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# NSSE 2022

## Multi-Year Report

University of Wyoming

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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										
2014										
2015	18%	+/- 5.8%	237	194	43	24%	+/- 3.3%	688	566	122
2016										
2017										
2018	12%	+/- 7.3%	161	121	40	18%	+/- 3.5%	655	522	133
2019	20%	+/- 5.1%	290	215	75	22%	+/- 3.1%	803	682	121
2020	24%	+/- 4.0%	456	305	151	18%	+/- 3.6%	609	445	164
2021										
2022	28%	+/- 3.9%	446	336	110	20%	+/- 3.5%	618	448	170

### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Writing Experiences, FY Experiences / Sr Transitions	No	No	Yes
2016							
2017							
2018	Email	Census	No	Writing Experiences, FY Experiences / Sr Transitions	No	No	Yes
2019	Email	Census	Yes	Global Learning, Inclusiv & Cult Div	No	No	Yes
2020	Email	Census	No	Global Learning, Inclusiv & Cult Div	No	No	No
2021							
2022	Email	Census	No	FY Experiences & Sr Transitions, Inclusiv & Cult Div	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.

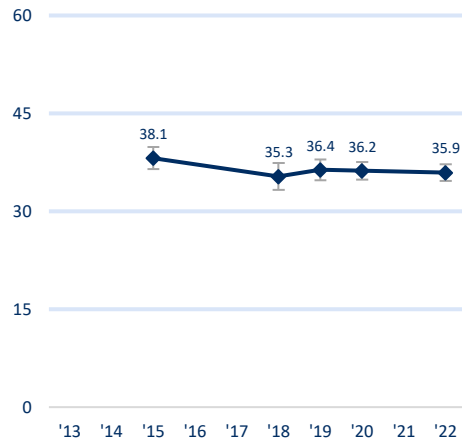
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

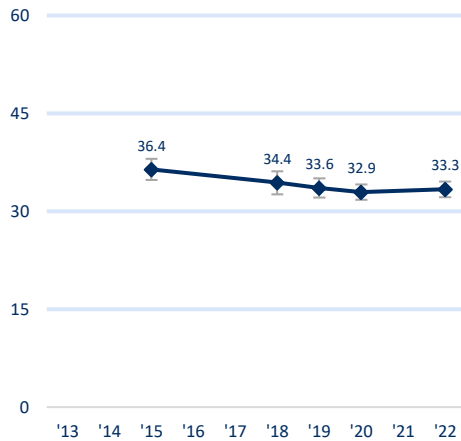
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

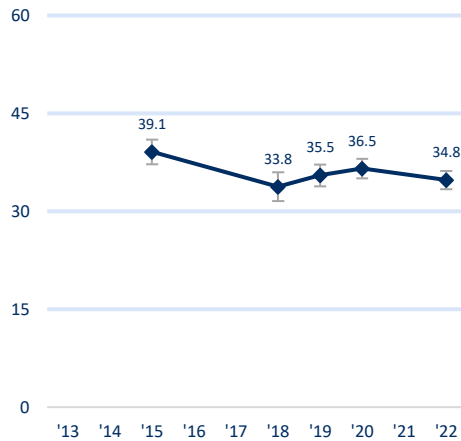
##### Higher-Order Learning



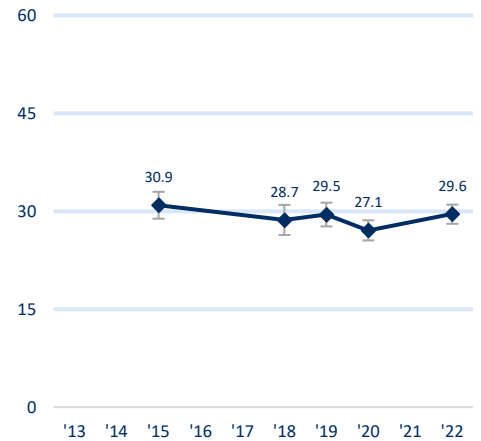
##### Reflective & Integrative Learning



##### Learning Strategies

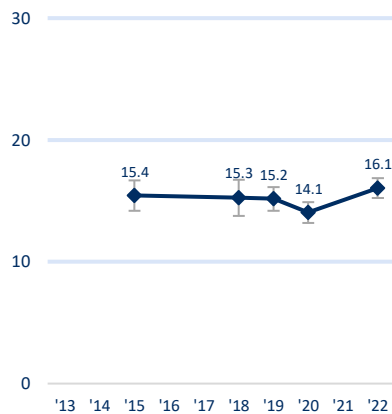


##### Quantitative Reasoning

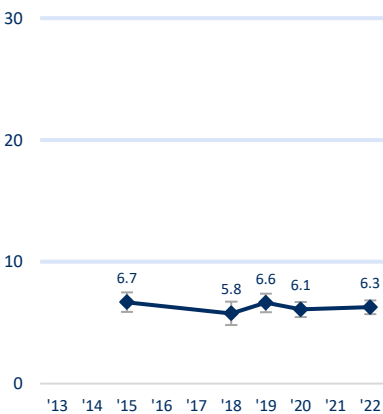


#### Academic Challenge (additional items): First-year students

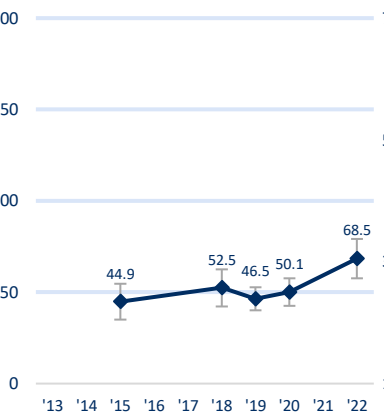
##### Preparing for Class (hrs/wk)



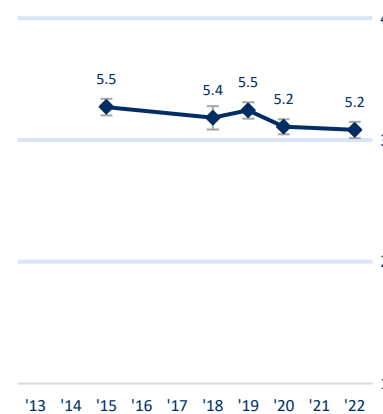
##### Course Reading (hrs/wk)<sup>a</sup>



