NSSE 2021

Multi-Year Report

Washington State University

About Your Multi-Year Report

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

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

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

Report sections

Administration Summaries (p. 3)   A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.

Engagement Results by Theme (pp. 4-7)   Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.

High-Impact Practices (pp. 8-9)   Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who *planned to do* 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

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.

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Administration Summaries
Washington State University

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

	First-year students					Seniors				
Year	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	17%	+/- 3.3%	731	595	136	21%	+/- 2.4%	1,372	1,174	198
2015	13%	+/- 4.4%	426	339	87	17%	+/- 3.0%	886	756	130
2016										
2017	27%	+/- 2.4%	1,175	962	213	22%	+/- 2.5%	1,205	1,042	163
2018										
2019	26%	+/- 2.4%	1,198	1,022	176	24%	+/- 2.3%	1,427	1,294	133
2020										
2021	27%	+/- 2.6%	1,038	856	182	24%	+/- 2.2%	1,473	1,279	194

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	Transferable Skills, Information Literacy	No	No	No
2015	Email	Census	Yes	Diverse Perspectives, FY Experiences / Sr Transitions	No	No	No
2016							
2017	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	No
2018							
2019	Email	Census	Yes	Writing Experiences, FY Experiences / Sr Transitions	No	No	No
2020							
2021	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	No

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

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

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much 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.
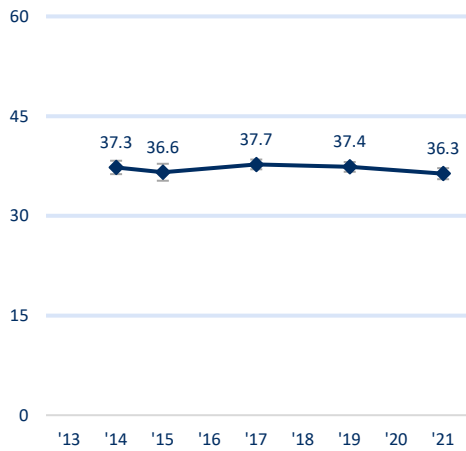
NSSE 2021 Multi-Year Report
Engagement Results by Theme
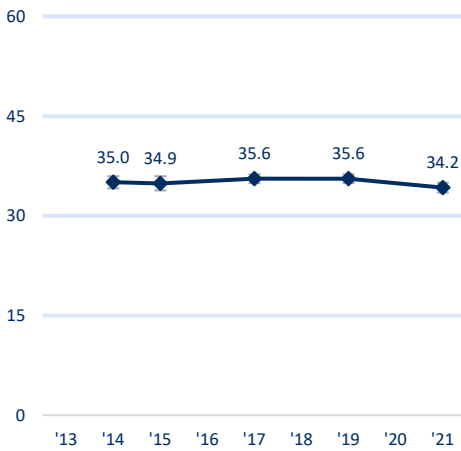## Washington State University

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.
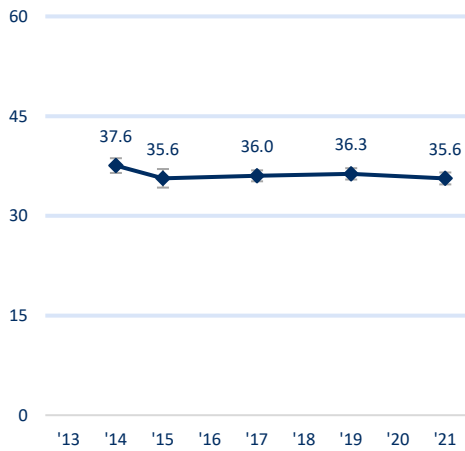
Academic Challenge: First-year students
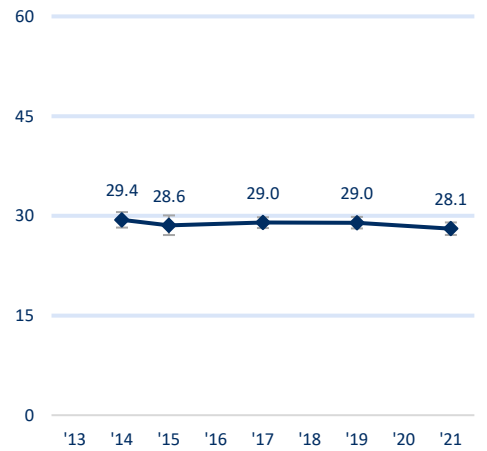
Higher-Order Learning

37.3 36.6 37.7 37.4 36.3

Reflective & Integrative Learning

35.0 34.9 35.6 35.6 34.2

Learning Strategies

37.6 35.6 36.0 36.3 35.6

Quantitative Reasoning

29.4 28.6 29.0 29.0 28.1

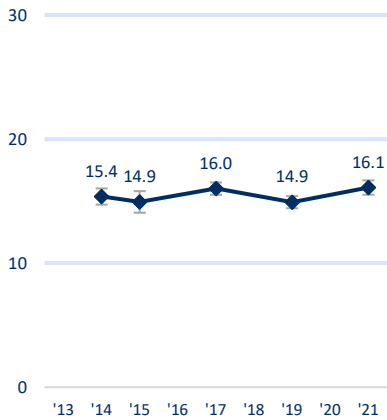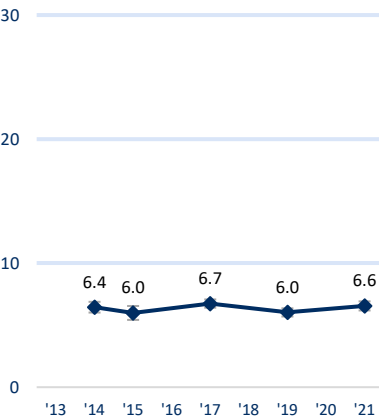## Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

15.4 14.9 16.0 14.9 16.1

Course Reading (hrs/wk)[a]

