



NSSE 2023

Multi-Year Report

California State University, Sacramento

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 Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	22%	+/- 3.3%	710	591	119	26%	+/- 1.9%	1,872	1,614	258
2015										
2016										
2017	22%	+/- 2.6%	1,133	882	251	26%	+/- 1.8%	2,093	1,726	367
2018										
2019										
2020	9%	+/- 4.5%	438	240	198	12%	+/- 3.9%	561	371	190
2021										
2022	20%	+/- 3.3%	714	434	280	19%	+/- 2.0%	1,964	1,366	598
2023	16%	+/- 3.4%	686	443	243	17%	+/- 2.1%	1,847	1,402	445

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	Yes	California State University	No	No	No
2015							
2016							
2017	Email	Census	Yes	Academic Advising, California State University	No	Yes	No
2018							
2019							
2020	Email	Census	No	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	Yes
2021							
2022	Email	Census	No	Inclusiv & Cult Div, HIP Quality	No	Yes	Yes
2023	Email	Census	Yes	Inclusiv. & Cultural Div., Mental Heath	No	Yes	Yes

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.

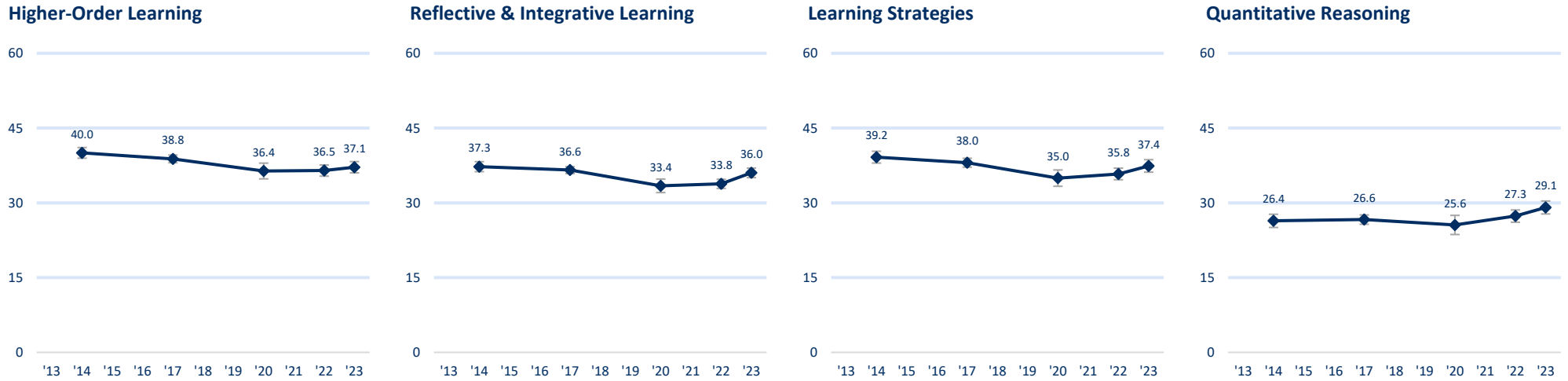
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.

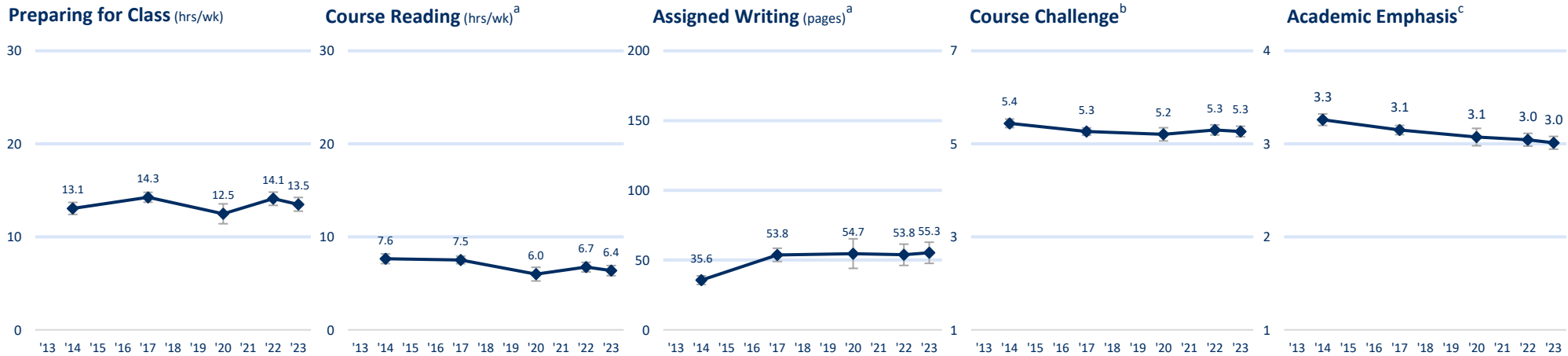
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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 the end of this report for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



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

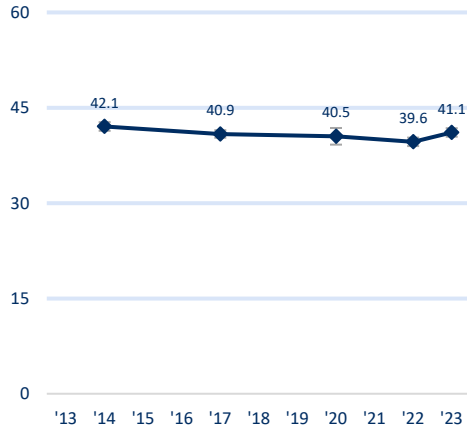
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

