



NSSE 2021
Multi-Year Report
Sul Ross State University

About Your Multi-Year Report

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

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

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

The 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										
2015										
2016	9%	+/- 14.6%	41	33	8	22%	+/- 14.3%	37	33	4
2017	17%	+/- 8.1%	120	108	12	24%	+/- 7.7%	124	110	14
2018	18%	+/- 8.3%	116	99	17	25%	+/- 6.4%	176	151	25
2019	15%	+/- 9.7%	88	76	12	16%	+/- 9.1%	97	89	8
2020	23%	+/- 8.4%	106	85	21	19%	+/- 7.6%	134	110	24
2021	25%	+/- 10.7%	63	47	16	26%	+/- 7.5%	127	107	20

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014							
2015							
2016	Email	Census	No	Civic Engagement	No	No	No
2017	Email	Census	Yes	None	No	No	No
2018	Email	Census	Yes	Writing Experiences	No	No	No
2019	Email	Census	Yes	None	No	No	No
2020	Email	Census	Yes	Inclusiv & Cult Div	No	No	No
2021	Email	Census	No	Inclusiv & Cult Div, Online Learning	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.

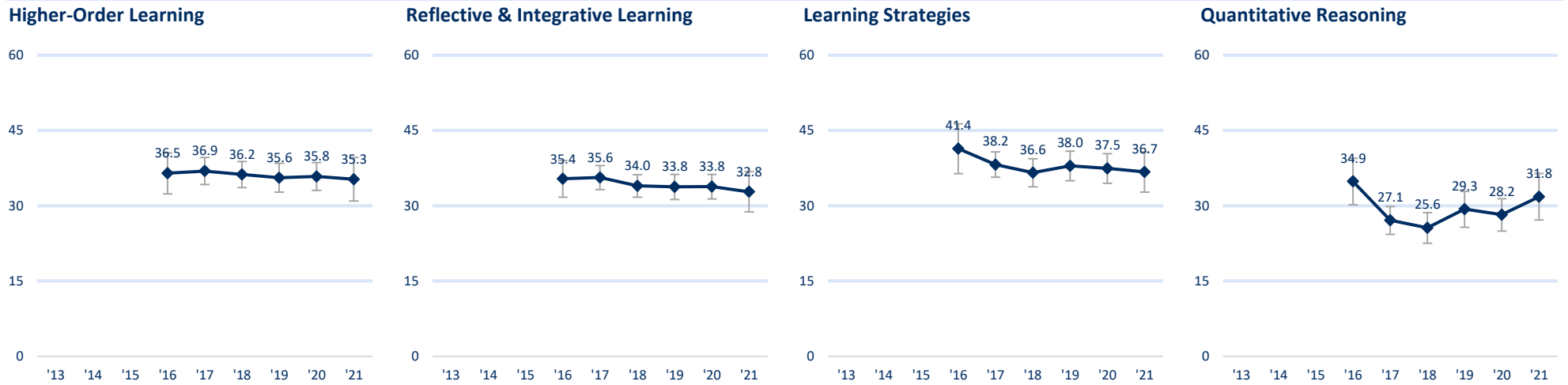
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors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

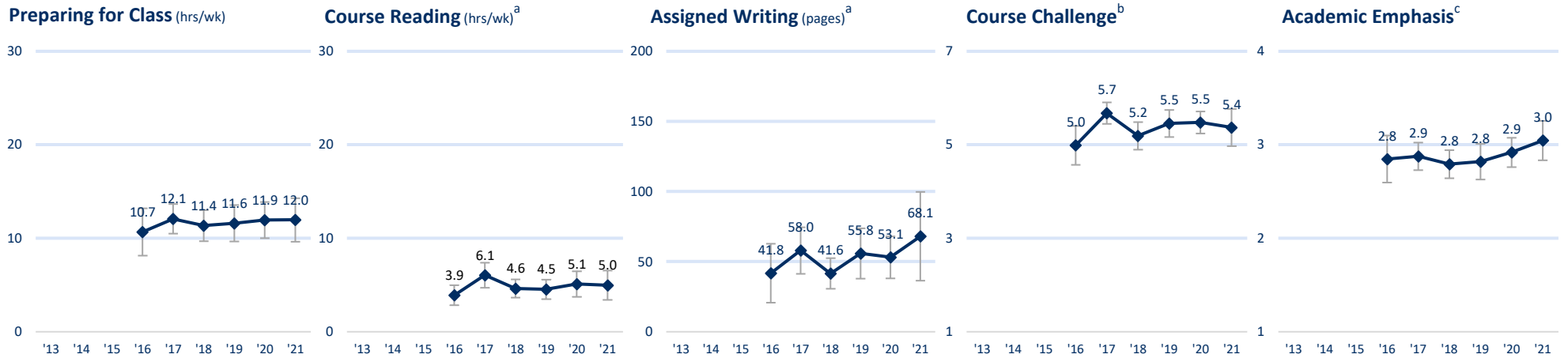
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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



