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# NSSE 2023

## Multi-Year Report

San Francisco State University

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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 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 <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										
2014	11%	+/- 3.7%	640	431	209	16%	+/- 2.3%	1,555	1,155	400
2015										
2016										
2017	13%	+/- 4.2%	471	305	166	17%	+/- 2.3%	1,490	1,118	372
2018										
2019										
2020	35%	+/- 2.4%	1,085	826	259	34%	+/- 1.8%	2,064	1,805	259
2021										
2022										
2023	13%	+/- 4.0%	528	387	141	15%	+/- 2.7%	1,133	939	194

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014	Email	Census	No	None	No	No	Yes
2015							
2016							
2017	Email	Census	No	None	No	No	Yes
2018							
2019							
2020	Email	Census	Yes	Academic Advising	No	Yes	Yes
2021							
2022							
2023	Email	Census	Yes	None	No	No	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.

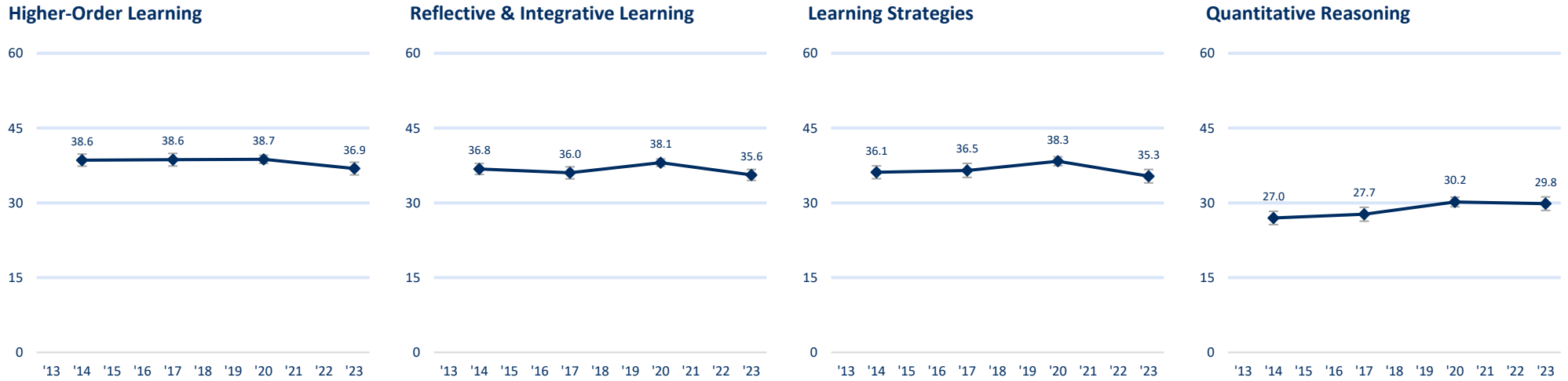
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%)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

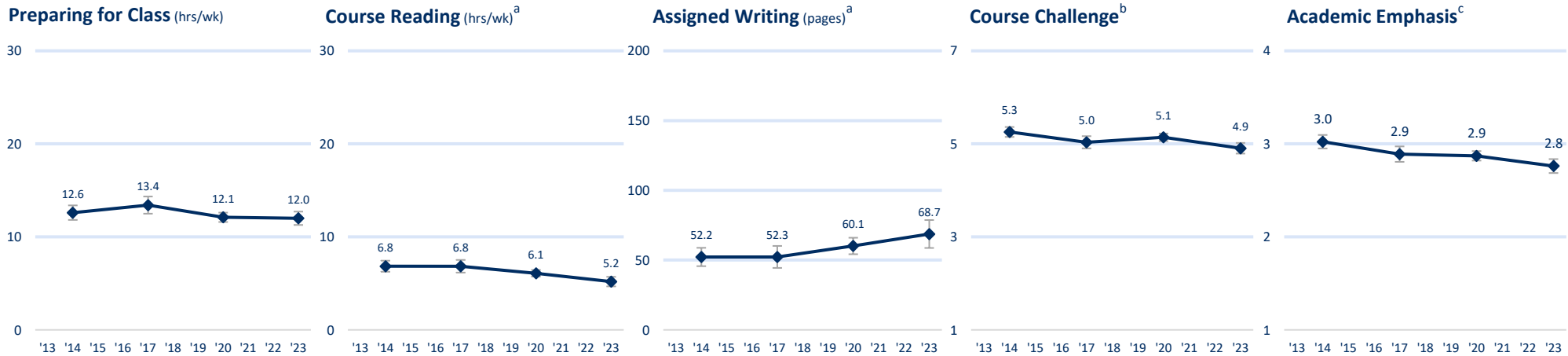
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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").

