



**NSSE 2017**  
**Multi-Year Report**  
The University of Texas at Arlington

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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 number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website. [nsse.indiana.edu/pdf/MYDAG.pdf](https://nsse.indiana.edu/pdf/MYDAG.pdf)

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 a learning community, service-learning, 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.
<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—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

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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 <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	9%	+/- 5.6%	276	174	102	15%	+/- 2.8%	1,070	806	264
2014	16%	+/- 4.5%	408	247	161	18%	+/- 2.9%	949	718	231
2015	10%	+/- 5.9%	247	173	74	15%	+/- 2.0%	2,064	1,472	592
2016	10%	+/- 6.4%	213	134	79	12%	+/- 2.7%	1,174	778	396
2017	6%	+/- 8.2%	134	82	52	14%	+/- 3.8%	564	395	169
2018										
2019										
2020										

#### 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	No	Academic Advising, Learning with Tech	No	No	No
2014	Email	Census	No	Transferable Skills, Global Perspectives	No	No	No
2015	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2016	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2017	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2018							
2019							
2020							

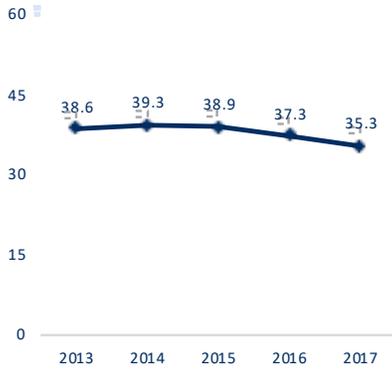
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- 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.
- 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.
- Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

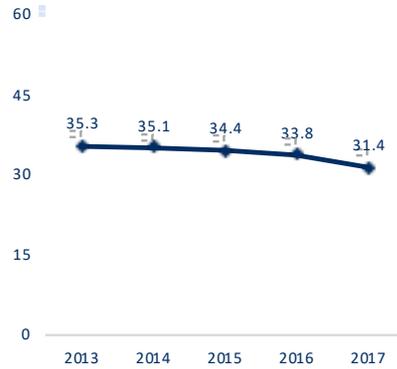
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

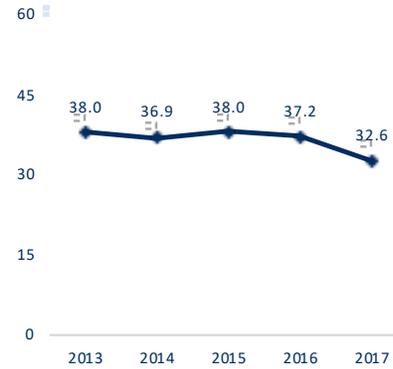
##### Higher-Order Learning



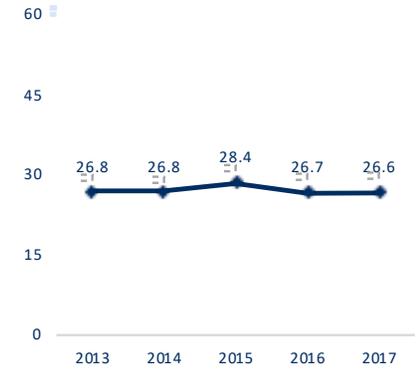
##### Reflective & Integrative Learning



##### Learning Strategies



##### Quantitative Reasoning

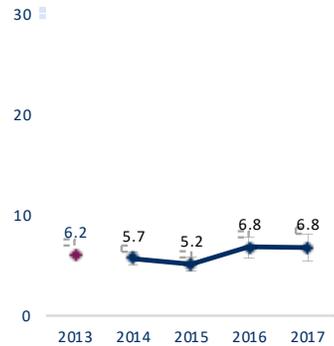


#### Academic Challenge (additional items): First-year students

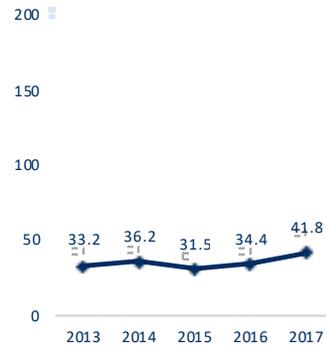
##### Preparing for Class (hrs/wk)