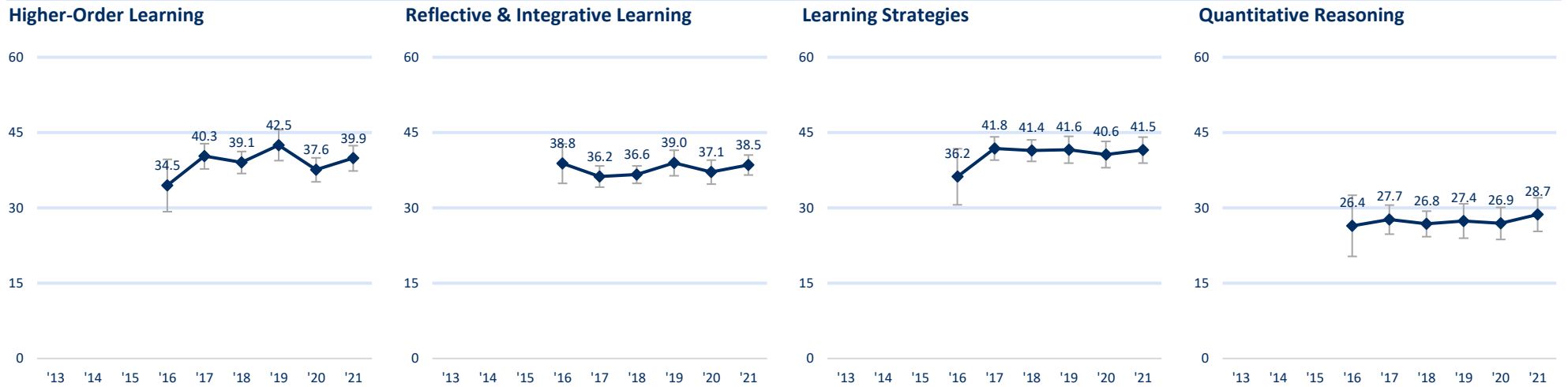
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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

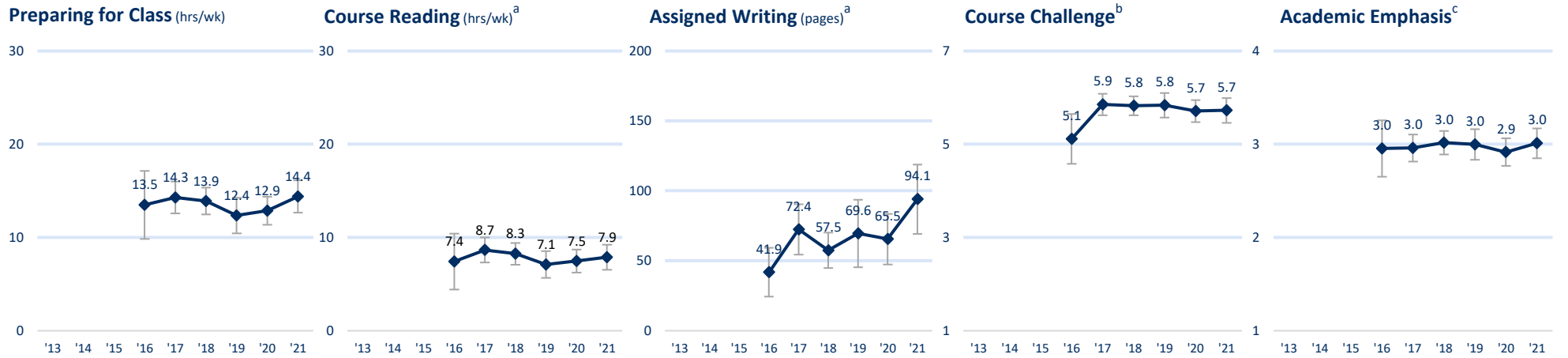
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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Academic Challenge: Seniors



Academic Challenge (additional items): Seniors



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

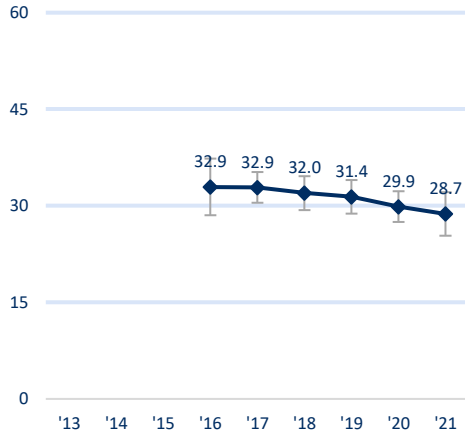
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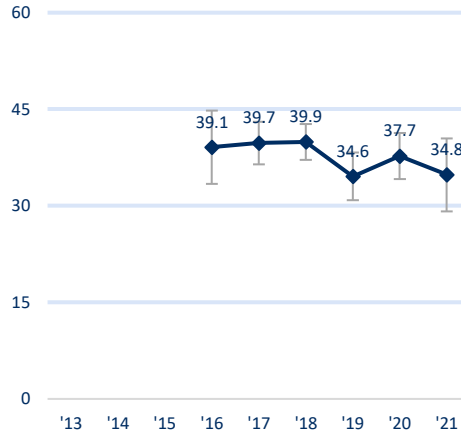
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Learning with Peers: First-year students

