



NSSE 2021

Multi-Year Report

Wright 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	10%	+/- 5.0%	339	248	91	16%	+/- 4.0%	509	438	71
2014										
2015	9%	+/- 5.0%	346	255	91	11%	+/- 4.4%	451	368	83
2016										
2017	10%	+/- 6.9%	181	126	55	11%	+/- 5.1%	329	264	65
2018										
2019	8%	+/- 6.2%	229	168	61	9%	+/- 5.1%	340	274	66
2020										
2021	24%	+/- 5.5%	242	195	47	22%	+/- 4.1%	455	383	72

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	Yes	Learning with Tech	No	No	No
2014							
2015	Email	Census	Yes	Civic Engagement	No	No	No
2016							
2017	Email	Census	Yes	None	No	No	No
2018							
2019	Email	Census	Yes	None	No	Yes	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.

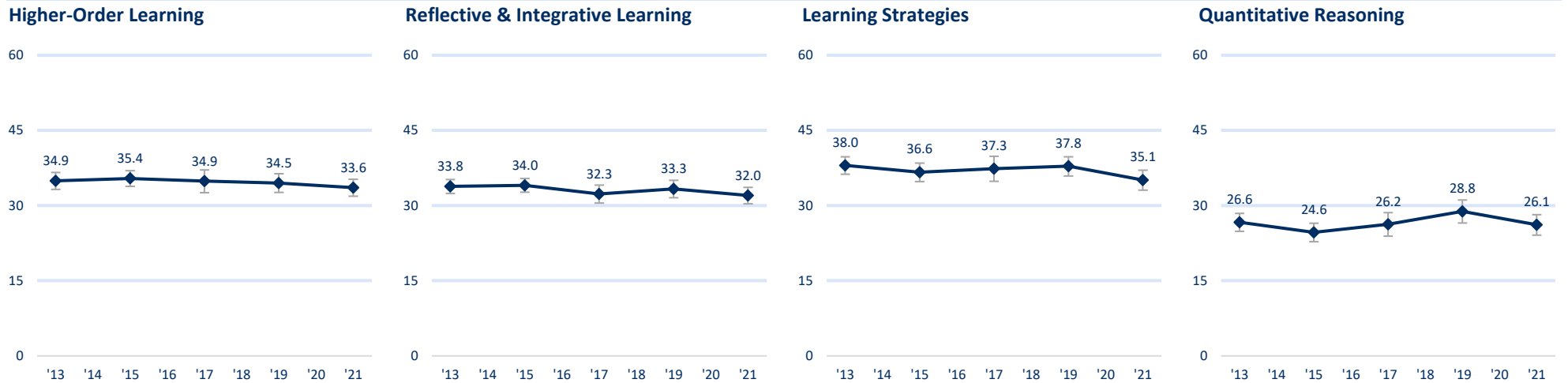
NSSE 2021 Multi-Year Report

Engagement Results by Theme

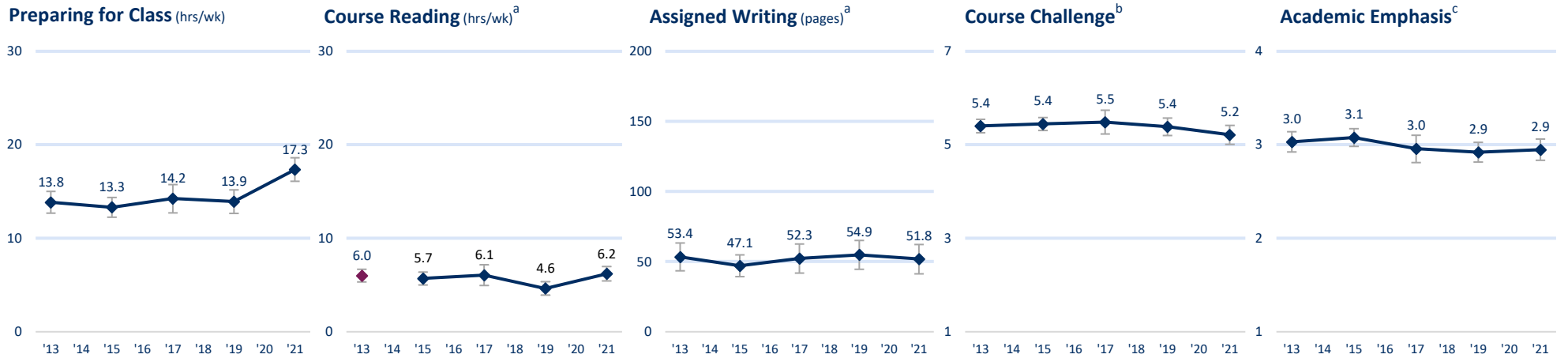
Wright State University

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



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").