# NSSE 2023 Multi-Year Report

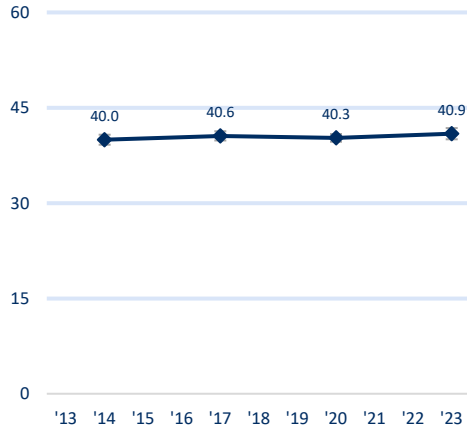
## Engagement Results by Theme

### San Francisco State University

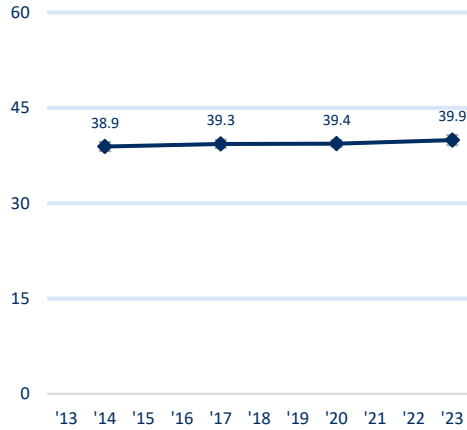
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#### Academic Challenge: Seniors

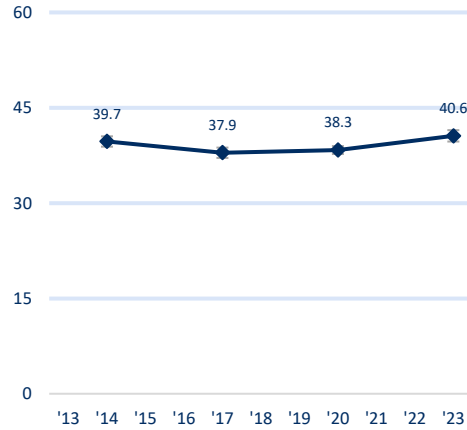
##### Higher-Order Learning



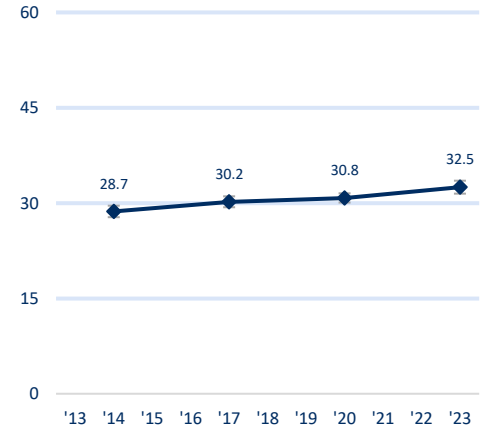
##### Reflective & Integrative Learning



##### Learning Strategies

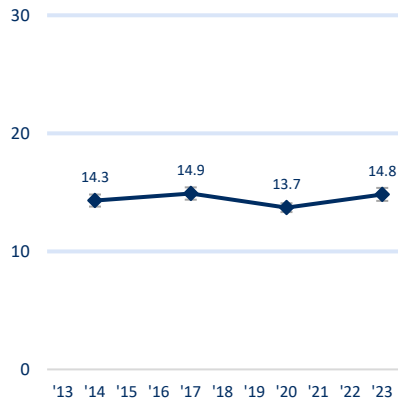


##### Quantitative Reasoning

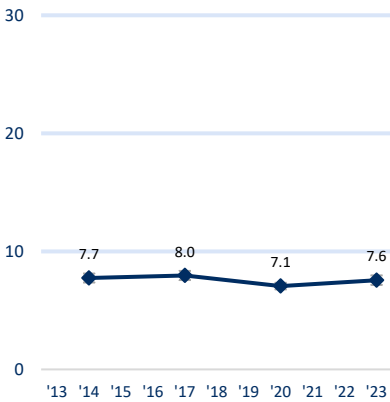


#### Academic Challenge (additional items): Seniors

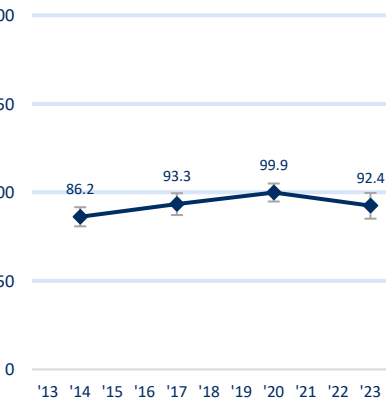
##### Preparing for Class (hrs/wk)



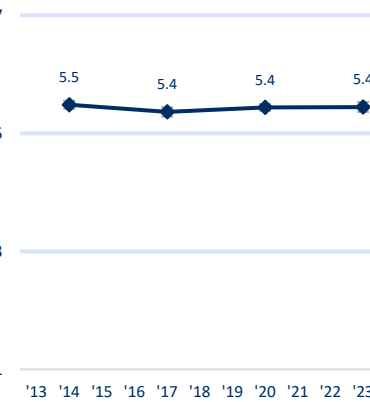
##### Course Reading (hrs/wk)<sup>a</sup>



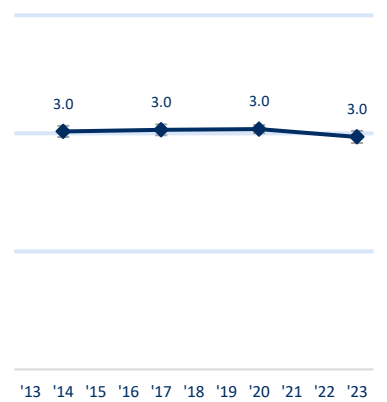
##### Assigned Writing (pages)<sup>a</sup>



