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# **NSSE 2021**

## **Multi-Year Report**

Texas Tech University

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### About Your Multi-Year Report

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

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

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

### Report sections

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

### Interpreting year-to-year results

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

### For further investigation

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

The 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	7%	+/- 5.2%	326	203	123	13%	+/- 2.5%	1,377	1,018	359
2014										
2015	7%	+/- 4.6%	427	284	143	14%	+/- 2.8%	1,086	783	303
2016										
2017	7%	+/- 4.4%	453	278	175	10%	+/- 3.0%	935	555	380
2018										
2019	11%	+/- 3.4%	740	474	266	9%	+/- 3.2%	874	579	295
2020										
2021	28%	+/- 2.0%	1,754	1,343	411	23%	+/- 1.8%	2,315	1,912	403

#### 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	No	Academic Advising, Diverse Perspectives	No	Yes	Yes
2014							
2015	Email	Census	No	Academic Advising, Diverse Perspectives	No	Yes	No
2016							
2017	Email	Census	No	Transferable Skills, Global Learning	No	Yes	No
2018							
2019	Email	Census	No	Global Learning, Inclusiv & Cult Div	No	No	No
2020							
2021	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	Yes

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

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

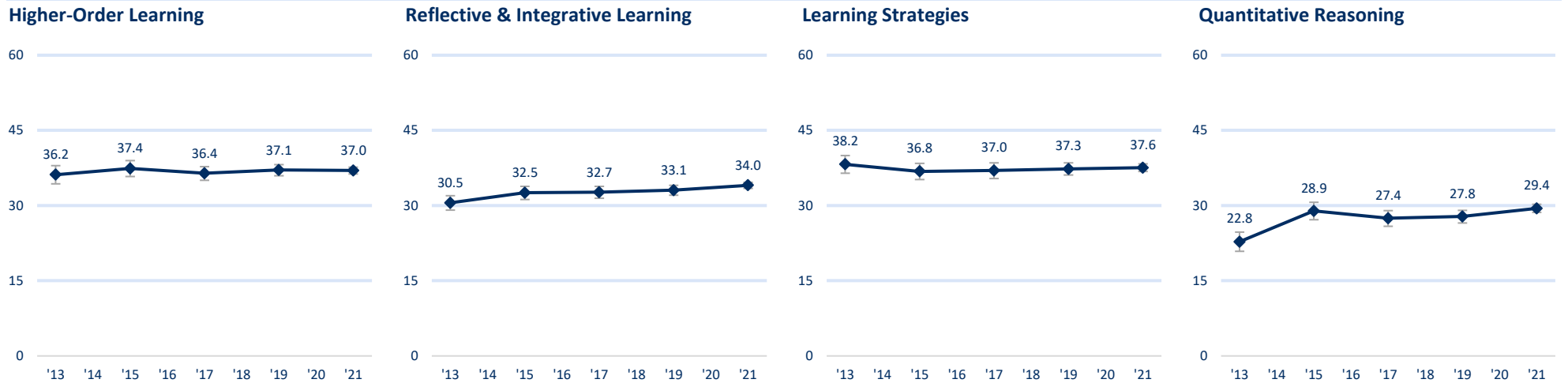
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (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.

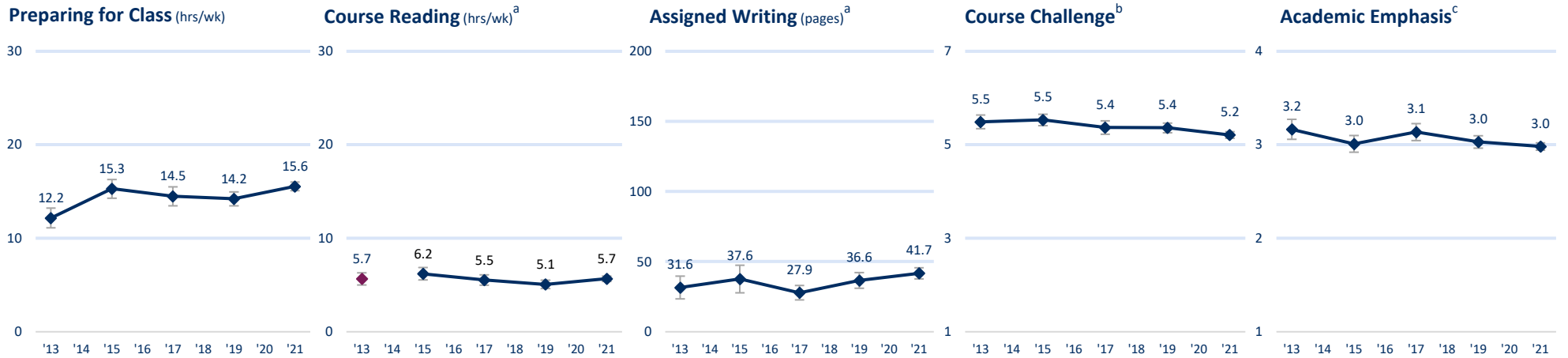
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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