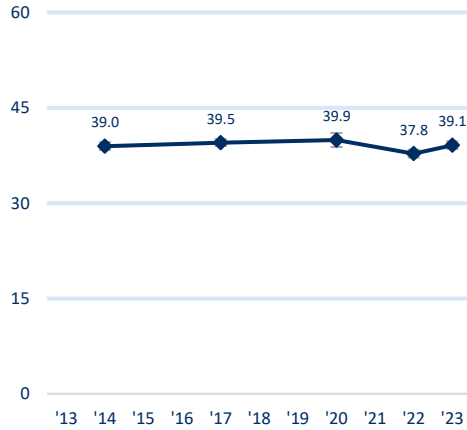
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Academic Challenge: Seniors

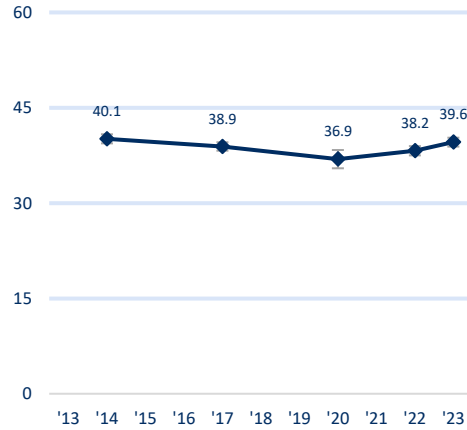
Higher-Order Learning



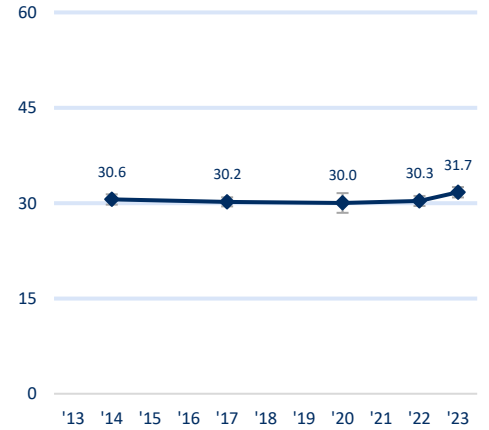
Reflective & Integrative Learning



Learning Strategies

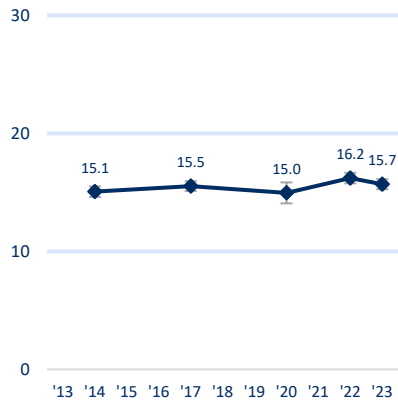


Quantitative Reasoning

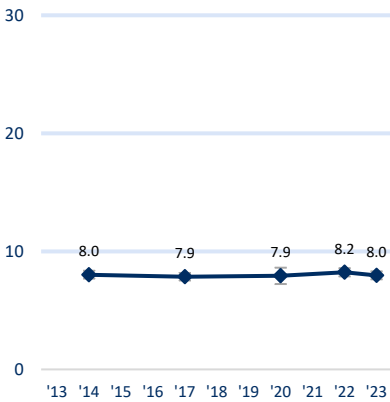


Academic Challenge (additional items): Seniors

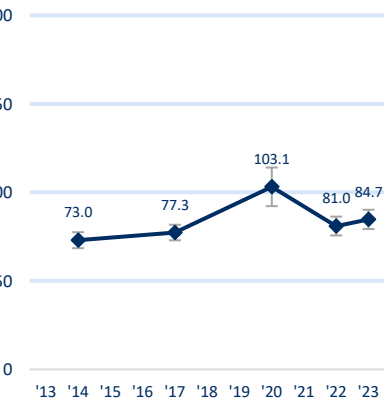
Preparing for Class (hrs/wk)



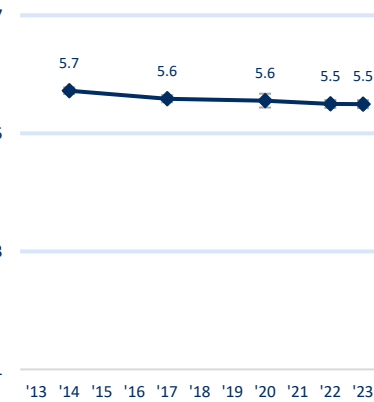
Course Reading (hrs/wk)^a



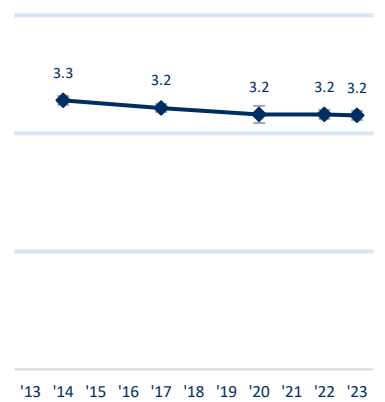
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

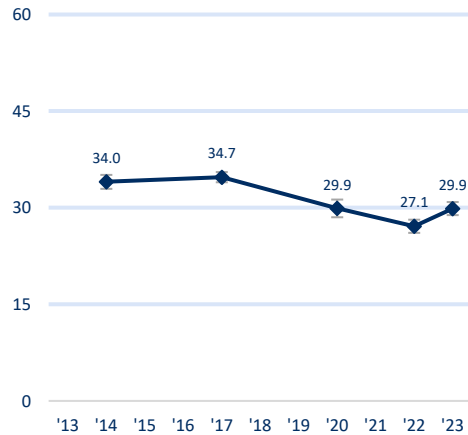
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