Collaborative Learning

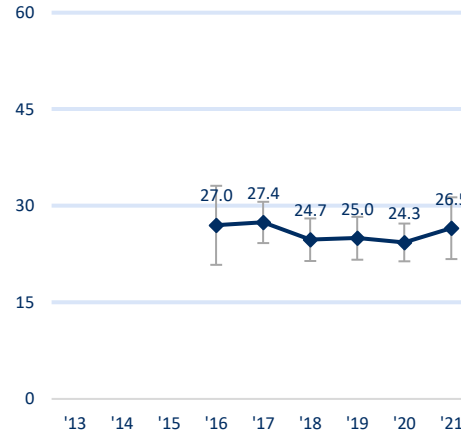


Discussions with Diverse Others

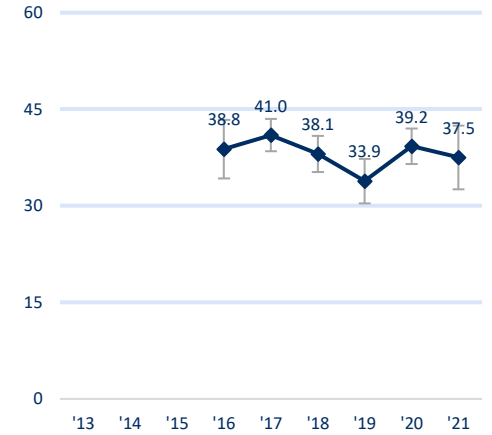


Experiences with Faculty: First-year students

Student-Faculty Interaction

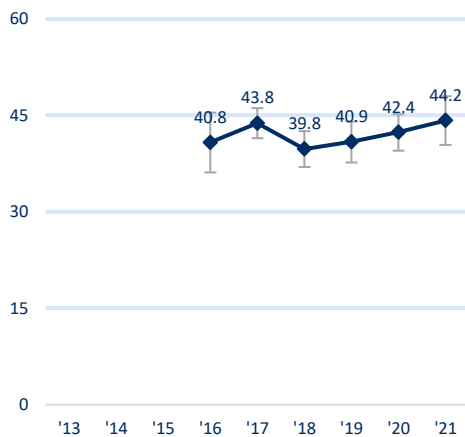


Effective Teaching Practices

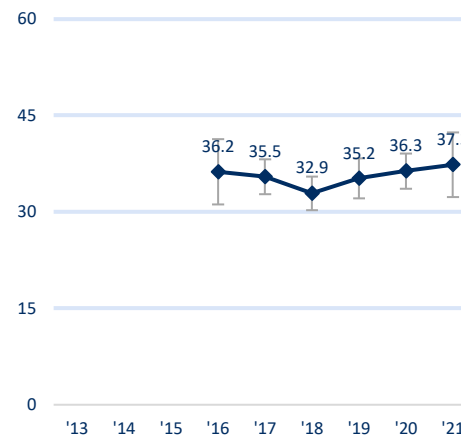


Campus Environment: First-year students

Quality of Interactions



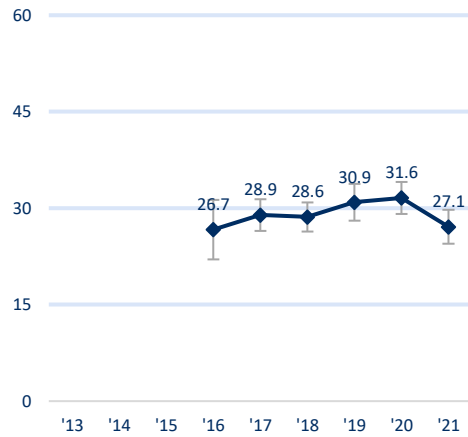
Supportive Environment



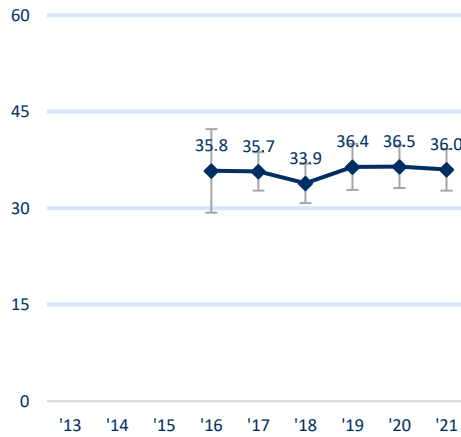
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