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



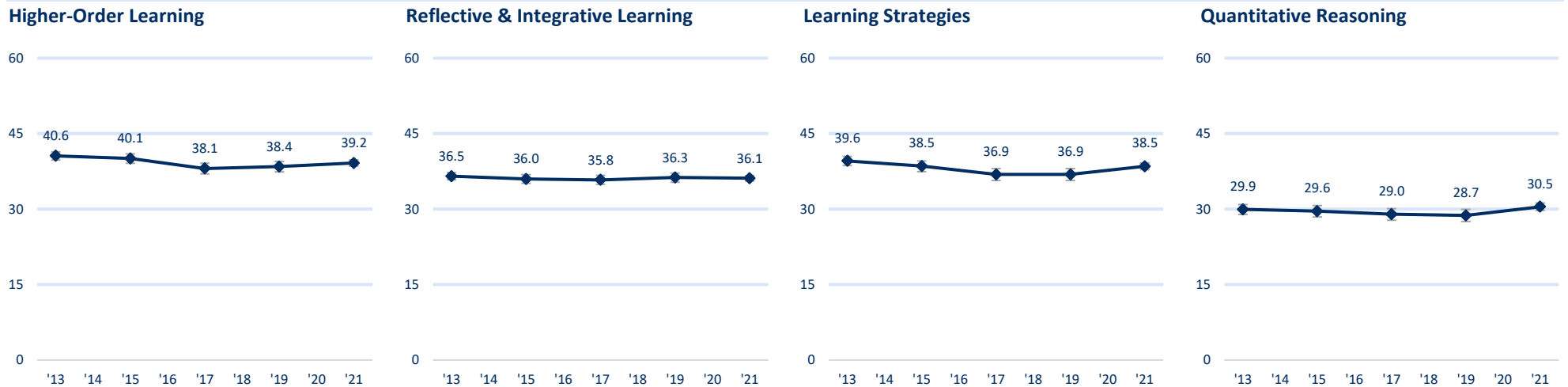
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

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

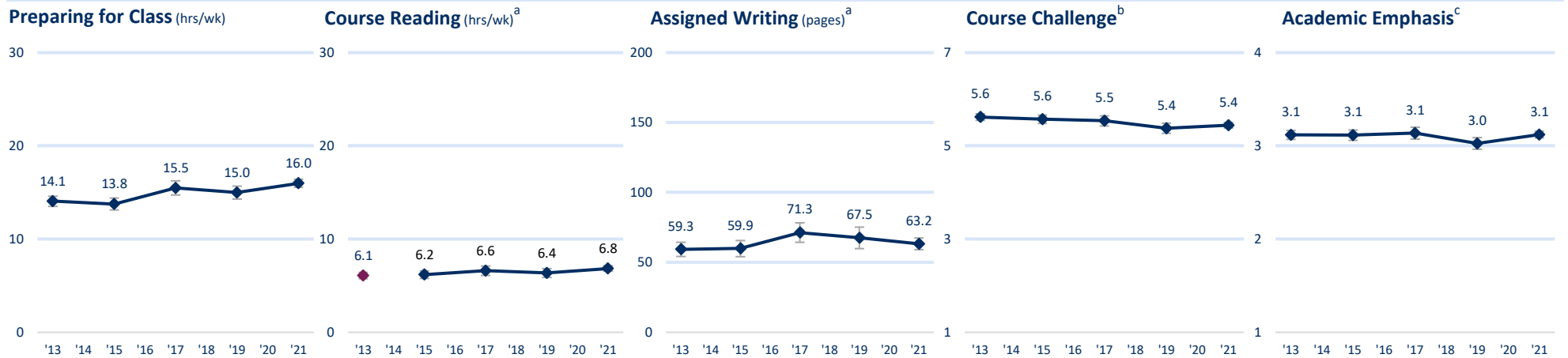
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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#### Academic Challenge: Seniors



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



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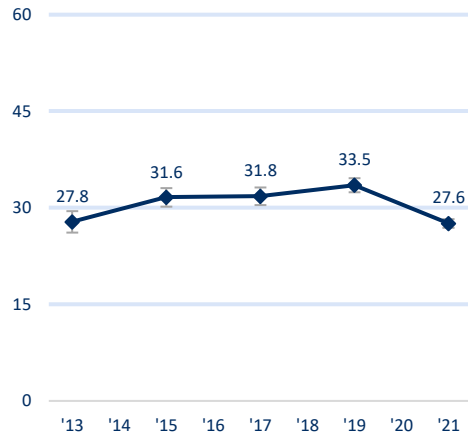
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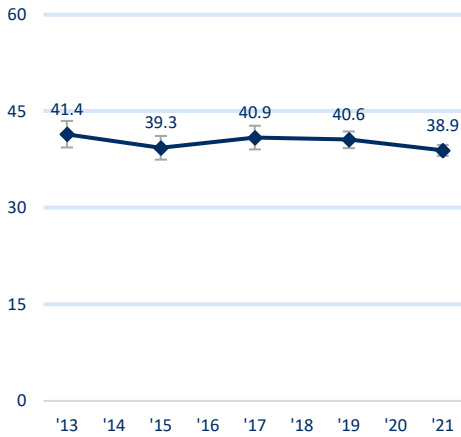
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

