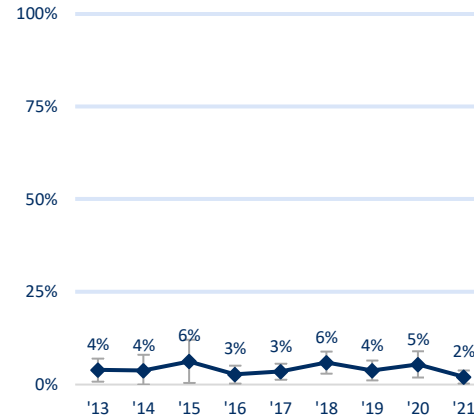
Learning Community

(Done or in progress)



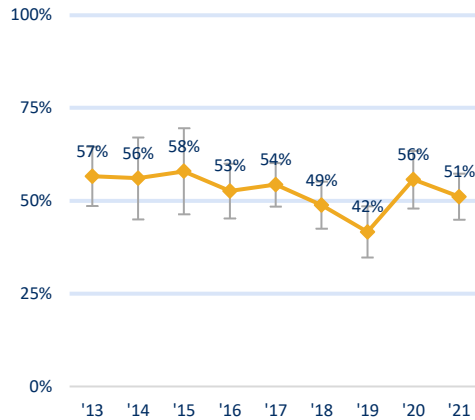
Research with Faculty

(Done or in progress)



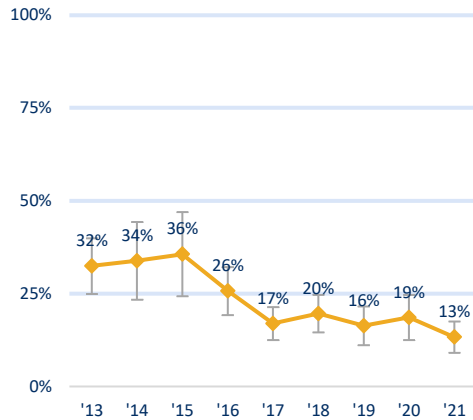
Internship/Field Experience

(Plan to do)



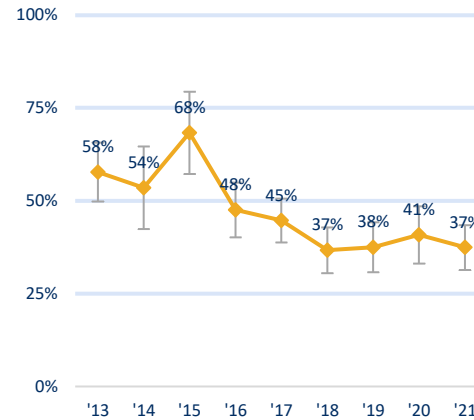
Study Abroad

(Plan to do)



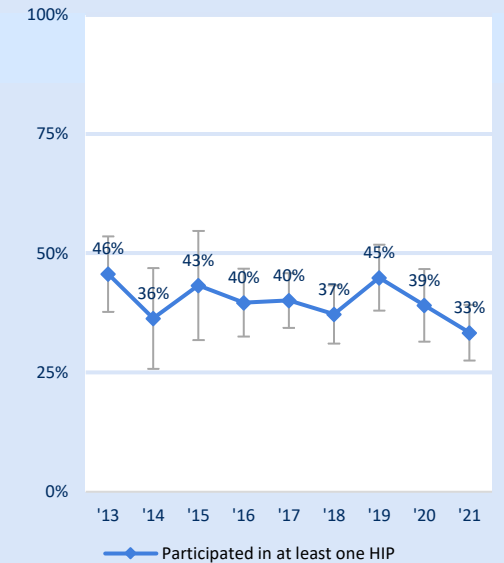
Culminating Senior Experience

(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.