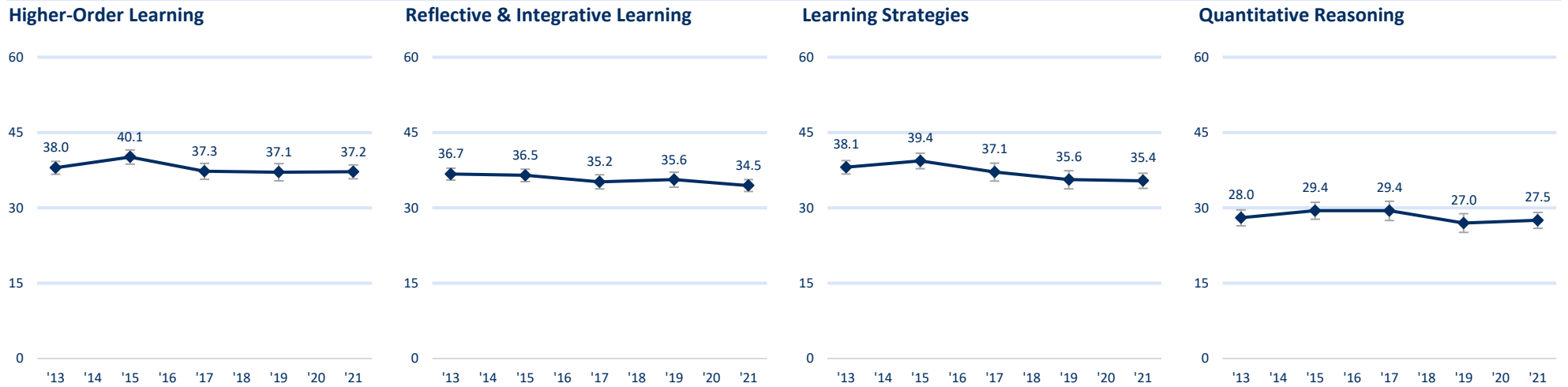
NSSE 2021 Multi-Year Report

Engagement Results by Theme

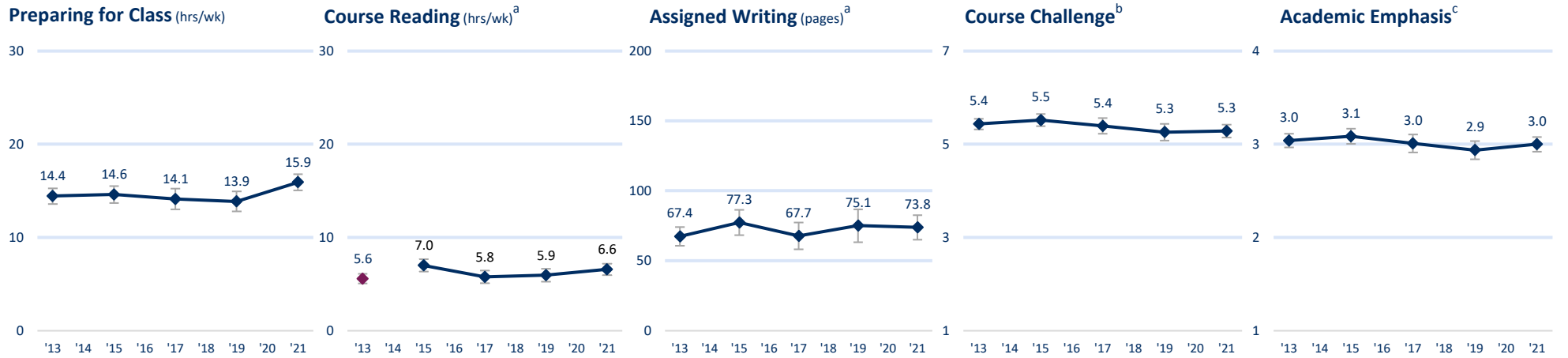
Wright State University

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: Seniors



Academic Challenge (additional items): Seniors



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

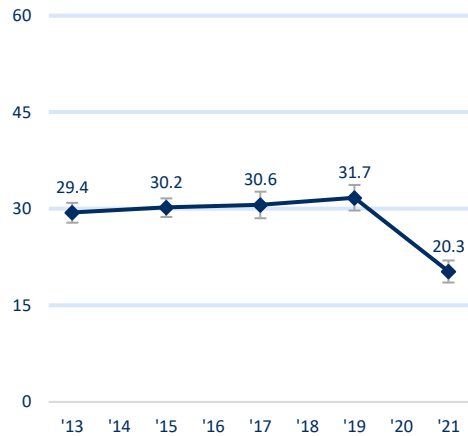
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

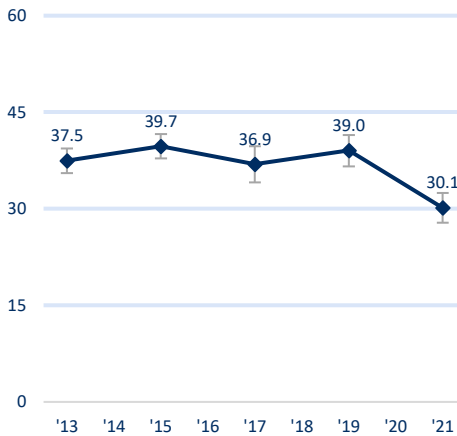
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

