
NSSE 2024

Multi-Year Report

The University of Toledo

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

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	19%	+/- 3.4%	663	545	118	24%	+/- 2.8%	933	817	116
2014										
2015	21%	+/- 3.4%	650	485	165	23%	+/- 3.4%	625	519	106
2016										
2017	16%	+/- 3.2%	805	562	243	18%	+/- 3.5%	638	471	167
2018										
2019	18%	+/- 3.0%	864	696	168	12%	+/- 3.8%	584	487	97
2020										
2021	27%	+/- 2.9%	820	621	199	24%	+/- 3.1%	778	654	124
2022										
2023										
2024	24%	+/- 3.2%	722	516	206	26%	+/- 2.8%	880	742	138

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	Yes	None	No	No	No
2014							
2015	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2016							
2017	Email	Census	Yes	Writing Experiences, Information Literacy	No	No	No
2018							
2019	Email	Census	Yes	Writing Experiences, Academic Advising (beta)	No	No	No
2020							
2021	Email	Census	Yes	Inclusiv & Cult Div, Online Learning	No	Yes	No
2022							
2023							
2024	Email	Census	Yes	Writing Experiences, Information Literacy	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 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.

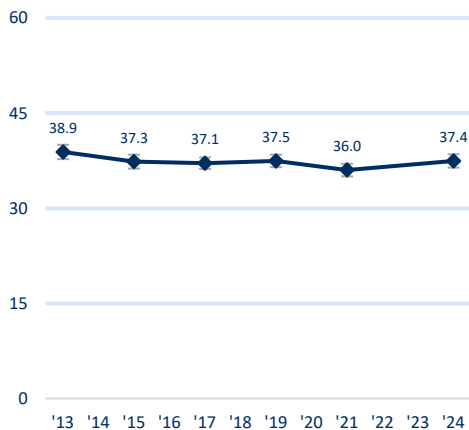
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

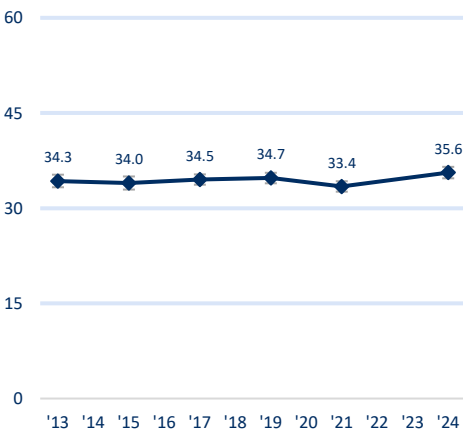
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

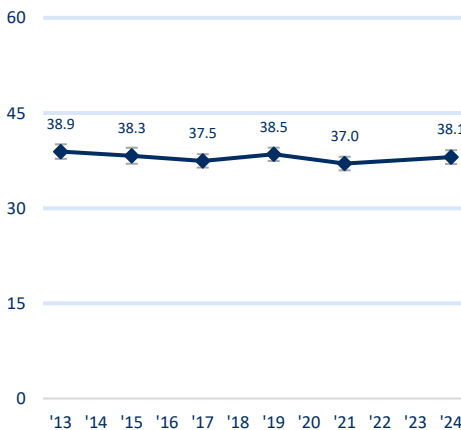
Higher-Order Learning



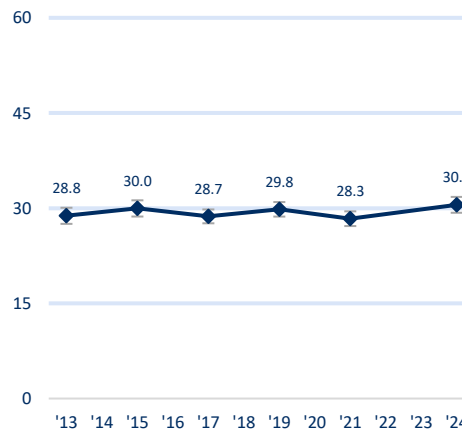
Reflective & Integrative Learning



Learning Strategies

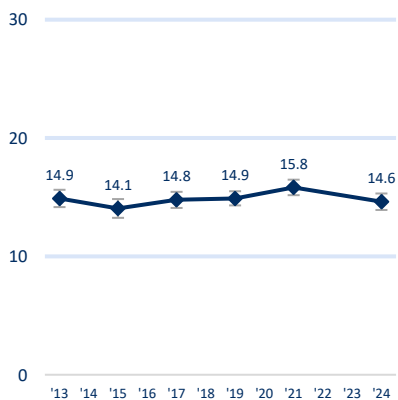


Quantitative Reasoning

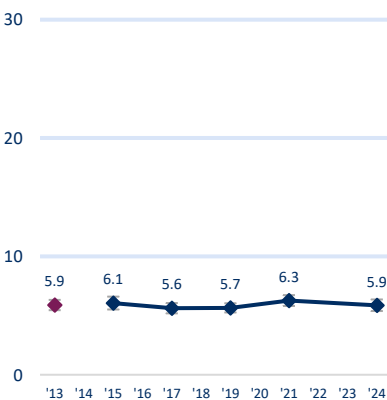


Academic Challenge (additional items): First-year students

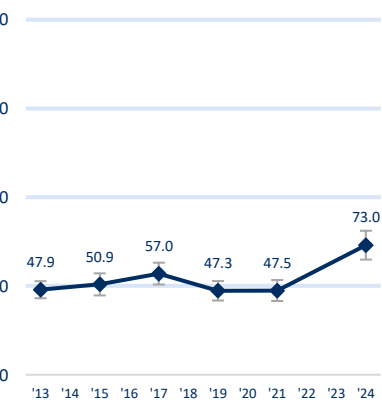
Preparing for Class (hrs/wk)