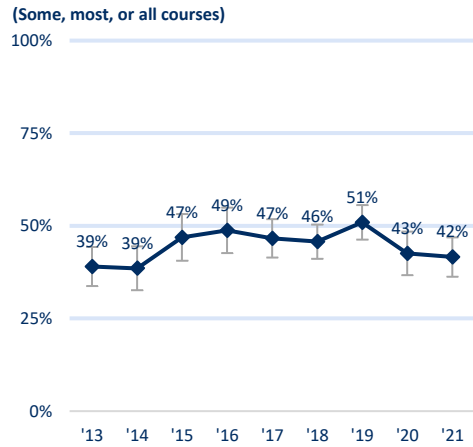


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

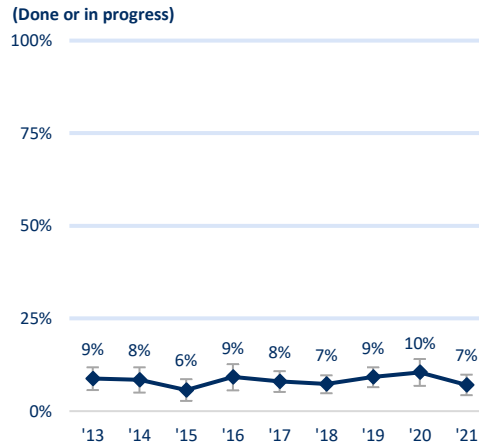
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

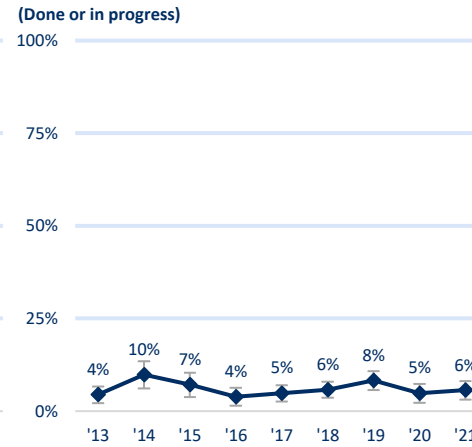
Service-Learning (Some, most, or all courses)



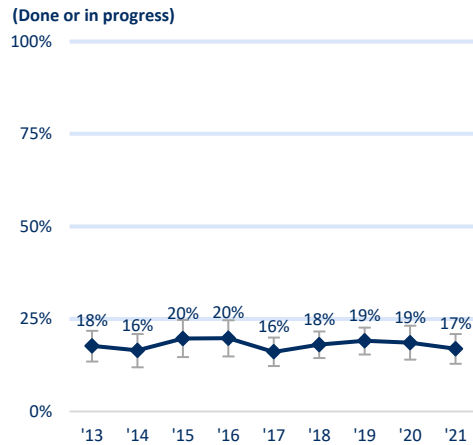
Learning Community (Done or in progress)



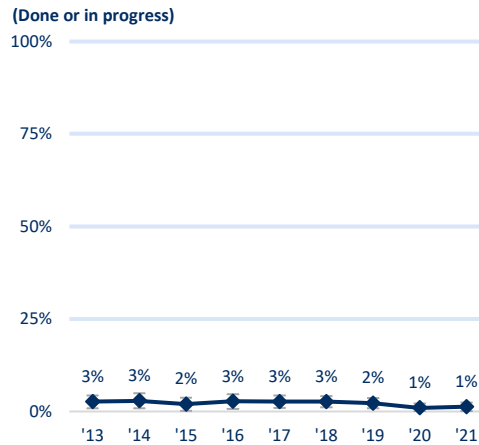
Research with Faculty (Done or in progress)



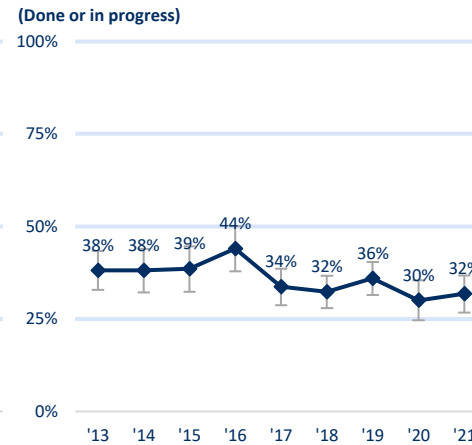
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

