



NSSE 2020
Multi-Year Report
University of Minnesota Duluth

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*: <http://go.iu.edu/2R1r>

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

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

Response Details by Participation Year

| Year | First-year students | | | | | Seniors | | | | |
|------|----------------------------|-----------------------------|--------------------------------|------------------|---------------------|----------------------------|-----------------------------|--------------------------------|------------------|---------------------|
| | Response rate ^a | Sampling error ^b | Total respondents ^c | Full completions | Partial completions | Response rate ^a | Sampling error ^b | Total respondents ^c | Full completions | Partial completions |
| 2013 | | | | | | | | | | |
| 2014 | 42% | +/- 2.6% | 807 | 702 | 105 | 41% | +/- 2.5% | 913 | 817 | 96 |
| 2015 | | | | | | | | | | |
| 2016 | 40% | +/- 2.7% | 763 | 622 | 141 | 35% | +/- 3.0% | 718 | 616 | 102 |
| 2017 | | | | | | | | | | |
| 2018 | 43% | +/- 2.5% | 901 | 772 | 129 | 34% | +/- 2.9% | 763 | 661 | 102 |
| 2019 | | | | | | | | | | |
| 2020 | 46% | +/- 2.4% | 890 | 700 | 190 | 39% | +/- 2.7% | 831 | 668 | 163 |

Administration Details by Participation Year

| Year | Recruitment method | Sample type | Incentives offered | Additional question sets | Report Sample identified ^d | BCSSE | FSSE |
|------|--------------------|-------------|--------------------|--|---------------------------------------|-------|------|
| 2013 | | | | | | | |
| 2014 | Email | Census | Yes | None | No | No | No |
| 2015 | | | | | | | |
| 2016 | Email | Census | Yes | Academic Advising, FY Experiences / Sr Transitions | No | No | No |
| 2017 | | | | | | | |
| 2018 | Email | Census | Yes | Information Literacy | No | No | No |
| 2019 | | | | | | | |
| 2020 | Email | Census | Yes | Transferable Skills, Civic Engagement | No | No | Yes |

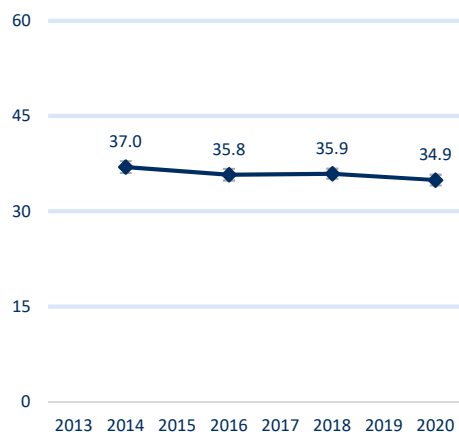
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- 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.
- 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.
- Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

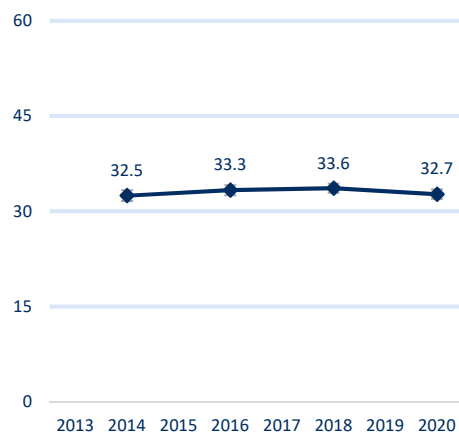
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

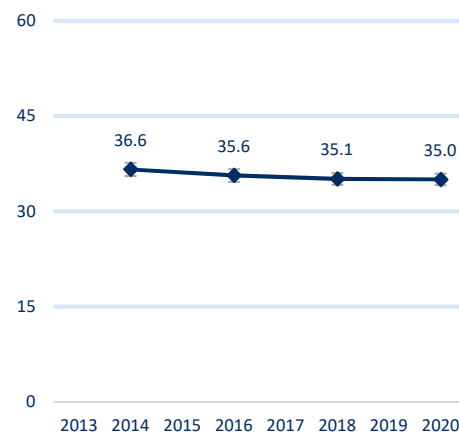
Higher-Order Learning



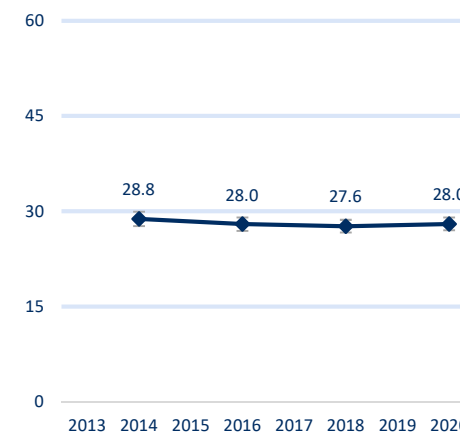
Reflective & Integrative Learning



Learning Strategies

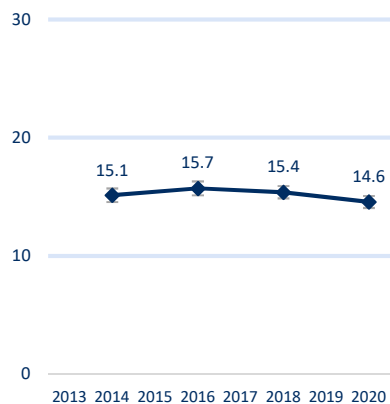


Quantitative Reasoning

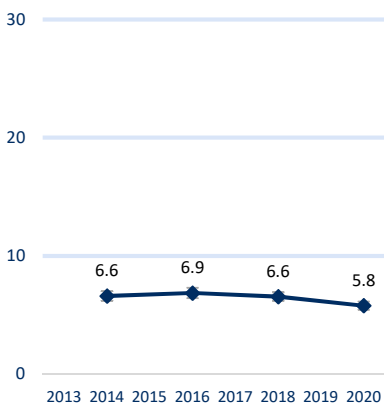


Academic Challenge (additional items): First-year students

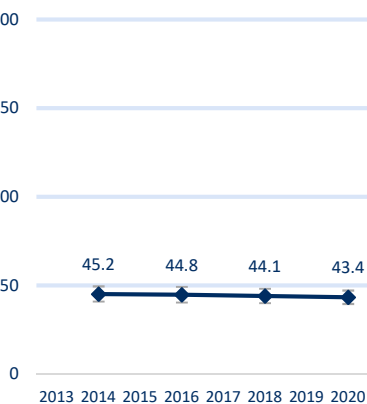
Preparing for Class (hrs/wk)