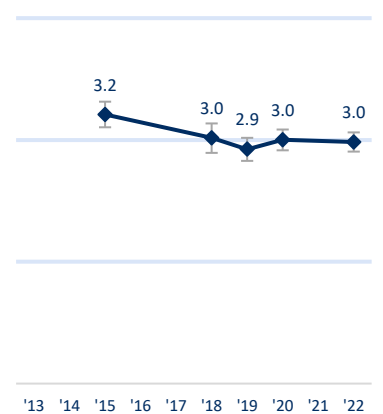
##### Assigned Writing (pages)<sup>a</sup>



##### 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.

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 2022 Multi-Year Report

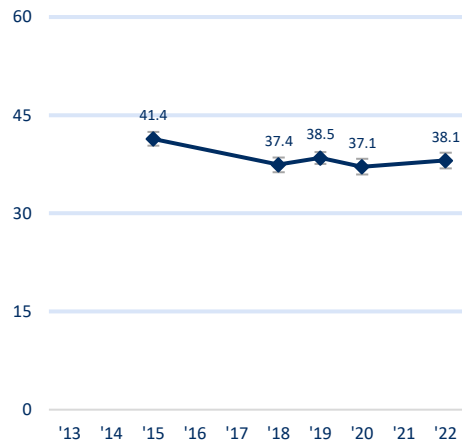
## Engagement Results by Theme

### University of Wyoming

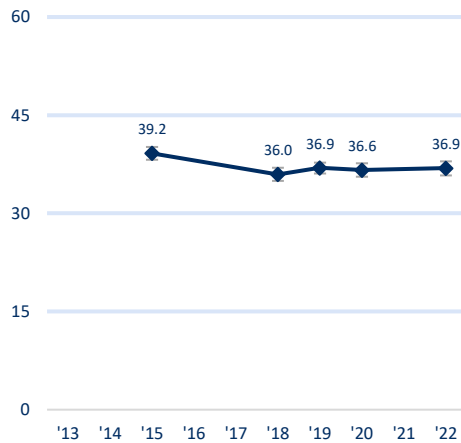
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

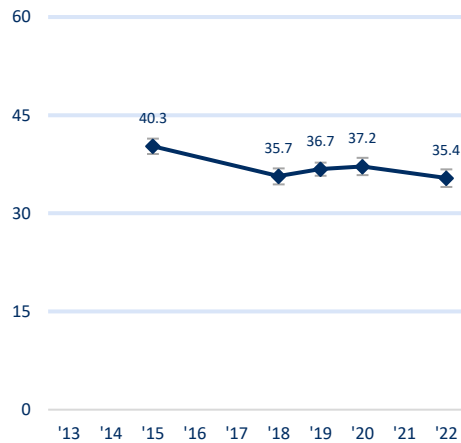
##### Higher-Order Learning



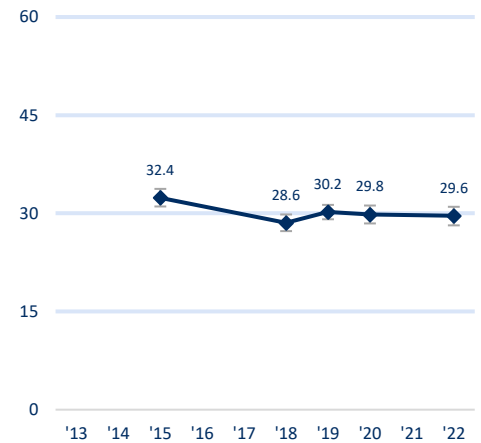
##### Reflective & Integrative Learning



##### Learning Strategies

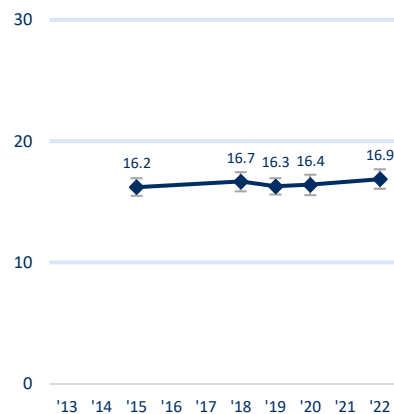


##### Quantitative Reasoning

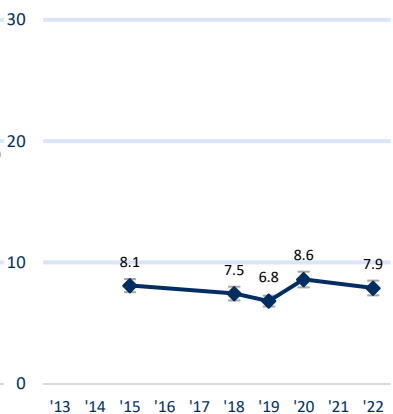


#### Academic Challenge (additional items): Seniors

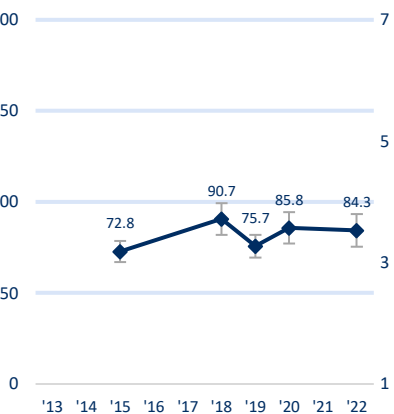
##### Preparing for Class (hrs/wk)



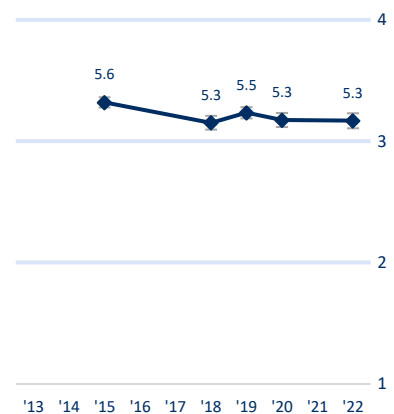
##### Course Reading (hrs/wk)<sup>a</sup>