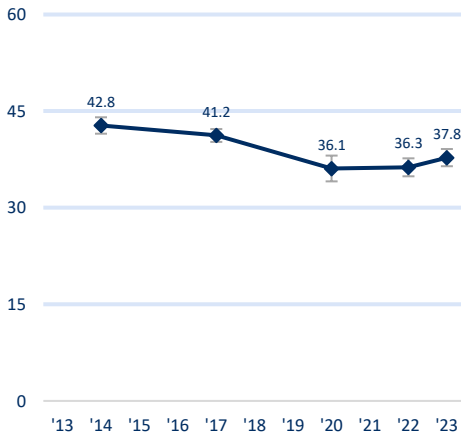
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

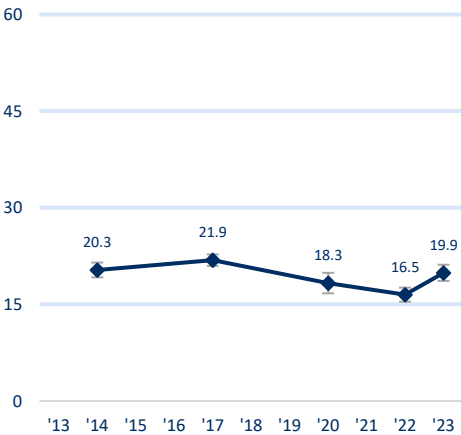


Discussions with Diverse Others

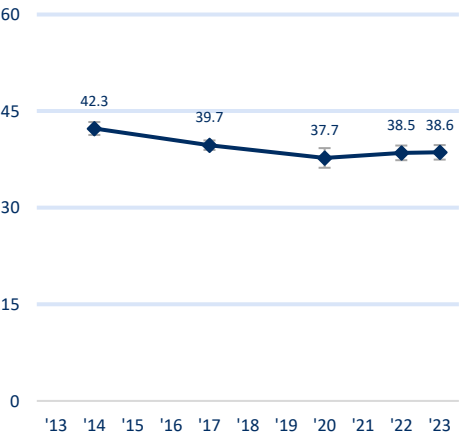


Experiences with Faculty: First-year students

Student-Faculty Interaction

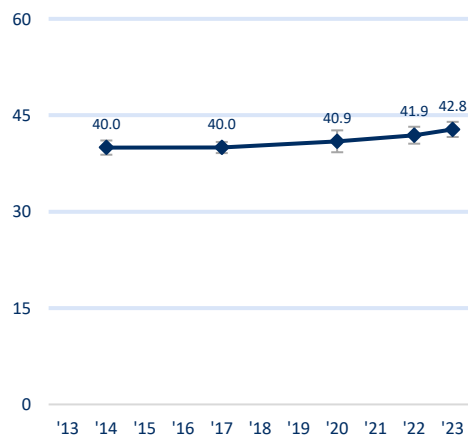


Effective Teaching Practices

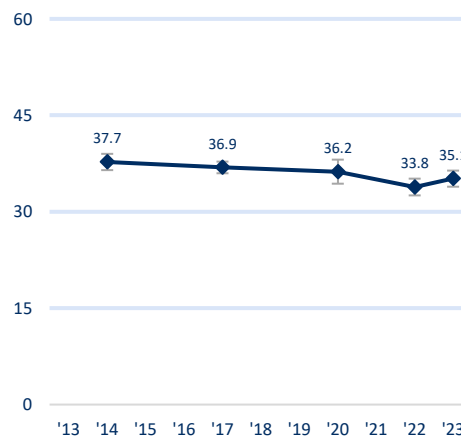


Campus Environment: First-year students

Quality of Interactions



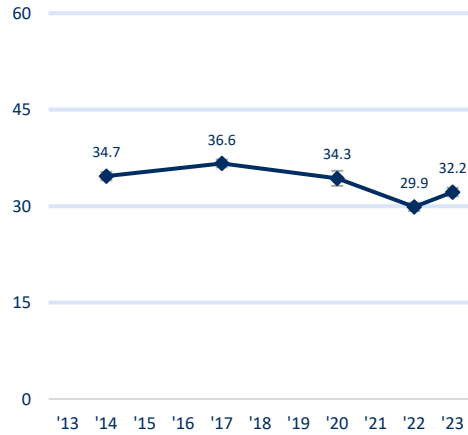
Supportive Environment



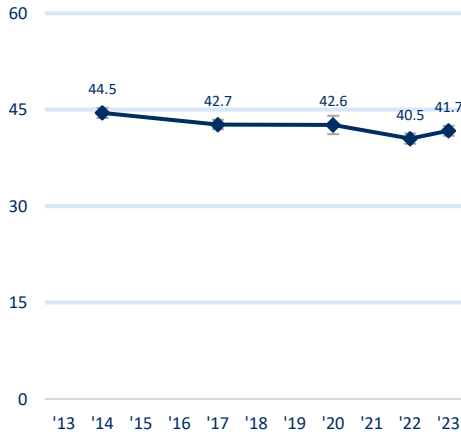
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Learning with Peers: Seniors