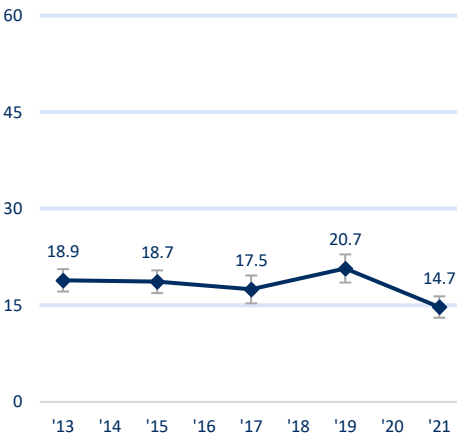


Discussions with Diverse Others

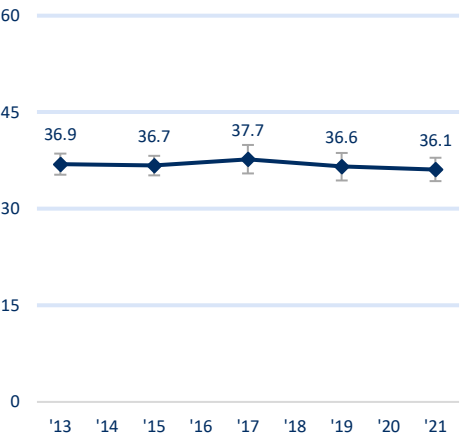


Experiences with Faculty: First-year students

Student-Faculty Interaction

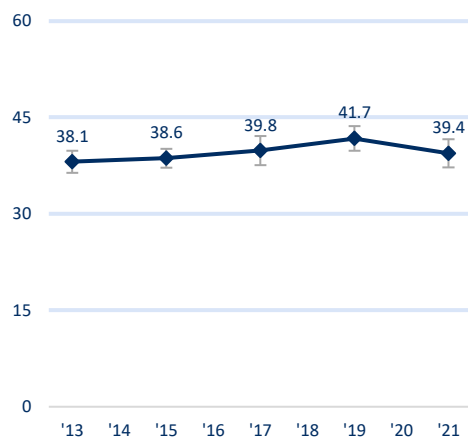


Effective Teaching Practices

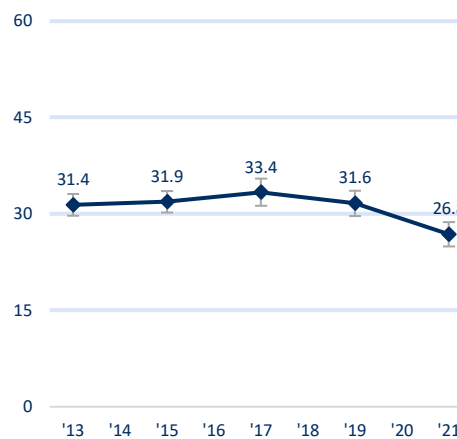


Campus Environment: First-year students

Quality of Interactions



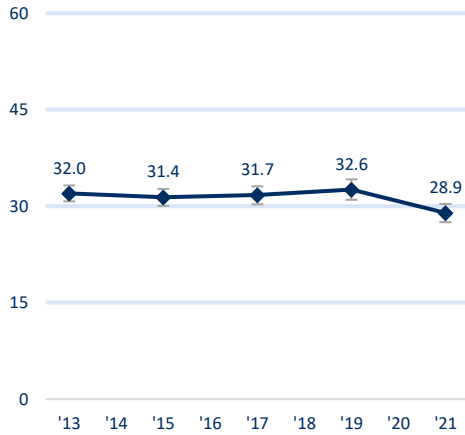
Supportive Environment



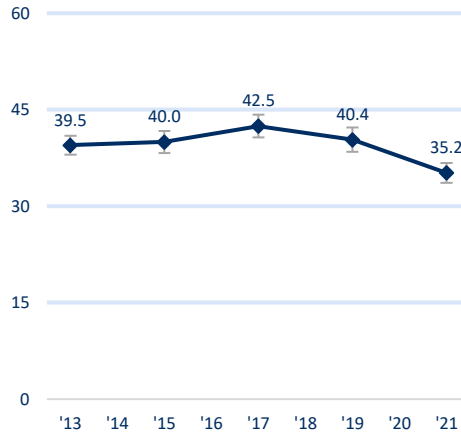
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

