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**NSSE 2021**  
**Multi-Year Report**  
Humboldt State 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	29%	+/- 4.2%	391	301	90	34%	+/- 2.6%	912	766	146
2014										
2015										
2016										
2017	12%	+/- 7.5%	151	99	52	23%	+/- 5.0%	298	208	90
2018										
2019	36%	+/- 4.1%	371	329	42	40%	+/- 3.4%	512	460	52
2020										
2021	19%	+/- 8.9%	98	72	26	19%	+/- 5.8%	236	169	67

#### 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	Yes	Academic Advising, Writing Experiences	No	No	No
2014							
2015							
2016							
2017	Email	Census	No	Inclusiv & Cult Div, California State University	Yes	No	Yes
2018							
2019	Email	Census	Yes	FY Experiences / Sr Transitions, Academic Advising (beta)	Yes	No	No
2020							
2021	Email	Census	No	Career Preparation	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.

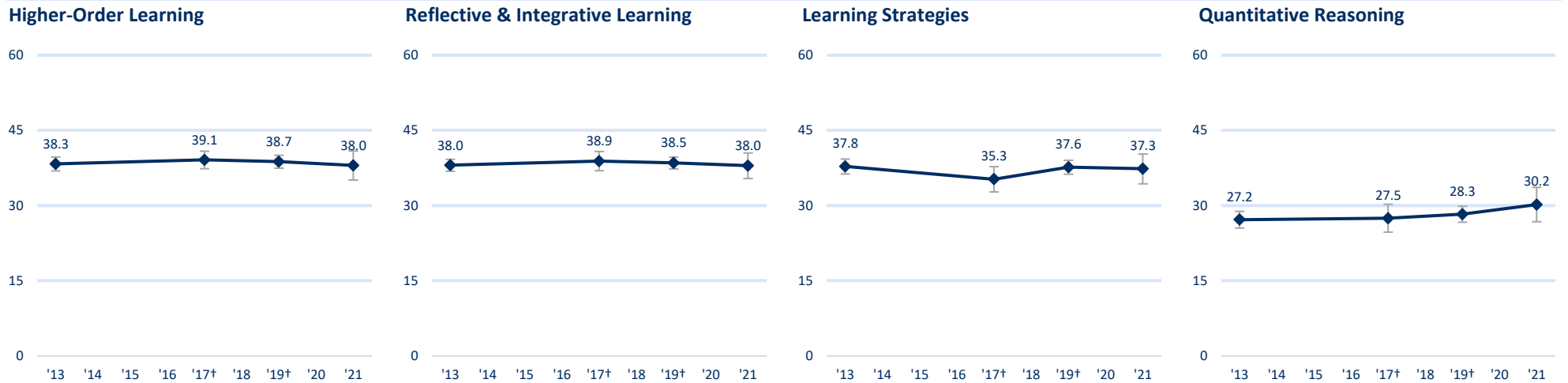
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors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

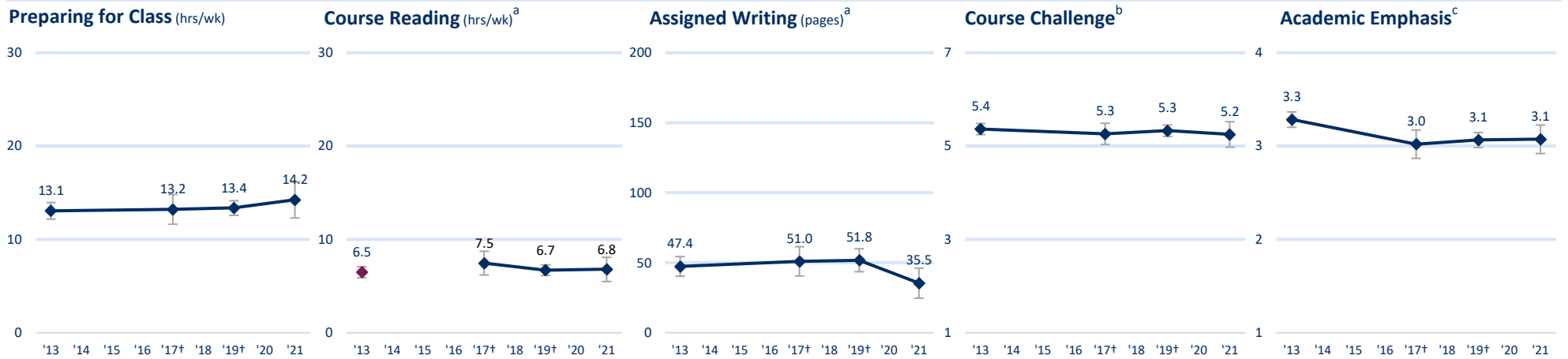
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