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



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



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

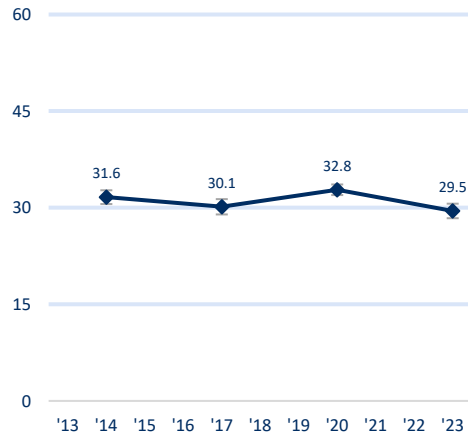
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

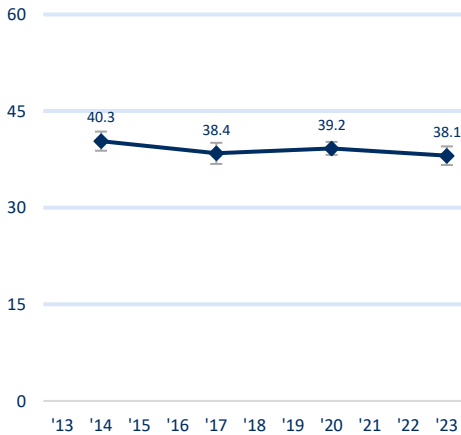
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

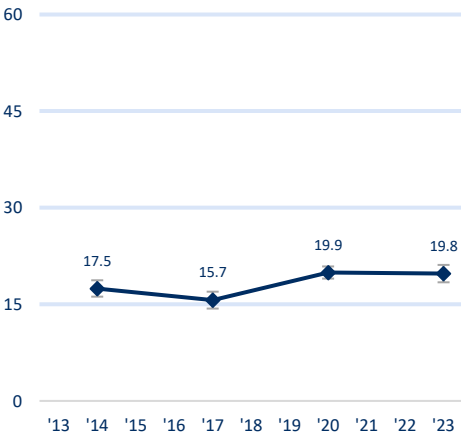


##### Discussions with Diverse Others

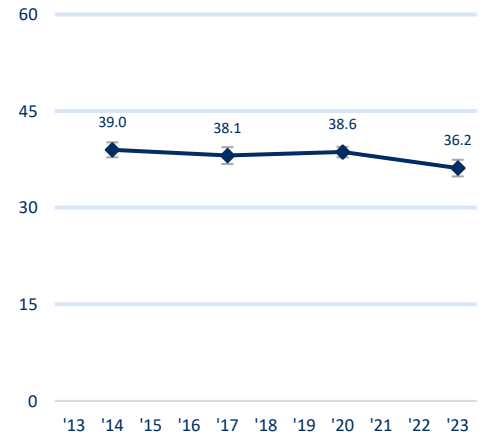


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

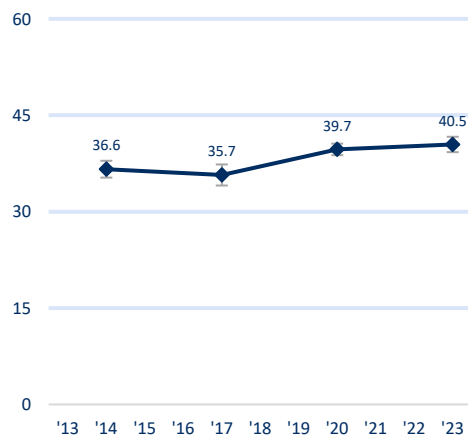


##### Effective Teaching Practices

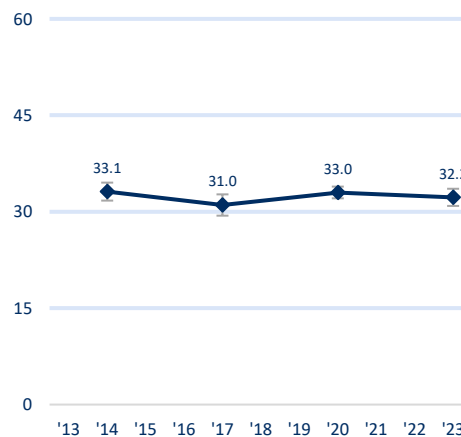


#### Campus Environment: First-year students

##### Quality of Interactions



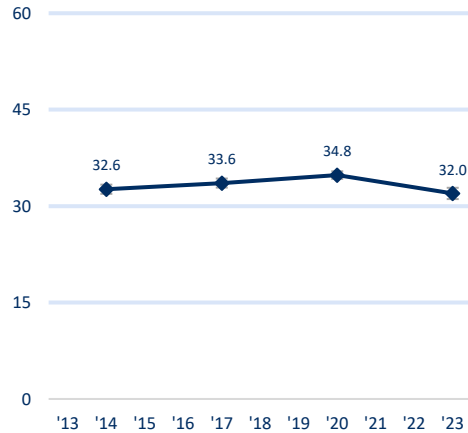
##### Supportive Environment



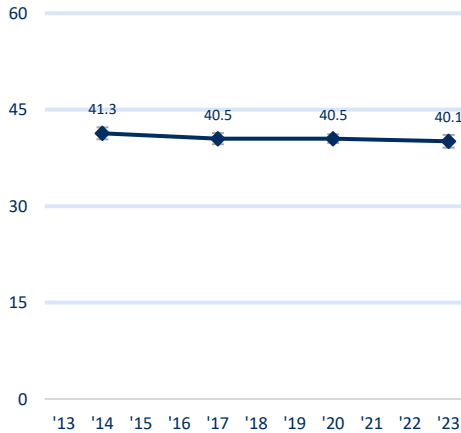
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

