NSSE 2022
Multi-Year Report

California State University, Chico

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 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 Report Builder can be accessed via the NSSE Institution Interface.

NSSE
national survey of
student engagement

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	13%	+/- 4.2%	474	331	143	19%	+/- 2.7%	1,045	819	226
2015										
2016	9%	+/- 4.8%	378	244	134	15%	+/- 3.1%	854	604	250
2017										
2018	17%	+/- 3.4%	687	507	180	22%	+/- 2.5%	1,250	1,010	240
2019										
2020	11%	+/- 4.9%	357	193	164	13%	+/- 3.4%	731	494	237
2021										
2022	12%	+/- 6.1%	226	138	88	14%	+/- 3.3%	744	482	262

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	No	Academic Advising, California State University	No	No	Yes
2015							
2016	Email	Census	No	FY Experiences / Sr Transitions	No	No	Yes
2017							
2018	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	Yes
2019							
2020	Email	Census	No	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	Yes
2021							
2022	Email	Census	No	FY Experiences & Sr Transitions, HIP Quality	No	Yes	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 results 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.
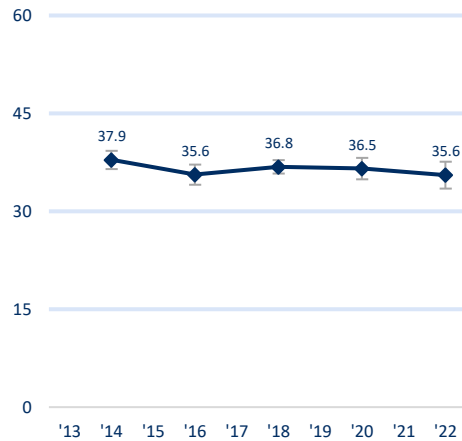
NSSE 2022 Multi-Year Report
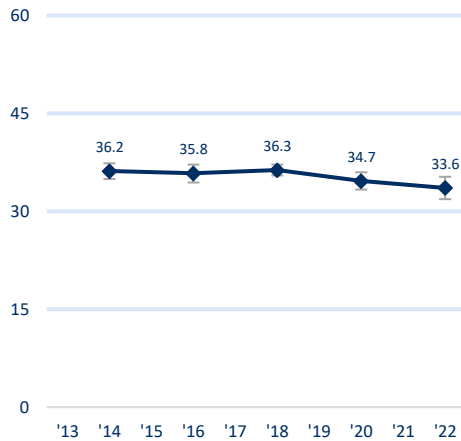## Engagement Results by Theme
California State University, Chico

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.
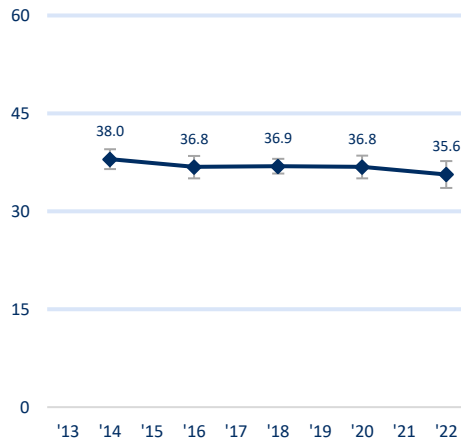
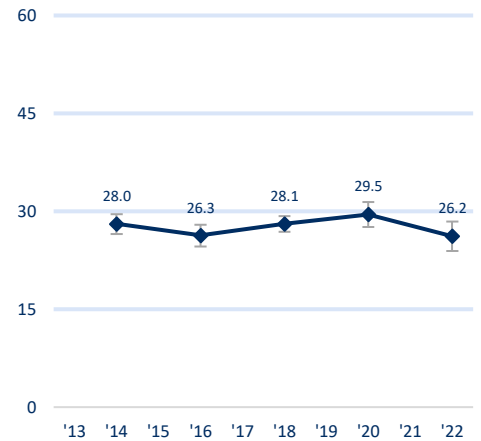## Academic Challenge: First-year students

Higher-Order Learning

Values by year ('14–'22): 37.9, 35.6, 36.8, 36.5, 35.6

Reflective & Integrative Learning

Values by year ('14–'22): 36.2, 35.8, 36.3, 34.7, 33.6

Learning Strategies

Values by year ('14–'22): 38.0, 36.8, 36.9, 36.8, 35.6

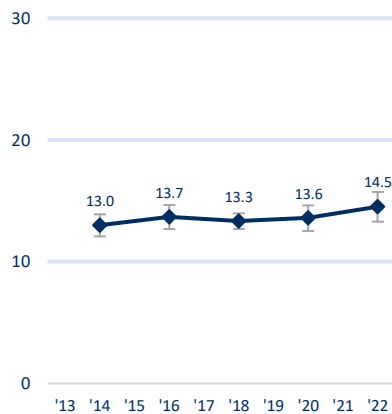### Quantitative Reasoning
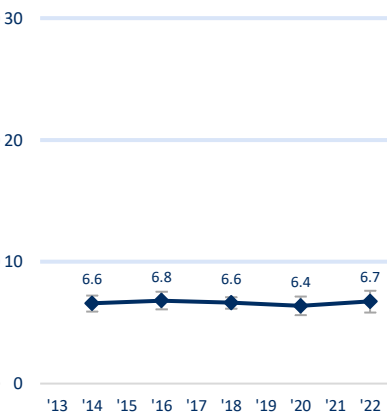