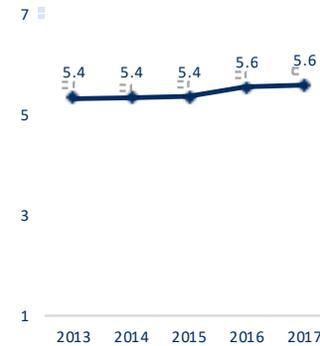
##### Course Reading (hrs/wk)<sup>a</sup>



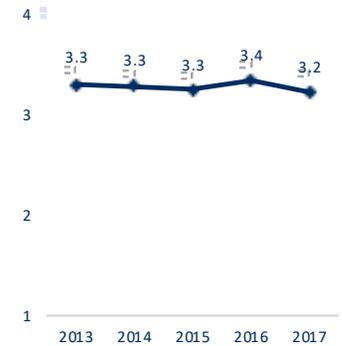
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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.

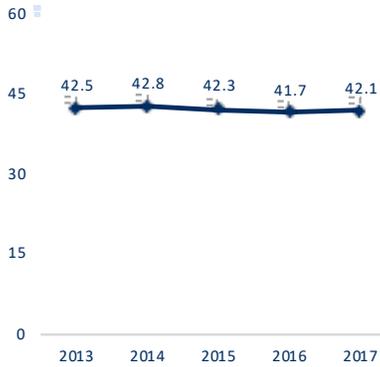
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

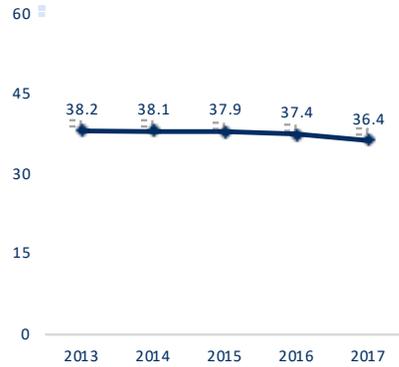
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#### Academic Challenge: Seniors

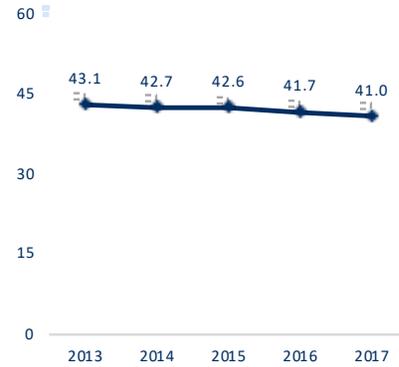
##### Higher-Order Learning



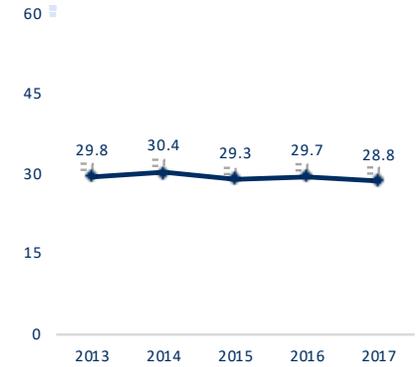
##### Reflective & Integrative Learning



##### Learning Strategies



##### Quantitative Reasoning



#### Academic Challenge (additional items): Seniors

##### Preparing for Class (hrs/wk)



##### Course Reading (hrs/wk)<sup>a</sup>



##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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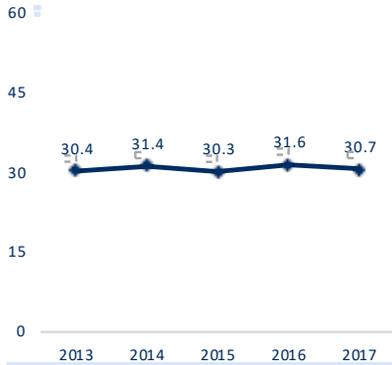
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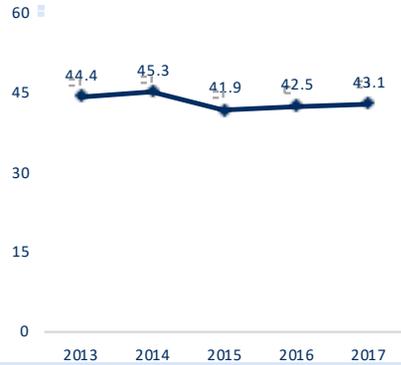
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#### Learning with Peers: First-year students