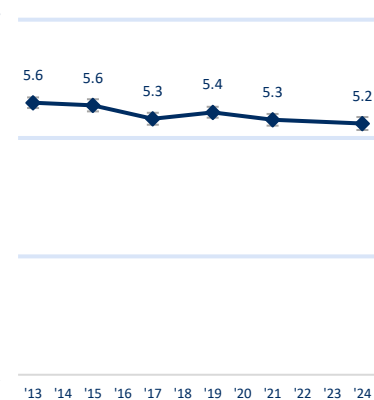
Course Reading (hrs/wk)^a



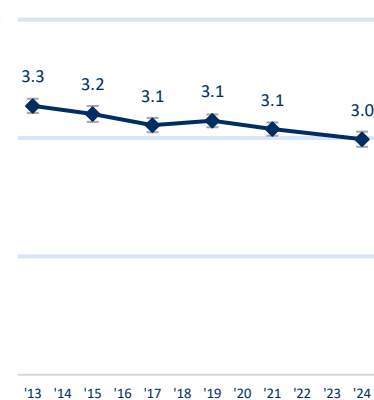
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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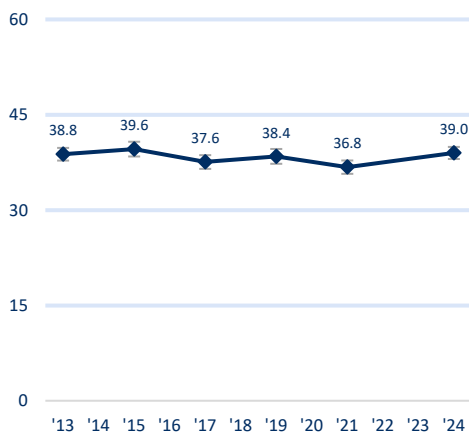
Engagement Results by Theme

The University of Toledo

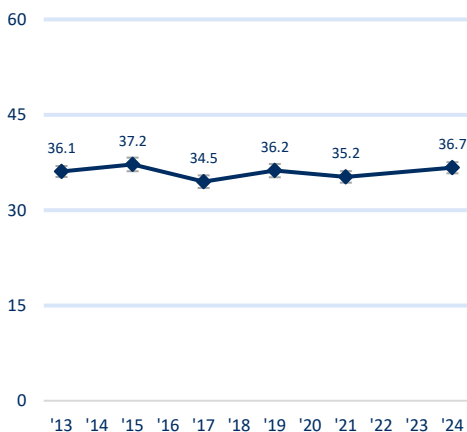
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

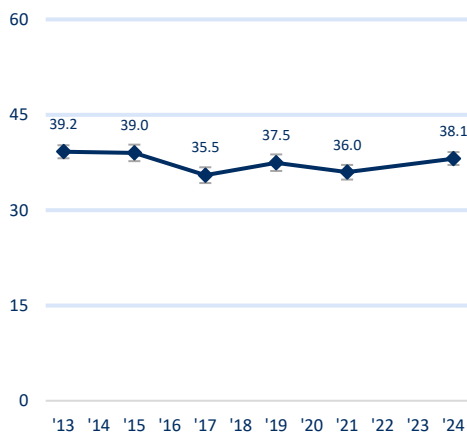
Higher-Order Learning



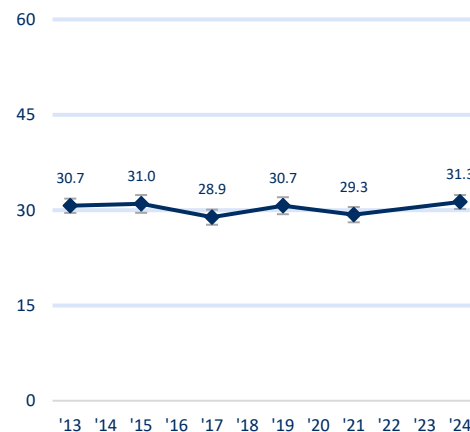
Reflective & Integrative Learning



Learning Strategies

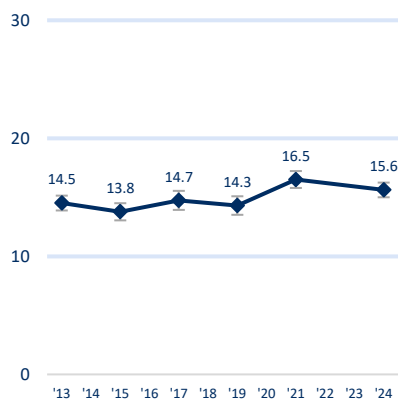


Quantitative Reasoning

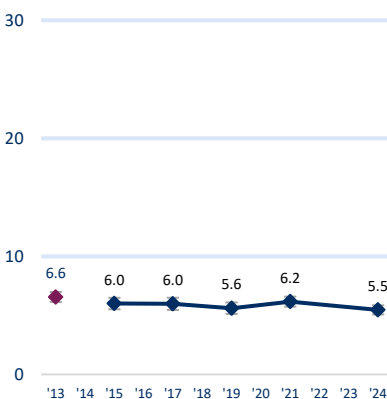


Academic Challenge (additional items): Seniors

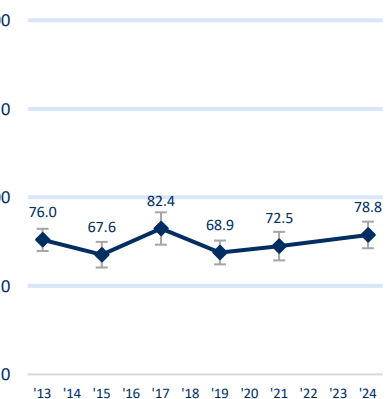
Preparing for Class (hrs/wk)