Values by year ('14–'22): 28.0, 26.3, 28.1, 29.5, 26.2

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

Values by year ('14–'22): 13.0, 13.7, 13.3, 13.6, 14.5

Course Reading (hrs/wk)[a]

Values by year ('14–'22): 6.6, 6.8, 6.6, 6.4, 6.7

Assigned Writing (pages)[a]

Values by year ('14–'22): 43.8, 47.7, 48.5, 41.6, 50.8

Course Challenge[b]

Values by year ('14–'22): 5.4, 5.3, 5.2, 5.2, 5.3

Academic Emphasis[c]

Values by year ('14–'22): 3.1, 3.0, 3.0, 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").
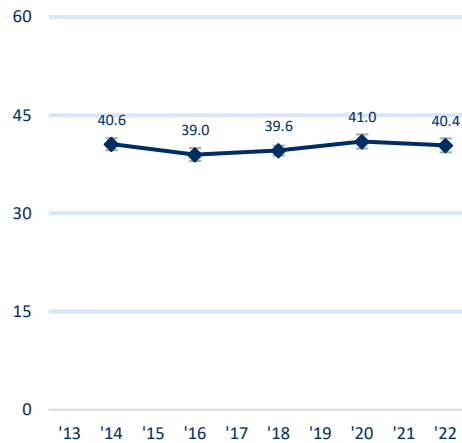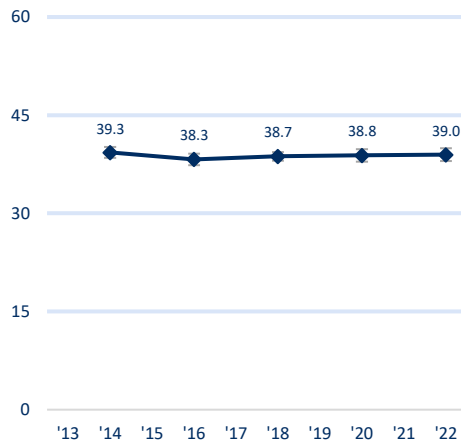
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
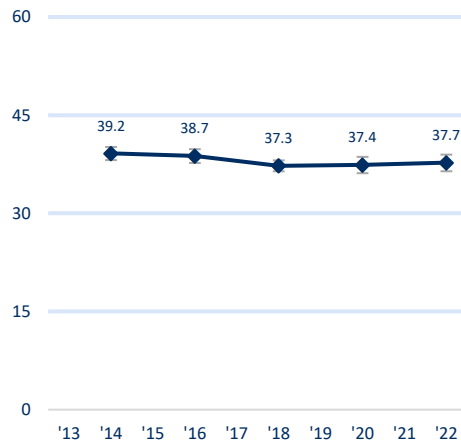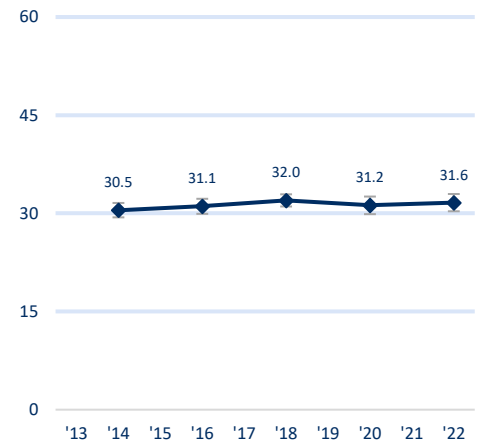
Academic Challenge: Seniors

Higher-Order Learning

Values by year ('14–'22): 40.6, 39.0, 39.6, 41.0, 40.4

Reflective & Integrative Learning

Values by year ('14–'22): 39.3, 38.3, 38.7, 38.8, 39.0

Learning Strategies

Values by year ('14–'22): 39.2, 38.7, 37.3, 37.4, 37.7

Quantitative Reasoning

Values by year ('14–'22): 30.5, 31.1, 32.0, 31.2, 31.6

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

Values by year ('14–'22): 15.6, 15.4, 15.3, 15.6, 17.0

Course Reading (hrs/wk)[a]

Values by year ('14–'22): 7.8, 7.4, 7.5, 7.6, 8.1

Assigned Writing (pages)[a]

Values by year ('14–'22): 66.0, 71.7, 73.7, 82.4, 75.8

Course Challenge[b]

Values by year ('14–'22): 5.6, 5.5, 5.5, 5.5, 5.5

Academic Emphasis[c]

Values by year ('14–'22): 3.1, 3.1, 3.1, 3.1, 3.1

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").

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

Values by year: 33.8, 32.8, 34.6, 32.3, 28.7

Discussions with Diverse Others

Values by year: 42.2, 40.0, 39.8, 40.9, 36.5

Experiences with Faculty: First-year students

Student-Faculty Interaction

Values by year: 20.1, 18.6, 20.5, 19.2, 19.5

Effective Teaching Practices

Values by year: 38.0, 37.2, 37.2, 36.9, 34.9
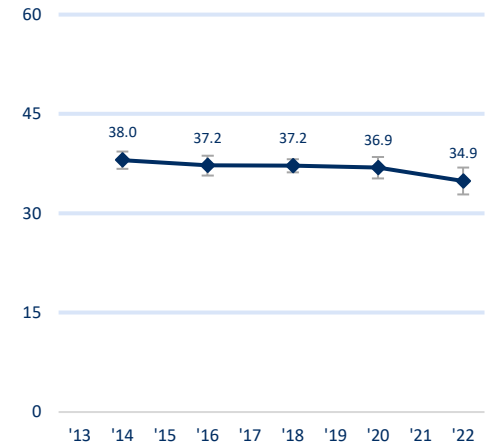
Campus Environment: First-year students

