
NSSE 2020
Multi-Year Report
University of Houston-Clear Lake

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, 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.

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Administration Summaries

University of Houston-Clear Lake

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						23%	+/- 4.0%	474	411	63
2014						26%	+/- 3.6%	540	470	70
2015						21%	+/- 4.2%	433	379	54
2016	23%	+/- 11.7%	54	50	4	20%	+/- 4.1%	450	382	68
2017	21%	+/- 15.3%	33	24	9	14%	+/- 5.3%	292	233	59
2018	18%	+/- 12.4%	51	44	7	19%	+/- 4.4%	408	356	52
2019	18%	+/- 13.9%	41	36	5	16%	+/- 4.9%	331	285	46
2020	37%	+/- 8.6%	82	61	21	27%	+/- 3.6%	549	443	106

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	Email	Census	Yes	None	No	No	No
2015	Email	Census	Yes	None	No	No	No
2016	Email	Census	Yes	None	No	No	No
2017	Email	Census	Yes	Transferable Skills	No	No	No
2018	Email	Census	Yes	Transferable Skills	No	No	No
2019	Email	Census	Yes	Transferable Skills	No	No	No
2020	Email	Census	Yes	Transferable Skills	No	No	No

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

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

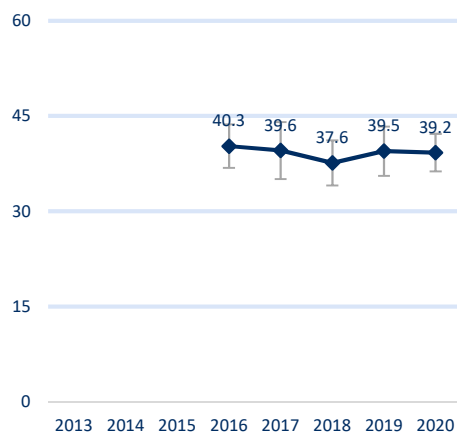
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

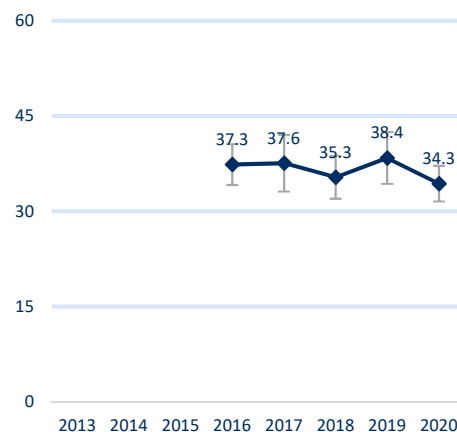
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

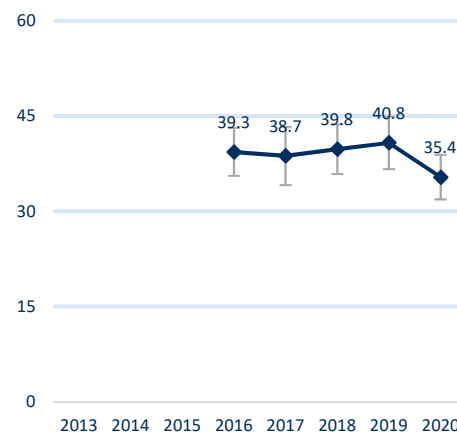
Higher-Order Learning



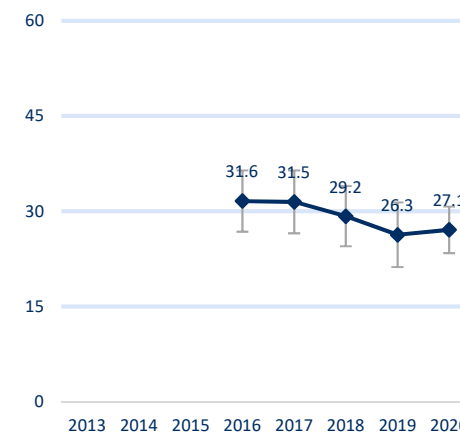
Reflective & Integrative Learning



Learning Strategies

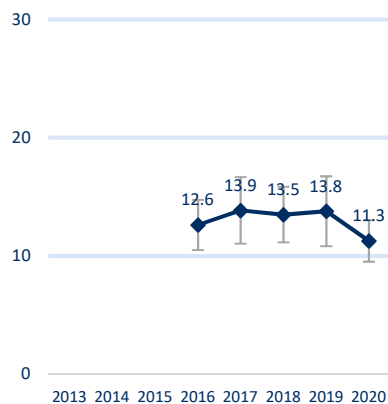


Quantitative Reasoning

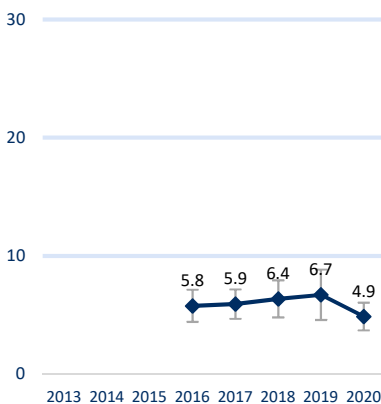


Academic Challenge (additional items): First-year students

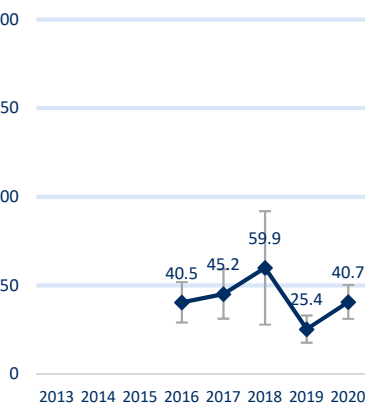
Preparing for Class (hrs/wk)