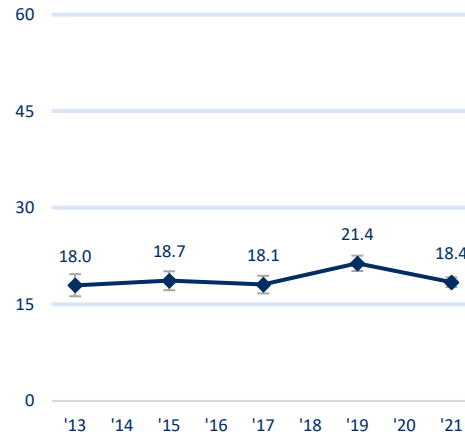


##### Discussions with Diverse Others

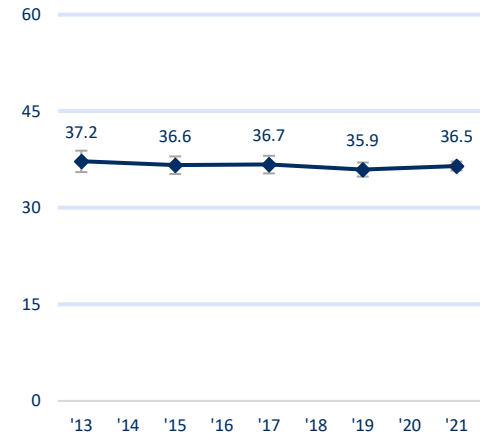


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

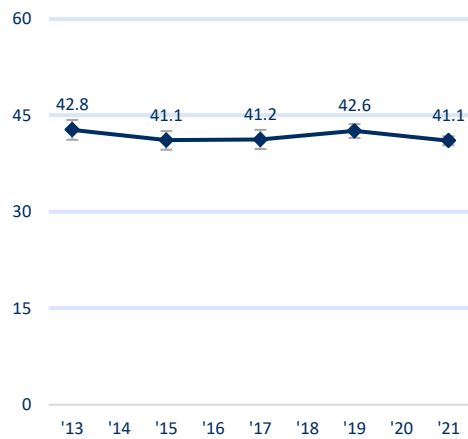


##### Effective Teaching Practices

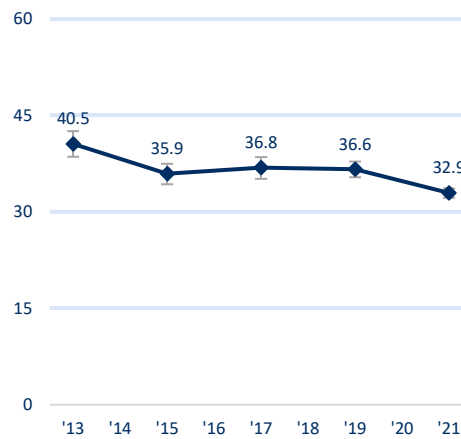


#### Campus Environment: First-year students

##### Quality of Interactions



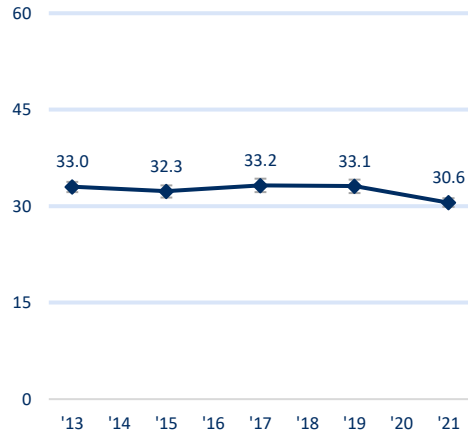
##### Supportive Environment



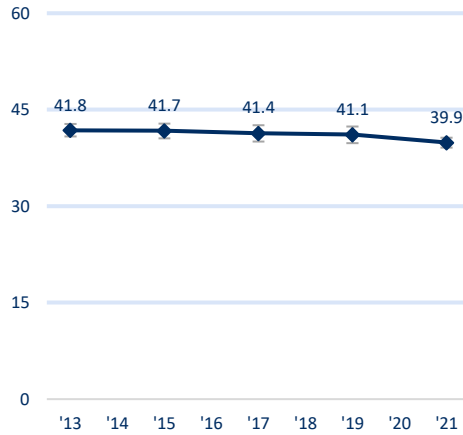
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#### Learning with Peers: Seniors