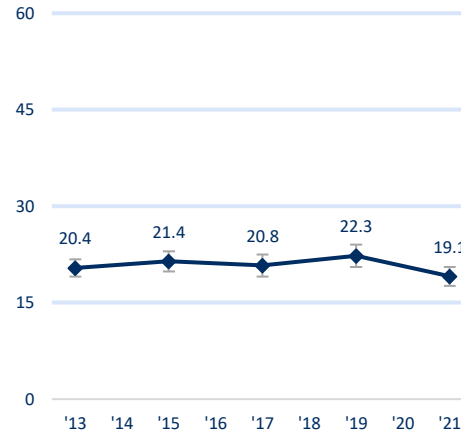


Discussions with Diverse Others

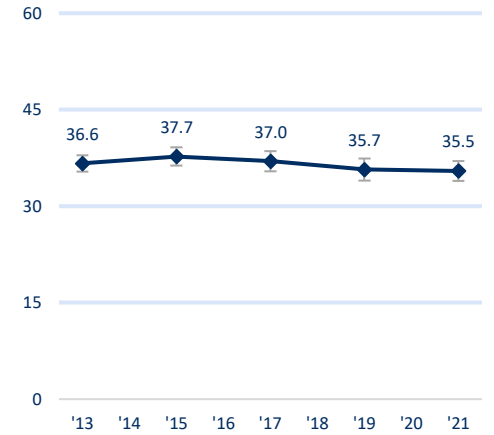


Experiences with Faculty: Seniors

Student-Faculty Interaction

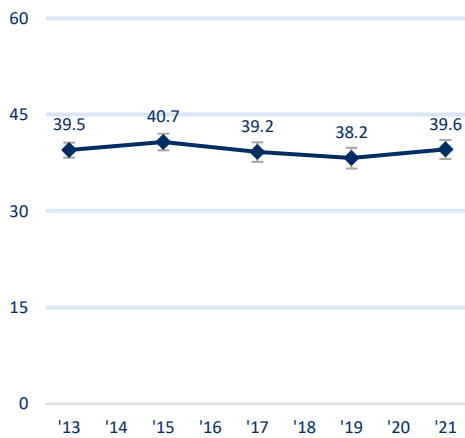


Effective Teaching Practices

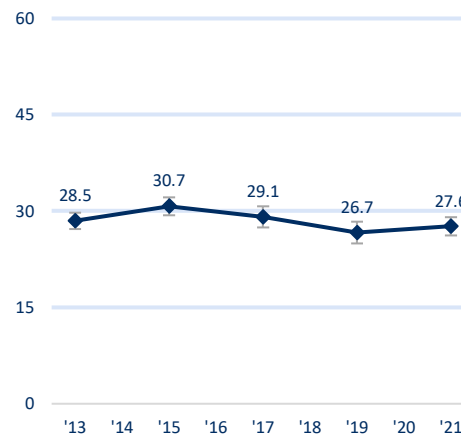


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

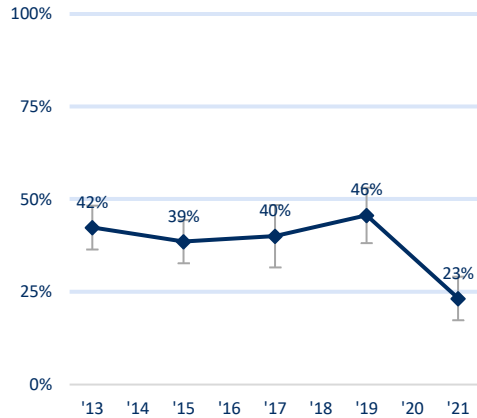


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

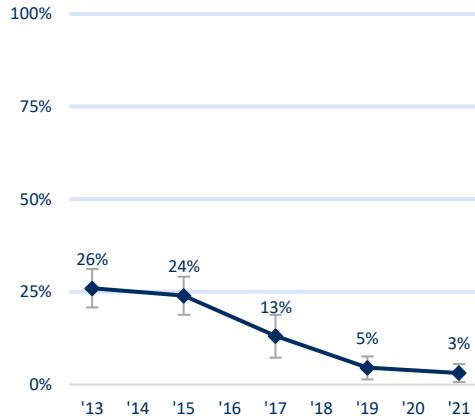
Service-Learning

(Some, most, or all courses)



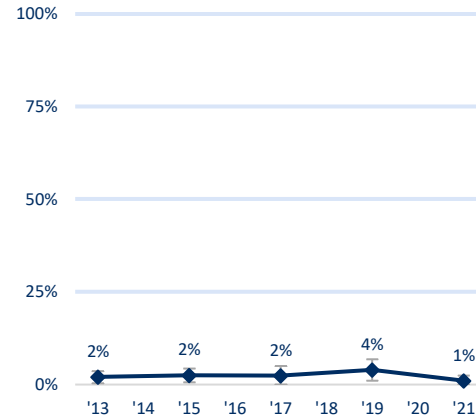
Learning Community

(Done or in progress)



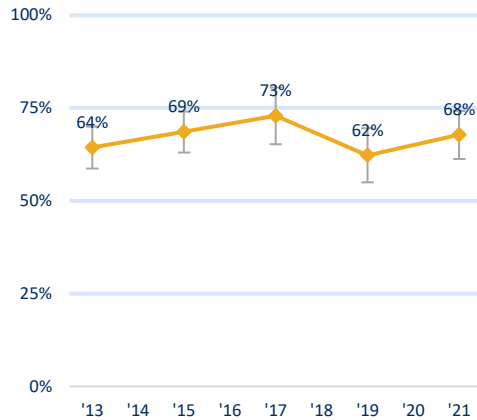
Research with Faculty

(Done or in progress)



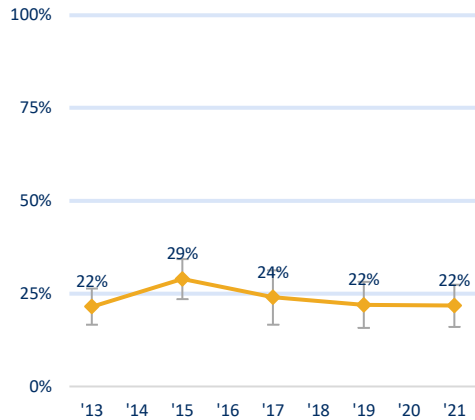
Internship/Field Experience

(Plan to do)



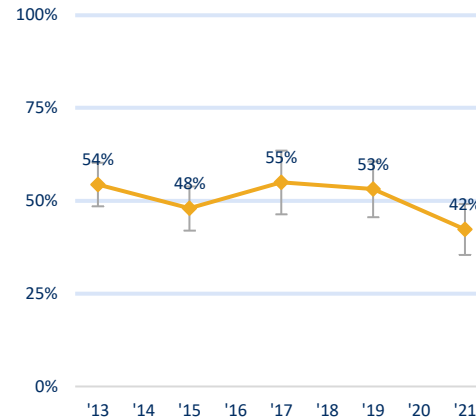
Study Abroad

(Plan to do)



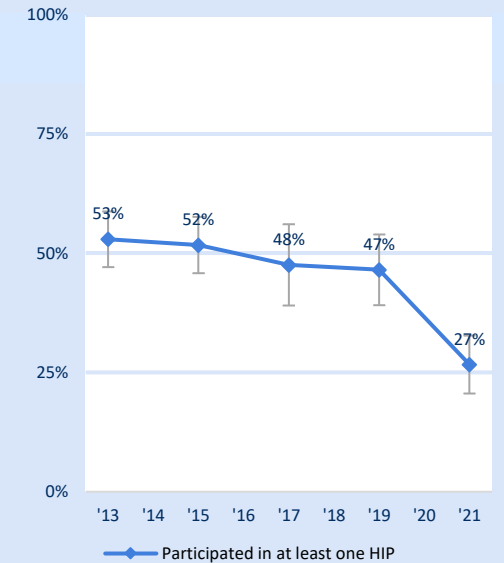
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