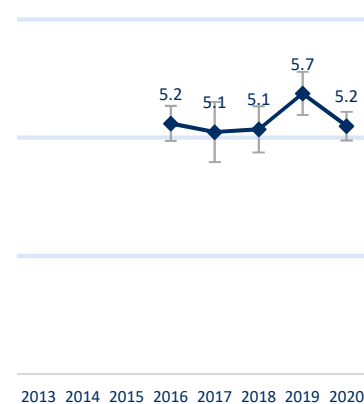
Course Reading (hrs/wk)^a



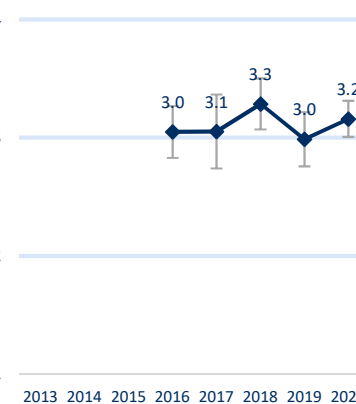
Assigned Writing (pages)^a



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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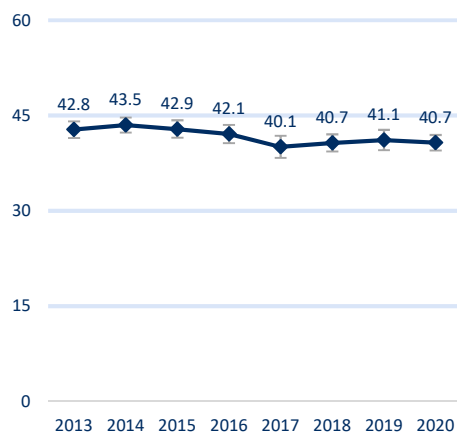
Engagement Results by Theme

University of Houston-Clear Lake

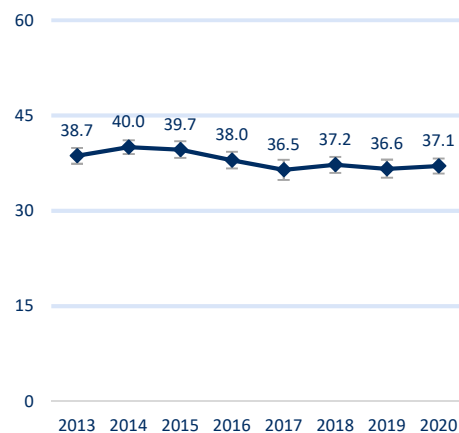
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Academic Challenge: Seniors

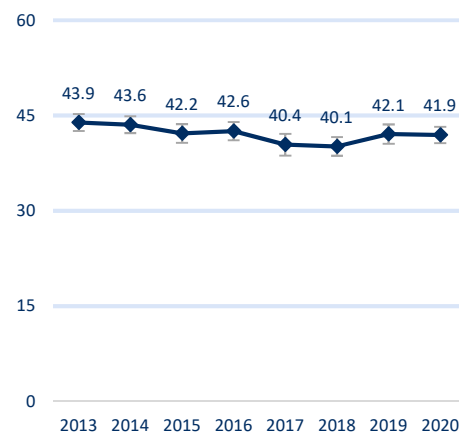
Higher-Order Learning



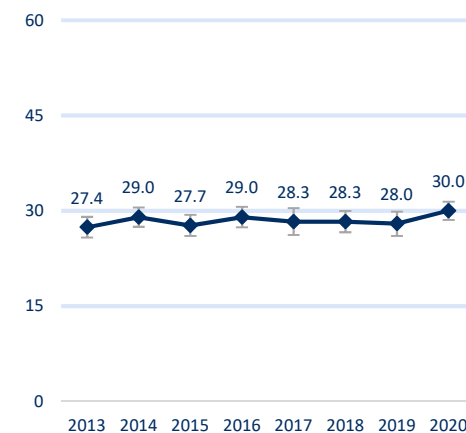
Reflective & Integrative Learning



Learning Strategies

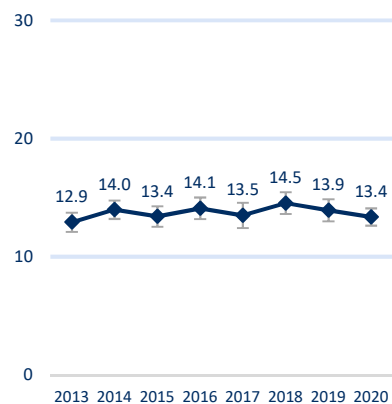


Quantitative Reasoning

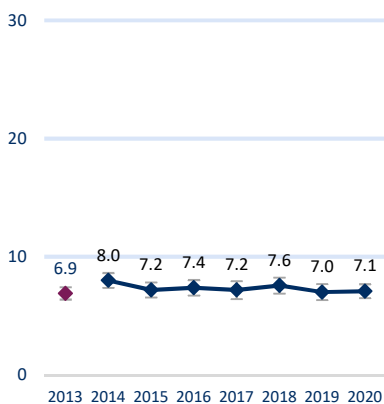


Academic Challenge (additional items): Seniors

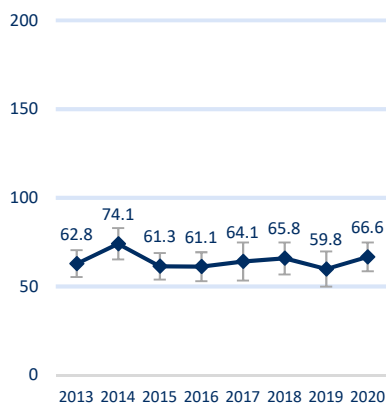
Preparing for Class (hrs/wk)