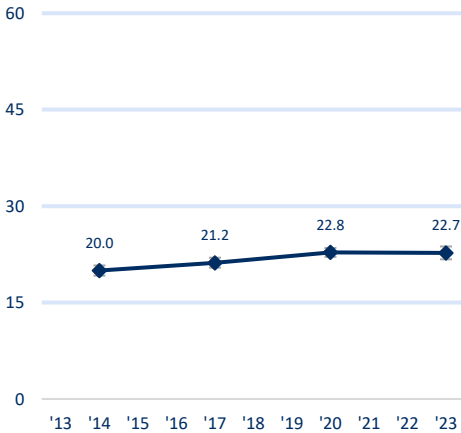


##### Discussions with Diverse Others

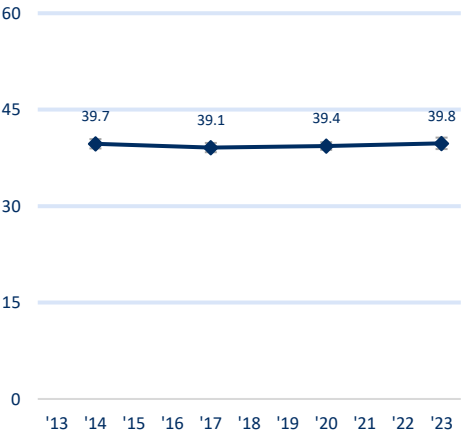


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

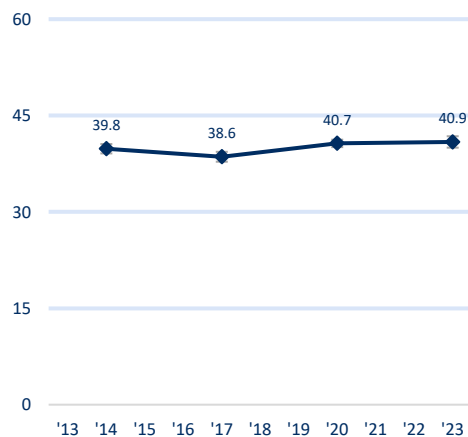


##### Effective Teaching Practices

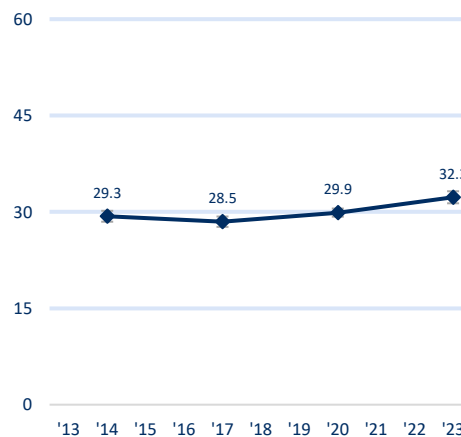


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

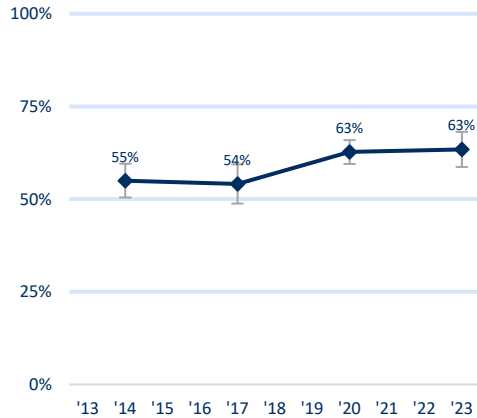


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

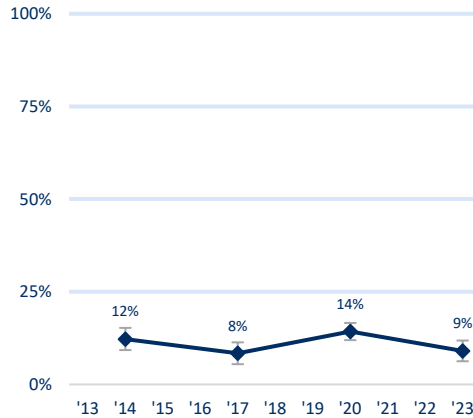
##### Service-Learning

(Some, most, or all courses)



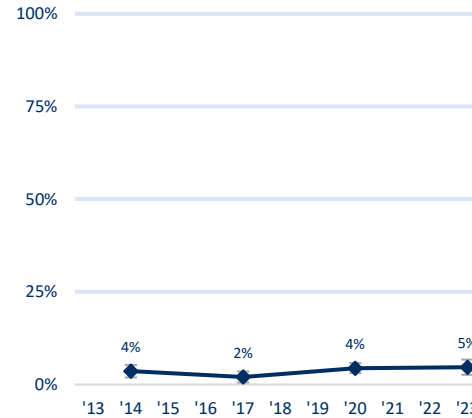
##### Learning Community

(Done or in progress)