Course Reading (hrs/wk)^a



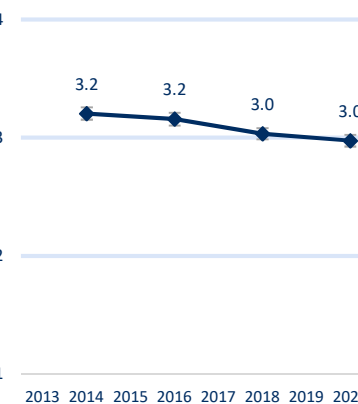
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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

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

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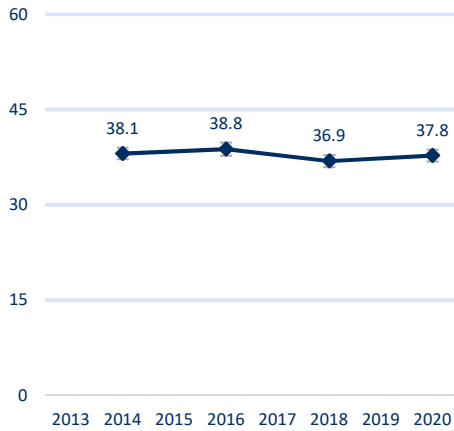
Engagement Results by Theme

University of Minnesota Duluth

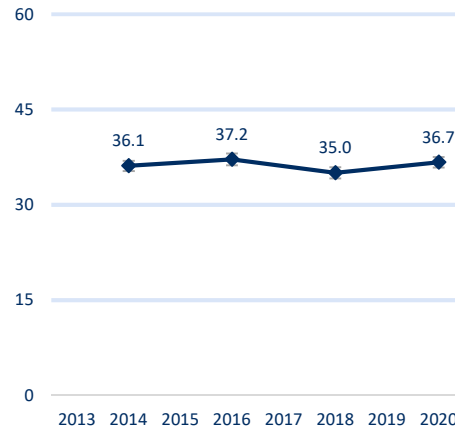
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

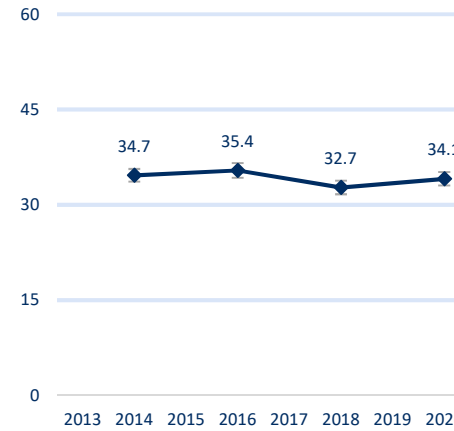
Higher-Order Learning



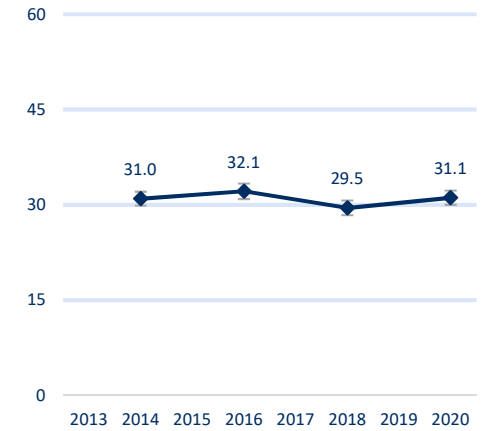
Reflective & Integrative Learning



Learning Strategies

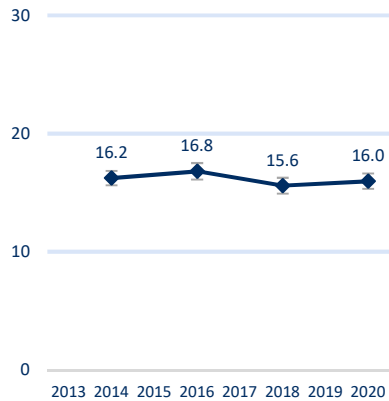


Quantitative Reasoning

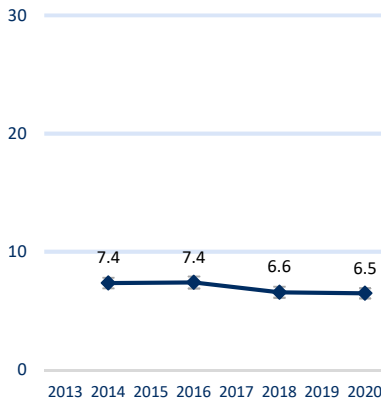


Academic Challenge (additional items): Seniors

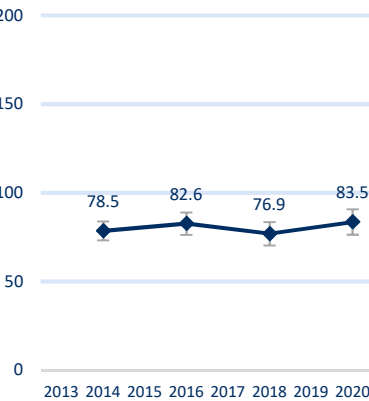
Preparing for Class (hrs/wk)



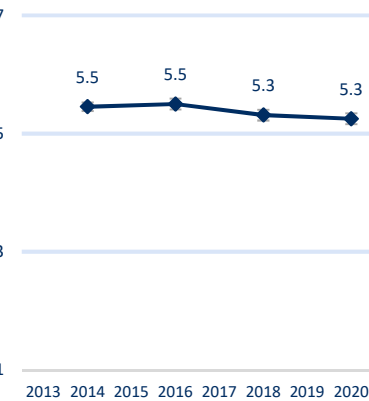
Course Reading (hrs/wk)^a



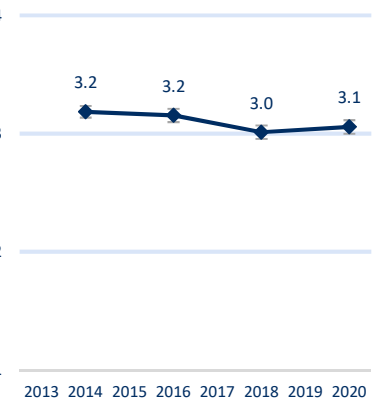
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

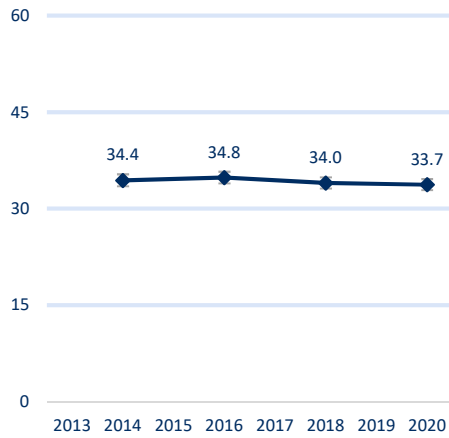
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