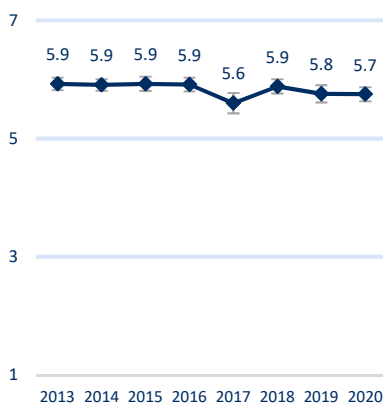
Course Reading (hrs/wk)^a



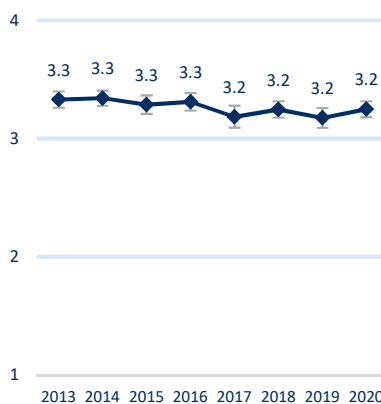
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Course Challenge^b



Academic Emphasis^c



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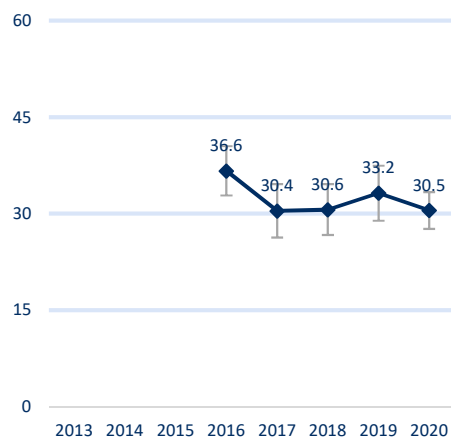
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

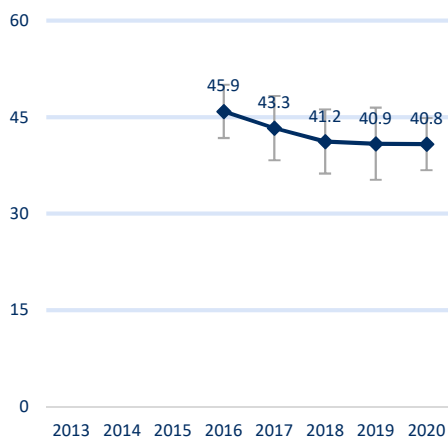
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

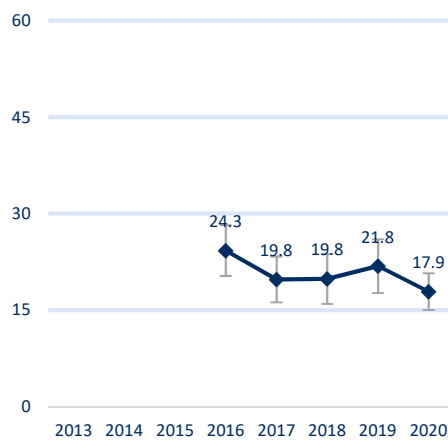


Discussions with Diverse Others

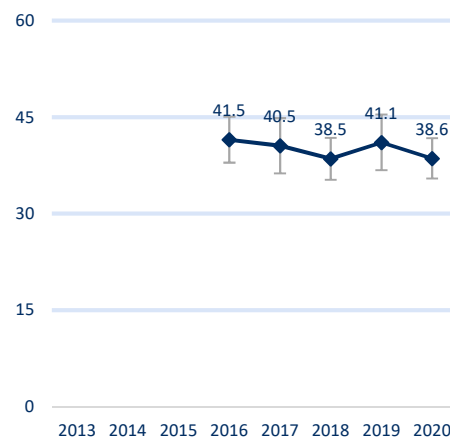


Experiences with Faculty: First-year students

Student-Faculty Interaction

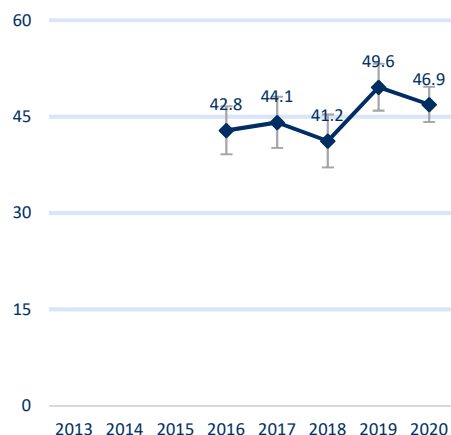


Effective Teaching Practices

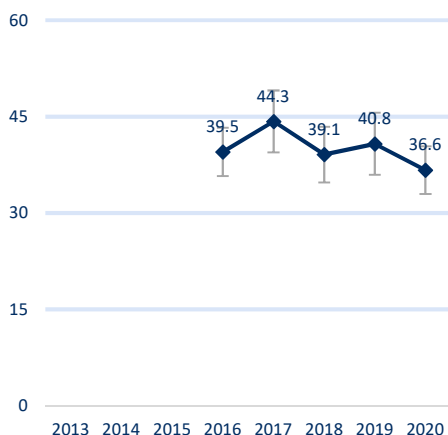


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2020 Multi-Year Report

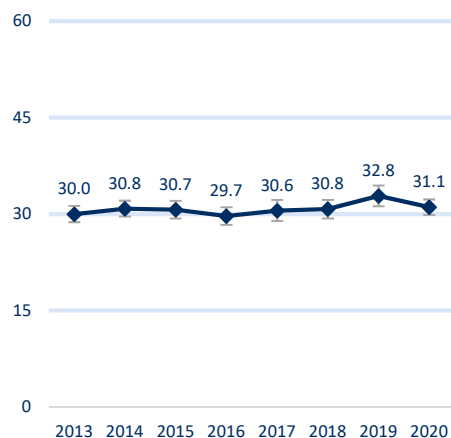
Engagement Results by Theme

University of Houston-Clear Lake

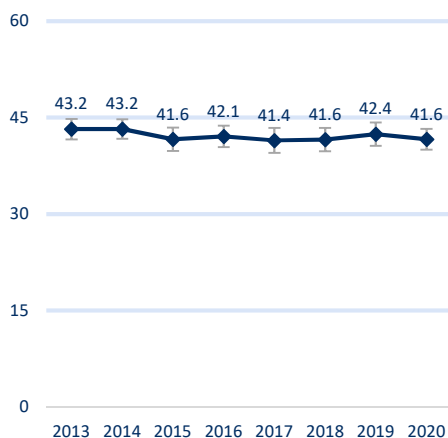
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Learning with Peers: Seniors

