



NSSE 2023

Multi-Year Report

Wright State University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

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

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	10%	+/- 5.0%	339	248	91	16%	+/- 4.0%	509	438	71
2014										
2015	9%	+/- 5.0%	346	255	91	11%	+/- 4.4%	451	368	83
2016										
2017	10%	+/- 6.9%	181	126	55	11%	+/- 5.1%	329	264	65
2018										
2019	8%	+/- 6.2%	229	168	61	9%	+/- 5.1%	340	274	66
2020										
2021	24%	+/- 5.5%	242	195	47	22%	+/- 4.1%	455	383	72
2022										
2023	28%	+/- 4.6%	328	243	85	22%	+/- 4.8%	327	273	54

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	Learning with Tech	No	No	No
2014							
2015	Email	Census	Yes	Civic Engagement	No	No	No
2016							
2017	Email	Census	Yes	None	No	No	No
2018							
2019	Email	Census	Yes	None	No	Yes	No
2020							
2021	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	No
2022							
2023	Email	Census	Yes	Transferable Skills, Career Preparation	No	No	No

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

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

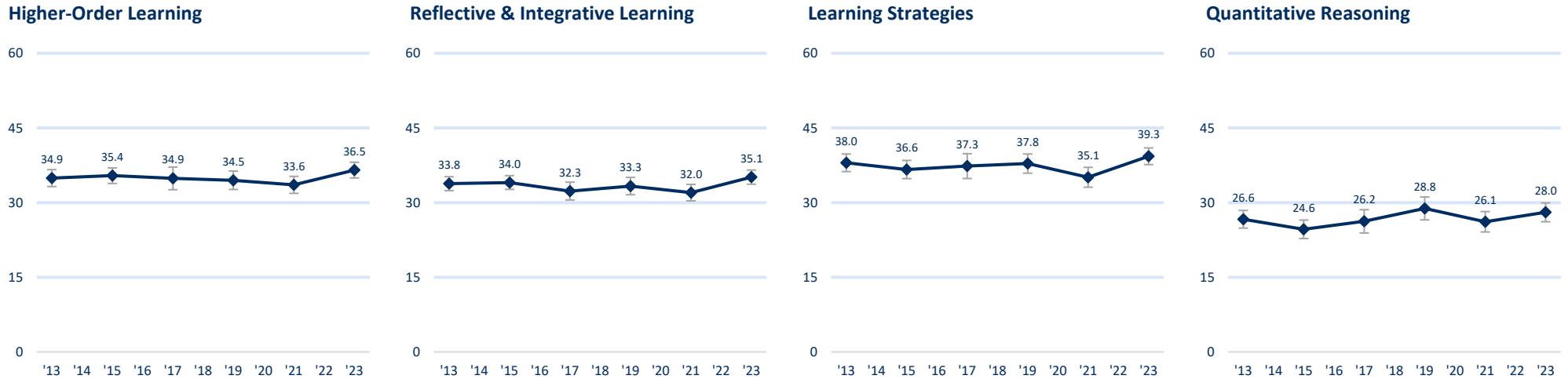
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%)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

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

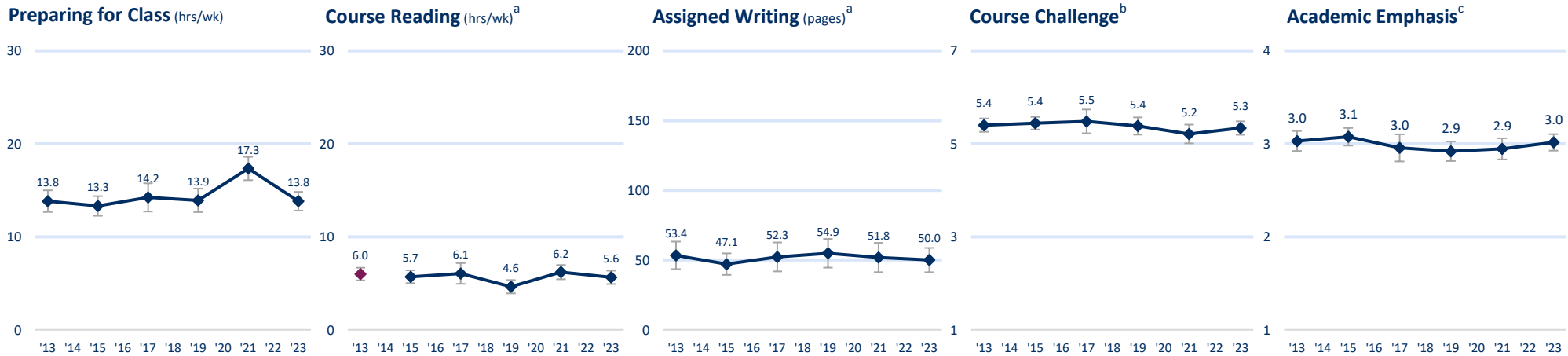
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



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

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

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

NSSE 2023 Multi-Year Report

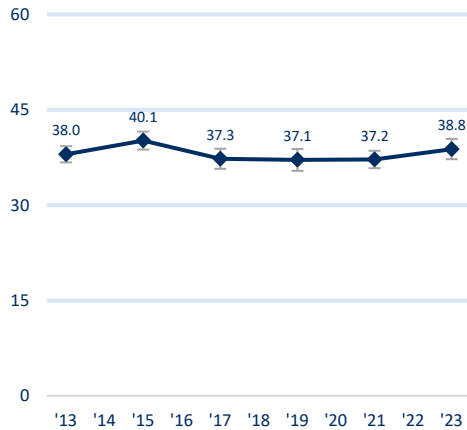
Engagement Results by Theme

Wright State University

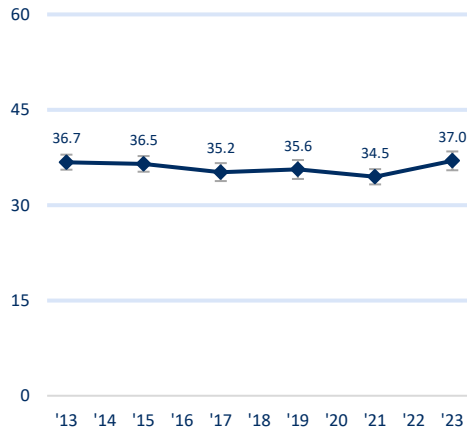
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Academic Challenge: Seniors