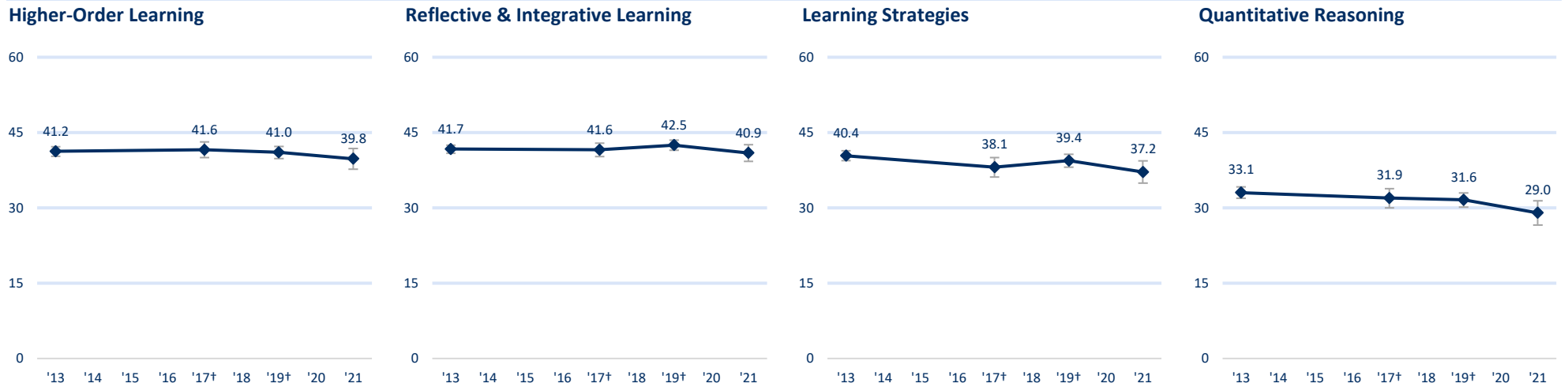
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

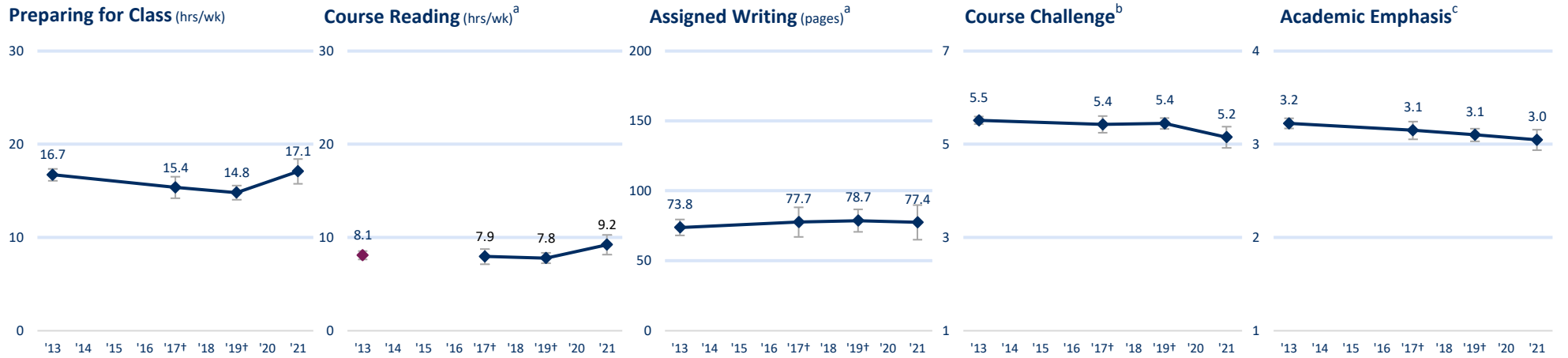
†Results reflect Report Sample exclusions and are unweighted. See page 3.

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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. 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").

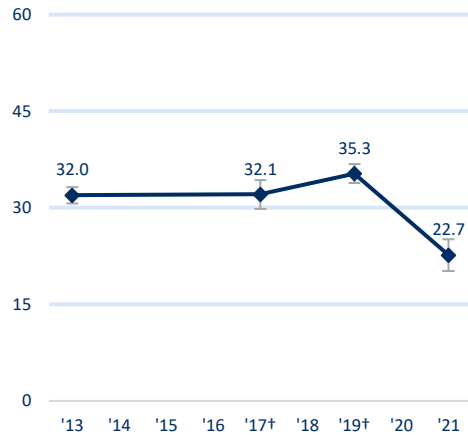
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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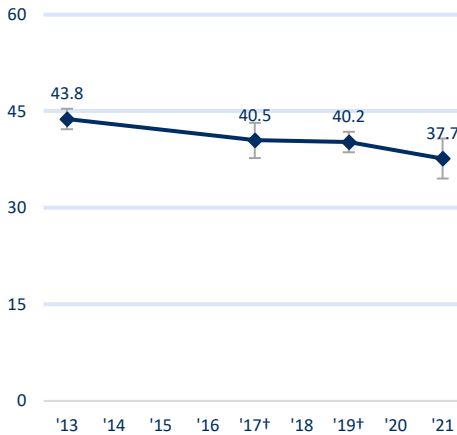
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