Collaborative Learning

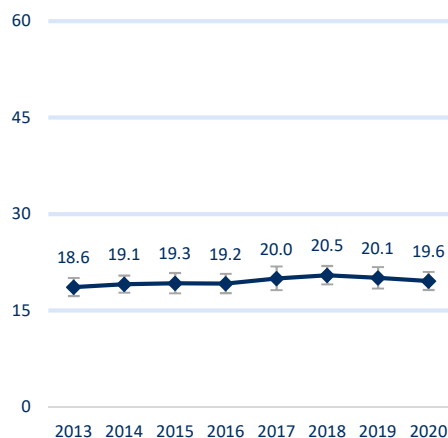


Discussions with Diverse Others

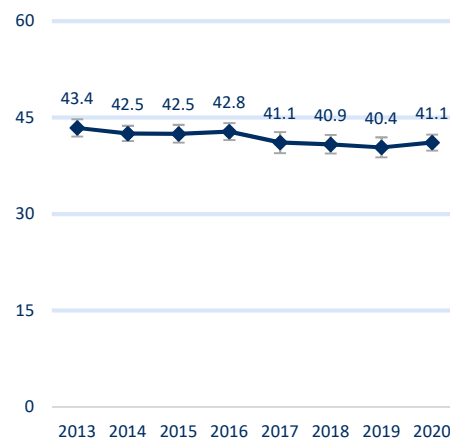


Experiences with Faculty: Seniors

Student-Faculty Interaction

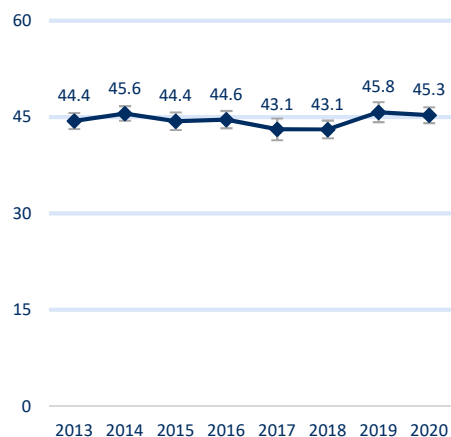


Effective Teaching Practices

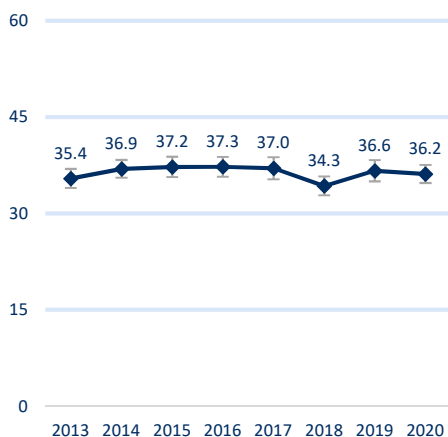


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

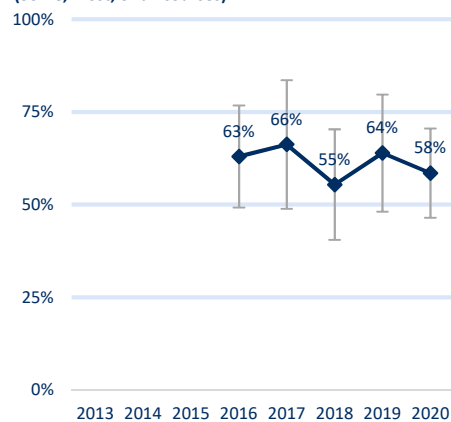


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

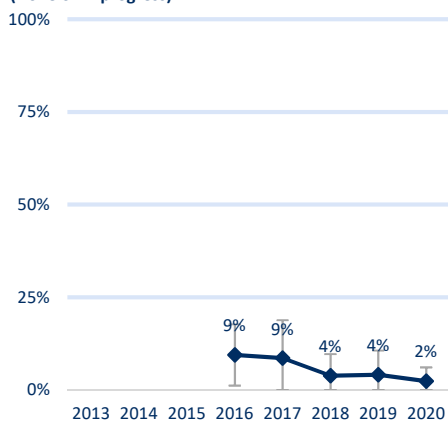
Service-Learning

(Some, most, or all courses)



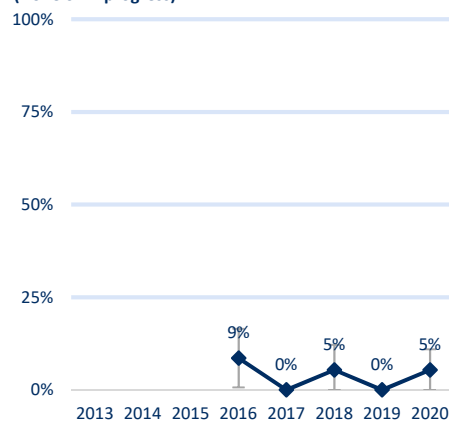
Learning Community

(Done or in progress)



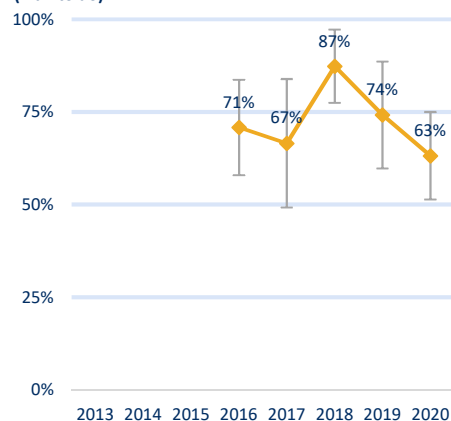
Research with Faculty

(Done or in progress)