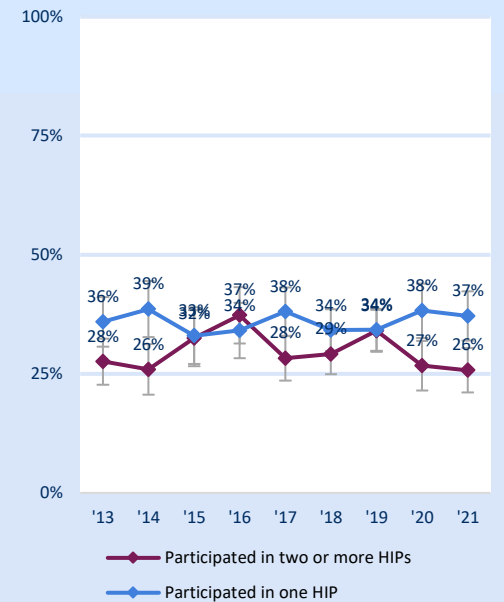


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

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



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

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Detailed Statistics: Engagement Indicators and Additional Items

Regent University

		First-year students									Seniors								
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge</i>																			
Higher-Order Learning	<i>Mean</i>	41.4	40.6	40.0	40.2	41.4	41.1	41.1	38.9	40.5	42.8	43.7	44.1	43.6	42.3	42.1	42.4	42.1	41.5
	<i>n</i>	154	81	78	188	308	255	206	165	266	331	269	243	263	375	464	451	282	355
	<i>SD</i>	13.7	14.5	14.6	14.4	13.3	13.8	14.6	14.9	14.0	14.1	14.0	13.6	14.3	13.1	13.4	13.4	13.6	13.1
	<i>SE</i>	1.10	1.61	1.66	1.05	.76	.87	1.02	1.16	.86	.78	.85	.87	.88	.68	.62	.63	.81	.70
	<i>CI upper bound</i>	43.6	43.8	43.2	42.2	42.9	42.8	43.1	41.2	42.2	44.3	45.4	45.8	45.3	43.6	43.3	43.6	43.7	42.8
	<i>CI lower bound</i>	39.2	37.5	36.7	38.1	39.9	39.4	39.1	36.7	38.8	41.3	42.1	42.4	41.9	40.9	40.9	41.2	40.5	40.1
Reflective & Integrative Learning	<i>Mean</i>	41.0	39.2	41.6	37.1	37.9	38.7	36.3	37.1	36.7	41.7	43.2	42.2	42.0	40.8	39.9	41.0	39.9	39.2
	<i>n</i>	161	83	79	195	326	269	216	177	276	340	277	255	265	378	471	472	294	374
	<i>SD</i>	11.8	13.0	11.3	12.4	12.4	12.7	12.1	13.4	12.6	12.3	12.3	11.5	11.7	11.6	12.1	11.9	11.1	12.1
	<i>SE</i>	.93	1.42	1.27	.89	.69	.77	.82	1.01	.76	.67	.74	.72	.72	.60	.56	.55	.64	.63
	<i>CI upper bound</i>	42.8	42.0	44.1	38.8	39.3	40.2	37.9	39.1	38.2	43.0	44.6	43.6	43.4	42.0	41.0	42.1	41.2	40.5
	<i>CI lower bound</i>	39.2	36.4	39.1	35.3	36.6	37.2	34.7	35.1	35.2	40.4	41.7	40.8	40.6	39.7	38.8	39.9	38.6	38.0
Learning Strategies	<i>Mean</i>	41.2	35.7	41.2	41.4	42.5	43.6	42.6	40.6	43.1	43.0	42.7	43.9	43.4	42.5	41.4	43.2	43.2	43.1
	<i>n</i>	149	79	70	177	276	241	200	155	248	320	259	238	256	352	446	440	276	339
	<i>SD</i>	14.8	14.3	13.3	14.5	14.0	14.0	15.1	14.9	14.3	15.1	14.3	14.7	15.1	14.4	14.1	14.1	14.1	13.5
	<i>SE</i>	1.21	1.60	1.59	1.09	.85	.90	1.07	1.20	.91	.84	.89	.95	.94	.77	.67	.67	.85	.74