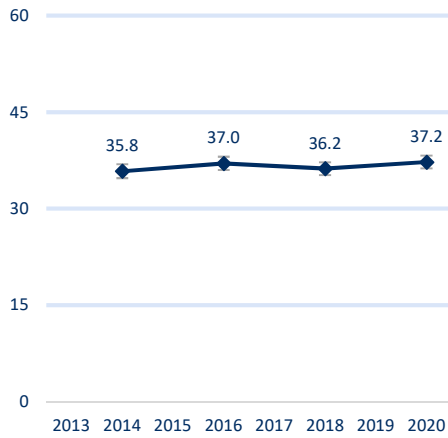
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

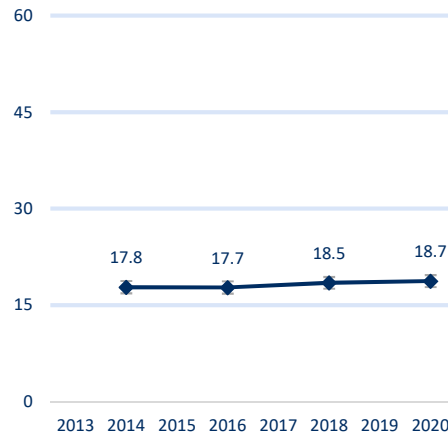


Discussions with Diverse Others

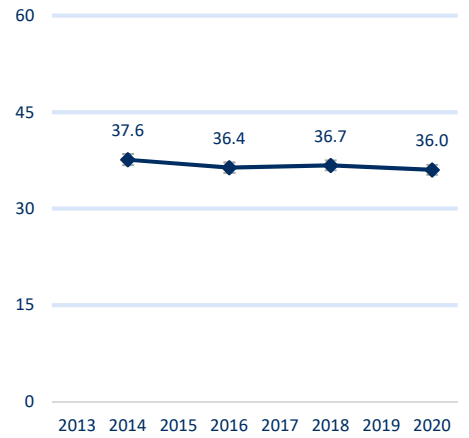


Experiences with Faculty: First-year students

Student-Faculty Interaction

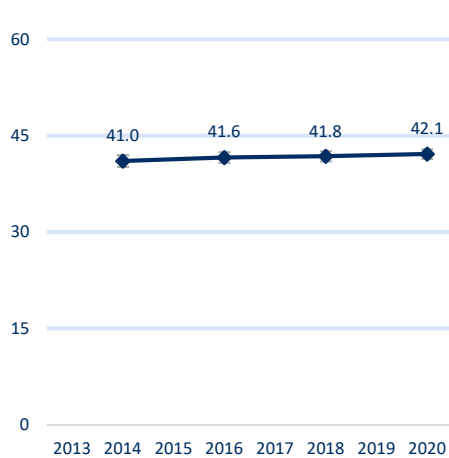


Effective Teaching Practices

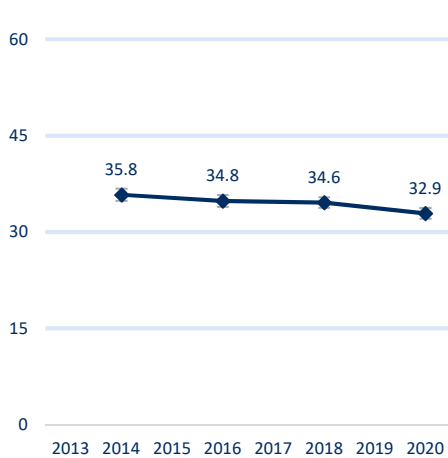


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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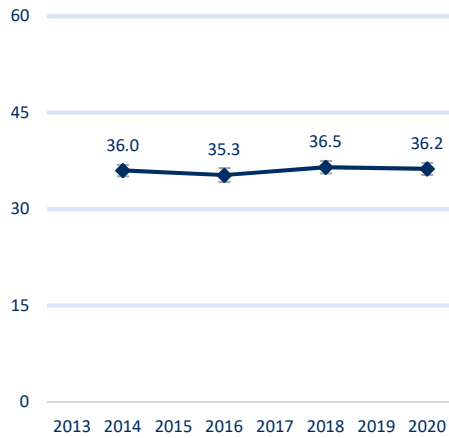
Engagement Results by Theme

University of Minnesota Duluth

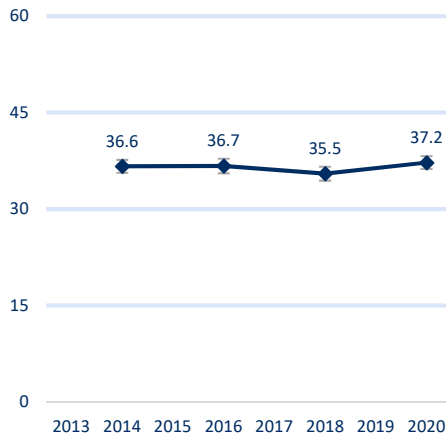
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Learning with Peers: Seniors