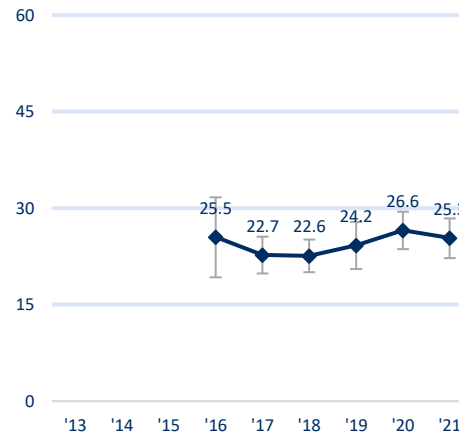


Discussions with Diverse Others

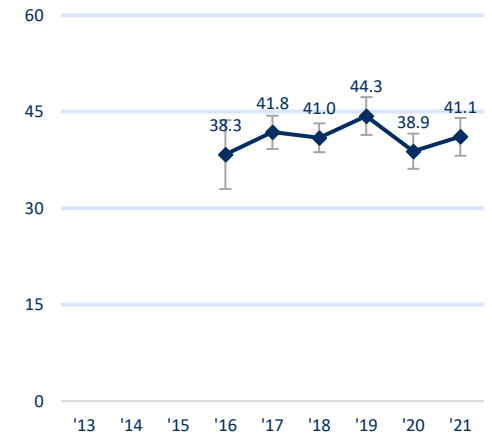


Experiences with Faculty: Seniors

Student-Faculty Interaction

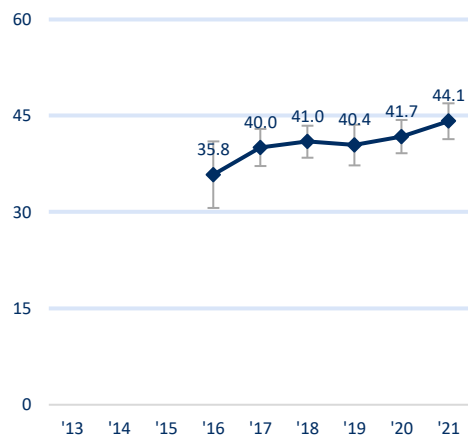


Effective Teaching Practices

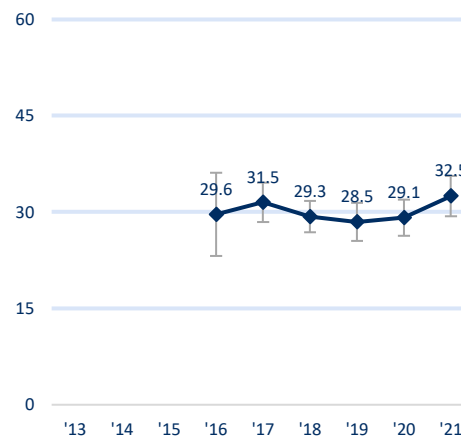


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

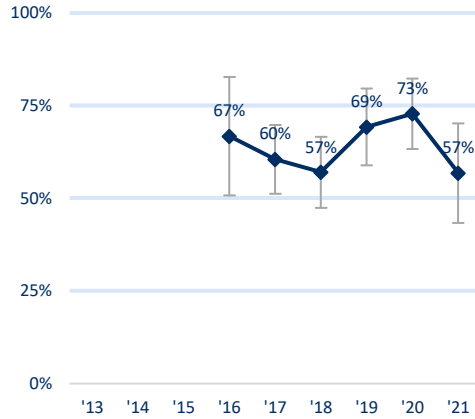


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

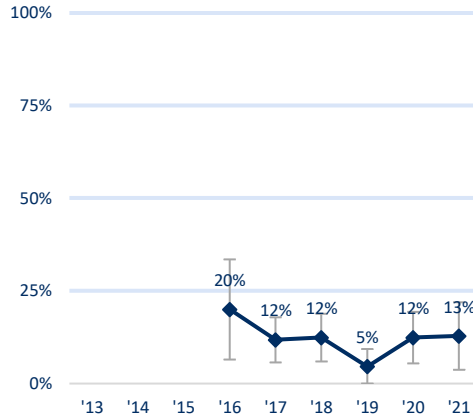
Service-Learning

(Some, most, or all courses)



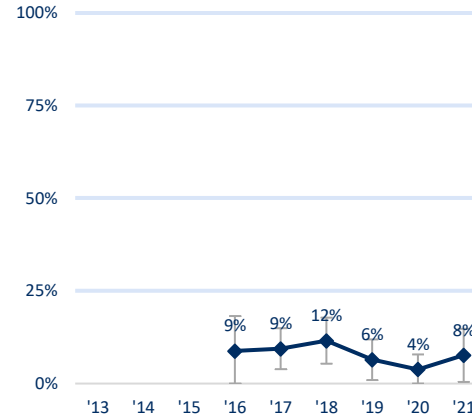
Learning Community

(Done or in progress)



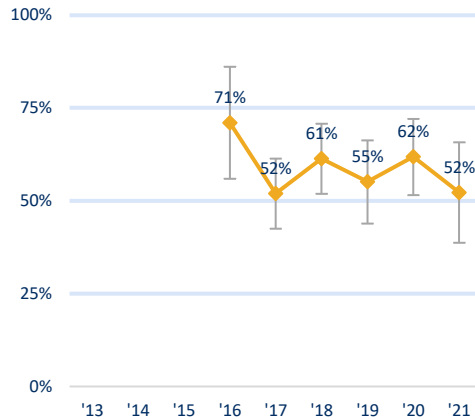
Research with Faculty

(Done or in progress)



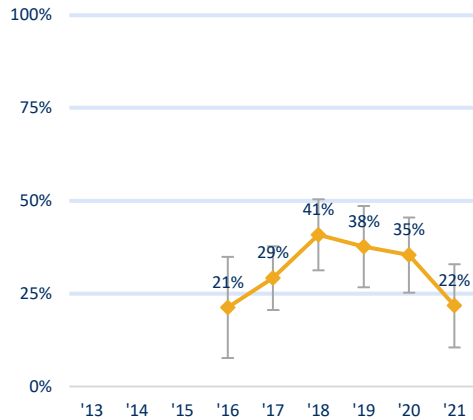
Internship/Field Experience

(Plan to do)



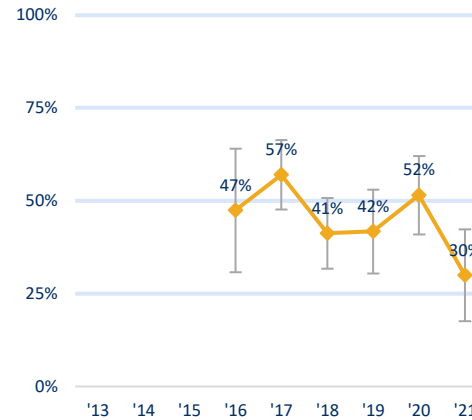
Study Abroad

(Plan to do)



Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.