Collaborative Learning

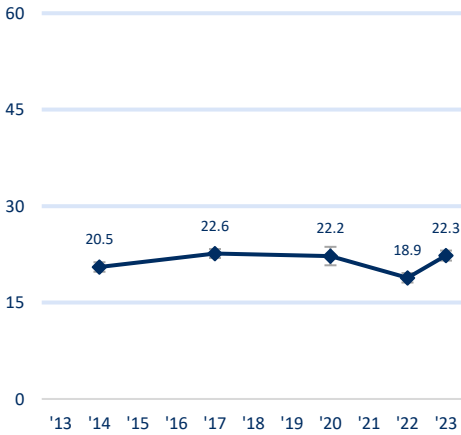


Discussions with Diverse Others

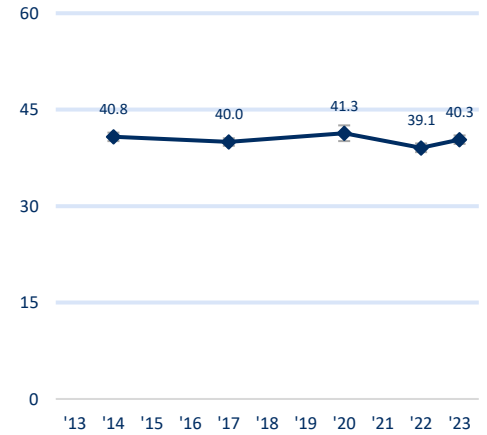


Experiences with Faculty: Seniors

Student-Faculty Interaction

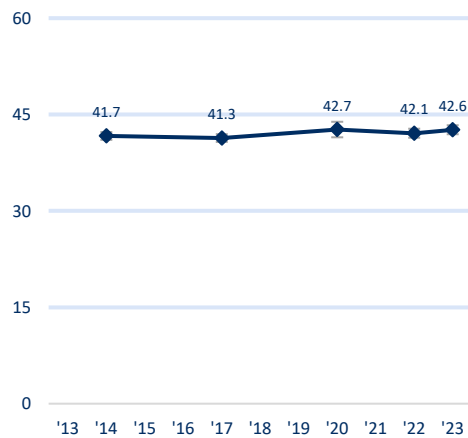


Effective Teaching Practices

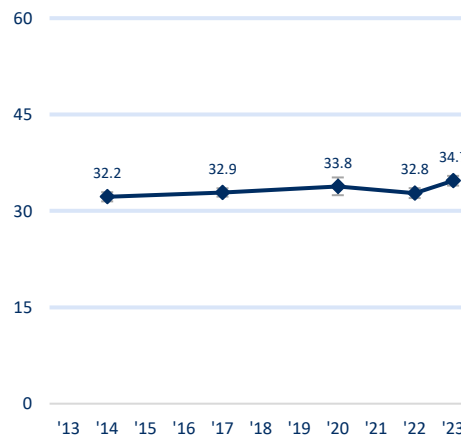


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

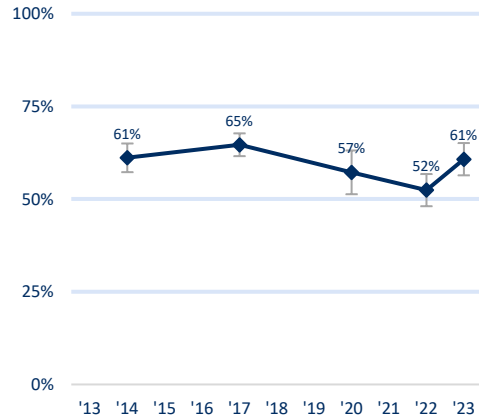


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

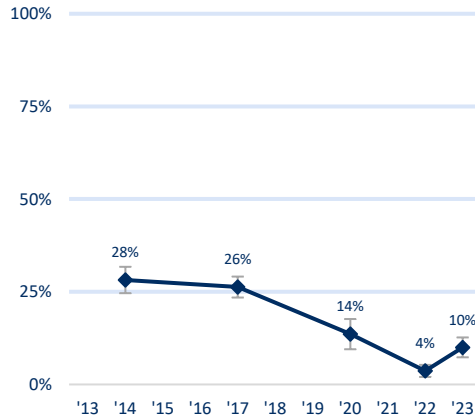
Service-Learning

(Some, most, or all courses)



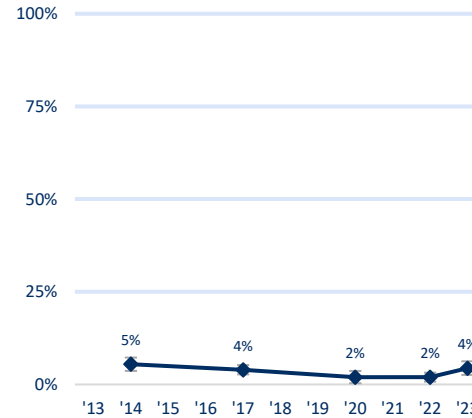
Learning Community

(Done or in progress)



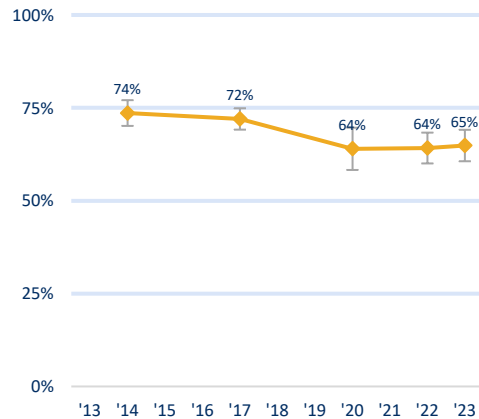
Research with Faculty

(Done or in progress)