	<i>CI upper bound</i>	43.5	38.8	44.3	43.5	44.2	45.4	44.7	42.9	44.9	44.6	44.4	45.7	45.2	44.0	42.7	44.5	44.8	44.5
	<i>CI lower bound</i>	38.8	32.5	38.0	39.3	40.9	41.9	40.5	38.3	41.3	41.3	40.9	42.0	41.5	41.0	40.0	41.9	41.5	41.6
Quantitative Reasoning	<i>Mean</i>	23.4	20.7	21.6	21.5	21.2	22.0	22.7	22.0	22.7	21.5	23.1	23.3	25.0	25.5	23.6	25.1	24.4	24.5
	<i>n</i>	158	83	79	190	310	242	203	159	252	336	275	243	261	375	455	449	276	340
	<i>SD</i>	17.0	15.1	15.1	16.8	16.5	17.4	17.5	18.1	16.9	17.3	18.3	16.8	18.2	16.5	16.5	16.6	18.0	16.1
	<i>SE</i>	1.35	1.66	1.70	1.22	.94	1.12	1.23	1.43	1.06	.95	1.10	1.08	1.12	.85	.77	.78	1.09	.87
	<i>CI upper bound</i>	26.1	24.0	24.9	23.9	23.1	24.2	25.1	24.8	24.8	23.4	25.3	25.4	27.2	27.1	25.1	26.6	26.6	26.2
	<i>CI lower bound</i>	20.8	17.5	18.2	19.1	19.4	19.8	20.2	19.2	20.6	19.7	20.9	21.2	22.8	23.8	22.1	23.6	22.3	22.8
<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	16.5	16.1	15.7	18.3	17.3	16.7	17.9	18.0	17.9	17.6	17.3	17.8
	<i>n</i>	141	72	70	167	262	236	192	153	236	309	254	231	246	350	432	439	268	326
	<i>SD</i>	8.2	9.2	9.0	8.7	8.2	8.9	9.3	9.0	8.2	8.1	8.6	8.8	8.7	8.4	8.7	8.1	8.1	8.2
	<i>SE</i>	.69	1.09	1.08	.67	.51	.58	.67	.72	.54	.46	.54	.58	.56	.45	.42	.39	.49	.45
	<i>CI upper bound</i>	17.4	16.6	18.3	18.3	17.7	18.6	17.9	17.5	16.7	19.2	18.4	17.9	19.0	18.8	18.7	18.3	18.2	18.7
	<i>CI lower bound</i>	14.7	12.3	14.1	15.7	15.7	16.3	15.2	14.7	14.6	17.4	16.3	15.6	16.8	17.1	17.1	16.8	16.3	17.0
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	<i>Mean</i>	9.1	7.6	8.2	11.1	11.2	11.8	10.8	10.5	10.0	10.1	10.9	10.6	11.0	11.1	11.3	11.1	11.6	11.8
	<i>n</i>	140	72	70	166	259	233	192	152	234	312	249	230	245	341	428	436	266	321
	<i>SD</i>	6.3	7.1	6.7	7.4	6.8	7.8	7.5	7.3	6.9	6.5	7.2	7.3	7.4	6.8	7.1	6.9	7.1	7.3
	<i>SE</i>	.53	.83	.80	.57	.42	.51	.54	.59	.45	.37	.45	.48	.47	.37	.34	.33	.44	.41
	<i>CI upper bound</i>	10.2	9.3	9.8	12.2	12.0	12.8	11.9	11.7	10.9	10.9	11.8	11.6	12.0	11.8	12.0	11.8	12.4	12.6
	<i>CI lower bound</i>	8.1	6.0	6.6	10.0	10.4	10.8	9.7	9.4	9.1	9.4	10.0	9.7	10.1	10.4	10.6	10.5	10.7	11.0

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).