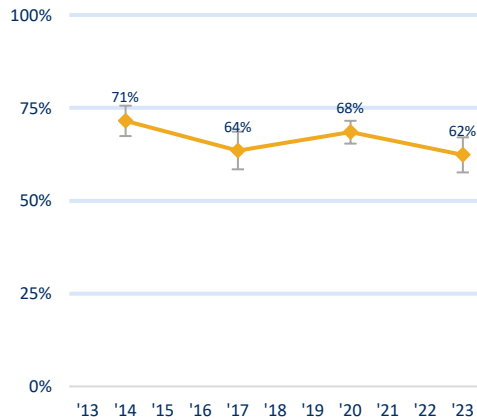
##### Research with Faculty

(Done or in progress)



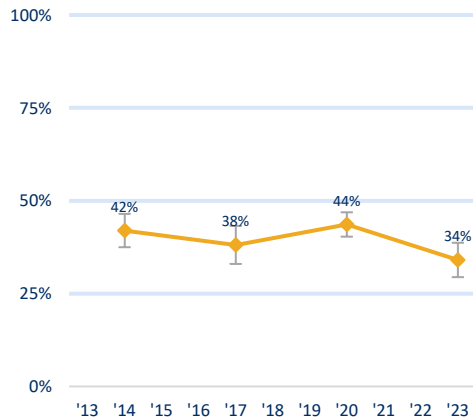
##### Internship/Field Experience

(Plan to do)



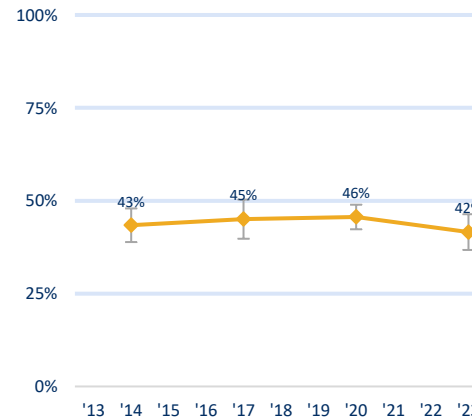
##### Study Abroad

(Plan to do)



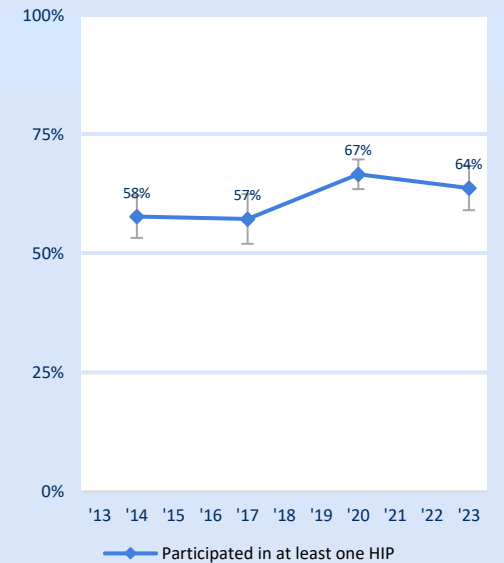
##### Culminating Senior Experience

(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.

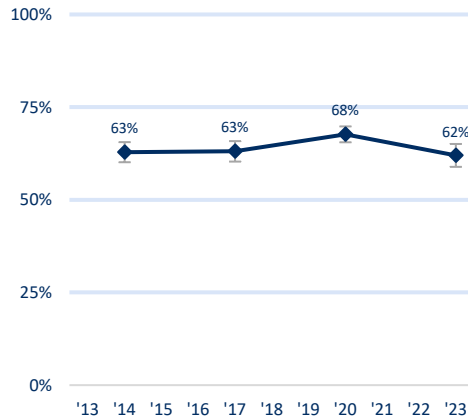


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

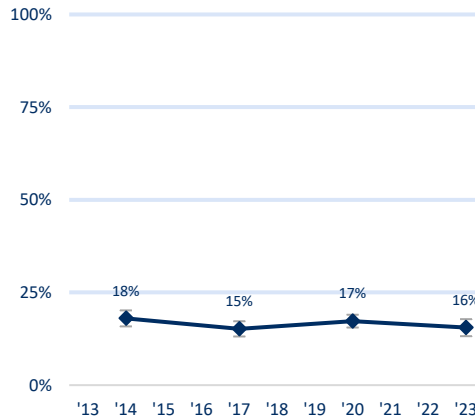
##### Service-Learning

(Some, most, or all courses)



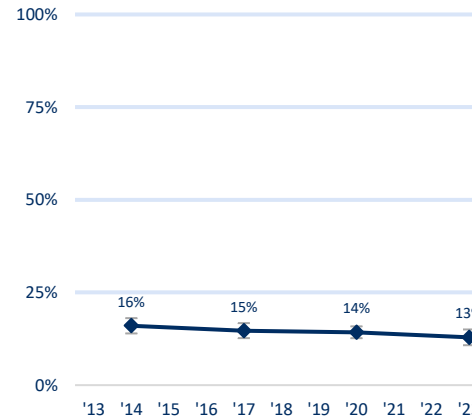
##### Learning Community

(Done or in progress)



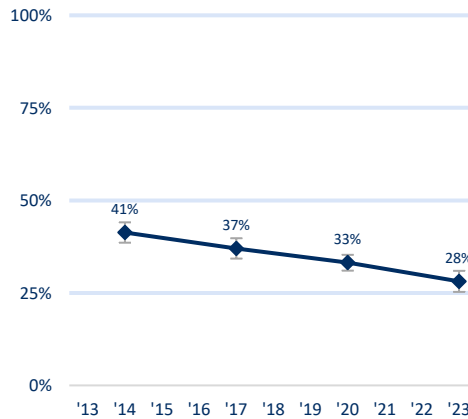
##### Research with Faculty

(Done or in progress)



