



---

**NSSE 2019**  
**Multi-Year Report**  
University of Houston-Clear Lake

---

### About Your Multi-Year Report

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

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: [nsse.indiana.edu/links/webinar](https://nsse.indiana.edu/links/webinar)

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 <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						23%	+/- 4.0%	474	411	63
2014						26%	+/- 3.6%	540	470	70
2015						21%	+/- 4.2%	433	379	54
2016	23%	+/- 11.7%	54	50	4	20%	+/- 4.1%	450	382	68
2017	21%	+/- 15.3%	33	24	9	14%	+/- 5.3%	292	233	59
2018	18%	+/- 12.4%	51	44	7	19%	+/- 4.4%	408	356	52
2019	18%	+/- 13.9%	41	36	5	16%	+/- 4.9%	331	285	46
2020										

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	Yes	None	No	No	No
2014	Email	Census	Yes	None	No	No	No
2015	Email	Census	Yes	None	No	No	No
2016	Email	Census	Yes	None	No	No	No
2017	Email	Census	Yes	Transferable Skills	No	No	No
2018	Email	Census	Yes	Transferable Skills	No	No	No
2019	Email	Census	Yes	Transferable Skills	No	No	No
2020							

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

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

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

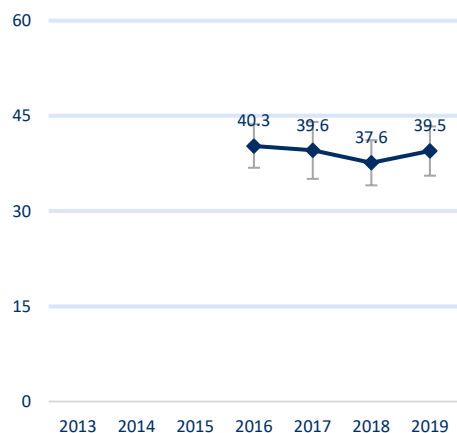
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

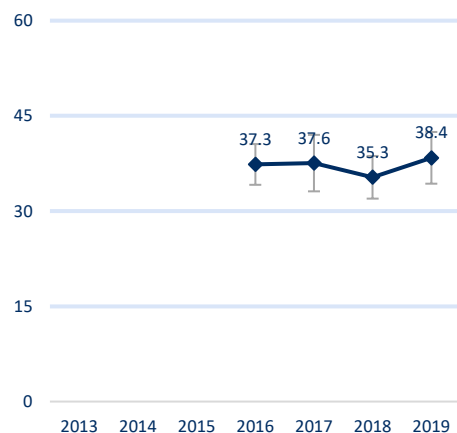
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

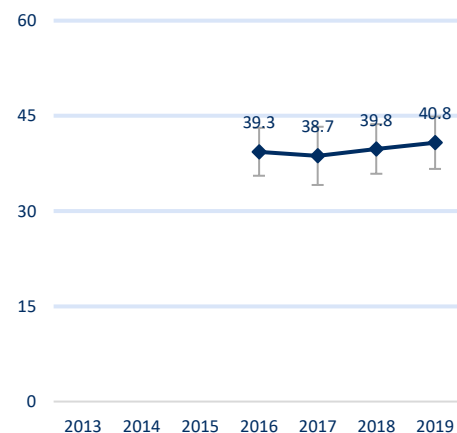
##### Higher-Order Learning



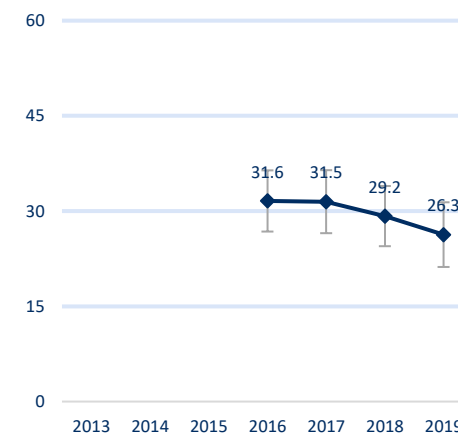
##### Reflective & Integrative Learning



##### Learning Strategies

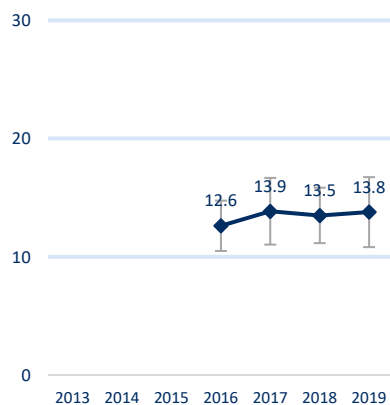


##### Quantitative Reasoning

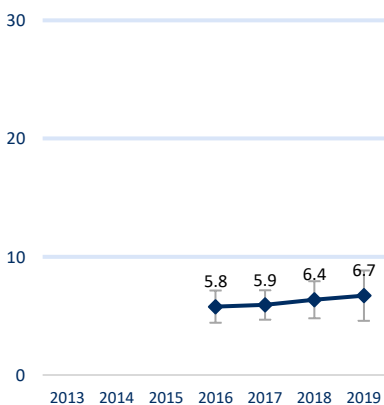


#### Academic Challenge (additional items): First-year students

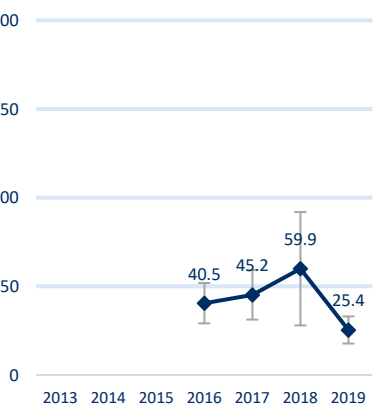
##### Preparing for Class (hrs/wk)



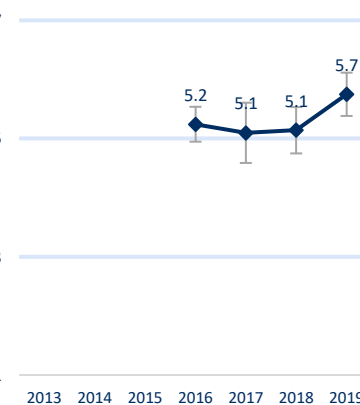
##### Course Reading (hrs/wk)<sup>a</sup>