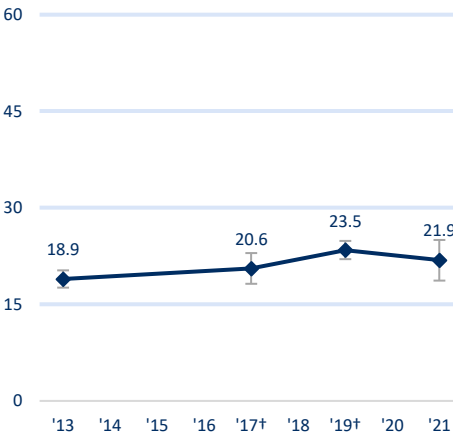


##### Discussions with Diverse Others

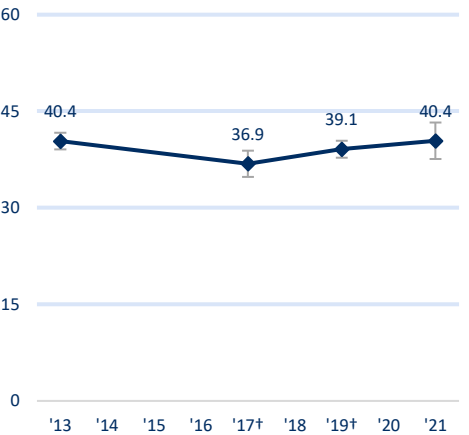


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

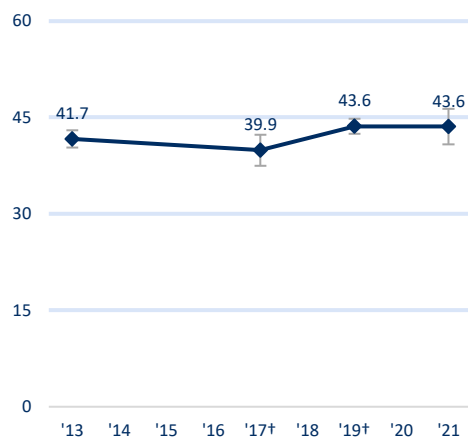


##### Effective Teaching Practices

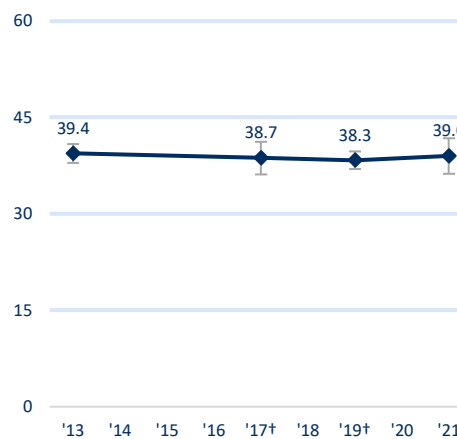


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment

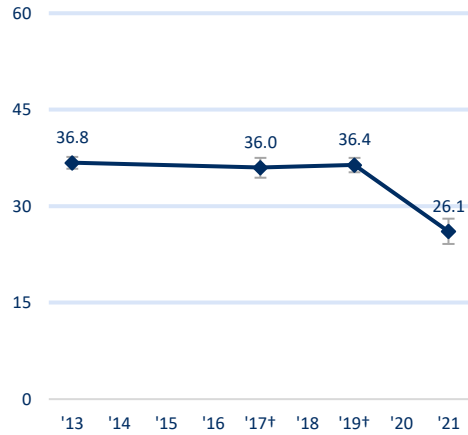


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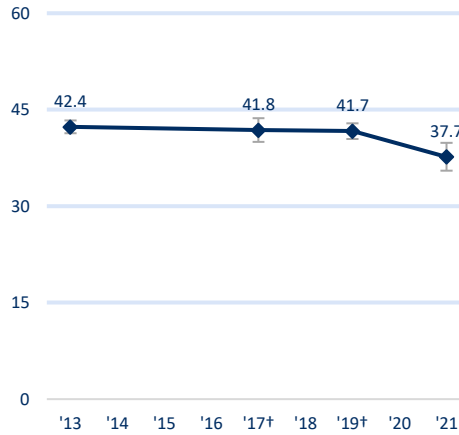
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