6.4 6.0 6.7 6.0 6.6

Assigned Writing (pages)[a]

54.9 66.5 57.0 58.5 60.1

Course Challenge[b]

5.4 5.3 5.3 5.3 5.1

Academic Emphasis[c]

3.1 3.1 3.1 3.0 3.0

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

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

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

NSSE
national survey of
student engagement

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

39.7 40.2 39.6 40.4 39.8

'13 '14 '15 '16 '17 '18 '19 '20 '21

Reflective & Integrative Learning

38.2 38.4 37.8 38.2 37.8

'13 '14 '15 '16 '17 '18 '19 '20 '21

Learning Strategies

38.2 36.6 36.6 37.1 37.3

'13 '14 '15 '16 '17 '18 '19 '20 '21

Quantitative Reasoning

32.2 32.3 31.4 32.6 32.6

'13 '14 '15 '16 '17 '18 '19 '20 '21

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

16.3 16.1 15.9 16.6 17.2

'13 '14 '15 '16 '17 '18 '19 '20 '21

Course Reading (hrs/wk)[a]

7.1 6.2 6.6 6.5 7.4

'13 '14 '15 '16 '17 '18 '19 '20 '21

Assigned Writing (pages)[a]

85.0 85.4 87.7 96.5 90.4

'13 '14 '15 '16 '17 '18 '19 '20 '21

Course Challenge[b]

5.5 5.6 5.4 5.5 5.3

'13 '14 '15 '16 '17 '18 '19 '20 '21

Academic Emphasis[c]

3.1 3.1 3.1 3.1 3.2

'13 '14 '15 '16 '17 '18 '19 '20 '21

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
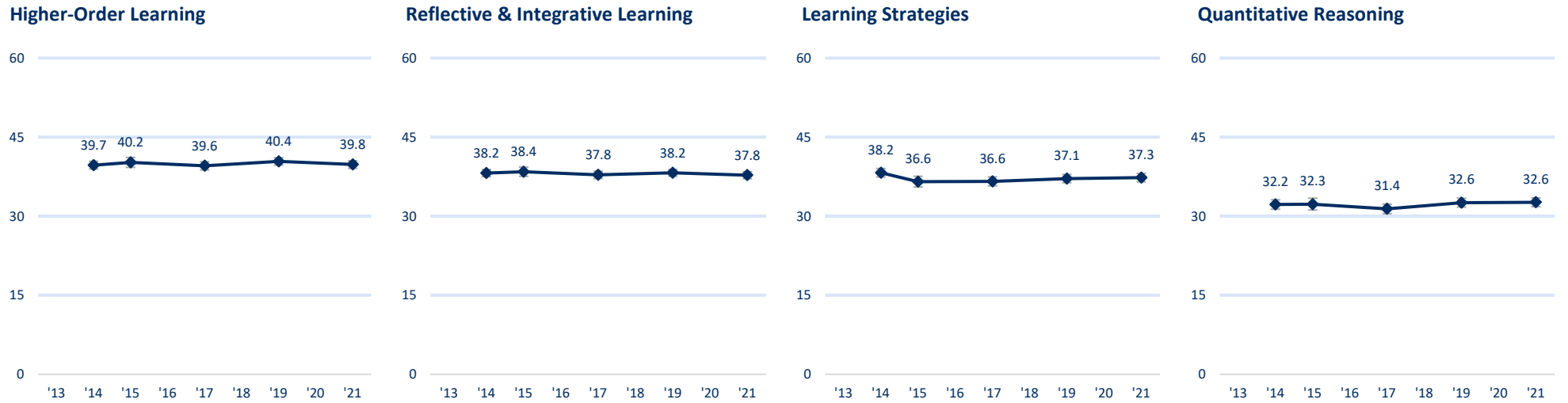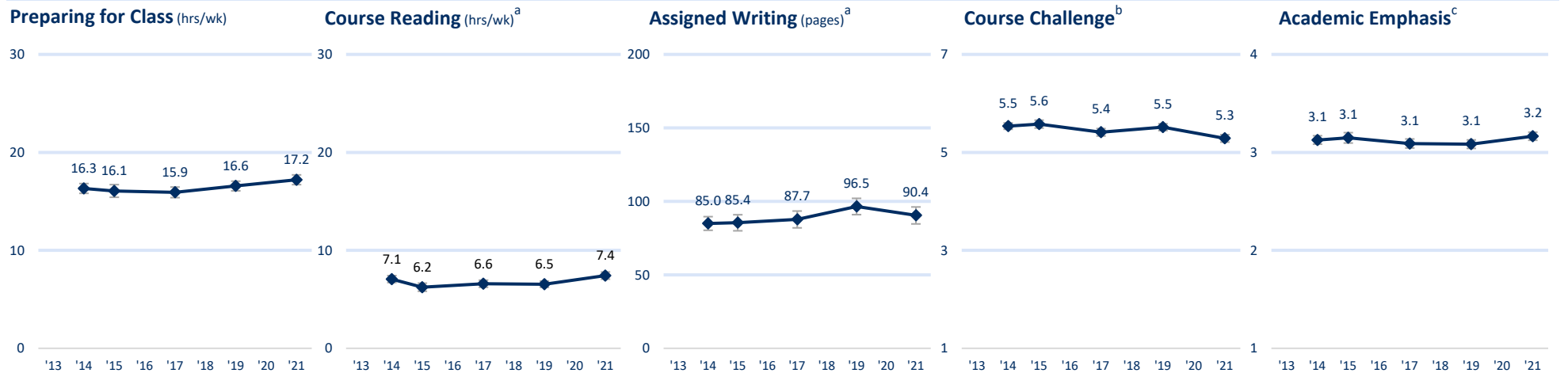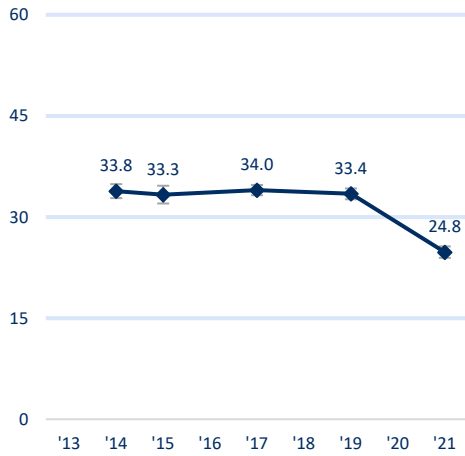
NSSE
national survey of
student engagement