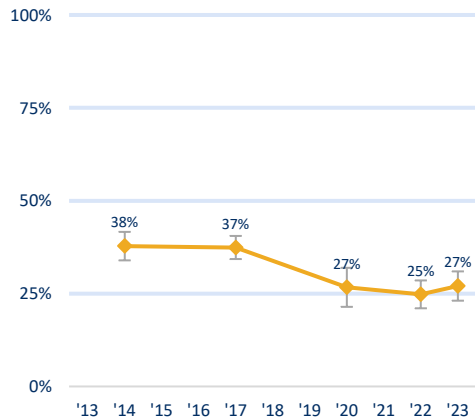
Internship/Field Experience

(Plan to do)



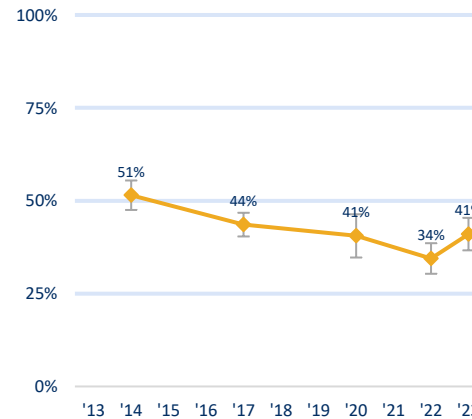
Study Abroad

(Plan to do)



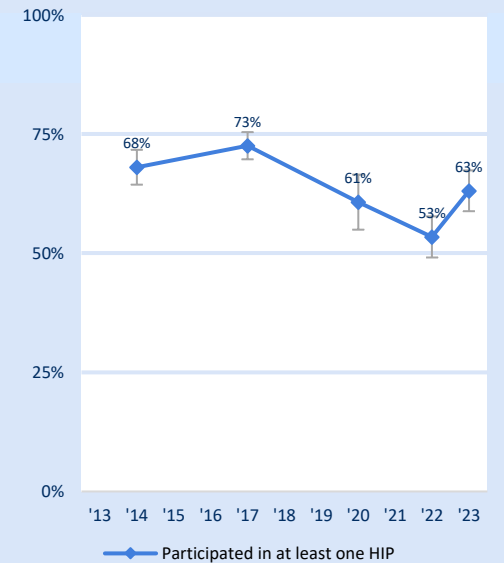
Culminating Senior Experience

(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.

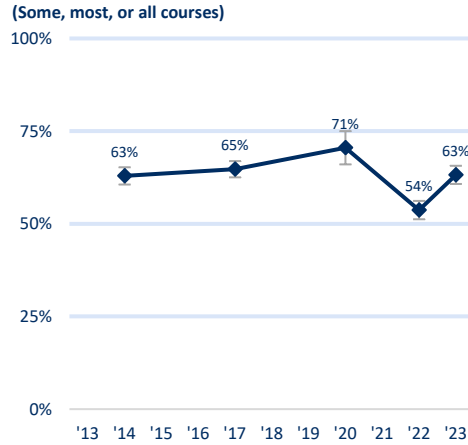


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

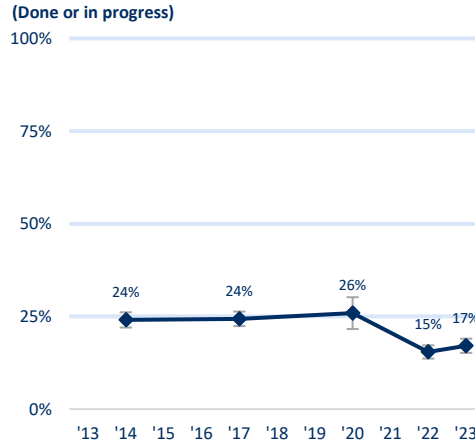
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

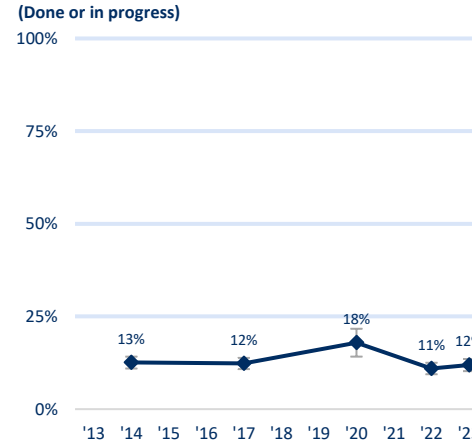
Service-Learning (Some, most, or all courses)



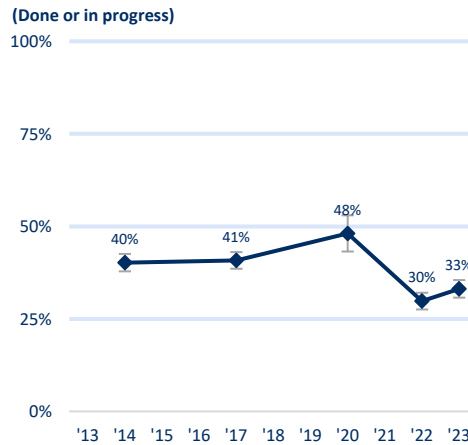
Learning Community (Done or in progress)



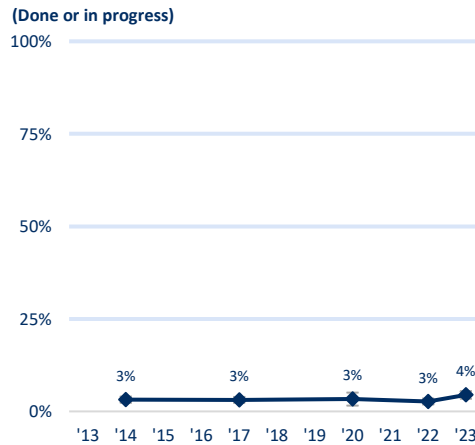
Research with Faculty (Done or in progress)