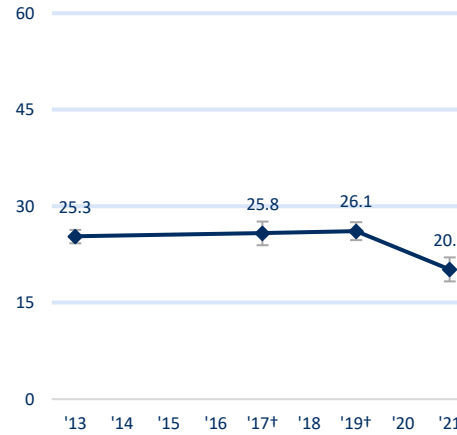


##### Discussions with Diverse Others

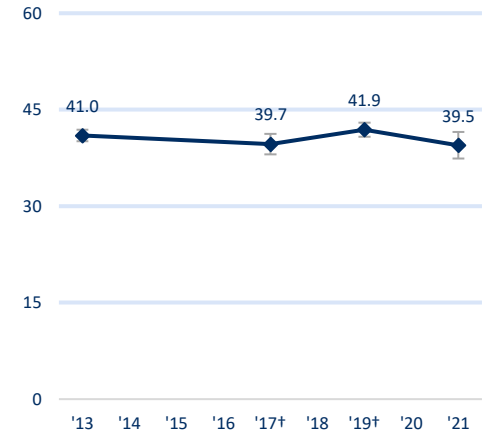


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

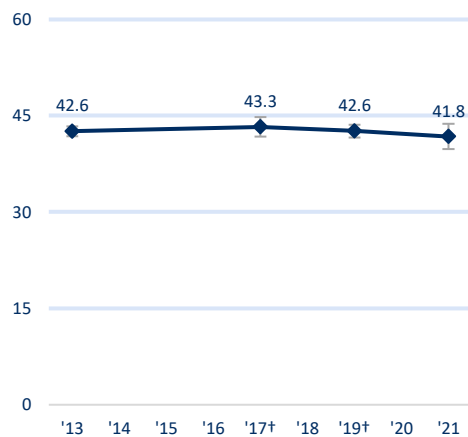


##### Effective Teaching Practices

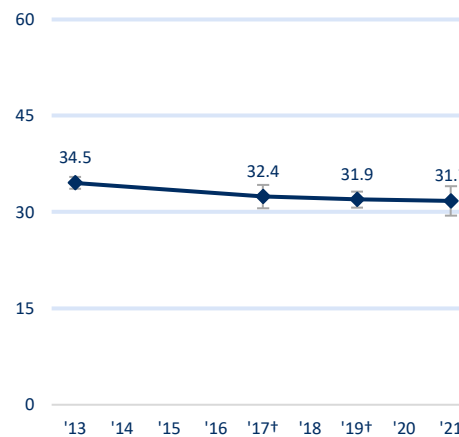


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment



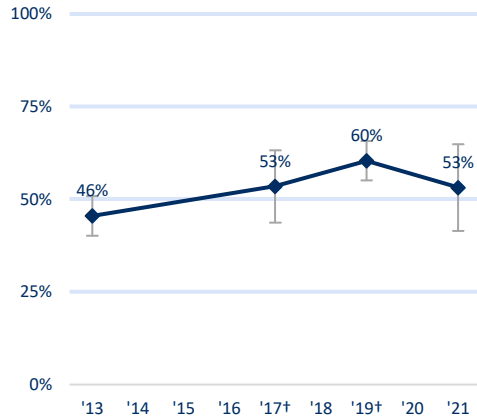
†Results reflect Report Sample exclusions and are unweighted. See page 3.

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

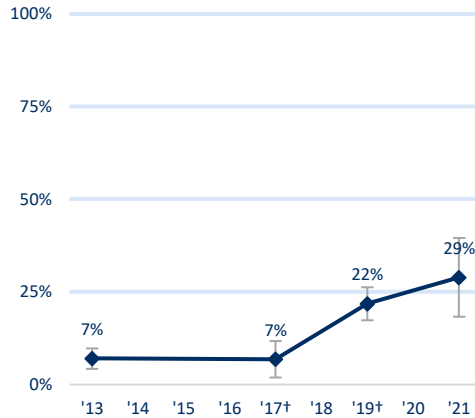
#### Service-Learning

(Some, most, or all courses)



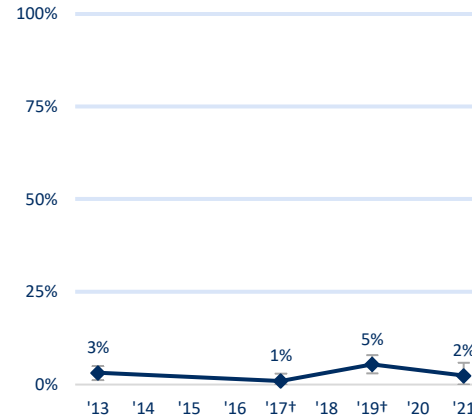
#### Learning Community

(Done or in progress)



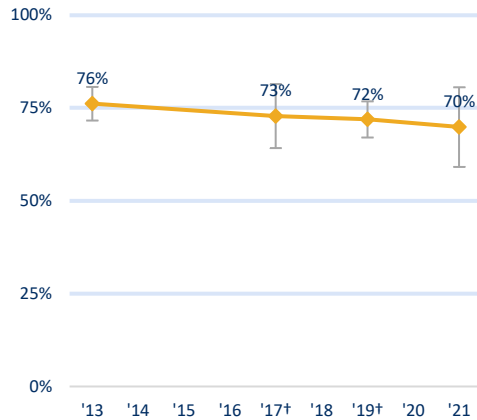
#### Research with Faculty

(Done or in progress)



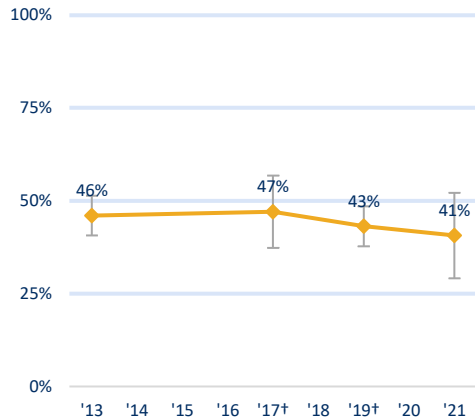
#### Internship/Field Experience

(Plan to do)



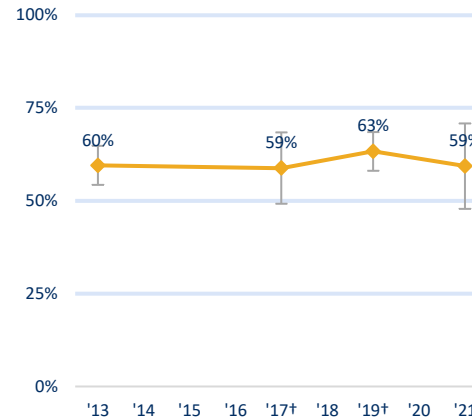
#### Study Abroad

(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.