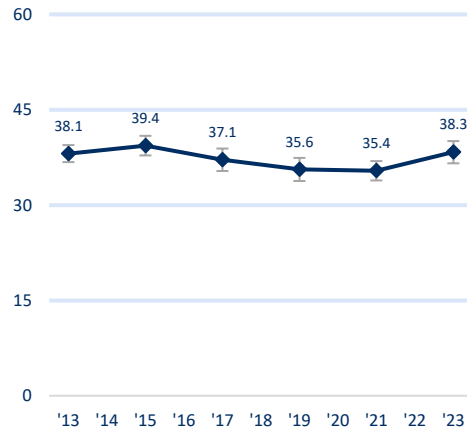
Higher-Order Learning



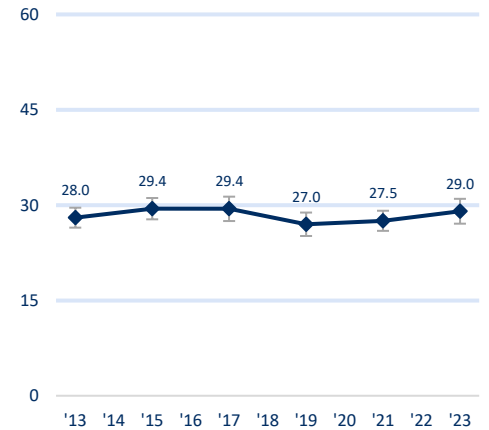
Reflective & Integrative Learning



Learning Strategies

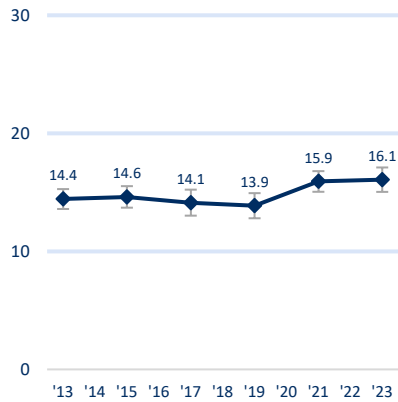


Quantitative Reasoning

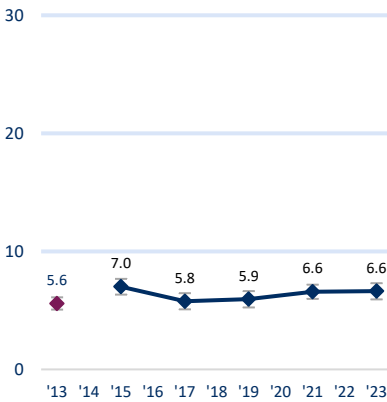


Academic Challenge (additional items): Seniors

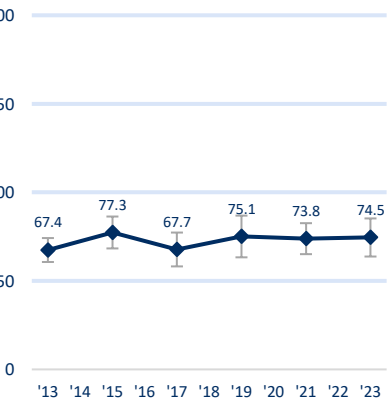
Preparing for Class (hrs/wk)



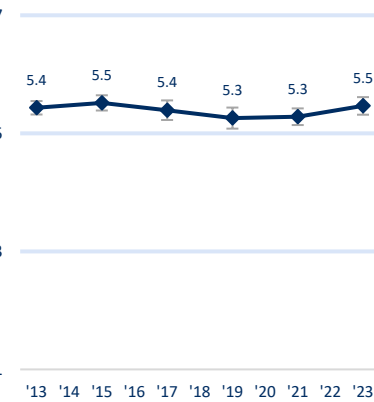
Course Reading (hrs/wk)^a



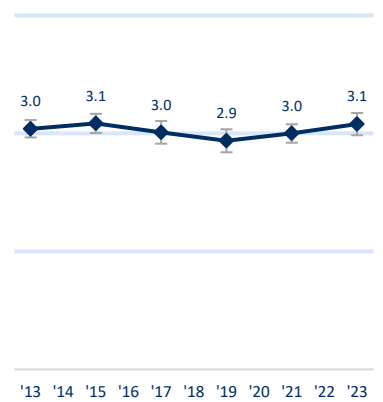
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

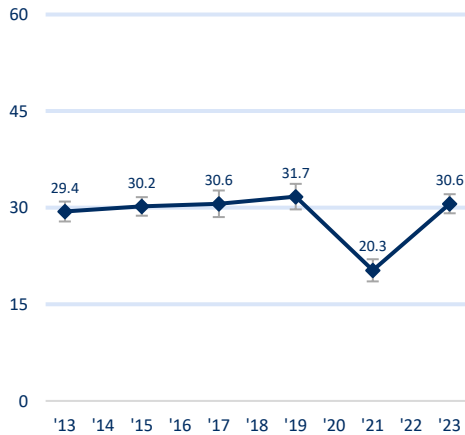
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

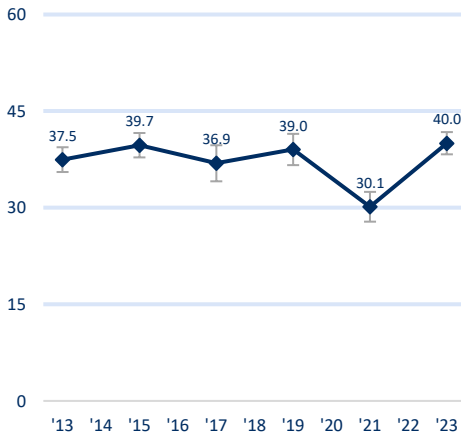
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