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

33.8 33.3 34.0 33.4 24.8

'13 '14 '15 '16 '17 '18 '19 '20 '21

Discussions with Diverse Others

41.2 39.9 40.3 38.7 34.9

'13 '14 '15 '16 '17 '18 '19 '20 '21

Experiences with Faculty: First-year students

Student-Faculty Interaction

21.0 22.3 21.6 22.1 17.7

'13 '14 '15 '16 '17 '18 '19 '20 '21

Effective Teaching Practices

37.2 36.5 37.5 36.6 35.6

'13 '14 '15 '16 '17 '18 '19 '20 '21
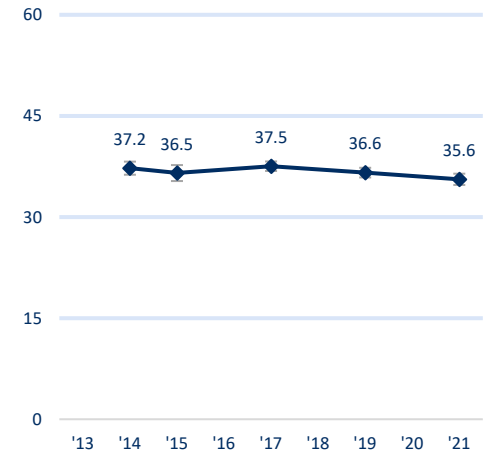
Campus Environment: First-year students

Quality of Interactions
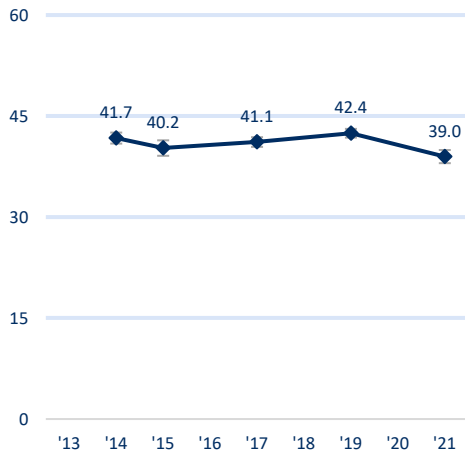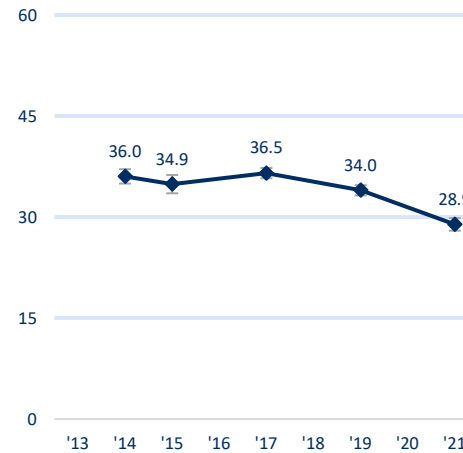
41.7 40.2 41.1 42.4 39.0

'13 '14 '15 '16 '17 '18 '19 '20 '21

Supportive Environment

36.0 34.9 36.5 34.0 28.9

'13 '14 '15 '16 '17 '18 '19 '20 '21

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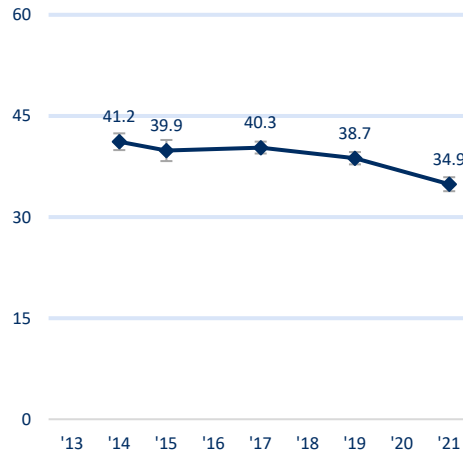## Engagement Results by Theme
Washington State University

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.