Quality of Interactions
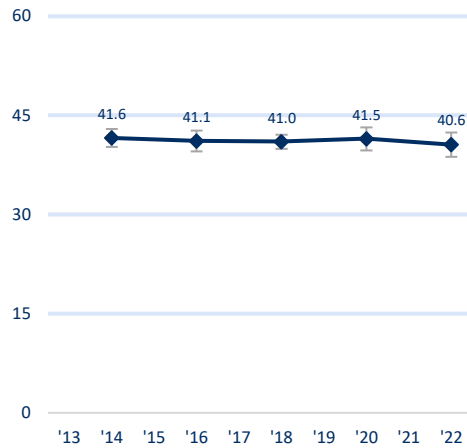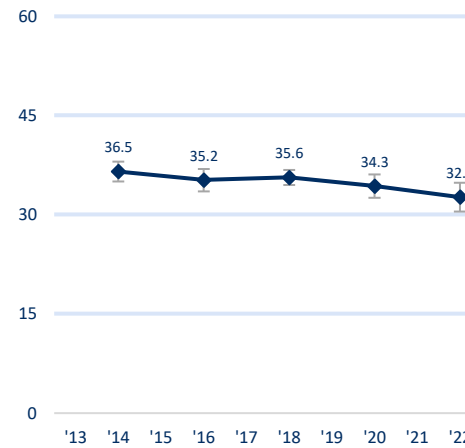
Values by year: 41.6, 41.1, 41.0, 41.5, 40.6

Supportive Environment

Values by year: 36.5, 35.2, 35.6, 34.3, 32.7
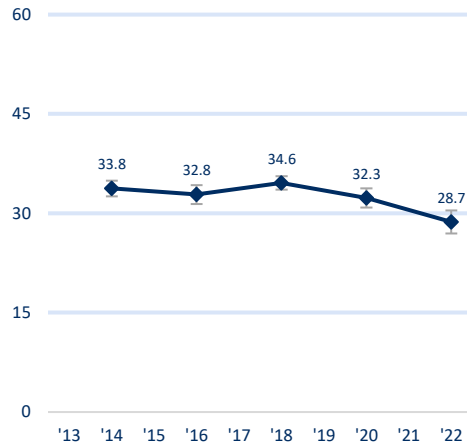
NSSE 2022 Multi-Year Report
Engagement Results by Theme
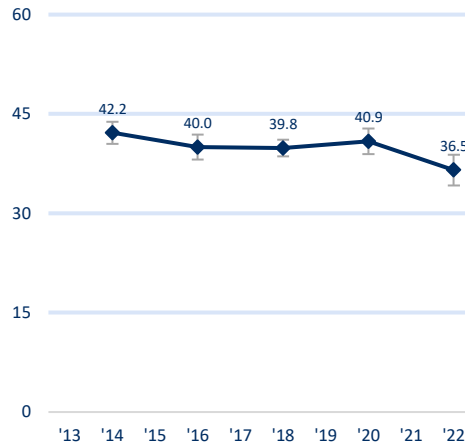## California State University, Chico

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.
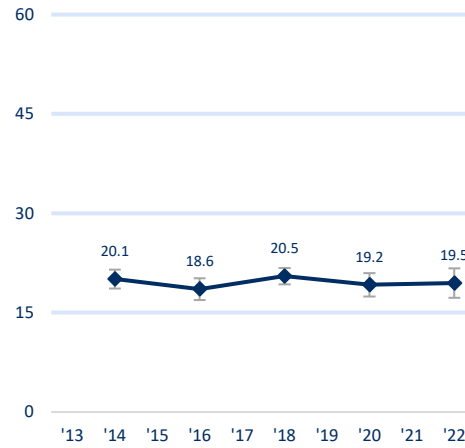
Learning with Peers: Seniors

Collaborative Learning

35.0 35.6 36.2 35.5 31.7
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Discussions with Diverse Others

41.9 40.4 41.5 42.1 38.4
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22
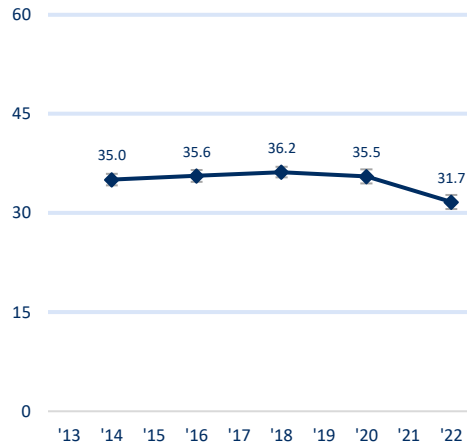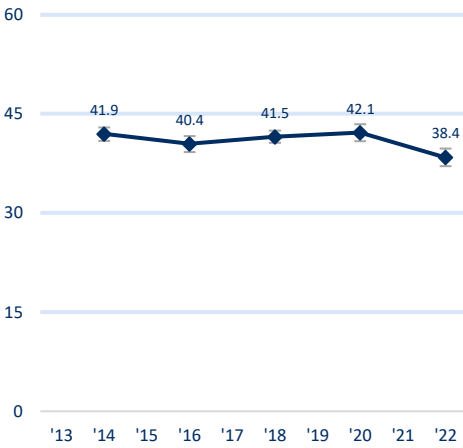
Experiences with Faculty: Seniors