Collaborative Learning

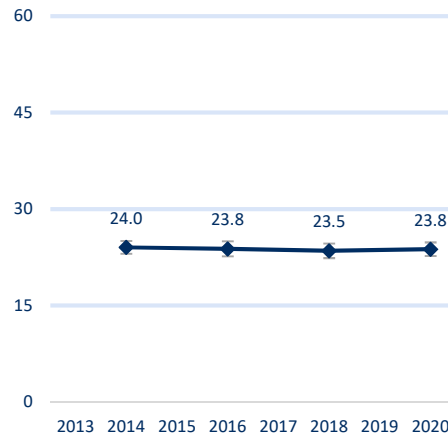


Discussions with Diverse Others

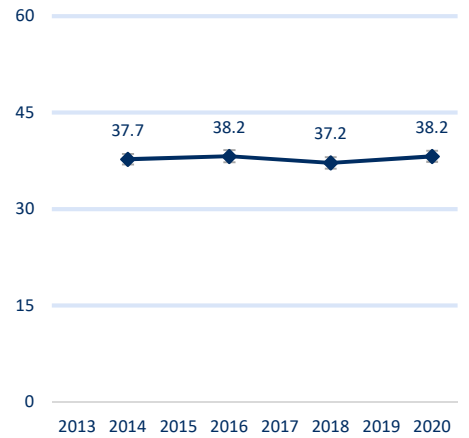


Experiences with Faculty: Seniors

Student-Faculty Interaction

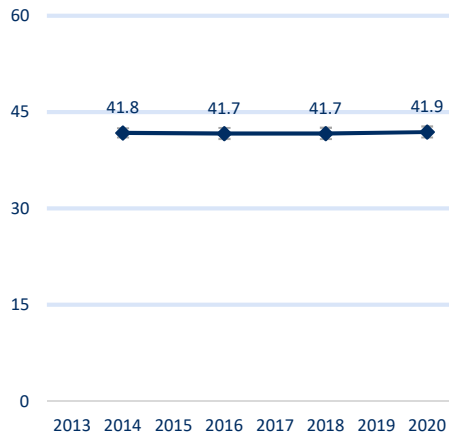


Effective Teaching Practices

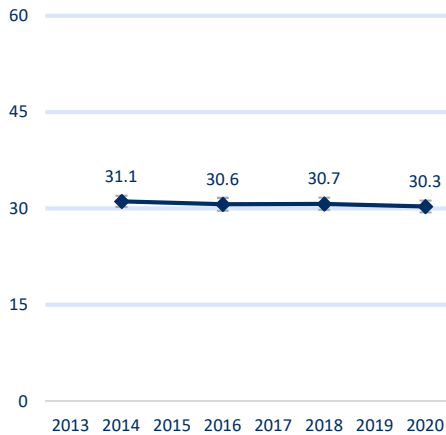


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

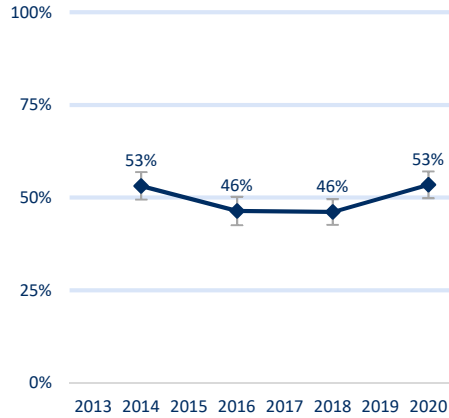


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

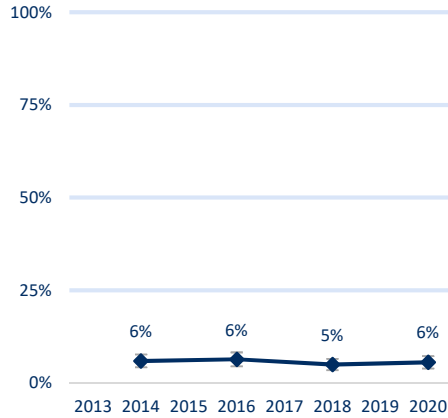
Service-Learning

(Some, most, or all courses)



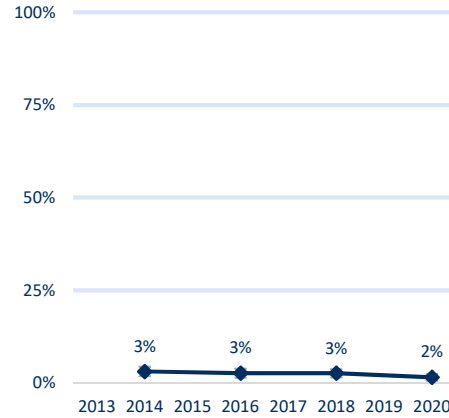
Learning Community

(Done or in progress)



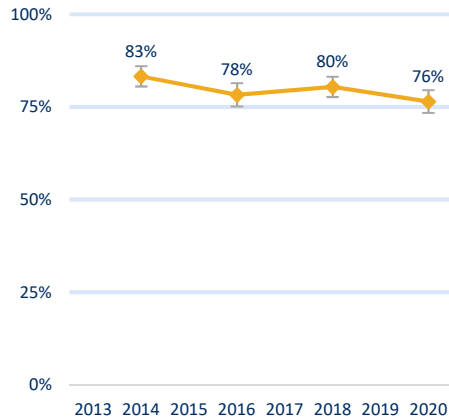
Research with Faculty

(Done or in progress)



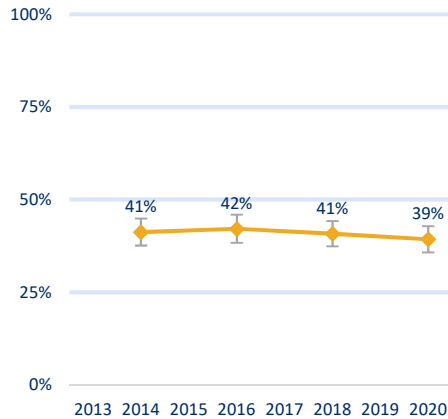
Internship/Field Experience

(Plan to do)



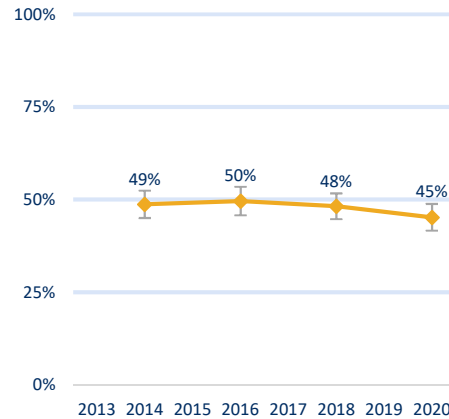
Study Abroad

(Plan to do)



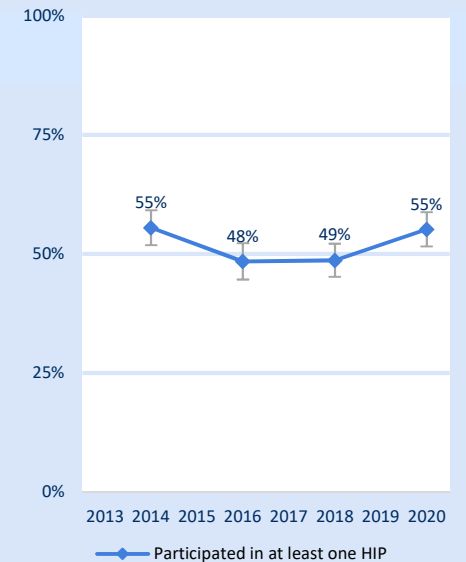
Culminating Senior Experience

(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.