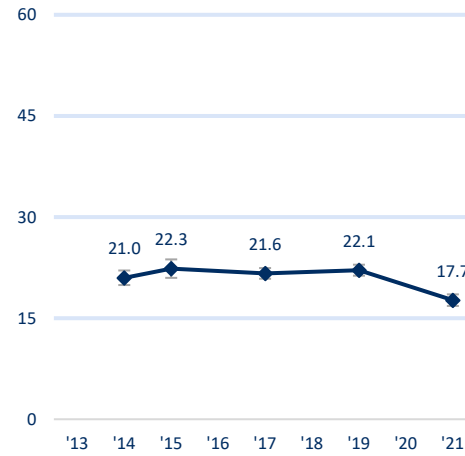## Learning with Peers: Seniors

Collaborative Learning

Values by year ('14–'21): 34.3, 34.8, 35.5, 36.3, 31.4

Discussions with Diverse Others

Values by year ('14–'21): 42.1, 42.0, 41.0, 41.1, 37.6
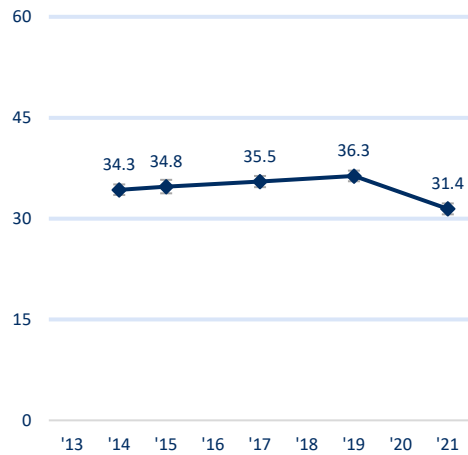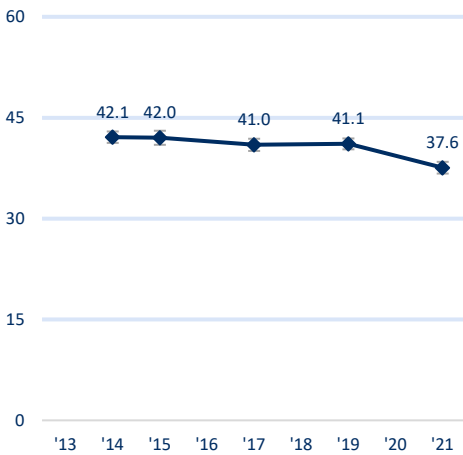
Experiences with Faculty: Seniors

Student-Faculty Interaction

Values by year ('14–'21): 23.0, 24.0, 24.2, 24.4, 20.8

Effective Teaching Practices

Values by year ('14–'21): 38.8, 38.4, 38.3, 38.1, 37.5
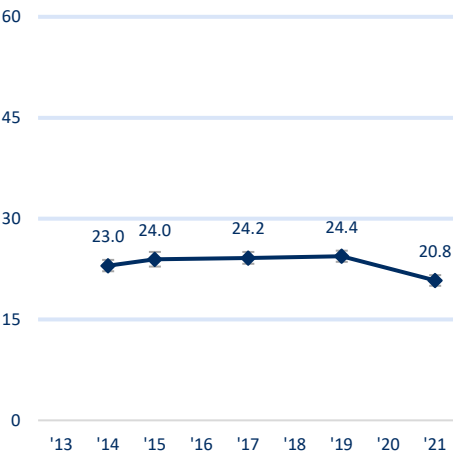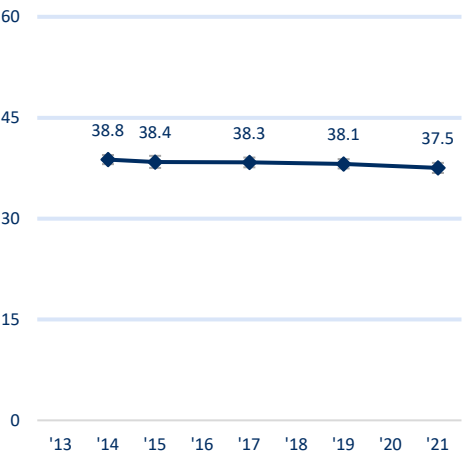
Campus Environment: Seniors

Quality of Interactions
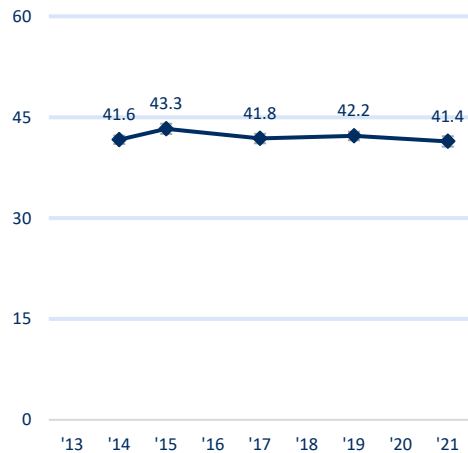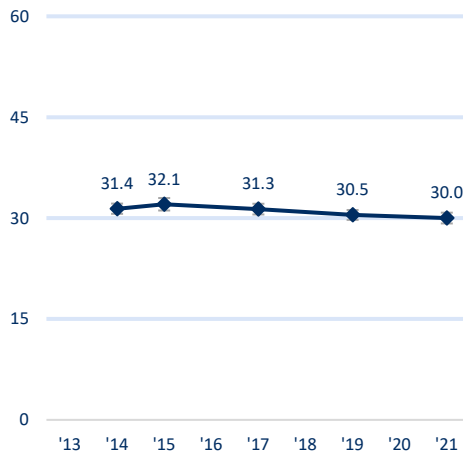
Values by year ('14–'21): 41.6, 43.3, 41.8, 42.2, 41.4

Supportive Environment

Values by year ('14–'21): 31.4, 32.1, 31.3, 30.5, 30.0

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High-Impact Practices
Washington State University