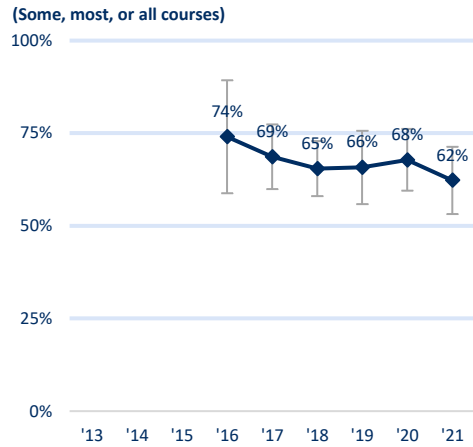


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

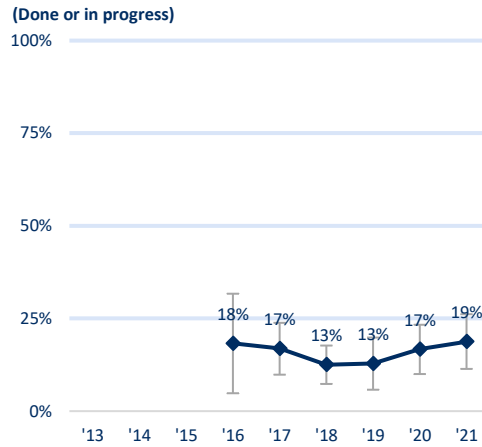
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

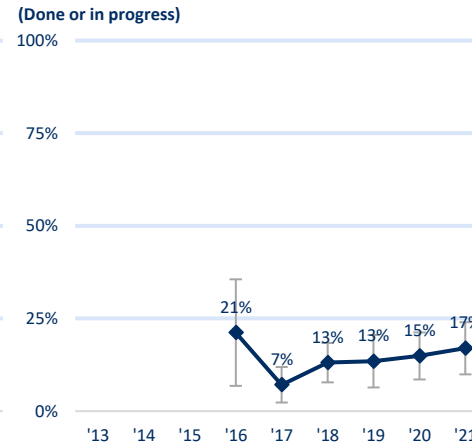
Service-Learning (Some, most, or all courses)



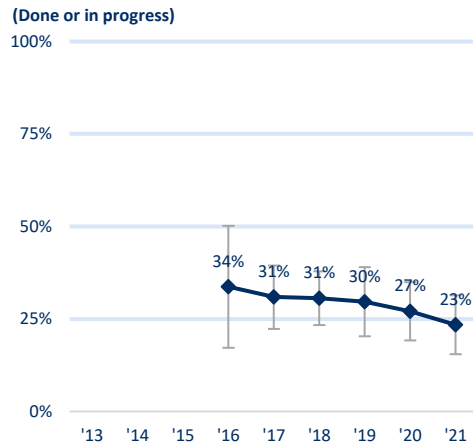
Learning Community (Done or in progress)



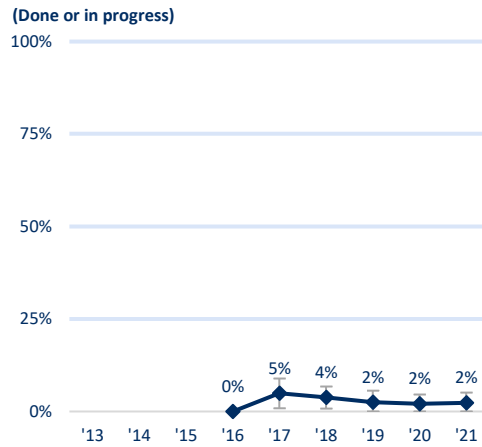
Research with Faculty (Done or in progress)



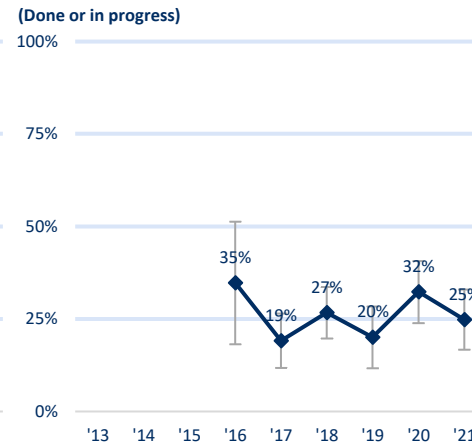
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

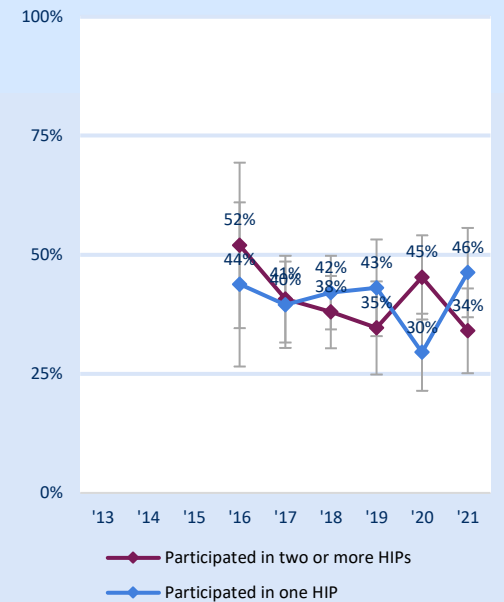


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



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

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Detailed Statistics: Engagement Indicators and Additional Items