##### Collaborative Learning

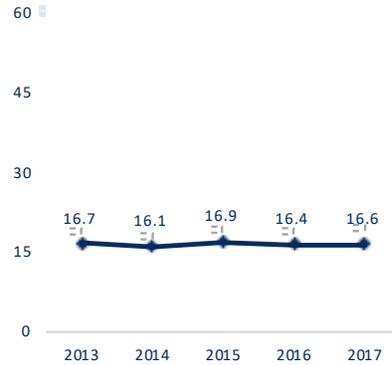


##### Discussions with Diverse Others

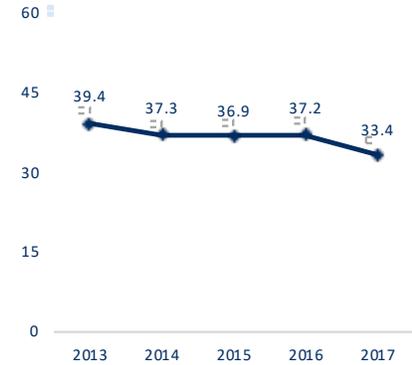


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

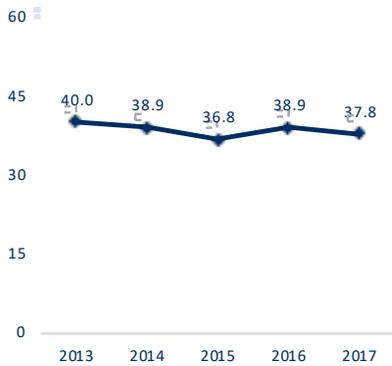


##### Effective Teaching Practices

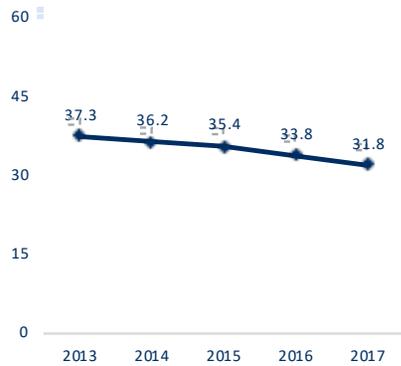


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



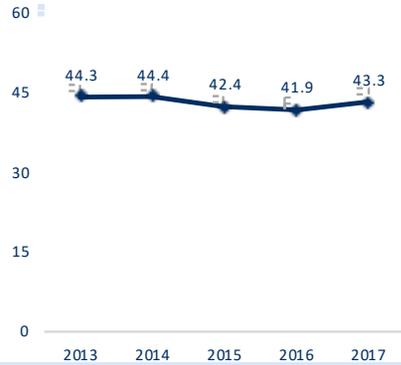
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#### Learning with Peers: Seniors