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Detailed Statistics: Engagement Indicators and Additional Items

Regent University

		First-year students								Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge (additional items, continued)</i>																			
Assigned Writing	<i>Mean</i>	71.4	84.7	59.8	61.2	72.6	78.1	72.2	75.6	82.5	97.5	104.2	86.9	108.0	93.8	89.1	94.5	96.1	105.0
Estimated number of pages calculated from three survey questions.	<i>n</i>	137	68	63	168	278	240	199	157	253	285	220	217	238	353	441	443	275	334
	<i>SD</i>	65.9	60.2	41.9	69.3	80.7	103.9	86.6	105.4	102.4	93.1	91.5	65.1	93.7	88.7	80.2	88.5	82.2	105.9
	<i>SE</i>	5.63	7.31	5.26	5.36	4.84	6.71	6.15	8.42	6.44	5.52	6.16	4.41	6.07	4.72	3.82	4.21	4.96	5.79
	<i>CI upper bound</i>	82.4	99.0	70.1	71.7	82.1	91.3	84.2	92.1	95.1	108.3	116.3	95.5	119.9	103.0	96.6	102.8	105.9	116.3
	<i>CI lower bound</i>	60.3	70.3	49.4	50.7	63.1	65.0	60.1	59.1	69.8	86.7	92.1	78.2	96.1	84.5	81.6	86.3	86.4	93.6
Course Challenge	<i>Mean</i>	5.8	5.8	5.8	5.9	5.9	6.0	6.0	5.8	6.0	6.1	6.1	6.1	6.1	6.0	6.0	6.1	6.1	6.1
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	152	79	70	179	279	239	198	156	249	327	264	243	255	355	448	444	277	336
	<i>SD</i>	1.0	1.0	1.0	1.0	1.2	1.3	1.4	1.3	1.3	1.1	1.0	1.0	1.1	1.1	1.2	1.1	1.1	1.1
	<i>SE</i>	.08	.11	.12	.08	.07	.08	.10	.10	.08	.06	.06	.06	.07	.06	.06	.05	.07	.06
	<i>CI upper bound</i>	6.0	6.0	6.0	6.1	6.1	6.2	6.2	6.0	6.2	6.2	6.3	6.2	6.3	6.2	6.1	6.2	6.3	6.2
	<i>CI lower bound</i>	5.7	5.6	5.5	5.8	5.8	5.8	5.8	5.6	5.9	6.0	6.0	6.0	6.0	5.9	5.9	6.0	6.0	6.0
Academic Emphasis	<i>Mean</i>	3.5	3.3	3.4	3.4	3.3	3.4	3.3	3.2	3.3	3.5	3.6	3.5	3.4	3.4	3.3	3.3	3.3	3.3