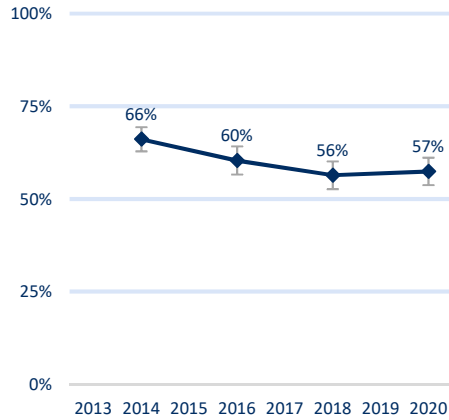
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

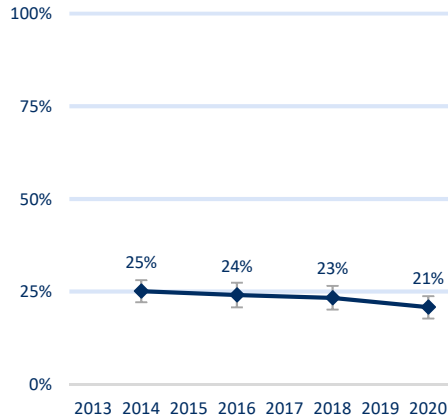
Service-Learning

(Some, most, or all courses)



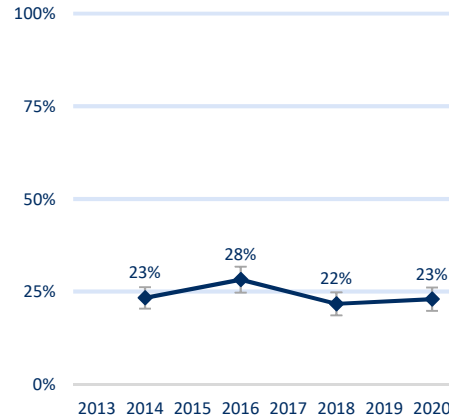
Learning Community

(Done or in progress)



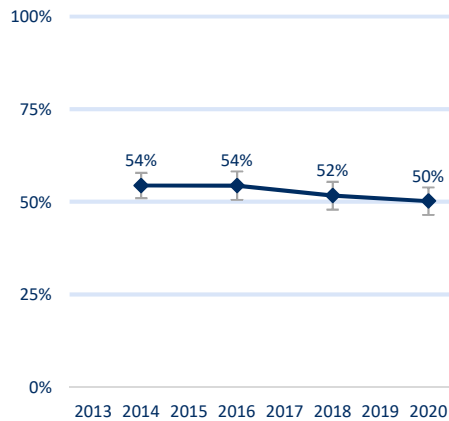
Research with Faculty

(Done or in progress)



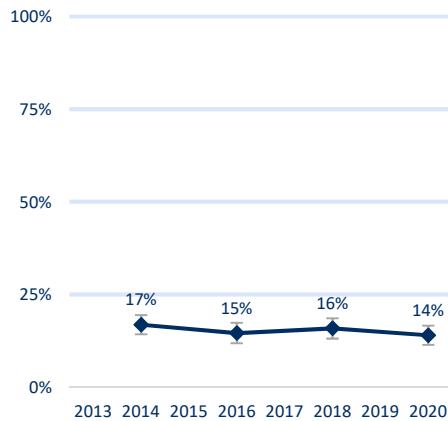
Internship/Field Experience

(Done or in progress)



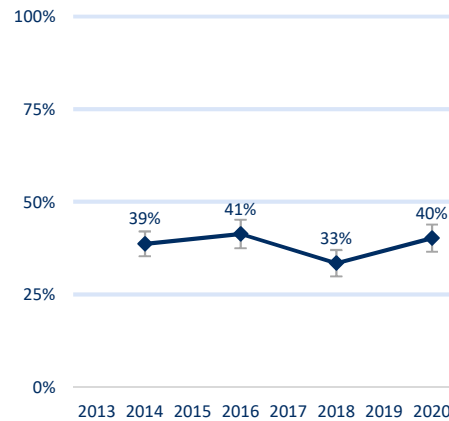
Study Abroad

(Done or in progress)



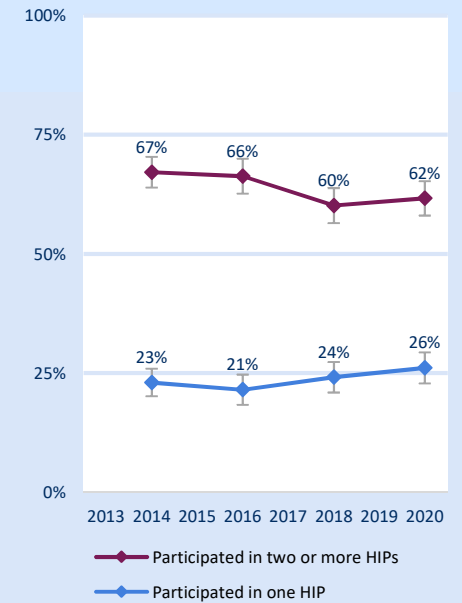
Culminating Senior Experience

(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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Minnesota Duluth