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

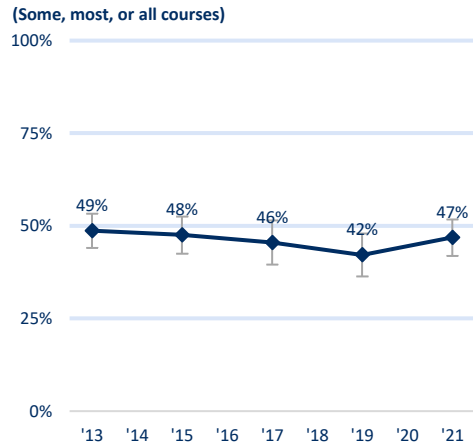


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

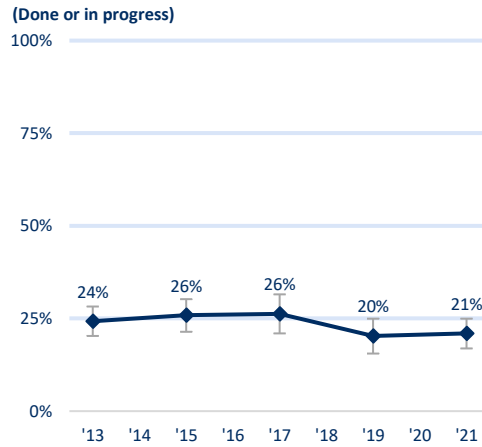
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

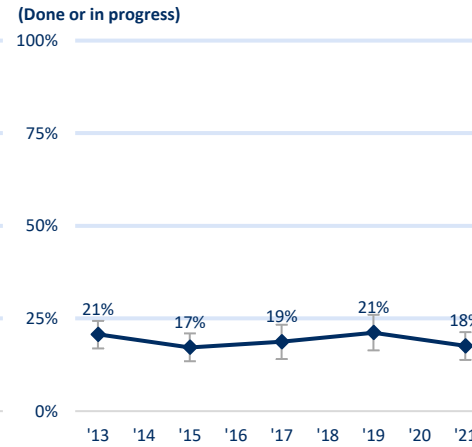
Service-Learning (Some, most, or all courses)



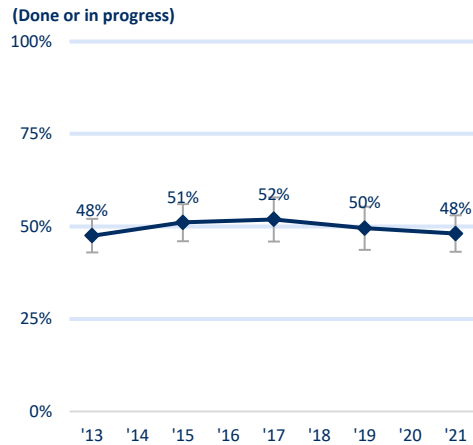
Learning Community (Done or in progress)



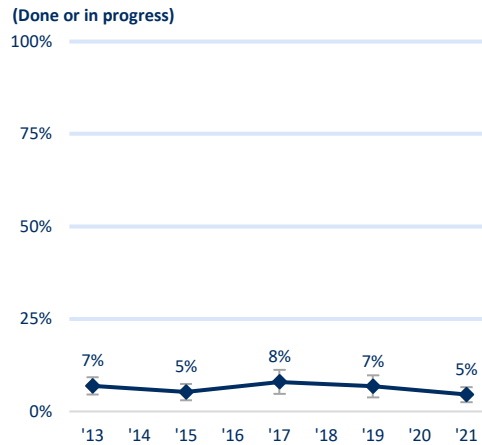
Research with Faculty (Done or in progress)



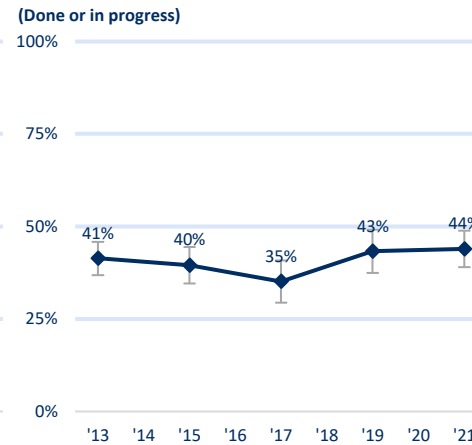
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