##### Collaborative Learning

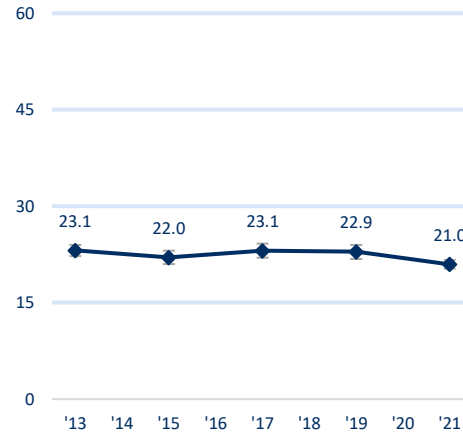


##### Discussions with Diverse Others

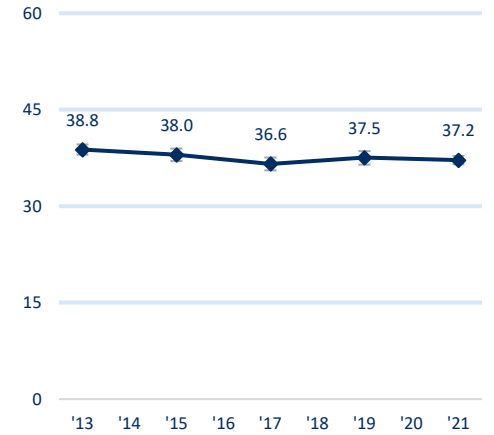


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

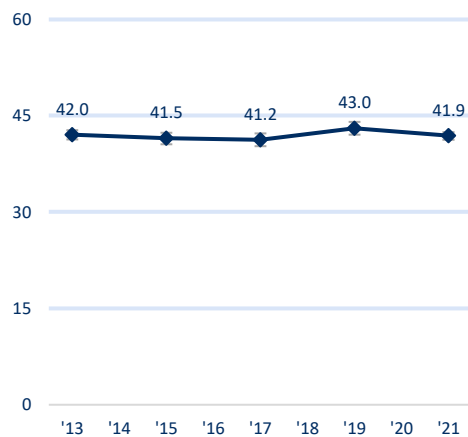


##### Effective Teaching Practices

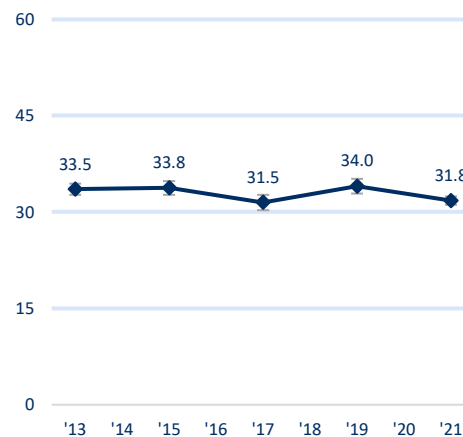


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

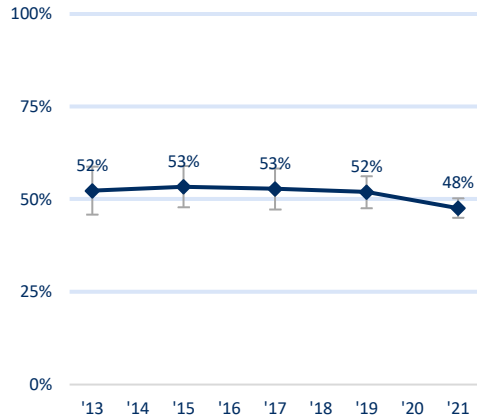


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

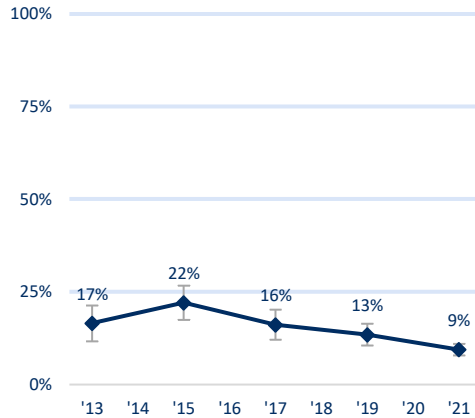
#### Service-Learning

(Some, most, or all courses)



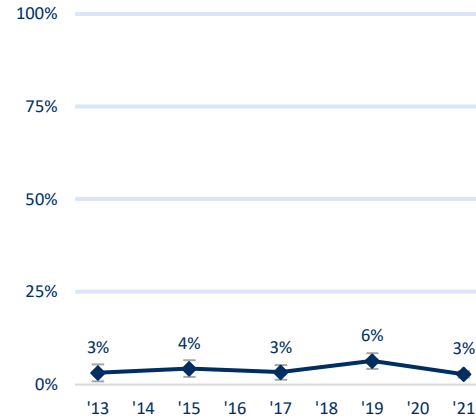
#### Learning Community

(Done or in progress)



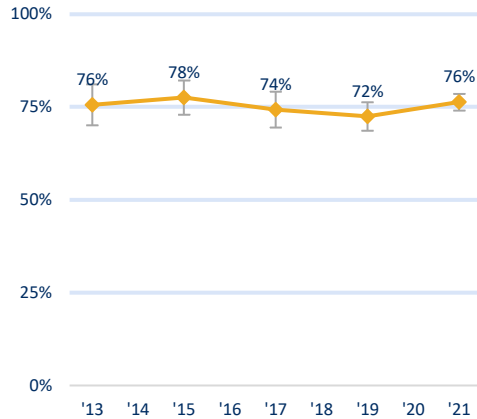
#### Research with Faculty

(Done or in progress)



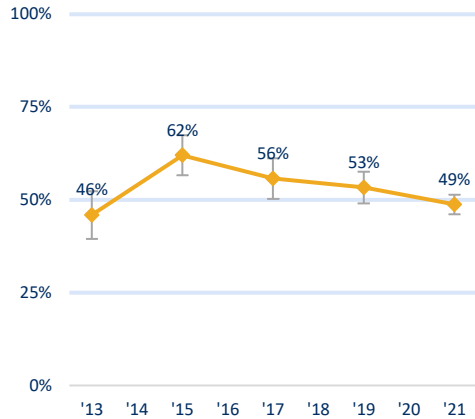
#### Internship/Field Experience

(Plan to do)



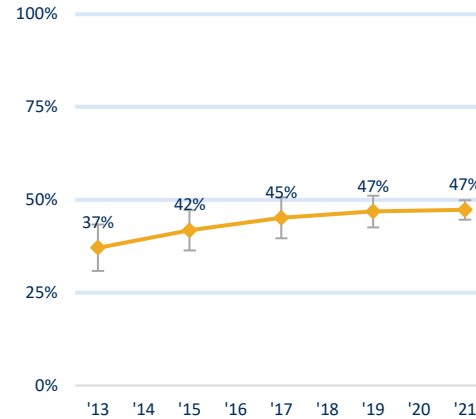
#### Study Abroad

(Plan to do)



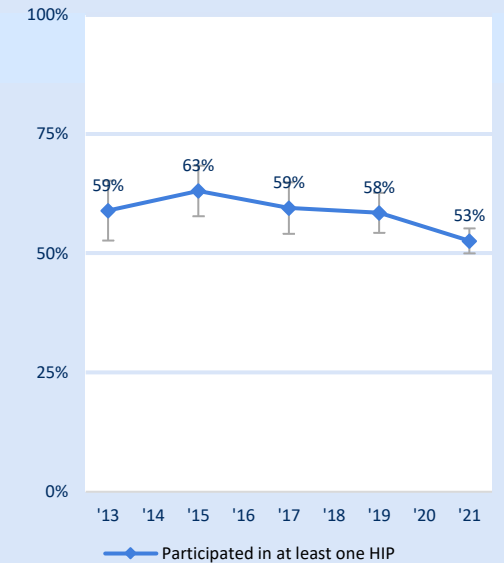
#### Culminating Senior Experience

(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.