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)
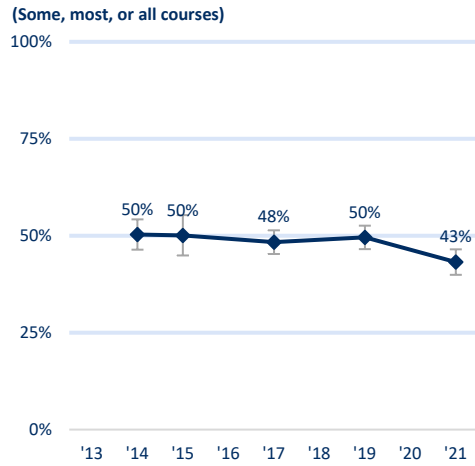
Learning Community
(Done or in progress)
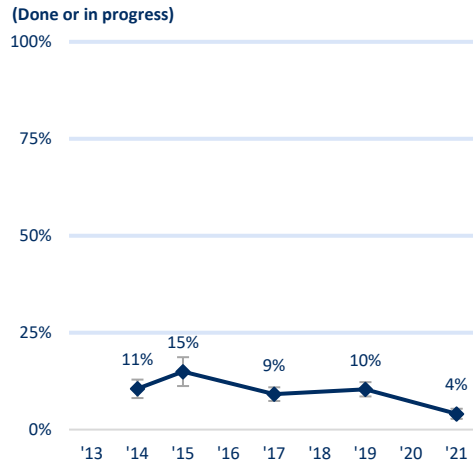
Research with Faculty
(Done or in progress)
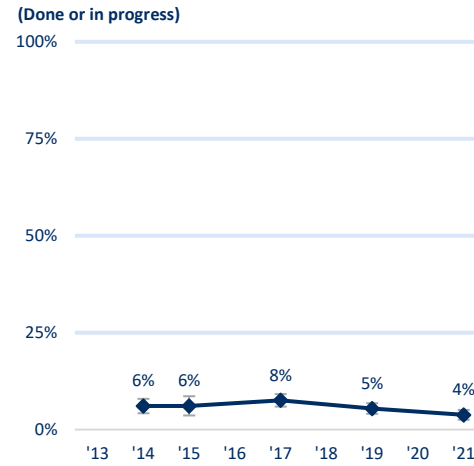
Internship/Field Experience
(Plan to do)
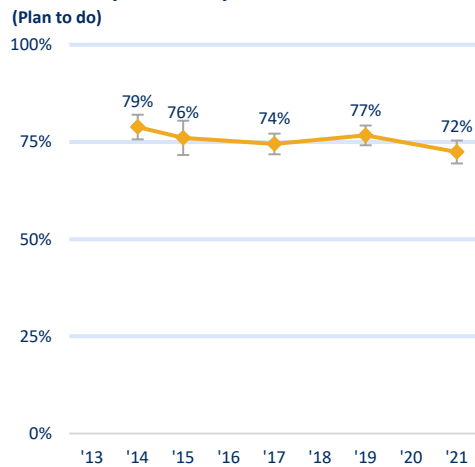
Study Abroad
(Plan to do)
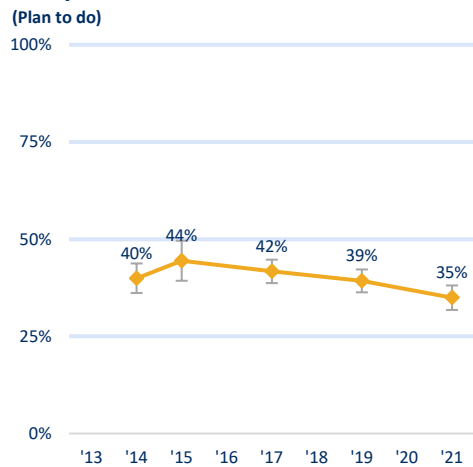
Culminating Senior Experience
(Plan to do)
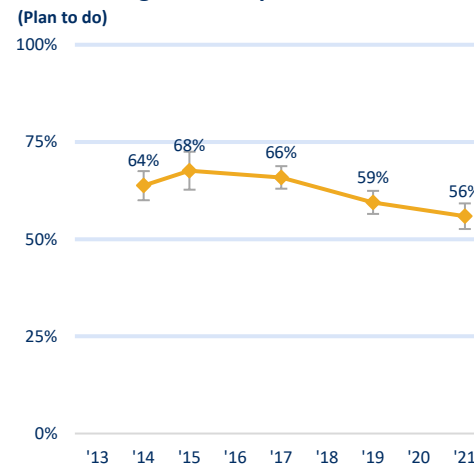
Overall first-year HIP participation

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.
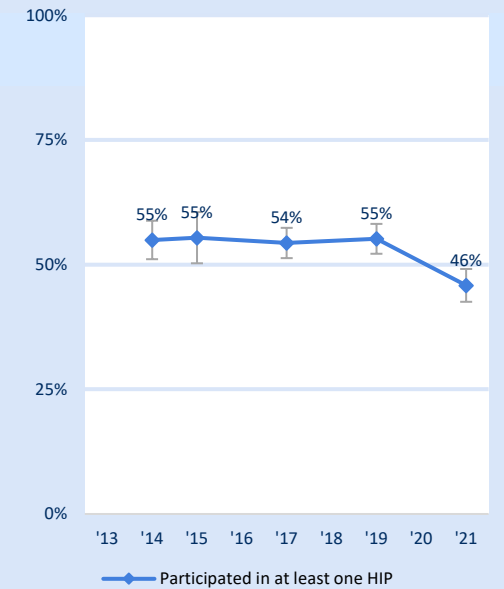
— Participated in at least one HIP

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
High-Impact Practices
Washington State University