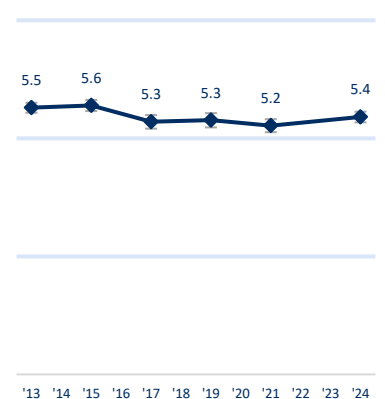
Course Reading (hrs/wk)^a



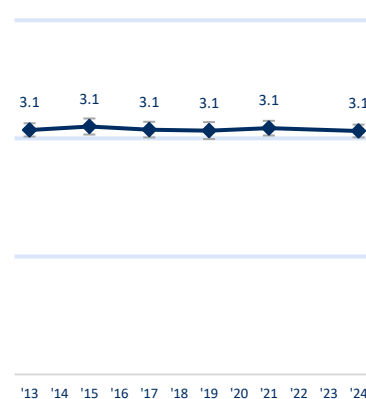
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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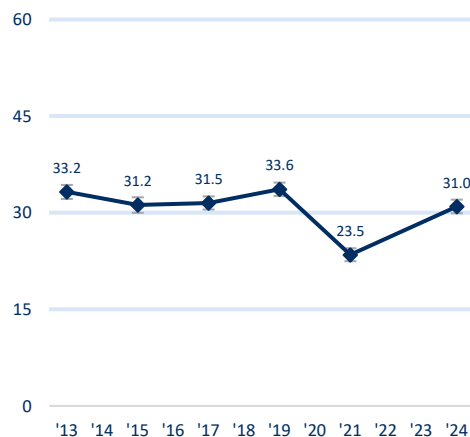
Engagement Results by Theme

The University of Toledo

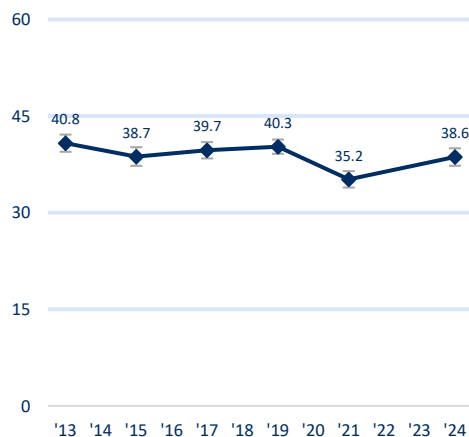
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

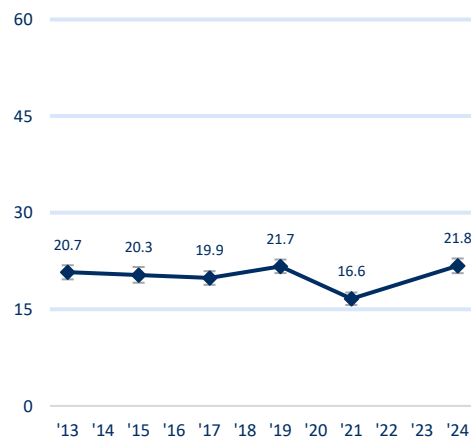


Discussions with Diverse Others

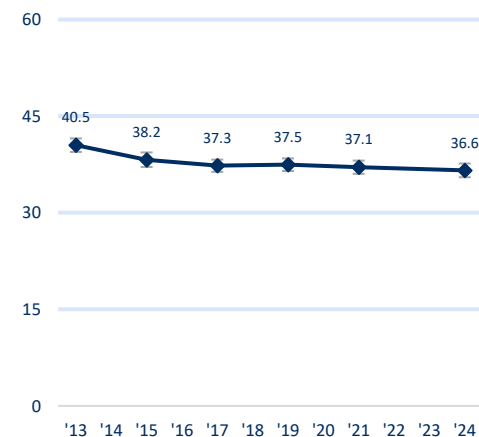


Experiences with Faculty: First-year students

Student-Faculty Interaction

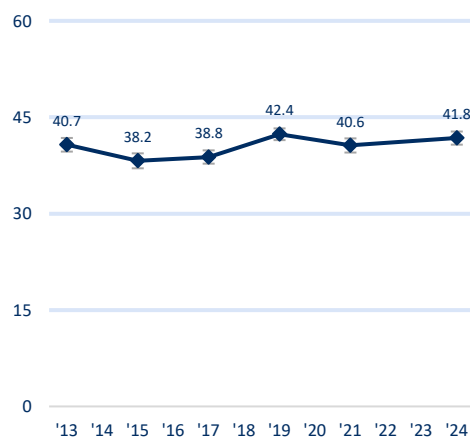


Effective Teaching Practices

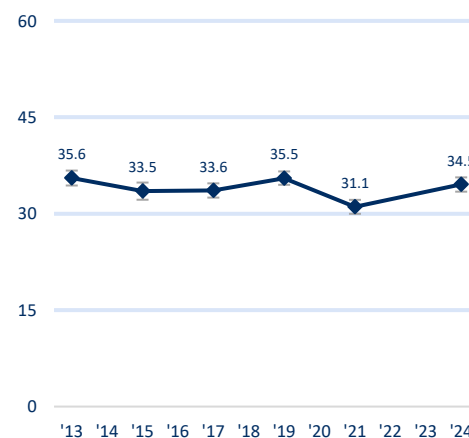


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2024 Multi-Year Report

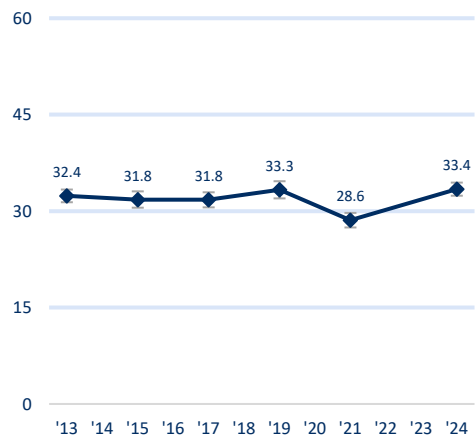
Engagement Results by Theme

The University of Toledo

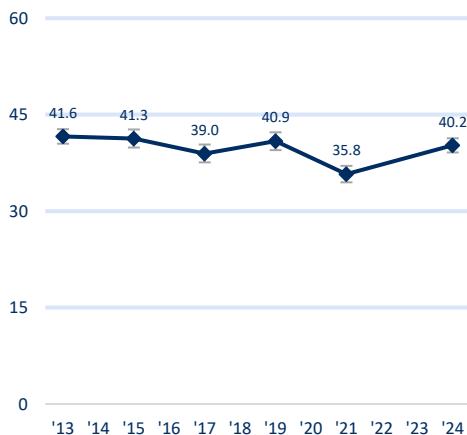
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Learning with Peers: Seniors