Student-Faculty Interaction

25.4 24.2 25.4 24.2 23.1
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Effective Teaching Practices

40.4 40.1 39.9 40.1 39.7
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22
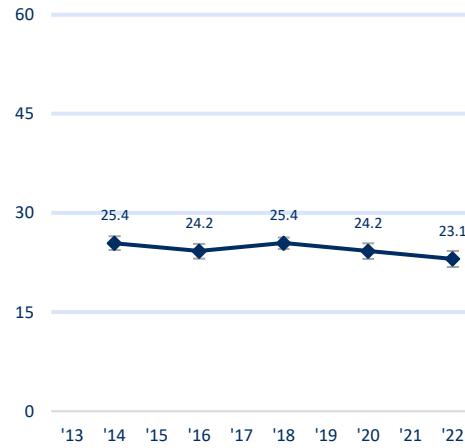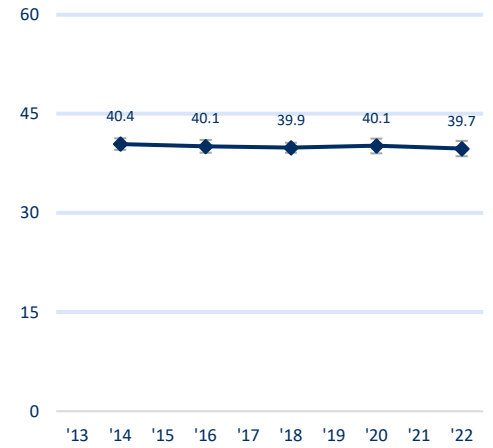
Campus Environment: Seniors

Quality of Interactions
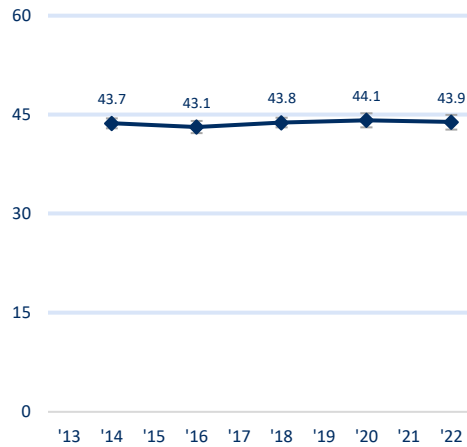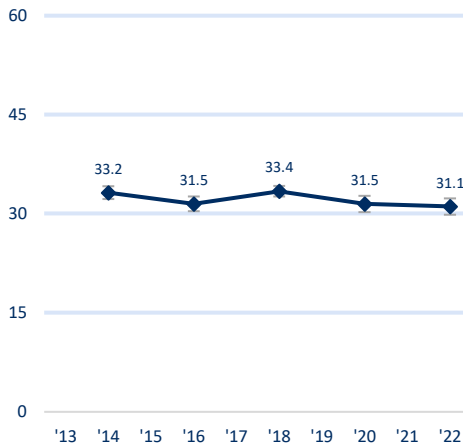
43.7 43.1 43.8 44.1 43.9
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Supportive Environment

33.2 31.5 33.4 31.5 31.1
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

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High-Impact Practices
California State University, Chico

Due to their positive associations with student learning and retention, certain 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)
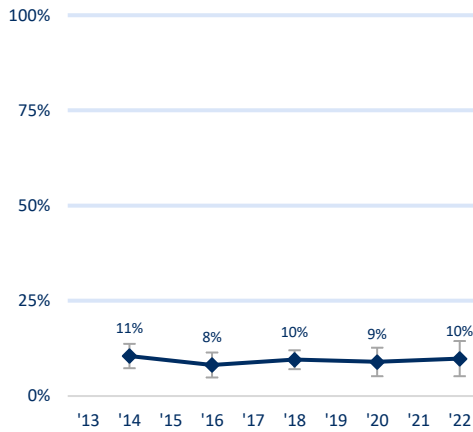
Research with Faculty
(Done or in progress)
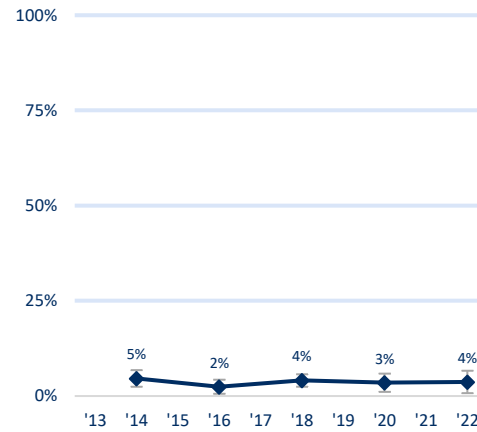
Internship/Field Experience
(Plan to do)
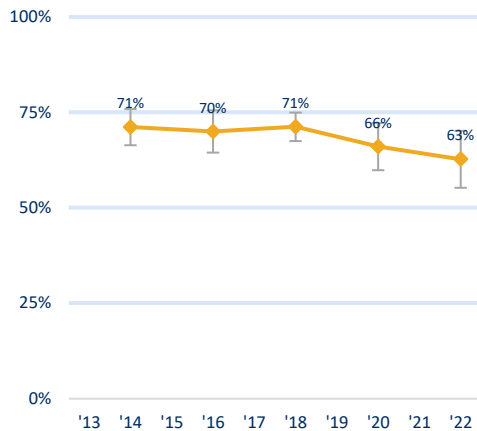
Study Abroad
(Plan to do)
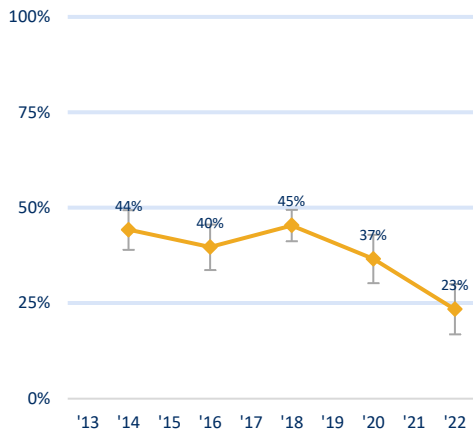
Culminating Senior Experience
(Plan to do)
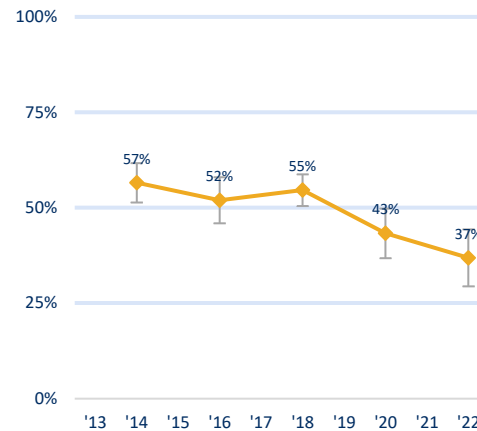
Overall first-year HIP participation