| | | First-year students | | | | | | | Seniors | | | | | | | | |
|---|-----------------------|---------------------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|
| | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| <i>Academic Challenge</i> | | | | | | | | | | | | | | | | | |
| Higher-Order Learning | <i>Mean</i> | | 37.0 | | 35.8 | | 35.9 | | 34.9 | | 38.1 | | 38.8 | | 36.9 | | 37.8 |
| | <i>n</i> | | 722 | | 689 | | 821 | | 768 | | 828 | | 668 | | 706 | | 725 |
| | <i>SD</i> | | 12.9 | | 12.3 | | 11.7 | | 11.9 | | 13.1 | | 13.6 | | 12.9 | | 12.7 |
| | <i>SE</i> | | .48 | | .47 | | .41 | | .43 | | .46 | | .53 | | .49 | | .47 |
| | <i>CI upper bound</i> | | 37.9 | | 36.7 | | 36.7 | | 35.8 | | 39.0 | | 39.8 | | 37.8 | | 38.7 |
| | <i>CI lower bound</i> | | 36.0 | | 34.8 | | 35.1 | | 34.1 | | 37.2 | | 37.7 | | 35.9 | | 36.8 |
| Reflective & Integrative Learning | <i>Mean</i> | | 32.5 | | 33.3 | | 33.6 | | 32.7 | | 36.1 | | 37.2 | | 35.0 | | 36.7 |
| | <i>n</i> | | 747 | | 717 | | 851 | | 818 | | 868 | | 686 | | 723 | | 772 |
| | <i>SD</i> | | 11.7 | | 10.9 | | 10.9 | | 10.7 | | 12.0 | | 12.4 | | 12.1 | | 11.9 |
| | <i>SE</i> | | .43 | | .41 | | .37 | | .37 | | .41 | | .47 | | .45 | | .43 |
| | <i>CI upper bound</i> | | 33.3 | | 34.1 | | 34.4 | | 33.4 | | 36.9 | | 38.1 | | 35.9 | | 37.5 |
| | <i>CI lower bound</i> | | 31.6 | | 32.5 | | 32.9 | | 32.0 | | 35.3 | | 36.2 | | 34.2 | | 35.9 |
| Learning Strategies | <i>Mean</i> | | 36.6 | | 35.6 | | 35.1 | | 35.0 | | 34.7 | | 35.4 | | 32.7 | | 34.1 |
| | <i>n</i> | | 700 | | 650 | | 796 | | 740 | | 811 | | 635 | | 683 | | 697 |
| | <i>SD</i> | | 14.0 | | 13.1 | | 13.3 | | 12.6 | | 14.3 | | 14.9 | | 14.2 | | 14.3 |
| | <i>SE</i> | | .53 | | .51 | | .47 | | .46 | | .50 | | .59 | | .54 | | .54 |
| | <i>CI upper bound</i> | | 37.6 | | 36.6 | | 36.0 | | 35.9 | | 35.6 | | 36.6 | | 33.8 | | 35.2 |
| | <i>CI lower bound</i> | | 35.5 | | 34.6 | | 34.2 | | 34.1 | | 33.7 | | 34.3 | | 31.7 | | 33.0 |
| Quantitative Reasoning | <i>Mean</i> | | 28.8 | | 28.0 | | 27.6 | | 28.0 | | 31.0 | | 32.1 | | 29.5 | | 31.1 |
| | <i>n</i> | | 735 | | 697 | | 805 | | 746 | | 848 | | 675 | | 684 | | 707 |
| | <i>SD</i> | | 15.6 | | 14.3 | | 14.4 | | 14.1 | | 16.3 | | 16.1 | | 15.4 | | 15.2 |
| | <i>SE</i> | | .58 | | .54 | | .51 | | .52 | | .56 | | .62 | | .59 | | .57 |
| | <i>CI upper bound</i> | | 29.9 | | 29.0 | | 28.6 | | 29.0 | | 32.1 | | 33.4 | | 30.7 | | 32.3 |
| | <i>CI lower bound</i> | | 27.7 | | 26.9 | | 26.6 | | 27.0 | | 29.9 | | 30.9 | | 28.4 | | 30.0 |
| <i>Academic Challenge (additional items)</i> | | | | | | | | | | | | | | | | | |
| Preparing for Class (hours/week) | <i>Mean</i> | | 15.1 | | 15.7 | | 15.4 | | 14.6 | | 16.2 | | 16.8 | | 15.6 | | 16.0 |
| | <i>n</i> | | 676 | | 627 | | 785 | | 717 | | 791 | | 624 | | 666 | | 681 |
| | <i>SD</i> | | 7.7 | | 7.5 | | 7.5 | | 7.0 | | 8.7 | | 8.9 | | 8.8 | | 8.6 |
| | <i>SE</i> | | .30 | | .30 | | .27 | | .26 | | .31 | | .35 | | .34 | | .33 |
| | <i>CI upper bound</i> | | 15.7 | | 16.3 | | 15.9 | | 15.1 | | 16.8 | | 17.5 | | 16.3 | | 16.6 |
| | <i>CI lower bound</i> | | 14.5 | | 15.1 | | 14.9 | | 14.1 | | 15.6 | | 16.1 | | 14.9 | | 15.3 |
| Course Reading Estimated hours per week calculated from two survey questions. | <i>Mean</i> | | 6.6 | | 6.9 | | 6.6 | | 5.8 | | 7.4 | | 7.4 | | 6.6 | | 6.5 |
| | <i>n</i> | | 669 | | 622 | | 781 | | 713 | | 783 | | 620 | | 663 | | 678 |
| | <i>SD</i> | | 5.5 | | 5.5 | | 5.2 | | 4.9 | | 6.4 | | 6.5 | | 6.1 | | 5.7 |
| | <i>SE</i> | | .21 | | .22 | | .19 | | .18 | | .23 | | .26 | | .24 | | .22 |
| | <i>CI upper bound</i> | | 7.0 | | 7.3 | | 6.9 | | 6.1 | | 7.8 | | 7.9 | | 7.0 | | 6.9 |
| | <i>CI lower bound</i> | | 6.2 | | 6.4 | | 6.2 | | 5.4 | | 6.9 | | 6.9 | | 6.1 | | 6.1 |