Collaborative Learning

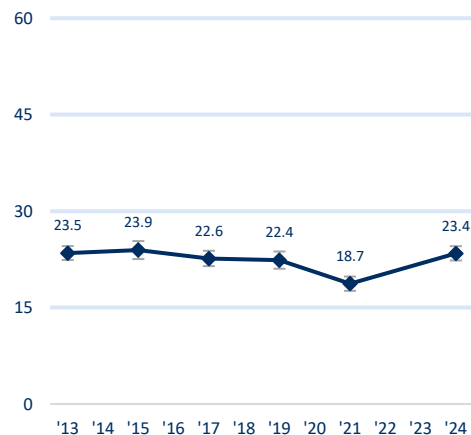


Discussions with Diverse Others

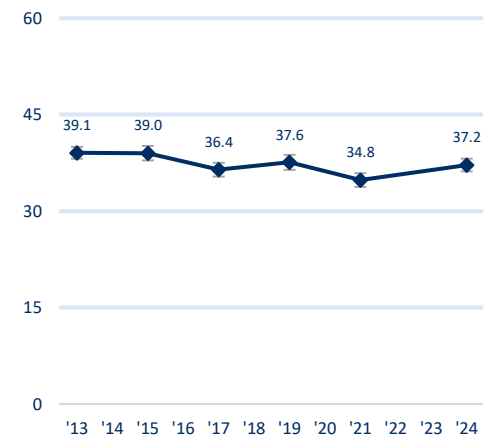


Experiences with Faculty: Seniors

Student-Faculty Interaction

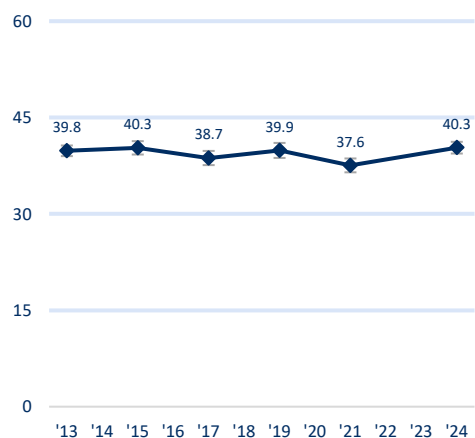


Effective Teaching Practices

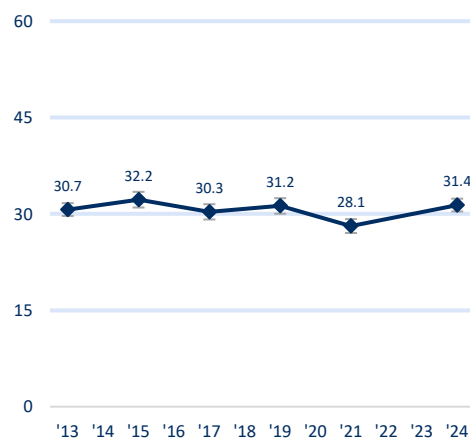


Campus Environment: Seniors

Quality of Interactions



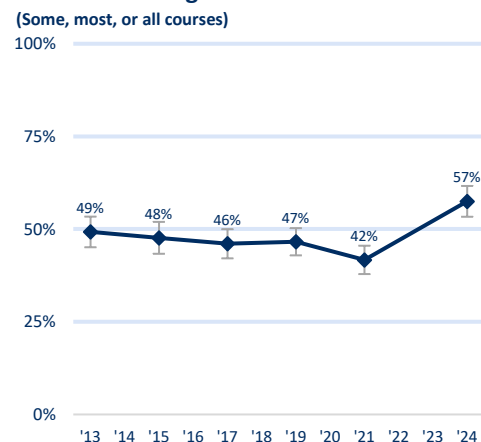
Supportive Environment



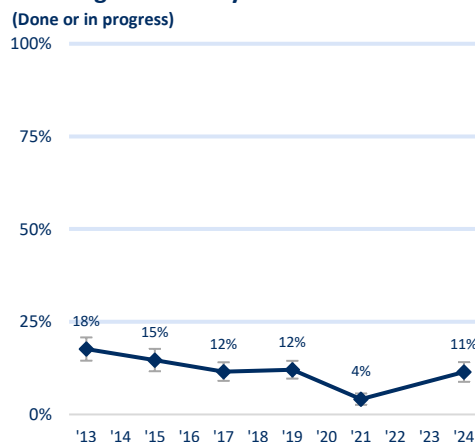
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

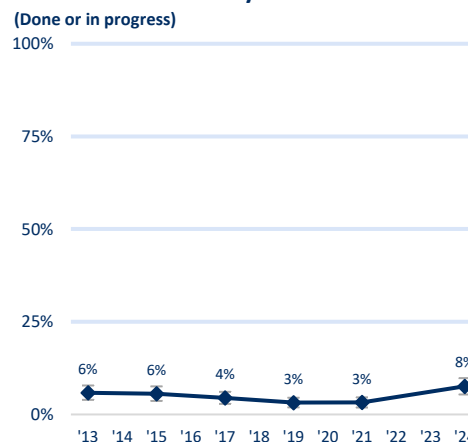
Service-Learning (Some, most, or all courses)