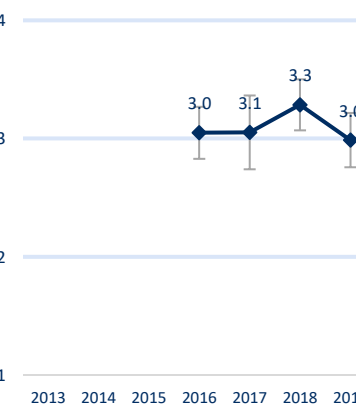
##### Assigned Writing (pages)<sup>a</sup>



##### 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. 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 2019 Multi-Year Report

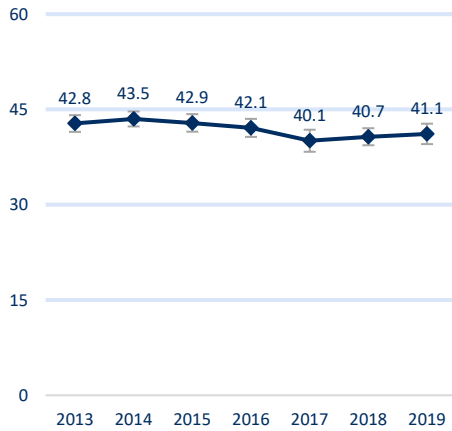
## Engagement Results by Theme

### University of Houston-Clear Lake

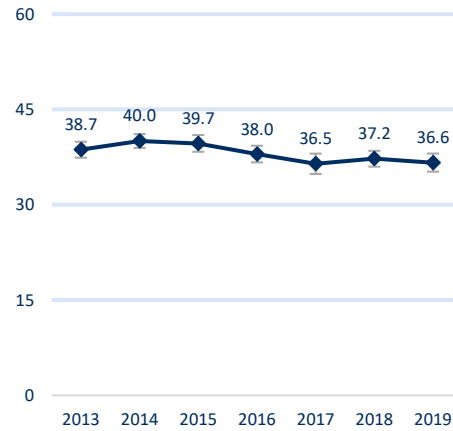
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

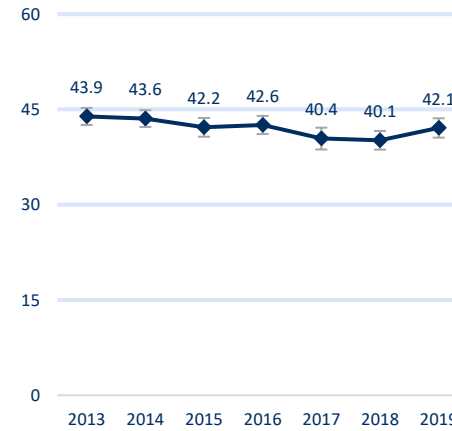
##### Higher-Order Learning



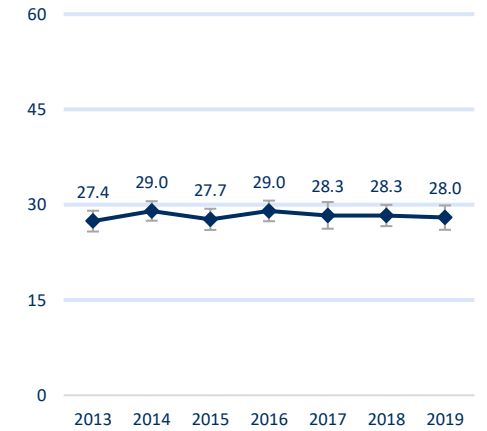
##### Reflective & Integrative Learning



##### Learning Strategies

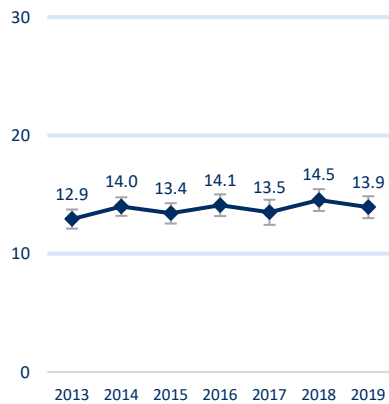


##### Quantitative Reasoning

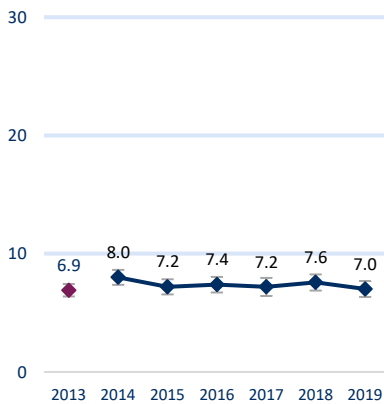


#### Academic Challenge (additional items): Seniors

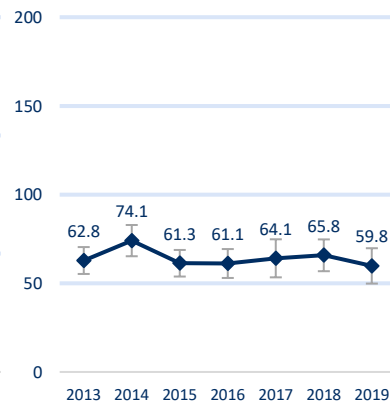
##### Preparing for Class (hrs/wk)



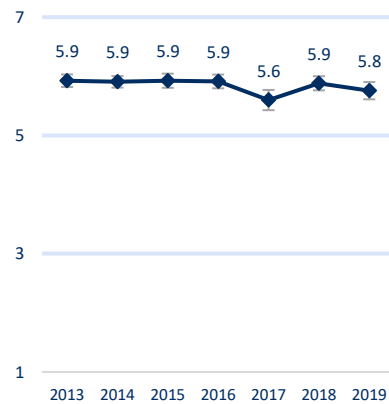
##### Course Reading (hrs/wk)<sup>a</sup>



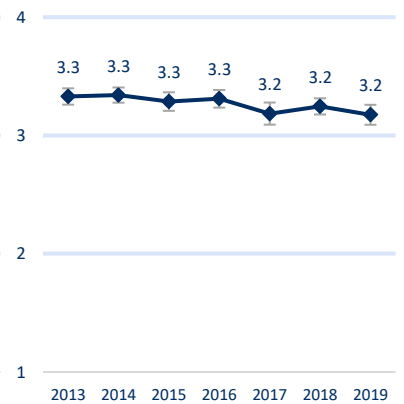
##### Assigned Writing (pages)<sup>a</sup>