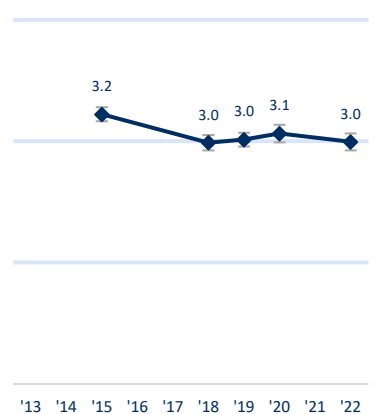
##### Assigned Writing (pages)<sup>a</sup>



##### 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.

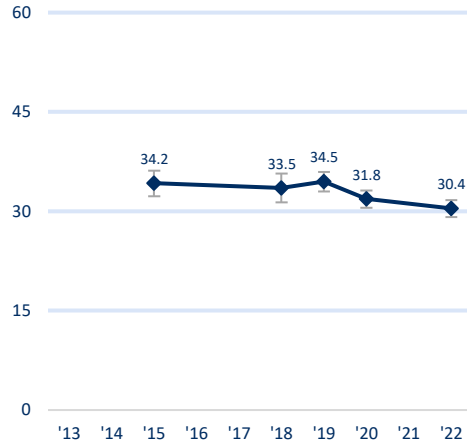
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

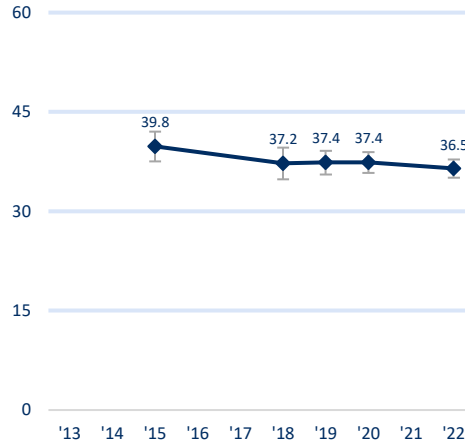
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

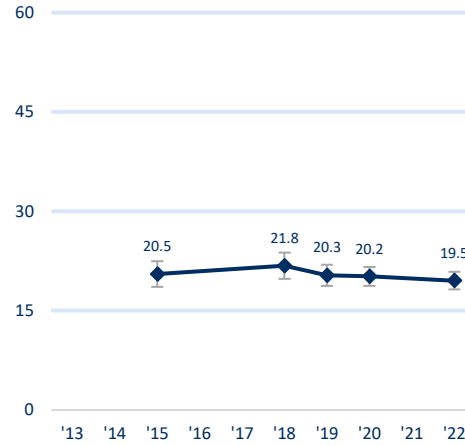


##### Discussions with Diverse Others

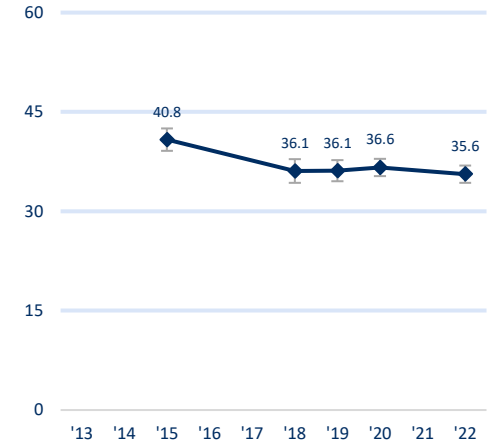


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

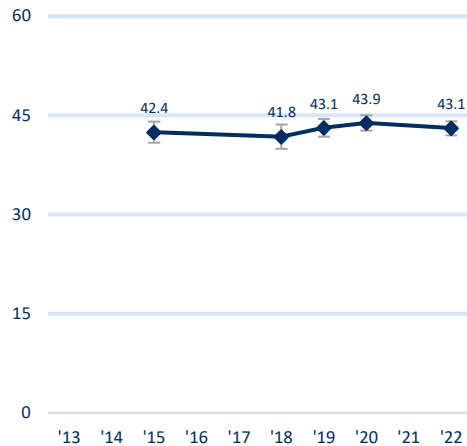


##### Effective Teaching Practices

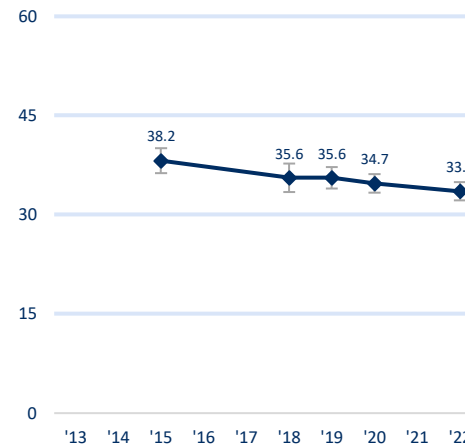


#### Campus Environment: First-year students

##### Quality of Interactions



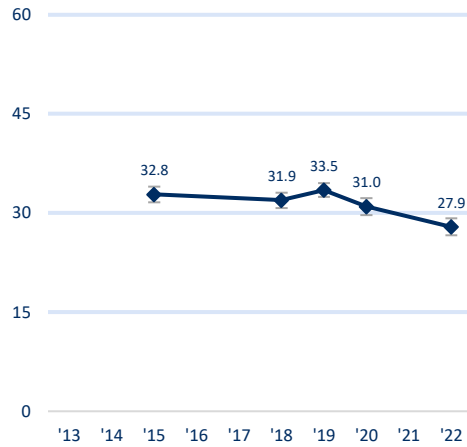
##### Supportive Environment



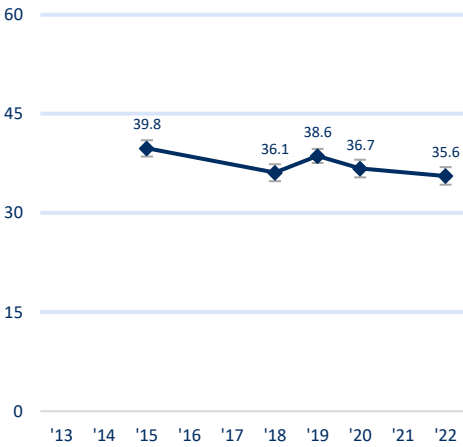
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