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)
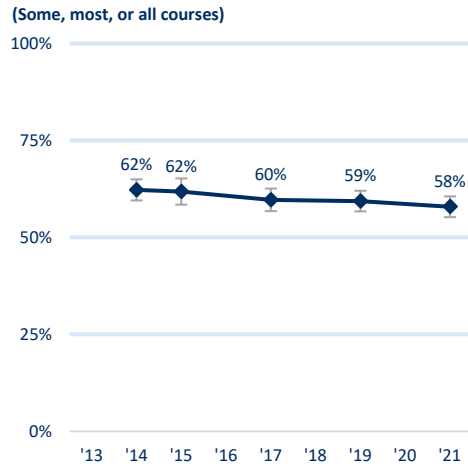
Learning Community
(Done or in progress)
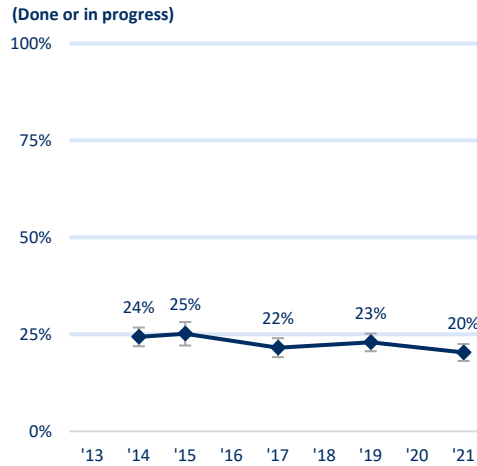
Research with Faculty
(Done or in progress)
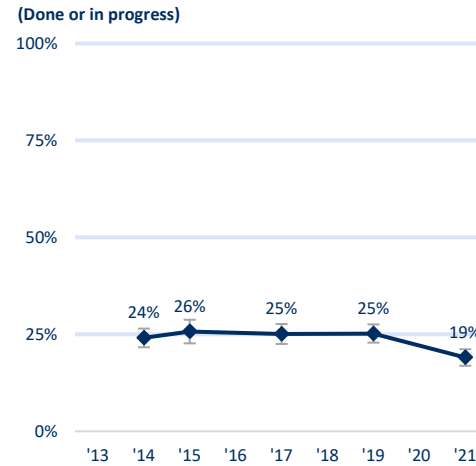
Internship/Field Experience
(Done or in progress)
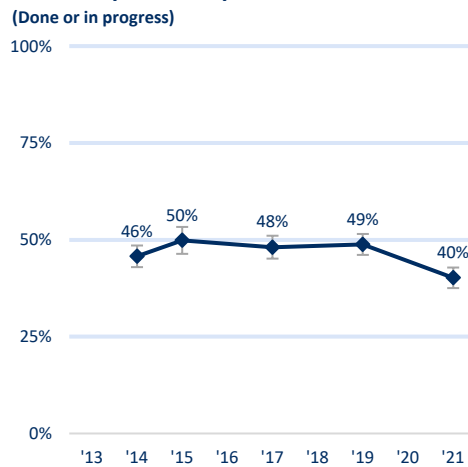
Study Abroad
(Done or in progress)
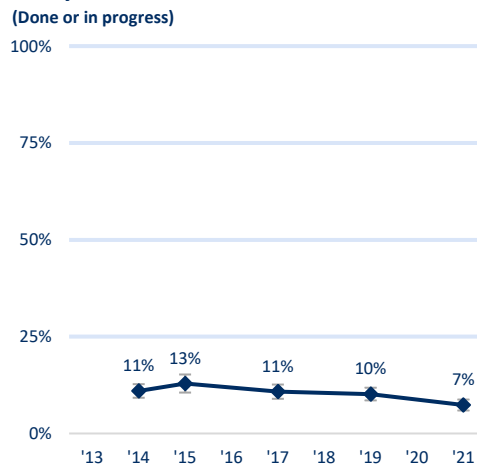
Culminating Senior Experience
(Done or in progress)
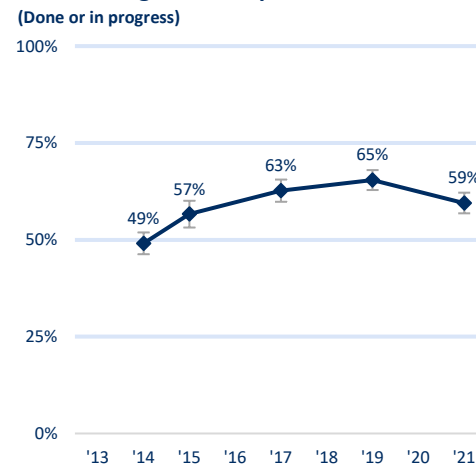
Overall senior HIP participation
The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.

— Participated in two or more HIPs
— Participated in one HIP

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

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Detailed Statistics: Engagement Indicators and Additional Items
Washington State University

|		First-year students									Seniors								
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
Academic Challenge																			
Higher-Order Learning	Mean		37.3	36.6		37.7		37.4		36.3		39.7	40.2		39.6		40.4		39.8
	n		659	365		1,101		1,087		925		1,251	809		1,162		1,335		1,344
	SD		13.2	12.4		12.5		12.4		12.9		13.2	13.7		13.4		12.8		13.3
	SE		.51	.65		.38		.38		.43		.37	.48		.39		.35		.36
	CI upper bound		38.3	37.8		38.5		38.1		37.2		40.4	41.1		40.3		41.1		40.5
	CI lower bound		36.3	35.3		37.0		36.6		35.5		39.0	39.3		38.8		39.7		39.1
Reflective & Integrative Learning	Mean		35.0	34.9		35.6		35.6		34.2		38.2	38.4		37.8		38.2		37.8
	n		680	396		1,122		1,136		973		1,293	837		1,176		1,375		1,401
	SD		12.1	10.8		11.1		11.2		11.8		12.4	12.8		12.0		11.9		12.7
	SE		.46	.54		.33		.33		.38		.34	.44		.35		.32		.34
	CI upper bound		36.0	36.0		36.2		36.2		35.0		38.9	39.3		38.5		38.8		38.4
	CI lower bound		34.1	33.8		34.9		34.9		33.5		37.5	37.6		37.2		37.6		37.1
Learning Strategies	Mean		37.6	35.6		36.0		36.3		35.6		38.2	36.6		36.6		37.1		37.3
	n		628	353		1,040		1,051		885		1,202	783		1,097		1,307		1,306
	SD		14.2	13.4		13.6		14.1		13.6		14.2	14.5		14.4		14.2		14.6
	SE		.57	.71		.42		.43		.46		.41	.52		.44		.39		.40
	CI upper bound		38.7	37.0		36.8		37.2		36.5		39.1	37.6		37.5		37.9		38.1
	CI lower bound		36.4	34.2		35.2		35.5		34.7		37.4	35.5		35.7		36.4		36.5
Quantitative Reasoning	Mean		29.4	28.6		29.0		29.0		28.1		32.2	32.3		31.4		32.6		32.6
	n		666	382		1,097		1,065		884		1,268	818		1,149		1,315		1,311
	SD		15.3	14.7		13.8		14.5		14.3		16.2	16.4		15.6		15.5		15.4
	SE		.59	.75		.42		.44		.48		.45	.57		.46		.43		.43
	CI upper bound		30.6	30.1		29.8		29.8		29.0		33.1	33.4		32.3		33.4		33.5
	CI lower bound		28.2	27.1		28.2		28.1		27.1		31.3	31.2		30.5		31.7		31.8
Academic Challenge (additional items)																			
Preparing for Class (hours/week)	Mean		15.4	14.9		16.0		14.9		16.1		16.3	16.1		15.9		16.6		17.2
	n		604	337		975		1,037		868		1,173	765		1,051		1,301		1,284
	SD		8.2	8.2		7.9		8.0		8.7		8.7	9.1		8.9		9.1		9.1
	SE		.33	.44		.25		.25		.29		.25	.33		.28		.25		.25
	CI upper bound		16.0	15.8		16.5		15.4		16.7		16.8	16.7		16.5		17.1		17.7
	CI lower bound		14.7	14.1		15.5		14.4		15.5		15.8	15.4		15.4		16.1		16.7
Course Reading Est. hrs per week calculated from two items.	Mean		6.4	6.0		6.7		6.0		6.6		7.1	6.2		6.6		6.5		7.4
	n		595	334		968		1,032		863		1,159	758		1,047		1,294		1,277
	SD		5.4	5.2		5.3		5.4		5.5		6.2	5.8		6.0		5.8		6.6
	SE		.22	.29		.17		.17		.19		.18	.21		.18		.16		.18
	CI upper bound		6.9	6.5		7.1		6.4		6.9		7.4	6.6		7.0		6.9		7.8
	CI lower bound		6.0	5.4		6.4		5.7		6.2		6.7	5.8		6.2		6.2		7.1