##### 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. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

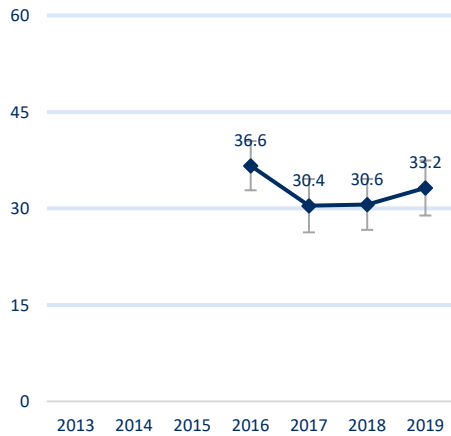
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

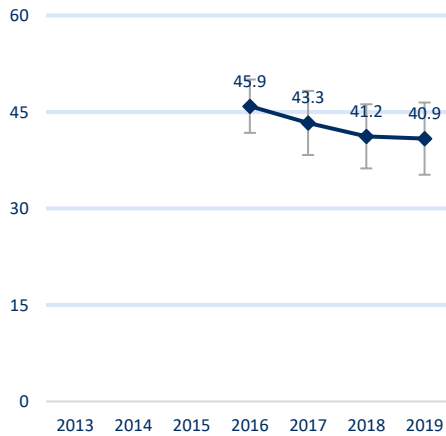
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

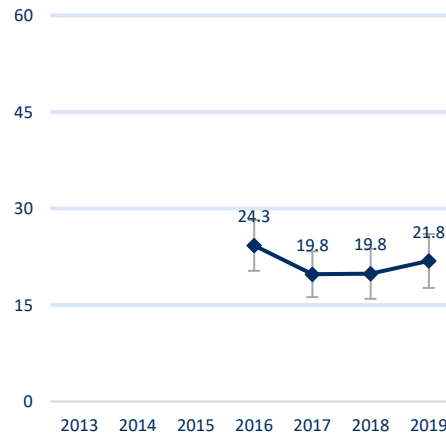


##### Discussions with Diverse Others

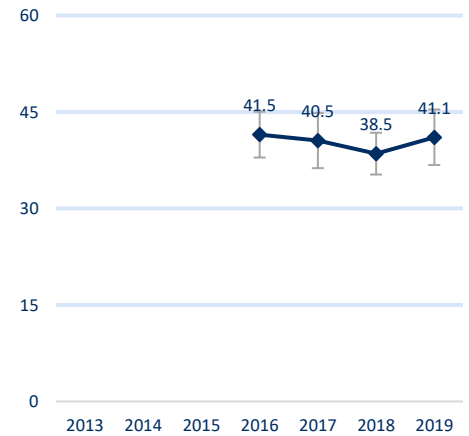


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

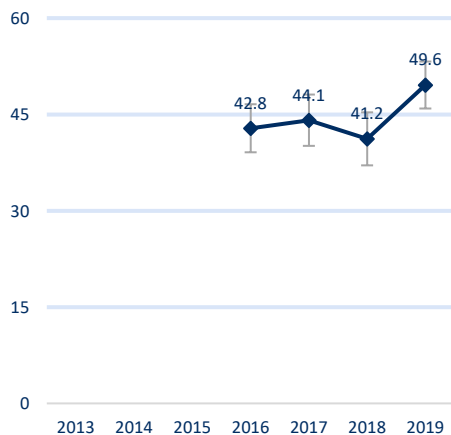


##### Effective Teaching Practices

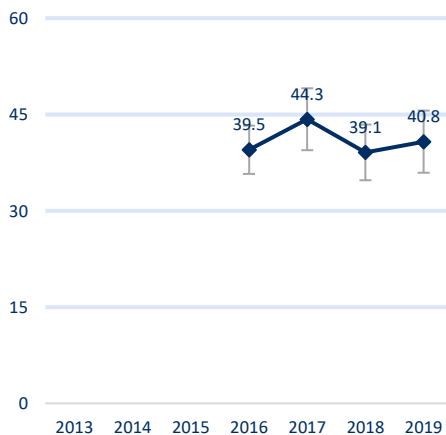


#### Campus Environment: First-year students

##### Quality of Interactions



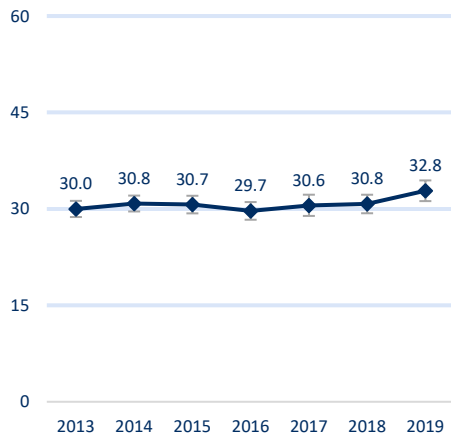
##### Supportive Environment



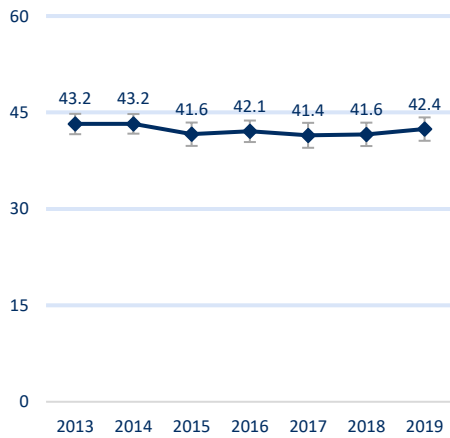
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