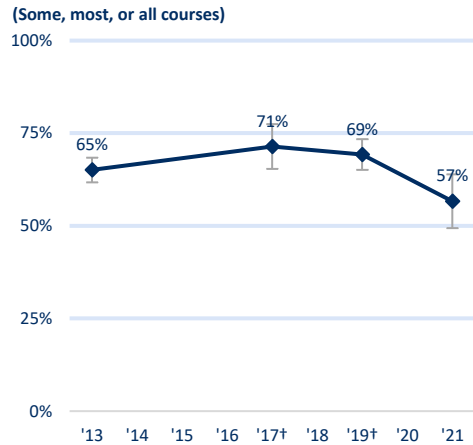
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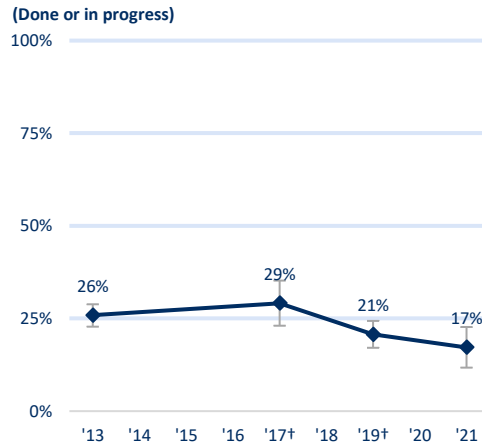
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

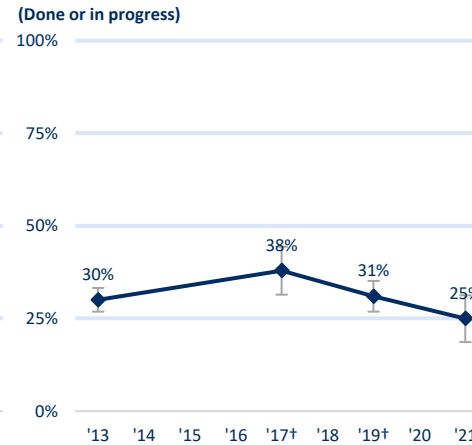
#### Service-Learning (Some, most, or all courses)



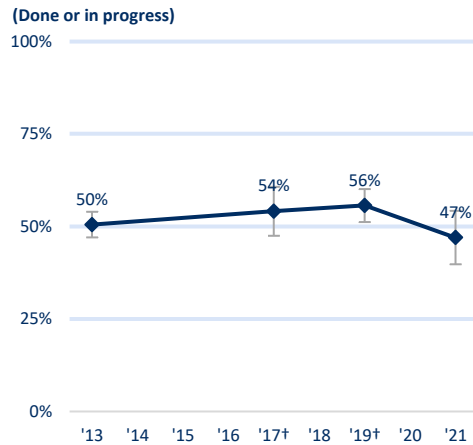
#### Learning Community (Done or in progress)



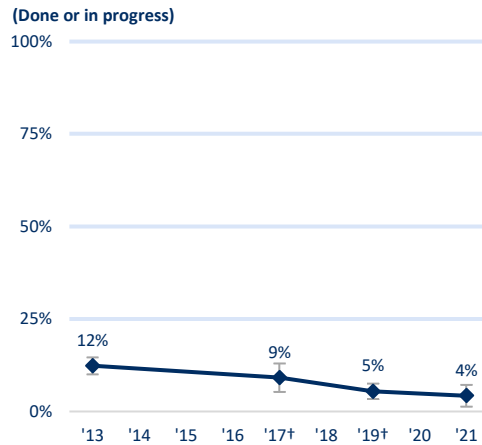
#### Research with Faculty (Done or in progress)



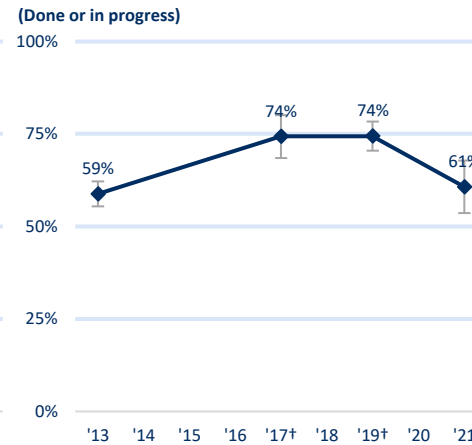
#### Internship/Field Experience (Done or in progress)