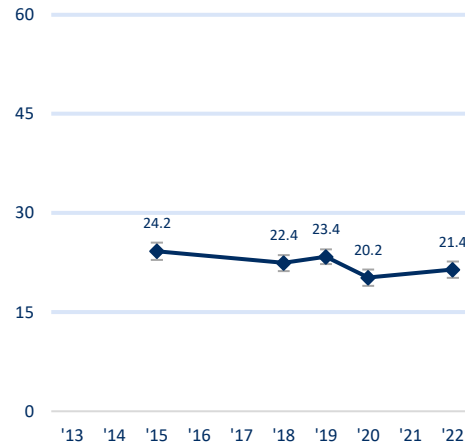


##### Discussions with Diverse Others

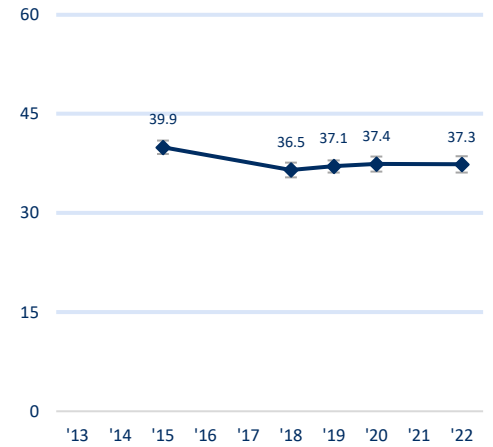


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

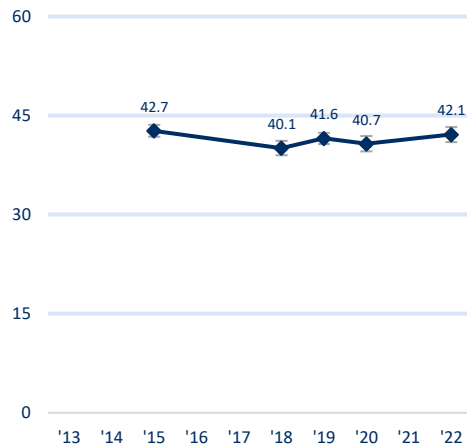


##### Effective Teaching Practices

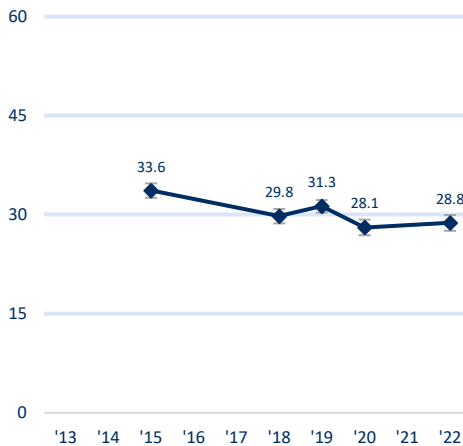


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

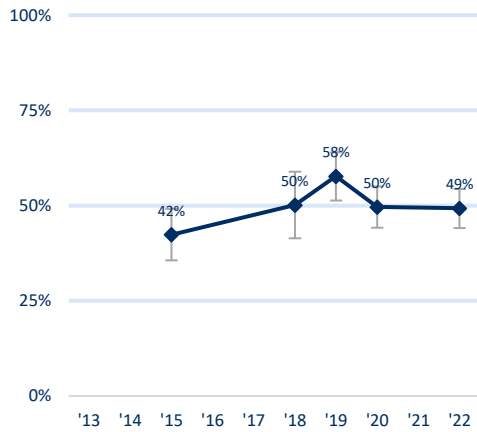


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

### High-Impact Practices: First-year students

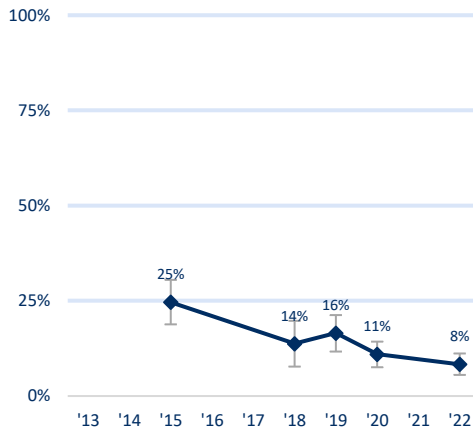
#### Service-Learning

(Some, most, or all courses)



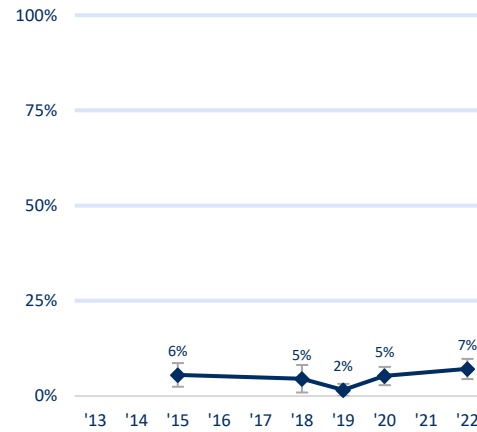
#### Learning Community

(Done or in progress)



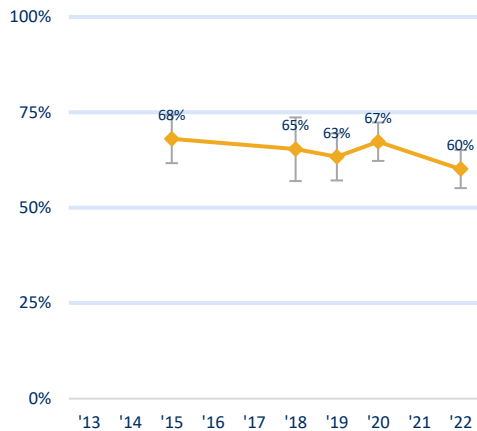
#### Research with Faculty

(Done or in progress)



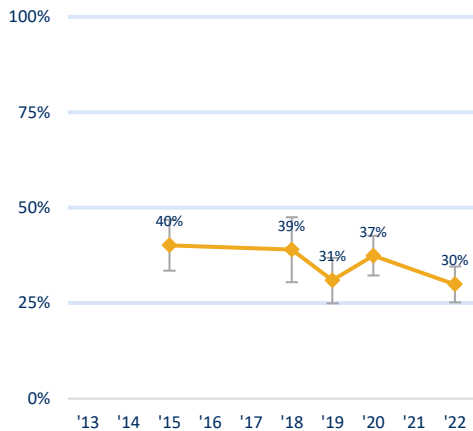
#### Internship/Field Experience

(Plan to do)