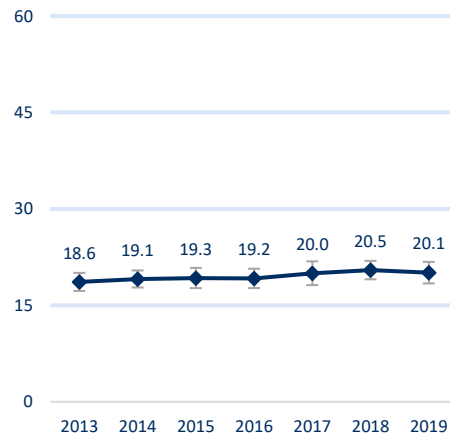


##### Discussions with Diverse Others

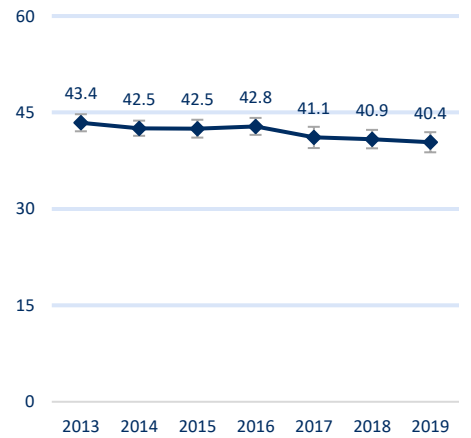


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

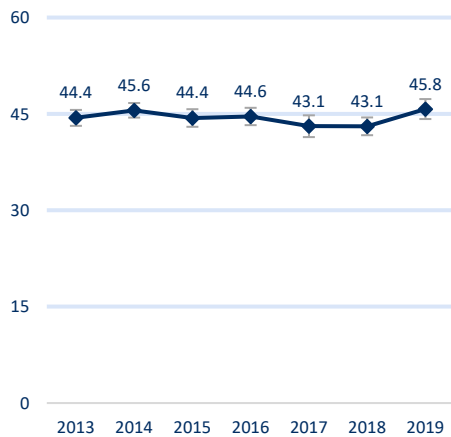


##### Effective Teaching Practices

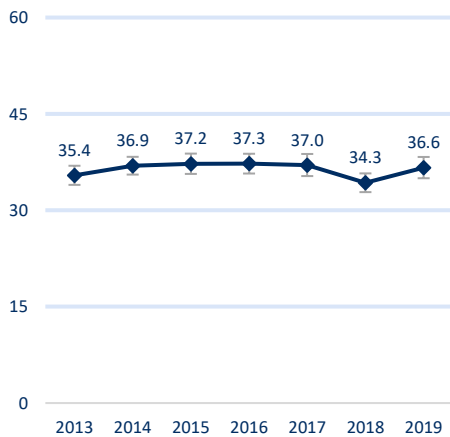


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

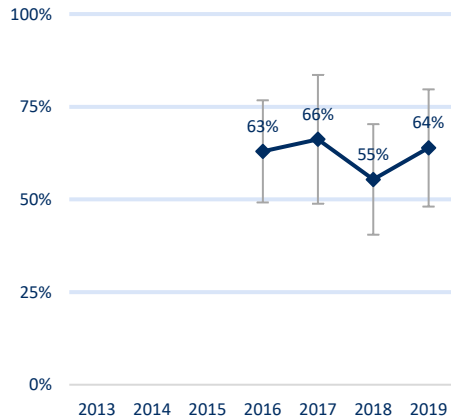


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

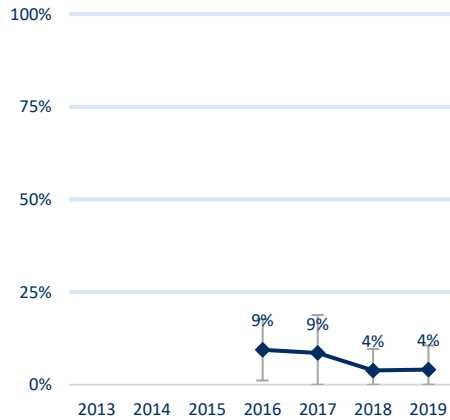
##### Service-Learning

(Some, most, or all courses)



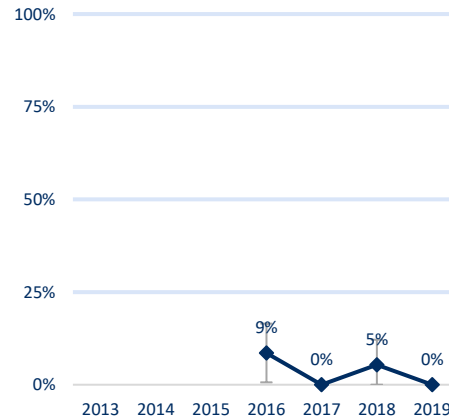
##### Learning Community

(Done or in progress)



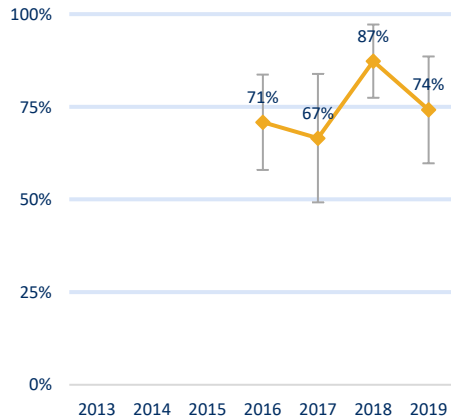
##### Research with Faculty

(Done or in progress)



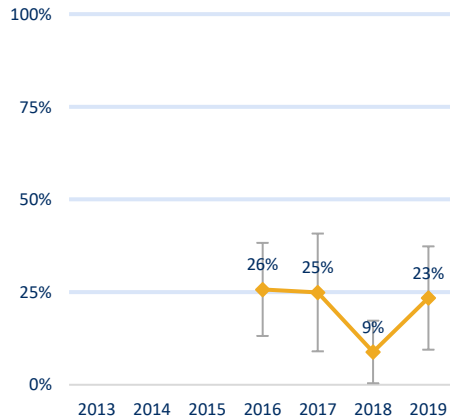
##### Internship/Field Experience

(Plan to do)



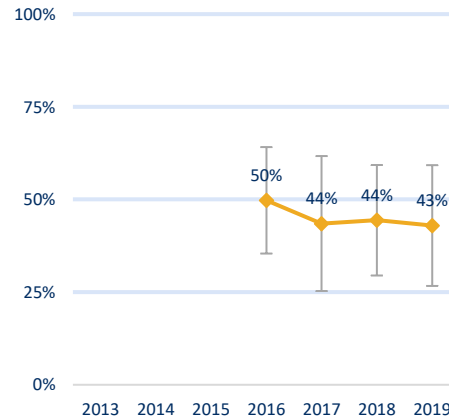
##### Study Abroad

(Plan to do)