##### Collaborative Learning

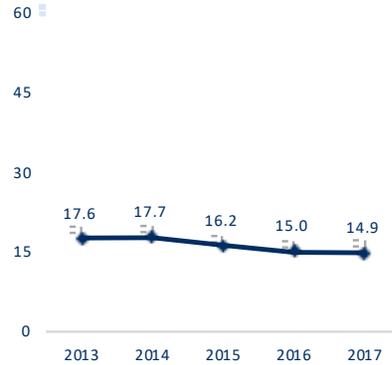


##### Discussions with Diverse Others



#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

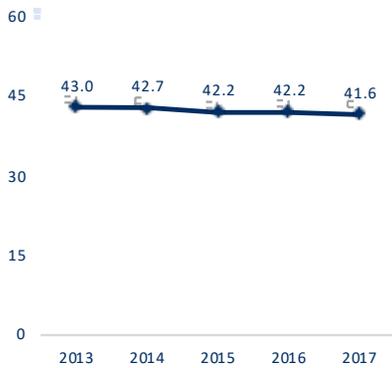


##### Effective Teaching Practices

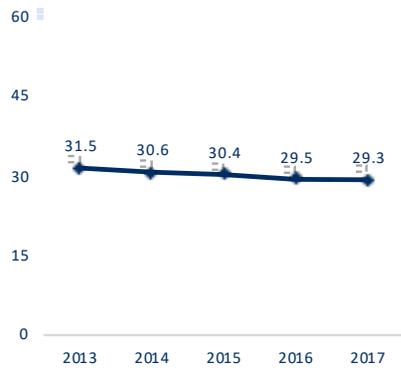


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

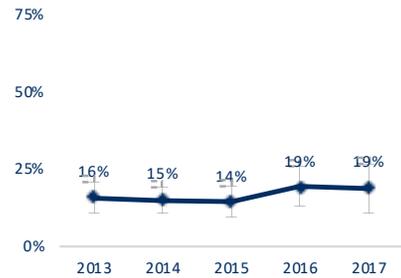


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

#### High-Impact Practices: First-year students

##### Learning Community

(Done or in progress)  
100%



##### Service-Learning

(Some, most, or all courses)  
100%



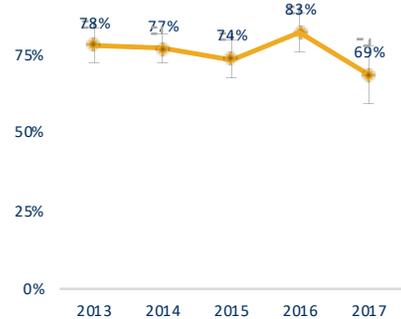
##### Research with Faculty

(Done or in progress)  
100%



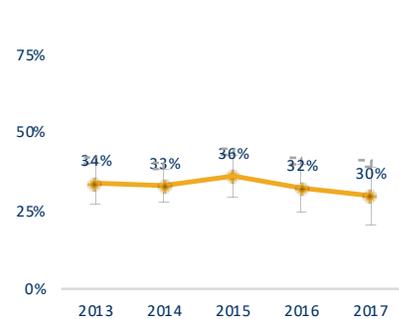
##### Internship/Field Experience

(Plan to do)  
100%



##### Study Abroad

(Plan to do)  
100%



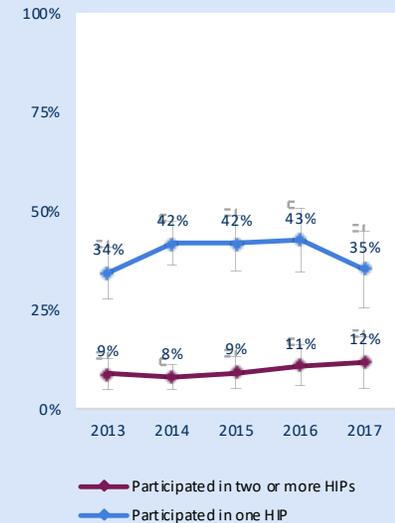
##### Culminating Senior Experience

(Plan to do)  
100%



#### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

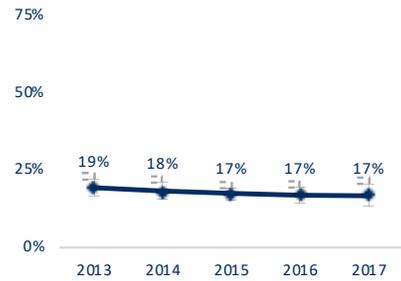


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#### High-Impact Practices: Seniors