#### Study Abroad

(Plan to do)



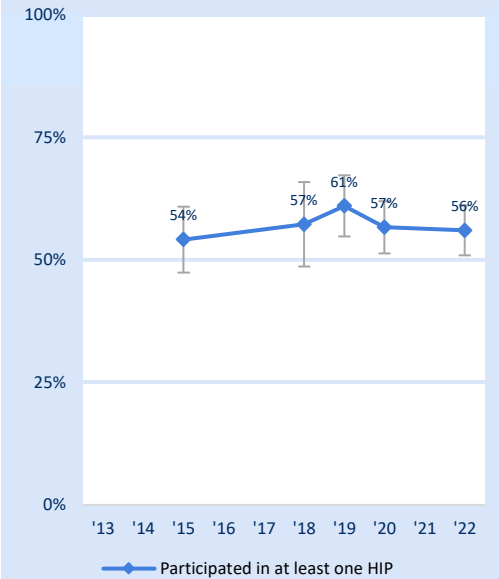
#### Culminating Senior Experience

(Plan to do)



### Overall first-year HIP participation

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



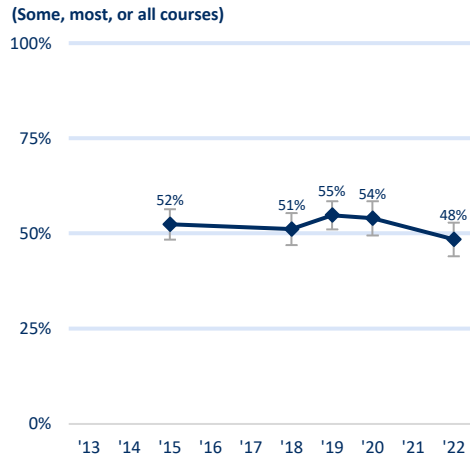
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



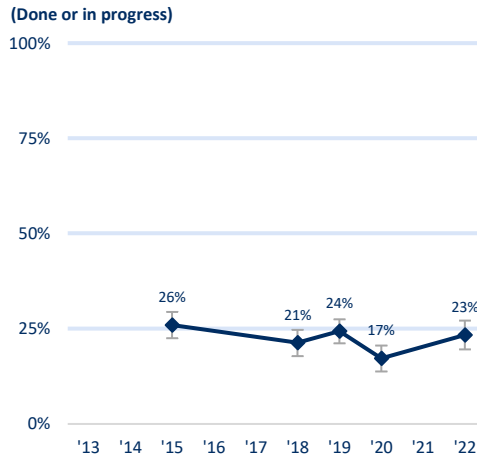
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

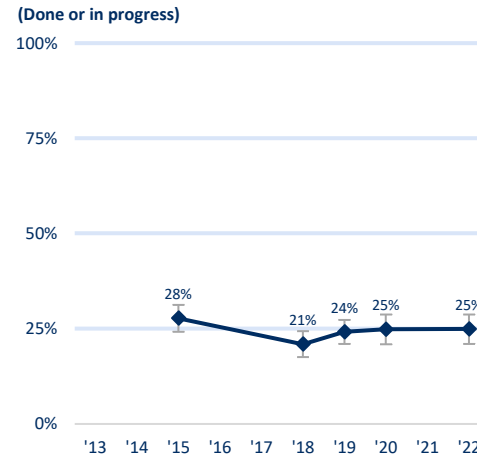
#### Service-Learning (Some, most, or all courses)



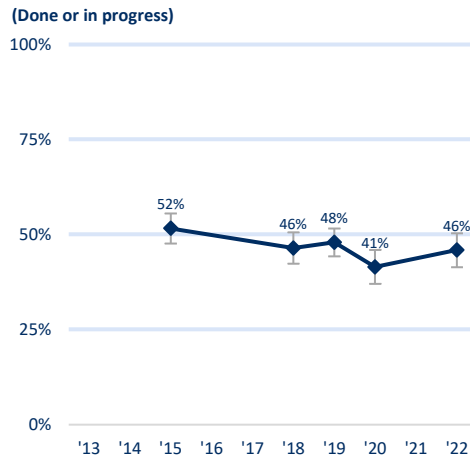
#### Learning Community (Done or in progress)



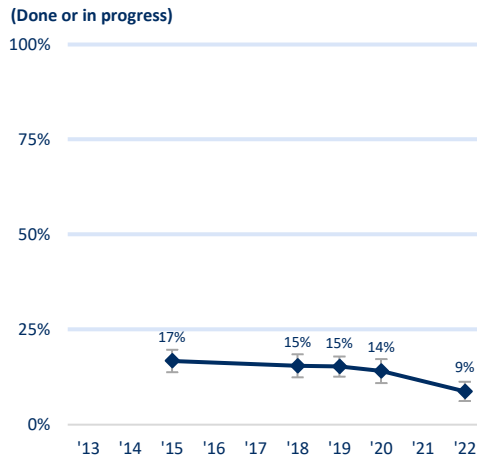
#### Research with Faculty (Done or in progress)



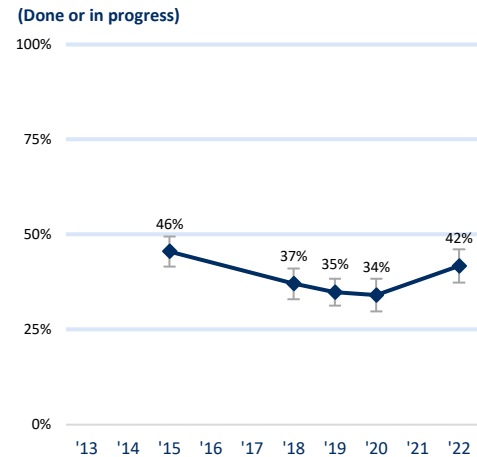
#### Internship/Field Experience (Done or in progress)