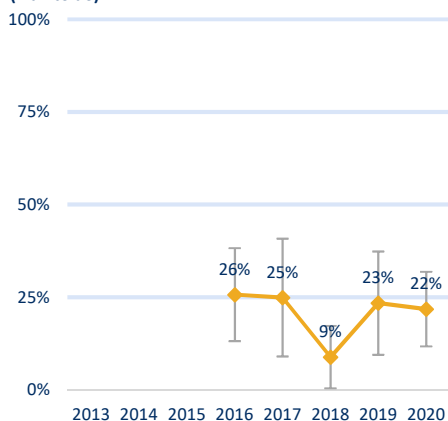
Internship/Field Experience

(Plan to do)



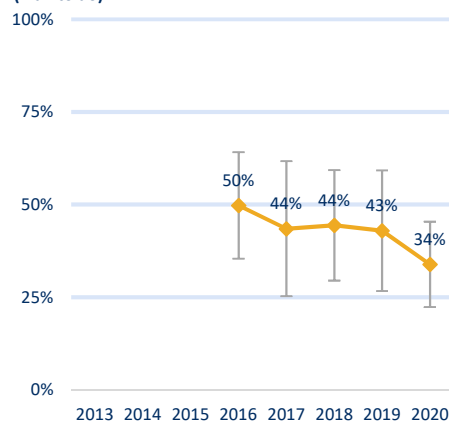
Study Abroad

(Plan to do)



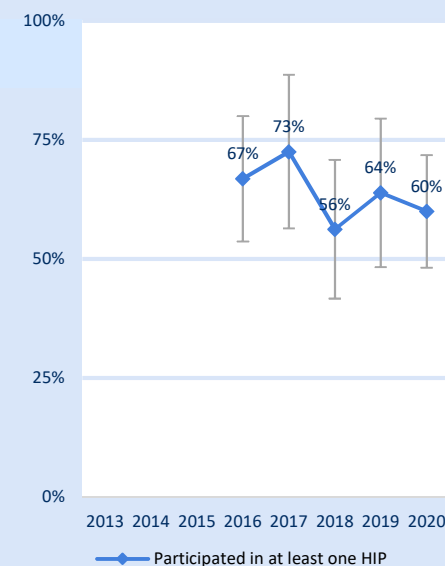
Culminating Senior Experience

(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.



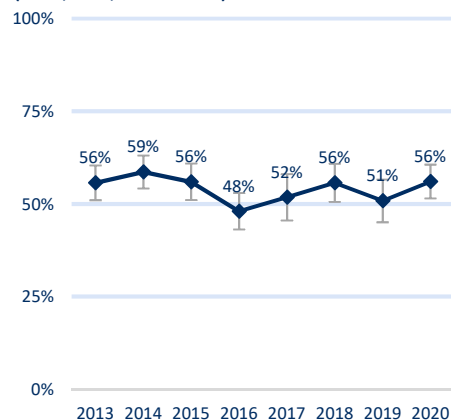
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

High-Impact Practices: Seniors

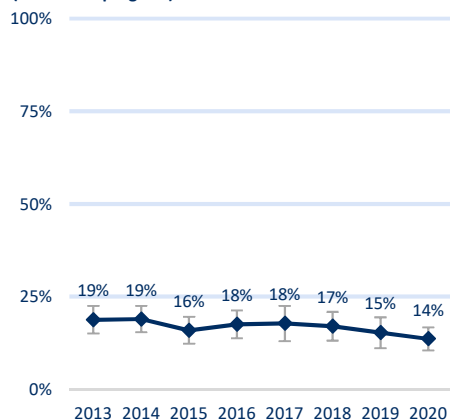
Service-Learning

(Some, most, or all courses)



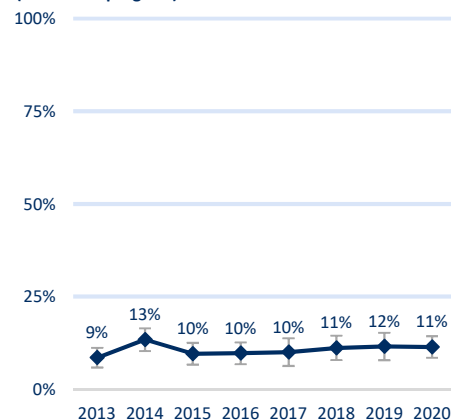
Learning Community

(Done or in progress)



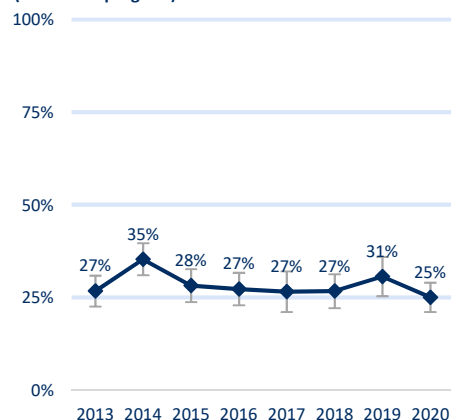
Research with Faculty

(Done or in progress)



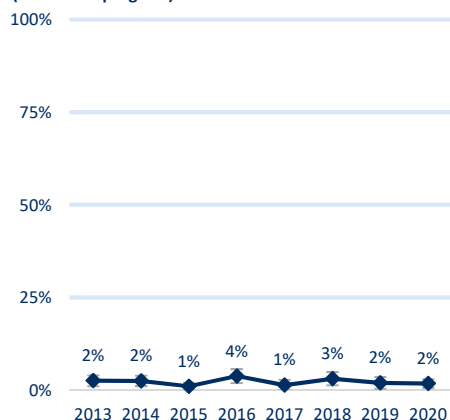
Internship/Field Experience

(Done or in progress)