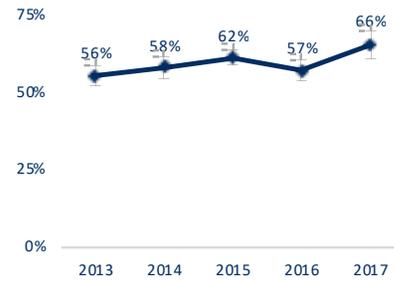
##### Learning Community

(Done or in progress)  
100%



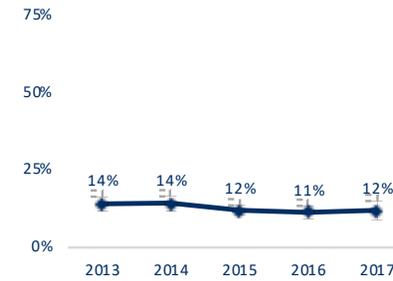
##### Service-Learning

(Some, most, or all courses)  
100%



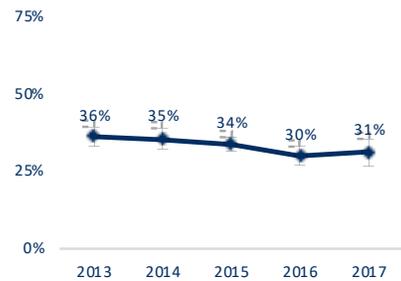
##### Research with Faculty

(Done or in progress)  
100%



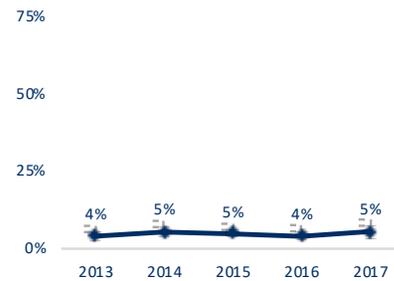
##### Internship/Field Experience

(Done or in progress)  
100%



##### Study Abroad

(Done or in progress)  
100%



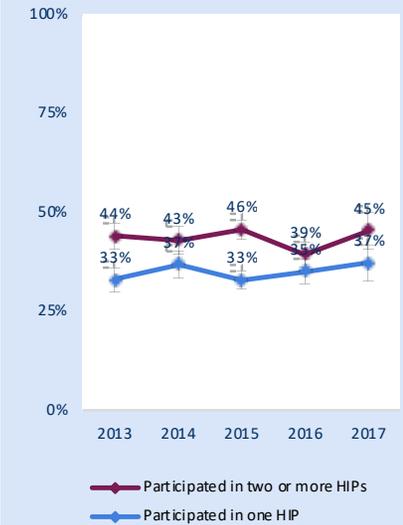
##### Culminating Senior Experience

(Done or in progress)  
100%



#### Overall senior HIP participation

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



# NSSE 2017 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### The University of Texas at Arlington

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
<b>Higher-Order Learning</b>		<i>Mean</i>	<b>38.6</b>	<b>39.3</b>	<b>38.9</b>	<b>37.3</b>	<b>35.3</b>			<b>42.5</b>	<b>42.8</b>	<b>42.3</b>	<b>41.7</b>	<b>42.1</b>			
		<i>n</i>	221	347	214	175	121			939	827	1,740	997	500			
		<i>SD</i>	14.6	14.4	15.1	14.7	13.5			15.2	14.6	14.8	14.5	14.0			
		<i>SE</i>	.98	.77	1.03	1.11	1.23			.50	.51	.36	.46	.63			
		<i>CI upper bound</i>	40.6	40.8	40.9	39.5	37.7			43.4	43.8	43.0	42.6	43.3			
		<i>CI lower bound</i>	36.7	37.7	36.8	35.1	32.9			41.5	41.8	41.6	40.8	40.9			
<hr/>																	
<b>Reflective &amp; Integrative Learning</b>		<i>Mean</i>	<b>35.3</b>	<b>35.1</b>	<b>34.4</b>	<b>33.8</b>	<b>31.4</b>			<b>38.2</b>	<b>38.1</b>	<b>37.9</b>	<b>37.4</b>	<b>36.4</b>			
		<i>n</i>	241	357	225	185	126			986	868	1,827	1,039	520			
		<i>SD</i>	13.8	12.4	14.1	12.6	12.6			13.5	13.2	13.4	13.1	12.9			
		<i>SE</i>	.89	.65	.94	.93	1.12			.43	.45	.31	.41	.56			
		<i>CI upper bound</i>	37.0	36.4	36.2	35.6	33.6			39.0	39.0	38.6	38.2	37.5			
		<i>CI lower bound</i>	33.6	33.8	32.5	32.0	29.2			37.3	37.3	37.3	36.6	35.3			
<hr/>																	
<b>Learning Strategies</b>		<i>Mean</i>	<b>38.0</b>	<b>36.9</b>	<b>38.0</b>	<b>37.2</b>	<b>32.6</b>			<b>43.1</b>	<b>42.7</b>	<b>42.6</b>	<b>41.7</b>	<b>41.0</b>			