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).

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		First-year students									Seniors								
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
Academic Challenge (additional items, continued)																			
Assigned Writing Estimated number of pages calculated from three survey questions.	Mean		54.9	66.5		57.0		58.5		60.1		85.0	85.4		87.7		96.5		90.4
	n		600	336		1,039		1,063		886		1,118	749		1,095		1,313		1,303
	SD		49.6	65.0		66.6		71.0		80.6		79.1	76.3		96.7		102.6		106.2
	SE		2.03	3.54		2.07		2.18		2.71		2.37	2.79		2.92		2.83		2.94
	CI upper bound		58.9	73.4		61.0		62.8		65.5		89.6	90.9		93.4		102.1		96.2
	CI lower bound		50.9	59.5		52.9		54.2		54.8		80.3	80.0		82.0		91.0		84.7
Course Challenge Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean		5.4	5.3		5.3		5.3		5.1		5.5	5.6		5.4		5.5		5.3
	n		639	358		1,030		1,060		888		1,221	797		1,100		1,306		1,307
	SD		1.1	1.1		1.2		1.2		1.3		1.1	1.2		1.3		1.3		1.4
	SE		.04	.06		.04		.04		.04		.03	.04		.04		.04		.04
	CI upper bound		5.5	5.5		5.4		5.4		5.2		5.6	5.7		5.5		5.6		5.4
	CI lower bound		5.4	5.2		5.2		5.2		5.0		5.5	5.5		5.3		5.4		5.2
Academic Emphasis Perceived institutional emphasis on spending significant time studying and on academic work (1 =	Mean		3.1	3.1		3.1		3.0		3.0		3.1	3.1		3.1		3.1		3.2
	n		606	338		992		1,047		875		1,178	766		1,059		1,305		1,291
	SD		0.7	0.7		0.7		0.7		0.8		0.8	0.7		0.8		0.8		0.8
	SE		.03	.04		.02		.02		.03		.02	.03		.02		.02		.02
	CI upper bound		3.2	3.2		3.2		3.1		3.1		3.2	3.2		3.1		3.1		3.2
	CI lower bound		3.1	3.0		3.1		3.0		3.0		3.1	3.1		3.0		3.0		3.1
Learning with Peers																			
Collaborative Learning	Mean		33.8	33.3		34.0		33.4		24.8		34.3	34.8		35.5		36.3		31.4
	n		695	403		1,154		1,168		1,015		1,296	851		1,185		1,397		1,443
	SD		13.9	13.5		13.2		14.0		13.8		14.5	14.9		14.6		15.1		15.8
	SE		.53	.67		.39		.41		.43		.40	.51		.42		.40		.42
	CI upper bound		34.9	34.6		34.8		34.2		25.6		35.1	35.8		36.3		37.1		32.3
	CI lower bound		32.8	32.0		33.2		32.6		23.9		33.5	33.8		34.7		35.5		30.6
Discussions with Diverse Others	Mean		41.2	39.9		40.3		38.7		34.9		42.1	42.0		41.0		41.1		37.6
	n		636	356		1,041		1,054		880		1,223	793		1,100		1,307		1,297
	SD		16.0	15.1		14.5		15.1		15.7		15.2	15.0		15.3		14.9		16.0
	SE		.63	.80		.45		.47		.53		.43	.53		.46		.41		.45
	CI upper bound		42.4	41.4		41.2		39.6		35.9		43.0	43.1		41.9		41.9		38.4
	CI lower bound		39.9	38.3		39.4		37.8		33.8		41.3	41.0		40.1		40.3		36.7