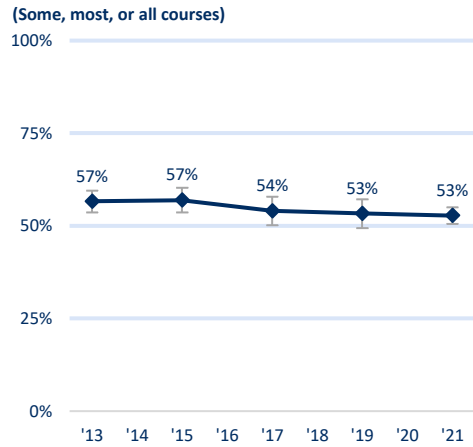
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



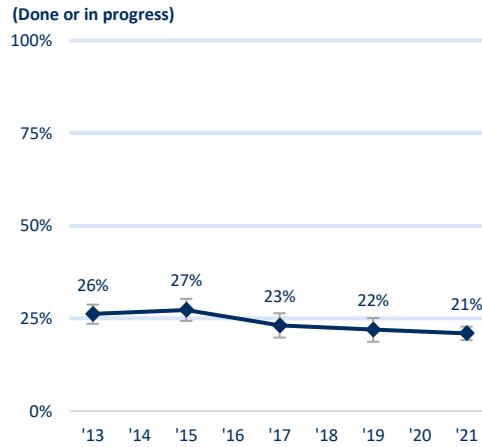
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

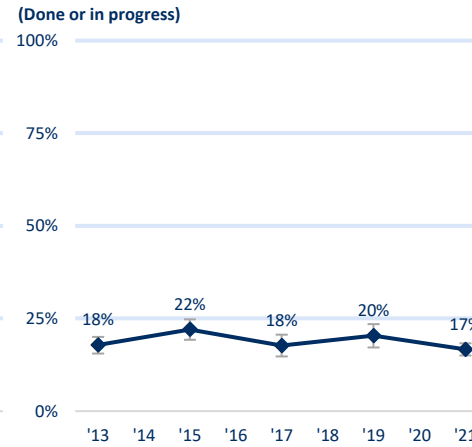
#### Service-Learning (Some, most, or all courses)



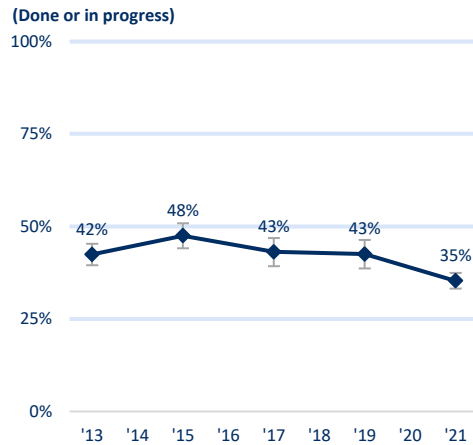
#### Learning Community (Done or in progress)



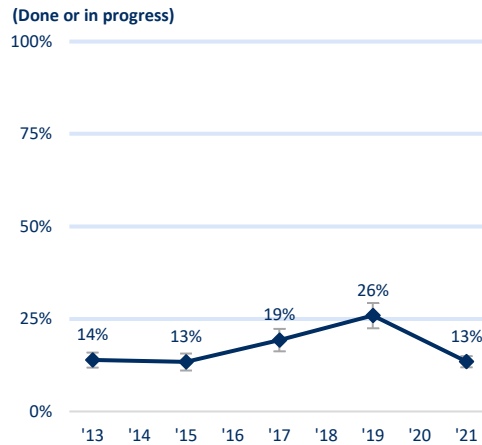
#### Research with Faculty (Done or in progress)



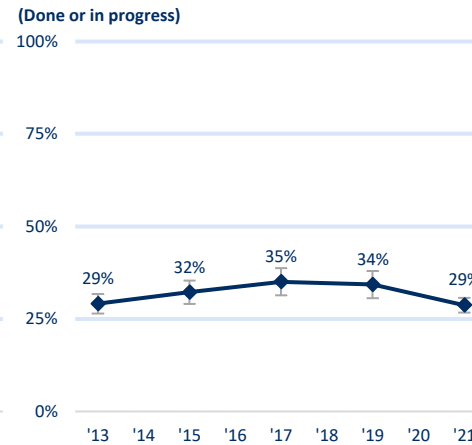
#### Internship/Field Experience (Done or in progress)



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

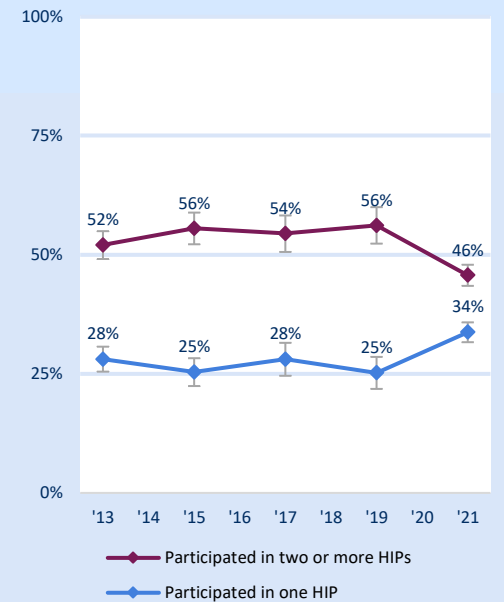


#### Culminating Senior Experience (Done or in progress)



#### 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 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Texas Tech University