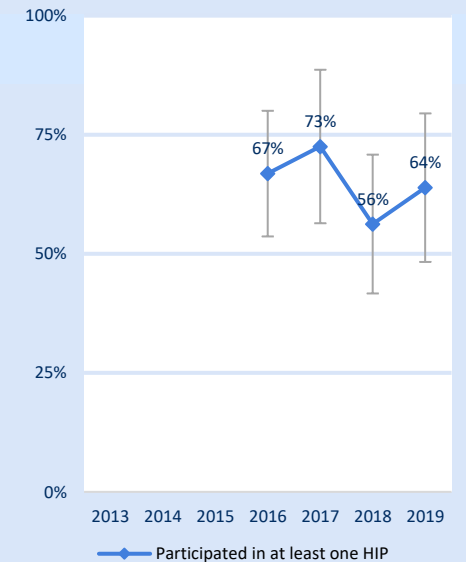
##### Culminating Senior Experience

(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.

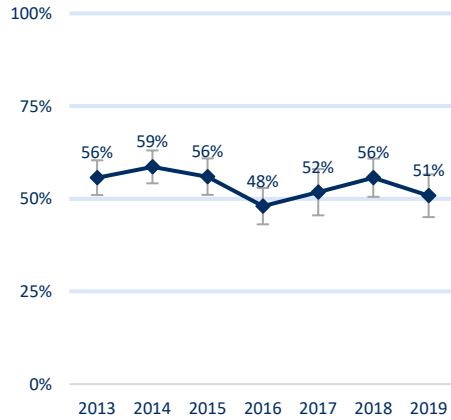


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

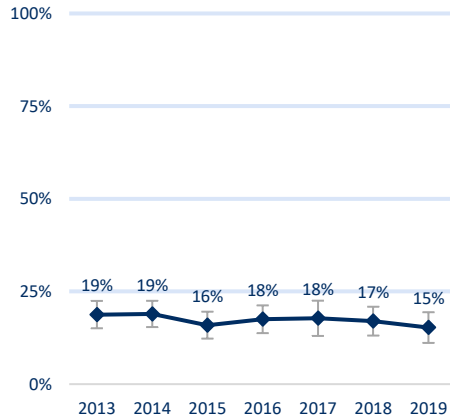
##### Service-Learning

(Some, most, or all courses)



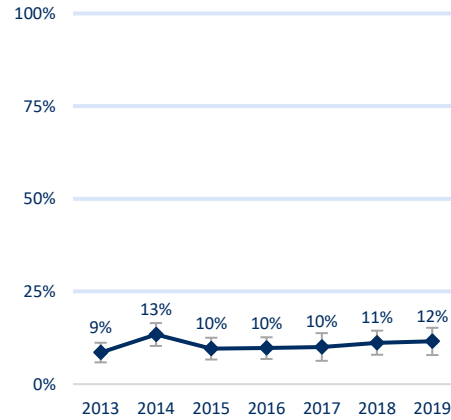
##### Learning Community

(Done or in progress)



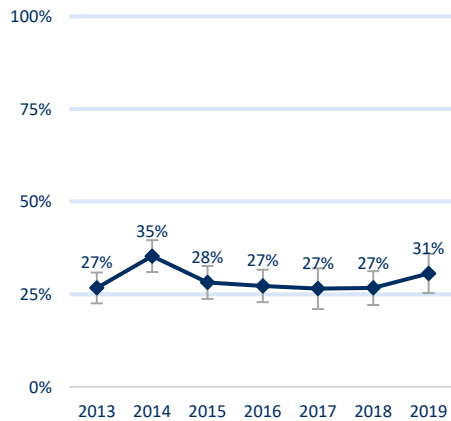
##### Research with Faculty

(Done or in progress)



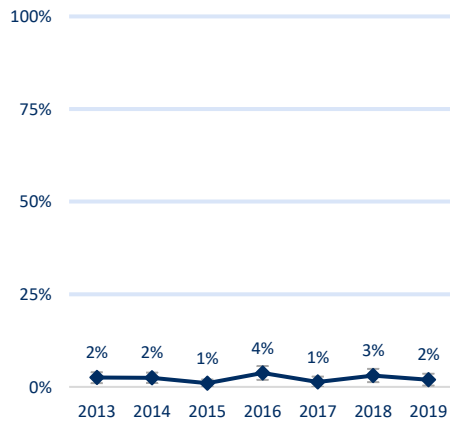
##### Internship/Field Experience

(Done or in progress)



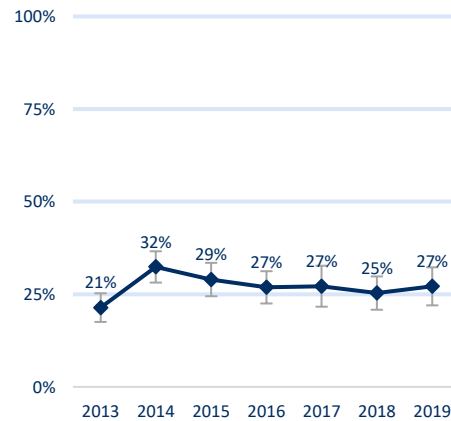
##### Study Abroad

(Done or in progress)



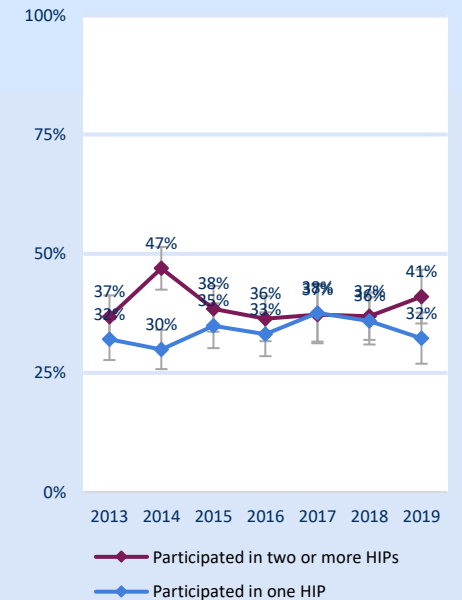
##### Culminating Senior Experience

(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.