		<i>n</i>	201	290	193	142	95			861	764	1,583	881	432			
		<i>SD</i>	15.0	14.2	15.2	14.4	13.3			15.1	14.9	14.9	14.7	14.0			
		<i>SE</i>	1.05	.83	1.10	1.21	1.37			.52	.54	.37	.49	.67			
		<i>CI upper bound</i>	40.1	38.6	40.1	39.5	35.2			44.1	43.7	43.3	42.7	42.3			
		<i>CI lower bound</i>	35.9	35.3	35.8	34.8	29.9			42.1	41.6	41.9	40.8	39.6			
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<b>Quantitative Reasoning</b>		<i>Mean</i>	<b>26.8</b>	<b>26.8</b>	<b>28.4</b>	<b>26.7</b>	<b>26.6</b>			<b>29.8</b>	<b>30.4</b>	<b>29.3</b>	<b>29.7</b>	<b>28.8</b>			
		<i>n</i>	231	350	217	175	119			953	851	1,799	1,001	493			
		<i>SD</i>	16.0	16.3	17.2	15.5	14.7			17.4	17.4	17.4	17.0	15.7			
		<i>SE</i>	1.06	.87	1.17	1.17	1.35			.56	.60	.41	.54	.71			
		<i>CI upper bound</i>	28.9	28.5	30.6	29.0	29.2			30.9	31.6	30.1	30.8	30.2			
		<i>CI lower bound</i>	24.7	25.1	26.1	24.4	23.9			28.7	29.3	28.5	28.7	27.4			
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<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> (hours/week)		<i>Mean</i>	<b>13.6</b>	<b>14.7</b>	<b>13.5</b>	<b>15.8</b>	<b>16.2</b>			<b>15.6</b>	<b>16.2</b>	<b>16.0</b>	<b>16.4</b>	<b>17.5</b>			
		<i>n</i>	172	248	176	133	85			816	719	1,478	801	401			
		<i>SD</i>	8.2	8.5	9.1	9.2	9.4			9.4	9.2	9.3	9.2	9.2			
		<i>SE</i>	.63	.54	.69	.80	1.02			.33	.34	.24	.32	.46			
		<i>CI upper bound</i>	14.8	15.8	14.9	17.4	18.2			16.3	16.9	16.5	17.0	18.4			
		<i>CI lower bound</i>	12.3	13.7	12.2	14.2	14.2			15.0	15.6	15.5	15.7	16.6			
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<b>Course Reading</b> Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.		<i>Mean</i>	<b>6.2</b>	<b>5.7</b>	<b>5.2</b>	<b>6.8</b>	<b>6.8</b>			<b>7.8</b>	<b>8.6</b>	<b>8.8</b>	<b>9.2</b>	<b>9.0</b>			
		<i>n</i>	175	244	174	132	83			817	705	1,455	796	400			
		<i>SD</i>	5.9	5.5	4.5	6.1	6.4			7.0	7.0	7.2	7.3	7.3			
		<i>SE</i>	.45	.35	.34	.53	.70			.24	.26	.19	.26	.36			
		<i>CI upper bound</i>	7.0	6.4	5.8	7.9	8.2			8.2	9.1	9.2	9.7	9.7			
		<i>CI lower bound</i>	5.3	5.0	4.5	5.8	5.5			7.3	8.1	8.5	8.7	8.3			