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

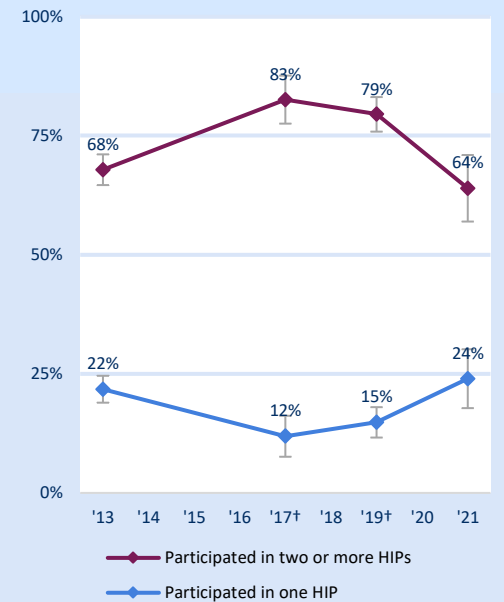


#### Culminating Senior Experience (Done or in progress)



#### 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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# NSSE 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Humboldt 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>																			
<b>Higher-Order Learning</b>	Mean	<b>38.3</b>				<b>39.1</b>		<b>38.7</b>		<b>38.0</b>	<b>41.2</b>				<b>41.6</b>		<b>41.0</b>		<b>39.8</b>
	n	344				124		338		79	838				265		484		196
	SD	13.1				9.8		12.1		13.1	14.1				13.1		13.5		14.6
	SE	.70				.88		.66		1.48	.49				.80		.61		1.04
	CI upper bound	39.7				40.8		40.0		40.9	42.2				43.2		42.2		41.8
	CI lower bound	36.9				37.4		37.4		35.1	40.3				40.0		39.8		37.7
<b>Reflective &amp; Integrative Learning</b>	Mean	<b>38.0</b>				<b>38.9</b>		<b>38.5</b>		<b>38.0</b>	<b>41.7</b>				<b>41.6</b>		<b>42.5</b>		<b>40.9</b>
	n	371				130		345		86	875				277		497		212
	SD	11.7				11.1		11.1		12.0	12.1				11.4		11.4		12.4
	SE	.61				.97		.60		1.29	.41				.68		.51		.85
	CI upper bound	39.2				40.8		39.7		40.5	42.5				42.9		43.5		42.6
	CI lower bound	36.9				37.0		37.3		35.4	40.9				40.2		41.5		39.3
<b>Learning Strategies</b>	Mean	<b>37.8</b>				<b>35.3</b>		<b>37.6</b>		<b>37.3</b>	<b>40.4</b>				<b>38.1</b>		<b>39.4</b>		<b>37.2</b>
	n	334				104		331		70	803				221		476		181
	SD	13.9				13.2		12.7		12.7	14.0				14.6		14.2		15.3
	SE	.76				1.29		.70		1.52	.50				.98		.65		1.13
	CI upper bound	39.3				37.8		39.0		40.3	41.4				40.0		40.7		39.4
	CI lower bound	36.3				32.7		36.3		34.4	39.4				36.2		38.1		34.9
<b>Quantitative Reasoning</b>	Mean	<b>27.2</b>				<b>27.5</b>		<b>28.3</b>		<b>30.2</b>	<b>33.1</b>				<b>31.9</b>		<b>31.6</b>		<b>29.0</b>
	n	360				123		332		72	855				261		479		181
	SD	16.0				15.8		14.7		14.9	17.0				15.8		15.7		16.5
	SE	.84				1.42		.81		1.76	.58				.98		.72		1.23
	CI upper bound	28.8				30.3		29.9		33.6	34.2				33.8		33.0		31.4
	CI lower bound	25.5				24.7		26.7		26.8	31.9				30.0		30.2		26.6
<i>Academic Challenge (additional items)</i>																			
<b>Preparing for Class</b> (hours/week)	Mean	<b>13.1</b>				<b>13.2</b>		<b>13.4</b>		<b>14.2</b>	<b>16.7</b>				<b>15.4</b>		<b>14.8</b>		<b>17.1</b>
	n	303				96		326		71	777				209		469		179
	SD	7.9				8.0		7.2		8.4	9.0				8.5		8.5		9.0
	SE	.45				.82		.40		.99	.32				.59		.39		.68
	CI upper bound	14.0				14.8		14.2		16.2	17.3				16.5		15.6		18.4
	CI lower bound	12.2				11.6		12.6		12.3	16.1				14.2		14.0		15.8
<b>Course Reading</b> Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	<b>6.5</b>				<b>7.5</b>		<b>6.7</b>		<b>6.8</b>	<b>8.1</b>				<b>7.9</b>		<b>7.8</b>		<b>9.2</b>
	n	307				96		326		70	772				207		467		178
	SD	5.3				6.4		5.3		5.6	6.4				6.0		6.2		7.2
	SE	.30				.65		.29		.67	.23				.42		.29		.54
	CI upper bound	7.1				8.7		7.3		8.1	8.5				8.8		8.3		10.3
	CI lower bound	5.9				6.2		6.1		5.5	7.6				7.1		7.2		8.2