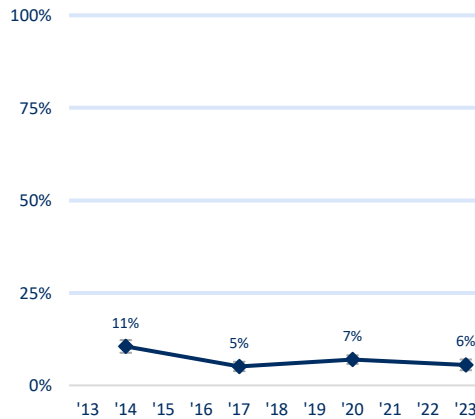
##### Internship/Field Experience

(Done or in progress)



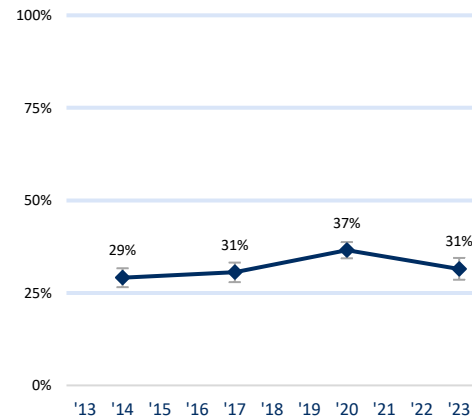
##### Study Abroad

(Done or in progress)



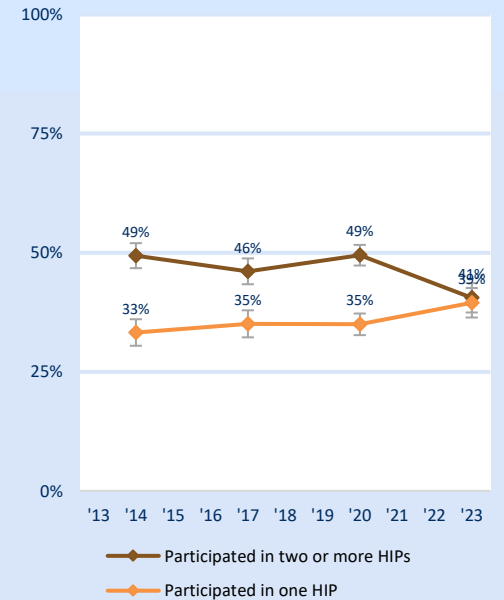
##### Culminating Senior Experience

(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

### San Francisco State University

		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>																							
<b>Higher-Order Learning</b>	Mean		<b>38.6</b>		<b>38.6</b>				<b>38.7</b>		<b>36.9</b>		<b>40.0</b>		<b>40.6</b>		<b>40.3</b>		<b>40.9</b>		<b>40.9</b>		
	n		525		404				924		430		1,345		1,368		1,892		1,005		1,005		
	SD		14.1		13.0				12.7		13.4		14.7		13.7		13.5		14.3		14.3		
	SE		.62		.64				.42		.65		.40		.37		.31		.45		.45		
	CI up bnd		39.8		39.9				39.5		38.1		40.8		41.3		40.9		41.8		41.8		
	CI low bnd		37.4		37.4				37.9		35.6		39.2		39.8		39.7		40.0		40.0		
<b>Reflective &amp; Integrative Learning</b>	Mean		<b>36.8</b>		<b>36.0</b>				<b>38.1</b>		<b>35.6</b>		<b>38.9</b>		<b>39.3</b>		<b>39.4</b>		<b>39.9</b>		<b>39.9</b>		
	n		546		420				991		476		1,401		1,409		1,973		1,070		1,070		
	SD		13.1		12.6				11.7		12.2		13.5		12.6		12.3		13.3		13.3		
	SE		.56		.62				.37		.56		.36		.34		.28		.41		.41		
	CI up bnd		37.9		37.2				38.8		36.7		39.6		40.0		39.9		40.7		40.7		
	CI low bnd		35.7		34.8				37.3		34.5		38.2		38.7		38.8		39.1		39.1		
<b>Learning Strategies</b>	Mean		<b>36.1</b>		<b>36.5</b>				<b>38.3</b>		<b>35.3</b>		<b>39.7</b>		<b>37.9</b>		<b>38.3</b>		<b>40.6</b>		<b>40.6</b>		
	n		457		349				879		409		1,215		1,176		1,848		956		956		
	SD		14.1		13.4				13.4		13.9		14.5		14.2		13.7		14.1		14.1		
	SE		.66		.72				.45		.69		.42		.41		.32		.46		.46		
	CI up bnd		37.4		37.9				39.2		36.7		40.5		38.7		39.0		41.5		41.5		
	CI low bnd		34.8		35.1				37.5		34.0		38.9		37.1		37.7		39.7		39.7		
<b>Quantitative Reasoning</b>	Mean		<b>27.0</b>		<b>27.7</b>				<b>30.2</b>		<b>29.8</b>		<b>28.7</b>		<b>30.2</b>		<b>30.8</b>		<b>32.5</b>		<b>32.5</b>		
	n		534		390				900		412		1,368		1,344		1,868		972		972		
	SD		15.7		14.0				14.7		14.1		17.0		16.1		16.0		16.2		16.2		
	SE		.68		.71				.49		.69		.46		.44		.37		.52		.52		
	CI up bnd		28.3		29.1				31.1		31.2		29.6		31.1		31.5		33.5		33.5		
	CI low bnd		25.6		26.3				29.2		28.5		27.8		29.3		30.1		31.5		31.5		
<i>Academic Challenge (additional items)</i>																							
<b>Preparing for Class (hours/week)</b>	Mean		<b>12.6</b>		<b>13.4</b>				<b>12.1</b>		<b>12.0</b>		<b>14.3</b>		<b>14.9</b>		<b>13.7</b>		<b>14.8</b>		<b>14.8</b>		
	n		419		315				852		386		1,134		1,115		1,830		942		942		
	SD		8.2		8.4				7.5		7.2		8.8		8.9		8.2		8.6		8.6		
	SE		.40		.47				.26		.37		.26		.27		.19		.28		.28		
	CI up bnd		13.4		14.3				12.6		12.7		14.8		15.4		14.1		15.4		15.4		
	CI low bnd		11.8		12.5				11.6		11.3		13.8		14.4		13.3		14.3		14.3		
<b>Course Reading</b> Est. hrs per week calculated from two items.	Mean		<b>6.8</b>		<b>6.8</b>				<b>6.1</b>		<b>5.2</b>		<b>7.7</b>		<b>8.0</b>		<b>7.1</b>		<b>7.6</b>		<b>7.6</b>		
	n		407		311				847		377		1,104		1,103		1,813		928		928		
	SD		6.1		6.1				5.3		5.1		6.4		6.5		6.0		6.3		6.3		
	SE		.30		.35				.18		.26		.19		.20		.14		.21		.21		
	CI up bnd		7.4		7.5				6.4		5.7		8.1		8.3		7.3		8.0		8.0		
	CI low bnd		6.2		6.2				5.7		4.7		7.4		7.6		6.8		7.2		7.2		