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										
	2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																
<b>Assigned Writing</b>	Mean	33.2	36.2	31.5	34.4	41.8				72.8	76.4	68.1	64.6	68.3		
Estimated number of pages calculated from three survey questions.	n	181	269	163	136	98				769	698	1,411	826	440		
	SD	53.3	48.5	40.3	38.7	58.1				86.9	97.7	89.5	80.7	85.8		
	SE	3.96	2.95	3.16	3.32	5.86				3.14	3.70	2.38	2.81	4.09		
	CI upper bound	41.0	42.0	37.7	40.9	53.3				79.0	83.6	72.7	70.1	76.3		
	CI lower bound	25.5	30.4	25.3	27.9	30.3				66.7	69.1	63.4	59.0	60.3		
<hr/>																
<b>Course Challenge</b>	Mean	5.4	5.4	5.4	5.6	5.6				5.8	5.8	5.9	5.8	5.7		
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	n	202	299	194	146	96				879	779	1,624	888	437		
	SD	1.4	1.2	1.3	1.2	1.1				1.3	1.3	1.3	1.2	1.3		
	SE	.10	.07	.09	.10	.11				.04	.05	.03	.04	.06		
	CI upper bound	5.6	5.5	5.6	5.8	5.8				5.9	5.9	5.9	5.9	5.9		
	CI lower bound	5.2	5.2	5.2	5.4	5.4				5.7	5.7	5.8	5.7	5.6		
<hr/>																
<b>Academic Emphasis</b>	Mean	3.3	3.3	3.3	3.4	3.2				3.3	3.3	3.4	3.4	3.4		
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	n	177	251	174	133	89				827	724	1,494	821	409		
	SD	0.8	0.7	0.8	0.8	0.8				0.8	0.8	0.7	0.7	0.7		
	SE	.06	.05	.06	.07	.08				.03	.03	.02	.02	.03		
	CI upper bound	3.4	3.4	3.4	3.5	3.4				3.4	3.4	3.4	3.4	3.4		
	CI lower bound	3.2	3.2	3.1	3.2	3.1				3.3	3.3	3.3	3.3	3.3		
<hr/>																
<i>Learning with Peers</i>																
<b>Collaborative Learning</b>	Mean	30.4	31.4	30.3	31.6	30.7				28.9	27.6	25.6	23.6	23.5		
	n	250	370	234	199	130				1,003	891	1,895	1,090	531		
	SD	13.8	14.1	14.3	13.7	12.5				15.7	16.0	16.8	17.1	16.7		
	SE	.87	.73	.93	.97	1.09				.49	.53	.39	.52	.73		
	CI upper bound	32.1	32.8	32.1	33.5	32.8				29.9	28.6	26.3	24.6	25.0		
	CI lower bound	28.7	29.9	28.4	29.7	28.5				28.0	26.5	24.8	22.6	22.1		
<hr/>																
<b>Discussions with Diverse Others</b>	Mean	44.4	45.3	41.9	42.5	43.1				44.3	44.4	42.4	41.9	43.3		
	n	202	301	195	149	95				875	778	1,609	884	437		
	SD	15.1	15.1	16.5	15.8	15.0				17.3	17.2	18.2	18.0	16.0		
	SE	1.06	.87	1.18	1.30	1.54				.58	.62	.45	.61	.76		
	CI upper bound	46.5	47.0	44.2	45.1	46.2				45.4	45.6	43.3	43.0	44.8		
	CI lower bound	42.3	43.6	39.6	40.0	40.1				43.1	43.2	41.5	40.7	41.8		

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 2017 Multi-Year Report

### Detailed Statistics: Engagement Indicators and Additional Items

#### The University of Texas at Arlington

		First-year students					Seniors										
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
<b>Student-Faculty Interaction</b>	Mean	16.7	16.1	16.9	16.4	16.6				17.6	17.7	16.2	15.0	14.9			
	n	233	350	221	177	122				960	846	1,787	1,014	502			
	SD	13.4	13.6	13.9	13.7	14.1				16.1	15.6	15.6	14.8	13.7			
	SE	.88	.73	.93	1.03	1.27				.52	.54	.37	.46	.61			
	CI upper bound	18.4	17.5	18.7	18.4	19.1				18.7	18.8	16.9	15.9	16.1			
	CI lower bound	15.0	14.6	15.1	14.4	14.1				16.6	16.7	15.4	14.1	13.7			
<i>Effective Teaching Practices</i>																	
<b>Effective Teaching Practices</b>	Mean	39.4	37.3	36.9	37.2	33.4				40.5	39.7	39.8	39.3	38.8			
	n	233	352	220	175	120				968	853	1,808	1,014	502			
	SD	14.5	13.0	14.9	14.3	12.3				15.1	14.9	15.2	14.4	14.3			
	SE	.95	.70	1.00	1.08	1.12				.48	.51	.36	.45	.64			
	CI upper bound	41.2	38.7	38.9	39.3	35.6				41.4	40.7	40.5	40.2	40.0			
	CI lower bound	37.5	35.9	34.9	35.1	31.2				39.5	38.7	39.1	38.4	37.5			
<i>Campus Environment</i>																	
<b>Quality of Interactions</b>	Mean	40.0	38.9	36.8	38.9	37.8				43.0	42.7	42.2	42.2	41.6			
	n	193	284	184	132	88				783	705	1,402	733	366			
	SD	12.7	13.1	14.9	12.9	11.4				12.5	12.7	13.3	13.6	13.7			
	SE	.92	.78	1.10	1.12	1.22				.45	.48	.35	.50	.71			
	CI upper bound	41.8	40.4	39.0	41.1	40.1				43.9	43.7	42.9	43.1	43.0			
	CI lower bound	38.2	37.3	34.6	36.7	35.4				42.1	41.8	41.5	41.2	40.2			
<i>Supportive Environment</i>																	
<b>Supportive Environment</b>	Mean	37.3	36.2	35.4	33.8	31.8				31.5	30.6	30.4	29.5	29.3			
	n	174	247	170	130	88				814	713	1,464	797	400			
	SD	15.1	13.3	15.5	14.6	13.7				15.9	16.2	16.3	15.9	15.5			
	SE	1.14	.85	1.19	1.28	1.46				.56	.61	.43	.56	.78			
	CI upper bound	39.5	37.8	37.7	36.3	34.7				32.6	31.8	31.2	30.6	30.8			
	CI lower bound	35.1	34.5	33.1	31.3	29.0				30.4	29.4	29.5	28.4	27.8			