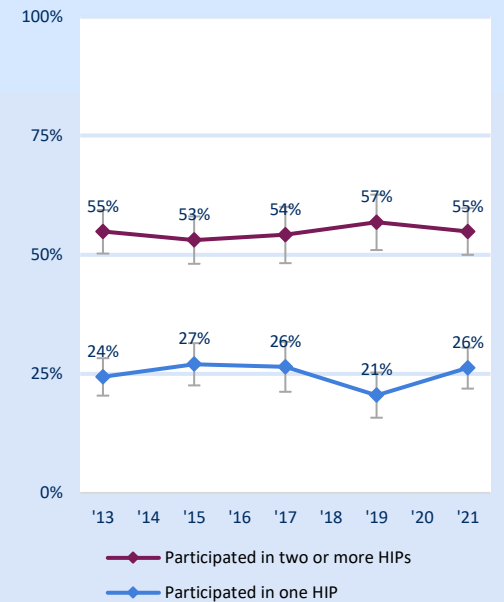


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

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



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

NSSE 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Wright 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	34.9		35.4		34.9		34.5		33.6	38.0		40.1		37.3		37.1		37.2
	n	288		294		143		187		208	458		398		300		299		417
	SD	14.7		13.7		13.9		12.9		12.6	13.9		14.4		14.0		15.2		14.3
	SE	.87		.80		1.16		.94		.87	.65		.72		.81		.88		.70
	CI upper bound	36.6		37.0		37.1		36.3		35.3	39.3		41.6		38.9		38.8		38.5
	CI lower bound	33.2		33.8		32.6		32.6		31.9	36.7		38.7		35.7		35.4		35.8
Reflective & Integrative Learning	Mean	33.8		34.0		32.3		33.3		32.0	36.7		36.5		35.2		35.6		34.5
	n	304		301		157		211		227	484		409		312		319		431
	SD	12.4		12.2		11.4		12.9		12.7	13.3		12.7		12.7		13.6		12.7
	SE	.71		.70		.91		.89		.84	.60		.63		.72		.76		.61
	CI upper bound	35.2		35.4		34.1		35.1		33.6	37.9		37.7		36.6		37.1		35.7
	CI lower bound	32.4		32.7		30.5		31.6		30.4	35.6		35.2		33.8		34.1		33.3
Learning Strategies	Mean	38.0		36.6		37.3		37.8		35.1	38.1		39.4		37.1		35.6		35.4
	n	273		264		131		176		201	454		377		271		280		402
	SD	14.9		15.2		14.6		13.0		14.4	14.5		15.3		14.8		15.5		15.6
	SE	.90		.93		1.27		.98		1.02	.68		.79		.90		.93		.78
	CI upper bound	39.8		38.5		39.8		39.8		37.1	39.4		40.9		38.9		37.4		36.9
	CI lower bound	36.2		34.8		34.8		35.9		33.1	36.8		37.8		35.4		33.8		33.9
Quantitative Reasoning	Mean	26.6		24.6		26.2		28.8		26.1	28.0		29.4		29.4		27.0		27.5
	n	298		294		144		184		202	476		404		295		285		401
	SD	15.6		16.2		14.4		15.9		14.9	17.5		17.2		16.8		15.9		16.2
	SE	.90		.95		1.20		1.17		1.05	.80		.86		.98		.94		.81
	CI upper bound	28.4		26.5		28.6		31.1		28.2	29.6		31.1		31.3		28.8		29.1
	CI lower bound	24.9		22.8		23.9		26.5		24.1	26.5		27.8		27.5		25.1		25.9
<i>Academic Challenge (additional items)</i>																			
Preparing for Class (hours/week)	Mean	13.8		13.3		14.2		13.9		17.3	14.4		14.6		14.1		13.9		15.9
	n	251		253		120		163		196	440		366		261		278		394
	SD	9.4		8.6		8.5		8.2		9.0	9.0		8.9		9.1		9.0		8.9
	SE	.59		.54		.77		.64		.64	.43		.46		.56		.54		.45
	CI upper bound	15.0		14.4		15.8		15.2		18.6	15.3		15.5		15.2		14.9		16.8
	CI lower bound	12.7		12.3		12.7		12.7		16.1	13.6		13.7		13.0		12.8		15.0
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	6.0		5.7		6.1		4.6		6.2	5.6		7.0		5.8		5.9		6.6
	n	248		252		120		162		195	441		363		260		276		394
	SD	5.4		5.6		6.2		4.6		5.5	5.6		6.5		5.6		5.9		6.1
	SE	.35		.35		.57		.36		.39	.26		.34		.35		.35		.31
	CI upper bound	6.7		6.4		7.2		5.4		7.0	6.1		7.7		6.5		6.6		7.2
	CI lower bound	5.3		5.0		4.9		3.9		5.4	5.1		6.3		5.1		5.2		6.0