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

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		First-year students									Seniors								
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
Experiences with Faculty																			
Student-Faculty Interaction	Mean		21.0	22.3		21.6		22.1		17.7		23.0	24.0		24.2		24.4		20.8
	n		664	390		1,103		1,108		935		1,266	820		1,160		1,349		1,361
	SD		14.2	13.8		13.4		13.8		13.4		15.3	15.9		15.3		15.5		15.0
	SE		.55	.70		.40		.42		.44		.43	.56		.45		.42		.41
	CI upper bound		22.1	23.7		22.4		22.9		18.5		23.9	25.0		25.0		25.2		21.6
	CI lower bound		19.9	21.0		20.8		21.3		16.8		22.2	22.9		23.3		23.6		20.0
Effective Teaching Practices	Mean		37.2	36.5		37.5		36.6		35.6		38.8	38.4		38.3		38.1		37.5
	n		676	380		1,110		1,087		920		1,275	830		1,167		1,335		1,347
	SD		12.9	11.8		12.0		12.1		12.9		12.4	13.2		12.7		12.9		14.0
	SE		.50	.60		.36		.37		.43		.35	.46		.37		.35		.38
	CI upper bound		38.2	37.7		38.2		37.3		36.4		39.4	39.3		39.1		38.8		38.3
	CI lower bound		36.3	35.3		36.8		35.9		34.8		38.1	37.5		37.6		37.5		36.8
Campus Environment																			
Quality of Interactions	Mean		41.7	40.2		41.1		42.4		39.0		41.6	43.3		41.8		42.2		41.4
	n		623	347		1,000		1,018		736		1,187	748		1,021		1,229		1,169
	SD		10.4	10.9		11.6		10.6		13.5		11.0	10.5		11.5		11.3		13.4
	SE		.42	.59		.37		.33		.50		.32	.39		.36		.32		.39
	CI upper bound		42.5	41.4		41.9		43.1		40.0		42.3	44.0		42.5		42.8		42.2
	CI lower bound		40.9	39.1		40.4		41.8		38.0		41.0	42.5		41.1		41.6		40.6
Supportive Environment	Mean		36.0	34.9		36.5		34.0		28.9		31.4	32.1		31.3		30.5		30.0
	n		600	335		978		1,042		868		1,171	759		1,055		1,298		1,281
	SD		13.3	12.7		12.3		12.5		14.0		13.3	13.0		13.2		13.5		14.7
	SE		.54	.69		.39		.39		.47		.39	.47		.41		.38		.41
	CI upper bound		37.1	36.2		37.3		34.7		29.8		32.2	33.0		32.1		31.2		30.8
	CI lower bound		35.0	33.5		35.8		33.2		28.0		30.6	31.1		30.5		29.7		29.2

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).

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		First-year students									Seniors								
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
Service-Learning[a]	%		50	50		48		50		43		62	62		60		59		58
	n		629	356		1,030		1,050		874		1,214	792		1,090		1,309		1,301
	SE		2.0	2.7		1.6		1.5		1.7		1.4	1.7		1.5		1.4		1.4
	CI upper bound (%)		54	55		51		53		46		65	65		63		62		61
	CI lower bound (%)		46	45		45		47		40		60	58		57		57		55
Learning Community[a]	%		11	15		9		10		4		24	25		22		23		20
	n		638	354		1,030		1,052		879		1,218	790		1,093		1,314		1,301
	SE		1.2	1.9		0.9		0.9		0.7		1.2	1.5		1.2		1.2		1.1
	CI upper bound (%)		13	19		11		12		5		27	28		24		25		23
	CI lower bound (%)		8	11		7		9		3		22	22		19		21		18
Research with Faculty[a]	%		6	6		8		5		4		24	26		25		25		19
	n		634	359		1,033		1,057		881		1,208	793		1,091		1,311		1,305
	SE		0.9	1.3		0.8		0.7		0.6		1.2	1.6		1.3		1.2		1.1
	CI upper bound (%)		8	9		9		7		5		26	29		28		28		21
	CI lower bound (%)		4	4		6		4		3		22	23		23		23		17
Internship or Field Experience[b] (First-year results: Plan to do)	%		79	76		74		77		72		46	50		48		49		40
	n		639	360		1,036		1,063		884		1,224	796		1,099		1,315		1,312
	SE		1.6	2.3		1.4		1.3		1.5		1.4	1.8		1.5		1.4		1.4
	CI upper bound (%)		82	80		77		79		75		49	53		51		52		43
	CI lower bound (%)		76	72		72		74		69		43	46		45		46		38
Study Abroad[b] (First-year results: Plan to do)	%		40	44		42		39		35		11	13		11		10		7
	n		638	358		1,031		1,059		880		1,220	792		1,094		1,316		1,307
	SE		1.9	2.6		1.5		1.5		1.6		0.9	1.2		0.9		0.8		0.7
	CI upper bound (%)		44	50		45		42		38		13	15		13		12		9
	CI lower bound (%)		36	39		39		36		32		9	11		9		9		6
Culminating Senior Experience[b] (First-year results: Plan to do)	%		64	68		66		59		56		49	57		63		65		59
	n		634	354		1,028		1,054		874		1,217	793		1,094		1,313		1,303
	SE		1.9	2.5		1.5		1.5		1.7		1.4	1.8		1.5		1.3		1.4
	CI upper bound (%)		67	72		69		62		59		52	60		66		68		62
	CI lower bound (%)		60	63		63		56		53		46	53		60		63		57
Overall HIP Participation[c]																			
Participated in one HIP	%		45	42		45		47		41		24	20		23		20		28
	n		639	360		1,035		1,060		881		1,229	798		1,100		1,318		1,314
	SE		2.0	2.6		1.5		1.5		1.7		1.2	1.4		1.3		1.1		1.2
	CI upper bound (%)		49	47		48		50		45		26	23		25		22		30
	CI lower bound (%)		41	37		42		44		38		21	17		20		18		25
Participated in two or more HIPs	%		10	13		9		8		4		63	67		67		69		60
	n		639	360		1,035		1,060		881		1,229	798		1,100		1,318		1,314
	SE		1.2	1.8		0.9		0.9		0.7		1.4	1.7		1.4		1.3		1.4
	CI upper bound (%)		12	17		11		10		6		66	71		70		72		63
	CI lower bound (%)		8	10		8		7		3		60	64		64		67		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 +/- 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.