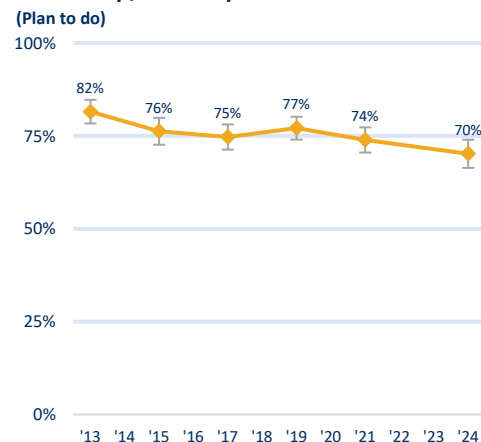
Learning Community (Done or in progress)



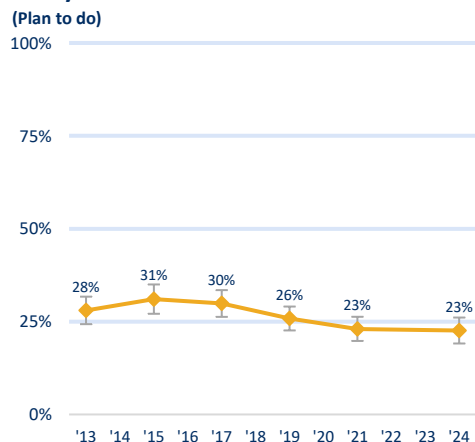
Research with Faculty (Done or in progress)



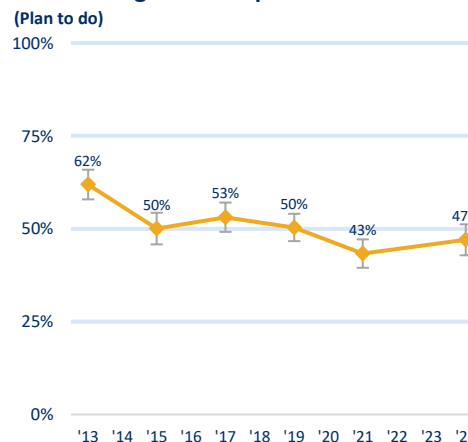
Internship/Field Experience (Plan to do)



Study Abroad (Plan to do)

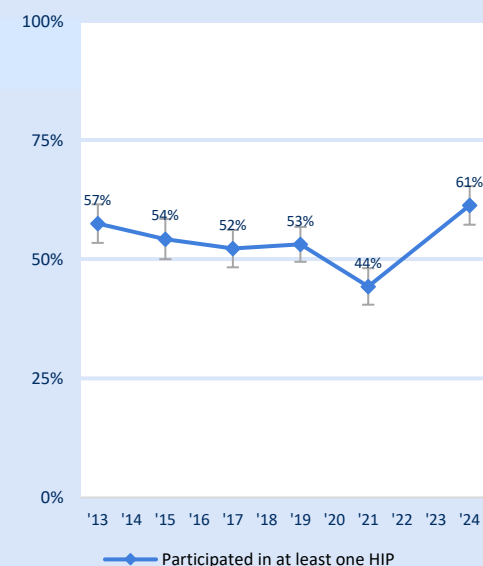


Culminating Senior Experience (Plan to do)



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.

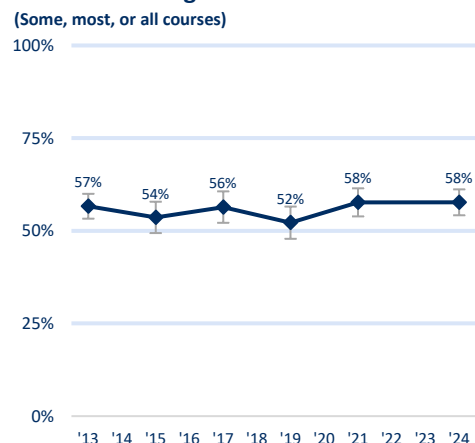


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

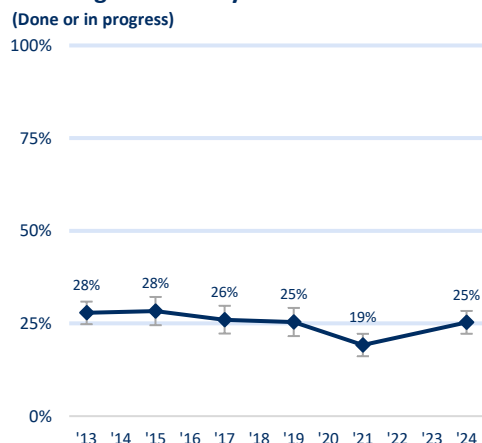
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

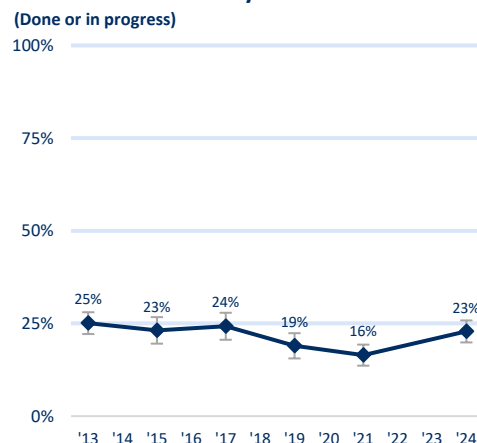
Service-Learning (Some, most, or all courses)



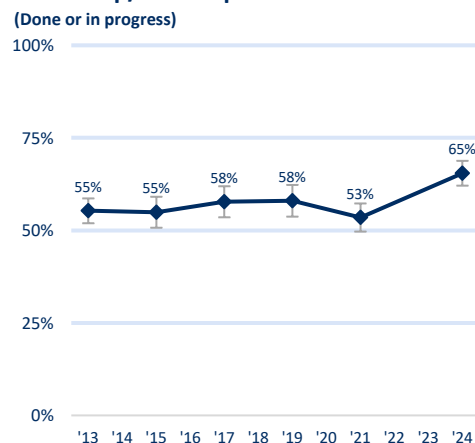
Learning Community (Done or in progress)