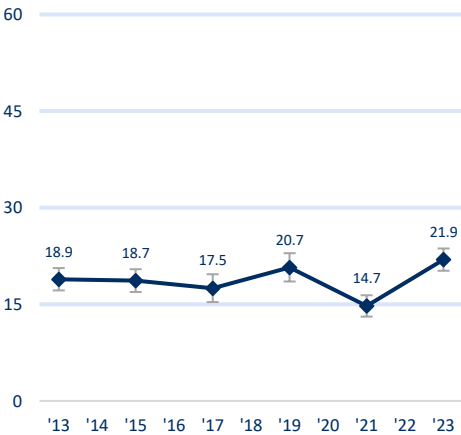


Discussions with Diverse Others

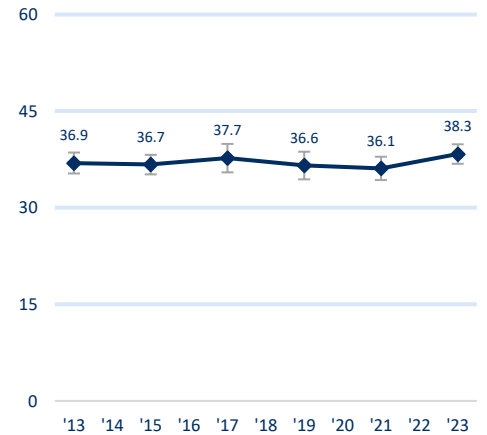


Experiences with Faculty: First-year students

Student-Faculty Interaction

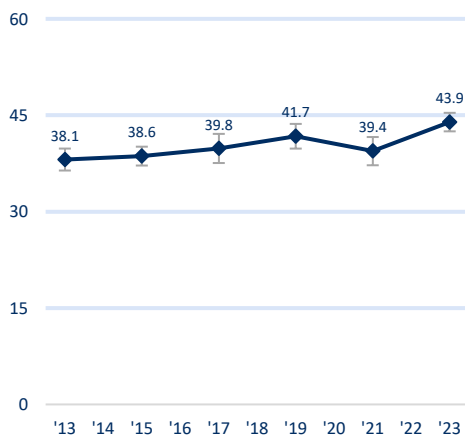


Effective Teaching Practices

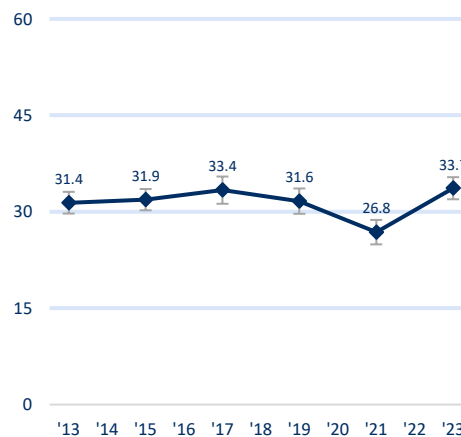


Campus Environment: First-year students

Quality of Interactions



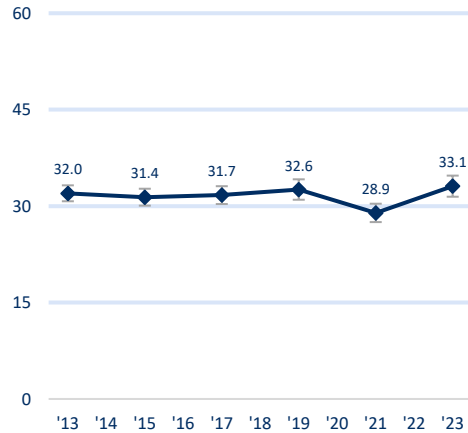
Supportive Environment



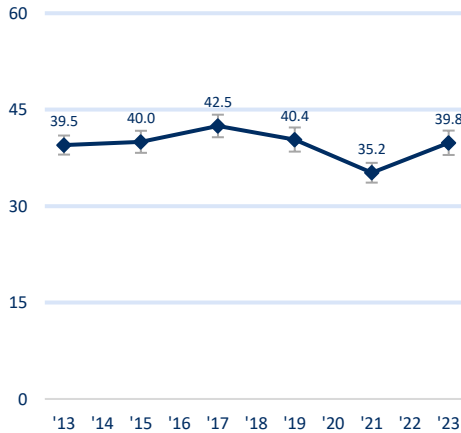
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