#### Study Abroad (Done or in progress)

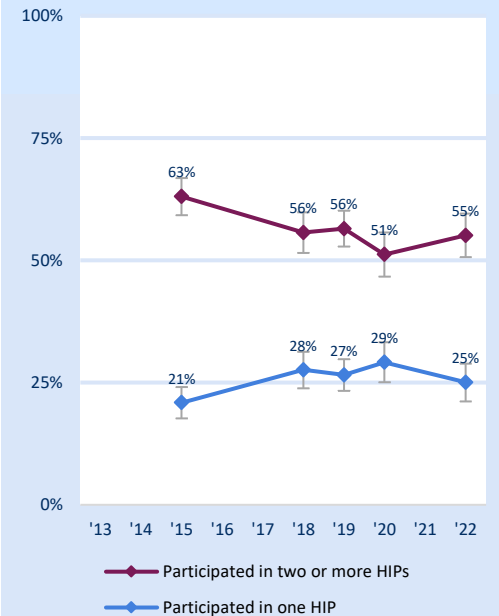


#### Culminating Senior Experience (Done or in progress)



#### Overall senior HIP participation

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



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

# NSSE 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Wyoming

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge</i>																					
<b>Higher-Order Learning</b>	<i>Mean</i>			<b>38.1</b>			<b>35.3</b>	<b>36.4</b>	<b>36.2</b>		<b>35.9</b>			<b>41.4</b>		<b>37.4</b>	<b>38.5</b>	<b>37.1</b>		<b>38.1</b>	
	<i>n</i>			220			139	250	364		391			628		581	729	511		532	
	<i>SD</i>			12.7			12.3	12.8	13.2		12.8			13.4		13.7	12.6	13.8		14.3	
	<i>SE</i>			.86			1.05	.81	.69		.65			.53		.57	.47	.61		.62	
	<i>CI upper bound</i>			39.8			37.4	37.9	37.5		37.2			42.5		38.5	39.4	38.3		39.3	
	<i>CI lower bound</i>			36.5			33.3	34.8	34.8		34.7			40.4		36.3	37.6	35.9		36.9	
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>			<b>36.4</b>			<b>34.4</b>	<b>33.6</b>	<b>32.9</b>		<b>33.3</b>			<b>39.2</b>		<b>36.0</b>	<b>36.9</b>	<b>36.6</b>		<b>36.9</b>	
	<i>n</i>			225			145	269	398		411			655		609	763	547		566	
	<i>SD</i>			12.4			10.9	12.2	11.8		12.3			12.8		12.8	11.6	12.4		12.9	
	<i>SE</i>			.83			.90	.75	.59		.61			.50		.52	.42	.53		.54	
	<i>CI upper bound</i>			38.0			36.1	35.0	34.1		34.5			40.2		37.0	37.8	37.7		38.0	
	<i>CI lower bound</i>			34.8			32.6	32.1	31.8		32.2			38.2		34.9	36.1	35.6		35.8	
<b>Learning Strategies</b>	<i>Mean</i>			<b>39.1</b>			<b>33.8</b>	<b>35.5</b>	<b>36.5</b>		<b>34.8</b>			<b>40.3</b>		<b>35.7</b>	<b>36.7</b>	<b>37.2</b>		<b>35.4</b>	
	<i>n</i>			209			128	236	342		371			601		550	710	477		487	
	<i>SD</i>			13.9			12.7	12.9	14.1		13.6			14.8		14.6	13.8	14.7		15.1	
	<i>SE</i>			.96			1.12	.84	.76		.71			.60		.62	.52	.67		.69	
	<i>CI upper bound</i>			41.0			36.0	37.1	38.0		36.2			41.4		36.9	37.8	38.5		36.7	
	<i>CI lower bound</i>			37.2			31.6	33.8	35.0		33.4			39.1		34.4	35.7	35.9		34.1	
<b>Quantitative Reasoning</b>	<i>Mean</i>			<b>30.9</b>			<b>28.7</b>	<b>29.5</b>	<b>27.1</b>		<b>29.6</b>			<b>32.4</b>		<b>28.6</b>	<b>30.2</b>	<b>29.8</b>		<b>29.6</b>	
	<i>n</i>			221			130	241	350		369			640		562	714	491		493	
	<i>SD</i>			15.7			13.5	14.3	14.7		14.5			17.2		15.6	15.0	15.6		16.1	
	<i>SE</i>			1.05			1.18	.92	.79		.75			.68		.66	.56	.71		.73	
	<i>CI upper bound</i>			33.0			31.0	31.3	28.6		31.0			33.7		29.9	31.3	31.2		31.0	
	<i>CI lower bound</i>			28.9			26.4	27.7	25.5		28.1			31.1		27.3	29.1	28.4		28.2	
<i>Academic Challenge (additional items)</i>																					
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>			<b>15.4</b>			<b>15.3</b>	<b>15.2</b>	<b>14.1</b>		<b>16.1</b>			<b>16.2</b>		<b>16.7</b>	<b>16.3</b>	<b>16.4</b>		<b>16.9</b>	
	<i>n</i>			194			124	232	318		358			573		536	698	460		480	
	<i>SD</i>			8.8			8.5	7.6	7.7		7.8			9.0		9.3	9.1	9.2		9.0	
	<i>SE</i>			.63			.76	.50	.43		.41			.37		.40	.34	.43		.41	
	<i>CI upper bound</i>			16.7			16.8	16.1	14.9		16.9			17.0		17.5	17.0	17.2		17.7	
	<i>CI lower bound</i>			14.2			13.8	14.2	13.2		15.2			15.5		15.9	15.6	15.6		16.1	
<b>Course Reading</b> Est. hrs per week calculated from two items.	<i>Mean</i>			<b>6.7</b>			<b>5.8</b>	<b>6.6</b>	<b>6.1</b>		<b>6.3</b>			<b>8.1</b>		<b>7.5</b>	<b>6.8</b>	<b>8.6</b>		<b>7.9</b>	
	<i>n</i>			190			122	229	313		356			569		532	697	459		476	
	<i>SD</i>			5.7			5.4	5.9	5.5		5.4			6.6		6.6	6.0	7.1		6.8	
	<i>SE</i>			.41			.49	.39	.31		.29			.28		.29	.23	.33		.31	
	<i>CI upper bound</i>			7.5			6.7	7.4	6.7		6.8			8.7		8.0	7.3	9.3		8.5	
	<i>CI lower bound</i>			5.9			4.8	5.9	5.5		5.7			7.6		6.9	6.4	8.0		7.3	

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).