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

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Minnesota Duluth

| | | First-year students | | | | | | Seniors | | | | | | | | | |
|--|-----------------------|---------------------|-------------|------|-------------|------|-------------|---------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|
| | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| <i>Academic Challenge (additional items, continued)</i> | | | | | | | | | | | | | | | | | |
| Assigned Writing | <i>Mean</i> | | 45.2 | | 44.8 | | 44.1 | | 43.4 | | 78.5 | | 82.6 | | 76.9 | | 83.5 |
| Estimated number of pages calculated from three survey questions. | <i>n</i> | | 671 | | 634 | | 807 | | 744 | | 772 | | 613 | | 687 | | 712 |
| | <i>SD</i> | | 56.8 | | 57.3 | | 59.1 | | 52.8 | | 75.1 | | 79.7 | | 88.0 | | 97.7 |
| | <i>SE</i> | | 2.19 | | 2.27 | | 2.08 | | 1.93 | | 2.70 | | 3.22 | | 3.36 | | 3.66 |
| | <i>CI upper bound</i> | | 49.5 | | 49.3 | | 48.1 | | 47.1 | | 83.8 | | 88.9 | | 83.5 | | 90.7 |
| | <i>CI lower bound</i> | | 40.9 | | 40.4 | | 40.0 | | 39.6 | | 73.2 | | 76.2 | | 70.3 | | 76.3 |
| Course Challenge | <i>Mean</i> | | 5.5 | | 5.5 | | 5.3 | | 5.2 | | 5.5 | | 5.5 | | 5.3 | | 5.3 |
| Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much"). | <i>n</i> | | 712 | | 663 | | 801 | | 737 | | 820 | | 641 | | 684 | | 703 |
| | <i>SD</i> | | 1.1 | | 1.0 | | 1.1 | | 1.2 | | 1.1 | | 1.2 | | 1.2 | | 1.3 |
| | <i>SE</i> | | .04 | | .04 | | .04 | | .04 | | .04 | | .05 | | .05 | | .05 |
| | <i>CI upper bound</i> | | 5.6 | | 5.6 | | 5.4 | | 5.3 | | 5.5 | | 5.6 | | 5.4 | | 5.3 |
| | <i>CI lower bound</i> | | 5.4 | | 5.4 | | 5.3 | | 5.1 | | 5.4 | | 5.4 | | 5.2 | | 5.2 |
| Academic Emphasis | <i>Mean</i> | | 3.2 | | 3.2 | | 3.0 | | 3.0 | | 3.2 | | 3.2 | | 3.0 | | 3.1 |
| 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>n</i> | | 681 | | 633 | | 790 | | 724 | | 795 | | 630 | | 673 | | 685 |
| | <i>SD</i> | | 0.7 | | 0.7 | | 0.7 | | 0.7 | | 0.7 | | 0.7 | | 0.7 | | 0.8 |
| | <i>SE</i> | | .03 | | .03 | | .02 | | .03 | | .03 | | .03 | | .03 | | .03 |
| | <i>CI upper bound</i> | | 3.3 | | 3.2 | | 3.1 | | 3.0 | | 3.2 | | 3.2 | | 3.1 | | 3.1 |
| | <i>CI lower bound</i> | | 3.2 | | 3.1 | | 3.0 | | 2.9 | | 3.1 | | 3.1 | | 3.0 | | 3.0 |
| <i>Learning with Peers</i> | | | | | | | | | | | | | | | | | |
| Collaborative Learning | <i>Mean</i> | | 34.4 | | 34.8 | | 34.0 | | 33.7 | | 36.0 | | 35.3 | | 36.5 | | 36.2 |
| | <i>n</i> | | 763 | | 736 | | 880 | | 870 | | 868 | | 698 | | 741 | | 808 |
| | <i>SD</i> | | 13.3 | | 12.4 | | 13.1 | | 12.9 | | 13.5 | | 14.4 | | 13.5 | | 13.5 |
| | <i>SE</i> | | .48 | | .46 | | .44 | | .44 | | .46 | | .55 | | .50 | | .48 |
| | <i>CI upper bound</i> | | 35.3 | | 35.7 | | 34.9 | | 34.6 | | 36.9 | | 36.4 | | 37.5 | | 37.2 |
| | <i>CI lower bound</i> | | 33.4 | | 33.9 | | 33.1 | | 32.9 | | 35.1 | | 34.2 | | 35.5 | | 35.3 |
| Discussions with Diverse Others | <i>Mean</i> | | 35.8 | | 37.0 | | 36.2 | | 37.2 | | 36.6 | | 36.7 | | 35.5 | | 37.2 |
| | <i>n</i> | | 703 | | 662 | | 803 | | 739 | | 820 | | 646 | | 684 | | 705 |
| | <i>SD</i> | | 14.7 | | 13.7 | | 14.2 | | 13.9 | | 14.6 | | 14.6 | | 14.5 | | 13.6 |
| | <i>SE</i> | | .55 | | .53 | | .50 | | .51 | | .51 | | .57 | | .55 | | .51 |
| | <i>CI upper bound</i> | | 36.9 | | 38.1 | | 37.2 | | 38.2 | | 37.6 | | 37.8 | | 36.6 | | 38.2 |
| | <i>CI lower bound</i> | | 34.7 | | 36.0 | | 35.2 | | 36.2 | | 35.6 | | 35.6 | | 34.4 | | 36.2 |

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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Minnesota Duluth

| | | First-year students | | | | | | | Seniors | | | | | | | | |
|-------------------------------------|-----------------------|---------------------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|
| | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| <i>Experiences with Faculty</i> | | | | | | | | | | | | | | | | | |
| Student-Faculty Interaction | <i>Mean</i> | | 17.8 | | 17.7 | | 18.5 | | 18.7 | | 24.0 | | 23.8 | | 23.5 | | 23.8 |
| | <i>n</i> | | 731 | | 699 | | 826 | | 788 | | 847 | | 672 | | 707 | | 748 |
| | <i>SD</i> | | 13.1 | | 13.0 | | 13.3 | | 13.3 | | 14.8 | | 15.6 | | 15.4 | | 14.7 |
| | <i>SE</i> | | .49 | | .49 | | .46 | | .47 | | .51 | | .60 | | .58 | | .54 |
| | <i>CI upper bound</i> | | 18.7 | | 18.7 | | 19.4 | | 19.7 | | 25.0 | | 25.0 | | 24.6 | | 24.8 |
| | <i>CI lower bound</i> | | 16.8 | | 16.8 | | 17.6 | | 17.8 | | 23.0 | | 22.6 | | 22.4 | | 22.7 |
| Effective Teaching Practices | <i>Mean</i> | | 37.6 | | 36.4 | | 36.7 | | 36.0 | | 37.7 | | 38.2 | | 37.2 | | 38.2 |
| | <i>n</i> | | 741 | | 704 | | 828 | | 770 | | 858 | | 678 | | 707 | | 725 |
| | <i>SD</i> | | 12.1 | | 11.0 | | 11.3 | | 11.0 | | 12.3 | | 12.5 | | 12.2 | | 11.9 |
| | <i>SE</i> | | .45 | | .41 | | .39 | | .39 | | .42 | | .48 | | .46 | | .44 |
| | <i>CI upper bound</i> | | 38.5 | | 37.2 | | 37.5 | | 36.8 | | 38.6 | | 39.2 | | 38.1 | | 39.1 |
| | <i>CI lower bound</i> | | 36.7 | | 35.6 | | 36.0 | | 35.2 | | 36.9 | | 37.3 | | 36.3 | | 37.4 |
| <i>Campus Environment</i> | | | | | | | | | | | | | | | | | |
| Quality of Interactions | <i>Mean</i> | | 41.0 | | 41.6 | | 41.8 | | 42.1 | | 41.8 | | 41.7 | | 41.7 | | 41.9 |
| | <i>n</i> | | 688 | | 643 | | 762 | | 709 | | 793 | | 620 | | 646 | | 665 |
| | <i>SD</i> | | 12.2 | | 10.6 | | 11.2 | | 10.2 | | 10.3 | | 10.9 | | 11.4 | | 11.4 |
| | <i>SE</i> | | .46 | | .42 | | .40 | | .38 | | .37 | | .44 | | .45 | | .44 |
| | <i>CI upper bound</i> | | 41.9 | | 42.4 | | 42.6 | | 42.9 | | 42.5 | | 42.5 | | 42.6 | | 42.8 |
| | <i>CI lower bound</i> | | 40.1 | | 40.8 | | 41.0 | | 41.4 | | 41.0 | | 40.8 | | 40.8 | | 41.0 |
| Supportive Environment | <i>Mean</i> | | 35.8 | | 34.8 | | 34.6 | | 32.9 | | 31.1 | | 30.6 | | 30.7 | | 30.3 |
| | <i>n</i> | | 674 | | 628 | | 784 | | 717 | | 790 | | 625 | | 667 | | 681 |
| | <i>SD</i> | | 12.4 | | 11.7 | | 12.0 | | 11.5 | | 12.6 | | 12.8 | | 12.5 | | 12.4 |
| | <i>SE</i> | | .48 | | .47 | | .43 | | .43 | | .45 | | .51 | | .48 | | .48 |
| | <i>CI upper bound</i> | | 36.7 | | 35.7 | | 35.4 | | 33.7 | | 32.0 | | 31.7 | | 31.7 | | 31.2 |
| | <i>CI lower bound</i> | | 34.9 | | 33.9 | | 33.7 | | 32.0 | | 30.2 | | 29.6 | | 29.8 | | 29.4 |