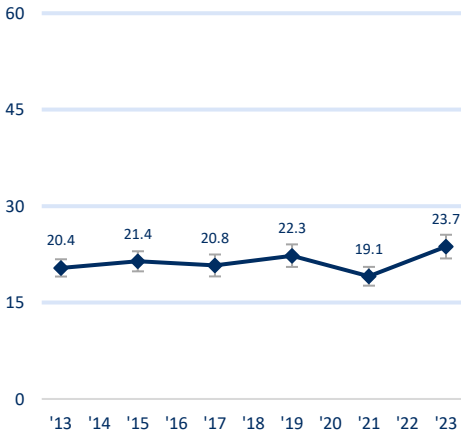


Discussions with Diverse Others

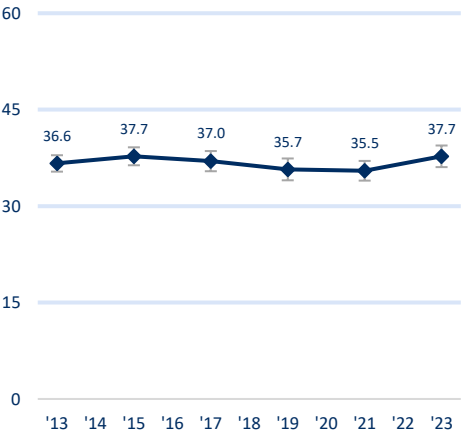


Experiences with Faculty: Seniors

Student-Faculty Interaction

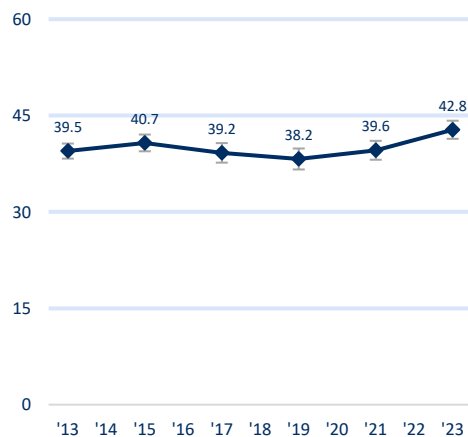


Effective Teaching Practices

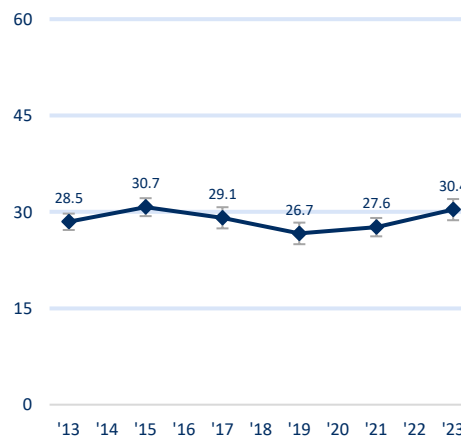


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

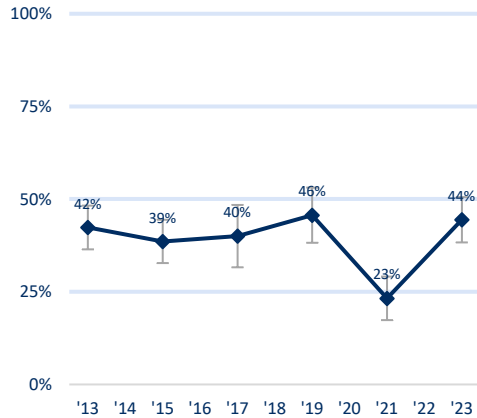


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

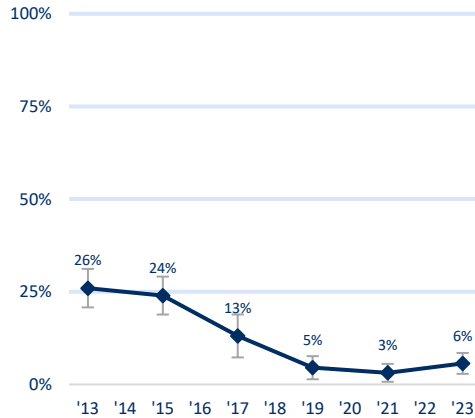
Service-Learning

(Some, most, or all courses)



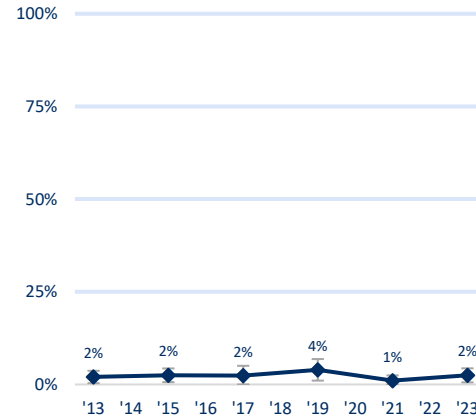
Learning Community

(Done or in progress)



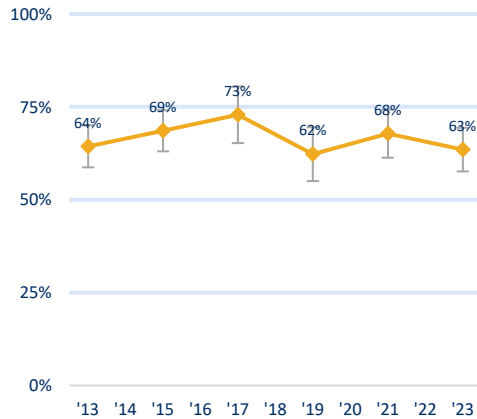
Research with Faculty

(Done or in progress)



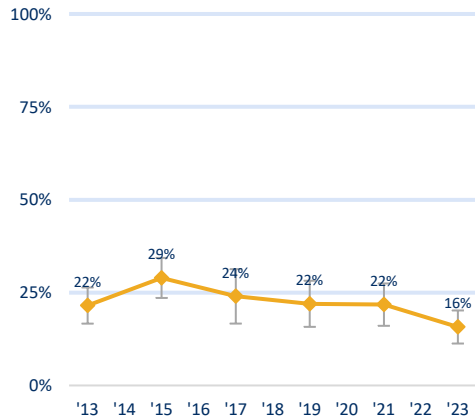
Internship/Field Experience

(Plan to do)



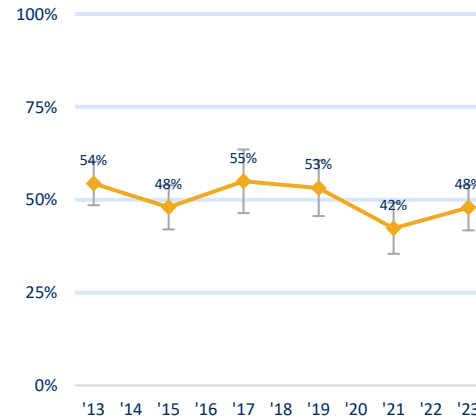
Study Abroad

(Plan to do)



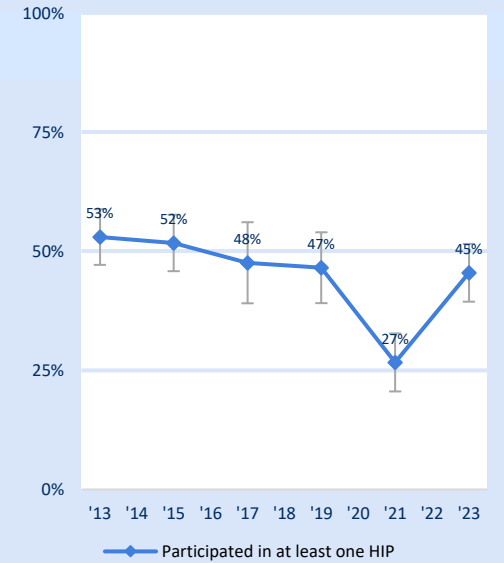
Culminating Senior Experience

(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.