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	140	75	70	168	263	238	197	156	244	313	257	236	250	352	442	443	273	327
	<i>SD</i>	0.7	0.7	0.7	0.7	0.7	0.8	0.8	0.8	0.7	0.7	0.6	0.7	0.7	0.7	0.7	0.7	0.8	0.7
	<i>SE</i>	.06	.08	.08	.05	.04	.05	.05	.06	.05	.04	.04	.04	.05	.04	.03	.03	.05	.04
	<i>CI upper bound</i>	3.6	3.5	3.5	3.5	3.4	3.4	3.4	3.3	3.4	3.6	3.6	3.6	3.5	3.5	3.4	3.4	3.4	3.4
	<i>CI lower bound</i>	3.3	3.2	3.2	3.3	3.3	3.3	3.2	3.1	3.2	3.4	3.5	3.4	3.3	3.3	3.3	3.3	3.2	3.2
<i>Learning with Peers</i>																			
Collaborative Learning	<i>Mean</i>	22.1	22.9	22.2	16.9	14.3	12.9	12.3	14.1	10.8	16.1	17.2	17.0	14.9	16.7	13.7	15.2	11.6	11.3
	<i>n</i>	164	85	79	199	326	278	222	189	282	342	272	258	265	381	473	484	302	374
	<i>SD</i>	15.4	16.0	15.9	15.0	14.5	15.1	14.4	15.0	13.8	12.0	13.8	11.9	13.1	13.6	12.6	13.1	12.1	11.6
	<i>SE</i>	1.20	1.73	1.78	1.06	.81	.90	.96	1.09	.82	.65	.84	.74	.81	.69	.58	.59	.70	.60
	<i>CI upper bound</i>	24.4	26.3	25.7	19.0	15.9	14.7	14.2	16.2	12.4	17.4	18.9	18.4	16.5	18.0	14.8	16.4	13.0	12.5
	<i>CI lower bound</i>	19.7	19.5	18.7	14.8	12.7	11.1	10.5	11.9	9.2	14.9	15.6	15.5	13.3	15.3	12.5	14.0	10.2	10.1
Discussions with Diverse Others	<i>Mean</i>	40.0	35.9	41.1	36.7	37.1	35.0	33.9	32.3	32.7	36.9	39.4	36.9	37.2	36.7	36.5	37.9	35.7	34.8
	<i>n</i>	152	77	69	181	274	241	199	153	249	325	265	237	253	354	443	437	276	336
	<i>SD</i>	15.6	14.4	12.9	16.6	16.1	16.4	17.5	17.7	17.4	15.6	15.6	15.8	16.0	15.4	15.6	15.1	15.7	16.4
	<i>SE</i>	1.26	1.63	1.55	1.23	.97	1.06	1.24	1.43	1.10	.86	.96	1.03	1.01	.82	.74	.72	.95	.89
	<i>CI upper bound</i>	42.5	39.1	44.1	39.1	39.0	37.1	36.4	35.1	34.8	38.6	41.2	38.9	39.2	38.3	37.9	39.4	37.5	36.6
	<i>CI lower bound</i>	37.5	32.6	38.1	34.3	35.2	32.9	31.5	29.5	30.5	35.2	37.5	34.9	35.2	35.1	35.0	36.5	33.8	33.1