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

### San Francisco State University

		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 (additional items, continued)</i>																							
<b>Assigned Writing</b>	<i>Mean</i>	<b>52.2</b>			<b>52.3</b>				<b>60.1</b>			<b>68.7</b>	<b>86.2</b>			<b>93.3</b>			<b>99.9</b>			<b>92.4</b>	
Estimated number of pages calculated from three survey questions.	<i>n</i>	420			351				891			407	1,100			1,185			1,866			968	
	<i>SD</i>	68.7			75.3				90.0			103.0	91.6			108.2			112.3			115.3	
	<i>SE</i>	3.36			4.02				3.01			5.11	2.76			3.14			2.60			3.71	
	<i>CI up bnd</i>	58.8			60.2				66.0			78.7	91.6			99.5			105.0			99.7	
	<i>CI low bnd</i>	45.7			44.4				54.2			58.7	80.8			87.2			94.8			85.1	
<b>Course Challenge</b>	<i>Mean</i>	<b>5.3</b>			<b>5.0</b>				<b>5.1</b>			<b>4.9</b>	<b>5.5</b>			<b>5.4</b>			<b>5.4</b>			<b>5.4</b>	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	468			347				886			410	1,230			1,187			1,862			962	
	<i>SD</i>	1.2			1.2				1.2			1.2	1.2			1.4			1.3			1.3	
	<i>SE</i>	.05			.07				.04			.06	.04			.04			.03			.04	
	<i>CI up bnd</i>	5.4			5.2				5.2			5.0	5.6			5.4			5.5			5.5	
	<i>CI low bnd</i>	5.1			4.9				5.1			4.8	5.4			5.3			5.4			5.4	
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.0</b>			<b>2.9</b>				<b>2.9</b>			<b>2.8</b>	<b>3.0</b>			<b>3.0</b>			<b>3.0</b>			<b>3.0</b>	
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	427			320				860			395	1,142			1,126			1,842			948	
	<i>SD</i>	0.8			0.8				0.8			0.8	0.8			0.8			0.8			0.8	
	<i>SE</i>	.04			.04				.03			.04	.02			.02			.02			.03	
	<i>CI up bnd</i>	3.1			3.0				2.9			2.8	3.1			3.1			3.1			3.0	
	<i>CI low bnd</i>	3.0			2.8				2.8			2.7	3.0			3.0			3.0			2.9	
<i>Learning with Peers</i>																							
<b>Collaborative Learning</b>	<i>Mean</i>	<b>31.6</b>			<b>30.1</b>				<b>32.8</b>			<b>29.5</b>	<b>32.6</b>			<b>33.6</b>			<b>34.8</b>			<b>32.0</b>	
	<i>n</i>	569			446				1,052			502	1,441			1,453			2,012			1,097	
	<i>SD</i>	13.0			12.8				13.6			12.9	13.8			13.7			13.5			14.8	
	<i>SE</i>	.54			.61				.42			.58	.36			.36			.30			.45	
	<i>CI up bnd</i>	32.7			31.3				33.6			30.6	33.3			34.3			35.4			32.8	
	<i>CI low bnd</i>	30.6			29.0				32.0			28.4	31.9			32.9			34.2			31.1	
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>40.3</b>			<b>38.4</b>				<b>39.2</b>			<b>38.1</b>	<b>41.3</b>			<b>40.5</b>			<b>40.5</b>			<b>40.1</b>	
	<i>n</i>	464			352				886			411	1,221			1,185			1,865			966	
	<i>SD</i>	16.3			15.7				15.3			14.9	16.5			15.3			14.9			15.7	
	<i>SE</i>	.76			.84				.51			.74	.47			.44			.34			.51	
	<i>CI up bnd</i>	41.8			40.1				40.2			39.5	42.2			41.4			41.2			41.1	
	<i>CI low bnd</i>	38.8			36.8				38.2			36.6	40.4			39.6			39.8			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).