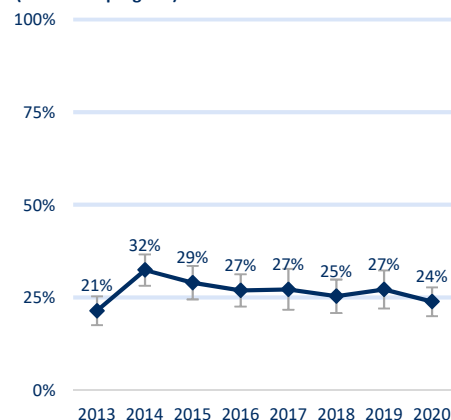
Study Abroad

(Done or in progress)



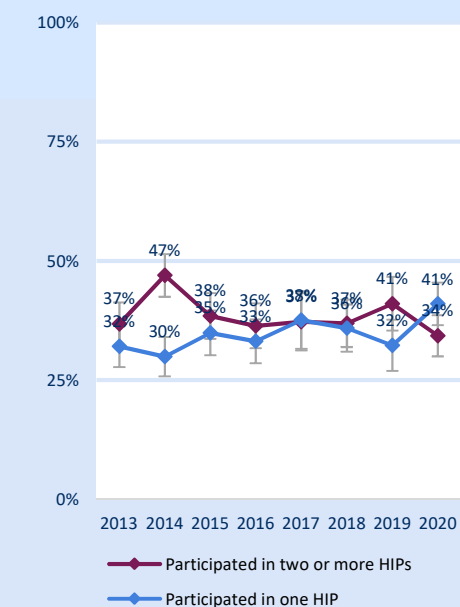
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



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

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Detailed Statistics: Engagement Indicators and Additional Items

University of Houston-Clear Lake

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	Mean				40.3	39.6	37.6	39.5	39.2	42.8	43.5	42.9	42.1	40.1	40.7	41.1	40.7
	n				48	33	49	37	70	438	497	398	415	266	373	295	485
	SD				12.1	13.1	12.6	12.1	12.7	14.0	13.4	14.0	14.8	14.4	13.2	14.1	13.8
	SE				1.75	2.29	1.81	1.98	1.51	.67	.60	.70	.72	.89	.68	.82	.63
	CI upper bound				43.7	44.0	41.2	43.3	42.2	44.1	44.7	44.3	43.5	41.8	42.0	42.8	42.0
	CI lower bound				36.8	35.1	34.1	35.6	36.3	41.5	42.3	41.5	40.7	38.3	39.4	39.5	39.5
Reflective & Integrative Learning	Mean				37.3	37.6	35.3	38.4	34.3	38.7	40.0	39.7	38.0	36.5	37.2	36.6	37.1
	n				52	33	50	39	73	457	509	417	427	275	389	312	515
	SD				11.8	13.0	12.1	12.9	12.2	13.7	12.5	13.7	13.8	13.5	12.6	12.9	13.7
	SE				1.64	2.27	1.71	2.08	1.43	.64	.56	.67	.67	.82	.64	.73	.61
	CI upper bound				40.6	42.0	38.7	42.5	37.2	39.9	41.1	41.0	39.3	38.1	38.5	38.1	38.3
	CI lower bound				34.1	33.1	32.0	34.3	31.5	37.4	38.9	38.3	36.7	34.9	36.0	35.2	35.9
Learning Strategies	Mean				39.3	38.7	39.8	40.8	35.4	43.9	43.6	42.2	42.6	40.4	40.1	42.1	41.9
	n				47	29	44	36	65	423	469	388	395	247	362	293	471
	SD				13.2	12.6	13.2	12.7	14.5	14.1	14.6	14.8	14.5	13.8	14.2	13.3	14.3
	SE				1.93	2.34	1.99	2.10	1.79	.68	.67	.75	.73	.88	.75	.78	.66
	CI upper bound				43.1	43.3	43.7	44.9	38.9	45.2	44.9	43.7	44.0	42.1	41.6	43.6	43.2
	CI lower bound				35.6	34.1	35.9	36.6	31.9	42.6	42.2	40.7	41.1	38.7	38.7	40.6	40.7
Quantitative Reasoning	Mean				31.6	31.5	29.2	26.3	27.1	27.4	29.0	27.7	29.0	28.3	28.3	28.0	30.0
	n				49	33	45	36	66	445	500	412	422	256	363	291	473
	SD				17.2	14.5	16.1	15.5	15.1	17.6	17.5	17.3	17.0	17.2	16.3	16.7	16.0
	SE				2.46	2.53	2.42	2.60	1.87	.83	.78	.85	.83	1.07	.85	.98	.73
	CI upper bound				36.4	36.4	33.9	31.4	30.7	29.1	30.6	29.4	30.6	30.4	30.0	29.9	31.5
	CI lower bound				26.8	26.5	24.5	21.2	23.4	25.8	27.5	26.0	27.4	26.2	26.6	26.1	28.6
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	Mean				12.6	13.9	13.5	13.8	11.3	12.9	14.0	13.4	14.1	13.5	14.5	13.9	13.4
	n				49	24	42	36	65	417	452	378	385	236	355	286	450
	SD				7.6	7.1	7.8	9.0	7.2	8.4	8.5	8.5	9.2	8.3	8.9	8.0	7.9
	SE				1.09	1.44	1.20	1.51	.89	.41	.40	.44	.47	.54	.47	.47	.37
	CI upper bound				14.7	16.7	15.8	16.7	13.0	13.7	14.8	14.3	15.0	14.6	15.5	14.9	14.1
	CI lower bound				10.5	11.0	11.2	10.8	9.5	12.1	13.2	12.6	13.2	12.4	13.6	13.0	12.6
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	Mean				5.8	5.9	6.4	6.7	4.9	6.9	8.0	7.2	7.4	7.2	7.6	7.0	7.1
	n				49	24	42	36	65	415	449	373	384	234	351	286	448
	SD				4.9	3.1	5.2	6.5	4.8	5.5	6.8	6.3	6.6	6.0	6.5	5.8	6.4
	SE				.70	.64	.80	1.09	.60	.27	.32	.33	.34	.39	.35	.34	.30
	CI upper bound				7.1	7.2	7.9	8.8	6.0	7.4	8.6	7.8	8.0	8.0	8.2	7.7	7.7
	CI lower bound				4.4	4.7	4.8	4.6	3.7	6.4	7.4	6.6	6.7	6.4	6.9	6.3	6.5