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.
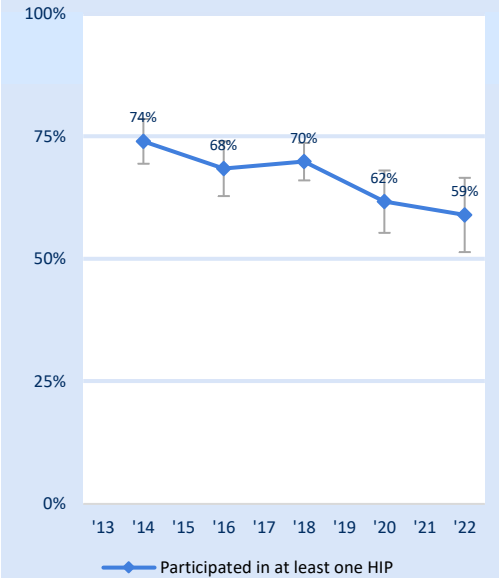
— Participated in at least one HIP

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 2022 Multi-Year Report
High-Impact Practices
California State University, Chico

Due to their positive associations with student learning and retention, certain 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)
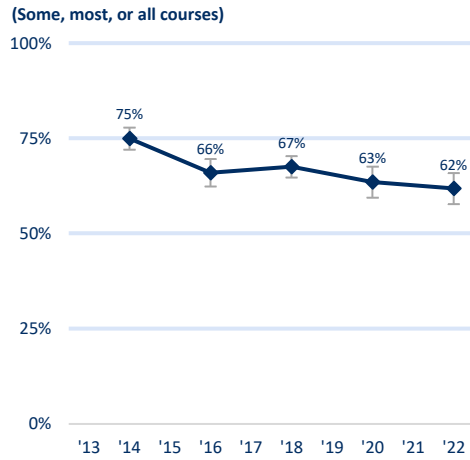
Learning Community
(Done or in progress)
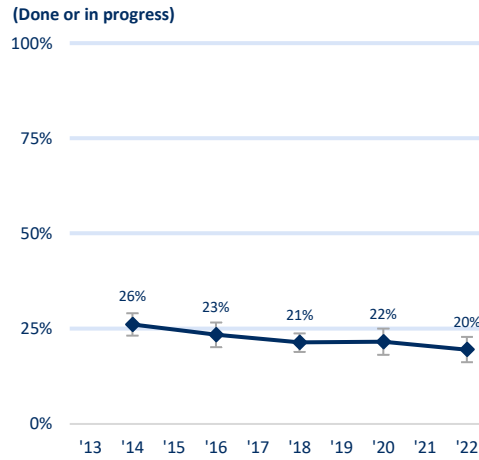
Research with Faculty
(Done or in progress)
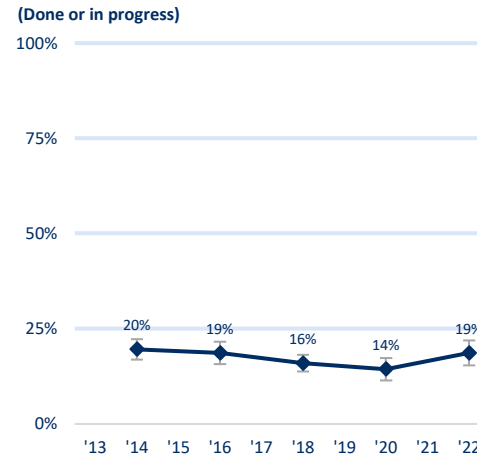
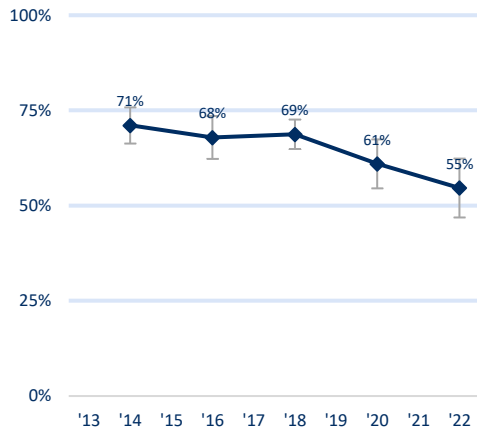### Internship/Field Experience
(Done or in progress)
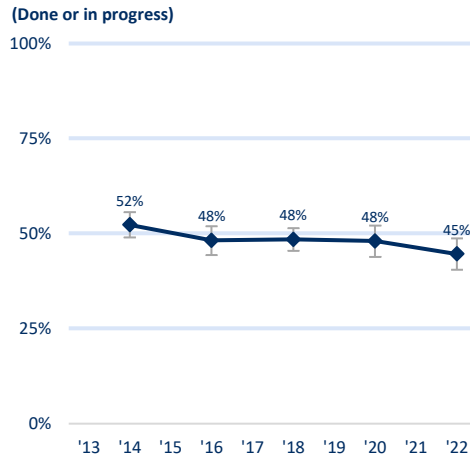
Study Abroad
(Done or in progress)
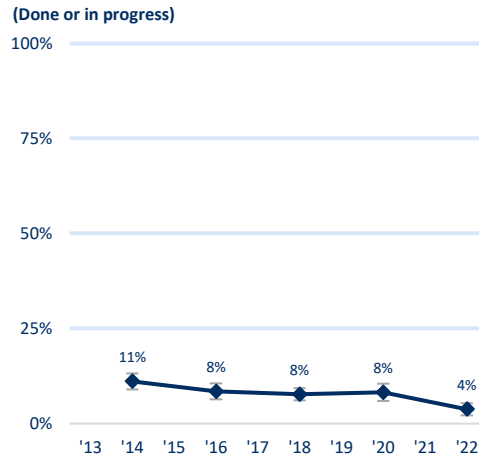
Culminating Senior Experience
(Done or in progress)
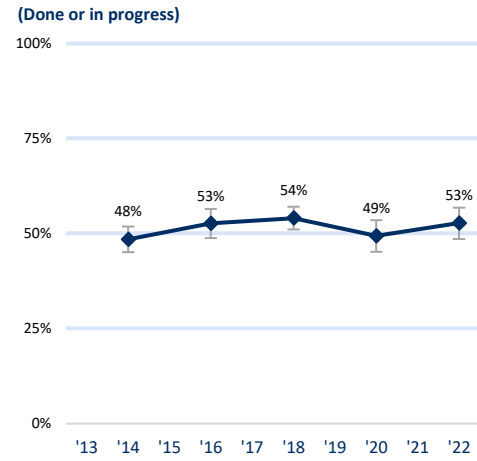
Overall senior HIP participation