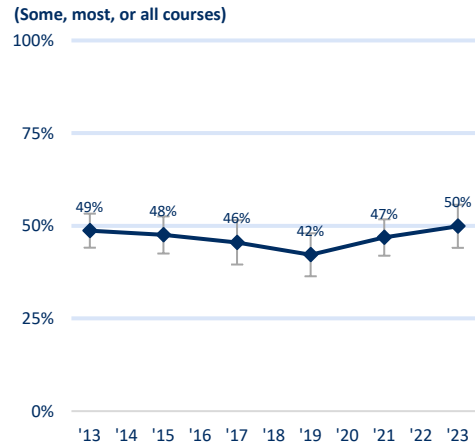


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

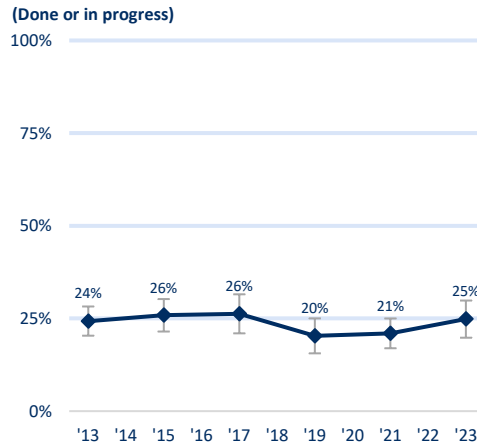
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

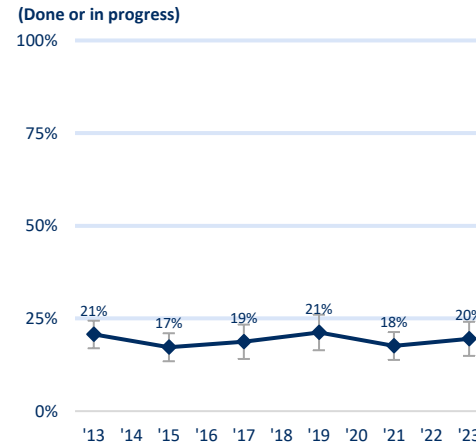
Service-Learning (Some, most, or all courses)



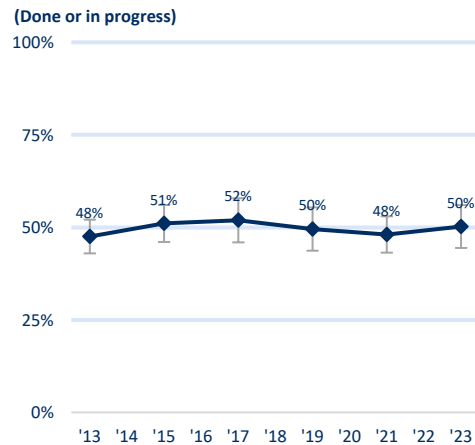
Learning Community (Done or in progress)



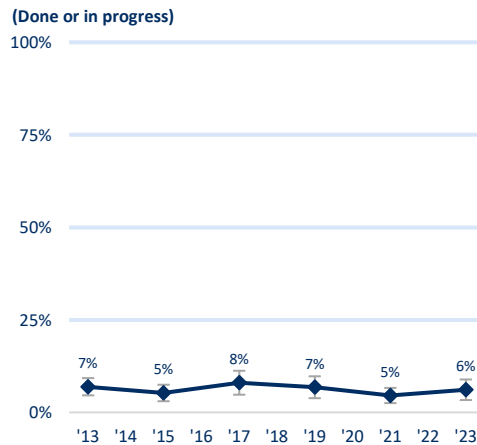
Research with Faculty (Done or in progress)



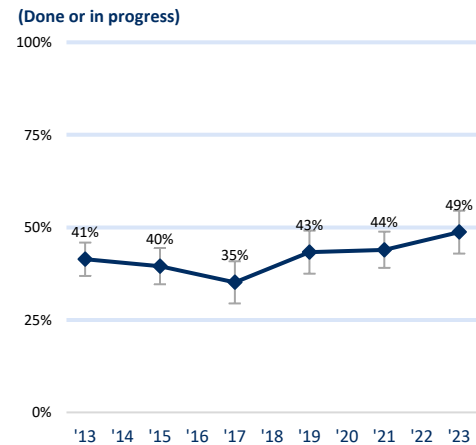
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

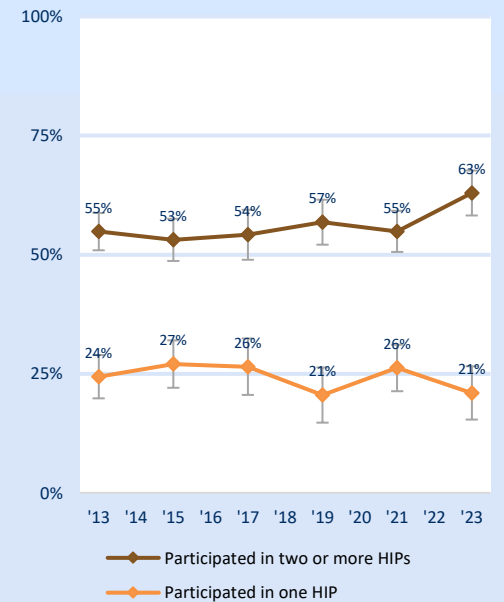


Culminating Senior Experience (Done or in progress)



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.