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge</i>																			
<b>Higher-Order Learning</b>	Mean	<b>36.2</b>		<b>37.4</b>		<b>36.4</b>		<b>37.1</b>		<b>37.0</b>	<b>40.6</b>		<b>40.1</b>		<b>38.1</b>		<b>38.4</b>		<b>39.2</b>
	n	264		344		382		573		1,489	1,210		910		792		703		2,042
	SD	15.0		15.0		13.5		13.7		13.6	14.0		14.6		15.3		13.8		13.9
	SE	.92		.81		.69		.57		.35	.40		.48		.54		.52		.31
	CI upper bound	38.0		39.0		37.8		38.2		37.7	41.4		41.0		39.1		39.5		39.8
	CI lower bound	34.4		35.8		35.1		35.9		36.3	39.8		39.1		37.0		37.4		38.6
<b>Reflective &amp; Integrative Learning</b>	Mean	<b>30.5</b>		<b>32.5</b>		<b>32.7</b>		<b>33.1</b>		<b>34.0</b>	<b>36.5</b>		<b>36.0</b>		<b>35.8</b>		<b>36.3</b>		<b>36.1</b>
	n	284		364		405		635		1,604	1,265		951		848		757		2,148
	SD	12.4		12.7		12.1		12.4		12.1	13.1		13.8		13.0		12.7		12.9
	SE	.73		.67		.60		.49		.30	.37		.45		.44		.46		.28
	CI upper bound	32.0		33.8		33.8		34.0		34.6	37.3		36.9		36.7		37.2		36.7
	CI lower bound	29.1		31.2		31.5		32.1		33.5	35.8		35.1		34.9		35.4		35.6
<b>Learning Strategies</b>	Mean	<b>38.2</b>		<b>36.8</b>		<b>37.0</b>		<b>37.3</b>		<b>37.6</b>	<b>39.6</b>		<b>38.5</b>		<b>36.9</b>		<b>36.9</b>		<b>38.5</b>
	n	233		312		316		528		1,404	1,104		844		648		649		1,975
	SD	13.8		14.6		14.1		14.3		14.2	15.3		15.7		15.4		15.3		14.8
	SE	.90		.83		.79		.62		.38	.46		.54		.60		.60		.33
	CI upper bound	40.0		38.4		38.5		38.5		38.3	40.5		39.6		38.1		38.1		39.2
	CI lower bound	36.5		35.2		35.4		36.1		36.8	38.7		37.5		35.7		35.7		37.9
<b>Quantitative Reasoning</b>	Mean	<b>22.8</b>		<b>28.9</b>		<b>27.4</b>		<b>27.8</b>		<b>29.4</b>	<b>29.9</b>		<b>29.6</b>		<b>29.0</b>		<b>28.7</b>		<b>30.5</b>
	n	266		355		378		544		1,412	1,237		918		784		664		1,993
	SD	16.0		16.7		15.5		15.0		15.3	17.4		17.8		16.8		16.0		16.3
	SE	.98		.88		.80		.64		.41	.49		.59		.60		.62		.36
	CI upper bound	24.7		30.6		29.0		29.1		30.2	30.9		30.7		30.1		30.0		31.2
	CI lower bound	20.9		27.2		25.9		26.5		28.6	29.0		28.4		27.8		27.5		29.8
<i>Academic Challenge (additional items)</i>																			
<b>Preparing for Class</b> (hours/week)	Mean	<b>12.2</b>		<b>15.3</b>		<b>14.5</b>		<b>14.2</b>		<b>15.6</b>	<b>14.1</b>		<b>13.8</b>		<b>15.5</b>		<b>15.0</b>		<b>16.0</b>
	n	204		285		295		493		1,357	1,026		783		571		618		1,937
	SD	7.6		8.6		8.9		8.3		8.4	9.0		9.2		9.3		8.8		9.3
	SE	.54		.51		.52		.37		.23	.28		.33		.39		.35		.21
	CI upper bound	13.2		16.3		15.5		14.9		16.0	14.6		14.4		16.2		15.7		16.4
	CI lower bound	11.1		14.3		13.5		13.5		15.1	13.5		13.1		14.7		14.3		15.6
<b>Course Reading</b> Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	<b>5.7</b>		<b>6.2</b>		<b>5.5</b>		<b>5.1</b>		<b>5.7</b>	<b>6.1</b>		<b>6.2</b>		<b>6.6</b>		<b>6.4</b>		<b>6.8</b>
	n	206		278		289		489		1,349	1,023		773		566		613		1,931
	SD	4.7		5.6		4.9		5.0		5.3	5.6		5.7		6.1		6.0		6.4
	SE	.33		.34		.29		.22		.14	.18		.20		.26		.24		.15
	CI upper bound	6.3		6.9		6.1		5.5		6.0	6.4		6.6		7.1		6.8		7.1
	CI lower bound	5.0		5.5		5.0		4.6		5.4	5.7		5.8		6.1		5.9		6.6

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 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Texas Tech University