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

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Houston-Clear Lake

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	Mean				40.5	45.2	59.9	25.4	40.7	62.8	74.1	61.3	61.1	64.1	65.8	59.8	66.6
	n				46	29	45	36	68	369	403	351	362	250	356	291	470
	Estimated number of pages calculated from three survey questions.				39.4	38.7	109.9	23.6	40.3	74.3	90.2	71.6	79.1	86.4	86.4	86.8	89.3
	SD				5.81	7.13	16.32	3.91	4.87	3.87	4.50	3.82	4.16	5.47	4.58	5.09	4.12
	SE				51.9	59.2	91.9	33.1	50.3	70.4	82.9	68.8	69.3	74.8	74.7	69.8	74.7
	CI upper bound				29.1	31.3	28.0	17.7	31.2	55.3	65.2	53.8	53.0	53.3	56.8	49.8	58.6
Course Challenge	Mean				5.2	5.1	5.1	5.7	5.2	5.9	5.9	5.9	5.9	5.6	5.9	5.8	5.7
	n				49	29	45	36	66	434	475	394	399	249	356	294	462
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").				1.1	1.4	1.3	1.1	1.0	1.1	1.1	1.2	1.2	1.4	1.1	1.3	1.3
	SD				.15	.26	.20	.19	.12	.05	.05	.06	.06	.09	.06	.07	.06
	SE				5.5	5.6	5.5	6.1	5.4	6.0	6.0	6.0	6.0	5.8	6.0	5.9	5.9
	CI upper bound				4.9	4.6	4.7	5.4	5.0	5.8	5.8	5.8	5.8	5.4	5.8	5.6	5.6
Academic Emphasis	Mean				3.0	3.1	3.3	3.0	3.2	3.3	3.3	3.3	3.3	3.2	3.2	3.2	3.2
	n				49	27	43	36	64	414	455	380	387	238	358	291	456
	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").				0.8	0.8	0.7	0.7	0.6	0.7	0.7	0.8	0.7	0.7	0.7	0.7	0.7
	SD				.11	.16	.11	.12	.08	.04	.03	.04	.04	.05	.03	.04	.03
	SE				3.3	3.4	3.5	3.2	3.3	3.4	3.4	3.4	3.4	3.3	3.3	3.3	3.3
	CI upper bound				2.8	2.7	3.1	2.8	3.0	3.3	3.3	3.2	3.2	3.1	3.2	3.1	3.2
Learning with Peers																	
Collaborative Learning	Mean				36.6	30.4	30.6	33.2	30.5	30.0	30.8	30.7	29.7	30.6	30.8	32.8	31.1
	n				54	33	51	40	79	459	510	411	431	282	398	322	532
	SD				14.3	12.2	14.4	13.7	13.0	13.7	14.2	14.2	14.5	14.1	14.7	14.7	14.2
	SE				1.95	2.12	2.02	2.18	1.46	.64	.63	.70	.70	.84	.74	.82	.61
	CI upper bound				40.5	34.6	34.6	37.4	33.3	31.3	32.1	32.0	31.1	32.2	32.2	34.4	32.3
	CI lower bound				32.8	26.3	26.7	28.9	27.6	28.7	29.6	29.3	28.3	28.9	29.3	31.2	29.9
Discussions with Diverse Others	Mean				45.9	43.3	41.2	40.9	40.8	43.2	43.2	41.6	42.1	41.4	41.6	42.4	41.6
	n				48	28	45	36	65	429	470	387	401	250	356	293	465
	SD				14.6	13.6	17.0	17.3	16.7	16.7	16.9	18.2	17.1	15.7	17.5	15.9	17.8
	SE				2.12	2.54	2.54	2.86	2.07	.81	.78	.93	.85	.99	.93	.93	.83
	CI upper bound				50.0	48.3	46.2	46.5	44.9	44.8	44.8	43.4	43.7	43.4	43.4	44.2	43.2
	CI lower bound				41.8	38.3	36.2	35.2	36.8	41.6	41.7	39.8	40.4	39.5	39.8	40.6	40.0

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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Houston-Clear Lake