# NSSE 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Wyoming

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge (additional items, continued)</i>																					
<b>Assigned Writing</b>	<i>Mean</i>			<b>44.9</b>			<b>52.5</b>	<b>46.5</b>	<b>50.1</b>		<b>68.5</b>			<b>72.8</b>		<b>90.7</b>	<b>75.7</b>	<b>85.8</b>		<b>84.3</b>	
Estimated number of pages calculated from three survey questions.	<i>n</i>			202			129	241	342		369			573		559	716	482		489	
	<i>SD</i>			71.2			58.9	49.8	71.0		105.1			71.4		104.5	85.5	95.8		101.0	
	<i>SE</i>			5.01			5.19	3.21	3.84		5.47			2.98		4.42	3.20	4.37		4.57	
	<i>CI upper bound</i>			54.8			62.7	52.7	57.6		79.2			78.6		99.3	82.0	94.3		93.3	
	<i>CI lower bound</i>			35.1			42.3	40.2	42.5		57.7			66.9		82.0	69.4	77.2		75.4	
<b>Course Challenge</b>	<i>Mean</i>			<b>5.5</b>			<b>5.4</b>	<b>5.5</b>	<b>5.2</b>		<b>5.2</b>			<b>5.6</b>		<b>5.3</b>	<b>5.5</b>	<b>5.3</b>		<b>5.3</b>	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>			212			128	236	342		370			612		555	706	479		484	
	<i>SD</i>			1.0			1.1	1.1	1.2		1.3			1.1		1.4	1.3	1.3		1.4	
	<i>SE</i>			.07			.10	.07	.06		.07			.04		.06	.05	.06		.06	
	<i>CI upper bound</i>			5.7			5.6	5.6	5.3		5.3			5.7		5.4	5.6	5.5		5.5	
	<i>CI lower bound</i>			5.4			5.2	5.4	5.1		5.0			5.6		5.2	5.4	5.2		5.2	
<b>Academic Emphasis</b>	<i>Mean</i>			<b>3.2</b>			<b>3.0</b>	<b>2.9</b>	<b>3.0</b>		<b>3.0</b>			<b>3.2</b>		<b>3.0</b>	<b>3.0</b>	<b>3.1</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>			196			127	233	324		363			583		543	700	468		479	
	<i>SD</i>			0.8			0.7	0.7	0.8		0.8			0.7		0.7	0.8	0.8		0.8	
	<i>SE</i>			.05			.06	.05	.04		.04			.03		.03	.03	.04		.04	
	<i>CI upper bound</i>			3.3			3.1	3.0	3.1		3.1			3.3		3.1	3.1	3.1		3.1	
	<i>CI lower bound</i>			3.1			2.9	2.8	2.9		2.9			3.2		2.9	3.0	3.0		2.9	
<i>Learning with Peers</i>																					
<b>Collaborative Learning</b>	<i>Mean</i>			<b>34.2</b>			<b>33.5</b>	<b>34.5</b>	<b>31.8</b>		<b>30.4</b>			<b>32.8</b>		<b>31.9</b>	<b>33.5</b>	<b>31.0</b>		<b>27.9</b>	
	<i>n</i>			229			154	282	449		429			655		631	782	590		601	
	<i>SD</i>			14.9			13.8	12.7	14.0		13.4			15.5		15.0	14.9	15.9		16.0	
	<i>SE</i>			.99			1.11	.75	.66		.65			.61		.60	.53	.66		.65	
	<i>CI upper bound</i>			36.2			35.7	36.0	33.1		31.7			34.0		33.1	34.5	32.3		29.2	
	<i>CI lower bound</i>			32.3			31.3	33.0	30.5		29.2			31.6		30.7	32.4	29.7		26.6	
<b>Discussions with Diverse Others</b>	<i>Mean</i>			<b>39.8</b>			<b>37.2</b>	<b>37.4</b>	<b>37.4</b>		<b>36.5</b>			<b>39.8</b>		<b>36.1</b>	<b>38.6</b>	<b>36.7</b>		<b>35.6</b>	
	<i>n</i>			210			129	236	345		366			610		553	709	482		484	
	<i>SD</i>			16.7			13.9	14.1	14.9		13.5			15.4		15.3	14.7	15.0		14.9	
	<i>SE</i>			1.15			1.22	.92	.80		.70			.62		.65	.55	.68		.68	
	<i>CI upper bound</i>			42.0			39.6	39.2	38.9		37.8			41.0		37.4	39.7	38.1		36.9	
	<i>CI lower bound</i>			37.5			34.8	35.6	35.8		35.1			38.6		34.8	37.5	35.4		34.3	

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).

# NSSE 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Wyoming

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Experiences with Faculty</i>																					
<b>Student-Faculty Interaction</b>	<i>Mean</i>		20.5				21.8	20.3	20.2		19.5			24.2			22.4	23.4	20.2		21.4
	<i>n</i>		224				144	257	381		396			644			596	743	538		549
	<i>SD</i>		14.8				12.1	13.0	14.2		13.4			16.9			15.1	15.7	14.8		14.7
	<i>SE</i>		.99				1.01	.81	.73		.67			.67			.62	.58	.64		.63
	<i>CI upper bound</i>		22.5				23.8	21.9	21.6		20.9			25.5			23.6	24.5	21.5		22.6
	<i>CI lower bound</i>		18.6				19.8	18.7	18.7		18.2			22.9			21.2	22.3	19.0		20.2
<hr/>																					
<b>Effective Teaching Practices</b>	<i>Mean</i>		40.8				36.1	36.1	36.6		35.6			39.9			36.5	37.1	37.4		37.3
	<i>n</i>		224				137	249	360		394			646			581	731	511		526
	<i>SD</i>		12.9				10.8	12.7	12.7		13.2			13.2			13.7	12.7	13.1		14.4
	<i>SE</i>		.86				.92	.80	.67		.67			.52			.57	.47	.58		.63
	<i>CI upper bound</i>		42.5				37.9	37.7	37.9		36.9			41.0			37.6	38.0	38.5		38.6
	<i>CI lower bound</i>		39.1				34.3	34.6	35.3		34.3			38.9			35.4	36.1	36.3		36.1
<hr/>																					
<i>Campus Environment</i>																					
<b>Quality of Interactions</b>	<i>Mean</i>		42.4				41.8	43.1	43.9		43.1			42.7			40.1	41.6	40.7		42.1
	<i>n</i>		204				123	229	315		351			587			524	664	446		444
	<i>SD</i>		11.6				10.4	10.3	10.5		10.4			11.2			12.5	11.0	12.7		12.4
	<i>SE</i>		.81				.94	.68	.59		.55			.46			.54	.43	.60		.59
	<i>CI upper bound</i>		44.0				43.6	44.4	45.0		44.1			43.6			41.2	42.4	41.9		43.3
	<i>CI lower bound</i>		40.8				39.9	41.8	42.7		42.0			41.8			39.0	40.7	39.6		41.0
<hr/>																					
<b>Supportive Environment</b>	<i>Mean</i>		38.2				35.6	35.6	34.7		33.5			33.6			29.8	31.3	28.1		28.8
	<i>n</i>		194				126	231	320		360			574			542	698	459		481
	<i>SD</i>		13.5				12.3	12.6	12.9		13.4			13.4			13.2	12.7	13.2		13.4
	<i>SE</i>		.97				1.10	.83	.72		.71			.56			.57	.48	.62		.61
	<i>CI upper bound</i>		40.1				37.7	37.2	36.2		34.9			34.7			30.9	32.2	29.3		30.0
	<i>CI lower bound</i>		36.3				33.4	34.0	33.3		32.2			32.6			28.7	30.3	26.9		27.6