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge (additional items, continued)</i>																			
<b>Assigned Writing</b>	<i>Mean</i>	<b>31.6</b>		<b>37.6</b>		<b>27.9</b>		<b>36.6</b>		<b>41.7</b>	<b>59.3</b>		<b>59.9</b>		<b>71.3</b>		<b>67.5</b>		<b>63.2</b>
Estimated number of pages calculated from three survey questions.	<i>n</i>	213		295		321		541		1,421	1,026		794		652		659		1,976
	<i>SD</i>	60.9		86.2		47.5		65.4		77.4	82.5		83.6		90.5		100.6		93.8
	<i>SE</i>	4.17		5.02		2.65		2.81		2.05	2.58		2.97		3.54		3.92		2.11
	<i>CI upper bound</i>	39.8		47.4		33.1		42.2		45.7	64.4		65.7		78.2		75.2		67.4
	<i>CI lower bound</i>	23.4		27.7		22.7		31.1		37.7	54.3		54.1		64.3		59.9		59.1
<b>Course Challenge</b>	<i>Mean</i>	<b>5.5</b>		<b>5.5</b>		<b>5.4</b>		<b>5.4</b>		<b>5.2</b>	<b>5.6</b>		<b>5.6</b>		<b>5.5</b>		<b>5.4</b>		<b>5.4</b>
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	235		316		317		528		1,397	1,120		852		649		643		1,980
	<i>SD</i>	1.2		1.1		1.3		1.2		1.3	1.2		1.3		1.4		1.4		1.4
	<i>SE</i>	.08		.06		.07		.05		.04	.04		.05		.05		.06		.03
	<i>CI upper bound</i>	5.6		5.7		5.5		5.5		5.3	5.7		5.7		5.6		5.5		5.5
	<i>CI lower bound</i>	5.3		5.4		5.2		5.3		5.1	5.5		5.5		5.4		5.3		5.4
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.2</b>		<b>3.0</b>		<b>3.1</b>		<b>3.0</b>		<b>3.0</b>	<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.0</b>		<b>3.1</b>
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	207		288		299		507		1,367	1,039		787		589		630		1,958
	<i>SD</i>	0.8		0.8		0.8		0.8		0.7	0.8		0.8		0.8		0.8		0.8
	<i>SE</i>	.05		.05		.05		.03		.02	.02		.03		.03		.03		.02
	<i>CI upper bound</i>	3.3		3.1		3.2		3.1		3.0	3.2		3.2		3.2		3.1		3.2
	<i>CI lower bound</i>	3.1		2.9		3.0		3.0		2.9	3.1		3.1		3.1		3.0		3.1
<i>Learning with Peers</i>																			
<b>Collaborative Learning</b>	<i>Mean</i>	<b>27.8</b>		<b>31.6</b>		<b>31.8</b>		<b>33.5</b>		<b>27.6</b>	<b>33.0</b>		<b>32.3</b>		<b>33.2</b>		<b>33.1</b>		<b>30.6</b>
	<i>n</i>	298		400		437		704		1,703	1,314		998		897		849		2,233
	<i>SD</i>	14.7		14.5		14.8		14.9		14.0	14.6		15.0		15.8		15.5		16.1
	<i>SE</i>	.85		.73		.71		.56		.34	.40		.48		.53		.53		.34
	<i>CI upper bound</i>	29.5		33.0		33.2		34.6		28.2	33.8		33.2		34.3		34.1		31.2
	<i>CI lower bound</i>	26.2		30.2		30.4		32.4		26.9	32.2		31.4		32.2		32.1		29.9
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>41.4</b>		<b>39.3</b>		<b>40.9</b>		<b>40.6</b>		<b>38.9</b>	<b>41.8</b>		<b>41.7</b>		<b>41.4</b>		<b>41.1</b>		<b>39.9</b>
	<i>n</i>	233		316		318		533		1,410	1,120		855		662		656		1,964
	<i>SD</i>	16.2		16.7		16.8		15.2		16.0	16.3		17.0		16.6		16.9		17.0
	<i>SE</i>	1.06		.94		.94		.66		.43	.49		.58		.65		.66		.38
	<i>CI upper bound</i>	43.5		41.2		42.7		41.9		39.8	42.8		42.9		42.6		42.4		40.6
	<i>CI lower bound</i>	39.4		37.5		39.1		39.3		38.1	40.9		40.6		40.1		39.8		39.1

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 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Texas Tech University

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Experiences with Faculty</i>																			
<b>Student-Faculty Interaction</b>	<i>Mean</i>	<b>18.0</b>	<b>18.7</b>	<b>18.1</b>	<b>18.1</b>	<b>21.4</b>	<b>18.4</b>	<b>23.1</b>	<b>22.0</b>	<b>23.1</b>	<b>22.9</b>	<b>21.0</b>							
	<i>n</i>	269	359	392	603	1,525	1,236	929	821	728	2,087								
	<i>SD</i>	14.3	14.1	13.9	14.8	14.7	16.0	16.1	15.1	16.0									
	<i>SE</i>	.87	.74	.70	.60	.38	.45	.53	.56	.35									
	<i>CI upper bound</i>	19.7	20.1	19.5	22.6	19.2	24.0	23.1	24.2	24.0	21.6								
	<i>CI lower bound</i>	16.3	17.2	16.7	20.2	17.7	22.2	21.0	22.0	21.8	20.3								
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<b>Effective Teaching Practices</b>	<i>Mean</i>	<b>37.2</b>	<b>36.6</b>	<b>36.7</b>	<b>35.9</b>	<b>36.5</b>	<b>38.8</b>	<b>38.0</b>	<b>36.6</b>	<b>37.5</b>	<b>37.2</b>								
	<i>n</i>	270	358	381	570	1,485	1,242	925	797	690	2,053								
	<i>SD</i>	14.0	13.2	13.6	13.0	13.5	14.2	15.1	14.5	14.0	14.7								
	<i>SE</i>	.85	.70	.70	.55	.35	.40	.50	.51	.53	.33								
	<i>CI upper bound</i>	38.9	38.0	38.1	37.0	37.2	39.6	39.0	37.6	38.6	37.8								
	<i>CI lower bound</i>	35.5	35.2	35.4	34.9	35.8	38.0	37.0	35.6	36.5	36.5								
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<i>Campus Environment</i>																			
<b>Quality of Interactions</b>	<i>Mean</i>	<b>42.8</b>	<b>41.1</b>	<b>41.2</b>	<b>42.6</b>	<b>41.1</b>	<b>42.0</b>	<b>41.5</b>	<b>41.2</b>	<b>43.0</b>	<b>41.9</b>								
	<i>n</i>	219	307	311	498	1,332	1,064	800	608	598	1,828								
	<i>SD</i>	11.7	12.9	13.4	12.2	12.8	12.0	13.0	12.6	12.4	13.0								
	<i>SE</i>	.79	.74	.76	.55	.35	.37	.46	.51	.51	.30								
	<i>CI upper bound</i>	44.3	42.6	42.7	43.6	41.8	42.8	42.4	42.2	44.0	42.5								
	<i>CI lower bound</i>	41.2	39.7	39.7	41.5	40.4	41.3	40.6	40.2	42.0	41.3								
<hr/>																			
<b>Supportive Environment</b>	<i>Mean</i>	<b>40.5</b>	<b>35.9</b>	<b>36.8</b>	<b>36.6</b>	<b>32.9</b>	<b>33.5</b>	<b>33.8</b>	<b>31.5</b>	<b>34.0</b>	<b>31.8</b>								
	<i>n</i>	203	286	297	496	1,362	1,024	781	574	623	1,943								
	<i>SD</i>	14.5	13.7	14.7	13.8	13.4	14.2	15.3	14.6	14.5	14.7								
	<i>SE</i>	1.02	.81	.85	.62	.36	.44	.55	.61	.58	.33								
	<i>CI upper bound</i>	42.5	37.5	38.5	37.8	33.6	34.4	34.8	32.7	35.2	32.4								
	<i>CI lower bound</i>	38.6	34.3	35.2	35.4	32.2	32.7	32.7	30.3	32.9	31.1								

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).