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Houston-Clear Lake

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
<b>Higher-Order Learning</b>	Mean			<b>40.3</b>	<b>39.6</b>	<b>37.6</b>	<b>39.5</b>			<b>42.8</b>	<b>43.5</b>	<b>42.9</b>	<b>42.1</b>	<b>40.1</b>	<b>40.7</b>	<b>41.1</b>	
	n			48	33	49	37			438	497	398	415	266	373	295	
	SD			12.1	13.1	12.6	12.1			14.0	13.4	14.0	14.8	14.4	13.2	14.1	
	SE			1.75	2.29	1.81	1.98			.67	.60	.70	.72	.89	.68	.82	
	CI upper bound			43.7	44.0	41.2	43.3			44.1	44.7	44.3	43.5	41.8	42.0	42.8	
	CI lower bound			36.8	35.1	34.1	35.6			41.5	42.3	41.5	40.7	38.3	39.4	39.5	
<b>Reflective &amp; Integrative Learning</b>	Mean			<b>37.3</b>	<b>37.6</b>	<b>35.3</b>	<b>38.4</b>			<b>38.7</b>	<b>40.0</b>	<b>39.7</b>	<b>38.0</b>	<b>36.5</b>	<b>37.2</b>	<b>36.6</b>	
	n			52	33	50	39			457	509	417	427	275	389	312	
	SD			11.8	13.0	12.1	12.9			13.7	12.5	13.7	13.8	13.5	12.6	12.9	
	SE			1.64	2.27	1.71	2.08			.64	.56	.67	.67	.82	.64	.73	
	CI upper bound			40.6	42.0	38.7	42.5			39.9	41.1	41.0	39.3	38.1	38.5	38.1	
	CI lower bound			34.1	33.1	32.0	34.3			37.4	38.9	38.3	36.7	34.9	36.0	35.2	
<b>Learning Strategies</b>	Mean			<b>39.3</b>	<b>38.7</b>	<b>39.8</b>	<b>40.8</b>			<b>43.9</b>	<b>43.6</b>	<b>42.2</b>	<b>42.6</b>	<b>40.4</b>	<b>40.1</b>	<b>42.1</b>	
	n			47	29	44	36			423	469	388	395	247	362	293	
	SD			13.2	12.6	13.2	12.7			14.1	14.6	14.8	14.5	13.8	14.2	13.3	
	SE			1.93	2.34	1.99	2.10			.68	.67	.75	.73	.88	.75	.78	
	CI upper bound			43.1	43.3	43.7	44.9			45.2	44.9	43.7	44.0	42.1	41.6	43.6	
	CI lower bound			35.6	34.1	35.9	36.6			42.6	42.2	40.7	41.1	38.7	38.7	40.6	
<b>Quantitative Reasoning</b>	Mean			<b>31.6</b>	<b>31.5</b>	<b>29.2</b>	<b>26.3</b>			<b>27.4</b>	<b>29.0</b>	<b>27.7</b>	<b>29.0</b>	<b>28.3</b>	<b>28.3</b>	<b>28.0</b>	
	n			49	33	45	36			445	500	412	422	256	363	291	
	SD			17.2	14.5	16.1	15.5			17.6	17.5	17.3	17.0	17.2	16.3	16.7	
	SE			2.46	2.53	2.42	2.60			.83	.78	.85	.83	1.07	.85	.98	
	CI upper bound			36.4	36.4	33.9	31.4			29.1	30.6	29.4	30.6	30.4	30.0	29.9	
	CI lower bound			26.8	26.5	24.5	21.2			25.8	27.5	26.0	27.4	26.2	26.6	26.1	
<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> (hours/week)	Mean			<b>12.6</b>	<b>13.9</b>	<b>13.5</b>	<b>13.8</b>			<b>12.9</b>	<b>14.0</b>	<b>13.4</b>	<b>14.1</b>	<b>13.5</b>	<b>14.5</b>	<b>13.9</b>	
	n			49	24	42	36			417	452	378	385	236	355	286	
	SD			7.6	7.1	7.8	9.0			8.4	8.5	8.5	9.2	8.3	8.9	8.0	
	SE			1.09	1.44	1.20	1.51			.41	.40	.44	.47	.54	.47	.47	
	CI upper bound			14.7	16.7	15.8	16.7			13.7	14.8	14.3	15.0	14.6	15.5	14.9	
	CI lower bound			10.5	11.0	11.2	10.8			12.1	13.2	12.6	13.2	12.4	13.6	13.0	
<b>Course Reading</b> Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	Mean			<b>5.8</b>	<b>5.9</b>	<b>6.4</b>	<b>6.7</b>			<b>6.9</b>	<b>8.0</b>	<b>7.2</b>	<b>7.4</b>	<b>7.2</b>	<b>7.6</b>	<b>7.0</b>	
	n			49	24	42	36			415	449	373	384	234	351	286	
	SD			4.9	3.1	5.2	6.5			5.5	6.8	6.3	6.6	6.0	6.5	5.8	
	SE			.70	.64	.80	1.09			.27	.32	.33	.34	.39	.35	.34	
	CI upper bound			7.1	7.2	7.9	8.8			7.4	8.6	7.8	8.0	8.0	8.2	7.7	
	CI lower bound			4.4	4.7	4.8	4.6			6.4	7.4	6.6	6.7	6.4	6.9	6.3	