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).

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Detailed Statistics: Engagement Indicators and Additional Items

Regent University

		First-year students								Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Experiences with Faculty</i>																			
Student-Faculty Interaction	<i>Mean</i>	14.7	14.2	15.7	13.1	13.0	13.7	12.6	13.2	12.3	13.6	14.5	11.6	14.1	14.1	12.8	13.7	12.7	12.7
	<i>n</i>	159	83	75	195	322	259	211	169	266	336	275	247	263	373	461	462	288	366
	<i>SD</i>	12.4	10.5	11.5	13.1	12.1	13.3	12.3	12.0	11.2	12.8	13.4	11.2	14.1	12.2	12.3	13.3	11.7	12.1
	<i>SE</i>	.98	1.15	1.32	.94	.67	.82	.85	.92	.69	.70	.81	.71	.87	.63	.57	.62	.69	.63
	<i>CI upper bound</i>	16.6	16.5	18.3	15.0	14.4	15.3	14.2	15.0	13.7	15.0	16.1	13.0	15.8	15.3	13.9	14.9	14.0	13.9
<i>CI lower bound</i>	12.7	12.0	13.1	11.3	11.7	12.1	10.9	11.4	11.0	12.2	12.9	10.2	12.4	12.8	11.7	12.5	11.3	11.5	
<i>Effective Teaching Practices</i>																			
Effective Teaching Practices	<i>Mean</i>	40.9	41.7	40.5	39.8	41.4	39.7	40.4	40.6	40.8	40.9	41.9	41.5	41.5	39.7	40.1	41.1	42.0	41.5
	<i>n</i>	159	83	79	193	317	252	206	167	267	343	278	249	265	377	461	459	283	353
	<i>SD</i>	12.6	12.5	12.3	14.6	14.7	15.4	16.8	16.2	15.4	15.0	14.6	14.8	14.4	14.2	14.2	13.8	14.0	14.4
	<i>SE</i>	1.00	1.37	1.38	1.05	.83	.97	1.17	1.26	.94	.81	.88	.94	.89	.73	.66	.64	.83	.77
	<i>CI upper bound</i>	42.8	44.3	43.2	41.9	43.0	41.6	42.7	43.1	42.7	42.5	43.7	43.3	43.2	41.2	41.4	42.4	43.6	43.0
<i>CI lower bound</i>	38.9	39.0	37.8	37.7	39.7	37.8	38.1	38.1	39.0	39.3	40.2	39.6	39.7	38.3	38.8	39.8	40.3	40.0	
<i>Campus Environment</i>																			
Quality of Interactions	<i>Mean</i>	44.1	45.6	46.8	43.9	45.0	46.0	47.1	44.5	45.4	46.3	46.1	46.1	46.4	45.8	45.7	46.7	47.9	46.0
	<i>n</i>	141	72	63	158	251	211	168	136	214	301	241	223	232	326	397	386	230	295
	<i>SD</i>	12.6	11.5	10.9	13.6	13.8	14.3	13.3	16.0	13.7	13.3	13.5	12.3	12.1	12.4	12.3	12.3	12.7	13.1
	<i>SE</i>	1.06	1.36	1.37	1.09	.87	.98	1.03	1.37	.94	.77	.87	.82	.79	.69	.62	.62	.84	.76
	<i>CI upper bound</i>	46.2	48.2	49.5	46.0	46.7	47.9	49.1	47.2	47.2	47.8	47.8	47.8	48.0	47.1	46.9	47.9	49.6	47.5
<i>CI lower bound</i>	42.1	42.9	44.1	41.8	43.3	44.1	45.1	41.8	43.6	44.8	44.4	44.5	44.8	44.4	44.5	45.5	46.3	44.5	
<i>Supportive Environment</i>																			
Supportive Environment	<i>Mean</i>	38.9	36.3	36.5	34.8	35.1	32.3	32.8	33.2	34.0	33.5	36.6	33.7	34.9	32.5	32.5	33.8	33.2	32.6
	<i>n</i>	139	72	68	165	263	230	192	155	238	310	254	230	246	349	432	438	266	323
	<i>SD</i>	15.3	13.3	14.3	14.5	15.7	15.2	16.0	16.2	16.4	16.1	16.7	15.0	15.9	15.3	15.1	15.1	16.1	15.6
	<i>SE</i>	1.30	1.57	1.73	1.13	.97	1.00	1.15	1.30	1.06	.91	1.05	.99	1.01	.82	.73	.72	.99	.87
	<i>CI upper bound</i>	41.5	39.3	39.9	37.0	37.0	34.3	35.1	35.8	36.0	35.3	38.6	35.6	36.9	34.1	33.9	35.2	35.2	34.3
<i>CI lower bound</i>	36.4	33.2	33.1	32.6	33.2	30.4	30.6	30.7	31.9	31.7	34.5	31.8	32.9	30.9	31.0	32.3	31.3	30.9	