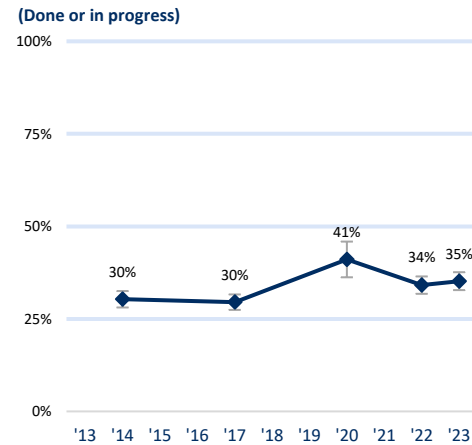
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

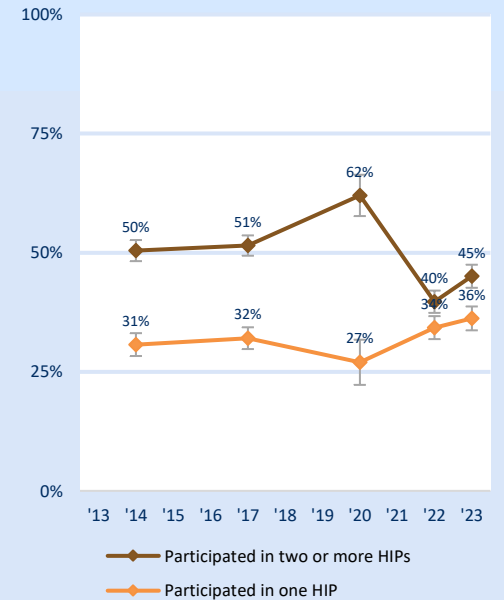


Culminating Senior Experience (Done or in progress)



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.



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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

California State University, Sacramento

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge</i>																							
Higher-Order Learning	Mean	40.0			38.8				36.4		36.5	37.1		42.1			40.9		40.5		39.6	41.1	
	n	624			1,059				320		578	527		1,703			1,989		443		1,684	1,609	
	SD	13.6			12.8				14.4		13.7	13.2		14.3			13.5		14.1		13.9	13.6	
	SE	.55			.39				.81		.57	.58		.35			.30		.67		.34	.34	
	CI up bnd	41.1			39.6				38.0		37.6	38.3		42.7			41.5		41.8		40.3	41.8	
	CI low bnd	39.0			38.0				34.8		35.4	36.0		41.4			40.3		39.2		39.0	40.4	
Reflective & Integrative Learning	Mean	37.3			36.6				33.4		33.8	36.0		39.0			39.5		39.9		37.8	39.1	
	n	658			1,090				361		629	594		1,758			2,021		497		1,800	1,731	
	SD	13.1			11.6				13.2		11.7	11.9		13.3			12.2		12.5		13.3	12.7	
	SE	.51			.35				.69		.46	.49		.32			.27		.56		.31	.31	
	CI up bnd	38.3			37.3				34.8		34.7	37.0		39.6			40.0		41.0		38.4	39.7	
	CI low bnd	36.3			35.9				32.1		32.9	35.1		38.3			39.0		38.8		37.2	38.5	
Learning Strategies	Mean	39.2			38.0				35.0		35.8	37.4		40.1			38.9		36.9		38.2	39.6	
	n	612			935				280		522	493		1,639			1,833		409		1,575	1,518	
	SD	14.9			13.9				14.0		13.5	14.1		14.8			14.5		14.9		14.8	13.9	
	SE	.60			.45				.84		.59	.64		.37			.34		.74		.37	.36	
	CI up bnd	40.3			38.9				36.6		37.0	38.6		40.8			39.6		38.4		39.0	40.3	
	CI low bnd	38.0			37.2				33.3		34.6	36.2		39.4			38.2		35.5		37.5	38.9	
Quantitative Reasoning	Mean	26.4			26.6				25.6		27.3	29.1		30.6			30.2		30.0		30.3	31.7	
	n	648			1,044				288		533	508		1,735			1,975		424		1,615	1,552	
	SD	17.2			15.3				16.6		14.4	14.9		17.3			16.2		16.3		16.2	16.4	
	SE	.68			.47				.98		.63	.66		.41			.37		.79		.40	.42	
	CI up bnd	27.7			27.6				27.5		28.6	30.4		31.4			30.9		31.6		31.1	32.5	
	CI low bnd	25.1			25.7				23.6		26.1	27.8		29.8			29.5		28.5		29.5	30.9	
<i>Academic Challenge (additional items)</i>																							
Preparing for Class (hours/week)	Mean	13.1			14.3				12.5		14.1	13.5		15.1			15.5		15.0		16.2	15.7	
	n	576			890				257		496	471		1,579			1,750		383		1,535	1,474	
	SD	7.9			8.1				8.7		8.1	8.1		8.9			8.8		8.9		8.8	8.3	
	SE	.33			.27				.54		.36	.37		.22			.21		.45		.23	.22	
	CI up bnd	13.7			14.8				13.5		14.8	14.2		15.5			15.9		15.8		16.7	16.1	
	CI low bnd	12.4			13.7				11.4		13.4	12.8		14.6			15.1		14.1		15.8	15.3	
Course Reading Est. hrs per week calculated from two items.	Mean	7.6			7.5				6.0		6.7	6.4		8.0			7.9		7.9		8.2	8.0	
	n	570			885				255		491	466		1,568			1,728		383		1,529	1,466	
	SD	6.3			6.1				6.0		5.8	6.0		6.7			6.7		6.9		7.0	6.6	
	SE	.27			.21				.37		.26	.28		.17			.16		.35		.18	.17	
	CI up bnd	8.2			7.9				6.7		7.3	6.9		8.4			8.2		8.6		8.6	8.3	
	CI low bnd	7.1			7.1				5.3		6.2	5.8		7.7			7.5		7.2		7.9	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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Detailed Statistics: Engagement Indicators and Additional Challenge Items