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).

		First-year students									Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<b>Service-Learning<sup>a</sup></b>	%			<b>42</b>			<b>50</b>	<b>58</b>	<b>50</b>		<b>49</b>			<b>52</b>			<b>51</b>	<b>55</b>	<b>54</b>		<b>48</b>
	<i>n</i>			207			126	235	329		363			608			550	703	473		485
	<i>SE</i>			3.4			4.5	3.2	2.8		2.6			2.0			2.1	1.9	2.3		2.3
	<i>CI upper bound (%)</i>			49			59	64	55		54			56			55	58	58		53
	<i>CI lower bound (%)</i>			36			41	51	44		44			48			47	51	49		44
<b>Learning Community<sup>a</sup></b>	%			<b>25</b>			<b>14</b>	<b>16</b>	<b>11</b>		<b>8</b>			<b>26</b>			<b>21</b>	<b>24</b>	<b>17</b>		<b>23</b>
	<i>n</i>			210			127	231	333		367			616			552	704	471		486
	<i>SE</i>			3.0			3.1	2.4	1.7		1.4			1.8			1.7	1.6	1.7		1.9
	<i>CI upper bound (%)</i>			30			20	21	14		11			29			25	27	21		27
	<i>CI lower bound (%)</i>			19			8	12	8		6			22			18	21	14		20
<b>Research with Faculty<sup>a</sup></b>	%			<b>6</b>			<b>5</b>	<b>2</b>	<b>5</b>		<b>7</b>			<b>28</b>			<b>21</b>	<b>24</b>	<b>25</b>		<b>25</b>
	<i>n</i>			208			127	235	332		365			612			553	705	471		486
	<i>SE</i>			1.6			1.9	0.8	1.2		1.3			1.8			1.7	1.6	2.0		2.0
	<i>CI upper bound (%)</i>			9			8	3	8		10			31			24	27	29		29
	<i>CI lower bound (%)</i>			2			1	0	3		4			24			18	21	21		21
<b>Internship or Field Experience<sup>b</sup></b>	%			<b>68</b>			<b>65</b>	<b>63</b>	<b>67</b>		<b>60</b>			<b>52</b>			<b>46</b>	<b>48</b>	<b>41</b>		<b>46</b>
	<i>n</i>			210			127	236	336		369			613			552	709	475		485
	<i>SE</i>			3.2			4.2	3.1	2.6		2.6			2.0			2.1	1.9	2.3		2.3
	<i>CI upper bound (%)</i>			74			74	70	72		65			56			51	52	46		50
	<i>CI lower bound (%)</i>			62			57	57	62		55			48			42	44	37		41
<b>Study Abroad<sup>b</sup></b>	%			<b>40</b>			<b>39</b>	<b>31</b>	<b>37</b>		<b>30</b>			<b>17</b>			<b>15</b>	<b>15</b>	<b>14</b>		<b>9</b>
	<i>n</i>			209			127	234	333		366			612			552	702	470		486
	<i>SE</i>			3.4			4.4	3.0	2.7		2.4			1.5			1.5	1.4	1.6		1.3
	<i>CI upper bound (%)</i>			47			48	37	43		35			20			18	18	17		11
	<i>CI lower bound (%)</i>			34			30	25	32		25			14			12	13	11		6
<b>Culminating Senior Experience<sup>b</sup></b>	%			<b>56</b>			<b>52</b>	<b>51</b>	<b>49</b>		<b>45</b>			<b>46</b>			<b>37</b>	<b>35</b>	<b>34</b>		<b>42</b>
	<i>n</i>			208			125	235	333		365			612			553	705	471		486
	<i>SE</i>			3.4			4.5	3.3	2.7		2.6			2.0			2.1	1.8	2.2		2.2
	<i>CI upper bound (%)</i>			63			60	58	54		50			49			41	38	38		46
	<i>CI lower bound (%)</i>			49			43	45	43		39			42			33	31	30		37
<b>Overall HIP Participation<sup>c</sup></b>																					
<b>Participated in one HIP</b>	%			<b>38</b>			<b>48</b>	<b>47</b>	<b>48</b>		<b>49</b>			<b>21</b>			<b>28</b>	<b>27</b>	<b>29</b>		<b>25</b>
	<i>n</i>			211			127	235	333		367			617			554	711	477		486
	<i>SE</i>			3.4			4.5	3.3	2.7		2.6			1.6			1.9	1.7	2.1		2.0
	<i>CI upper bound (%)</i>			45			57	53	54		55			24			31	30	33		29
	<i>CI lower bound (%)</i>			32			40	40	43		44			18			24	23	25		21
<b>Participated in two or more HIPs</b>	%			<b>16</b>			<b>9</b>	<b>14</b>	<b>8</b>		<b>7</b>			<b>63</b>			<b>56</b>	<b>56</b>	<b>51</b>		<b>55</b>
	<i>n</i>			211			127	235	333		367			617			554	711	477		486
	<i>SE</i>			2.5			2.5	2.3	1.5		1.3			1.9			2.1	1.9	2.3		2.3
	<i>CI upper bound (%)</i>			21			14	19	11		9			67			60	60	56		60
	<i>CI lower bound (%)</i>			11			4	10	5		4			59			52	53	47		51

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.