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	'13	'14	'15	'16	'17	'18	'19	'20	'21	
Service-Learning^a	%	41	33	39	34	36	32	40	30	28	39	39	47	49	47	46	51	43	42	
	n	151	78	70	180	275	239	194	158	247	327	262	242	255	356	444	441	273	332	
	SE	4.0	5.3	5.9	3.6	2.9	3.0	3.5	3.6	2.9	2.7	3.0	3.2	3.1	2.6	2.4	2.4	3.0	2.7	
	CI upper bound (%)	49	43	51	41	42	38	47	37	33	44	44	53	55	52	50	56	48	47	
	CI lower bound (%)	33	22	28	28	30	26	34	22	22	34	33	41	43	41	41	46	37	36	
Learning Community^a	%	11	3	6	9	8	7	7	8	8	9	8	6	9	8	7	9	10	7	
	n	150	78	69	178	276	241	198	158	247	327	262	242	256	356	446	446	276	335	
	SE	2.5	1.8	2.8	2.1	1.6	1.6	1.8	2.2	1.7	1.6	1.7	1.5	1.8	1.4	1.2	1.4	1.8	1.4	
	CI upper bound (%)	15	6	11	13	11	10	10	13	11	12	12	9	13	11	10	12	14	10	
	CI lower bound (%)	6	0	0	5	5	4	3	4	4	6	5	3	6	5	5	7	7	4	
Research with Faculty^a	%	4	4	6	3	3	6	4	5	2	4	10	7	4	5	6	8	5	6	
	n	151	78	68	176	275	239	197	158	247	323	259	239	253	357	442	444	275	332	
	SE	1.6	2.2	3.0	1.2	1.1	1.5	1.4	1.8	0.9	1.2	1.9	1.7	1.2	1.1	1.1	1.3	1.3	1.3	
	CI upper bound (%)	7	8	12	5	6	9	6	9	4	7	13	10	6	7	8	11	7	8	
	CI lower bound (%)	1	0	0	0	1	3	1	2	0	2	6	4	2	3	4	6	2	3	
Internship or Field Experience^b	%	57	56	58	53	54	49	42	56	51	18	16	20	20	16	18	19	19	17	
	n	150	79	71	178	278	239	198	158	248	328	263	243	256	355	447	445	278	336	
	SE	4.1	5.6	5.9	3.8	3.0	3.2	3.5	4.0	3.2	2.1	2.3	2.6	2.5	2.0	1.8	1.9	2.3	2.0	
	(First-year results: Plan to do)	CI upper bound (%)	65	67	70	60	60	55	49	63	57	22	21	25	25	20	22	23	23	21
	CI lower bound (%)	49	45	46	45	48	42	35	48	45	14	12	15	15	12	14	15	14	13	
Study Abroad^b	%	32	34	36	26	17	20	16	19	13	3	3	2	3	3	3	2	1	1	
	n	151	79	70	179	275	241	196	158	249	327	263	241	256	354	443	444	275	334	
	SE	3.8	5.3	5.8	3.3	2.3	2.6	2.6	3.1	2.2	0.9	1.0	0.9	1.0	0.9	0.8	0.7	0.6	0.6	
	(First-year results: Plan to do)	CI upper bound (%)	40	44	47	32	21	25	22	25	18	4	5	4	5	4	4	4	2	2
	CI lower bound (%)	25	23	24	19	13	15	11	12	9	1	1	0	1	1	1	1	0	0	
Culminating Senior Experience^b	%	58	54	68	48	45	37	38	41	37	38	38	39	44	34	32	36	30	32	
	n	150	78	69	177	273	237	198	158	248	324	262	243	255	357	443	444	275	334	
	SE	4.0	5.7	5.7	3.8	3.0	3.1	3.4	3.9	3.1	2.7	3.0	3.1	3.1	2.5	2.2	2.3	2.8	2.6	
	(First-year results: Plan to do)	CI upper bound (%)	66	65	79	55	51	43	44	49	43	43	44	45	50	39	37	40	35	37
	CI lower bound (%)	50	42	57	40	39	31	31	33	31	33	32	32	38	29	28	31	25	27	
Overall HIP Participation^c																				
Participated in one HIP	%	37	34	37	35	34	31	40	35	31	36	39	33	34	38	34	34	38	37	
	n	152	79	72	180	277	241	199	158	249	328	264	244	258	357	451	446	280	337	
	SE	3.9	5.3	5.7	3.6	2.8	3.0	3.5	3.8	2.9	2.7	3.0	3.0	3.0	2.6	2.2	2.2	2.9	2.6	
	CI upper bound (%)	45	44	49	42	39	37	47	42	36	41	44	39	40	43	39	39	44	42	
	CI lower bound (%)	30	23	26	28	28	25	33	27	25	31	33	27	28	33	30	30	33	32	
Participated in two or more HIPs	%	8	3	6	5	7	6	5	4	3	28	26	32	37	28	29	34	27	26	
	n	152	79	72	180	277	241	199	158	249	328	264	244	258	357	451	446	280	337	
	SE	2.2	1.8	2.8	1.6	1.5	1.5	1.6	1.6	1.0	2.5	2.7	3.0	3.0	2.4	2.1	2.2	2.7	2.4	
	CI upper bound (%)	13	6	11	8	9	9	8	7	5	32	31	38	43	33	33	38	32	30	
	CI lower bound (%)	4	0	0	2	4	3	2	1	1	23	21	27	31	24	25	30	22	21	

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.