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Wright State University

		First-year students										Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23		
<i>Academic Challenge</i>																									
Higher-Order Learning	Mean	34.9	35.4	34.9	34.5	33.6	36.5	38.0	40.1	37.3	37.1	37.2	38.8	33.8	34.0	32.3	33.3	32.0	35.1	36.7	36.5	35.2	35.6	34.5	37.0
	n	288	294	143	187	208	277	458	398	300	299	417	294	304	301	157	211	227	298	484	409	312	319	431	310
	SD	14.7	13.7	13.9	12.9	12.6	13.4	13.9	14.4	14.0	15.2	14.3	14.0	12.4	12.2	11.4	12.9	12.7	12.5	13.3	12.7	12.7	13.6	12.7	13.3
	SE	.87	.80	1.16	.94	.87	.81	.65	.72	.81	.88	.70	.81	.71	.70	.91	.89	.84	.72	.60	.63	.72	.76	.61	.76
	CI up bnd	36.6	37.0	37.1	36.3	35.3	38.1	39.3	41.6	38.9	38.8	38.5	40.4	35.2	35.4	34.1	35.1	33.6	36.5	37.9	37.7	36.6	37.1	35.7	38.4
	CI low bnd	33.2	33.8	32.6	32.6	31.9	34.9	36.7	38.7	35.7	35.4	35.8	37.2	32.4	32.7	30.5	31.6	30.4	33.7	35.6	35.2	33.8	34.1	33.3	35.5
Reflective & Integrative Learning	Mean	38.0	36.6	37.3	37.8	35.1	39.3	38.1	39.4	37.1	35.6	35.4	38.3	38.0	36.6	37.3	37.8	35.1	39.3	38.1	39.4	37.1	35.6	35.4	38.3
	n	273	264	131	176	201	259	454	377	271	280	402	287	273	264	131	176	201	259	454	377	271	280	402	287
	SD	14.9	15.2	14.6	13.0	14.4	13.7	14.5	15.3	14.8	15.5	15.6	15.1	14.9	15.2	14.6	13.0	14.4	13.7	14.5	15.3	14.8	15.5	15.6	15.1
	SE	.90	.93	1.27	.98	1.02	.85	.68	.79	.90	.93	.78	.89	.90	.93	1.27	.98	1.02	.85	.68	.79	.90	.93	.78	.89
	CI up bnd	39.8	38.5	39.8	39.8	37.1	41.0	39.4	40.9	38.9	37.4	36.9	40.1	39.8	38.5	39.8	39.8	37.1	41.0	39.4	40.9	38.9	37.4	36.9	40.1
	CI low bnd	36.2	34.8	34.8	35.9	33.1	37.6	36.8	37.8	35.4	33.8	33.9	36.6	36.2	34.8	34.8	35.9	33.1	37.6	36.8	37.8	35.4	33.8	33.9	36.6
Learning Strategies	Mean	26.6	24.6	26.2	28.8	26.1	28.0	28.0	29.4	29.4	27.0	27.5	29.0	26.6	24.6	26.2	28.8	26.1	28.0	28.0	29.4	29.4	27.0	27.5	29.0
	n	298	294	144	184	202	256	476	404	295	285	401	291	298	294	144	184	202	256	476	404	295	285	401	291
	SD	15.6	16.2	14.4	15.9	14.9	15.4	17.5	17.2	16.8	15.9	16.2	17.0	15.6	16.2	14.4	15.9	14.9	15.4	17.5	17.2	16.8	15.9	16.2	17.0
	SE	.90	.95	1.20	1.17	1.05	.96	.80	.86	.98	.94	.81	1.00	.90	.95	1.20	1.17	1.05	.96	.80	.86	.98	.94	.81	1.00
	CI up bnd	28.4	26.5	28.6	31.1	28.2	29.9	29.6	31.1	31.3	28.8	29.1	31.0	28.4	26.5	28.6	31.1	28.2	29.9	29.6	31.1	31.3	28.8	29.1	31.0
	CI low bnd	24.9	22.8	23.9	26.5	24.1	26.1	26.5	27.8	27.5	25.1	25.9	27.1	24.9	22.8	23.9	26.5	24.1	26.1	26.5	27.8	27.5	25.1	25.9	27.1
<i>Academic Challenge (additional items)</i>																									
Preparing for Class (hours/week)	Mean	13.8	13.3	14.2	13.9	17.3	13.8	14.4	14.6	14.1	13.9	15.9	16.1	13.8	13.3	14.2	13.9	17.3	13.8	14.4	14.6	14.1	13.9	15.9	16.1
	n	251	253	120	163	196	251	440	366	261	278	394	282	251	253	120	163	196	251	440	366	261	278	394	282
	SD	9.4	8.6	8.5	8.2	9.0	8.1	9.0	8.9	9.1	9.0	8.9	8.9	9.4	8.6	8.5	8.2	9.0	8.1	9.0	8.9	9.1	9.0	8.9	8.9
	SE	.59	.54	.77	.64	.64	.51	.43	.46	.56	.54	.45	.53	.59	.54	.77	.64	.64	.51	.43	.46	.56	.54	.45	.53
	CI up bnd	15.0	14.4	15.8	15.2	18.6	14.8	15.3	15.5	15.2	14.9	16.8	17.1	15.0	14.4	15.8	15.2	18.6	14.8	15.3	15.5	15.2	14.9	16.8	17.1
	CI low bnd	12.7	12.3	12.7	12.7	16.1	12.8	13.6	13.7	13.0	12.8	15.0	15.0	12.7	12.3	12.7	12.7	16.1	12.8	13.6	13.7	13.0	12.8	15.0	15.0
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	6.0	5.7	6.1	4.6	6.2	5.6	5.6	7.0	5.8	5.9	6.6	6.6	6.0	5.7	6.1	4.6	6.2	5.6	5.6	7.0	5.8	5.9	6.6	6.6
	n	248	252	120	162	195	251	441	363	260	276	394	281	248	252	120	162	195	251	441	363	260	276	394	281
	SD	5.4	5.6	6.2	4.6	5.5	5.8	5.6	6.5	5.6	5.9	6.1	5.9	5.4	5.6	6.2	4.6	5.5	5.8	5.6	6.5	5.6	5.9	6.1	5.9
	SE	.35	.35	.57	.36	.39	.37	.26	.34	.35	.35	.31	.35	.35	.35	.57	.36	.39	.37	.26	.34	.35	.35	.31	.35
	CI up bnd	6.7	6.4	7.2	5.4	7.0	6.4	6.1	7.7	6.5	6.6	7.2	7.3	6.7	6.4	7.2	5.4	7.0	6.4	6.1	7.7	6.5	6.6	7.2	7.3
	CI low bnd	5.3	5.0	4.9	3.9	5.4	4.9	5.1	6.3	5.1	5.2	6.0	5.9	5.3	5.0	4.9	3.9	5.4	4.9	5.1	6.3	5.1	5.2	6.0	5.9

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).