		First-year students								Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21	
<b>Service-Learning<sup>a</sup></b>	%	<b>52</b>		<b>53</b>		<b>53</b>		<b>52</b>		<b>48</b>	<b>57</b>		<b>57</b>		<b>54</b>		<b>53</b>		<b>53</b>	
	n	229		309		316		516		1,381	1,116		856		641		630		1,951	
	SE	3.3		2.8		2.8		2.2		1.3	1.5		1.7		2.0		2.0		1.1	
	CI upper bound (%)	59		59		58		56		50	59		60		58		57		55	
	CI lower bound (%)	46		48		47		48		45	54		54		50		49		51	
<b>Learning Community<sup>a</sup></b>	%	<b>17</b>		<b>22</b>		<b>16</b>		<b>13</b>		<b>9</b>	<b>26</b>		<b>27</b>		<b>23</b>		<b>22</b>		<b>21</b>	
	n	229		314		315		519		1,383	1,116		855		644		636		1,960	
	SE	2.5		2.3		2.1		1.5		0.8	1.3		1.5		1.7		1.6		0.9	
	CI upper bound (%)	21		27		20		16		11	29		30		26		25		23	
	CI lower bound (%)	12		17		12		11		8	24		24		20		19		19	
<b>Research with Faculty<sup>a</sup></b>	%	<b>3</b>		<b>4</b>		<b>3</b>		<b>6</b>		<b>3</b>	<b>18</b>		<b>22</b>		<b>18</b>		<b>20</b>		<b>17</b>	
	n	231		312		318		517		1,385	1,111		849		647		633		1,966	
	SE	1.2		1.2		1.0		1.1		0.4	1.1		1.4		1.5		1.6		0.8	
	CI upper bound (%)	5		7		5		9		4	20		25		21		23		18	
	CI lower bound (%)	1		2		1		4		2	16		19		15		17		15	
<b>Internship or Field Experience<sup>b</sup></b>	%	<b>76</b>		<b>78</b>		<b>74</b>		<b>72</b>		<b>76</b>	<b>42</b>		<b>48</b>		<b>43</b>		<b>43</b>		<b>35</b>	
	n	233		315		317		522		1,397	1,125		852		650		642		1,969	
	SE	2.8		2.4		2.5		2.0		1.1	1.5		1.7		1.9		2.0		1.1	
	(First-year results: Plan to do)	CI upper bound (%)	81		82		79		76		79	45		51		47		46		37
	CI lower bound (%)	70		73		69		69		74	40		44		39		39		33	
<b>Study Abroad<sup>b</sup></b>	%	<b>46</b>		<b>62</b>		<b>56</b>		<b>53</b>		<b>49</b>	<b>14</b>		<b>13</b>		<b>19</b>		<b>26</b>		<b>13</b>	
	n	231		314		318		522		1,386	1,116		851		647		637		1,960	
	SE	3.3		2.7		2.8		2.2		1.3	1.0		1.2		1.6		1.7		0.8	
	(First-year results: Plan to do)	CI upper bound (%)	52		67		61		58		51	16		16		22		29		15
	CI lower bound (%)	39		57		50		49		46	12		11		16		23		12	
<b>Culminating Senior Experience<sup>b</sup></b>	%	<b>37</b>		<b>42</b>		<b>45</b>		<b>47</b>		<b>47</b>	<b>29</b>		<b>32</b>		<b>35</b>		<b>34</b>		<b>29</b>	
	n	229		315		314		520		1,384	1,114		849		646		633		1,962	
	SE	3.2		2.8		2.8		2.2		1.3	1.4		1.6		1.9		1.9		1.0	
	(First-year results: Plan to do)	CI upper bound (%)	43		47		51		51		50	32		35		39		38		31
	CI lower bound (%)	31		36		40		43		45	26		29		31		31		27	
<b>Overall HIP Participation<sup>c</sup></b>																				
<b>Participated in one HIP</b>	%	<b>48</b>		<b>49</b>		<b>47</b>		<b>48</b>		<b>46</b>	<b>28</b>		<b>25</b>		<b>28</b>		<b>25</b>		<b>34</b>	
	n	235		315		318		523		1,392	1,128		863		651		643		1,978	
	SE	3.3		2.8		2.8		2.2		1.3	1.3		1.5		1.8		1.7		1.1	
	CI upper bound (%)	54		55		53		52		49	31		28		32		29		36	
	CI lower bound (%)	42		44		42		44		44	25		22		25		22		32	
<b>Participated in two or more HIPs</b>	%	<b>11</b>		<b>14</b>		<b>12</b>		<b>10</b>		<b>6</b>	<b>52</b>		<b>56</b>		<b>54</b>		<b>56</b>		<b>46</b>	
	n	235		315		318		523		1,392	1,128		863		651		643		1,978	
	SE	2.0		1.9		1.8		1.3		0.6	1.5		1.7		2.0		2.0		1.1	
	CI upper bound (%)	15		18		16		13		7	55		59		58		60		48	
	CI lower bound (%)	7		10		9		8		5	49		52		51		52		44	

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.