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	Mean				24.3	19.8	19.8	21.8	17.9	18.6	19.1	19.3	19.2	20.0	20.5	20.1	19.6
	n				50	33	49	35	70	444	502	409	423	270	379	305	499
	SD				14.3	10.5	13.8	12.6	12.2	15.1	15.1	16.2	15.8	15.5	14.3	14.9	16.0
	SE				2.02	1.82	1.98	2.13	1.46	.72	.68	.80	.77	.94	.73	.85	.72
	CI upper bound				28.2	23.3	23.7	26.0	20.7	20.0	20.4	20.8	20.7	21.8	21.9	21.8	21.0
	CI lower bound				20.3	16.2	16.0	17.6	15.0	17.2	17.8	17.7	17.7	18.1	19.0	18.4	18.2
Effective Teaching Practices	Mean				41.5	40.5	38.5	41.1	38.6	43.4	42.5	42.5	42.8	41.1	40.9	40.4	41.1
	n				49	33	47	36	68	453	506	413	427	266	374	299	484
	SD				12.7	12.6	11.4	13.3	13.3	14.4	13.5	14.4	13.9	13.7	14.1	13.8	13.8
	SE				1.82	2.19	1.66	2.20	1.60	.68	.60	.71	.67	.84	.73	.80	.63
	CI upper bound				45.0	44.8	41.8	45.4	41.7	44.7	43.7	43.9	44.2	42.8	42.3	41.9	42.3
	CI lower bound				37.9	36.3	35.3	36.8	35.4	42.1	41.4	41.1	41.5	39.5	39.4	38.8	39.9
Campus Environment																	
Quality of Interactions	Mean				42.8	44.1	41.2	49.6	46.9	44.4	45.6	44.4	44.6	43.1	43.1	45.8	45.3
	n				44	29	44	35	61	406	448	359	363	226	334	258	421
	SD				12.7	11.1	13.9	11.0	10.9	12.7	12.3	13.2	13.1	13.0	12.9	12.7	12.8
	SE				1.91	2.04	2.11	1.87	1.40	.63	.58	.70	.69	.86	.71	.79	.63
	CI upper bound				46.6	48.1	45.3	53.2	49.6	45.6	46.7	45.7	46.0	44.8	44.5	47.3	46.5
	CI lower bound				39.1	40.1	37.1	45.9	44.1	43.1	44.4	43.0	43.3	41.4	41.7	44.2	44.1
Supportive Environment	Mean				39.5	44.3	39.1	40.8	36.6	35.4	36.9	37.2	37.3	37.0	34.3	36.6	36.2
	n				49	24	43	36	65	415	455	374	384	237	353	287	451
	SD				13.4	12.1	14.5	14.9	15.3	15.5	15.1	15.6	15.4	13.5	14.0	14.3	15.3
	SE				1.92	2.46	2.21	2.47	1.89	.76	.71	.81	.78	.88	.74	.84	.72
	CI upper bound				43.3	49.1	43.4	45.6	40.4	36.9	38.3	38.8	38.8	38.8	35.7	38.3	37.6
	CI lower bound				35.7	39.4	34.7	35.9	32.9	34.0	35.6	35.7	35.7	35.3	32.8	35.0	34.7

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

NSSE 2020 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of Houston-Clear Lake

First-year students										Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning ^a	%				63	66	55	64	58	56	59	56	48	52	56	51	56
	n				48	29	44	36	65	431	474	392	400	247	357	290	461
	SE				7.0	8.9	7.6	8.1	6.2	2.4	2.3	2.5	2.5	3.2	2.6	2.9	2.3
	CI upper bound (%)				77	84	70	80	71	60	63	61	53	58	61	57	61
	CI lower bound (%)				49	49	40	48	46	51	54	51	43	46	51	45	52
Learning Community ^a	%				9	9	4	4	2	19	19	16	18	18	17	15	14
	n				49	29	44	36	65	431	472	392	397	249	360	290	464
	SE				4.2	5.2	2.9	3.3	1.9	1.9	1.8	1.9	1.9	2.4	2.0	2.1	1.6
	CI upper bound (%)				18	19	10	11	6	22	22	20	21	23	21	19	17
	CI lower bound (%)				1	0	0	0	0	15	15	12	14	13	13	11	10
Research with Faculty ^a	%				9	0	5	0	5	9	13	10	10	10	11	12	11
	n				49	29	45	36	66	427	470	388	394	249	362	291	460
	SE				4.0	0.0	3.4	0.0	2.8	1.4	1.6	1.5	1.5	1.9	1.7	1.9	1.5
	CI upper bound (%)				16	0	12	0	11	11	16	13	13	14	14	15	14
	CI lower bound (%)				1	0	0	0	0	6	10	7	7	6	8	8	9
Internship or Field Experience ^b	%				71	67	87	74	63	27	35	28	27	27	27	31	25
	n				49	29	45	36	65	436	475	393	398	249	361	292	461
	SE				6.6	8.8	5.0	7.4	6.0	2.1	2.2	2.3	2.2	2.8	2.3	2.7	2.0
	(First-year results: Plan to do) CI upper bound (%)				84	84	97	89	75	31	40	33	32	32	31	36	29
	CI lower bound (%)				58	49	77	60	51	23	31	24	23	21	22	25	21
Study Abroad ^b	%				26	25	9	23	22	2	2	1	4	1	3	2	2
	n				48	29	45	36	66	430	470	388	397	248	361	290	463
	(First-year results: Plan to do) SE				6.4	8.1	4.3	7.1	5.1	0.8	0.7	0.5	1.0	0.7	0.9	0.8	0.6
	CI upper bound (%)				38	41	17	37	32	4	4	2	6	3	5	4	3
	CI lower bound (%)				13	9	0	9	12	1	1	0	2	0	1	0	1
Culminating Senior Experience ^b	%				50	44	44	43	34	21	32	29	27	27	25	27	24
	n				48	29	44	36	66	432	472	391	398	249	360	289	464
	SE				7.3	9.3	7.6	8.3	5.9	2.0	2.2	2.3	2.2	2.8	2.3	2.6	2.0
	(First-year results: Plan to do) CI upper bound (%)				64	62	59	59	45	25	37	33	31	33	30	32	28
	CI lower bound (%)				35	25	29	27	22	18	28	24	23	22	21	22	20
Overall HIP Participation ^c																	
Participated in one HIP	%				55	70	49	60	54	32	30	35	33	38	36	32	41
	n				49	29	45	36	66	436	476	394	401	249	362	293	464
	SE				7.2	8.6	7.6	8.2	6.2	2.2	2.1	2.4	2.4	3.1	2.5	2.7	2.3
	CI upper bound (%)				69	87	64	76	67	36	34	40	38	44	41	38	45
	CI lower bound (%)				41	54	34	44	42	28	26	30	28	32	31	27	36
Participated in two or more HIPs	%				11	2	7	4	6	37	47	38	36	37	37	41	34
	n				49	29	45	36	66	436	476	394	401	249	362	293	464
	SE				4.6	2.8	3.9	3.3	2.8	2.3	2.3	2.5	2.4	3.1	2.5	2.9	2.2
	CI upper bound (%)				20	8	15	11	11	41	51	43	41	43	42	47	39
	CI lower bound (%)				2	0	0	0	0	32	42	34	32	31	32	35	30

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.