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.

NSSE 2022 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
California State University, Chico

|		First-year students '13	'14	'15	'16	'17	'18	'19	'20	'21	'22	Seniors '13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Academic Challenge																					
Higher-Order Learning	Mean		37.9		35.6		36.8		36.5		35.6		40.6		39.0		39.6		41.0		40.4
	n		396		311		594		261		167		936		731		1,141		601		611
	SD		14.1		13.9		12.6		13.5		13.6		14.1		13.6		13.0		13.4		13.7
	SE		.71		.79		.52		.83		1.05		.46		.50		.38		.55		.55
	CI upper bound		39.3		37.2		37.8		38.2		37.6		41.5		40.0		40.4		42.1		41.5
	CI lower bound		36.5		34.1		35.8		34.9		33.5		39.7		38.0		38.9		39.9		39.3
Reflective & Integrative Learning	Mean		36.2		35.8		36.3		34.7		33.6		39.3		38.3		38.7		38.8		39.0
	n		415		328		635		306		195		975		773		1,190		657		675
	SD		12.4		12.8		10.8		11.9		12.2		13.1		12.5		11.7		12.5		13.2
	SE		.61		.70		.43		.68		.87		.42		.45		.34		.49		.51
	CI upper bound		37.4		37.2		37.1		36.0		35.3		40.1		39.1		39.4		39.8		40.0
	CI lower bound		35.0		34.4		35.5		33.3		31.9		38.5		37.4		38.0		37.9		38.0
Learning Strategies	Mean		38.0		36.8		36.9		36.8		35.6		39.2		38.7		37.3		37.4		37.7
	n		350		263		562		229		163		847		666		1,085		554		557
	SD		14.3		14.2		13.7		13.5		13.4		15.0		13.8		14.0		15.0		15.2
	SE		.76		.87		.58		.89		1.05		.52		.54		.43		.64		.64
	CI upper bound		39.5		38.5		38.0		38.5		37.7		40.2		39.8		38.1		38.6		39.0
	CI lower bound		36.5		35.1		35.8		35.1		33.6		38.1		37.7		36.4		36.1		36.5
Quantitative Reasoning	Mean		28.0		26.3		28.1		29.5		26.2		30.5		31.1		32.0		31.2		31.6
	n		403		312		576		237		160		951		741		1,093		575		571
	SD		15.6		15.1		14.6		15.0		14.6		17.3		16.0		15.5		16.5		16.2
	SE		.78		.85		.61		.98		1.15		.56		.59		.47		.69		.68
	CI upper bound		29.6		28.0		29.3		31.4		28.4		31.6		32.2		32.9		32.6		33.0
	CI lower bound		26.5		24.6		26.9		27.6		23.9		29.4		29.9		31.1		29.9		30.3
Academic Challenge (additional items)																					
Preparing for Class (hours/week)	Mean		13.0		13.7		13.3		13.6		14.5		15.6		15.4		15.3		15.6		17.0
	n		307		237		541		205		155		785		610		1,061		518		533
	SD		8.1		7.7		7.6		7.6		7.8		8.7		8.8		8.8		9.0		9.3
	SE		.46		.50		.33		.53		.63		.31		.36		.27		.40		.40
	CI upper bound		13.9		14.7		14.0		14.6		15.8		16.2		16.1		15.8		16.3		17.8
	CI lower bound		12.1		12.7		12.7		12.5		13.3		15.0		14.7		14.8		14.8		16.2
Course Reading Est. hrs per week calculated from two items.	Mean		6.6		6.8		6.6		6.4		6.7		7.8		7.4		7.5		7.6		8.1
	n		299		235		534		200		155		768		606		1,054		517		529
	SD		5.8		5.7		5.6		5.4		5.7		6.5		6.6		6.2		6.7		6.8
	SE		.34		.37		.24		.39		.46		.24		.27		.19		.29		.30
	CI upper bound		7.2		7.5		7.1		7.1		7.6		8.2		8.0		7.8		8.2		8.7
	CI lower bound		5.9		6.1		6.2		5.6		5.9		7.3		6.9		7.1		7.1		7.6