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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# NSSE 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Humboldt 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>																			
<b>Assigned Writing</b>	<i>Mean</i>	<b>47.4</b>				<b>51.0</b>		<b>51.8</b>		<b>35.5</b>	<b>73.8</b>					<b>77.7</b>	<b>78.7</b>	<b>77.4</b>	
Estimated number of pages calculated from three survey questions.	<i>n</i>	315				104		333		72	725					221	475	184	
	<i>SD</i>	63.1				54.2		76.1		46.4	78.7					79.9	89.1	86.1	
	<i>SE</i>	3.56				5.32		4.17		5.46	2.92					5.38	4.09	6.34	
	<i>CI upper bound</i>	54.4				61.4		60.0		46.2	79.6					88.2	86.7	89.9	
	<i>CI lower bound</i>	40.5				40.6		43.7		24.8	68.1					67.1	70.7	65.0	
<b>Course Challenge</b>	<i>Mean</i>	<b>5.4</b>				<b>5.3</b>		<b>5.3</b>		<b>5.2</b>	<b>5.5</b>					<b>5.4</b>	<b>5.4</b>	<b>5.2</b>	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	338				103		331		71	809					220	475	184	
	<i>SD</i>	1.1				1.2		1.1		1.2	1.2					1.4	1.3	1.6	
	<i>SE</i>	.06				.12		.06		.14	.04					.09	.06	.12	
	<i>CI upper bound</i>	5.5				5.5		5.5		5.5	5.6					5.6	5.6	5.4	
	<i>CI lower bound</i>	5.2				5.0		5.2		5.0	5.4					5.2	5.3	4.9	
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.3</b>				<b>3.0</b>		<b>3.1</b>		<b>3.1</b>	<b>3.2</b>					<b>3.1</b>	<b>3.1</b>	<b>3.0</b>	
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	304				97		326		70	777					210	473	181	
	<i>SD</i>	0.7				0.8		0.7		0.7	0.8					0.7	0.8	0.8	
	<i>SE</i>	.04				.08		.04		.08	.03					.05	.03	.06	
	<i>CI upper bound</i>	3.4				3.2		3.1		3.2	3.3					3.2	3.2	3.2	
	<i>CI lower bound</i>	3.2				2.9		3.0		2.9	3.2					3.1	3.0	2.9	
<i>Learning with Peers</i>																			
<b>Collaborative Learning</b>	<i>Mean</i>	<b>32.0</b>				<b>32.1</b>		<b>35.3</b>		<b>22.7</b>	<b>36.8</b>					<b>36.0</b>	<b>36.4</b>	<b>26.1</b>	
	<i>n</i>	375				139		347		94	878					289	503	229	
	<i>SD</i>	12.6				13.4		14.0		12.1	13.7					13.4	12.9	15.2	
	<i>SE</i>	.65				1.14		.75		1.25	.46					.79	.58	1.00	
	<i>CI upper bound</i>	33.2				34.3		36.8		25.1	37.7					37.5	37.5	28.1	
	<i>CI lower bound</i>	30.7				29.9		33.8		20.2	35.9					34.5	35.3	24.1	
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>43.8</b>				<b>40.5</b>		<b>40.2</b>		<b>37.7</b>	<b>42.4</b>					<b>41.8</b>	<b>41.7</b>	<b>37.7</b>	
	<i>n</i>	337				105		330		72	806					222	475	181	
	<i>SD</i>	14.9				14.2		14.7		13.4	14.2					14.0	13.7	14.7	
	<i>SE</i>	.81				1.39		.81		1.58	.50					.94	.63	1.10	
	<i>CI upper bound</i>	45.4				43.2		41.8		40.7	43.3					43.7	42.9	39.8	
	<i>CI lower bound</i>	42.2				37.8		38.6		34.6	41.4					40.0	40.5	35.5	

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).

†Results reflect Report Sample exclusions and are unweighted. See page 3.

# NSSE 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Humboldt 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>																			
<b>Student-Faculty Interaction</b>	<i>Mean</i>	<b>18.9</b>			<b>20.6</b>			<b>23.5</b>		<b>21.9</b>	<b>25.3</b>			<b>25.8</b>		<b>26.1</b>		<b>20.2</b>	
	<i>n</i>	359			127			342		84	854			273		491		208	
	<i>SD</i>	13.1			13.8			13.4		14.8	15.4			15.5		15.7		13.7	
	<i>SE</i>	.69			1.22			.72		1.61	.53			.94		.71		.95	
	<i>CI upper bound</i>	20.3			23.0			24.9		25.0	26.3			27.6		27.5		22.0	
	<i>CI lower bound</i>	17.6			18.2			22.0		18.7	24.3			23.9		24.7		18.3	
<hr/>																			
<b>Effective Teaching Practices</b>	<i>Mean</i>	<b>40.4</b>			<b>36.9</b>			<b>39.1</b>		<b>40.4</b>	<b>41.0</b>			<b>39.7</b>		<b>41.9</b>		<b>39.5</b>	
	<i>n</i>	362			124			339		76	862			264		485		192	
	<i>SD</i>	12.6			11.6			12.2		12.6	13.1			13.2		12.4		14.6	
	<i>SE</i>	.66			1.04			.66		1.45	.45			.81		.56		1.05	
	<i>CI upper bound</i>	41.7			38.9			40.4		43.2	41.9			41.3		43.0		41.6	
	<i>CI lower bound</i>	39.1			34.8			37.8		37.6	40.1			38.1		40.8		37.4	
<hr/>																			
<i>Campus Environment</i>																			
<b>Quality of Interactions</b>	<i>Mean</i>	<b>41.7</b>			<b>39.9</b>			<b>43.6</b>		<b>43.6</b>	<b>42.6</b>			<b>43.3</b>		<b>42.6</b>		<b>41.8</b>	
	<i>n</i>	329			98			324		68	795			211		470		181	
	<i>SD</i>	12.3			12.2			10.6		11.6	11.0			11.2		11.2		13.5	
	<i>SE</i>	.68			1.23			.59		1.41	.39			.77		.52		1.00	
	<i>CI upper bound</i>	43.0			42.3			44.8		46.4	43.3			44.8		43.6		43.7	
	<i>CI lower bound</i>	40.3			37.5			42.5		40.8	41.8			41.7		41.6		39.8	
<hr/>																			
<b>Supportive Environment</b>	<i>Mean</i>	<b>39.4</b>			<b>38.7</b>			<b>38.3</b>		<b>39.0</b>	<b>34.5</b>			<b>32.4</b>		<b>31.9</b>		<b>31.7</b>	
	<i>n</i>	303			96			326		69	764			209		471		180	
	<i>SD</i>	12.9			12.7			12.6		11.7	13.0			13.5		13.9		15.6	
	<i>SE</i>	.74			1.29			.70		1.41	.47			.93		.64		1.17	
	<i>CI upper bound</i>	40.9			41.2			39.7		41.7	35.5			34.2		33.2		34.0	
	<i>CI lower bound</i>	37.9			36.1			37.0		36.2	33.6			30.6		30.7		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).