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

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Houston-Clear Lake

		First-year students							Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020	
<i>Academic Challenge (additional items, continued)</i>																		
<b>Assigned Writing</b>	<i>Mean</i>			<b>40.5</b>	<b>45.2</b>	<b>59.9</b>	<b>25.4</b>			<b>62.8</b>	<b>74.1</b>	<b>61.3</b>	<b>61.1</b>	<b>64.1</b>	<b>65.8</b>	<b>59.8</b>		
	<i>n</i>			46	29	45	36			369	403	351	362	250	356	291		
	Estimated number of pages calculated from three survey questions.	<i>SD</i>			39.4	38.7	109.9	23.6			74.3	90.2	71.6	79.1	86.4	86.4	86.8	
		<i>SE</i>			5.81	7.13	16.32	3.91			3.87	4.50	3.82	4.16	5.47	4.58	5.09	
		<i>CI upper bound</i>			51.9	59.2	91.9	33.1			70.4	82.9	68.8	69.3	74.8	74.7	69.8	
		<i>CI lower bound</i>			29.1	31.3	28.0	17.7			55.3	65.2	53.8	53.0	53.3	56.8	49.8	
<b>Course Challenge</b>	<i>Mean</i>			<b>5.2</b>	<b>5.1</b>	<b>5.1</b>	<b>5.7</b>			<b>5.9</b>	<b>5.9</b>	<b>5.9</b>	<b>5.9</b>	<b>5.6</b>	<b>5.9</b>	<b>5.8</b>		
	<i>n</i>			49	29	45	36			434	475	394	399	249	356	294		
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>SD</i>			1.1	1.4	1.3	1.1			1.1	1.1	1.2	1.2	1.4	1.1	1.3	
		<i>SE</i>			.15	.26	.20	.19			.05	.05	.06	.06	.09	.06	.07	
		<i>CI upper bound</i>			5.5	5.6	5.5	6.1			6.0	6.0	6.0	6.0	5.8	6.0	5.9	
		<i>CI lower bound</i>			4.9	4.6	4.7	5.4			5.8	5.8	5.8	5.8	5.4	5.8	5.6	
<b>Academic Emphasis</b>	<i>Mean</i>			<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>			<b>3.3</b>	<b>3.3</b>	<b>3.3</b>	<b>3.3</b>	<b>3.2</b>	<b>3.2</b>	<b>3.2</b>		
	<i>n</i>			49	27	43	36			414	455	380	387	238	358	291		
	Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>SD</i>			0.8	0.8	0.7	0.7			0.7	0.7	0.8	0.7	0.7	0.7	0.7	
		<i>SE</i>			.11	.16	.11	.12			.04	.03	.04	.04	.05	.03	.04	
		<i>CI upper bound</i>			3.3	3.4	3.5	3.2			3.4	3.4	3.4	3.4	3.3	3.3	3.3	
		<i>CI lower bound</i>			2.8	2.7	3.1	2.8			3.3	3.3	3.2	3.2	3.1	3.2	3.1	
<i>Learning with Peers</i>																		
<b>Collaborative Learning</b>	<i>Mean</i>			<b>36.6</b>	<b>30.4</b>	<b>30.6</b>	<b>33.2</b>			<b>30.0</b>	<b>30.8</b>	<b>30.7</b>	<b>29.7</b>	<b>30.6</b>	<b>30.8</b>	<b>32.8</b>		
	<i>n</i>			54	33	51	40			459	510	411	431	282	398	322		
		<i>SD</i>			14.3	12.2	14.4	13.7			13.7	14.2	14.2	14.5	14.1	14.7	14.7	
		<i>SE</i>			1.95	2.12	2.02	2.18			.64	.63	.70	.70	.84	.74	.82	
		<i>CI upper bound</i>			40.5	34.6	34.6	37.4			31.3	32.1	32.0	31.1	32.2	32.2	34.4	
		<i>CI lower bound</i>			32.8	26.3	26.7	28.9			28.7	29.6	29.3	28.3	28.9	29.3	31.2	
<b>Discussions with Diverse Others</b>	<i>Mean</i>			<b>45.9</b>	<b>43.3</b>	<b>41.2</b>	<b>40.9</b>			<b>43.2</b>	<b>43.2</b>	<b>41.6</b>	<b>42.1</b>	<b>41.4</b>	<b>41.6</b>	<b>42.4</b>		
	<i>n</i>			48	28	45	36			429	470	387	401	250	356	293		
		<i>SD</i>			14.6	13.6	17.0	17.3			16.7	16.9	18.2	17.1	15.7	17.5	15.9	
		<i>SE</i>			2.12	2.54	2.54	2.86			.81	.78	.93	.85	.99	.93	.93	
		<i>CI upper bound</i>			50.0	48.3	46.2	46.5			44.8	44.8	43.4	43.7	43.4	43.4	44.2	
		<i>CI lower bound</i>			41.8	38.3	36.2	35.2			41.6	41.7	39.8	40.4	39.5	39.8	40.6	

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

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Houston-Clear Lake

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
<b>Student-Faculty Interaction</b>	Mean			<b>24.3</b>	<b>19.8</b>	<b>19.8</b>	<b>21.8</b>			<b>18.6</b>	<b>19.1</b>	<b>19.3</b>	<b>19.2</b>	<b>20.0</b>	<b>20.5</b>	<b>20.1</b>	
	n			50	33	49	35			444	502	409	423	270	379	305	
	SD			14.3	10.5	13.8	12.6			15.1	15.1	16.2	15.8	15.5	14.3	14.9	
	SE			2.02	1.82	1.98	2.13			.72	.68	.80	.77	.94	.73	.85	
	CI upper bound			28.2	23.3	23.7	26.0			20.0	20.4	20.8	20.7	21.8	21.9	21.8	
	CI lower bound			20.3	16.2	16.0	17.6			17.2	17.8	17.7	17.7	18.1	19.0	18.4	
<b>Effective Teaching Practices</b>	Mean			<b>41.5</b>	<b>40.5</b>	<b>38.5</b>	<b>41.1</b>			<b>43.4</b>	<b>42.5</b>	<b>42.5</b>	<b>42.8</b>	<b>41.1</b>	<b>40.9</b>	<b>40.4</b>	
	n			49	33	47	36			453	506	413	427	266	374	299	
	SD			12.7	12.6	11.4	13.3			14.4	13.5	14.4	13.9	13.7	14.1	13.8	
	SE			1.82	2.19	1.66	2.20			.68	.60	.71	.67	.84	.73	.80	
	CI upper bound			45.0	44.8	41.8	45.4			44.7	43.7	43.9	44.2	42.8	42.3	41.9	
	CI lower bound			37.9	36.3	35.3	36.8			42.1	41.4	41.1	41.5	39.5	39.4	38.8	
<i>Campus Environment</i>																	
<b>Quality of Interactions</b>	Mean			<b>42.8</b>	<b>44.1</b>	<b>41.2</b>	<b>49.6</b>			<b>44.4</b>	<b>45.6</b>	<b>44.4</b>	<b>44.6</b>	<b>43.1</b>	<b>43.1</b>	<b>45.8</b>	
	n			44	29	44	35			406	448	359	363	226	334	258	
	SD			12.7	11.1	13.9	11.0			12.7	12.3	13.2	13.1	13.0	12.9	12.7	
	SE			1.91	2.04	2.11	1.87			.63	.58	.70	.69	.86	.71	.79	
	CI upper bound			46.6	48.1	45.3	53.2			45.6	46.7	45.7	46.0	44.8	44.5	47.3	
	CI lower bound			39.1	40.1	37.1	45.9			43.1	44.4	43.0	43.3	41.4	41.7	44.2	
<b>Supportive Environment</b>	Mean			<b>39.5</b>	<b>44.3</b>	<b>39.1</b>	<b>40.8</b>			<b>35.4</b>	<b>36.9</b>	<b>37.2</b>	<b>37.3</b>	<b>37.0</b>	<b>34.3</b>	<b>36.6</b>	
	n			49	24	43	36			415	455	374	384	237	353	287	
	SD			13.4	12.1	14.5	14.9			15.5	15.1	15.6	15.4	13.5	14.0	14.3	
	SE			1.92	2.46	2.21	2.47			.76	.71	.81	.78	.88	.74	.84	
	CI upper bound			43.3	49.1	43.4	45.6			36.9	38.3	38.8	38.8	38.8	35.7	38.3	
	CI lower bound			35.7	39.4	34.7	35.9			34.0	35.6	35.7	35.7	35.3	32.8	35.0	