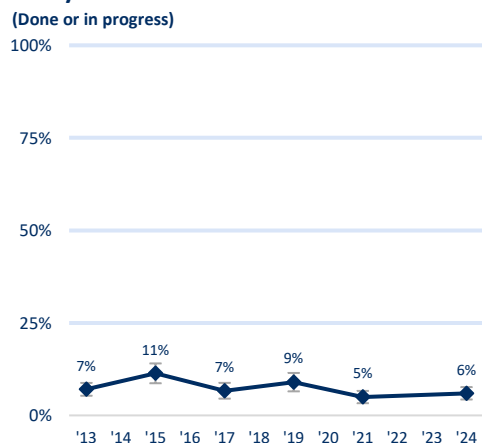
Research with Faculty (Done or in progress)



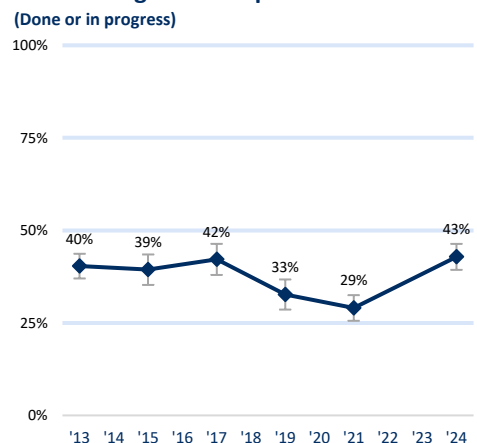
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

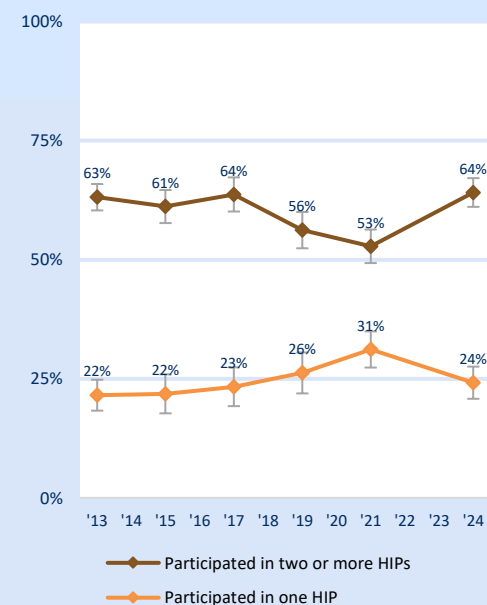


Culminating Senior Experience (Done or in progress)



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.

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

The University of Toledo

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge																										
Higher-Order Learning	Mean	38.9		37.3		37.1		37.5		36.0		37.4		38.8		39.6		37.6		38.4		36.8		39.0		
	n	591		566		733		752		682		601		856		561		596		531		699		802		
	SD	14.0		13.4		12.4		13.9		13.2		13.2		14.9		14.0		13.4		13.7		14.2		13.7		
	SE	.58		.56		.46		.51		.50		.54		.51		.59		.55		.59		.54		.48		
	CI up bnd	40.0		38.4		38.0		38.4		37.0		38.5		39.8		40.8		38.6		39.6		37.8		39.9		
	CI low bnd	37.7		36.2		36.2		36.5		35.0		36.4		37.8		38.4		36.5		37.3		35.7		38.0		
Reflective & Integrative Learning	Mean	34.3		34.0		34.5		34.7		33.4		35.6		36.1		37.2		34.5		36.2		35.2		36.7		
	n	621		590		757		793		749		646		891		579		610		550		739		843		
	SD	12.6		12.8		11.5		11.9		11.4		11.7		13.1		13.1		12.4		12.5		12.6		13.0		
	SE	.51		.53		.42		.42		.42		.46		.44		.55		.50		.53		.46		.45		
	CI up bnd	35.3		35.0		35.3		35.6		34.2		36.5		36.9		38.3		35.5		37.3		36.1		37.5		
	CI low bnd	33.3		32.9		33.7		33.9		32.6		34.7		35.2		36.1		33.5		35.2		34.3		35.8		
Learning Strategies	Mean	38.9		38.3		37.5		38.5		37.0		38.1		39.2		39.0		35.5		37.5		36.0		38.1		
	n	554		524		626		720		654		560		839		542		536		514		659		779		
	SD	13.7		14.7		13.4		14.3		14.0		13.1		15.2		15.4		14.6		15.0		15.1		14.4		
	SE	.58		.64		.54		.53		.55		.55		.52		.66		.63		.66		.59		.52		
	CI up bnd	40.1		39.5		38.5		39.5		38.1		39.1		40.2		40.3		36.7		38.8		37.1		39.1		
	CI low bnd	37.8		37.0		36.4		37.4		36.0		37.0		38.2		37.7		34.3		36.2		34.8		37.1		
Quantitative Reasoning	Mean	28.8		30.0		28.7		29.8		28.3		30.5		30.7		31.0		28.9		30.7		29.3		31.3		
	n	609		583		733		732		662		577		886		568		588		524		668		786		
	SD	16.0		15.7		15.1		15.8		15.2		15.3		17.1		17.0		14.7		15.6		15.9		15.7		
	SE	.65		.65		.56		.58		.59		.64		.57		.71		.61		.68		.61		.56		
	CI up bnd	30.1		31.2		29.8		31.0		29.5		31.8		31.8		32.4		30.1		32.0		30.5		32.4		
	CI low bnd	27.5		28.7		27.6		28.7		27.2		29.3		29.6		29.6		27.7		29.4		28.1		30.2		
Academic Challenge (additional items)																										
Preparing for Class (hours/week)	Mean	14.9		14.1		14.8		14.9		15.8		14.6		14.5		13.8		14.7		14.3		16.5		15.6		
	n	545		485		571		700		634		536		815		510		498		501		648		755		
	SD	8.7		8.9		8.3		8.1		8.4		8.2		9.2		8.4		9.2		9.0		9.3		8.7		
	SE	.37		.40		.35		.31		.33		.36		.32		.37		.41		.40		.37		.32		
	CI up bnd	15.6		14.8		15.5		15.5		16.5		15.3		15.1		14.5		15.5		15.1		17.2		16.3		
	CI low bnd	14.2		13.3		14.1		14.3		15.2		13.9		13.9		13.1		13.9		13.5		15.8		15.0		
Course Reading <small>Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</small>	Mean	5.9		6.1		5.6		5.7		6.3		5.9		6.6		6.0		6.0		5.6		6.2		5.5		
	n	542		477		565		696		622		528		812		496		493		500		644		747		
	SD	5.2		6.0		5.3		5.2		5.8		5.7		6.1		5.5		5.9		5.5		5.5		5.4		
	SE	.22		.28		.22		.20		.23		.25		.22		.25		.26		.25		.22		.20		
	CI up bnd	6.3		6.6		6.1		6.0		6.7		6.4		7.0		6.5		6.5		6.1		6.6		5.9		
	CI low bnd	5.5		5.5		5.2		5.3		5.8		5.4		6.1		5.5		5.5		5.1		5.7		5.1		