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

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		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Academic Challenge (additional items, continued)																					
Assigned Writing	*Mean*		43.8		47.7		48.5		41.6		50.8		66.0		71.7		73.7		82.4		75.8
Estimated number of	*n*		328		257		575		232		163		799		639		1,091		562		560
pages calculated from	*SD*		70.1		79.1		73.1		50.7		74.2		74.9		90.8		91.5		104.7		90.2
three survey questions.	*SE*		3.87		4.93		3.05		3.33		5.81		2.65		3.59		2.77		4.42		3.81
	CI upper bound		51.4		57.3		54.5		48.1		62.2		71.2		78.7		79.1		91.1		83.3
	CI lower bound		36.2		38.0		42.5		35.1		39.4		60.8		64.6		68.3		73.8		68.4
Course Challenge	*Mean*		5.4		5.3		5.2		5.2		5.3		5.6		5.5		5.5		5.5		5.5
Extent to which courses	*n*		356		267		561		229		164		866		672		1,092		556		552
challenged students to	*SD*		1.2		1.1		1.3		1.3		1.1		1.2		1.2		1.3		1.4		1.3
do best work (1="Not	*SE*		.06		.07		.05		.09		.09		.04		.05		.04		.06		.06
at all" to 7="Very	*CI upper bound*		5.5		5.5		5.3		5.3		5.5		5.6		5.6		5.6		5.6		5.7
much").	*CI lower bound*		5.3		5.2		5.1		5.0		5.1		5.5		5.4		5.4		5.4		5.4
Academic	*Mean*		3.1		3.0		3.0		3.0		3.0		3.1		3.1		3.1		3.1		3.1
Emphasis	*n*		316		244		548		219		156		794		625		1,069		531		543
Perceived inst'l emphasis	*SD*		0.8		0.8		0.8		0.7		0.7		0.8		0.8		0.8		0.8		0.8
on spending significant	*SE*		.04		.05		.03		.05		.06		.03		.03		.02		.03		.03
time studying and on	*CI upper bound*		3.2		3.1		3.0		3.1		3.1		3.1		3.1		3.1		3.2		3.2
academic work (1 =	*CI lower bound*		3.0		2.9		2.9		2.9		2.9		3.0		3.0		3.0		3.0		3.0
"Very little" to 4 = "Very much").																					
Learning with Peers																					
Collaborative	*Mean*		33.8		32.8		34.6		32.3		28.7		35.0		35.6		36.2		35.5		31.7
Learning	*n*		429		349		661		335		219		991		809		1,216		699		720
	SD		12.4		13.6		13.3		13.6		13.3		14.0		13.1		13.9		14.4		14.8
	SE		.60		.73		.52		.74		.90		.45		.46		.40		.54		.55
	CI upper bound		34.9		34.3		35.6		33.8		30.5		35.9		36.5		37.0		36.6		32.7
	CI lower bound		32.6		31.4		33.6		30.9		26.9		34.2		34.7		35.4		34.5		30.6
Discussions with	*Mean*		42.2		40.0		39.8		40.9		36.5		41.9		40.4		41.5		42.1		38.4
Diverse Others	*n*		354		266		573		229		164		870		659		1,087		564		562
	SD		16.0		15.8		15.2		14.9		15.2		15.6		15.9		15.2		15.5		16.2
	SE		.85		.97		.64		.99		1.18		.53		.62		.46		.65		.68
	CI upper bound		43.8		41.9		41.1		42.8		38.9		43.0		41.7		42.4		43.4		39.8
	CI lower bound		40.5		38.1		38.6		38.9		34.2		40.9		39.2		40.6		40.9		37.1