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

| | | First-year students | | | | | | | Seniors | | | | | | | | |
|---|--|---------------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|
| | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Service-Learning^a | % | | 53 | | 46 | | 46 | | 53 | | 66 | | 60 | | 56 | | 57 |
| | <i>n</i> | | 700 | | 654 | | 798 | | 732 | | 820 | | 639 | | 675 | | 689 |
| | <i>SE</i> | | 1.9 | | 2.0 | | 1.8 | | 1.8 | | 1.7 | | 1.9 | | 1.9 | | 1.9 |
| | <i>CI upper bound (%)</i> | | 57 | | 50 | | 50 | | 57 | | 69 | | 64 | | 60 | | 61 |
| | <i>CI lower bound (%)</i> | | 49 | | 43 | | 43 | | 50 | | 63 | | 57 | | 53 | | 54 |
| Learning Community^a | % | | 6 | | 6 | | 5 | | 6 | | 25 | | 24 | | 23 | | 21 |
| | <i>n</i> | | 712 | | 657 | | 796 | | 734 | | 813 | | 637 | | 680 | | 693 |
| | <i>SE</i> | | 0.9 | | 1.0 | | 0.8 | | 0.8 | | 1.5 | | 1.7 | | 1.6 | | 1.5 |
| | <i>CI upper bound (%)</i> | | 8 | | 8 | | 6 | | 7 | | 28 | | 27 | | 27 | | 24 |
| | <i>CI lower bound (%)</i> | | 4 | | 4 | | 3 | | 4 | | 22 | | 21 | | 20 | | 18 |
| Research with Faculty^a | % | | 3 | | 3 | | 3 | | 2 | | 23 | | 28 | | 22 | | 23 |
| | <i>n</i> | | 705 | | 657 | | 797 | | 730 | | 811 | | 634 | | 675 | | 691 |
| | <i>SE</i> | | 0.6 | | 0.6 | | 0.6 | | 0.5 | | 1.5 | | 1.8 | | 1.6 | | 1.6 |
| | <i>CI upper bound (%)</i> | | 4 | | 4 | | 4 | | 2 | | 26 | | 32 | | 25 | | 26 |
| | <i>CI lower bound (%)</i> | | 2 | | 1 | | 1 | | 2 | | 20 | | 25 | | 19 | | 20 |
| Internship or Field Experience^b | % | | 83 | | 78 | | 80 | | 76 | | 54 | | 54 | | 52 | | 50 |
| | <i>n</i> | | 716 | | 661 | | 799 | | 732 | | 819 | | 641 | | 683 | | 695 |
| | <i>SE</i> | | 1.4 | | 1.6 | | 1.4 | | 1.6 | | 1.7 | | 2.0 | | 1.9 | | 1.9 |
| | (First-year results: Plan to do) <i>CI upper bound (%)</i> | | 86 | | 81 | | 83 | | 80 | | 58 | | 58 | | 55 | | 54 |
| | <i>CI lower bound (%)</i> | | 81 | | 75 | | 78 | | 73 | | 51 | | 51 | | 48 | | 46 |
| Study Abroad^b | % | | 41 | | 42 | | 41 | | 39 | | 17 | | 15 | | 16 | | 14 |
| | <i>n</i> | | 707 | | 654 | | 793 | | 732 | | 816 | | 639 | | 682 | | 692 |
| | <i>SE</i> | | 1.9 | | 1.9 | | 1.7 | | 1.8 | | 1.3 | | 1.4 | | 1.4 | | 1.3 |
| | (First-year results: Plan to do) <i>CI upper bound (%)</i> | | 45 | | 46 | | 44 | | 43 | | 19 | | 17 | | 19 | | 17 |
| | <i>CI lower bound (%)</i> | | 38 | | 38 | | 37 | | 36 | | 14 | | 12 | | 13 | | 11 |
| Culminating Senior Experience^b | % | | 49 | | 50 | | 48 | | 45 | | 39 | | 41 | | 33 | | 40 |
| | <i>n</i> | | 704 | | 657 | | 795 | | 731 | | 813 | | 639 | | 678 | | 693 |
| | <i>SE</i> | | 1.9 | | 2.0 | | 1.8 | | 1.8 | | 1.7 | | 1.9 | | 1.8 | | 1.9 |
| | (First-year results: Plan to do) <i>CI upper bound (%)</i> | | 52 | | 53 | | 52 | | 49 | | 42 | | 45 | | 37 | | 44 |
| | <i>CI lower bound (%)</i> | | 45 | | 46 | | 45 | | 42 | | 35 | | 37 | | 30 | | 37 |
| Overall HIP Participation^c | | | | | | | | | | | | | | | | | |
| Participated in one HIP | % | | 51 | | 43 | | 44 | | 50 | | 23 | | 21 | | 24 | | 26 |
| | <i>n</i> | | 714 | | 662 | | 800 | | 735 | | 822 | | 644 | | 684 | | 698 |
| | <i>SE</i> | | 1.9 | | 1.9 | | 1.8 | | 1.8 | | 1.5 | | 1.6 | | 1.6 | | 1.7 |
| | <i>CI upper bound (%)</i> | | 54 | | 47 | | 48 | | 54 | | 26 | | 25 | | 27 | | 29 |
| | <i>CI lower bound (%)</i> | | 47 | | 39 | | 41 | | 47 | | 20 | | 18 | | 21 | | 23 |
| Participated in two or more HIPs | % | | 5 | | 6 | | 4 | | 5 | | 67 | | 66 | | 60 | | 62 |
| | <i>n</i> | | 714 | | 662 | | 800 | | 735 | | 822 | | 644 | | 684 | | 698 |
| | <i>SE</i> | | 0.8 | | 0.9 | | 0.7 | | 0.8 | | 1.6 | | 1.9 | | 1.9 | | 1.8 |
| | <i>CI upper bound (%)</i> | | 6 | | 7 | | 6 | | 6 | | 70 | | 70 | | 64 | | 65 |
| | <i>CI lower bound (%)</i> | | 3 | | 4 | | 3 | | 3 | | 64 | | 63 | | 56 | | 58 |

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.