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Wright State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>	53.4	47.1		52.3		54.9		51.8		50.0		67.4		77.3		67.7		75.1		73.8		74.5
Estimated number of pages calculated from three survey questions.	<i>n</i>	258	254		129		181		202		262		409		363		271		281		401		283
	<i>SD</i>	80.8	62.8		60.1		70.6		76.0		71.9		69.8		87.5		80.4		100.7		89.5		92.3
	<i>SE</i>	5.03	3.94		5.29		5.25		5.35		4.44		3.45		4.60		4.88		6.01		4.47		5.49
	<i>CI up bnd</i>	63.2	54.8		62.6		65.2		62.3		58.7		74.2		86.3		77.3		86.9		82.6		85.3
	<i>CI low bnd</i>	43.5	39.4		41.9		44.6		41.4		41.3		60.7		68.3		58.2		63.3		65.1		63.7
Course Challenge	<i>Mean</i>	5.4	5.4		5.5		5.4		5.2		5.3		5.4		5.5		5.4		5.3		5.3		5.5
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	279	273		132		174		202		262		462		383		271		281		402		287
	<i>SD</i>	1.2	1.1		1.5		1.2		1.5		1.2		1.2		1.3		1.4		1.5		1.4		1.3
	<i>SE</i>	.07	.07		.13		.09		.10		.07		.06		.07		.08		.09		.07		.08
	<i>CI up bnd</i>	5.5	5.6		5.7		5.6		5.4		5.5		5.5		5.6		5.6		5.4		5.4		5.6
	<i>CI low bnd</i>	5.3	5.3		5.2		5.2		5.0		5.2		5.3		5.4		5.2		5.1		5.1		5.3
Academic Emphasis	<i>Mean</i>	3.0	3.1		3.0		2.9		2.9		3.0		3.0		3.1		3.0		2.9		3.0		3.1
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	253	260		121		170		199		254		443		368		266		278		397		284
	<i>SD</i>	0.9	0.8		0.8		0.7		0.8		0.7		0.8		0.8		0.8		0.8		0.8		0.8
	<i>SE</i>	.06	.05		.07		.05		.06		.05		.04		.04		.05		.05		.04		.05
	<i>CI up bnd</i>	3.1	3.2		3.1		3.0		3.1		3.1		3.1		3.2		3.1		3.0		3.1		3.2
	<i>CI low bnd</i>	2.9	3.0		2.8		2.8		2.8		2.9		3.0		3.0		2.9		2.8		2.9		3.0
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>	29.4	30.2		30.6		31.7		20.3		30.6		32.0		31.4		31.7		32.6		28.9		33.1
	<i>n</i>	321	321		164		219		238		326		483		421		321		328		443		326
	<i>SD</i>	14.1	13.2		13.5		15.0		13.5		13.6		13.9		13.8		12.7		14.7		15.3		15.1
	<i>SE</i>	.79	.73		1.05		1.01		.88		.76		.63		.67		.71		.81		.73		.84
	<i>CI up bnd</i>	31.0	31.6		32.7		33.7		22.0		32.1		33.2		32.7		33.1		34.2		30.4		34.7
	<i>CI low bnd</i>	27.9	28.8		28.5		29.7		18.6		29.1		30.8		30.1		30.3		31.0		27.5		31.5
Discussions with Diverse Others	<i>Mean</i>	37.5	39.7		36.9		39.0		30.1		40.0		39.5		40.0		42.5		40.4		35.2		39.8
	<i>n</i>	277	274		130		179		197		260		461		380		269		282		406		289
	<i>SD</i>	16.3	16.0		16.3		16.6		16.6		14.2		16.3		17.1		14.7		16.1		15.8		16.5
	<i>SE</i>	.98	.97		1.43		1.24		1.18		.88		.76		.87		.90		.96		.78		.97
	<i>CI up bnd</i>	39.4	41.6		39.7		41.5		32.5		41.7		41.0		41.7		44.2		42.2		36.7		41.7
	<i>CI low bnd</i>	35.5	37.8		34.1		36.6		27.8		38.3		38.0		38.3		40.7		38.5		33.7		38.0

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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Wright State University