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

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<b>Service-Learning<sup>a</sup></b>	%				<b>63</b>	<b>66</b>	<b>55</b>	<b>64</b>		<b>56</b>	<b>59</b>	<b>56</b>	<b>48</b>	<b>52</b>	<b>56</b>	<b>51</b>	
	<i>n</i>				48	29	44	36		431	474	392	400	247	357	290	
	SE				7.0	8.9	7.6	8.1		2.4	2.3	2.5	2.5	3.2	2.6	2.9	
	<i>CI upper bound (%)</i>				77	84	70	80		60	63	61	53	58	61	57	
	<i>CI lower bound (%)</i>				49	49	40	48		51	54	51	43	46	51	45	
<b>Learning Community<sup>a</sup></b>	%				<b>9</b>	<b>9</b>	<b>4</b>	<b>4</b>		<b>19</b>	<b>19</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>17</b>	<b>15</b>	
	<i>n</i>				49	29	44	36		431	472	392	397	249	360	290	
	SE				4.2	5.2	2.9	3.3		1.9	1.8	1.9	1.9	2.4	2.0	2.1	
	<i>CI upper bound (%)</i>				18	19	10	11		22	22	20	21	23	21	19	
	<i>CI lower bound (%)</i>				1	0	0	0		15	15	12	14	13	13	11	
<b>Research with Faculty<sup>a</sup></b>	%				<b>9</b>	<b>0</b>	<b>5</b>	<b>0</b>		<b>9</b>	<b>13</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>12</b>	
	<i>n</i>				49	29	45	36		427	470	388	394	249	362	291	
	SE				4.0	0.0	3.4	0.0		1.4	1.6	1.5	1.5	1.9	1.7	1.9	
	<i>CI upper bound (%)</i>				16	0	12	0		11	16	13	13	14	14	15	
	<i>CI lower bound (%)</i>				1	0	0	0		6	10	7	7	6	8	8	
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%				<b>71</b>	<b>67</b>	<b>87</b>	<b>74</b>		<b>27</b>	<b>35</b>	<b>28</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>31</b>	
	<i>n</i>				49	29	45	36		436	475	393	398	249	361	292	
	SE				6.6	8.8	5.0	7.4		2.1	2.2	2.3	2.2	2.8	2.3	2.7	
	<i>CI upper bound (%)</i>				84	84	97	89		31	40	33	32	32	31	36	
	<i>CI lower bound (%)</i>				58	49	77	60		23	31	24	23	21	22	25	
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%				<b>26</b>	<b>25</b>	<b>9</b>	<b>23</b>		<b>2</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>2</b>	
	<i>n</i>				48	29	45	36		430	470	388	397	248	361	290	
	SE				6.4	8.1	4.3	7.1		0.8	0.7	0.5	1.0	0.7	0.9	0.8	
	<i>CI upper bound (%)</i>				38	41	17	37		4	4	2	6	3	5	4	
	<i>CI lower bound (%)</i>				13	9	0	9		1	1	0	2	0	1	0	
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%				<b>50</b>	<b>44</b>	<b>44</b>	<b>43</b>		<b>21</b>	<b>32</b>	<b>29</b>	<b>27</b>	<b>27</b>	<b>25</b>	<b>27</b>	
	<i>n</i>				48	29	44	36		432	472	391	398	249	360	289	
	SE				7.3	9.3	7.6	8.3		2.0	2.2	2.3	2.2	2.8	2.3	2.6	
	<i>CI upper bound (%)</i>				64	62	59	59		25	37	33	31	33	30	32	
	<i>CI lower bound (%)</i>				35	25	29	27		18	28	24	23	22	21	22	
<b>Overall HIP Participation<sup>c</sup></b>																	
<b>Participated in one HIP</b>	%				<b>55</b>	<b>70</b>	<b>49</b>	<b>60</b>		<b>32</b>	<b>30</b>	<b>35</b>	<b>33</b>	<b>38</b>	<b>36</b>	<b>32</b>	
	<i>n</i>				49	29	45	36		436	476	394	401	249	362	293	
	SE				7.2	8.6	7.6	8.2		2.2	2.1	2.4	2.4	3.1	2.5	2.7	
	<i>CI upper bound (%)</i>				69	87	64	76		36	34	40	38	44	41	38	
	<i>CI lower bound (%)</i>				41	54	34	44		28	26	30	28	32	31	27	
<b>Participated in two or more HIPs</b>	%				<b>11</b>	<b>2</b>	<b>7</b>	<b>4</b>		<b>37</b>	<b>47</b>	<b>38</b>	<b>36</b>	<b>37</b>	<b>37</b>	<b>41</b>	
	<i>n</i>				49	29	45	36		436	476	394	401	249	362	293	
	SE				4.6	2.8	3.9	3.3		2.3	2.3	2.5	2.4	3.1	2.5	2.9	
	<i>CI upper bound (%)</i>				20	8	15	11		41	51	43	41	43	42	47	
	<i>CI lower bound (%)</i>				2	0	0	0		32	42	34	32	31	32	35	

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.