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).

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<b>Learning Community<sup>a</sup></b>	%	16	15	14	19	19				19	18	17	17	17			
	n	199	296	194	144	95				872	781	1,617	878	436			
	SE	2.6	2.1	2.5	3.3	4.0				1.3	1.4	0.9	1.3	1.8			
	CI upper bound (%)	21	19	19	26	27				22	21	19	19	21			
	CI lower bound (%)	11	11	10	13	11				17	16	15	14	14			
<b>Service-Learning<sup>a</sup></b>	%	34	41	43	44	33				56	58	62	57	66			
	n	199	294	193	142	94				880	775	1,606	878	430			
	SE	3.4	2.9	3.6	4.2	4.9				1.7	1.8	1.2	1.7	2.3			
	CI upper bound (%)	41	47	50	52	42				59	62	64	61	70			
	CI lower bound (%)	28	35	36	36	23				52	55	59	54	61			
<b>Research with Faculty<sup>a</sup></b>	%	4	3	4	3	9				14	14	12	11	12			
	n	197	297	191	144	95				864	776	1,604	881	435			
	SE	1.4	0.9	1.5	1.5	2.9				1.2	1.3	0.8	1.1	1.6			
	CI upper bound (%)	7	4	7	6	14				16	17	14	13	15			
	CI lower bound (%)	1	1	2	0	3				12	12	10	9	9			
<b>Internship or Field Experience</b>	%	78	77	74	83	69				36	35	34	30	31			
	n	200	298	194	145	96				879	785	1,623	890	437			
	SE	2.9	2.4	3.2	3.2	4.7				1.6	1.7	1.2	1.5	2.2			
	CI upper bound (%)	84	82	80	89	78				39	39	36	33	35			
	CI lower bound (%)	73	73	68	76	60				33	32	31	27	27			
<b>Study Abroad</b>	%	34	33	36	32	30				4	5	5	4	5			
	n	200	296	193	142	95				873	778	1,614	881	435			
	SE	3.4	2.7	3.5	3.9	4.7				0.7	0.8	0.5	0.7	1.1			
	CI upper bound (%)	40	39	43	40	39				5	7	6	6	7			
	CI lower bound (%)	27	28	30	25	21				3	4	4	3	3			
<b>Culminating Senior Experience</b>	%	55	50	51	57	56				30	31	30	27	29			
	n	202	293	192	142	95				869	777	1,603	880	434			
	SE	3.5	2.9	3.6	4.2	5.1				1.6	1.7	1.1	1.5	2.2			
	CI upper bound (%)	62	55	58	66	66				33	35	32	30	34			
	CI lower bound (%)	48	44	44	49	46				27	28	28	24	25			
<b>Overall HIP Participation<sup>b</sup></b>																	
<b>Participated in one HIP</b>	%	34	42	42	43	35				33	37	33	35	37			
	n	205	298	195	144	95				884	787	1,635	894	438			
	SE	3.3	2.9	3.5	4.1	4.9				1.6	1.7	1.2	1.6	2.3			
	CI upper bound (%)	41	47	49	51	45				36	40	35	38	42			
	CI lower bound (%)	28	36	35	35	26				30	33	31	32	33			
<b>Participated in two or more HIPs</b>	%	9	8	9	11	12				44	43	46	39	45			
	n	205	298	195	144	95				884	787	1,635	894	438			
	SE	2.0	1.6	2.1	2.6	3.3				1.7	1.8	1.2	1.6	2.4			
	CI upper bound (%)	13	11	13	16	18				47	46	48	43	50			
	CI lower bound (%)	5	5	5	6	5				41	39	43	36	41			

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 limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.