Sul Ross State 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>																			
Higher-Order Learning	Mean			36.5	36.9	36.2	35.6	35.8	35.3				34.5	40.3	39.1	42.5	37.6	39.9	
	n			33	109	105	80	93	52				35	115	158	93	125	118	
	SD			11.9	14.4	13.6	13.2	13.6	16.0				15.8	13.7	14.0	15.1	13.7	14.0	
	SE			2.08	1.38	1.32	1.48	1.41	2.21				2.67	1.28	1.11	1.56	1.22	1.29	
	CI upper bound			40.6	39.6	38.8	38.5	38.6	39.6				39.7	42.8	41.2	45.5	40.0	42.4	
	CI lower bound			32.4	34.2	33.6	32.7	33.1	31.0				29.2	37.8	36.9	39.4	35.2	37.4	
Reflective & Integrative Learning	Mean			35.4	35.6	34.0	33.8	33.8	32.8				38.8	36.2	36.6	39.0	37.1	38.5	
	n			37	114	111	83	97	58				35	120	167	97	128	120	
	SD			11.3	13.1	12.1	11.6	12.3	15.6				11.8	11.7	11.6	12.8	13.8	11.1	
	SE			1.86	1.23	1.15	1.28	1.25	2.04				2.00	1.07	.90	1.30	1.21	1.02	
	CI upper bound			39.0	38.0	36.2	36.3	36.3	36.8				42.7	38.3	38.4	41.5	39.5	40.5	
	CI lower bound			31.7	33.2	31.7	31.3	31.4	28.8				34.9	34.1	34.9	36.4	34.8	36.6	
Learning Strategies	Mean			41.4	38.2	36.6	38.0	37.5	36.7				36.2	41.8	41.4	41.6	40.6	41.5	
	n			34	106	105	76	87	53				33	114	156	92	123	109	
	SD			14.7	13.2	14.7	13.1	14.1	15.0				16.4	12.6	13.6	13.0	14.8	13.8	
	SE			2.53	1.29	1.43	1.50	1.50	2.05				2.86	1.18	1.09	1.35	1.34	1.32	
	CI upper bound			46.3	40.7	39.4	40.9	40.4	40.8				41.8	44.2	43.5	44.2	43.2	44.1	
	CI lower bound			36.4	35.7	33.8	35.0	34.5	32.7				30.6	39.5	39.3	38.9	38.0	38.9	
Quantitative Reasoning	Mean			34.9	27.1	25.6	29.3	28.2	31.8				26.4	27.7	26.8	27.4	26.9	28.7	
	n			36	110	104	76	90	53				35	117	158	93	123	108	
	SD			14.2	14.9	15.8	15.9	15.6	17.2				18.4	15.9	16.3	16.8	18.0	17.7	
	SE			2.37	1.42	1.55	1.83	1.65	2.37				3.11	1.47	1.30	1.74	1.62	1.71	
	CI upper bound			39.5	29.9	28.6	32.9	31.4	36.4				32.5	30.6	29.4	30.8	30.1	32.0	
	CI lower bound			30.2	24.3	22.6	25.7	25.0	27.2				20.3	24.8	24.3	24.0	23.7	25.3	
<i>Academic Challenge (additional items)</i>																			
Preparing for Class (hours/week)	Mean			10.7	12.1	11.4	11.6	11.9	12.0				13.5	14.3	13.9	12.4	12.9	14.4	
	n			34	107	102	77	87	49				33	110	154	90	119	109	
	SD			7.5	8.3	8.6	8.7	9.2	8.3				10.7	9.2	9.1	9.3	8.4	9.3	
	SE			1.29	.80	.85	1.00	.98	1.19				1.86	.88	.74	.98	.77	.89	
	CI upper bound			13.2	13.7	13.0	13.6	13.9	14.3				17.1	16.0	15.4	14.3	14.4	16.1	
	CI lower bound			8.2	10.5	9.7	9.7	10.0	9.6				9.8	12.6	12.5	10.4	11.4	12.7	
Course Reading Est. hrs per week calculated from two items.	Mean			3.9	6.1	4.6	4.5	5.1	5.0				7.4	8.7	8.3	7.1	7.5	7.9	
	n			33	107	102	77	86	49				33	110	154	90	118	108	
	SD			3.1	7.0	5.0	4.6	6.4	5.6				8.8	7.2	7.4	7.0	6.8	7.1	
	SE			.55	.68	.50	.53	.69	.80				1.53	.69	.60	.74	.63	.68	
	CI upper bound			5.0	7.4	5.6	5.6	6.5	6.5				10.4	10.0	9.4	8.5	8.7	9.2	
	CI lower bound			2.8	4.7	3.7	3.5	3.8	3.4				4.4	7.3	7.1	5.7	6.2	6.5	

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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Detailed Statistics: Engagement Indicators and Additional Items