†Results reflect Report Sample exclusions and are unweighted. See page 3.

		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>46</b>				<b>53</b>		<b>60</b>		<b>53</b>	<b>65</b>				<b>71</b>		<b>69</b>		<b>57</b>	
	n	335				101		328		71	801				217		475		181	
	SE	2.7				5.0		2.7		6.0	1.7				3.1		2.1		3.7	
	CI upper bound (%)	51				63		66		65	68				77		73		64	
	CI lower bound (%)	40				44		55		41	62				65		65		49	
<b>Learning Community<sup>a</sup></b>	%	<b>7</b>				<b>7</b>		<b>22</b>		<b>29</b>	<b>26</b>				<b>29</b>		<b>21</b>		<b>17</b>	
	n	336				102		330		71	806				216		477		182	
	SE	1.4				2.5		2.3		5.4	1.5				3.1		1.9		2.8	
	CI upper bound (%)	10				12		26		40	29				35		24		23	
	CI lower bound (%)	4				2		17		18	23				23		17		12	
<b>Research with Faculty<sup>a</sup></b>	%	<b>3</b>				<b>1</b>		<b>5</b>		<b>2</b>	<b>30</b>				<b>38</b>		<b>31</b>		<b>25</b>	
	n	334				101		329		71	795				216		474		182	
	SE	1.0				1.0		1.3		1.8	1.6				3.3		2.1		3.2	
	CI upper bound (%)	5				3		8		6	33				44		35		31	
	CI lower bound (%)	1				0		3		0	27				31		27		19	
<b>Internship or Field Experience<sup>b</sup></b>	%	<b>76</b>				<b>73</b>		<b>72</b>		<b>70</b>	<b>50</b>				<b>54</b>		<b>56</b>		<b>47</b>	
	n	337				103		331		71	810				218		476		183	
	SE	2.3				4.4		2.5		5.5	1.8				3.4		2.3		3.7	
	(First-year results: Plan to do)	CI upper bound (%)	81				81		77		81	54				61		60		54
	CI lower bound (%)	72				64		67		59	47				47		51		40	
<b>Study Abroad<sup>b</sup></b>	%	<b>46</b>				<b>47</b>		<b>43</b>		<b>41</b>	<b>12</b>				<b>9</b>		<b>5</b>		<b>4</b>	
	n	337				102		329		71	804				218		476		182	
	SE	2.7				5.0		2.7		5.9	1.2				2.0		1.0		1.5	
	(First-year results: Plan to do)	CI upper bound (%)	51				57		49		52	15				13		8		7
	CI lower bound (%)	41				37		38		29	10				5		3		1	
<b>Culminating Senior Experience<sup>b</sup></b>	%	<b>60</b>				<b>59</b>		<b>63</b>		<b>59</b>	<b>59</b>				<b>74</b>		<b>74</b>		<b>61</b>	
	n	335				102		330		71	805				218		477		182	
	SE	2.7				4.9		2.7		5.9	1.7				3.0		2.0		3.6	
	(First-year results: Plan to do)	CI upper bound (%)	65				68		69		71	62				80		78		68
	CI lower bound (%)	54				49		58		48	55				68		71		54	
<b>Overall HIP Participation<sup>c</sup></b>																				
<b>Participated in one HIP</b>	%	<b>46</b>				<b>51</b>		<b>50</b>		<b>54</b>	<b>22</b>				<b>12</b>		<b>15</b>		<b>24</b>	
	n	337				102		330		71	812				218		478		183	
	SE	2.7				5.0		2.8		5.9	1.4				2.2		1.6		3.2	
	CI upper bound (%)	51				61		56		66	25				16		18		30	
	CI lower bound (%)	40				41		45		43	19				8		12		18	
<b>Participated in two or more HIPs</b>	%	<b>5</b>				<b>5</b>		<b>18</b>		<b>14</b>	<b>68</b>				<b>83</b>		<b>79</b>		<b>64</b>	
	n	337				102		330		71	812				218		478		183	
	SE	1.2				2.1		2.1		4.1	1.6				2.6		1.8		3.6	
	CI upper bound (%)	7				9		22		22	71				88		83		71	
	CI lower bound (%)	2				1		13		6	65				78		76		57	

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.

†Results reflect Report Sample exclusions and are unweighted. See page 3.