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

NSSE 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Wright 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>	53.4		47.1		52.3		54.9		51.8		67.4		77.3		67.7		75.1		73.8
Estimated number of pages calculated from three survey questions.	<i>n</i>	258		254		129		181		202		409		363		271		281		401
	<i>SD</i>	80.8		62.8		60.1		70.6		76.0		69.8		87.5		80.4		100.7		89.5
	<i>SE</i>	5.03		3.94		5.29		5.25		5.35		3.45		4.60		4.88		6.01		4.47
	<i>CI upper bound</i>	63.2		54.8		62.6		65.2		62.3		74.2		86.3		77.3		86.9		82.6
	<i>CI lower bound</i>	43.5		39.4		41.9		44.6		41.4		60.7		68.3		58.2		63.3		65.1
Course Challenge	<i>Mean</i>	5.4		5.4		5.5		5.4		5.2		5.4		5.5		5.4		5.3		5.3
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	279		273		132		174		202		462		383		271		281		402
	<i>SD</i>	1.2		1.1		1.5		1.2		1.5		1.2		1.3		1.4		1.5		1.4
	<i>SE</i>	.07		.07		.13		.09		.10		.06		.07		.08		.09		.07
	<i>CI upper bound</i>	5.5		5.6		5.7		5.6		5.4		5.5		5.6		5.6		5.4		5.4
	<i>CI lower bound</i>	5.3		5.3		5.2		5.2		5.0		5.3		5.4		5.2		5.1		5.1
Academic Emphasis	<i>Mean</i>	3.0		3.1		3.0		2.9		2.9		3.0		3.1		3.0		2.9		3.0
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	253		260		121		170		199		443		368		266		278		397
	<i>SD</i>	0.9		0.8		0.8		0.7		0.8		0.8		0.8		0.8		0.8		0.8
	<i>SE</i>	.06		.05		.07		.05		.06		.04		.04		.05		.05		.04
	<i>CI upper bound</i>	3.1		3.2		3.1		3.0		3.1		3.1		3.2		3.1		3.0		3.1
	<i>CI lower bound</i>	2.9		3.0		2.8		2.8		2.8		3.0		3.0		2.9		2.8		2.9
<i>Learning with Peers</i>																				
Collaborative Learning	<i>Mean</i>	29.4		30.2		30.6		31.7		20.3		32.0		31.4		31.7		32.6		28.9
	<i>n</i>	321		321		164		219		238		483		421		321		328		443
	<i>SD</i>	14.1		13.2		13.5		15.0		13.5		13.9		13.8		12.7		14.7		15.3
	<i>SE</i>	.79		.73		1.05		1.01		.88		.63		.67		.71		.81		.73
	<i>CI upper bound</i>	31.0		31.6		32.7		33.7		22.0		33.2		32.7		33.1		34.2		30.4
	<i>CI lower bound</i>	27.9		28.8		28.5		29.7		18.6		30.8		30.1		30.3		31.0		27.5
Discussions with Diverse Others	<i>Mean</i>	37.5		39.7		36.9		39.0		30.1		39.5		40.0		42.5		40.4		35.2
	<i>n</i>	277		274		130		179		197		461		380		269		282		406
	<i>SD</i>	16.3		16.0		16.3		16.6		16.6		16.3		17.1		14.7		16.1		15.8
	<i>SE</i>	.98		.97		1.43		1.24		1.18		.76		.87		.90		.96		.78
	<i>CI upper bound</i>	39.4		41.6		39.7		41.5		32.5		41.0		41.7		44.2		42.2		36.7
	<i>CI lower bound</i>	35.5		37.8		34.1		36.6		27.8		38.0		38.3		40.7		38.5		33.7

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).

NSSE 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Wright 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	<i>Mean</i>	18.9	18.7	17.5	17.5	20.7	14.7	20.4	21.4	20.8	22.3	19.1							
	<i>n</i>	290	293	150	198	214	474	404	304	306	415								
	<i>SD</i>	15.1	15.4	13.5	15.8	12.4	14.9	16.0	15.2	15.7	15.2								
	<i>SE</i>	.88	.90	1.10	1.12	.85	.69	.80	.87	.89	.74								
	<i>CI upper bound</i>	20.6	20.4	19.7	22.9	16.4	21.7	23.0	22.5	24.0	20.5								
<i>CI lower bound</i>	17.2	16.9	15.4	18.5	13.1	19.0	19.9	19.1	20.5	17.6									
<hr/>																			
Effective Teaching Practices	<i>Mean</i>	36.9	36.7	37.7	36.6	36.1	36.6	37.7	37.0	35.7	35.5								
	<i>n</i>	300	295	146	187	208	480	409	300	297	418								
	<i>SD</i>	14.4	13.3	13.6	15.0	13.3	14.2	14.4	13.9	14.9	16.0								
	<i>SE</i>	.83	.77	1.13	1.09	.92	.65	.71	.80	.87	.78								
	<i>CI upper bound</i>	38.6	38.2	39.9	38.7	37.9	37.9	39.1	38.6	37.4	37.0								
<i>CI lower bound</i>	35.3	35.2	35.5	34.4	34.3	35.4	36.4	35.4	34.0	34.0									
<hr/>																			
<i>Campus Environment</i>																			
Quality of Interactions	<i>Mean</i>	38.1	38.6	39.8	41.7	39.4	39.5	40.7	39.2	38.2	39.6								
	<i>n</i>	260	257	124	160	162	432	351	248	252	345								
	<i>SD</i>	14.1	12.0	12.9	12.4	14.3	12.4	12.5	12.2	13.2	13.9								
	<i>SE</i>	.87	.75	1.16	.98	1.12	.60	.66	.78	.83	.75								
	<i>CI upper bound</i>	39.8	40.1	42.1	43.7	41.6	40.6	42.0	40.7	39.9	41.1								
<i>CI lower bound</i>	36.4	37.2	37.6	39.8	37.2	38.3	39.4	37.7	36.6	38.1									
<hr/>																			
Supportive Environment	<i>Mean</i>	31.4	31.9	33.4	31.6	26.8	28.5	30.7	29.1	26.7	27.6								
	<i>n</i>	250	251	121	168	198	442	364	262	276	393								
	<i>SD</i>	13.6	13.4	11.9	13.0	13.7	13.7	13.6	13.6	14.2	14.4								
	<i>SE</i>	.86	.84	1.08	1.00	.97	.65	.71	.84	.86	.73								
	<i>CI upper bound</i>	33.1	33.5	35.5	33.6	28.7	29.7	32.1	30.7	28.3	29.1								
<i>CI lower bound</i>	29.7	30.2	31.2	29.7	24.9	27.2	29.3	27.4	25.0	26.2									

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).