California State University, Sacramento

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		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>	35.6			53.8				54.7		53.8	55.3				73.0		77.3		103.1		81.0	84.7
Estimated number of pages calculated from three survey questions.	<i>n</i>	559			963				288		532	503				1,458		1,838		416		1,596	1,542
	<i>SD</i>	37.4			75.2				91.6		89.8	86.9				88.0		96.1		113.6		108.4	109.1
	<i>SE</i>	1.58			2.42				5.40		3.89	3.88				2.31		2.24		5.57		2.71	2.78
	<i>CI up bnd</i>	38.7			58.5				65.2		61.5	62.9				77.5		81.7		114.0		86.3	90.2
	<i>CI low bnd</i>	32.5			49.0				44.1		46.2	47.7				68.5		72.9		92.2		75.7	79.3
Course Challenge	<i>Mean</i>	5.4			5.3				5.2		5.3	5.3				5.7		5.6		5.6		5.5	5.5
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	619			940				277		523	495				1,662		1,829		408		1,580	1,512
	<i>SD</i>	1.2			1.2				1.2		1.3	1.3				1.2		1.3		1.2		1.3	1.3
	<i>SE</i>	.05			.04				.07		.06	.06				.03		.03		.06		.03	.03
	<i>CI up bnd</i>	5.5			5.3				5.3		5.4	5.4				5.8		5.6		5.7		5.6	5.6
	<i>CI low bnd</i>	5.3			5.2				5.1		5.2	5.2				5.7		5.5		5.4		5.4	5.4
Academic Emphasis	<i>Mean</i>	3.3			3.1				3.1		3.0	3.0				3.3		3.2		3.2		3.2	3.2
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	580			901				261		501	479				1,587		1,774		396		1,559	1,485
	<i>SD</i>	0.8			0.8				0.8		0.8	0.8				0.8		0.7		0.7		0.8	0.8
	<i>SE</i>	.03			.03				.05		.03	.03				.02		.02		.04		.02	.02
	<i>CI up bnd</i>	3.3			3.2				3.2		3.1	3.1				3.3		3.2		3.2		3.2	3.2
	<i>CI low bnd</i>	3.2			3.1				3.0		3.0	2.9				3.2		3.2		3.1		3.1	3.1
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>	34.0			34.7				29.9		27.1	29.9				34.7		36.6		34.3		29.9	32.2
	<i>n</i>	658			1,105				414		682	655				1,768		2,040		539		1,893	1,801
	<i>SD</i>	14.2			13.5				14.3		13.6	13.3				14.0		13.9		13.9		14.3	14.2
	<i>SE</i>	.55			.41				.70		.52	.52				.33		.31		.60		.33	.33
	<i>CI up bnd</i>	35.1			35.5				31.3		28.1	30.9				35.3		37.2		35.5		30.5	32.8
	<i>CI low bnd</i>	32.9			33.9				28.5		26.1	28.9				34.0		36.0		33.2		29.2	31.5
Discussions with Diverse Others	<i>Mean</i>	42.8			41.2				36.1		36.3	37.8				44.5		42.7		42.6		40.5	41.7
	<i>n</i>	616			950				283		525	504				1,651		1,842		415		1,586	1,522
	<i>SD</i>	16.1			15.7				17.2		16.3	15.3				16.3		16.1		14.9		16.2	15.4
	<i>SE</i>	.65			.51				1.02		.71	.68				.40		.38		.73		.41	.39
	<i>CI up bnd</i>	44.0			42.2				38.1		37.7	39.1				45.3		43.4		44.1		41.3	42.5
	<i>CI low bnd</i>	41.5			40.2				34.1		34.9	36.4				43.7		42.0		41.2		39.7	40.9

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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items California State University, Sacramento