		First-year students										Seniors															
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23				
<i>Experiences with Faculty</i>																											
Student-Faculty Interaction	<i>Mean</i>	18.9	18.7	17.5	20.7	14.7	21.9	20.4	21.4	20.8	22.3	19.1	23.7	<i>n</i>	290	293	150	198	214	288	474	404	304	306	415	300	
	<i>SD</i>	15.1	15.4	13.5	15.8	12.4	15.0	14.9	16.0	15.2	15.7	15.2	16.3	<i>SE</i>	.88	.90	1.10	1.12	.85	.88	.69	.80	.87	.89	.74	.94	
	<i>CI up bnd</i>	20.6	20.4	19.7	22.9	16.4	23.7	21.7	23.0	22.5	24.0	20.5	25.5	<i>CI low bnd</i>	17.2	16.9	15.4	18.5	13.1	20.2	19.0	19.9	19.1	20.5	17.6	21.9	
	<i>SE</i>													<i>Mean</i>	36.9	36.7	37.7	36.6	36.1	38.3	36.6	37.7	37.0	35.7	35.5	37.7	
	<i>CI up bnd</i>	38.6	38.2	39.9	38.7	37.9	39.8	37.9	39.8	37.9	38.6	37.4	39.4	<i>n</i>	300	295	146	187	208	274	480	409	300	297	418	298	
	<i>CI low bnd</i>	35.3	35.2	35.5	34.4	34.3	36.8	35.4	36.4	35.4	36.4	35.4	36.1	<i>SD</i>	14.4	13.3	13.6	15.0	13.3	12.8	14.2	14.4	13.9	14.9	16.0	14.8	
Effective Teaching Practices	<i>SE</i>	.83	.77	1.13	1.09	.92	.77	.65	.71	.80	.87	.78	.86	<i>CI up bnd</i>	38.6	38.2	39.9	38.7	37.9	39.8	37.9	39.8	37.9	38.6	37.4	37.0	39.4
	<i>CI low bnd</i>	35.3	35.2	35.5	34.4	34.3	36.8	35.4	36.4	35.4	36.4	35.4	36.1	<i>CI low bnd</i>	35.3	35.2	35.5	34.4	34.3	36.8	35.4	36.4	35.4	36.4	34.0	34.0	36.1
	<i>Campus Environment</i>																										
	Quality of Interactions	<i>Mean</i>	38.1	38.6	39.8	41.7	39.4	43.9	39.5	40.7	39.2	38.2	39.6	42.8	<i>n</i>	260	257	124	160	162	236	432	351	248	252	345	258
		<i>SD</i>	14.1	12.0	12.9	12.4	14.3	11.3	12.4	12.5	12.2	13.2	13.9	11.5	<i>SE</i>	.87	.75	1.16	.98	1.12	.73	.60	.66	.78	.83	.75	.72
		<i>CI up bnd</i>	39.8	40.1	42.1	43.7	41.6	45.4	40.6	42.0	40.7	39.9	41.1	44.2	<i>CI up bnd</i>	39.8	40.1	42.1	43.7	41.6	45.4	40.6	42.0	40.7	39.9	41.1	44.2
<i>SE</i>														<i>CI low bnd</i>	36.4	37.2	37.6	39.8	37.2	42.5	38.3	39.4	37.7	36.6	38.1	41.4	
<i>CI low bnd</i>		36.4	37.2	37.6	39.8	37.2	42.5	38.3	39.4	37.7	36.6	38.1	41.4	<i>Mean</i>	31.4	31.9	33.4	31.6	26.8	33.7	28.5	30.7	29.1	26.7	27.6	30.4	
Supportive Environment		<i>n</i>	250	251	121	168	198	253	442	364	262	276	393	281	<i>SD</i>	13.6	13.4	11.9	13.0	13.7	13.9	13.7	13.6	13.6	14.2	14.4	14.1
	<i>SE</i>	.86	.84	1.08	1.00	.97	.88	.65	.71	.84	.86	.73	.84	<i>SE</i>	.86	.84	1.08	1.00	.97	.88	.65	.71	.84	.86	.73	.84	
	<i>CI up bnd</i>	33.1	33.5	35.5	33.6	28.7	35.4	29.7	32.1	30.7	28.3	29.1	32.0	<i>CI up bnd</i>	33.1	33.5	35.5	33.6	28.7	35.4	29.7	32.1	30.7	28.3	29.1	32.0	
	<i>CI low bnd</i>	29.7	30.2	31.2	29.7	24.9	31.9	27.2	29.3	27.4	25.0	26.2	28.7	<i>CI low bnd</i>	29.7	30.2	31.2	29.7	24.9	31.9	27.2	29.3	27.4	25.0	26.2	28.7	

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

		First-year students									Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning^a	%	42		39		40		46		23		44	49		48		46		42		47		50
	n	271		268		131		173		200		255	457		382		268		279		398		285
	SE	3.0		3.0		4.3		3.8		3.0		3.1	2.3		2.6		3.0		3.0		2.5		3.0
	CI up bnd	48		44		48		53		29		51	53		53		52		48		52		56
	CI low bnd	36		33		32		38		17		38	44		43		40		36		42		44
Learning Community^a	%	26		24		13		5		3		6	24		26		26		20		21		25
	n	275		268		131		171		201		259	457		385		269		281		396		286
	SE	2.6		2.6		3.0		1.6		1.2		1.4	2.0		2.2		2.7		2.4		2.0		2.6
	CI up bnd	31		29		19		8		6		8	28		30		32		25		25		30
	CI low bnd	21		19		7		1		1		3	20		21		21		16		17		20
Research with Faculty^a	%	2		2		2		4		1		2	21		17		19		21		18		20
	n	275		271		131		173		202		258	457		385		273		281		394		286
	SE	0.8		0.9		1.3		1.5		0.7		1.0	1.9		1.9		2.4		2.4		1.9		2.3
	CI up bnd	4		4		5		7		2		4	24		21		23		26		21		24
	CI low bnd	0		1		0		1		0		1	17		13		14		16		14		15
Internship or Field Experience^b	%	64		69		73		62		68		63	48		51		52		50		48		50
	n	277		273		132		173		201		260	462		385		271		282		399		287
	SE	2.9		2.8		3.9		3.7		3.3		3.0	2.3		2.6		3.0		3.0		2.5		3.0
	CI up bnd	70		74		80		70		74		69	52		56		58		55		53		56
	CI low bnd	59		63		65		55		61		58	43		46		46		44		43		44
Study Abroad^b	%	22		29		24		22		22		16	7		5		8		7		5		6
	n	275		273		131		172		202		258	457		385		271		279		398		287
	SE	2.5		2.8		3.7		3.2		2.9		2.3	1.2		1.1		1.7		1.5		1.0		1.4
	CI up bnd	26		34		31		28		27		20	9		7		11		10		7		9
	CI low bnd	17		24		17		16		16		11	5		3		5		4		3		3
Culminating Senior Experience^b	%	54		48		55		53		42		48	41		40		35		43		44		49
	n	277		272		131		171		200		258	459		383		271		279		396		286
	SE	3.0		3.0		4.4		3.8		3.5		3.1	2.3		2.5		2.9		3.0		2.5		3.0
	CI up bnd	60		54		64		61		49		54	46		44		41		49		49		55
	CI low bnd	49		42		46		46		35		42	37		35		29		37		39		43
Overall HIP Participation^c																							
Participated in one HIP	%	39		40		41		40		26		39	24		27		26		21		26		21
	n	280		273		132		173		203		259	462		387		273		282		400		287
	SE	2.9		3.0		4.3		3.7		3.1		3.0	2.0		2.3		2.7		2.4		2.2		2.4
	CI up bnd	45		46		49		47		32		45	28		31		32		25		31		26
	CI low bnd	33		34		32		33		20		33	20		23		21		16		22		16
Participated in two or more HIPs	%	14		12		7		7		0		6	55		53		54		57		55		63
	n	280		273		132		173		203		259	462		387		273		282		400		287
	SE	2.1		1.9		2.2		1.9		0.4		1.5	2.3		2.5		3.0		3.0		2.5		2.9
	CI up bnd	18		15		11		10		1		9	59		58		60		63		60		69
	CI low bnd	10		8		3		3		0		3	50		48		48		51		50		57

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.