		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	%	42	39	40	46	46	23	49	48	47	49	48	46	42	47	47	47	47	47				
	n	271	268	131	173	200	457	382	268	279	398	457	382	268	279	398	457	382	268	279	398		
	SE	3.0	3.0	4.3	3.8	3.0	2.3	2.6	3.0	2.5	2.5	2.3	2.6	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.5	
	CI upper bound (%)	48	44	48	53	29	53	53	52	48	52	53	53	52	48	48	48	48	48	48	52	52	
	CI lower bound (%)	36	33	32	38	17	44	43	40	36	42	44	43	40	36	36	36	36	36	36	42	42	
Learning Community^a	%	26	24	13	5	3	24	26	26	20	21	24	26	26	20	21	21	21	21	21	21	21	
	n	275	268	131	171	201	457	385	269	281	396	457	385	269	281	396	457	385	269	281	396	396	
	SE	2.6	2.6	3.0	1.6	1.2	2.0	2.2	2.7	2.0	2.0	2.0	2.2	2.7	2.4	2.0	2.4	2.4	2.4	2.4	2.0	2.0	
	CI upper bound (%)	31	29	19	8	6	28	30	32	25	25	28	30	32	25	25	25	25	25	25	25	25	
	CI lower bound (%)	21	19	7	1	1	20	21	21	16	17	20	21	21	16	16	16	16	16	16	17	17	
Research with Faculty^a	%	2	2	2	4	1	21	17	19	18	21	17	19	21	18	18	18	18	18	18	18	18	
	n	275	271	131	173	202	457	385	273	281	394	457	385	273	281	394	457	385	273	281	394	394	
	SE	0.8	0.9	1.3	1.5	0.7	1.9	1.9	2.4	2.4	1.9	1.9	1.9	2.4	2.4	2.4	2.4	2.4	2.4	2.4	1.9	1.9	
	CI upper bound (%)	4	4	5	7	2	24	21	23	26	21	24	21	23	26	26	26	26	26	26	21	21	
	CI lower bound (%)	0	1	0	1	0	17	13	14	16	14	17	13	14	16	14	16	16	16	16	14	14	
Internship or Field Experience^b	%	64	69	73	62	68	48	51	52	48	48	51	52	48	48	48	48	48	48	48	48	48	
	n	277	273	132	173	201	462	385	271	282	399	462	385	271	282	399	462	385	271	282	399	399	
	SE	2.9	2.8	3.9	3.7	3.3	2.3	2.6	3.0	3.0	2.5	2.3	2.6	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.5	
	(First-year results: Plan to do)	CI upper bound (%)	70	74	80	70	74	52	56	58	53	52	56	58	55	53	53	53	53	53	53	53	53
	CI lower bound (%)	59	63	65	55	61	43	46	46	44	43	43	46	46	44	43	43	43	43	43	43	43	43
Study Abroad^b	%	22	29	24	22	22	7	5	8	7	5	7	5	8	7	7	7	7	7	7	7	7	
	n	275	273	131	172	202	457	385	271	279	398	457	385	271	279	398	457	385	271	279	398	398	
	SE	2.5	2.8	3.7	3.2	2.9	1.2	1.1	1.7	1.5	1.0	1.2	1.1	1.7	1.5	1.0	1.5	1.5	1.5	1.5	1.0	1.0	
	(First-year results: Plan to do)	CI upper bound (%)	26	34	31	28	27	9	7	11	7	9	7	11	10	7	10	10	10	10	7	7	7
	CI lower bound (%)	17	24	17	16	16	5	3	5	4	3	5	3	5	4	3	4	4	4	4	3	3	3
Culminating Senior Experience^b	%	54	48	55	53	42	41	40	35	43	44	41	40	35	43	43	43	43	43	43	43	43	
	n	277	272	131	171	200	459	383	271	279	396	459	383	271	279	396	459	383	271	279	396	396	
	SE	3.0	3.0	4.4	3.8	3.5	2.3	2.5	2.9	3.0	2.5	2.3	2.5	2.9	3.0	2.5	3.0	3.0	3.0	3.0	2.5	2.5	
	(First-year results: Plan to do)	CI upper bound (%)	60	54	64	61	49	46	44	41	49	46	44	41	49	49	49	49	49	49	49	49	49
	CI lower bound (%)	49	42	46	46	35	37	35	29	37	39	37	35	29	37	37	37	37	37	37	39	39	39
Overall HIP Participation^c																							
Participated in one HIP	%	39	40	41	40	26	24	27	26	21	26	24	27	26	21	21	21	21	21	21	21	21	
	n	280	273	132	173	203	462	387	273	282	400	462	387	273	282	400	462	387	273	282	400	400	
	SE	2.9	3.0	4.3	3.7	3.1	2.0	2.3	2.7	2.4	2.2	2.0	2.3	2.7	2.4	2.2	2.4	2.4	2.4	2.4	2.2	2.2	
	CI upper bound (%)	45	46	49	47	32	28	31	32	25	31	28	31	32	25	31	31	31	31	31	31	31	31
	CI lower bound (%)	33	34	32	33	20	20	23	21	16	22	20	23	21	16	22	22	22	22	22	22	22	22
Participated in two or more HIPs	%	14	12	7	7	0	55	53	54	57	55	55	53	54	57	57	57	57	57	57	57	57	
	n	280	273	132	173	203	462	387	273	282	400	462	387	273	282	400	462	387	273	282	400	400	
	SE	2.1	1.9	2.2	1.9	0.4	2.3	2.5	3.0	3.0	2.5	2.3	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.5	
	CI upper bound (%)	18	15	11	10	1	59	58	60	63	60	59	58	60	63	63	63	63	63	63	60	60	
	CI lower bound (%)	10	8	3	3	0	50	48	48	51	50	50	48	48	51	51	51	51	51	51	50	50	

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.