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	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Experiences with Faculty																					
Student-Faculty Interaction	Mean		20.1		18.6		20.5		19.2		19.5		25.4		24.2		25.4		24.2		23.1
	n		405		322		612		282		183		956		751		1,157		629		642
	SD		14.7		15.0		15.5		15.2		15.3		16.2		15.5		15.3		15.5		15.7
	SE		.73		.83		.63		.90		1.13		.52		.57		.45		.62		.62
	CI upper bound		21.5		20.2		21.7		21.0		21.7		26.5		25.3		26.3		25.4		24.3
	CI lower bound		18.6		16.9		19.3		17.4		17.2		24.4		23.1		24.5		23.0		21.8
Effective Teaching Practices	Mean		38.0		37.2		37.2		36.9		34.9		40.4		40.1		39.9		40.1		39.7
	n		407		314		594		258		173		960		753		1,129		593		609
	SD		13.5		13.5		12.4		13.1		13.7		13.7		13.3		12.9		13.8		14.5
	SE		.67		.76		.51		.82		1.04		.44		.49		.38		.57		.59
	CI upper bound		39.3		38.7		38.2		38.5		36.9		41.3		41.0		40.6		41.3		40.9
	CI lower bound		36.7		35.7		36.2		35.3		32.8		39.6		39.1		39.1		39.0		38.6
Campus Environment																					
Quality of Interactions	Mean		41.6		41.1		41.0		41.5		40.6		43.7		43.1		43.8		44.1		43.9
	n		329		241		520		203		151		814		634		1,020		500		509
	SD		12.5		12.5		12.3		12.7		11.6		11.0		11.8		11.6		12.2		12.8
	SE		.69		.81		.54		.89		.94		.39		.47		.36		.55		.57
	CI upper bound		43.0		42.7		42.1		43.2		42.4		44.4		44.1		44.5		45.2		45.0
	CI lower bound		40.3		39.5		40.0		39.7		38.7		42.9		42.2		43.1		43.1		42.7
Supportive Environment	Mean		36.5		35.2		35.6		34.3		32.7		33.2		31.5		33.4		31.5		31.1
	n		312		236		545		210		155		787		615		1,061		524		545
	SD		13.5		13.2		13.4		13.1		13.8		13.9		14.4		13.6		14.4		14.8
	SE		.76		.86		.57		.91		1.11		.50		.58		.42		.63		.63
	CI upper bound		38.0		36.9		36.7		36.1		34.8		34.1		32.6		34.2		32.7		32.3
	CI lower bound		35.0		33.5		34.5		32.5		30.5		32.2		30.4		32.6		30.3		29.8

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).

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California State University, Chico

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Service-Learning[a]	%		71		68		69		61		55		75		66		67		63		62
	n		351		264		551		222		160		854		666		1,077		542		552
	SE		2.4		2.9		2.0		3.3		3.9		1.5		1.8		1.4		2.1		2.1
	CI upper bound (%)		76		74		73		67		62		78		70		70		68		66
	CI lower bound (%)		66		62		65		55		47		72		62		65		59		58
Learning Community[a]	%		11		8		10		9		10		26		23		21		22		20
	n		352		264		557		224		161		851		663		1,082		548		549
	SE		1.6		1.7		1.2		1.9		2.4		1.5		1.6		1.2		1.8		1.7
	CI upper bound (%)		14		11		12		13		14		29		27		24		25		23
	CI lower bound (%)		7		5		7		5		5		23		20		19		18		16
Research with Faculty[a]	%		5		2		4		3		4		20		19		16		14		19
	n		353		262		557		222		162		852		660		1,081		545		550
	SE		1.1		0.9		0.8		1.2		1.5		1.4		1.5		1.1		1.5		1.7
	CI upper bound (%)		7		4		6		6		7		22		22		18		17		22
	CI lower bound (%)		2		1		2		1		1		17		16		14		11		15
Internship or Field Experience[b] (First-year results: Plan to do)	%		71		70		71		66		63		52		48		48		48		45
	n		355		263		561		227		162		861		669		1,088		555		553
	SE		2.4		2.8		1.9		3.1		3.8		1.7		1.9		1.5		2.1		2.1
	CI upper bound (%)		76		76		75		72		70		56		52		51		52		49
	CI lower bound (%)		66		64		67		60		55		49		44		45		44		40
Study Abroad[b] (First-year results: Plan to do)	%		44		40		45		37		23		11		8		8		8		4
	n		352		262		559		223		161		857		665		1,082		547		552
	SE		2.6		3.0		2.1		3.2		3.4		1.1		1.1		0.8		1.2		0.8
	CI upper bound (%)		49		46		49		43		30		13		11		9		11		5
	CI lower bound (%)		39		34		41		30		17		9		6		6		6		2
Culminating Senior Experience[b] (First-year results: Plan to do)	%		57		52		55		43		37		48		53		54		49		53
	n		352		262		555		224		160		850		664		1,078		548		554
	SE		2.6		3.1		2.1		3.3		3.8		1.7		1.9		1.5		2.1		2.1
	CI upper bound (%)		62		58		59		50		44		52		56		57		54		57
	CI lower bound (%)		51		46		50		37		29		45		49		51		45		49
Overall HIP Participation[c]																					
Participated in one HIP	%		65		60		60		53		52		24		24		24		27		27
	n		356		266		561		225		162		868		671		1,090		556		556
	SE		2.5		3.0		2.1		3.3		3.9		1.5		1.7		1.3		1.9		1.9
	CI upper bound (%)		70		65		64		59		60		27		28		27		30		30
	CI lower bound (%)		60		54		56		46		44		21		21		21		23		23
Participated in two or more HIPs	%		9		9		10		9		7		67		63		64		57		60
	n		356		266		561		225		162		868		671		1,090		556		556
	SE		1.6		1.7		1.3		1.9		2.0		1.6		1.9		1.5		2.1		2.1
	CI upper bound (%)		12		12		13		13		11		70		67		66		61		64
	CI lower bound (%)		6		5		6		5		3		64		60		61		53		56

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.