Sul Ross State 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>																			
Assigned Writing	<i>Mean</i>			41.8	58.0	41.6	55.8	53.1	68.1				41.9	72.4	57.5	69.6	65.5	94.1	
Estimated number of pages calculated from three survey questions.	<i>n</i>			34	108	107	80	89	53				28	112	156	92	120	109	
	<i>SD</i>			61.9	87.7	57.4	81.9	72.0	117.7				47.0	97.4	81.0	118.1	101.0	132.0	
	<i>SE</i>			10.69	8.46	5.56	9.13	7.64	16.11				8.90	9.19	6.48	12.34	9.22	12.64	
	<i>CI upper bound</i>			62.8	74.6	52.5	73.7	68.1	99.6				59.3	90.4	70.2	93.7	83.6	118.8	
	<i>CI lower bound</i>			20.9	41.4	30.7	37.9	38.1	36.5				24.4	54.3	44.8	45.4	47.5	69.3	
Course Challenge	<i>Mean</i>			5.0	5.7	5.2	5.5	5.5	5.4				5.1	5.9	5.8	5.8	5.7	5.7	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>			36	109	106	77	87	53				33	114	158	92	122	110	
	<i>SD</i>			1.3	1.2	1.5	1.3	1.1	1.5				1.6	1.2	1.3	1.3	1.3	1.4	
	<i>SE</i>			.21	.12	.15	.15	.12	.20				.27	.12	.10	.13	.12	.14	
	<i>CI upper bound</i>			5.4	5.9	5.5	5.7	5.7	5.8				5.6	6.1	6.0	6.1	5.9	6.0	
	<i>CI lower bound</i>			4.6	5.4	4.9	5.2	5.2	5.0				4.6	5.6	5.6	5.6	5.5	5.5	
Academic Emphasis	<i>Mean</i>			2.8	2.9	2.8	2.8	2.9	3.0				3.0	3.0	3.0	3.0	2.9	3.0	
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>			34	107	105	77	87	52				32	111	155	91	119	110	
	<i>SD</i>			0.7	0.8	0.8	0.9	0.7	0.8				0.9	0.8	0.8	0.8	0.8	0.9	
	<i>SE</i>			.13	.08	.08	.10	.08	.11				.15	.07	.06	.08	.08	.08	
	<i>CI upper bound</i>			3.1	3.0	2.9	3.0	3.1	3.3				3.3	3.1	3.1	3.2	3.1	3.2	
	<i>CI lower bound</i>			2.6	2.7	2.6	2.6	2.8	2.8				2.7	2.8	2.9	2.8	2.8	2.8	
<i>Learning with Peers</i>																			
Collaborative Learning	<i>Mean</i>			32.9	32.9	32.0	31.4	29.9	28.7				26.7	28.9	28.6	30.9	31.6	27.1	
	<i>n</i>			41	116	114	85	105	62				34	123	168	96	133	123	
	<i>SD</i>			14.4	13.2	14.4	12.2	12.5	13.6				13.9	13.9	14.9	14.3	14.7	14.9	
	<i>SE</i>			2.25	1.23	1.35	1.32	1.22	1.72				2.37	1.25	1.15	1.46	1.27	1.34	
	<i>CI upper bound</i>			37.3	35.3	34.6	34.0	32.3	32.1				31.3	31.4	30.9	33.8	34.1	29.7	
	<i>CI lower bound</i>			28.5	30.5	29.3	28.8	27.5	25.4				22.0	26.5	26.4	28.0	29.1	24.5	
Discussions with Diverse Others	<i>Mean</i>			39.1	39.7	39.9	34.6	37.7	34.8				35.8	35.7	33.9	36.4	36.5	36.0	
	<i>n</i>			36	108	104	78	87	53				34	112	156	90	120	107	
	<i>SD</i>			17.3	17.5	14.6	16.7	16.9	21.1				19.1	16.1	19.5	17.3	18.5	17.1	
	<i>SE</i>			2.90	1.69	1.43	1.89	1.82	2.89				3.30	1.52	1.56	1.83	1.69	1.66	
	<i>CI upper bound</i>			44.8	43.0	42.7	38.3	41.3	40.5				42.3	38.7	36.9	40.0	39.8	39.2	
	<i>CI lower bound</i>			33.4	36.4	37.1	30.9	34.1	29.1				29.3	32.7	30.8	32.8	33.2	32.8	