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).

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

The University of Toledo

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge (additional items, continued)																										
Assigned Writing Est. no. of pages calculated from three survey questions.	Mean	47.9		50.9		57.0		47.3		47.5			73.0		76.0		67.6		82.4		68.9		72.5			78.8
	n	527		509		647		723		658			572		762		483		533		523		658			778
	SD	56.4		71.5		79.8		75.2		77.3			99.1		88.4		81.1		107.7		78.6		105.5			107.0
	SE	2.46		3.17		3.14		2.80		3.01			4.14		3.20		3.69		4.66		3.44		4.12			3.84
	CI up bnd	52.7		57.1		63.1		52.8		53.4			81.1		82.2		74.9		91.6		75.6		80.5			86.3
	CI low bnd	43.1		44.7		50.8		41.8		41.6			64.9		69.7		60.4		73.3		62.1		64.4			71.3
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.6		5.6		5.3		5.4		5.3			5.2		5.5		5.6		5.3		5.3		5.2			5.4
	n	567		534		632		714		652			565		848		544		534		514		662			772
	SD	1.1		1.2		1.3		1.3		1.3			1.3		1.3		1.1		1.4		1.4		1.4			1.3
	SE	.05		.05		.05		.05		.05			.06		.04		.05		.06		.06		.06			.05
	CI up bnd	5.7		5.7		5.4		5.5		5.4			5.4		5.6		5.7		5.4		5.4		5.3			5.5
	CI low bnd	5.5		5.5		5.2		5.3		5.2			5.1		5.4		5.5		5.2		5.2		5.1			5.3
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	Mean	3.3		3.2		3.1		3.1		3.1			3.0		3.1		3.1		3.1		3.1		3.1			3.1
	n	550		484		581		708		642			544		821		509		503		506		659			763
	SD	0.7		0.8		0.7		0.7		0.7			0.8		0.8		0.8		0.8		0.8		0.8			0.8
	SE	.03		.03		.03		.03		.03			.03		.03		.03		.03		.04		.03			.03
	CI up bnd	3.3		3.3		3.2		3.2		3.1			3.1		3.1		3.2		3.1		3.1		3.1			3.1
	CI low bnd	3.2		3.1		3.0		3.1		3.0			2.9		3.0		3.0		3.0		3.0		3.0			3.0
Learning with Peers																										
Collaborative Learning	Mean	33.2		31.2		31.5		33.6		23.5			31.0		32.4		31.8		31.8		33.3		28.6			33.4
	n	630		605		775		824		792			700		891		592		617		563		762			864
	SD	13.9		15.1		14.5		15.1		14.5			14.3		15.0		15.8		14.8		16.2		15.9			15.3
	SE	.55		.61		.52		.53		.51			.54		.50		.65		.60		.68		.58			.52
	CI up bnd	34.3		32.4		32.5		34.7		24.5			32.0		33.4		33.1		32.9		34.6		29.7			34.4
	CI low bnd	32.1		30.0		30.5		32.6		22.5			29.9		31.4		30.5		30.6		32.0		27.5			32.4
Discussions with Diverse Others	Mean	40.8		38.7		39.7		40.3		35.2			38.6		41.6		41.3		39.0		40.9		35.8			40.2
	n	567		530		640		719		661			564		835		546		534		522		658			782
	SD	16.2		17.0		16.4		15.1		16.7			16.4		16.7		16.8		16.4		16.1		16.8			15.7
	SE	.68		.74		.65		.56		.65			.69		.58		.72		.71		.71		.65			.56
	CI up bnd	42.1		40.2		41.0		41.4		36.5			40.0		42.7		42.7		40.4		42.3		37.0			41.3
	CI low bnd	39.5		37.3		38.4		39.2		33.9			37.3		40.5		39.9		37.6		39.5		34.5			39.1

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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Detailed Statistics: Engagement Indicators and Additional Challenge Items