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Experiences with Faculty</i>																							
Student-Faculty Interaction	<i>Mean</i>	20.3			21.9				18.3		16.5	19.9		20.5		22.6			22.2		18.9	22.3	
	<i>n</i>	648			1,062				342		606	561		1,719		2,001			472		1,742	1,663	
	<i>SD</i>	14.9			14.8				15.0		13.7	15.2		15.7		15.9			15.9		15.8	16.2	
	<i>SE</i>	.59			.45				.81		.56	.64		.38		.35			.73		.38	.40	
	<i>CI up bnd</i>	21.5			22.7				19.9		17.6	21.1		21.3		23.3			23.7		19.6	23.1	
	<i>CI low bnd</i>	19.2			21.0				16.7		15.4	18.6		19.8		21.9			20.8		18.1	21.5	
Effective Teaching Practices	<i>Mean</i>	42.3			39.7				37.7		38.5	38.6		40.8		40.0			41.3		39.1	40.3	
	<i>n</i>	656			1,067				307		576	532		1,748		1,994			438		1,676	1,605	
	<i>SD</i>	13.1			12.3				13.6		13.9	13.3		14.1		13.3			13.1		14.1	13.6	
	<i>SE</i>	.51			.38				.78		.58	.58		.34		.30			.62		.35	.34	
	<i>CI up bnd</i>	43.3			40.4				39.3		39.7	39.7		41.4		40.6			42.6		39.7	41.0	
	<i>CI low bnd</i>	41.3			39.0				36.2		37.4	37.5		40.1		39.4			40.1		38.4	39.7	
<i>Campus Environment</i>																							
Quality of Interactions	<i>Mean</i>	40.0			40.0				40.9		41.9	42.8		41.7		41.3			42.7		42.1	42.6	
	<i>n</i>	582			884				247		453	438		1,554		1,675			372		1,401	1,359	
	<i>SD</i>	13.6			13.1				13.7		14.3	12.6		12.2		12.6			11.9		13.4	13.2	
	<i>SE</i>	.57			.44				.87		.67	.60		.31		.31			.62		.36	.36	
	<i>CI up bnd</i>	41.1			40.8				42.7		43.2	44.0		42.3		41.9			43.9		42.8	43.3	
	<i>CI low bnd</i>	38.9			39.1				39.2		40.6	41.6		41.1		40.7			41.5		41.4	41.9	
Supportive Environment	<i>Mean</i>	37.7			36.9				36.2		33.8	35.1		32.2		32.9			33.8		32.8	34.7	
	<i>n</i>	573			891				260		497	467		1,579		1,748			386		1,543	1,472	
	<i>SD</i>	15.4			13.8				15.4		14.8	13.8		14.5		13.8			13.9		15.5	14.8	
	<i>SE</i>	.64			.46				.96		.66	.64		.36		.33			.71		.39	.38	
	<i>CI up bnd</i>	39.0			37.8				38.1		35.1	36.4		32.9		33.5			35.2		33.6	35.5	
	<i>CI low bnd</i>	36.5			36.0				34.4		32.5	33.9		31.5		32.2			32.4		32.0	33.9	

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 2023 Multi-Year Report

Detailed Statistics: High-Impact Practices

California State University, Sacramento

		First-year students									Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning^a	%		61			65			57		52	61		63			65		71		54	63	
	n		612			932			271		509	484		1,652			1,824		397		1,558	1,487	
	SE		2.0			1.6			3.0		2.2	2.2		1.2			1.1		2.3		1.3	1.3	
	CI up bnd		65			68			63		57	65		65			67		75		56	66	
	CI low bnd		57			62			51		48	56		61			63		66		51	61	
Learning Community^a	%		28			26			14		4	10		24			24		26		15	17	
	n		617			933			272		509	483		1,662			1,833		401		1,568	1,501	
	SE		1.8			1.4			2.1		0.8	1.4		1.0			1.0		2.2		0.9	1.0	
	CI up bnd		32			29			18		5	13		26			26		30		17	19	
	CI low bnd		25			23			10		2	7		22			22		22		14	15	
Research with Faculty^a	%		5			4			2		2	4		13			12		18		11	12	
	n		616			934			274		512	484		1,649			1,830		401		1,571	1,505	
	SE		0.9			0.6			0.8		0.6	0.9		0.8			0.8		1.9		0.8	0.8	
	CI up bnd		7			5			4		3	6		14			14		22		13	14	
	CI low bnd		4			3			0		1	3		11			11		14		9	10	
Internship or Field Experience^b	%		74			72			64		64	65		40			41		48		30	33	
	n		623			936			275		515	490		1,665			1,836		402		1,578	1,508	
	SE		1.8			1.5			2.9		2.1	2.2		1.2			1.1		2.5		1.2	1.2	
	(First-year results: Plan to do)	CI up bnd		77			75			70		68	69		43			43		53		32	35
	CI low bnd		70			69			58		60	61		38			39		43		28	31	
Study Abroad^b	%		38			37			27		25	27		3			3		3		3	4	
	n		616			932			273		511	488		1,650			1,830		400		1,563	1,498	
	SE		2.0			1.6			2.7		1.9	2.0		0.4			0.4		0.9		0.4	0.5	
	(First-year results: Plan to do)	CI up bnd		42			41			32		29	31		4			4		5		3	5
	CI low bnd		34			34			21		21	23		2			2		2		2	3	
Culminating Senior Experience^b	%		51			44			41		34	41		30			30		41		34	35	
	n		610			933			274		513	487		1,642			1,832		400		1,566	1,500	
	SE		2.0			1.6			3.0		2.1	2.2		1.1			1.1		2.5		1.2	1.2	
	(First-year results: Plan to do)	CI up bnd		55			47			46		39	45		33			32		46		36	38
	CI low bnd		48			40			35		30	37		28			27		36		32	33	
Overall HIP Participation^c																							
Participated in one HIP	%		46			53			51		50	53		31			32		27		34	36	
	n		625			939			274		514	489		1,671			1,840		404		1,581	1,515	
	SE		2.0			1.6			3.0		2.2	2.3		1.1			1.1		2.2		1.2	1.2	
	CI up bnd		49			56			57		54	57		33			34		31		37	39	
	CI low bnd		42			49			45		45	48		28			30		23		32	34	
Participated in two or more HIPs	%		23			20			10		4	10		50			51		62		40	45	
	n		625			939			274		514	489		1,671			1,840		404		1,581	1,515	
	SE		1.7			1.3			1.8		0.8	1.4		1.2			1.2		2.4		1.2	1.3	
	CI up bnd		26			23			13		5	13		53			54		67		42	48	
	CI low bnd		19			17			6		2	8		48			49		57		37	43	

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.