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

Sul Ross State 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>																			
Student-Faculty Interaction	Mean			27.0	27.4	24.7	25.0	24.3	26.5				25.5	22.7	22.6	24.2	26.6	25.3	
	n			33	111	107	79	96	56				35	116	166	94	124	121	
	SD			17.8	17.2	17.4	15.2	14.6	18.3				18.8	15.8	16.7	18.1	16.5	17.2	
	SE			3.12	1.63	1.68	1.71	1.49	2.44				3.18	1.46	1.30	1.87	1.48	1.57	
	CI upper bound			33.1	30.6	28.0	28.3	27.2	31.3				31.7	25.6	25.1	27.9	29.5	28.4	
	CI lower bound			20.9	24.2	21.4	21.6	21.4	21.7				19.3	19.8	20.0	20.6	23.7	22.3	
Effective Teaching Practices	Mean			38.8	41.0	38.1	33.9	39.2	37.5				38.3	41.8	41.0	44.3	38.9	41.1	
	n			36	110	107	82	92	54				35	119	162	96	125	117	
	SD			13.8	13.4	14.7	16.0	13.5	18.5				16.1	14.4	14.6	14.7	15.6	16.3	
	SE			2.32	1.27	1.43	1.76	1.40	2.52				2.72	1.32	1.15	1.50	1.40	1.51	
	CI upper bound			43.4	43.5	40.9	37.3	42.0	42.4				43.7	44.4	43.2	47.3	41.6	44.1	
	CI lower bound			34.3	38.5	35.3	30.4	36.5	32.6				33.0	39.2	38.7	41.4	36.1	38.2	
<i>Campus Environment</i>																			
Quality of Interactions	Mean			40.8	43.8	39.8	40.9	42.4	44.2				35.8	40.0	41.0	40.4	41.7	44.1	
	n			35	100	100	71	86	52				29	108	150	90	115	101	
	SD			13.9	11.9	14.3	13.6	13.5	13.9				14.3	15.3	15.6	15.3	14.2	14.2	
	SE			2.37	1.19	1.43	1.62	1.46	1.94				2.65	1.47	1.27	1.62	1.32	1.42	
	CI upper bound			45.4	46.1	42.6	44.1	45.2	48.0				41.0	42.9	43.5	43.6	44.3	46.9	
	CI lower bound			36.2	41.4	37.0	37.7	39.5	40.4				30.6	37.2	38.5	37.2	39.2	41.4	
Supportive Environment	Mean			36.2	35.5	32.9	35.2	36.3	37.3				29.6	31.5	29.3	28.5	29.1	32.5	
	n			34	107	102	77	87	51				33	110	154	90	119	107	
	SD			15.1	14.3	13.5	14.0	13.1	18.3				18.9	16.4	15.5	14.4	15.7	16.6	
	SE			2.59	1.39	1.34	1.59	1.40	2.56				3.30	1.57	1.25	1.51	1.43	1.60	
	CI upper bound			41.3	38.2	35.5	38.3	39.1	42.4				36.1	34.6	31.7	31.4	31.9	35.6	
	CI lower bound			31.2	32.8	30.3	32.1	33.6	32.3				23.2	28.4	26.8	25.5	26.3	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										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21	
Service-Learning^a	%				67	60	57	69	73	57				74	69	65	66	68	62	
	n				35	108	103	77	85	53				33	110	158	90	122	110	
	SE				8.1	4.7	4.9	5.3	4.8	6.8				7.8	4.4	3.8	5.0	4.3	4.6	
	CI upper bound (%)				83	70	67	80	82	70				89	77	73	76	76	71	
	CI lower bound (%)				51	51	47	59	63	43				59	60	58	56	59	53	
Learning Community^a	%				20	12	12	5	12	13				18	17	13	13	17	19	
	n				35	109	101	77	87	53				33	111	158	88	122	110	
	SE				6.9	3.1	3.3	2.4	3.6	4.6				6.9	3.6	2.6	3.6	3.4	3.7	
	CI upper bound (%)				34	18	19	9	19	22				32	24	18	20	23	26	
	CI lower bound (%)				7	6	6	0	5	4				5	10	7	6	10	11	
Research with Faculty^a	%				9	9	12	6	4	8				21	7	13	13	15	17	
	n				36	109	103	77	87	53				32	112	156	90	122	110	
	SE				4.8	2.8	3.2	2.8	2.1	3.7				7.4	2.4	2.7	3.6	3.2	3.6	
	CI upper bound (%)				18	15	18	12	8	15				36	12	18	21	21	24	
	CI lower bound (%)				0	4	5	1	0	0				7	2	8	6	9	10	
Internship or Field Experience^b	%				71	52	61	55	62	52				34	31	31	30	27	23	
	n				36	109	103	77	87	53				33	113	156	92	123	110	
	SE				7.7	4.8	4.8	5.7	5.2	6.9				8.4	4.4	3.7	4.8	4.0	4.1	
	(First-year results: Plan to do)	CI upper bound (%)				86	61	71	66	72	66				50	39	38	39	35	31
	CI lower bound (%)				56	43	52	44	52	39				17	22	23	20	19	16	
Study Abroad^b	%				21	29	41	38	35	22				0	5	4	2	2	2	
	n				36	109	103	76	87	53				33	111	156	89	122	110	
	SE				7.0	4.4	4.9	5.6	5.2	5.7				0.0	2.1	1.5	1.6	1.3	1.4	
	(First-year results: Plan to do)	CI upper bound (%)				35	38	50	49	46	33				0	9	7	6	5	5
	CI lower bound (%)				8	21	31	27	25	11				0	1	1	0	0	0	
Culminating Senior Experience^b	%				47	57	41	42	52	30				35	19	27	20	32	25	
	n				36	109	103	74	87	53				33	112	158	89	121	110	
	SE				8.5	4.8	4.9	5.8	5.4	6.3				8.4	3.7	3.5	4.3	4.3	4.1	
	(First-year results: Plan to do)	CI upper bound (%)				64	66	51	53	62	42				51	26	34	28	41	33
	CI lower bound (%)				31	48	32	30	41	18				18	12	20	12	24	17	
Overall HIP Participation^c																				
Participated in one HIP	%				59	51	46	60	63	43				44	40	42	43	30	46	
	n				36	109	103	77	87	53				33	113	158	92	123	110	
	SE				8.3	4.8	4.9	5.6	5.2	6.8				8.8	4.6	3.9	5.2	4.1	4.8	
	CI upper bound (%)				76	60	56	71	73	56				61	49	50	53	38	56	
	CI lower bound (%)				43	41	37	49	53	29				27	30	34	33	21	37	
Participated in two or more HIPs	%				17	14	15	10	12	14				52	41	38	35	45	34	
	n				36	109	103	77	87	53				33	113	158	92	123	110	
	SE				6.4	3.3	3.6	3.4	3.5	4.8				8.9	4.6	3.9	5.0	4.5	4.5	
	CI upper bound (%)				29	20	22	16	19	23				69	50	46	44	54	43	
	CI lower bound (%)				4	7	8	3	5	5				35	32	30	25	36	25	

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.