The University of Toledo

First-year students														Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Experiences with Faculty																									
Student-Faculty Interaction	Mean	20.7		20.3		19.9		21.7		16.6		21.8		23.5		23.9		22.6		22.4		18.7		23.4	
	n	605		579		746		783		715		626		873		564		602		543		715		831	
	SD	13.8		15.0		14.8		15.0		13.2		14.6		16.3		16.9		14.9		15.9		15.2		16.3	
	SE	.56		.62		.54		.54		.49		.58		.55		.71		.61		.68		.57		.57	
	CI up bnd	21.8		21.6		20.9		22.7		17.6		22.9		24.6		25.3		23.8		23.7		19.8		24.5	
	CI low bnd	19.6		19.1		18.8		20.6		15.7		20.6		22.4		22.5		21.4		21.0		17.6		22.3	
Effective Teaching Practices	Mean	40.5		38.2		37.3		37.5		37.1		36.6		39.1		39.0		36.4		37.6		34.8		37.2	
	n	617		589		743		751		691		603		890		576		598		532		692		806	
	SD	13.3		14.0		13.2		13.7		13.8		13.3		14.1		13.8		13.4		13.7		14.2		14.3	
	SE	.54		.58		.49		.50		.52		.54		.47		.58		.55		.59		.54		.50	
	CI up bnd	41.5		39.4		38.2		38.4		38.1		37.6		40.0		40.1		37.5		38.7		35.9		38.2	
	CI low bnd	39.4		37.1		36.3		36.5		36.0		35.5		38.1		37.9		35.4		36.4		33.8		36.2	
Campus Environment																									
Quality of Interactions	Mean	40.7		38.2		38.8		42.4		40.6		41.8		39.8		40.3		38.7		39.9		37.6		40.3	
	n	546		484		563		661		563		504		806		517		493		463		592		705	
	SD	12.6		13.1		12.5		12.0		13.3		11.7		12.0		12.1		12.5		12.8		13.4		12.4	
	SE	.54		.59		.53		.47		.56		.52		.42		.53		.56		.60		.55		.47	
	CI up bnd	41.8		39.4		39.8		43.3		41.7		42.8		40.7		41.3		39.8		41.1		38.6		41.2	
	CI low bnd	39.7		37.1		37.8		41.4		39.5		40.7		39.0		39.2		37.6		38.7		36.5		39.4	
Supportive Environment	Mean	35.6		33.5		33.6		35.5		31.1		34.5		30.7		32.2		30.3		31.2		28.1		31.4	
	n	541		483		577		704		632		540		815		511		494		501		650		757	
	SD	13.8		15.0		13.6		14.1		13.9		13.2		14.5		14.0		13.4		13.8		14.0		14.0	
	SE	.59		.68		.57		.53		.55		.57		.51		.62		.60		.62		.55		.51	
	CI up bnd	36.7		34.8		34.7		36.6		32.2		35.7		31.7		33.4		31.5		32.5		29.2		32.4	
	CI low bnd	34.4		32.2		32.5		34.5		30.0		33.4		29.7		31.0		29.1		30.0		27.0		30.4	

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).

NSSE 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

The University of Toledo

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		
Service-Learning ^a	%	49		48		46		47		42			57	57		54		56		52		58			58		
	n	564		519		616		709		641			545	840		536		526		508		655			768		
	SE	2.1		2.2		2.0		1.9		1.9			2.1	1.7		2.2		2.2		2.2		1.9			1.8		
	CI up bnd	53		52		50		50		46			62	60		58		61		57		61			61		
	CI low bnd	45		43		42		43		38			53	53		49		52		48		54			54		
Learning Community ^a	%	18		15		12		12		4			11	28		28		26		25		19			25		
	n	567		531		624		713		646			552	837		541		530		506		655			769		
	SE	1.6		1.5		1.3		1.2		0.8			1.4	1.6		1.9		1.9		1.9		1.5			1.6		
	CI up bnd	21		18		14		14		6			14	31		32		30		29		22			28		
	CI low bnd	15		12		9		10		3			9	25		25		22		22		16			22		
Research with Faculty ^a	%	6		6		4		3		3			8	25		23		24		19		16			23		
	n	565		528		623		711		644			554	834		536		532		510		655			769		
	SE	1.0		1.0		0.8		0.7		0.7			1.1	1.5		1.8		1.9		1.7		1.5			1.5		
	CI up bnd	8		8		6		5		5			10	28		27		28		22		19			26		
	CI low bnd	4		4		3		2		2			5	22		20		21		16		14			20		
Internship or Field Experience ^b (First-year results: Plan to do)	%	82		76		75		77		74			70	55		55		58		58		53			65		
	n	569		531		629		718		647			558	845		545		534		512		663			774		
	SE	1.6		1.8		1.7		1.6		1.7			1.9	1.7		2.1		2.1		2.2		1.9			1.7		
	CI up bnd	85		80		78		80		77			74	59		59		62		62		57			69		
	CI low bnd	78		73		71		74		71			66	52		51		54		54		50			62		
Study Abroad ^b (First-year results: Plan to do)	%	28		31		30		26		23			23	7		11		7		9		5			6		
	n	567		529		620		715		644			553	841		540		527		510		661			767		
	SE	1.9		2.0		1.8		1.6		1.7			1.8	0.9		1.4		1.1		1.3		0.8			0.9		
	CI up bnd	32		35		33		29		26			26	9		14		9		11		7			8		
	CI low bnd	24		27		26		23		20			19	5		9		5		6		3			4		
Culminating Senior Experience ^b (First-year results: Plan to do)	%	62		50		53		50		43			47	40		39		42		33		29			43		
	n	569		531		616		709		645			551	835		541		532		510		658			765		
	SE	2.0		2.2		2.0		1.9		2.0			2.1	1.7		2.1		2.1		2.1		1.8			1.8		
	CI up bnd	66		54		57		54		47			51	44		43		46		37		33			46		
	CI low bnd	58		46		49		47		39			43	37		35		38		29		26			39		
Overall HIP Participation ^c																											
Participated in one HIP	%	45		43		44		46		40			49	22		22		23		26		31			24		
	n	573		535		624		715		647			555	847		546		536		512		665			775		
	SE	2.1		2.1		2.0		1.9		1.9			2.1	1.4		1.8		1.8		1.9		1.8			1.5		
	CI up bnd	49		48		48		50		44			53	24		25		27		30		35			27		
	CI low bnd	41		39		40		42		37			44	19		18		20		22		28			21		
Participated in two or more HIPs	%	12		11		8		7		4			13	63		61		64		56		53			64		
	n	573		535		624		715		647			555	847		546		536		512		665			775		
	SE	1.4		1.3		1.1		1.0		0.8			1.4	1.7		2.1		2.1		2.2		1.9			1.7		
	CI up bnd	15		13		10		9		5			15	66		65		68		61		57			67		
	CI low bnd	10		8		6		5		2			10	60		57		60		52		49			61		

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p \cdot (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 \cdot SE$).

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.