# NSSE 2023 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### San Francisco State University

		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>																							
<b>Student-Faculty Interaction</b>	<i>Mean</i>		17.5		15.7				19.9		19.8		20.0				21.2		22.8		22.7		
	<i>n</i>		537		407				953		455		1,382				1,376		1,925		1,038		
	<i>SD</i>		15.0		13.5				14.9		14.7		15.0				14.6		15.6		16.4		
	<i>SE</i>		.65		.67				.48		.69		.40				.39		.35		.51		
	<i>CI up bnd</i>		18.7		17.0				20.9		21.1		20.8				22.0		23.5		23.7		
<i>CI low bnd</i>		16.2		14.3				19.0		18.4		19.2				20.4		22.1		21.7			
<b>Effective Teaching Practices</b>	<i>Mean</i>		39.0		38.1				38.6		36.2		39.7				39.1		39.4		39.8		
	<i>n</i>		547		403				923		428		1,386				1,373		1,915		1,005		
	<i>SD</i>		13.9		13.4				12.7		13.6		13.8				13.6		13.4		14.4		
	<i>SE</i>		.59		.67				.42		.66		.37				.37		.31		.45		
	<i>CI up bnd</i>		40.2		39.4				39.5		37.4		40.4				39.8		39.9		40.7		
<i>CI low bnd</i>		37.8		36.8				37.8		34.9		39.0				38.4		38.8		38.9			
<i>Campus Environment</i>																							
<b>Quality of Interactions</b>	<i>Mean</i>		36.6		35.7				39.7		40.5		39.8				38.6		40.7		40.9		
	<i>n</i>		434		300				789		352		1,154				1,117		1,760		872		
	<i>SD</i>		13.9		14.5				12.8		11.4		12.7				13.1		12.3		13.4		
	<i>SE</i>		.67		.84				.46		.61		.37				.39		.29		.45		
	<i>CI up bnd</i>		37.9		37.3				40.6		41.7		40.6				39.4		41.2		41.8		
<i>CI low bnd</i>		35.3		34.1				38.8		39.3		39.1				37.8		40.1		40.0			
<b>Supportive Environment</b>	<i>Mean</i>		33.1		31.0				33.0		32.2		29.3				28.5		29.9		32.3		
	<i>n</i>		418		312				856		385		1,130				1,113		1,822		944		
	<i>SD</i>		14.6		14.9				13.6		13.4		14.5				13.7		13.8		14.7		
	<i>SE</i>		.71		.85				.47		.68		.43				.41		.32		.48		
	<i>CI up bnd</i>		34.5		32.7				33.9		33.6		30.2				29.3		30.5		33.2		
<i>CI low bnd</i>		31.7		29.4				32.1		30.9		28.5				27.7		29.3		31.3			

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											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<b>Service-Learning<sup>a</sup></b>	%		<b>55</b>			<b>54</b>			<b>63</b>		<b>63</b>		<b>63</b>			<b>63</b>			<b>68</b>		<b>62</b>		<b>62</b>
	n		460			341			869		399		1,220			1,174			1,837		950		950
	SE		2.3			2.7			1.6		2.4		1.4			1.4			1.1		1.6		1.6
	CI up bnd		60			59			66		68		66			66			70		65		65
	CI low bnd		50			49			59		59		60			60			66		59		59
<b>Learning Community<sup>a</sup></b>	%		<b>12</b>			<b>8</b>			<b>14</b>		<b>9</b>		<b>18</b>			<b>15</b>			<b>17</b>		<b>16</b>		<b>16</b>
	n		464			342			879		406		1,218			1,169			1,853		955		955
	SE		1.5			1.5			1.2		1.4		1.1			1.1			0.9		1.2		1.2
	CI up bnd		15			11			17		12		20			17			19		18		18
	CI low bnd		9			5			12		6		16			13			16		13		13
<b>Research with Faculty<sup>a</sup></b>	%		<b>4</b>			<b>2</b>			<b>4</b>		<b>5</b>		<b>16</b>			<b>15</b>			<b>14</b>		<b>13</b>		<b>13</b>
	n		461			345			875		407		1,213			1,178			1,850		955		955
	SE		0.9			0.8			0.7		1.0		1.1			1.0			0.8		1.1		1.1
	CI up bnd		5			3			6		7		18			17			16		15		15
	CI low bnd		2			1			3		3		14			13			13		11		11
<b>Internship or Field Experience<sup>b</sup></b>	%		<b>71</b>			<b>64</b>			<b>68</b>		<b>62</b>		<b>41</b>			<b>37</b>			<b>33</b>		<b>28</b>		<b>28</b>
	n		471			348			884		406		1,229			1,182			1,863		963		963
	SE		2.1			2.6			1.6		2.4		1.4			1.4			1.1		1.4		1.4
	CI up bnd		76			69			72		67		44			40			35		31		31
	CI low bnd		67			58			65		58		39			34			31		25		25
<b>Study Abroad<sup>b</sup></b>	%		<b>42</b>			<b>38</b>			<b>44</b>		<b>34</b>		<b>11</b>			<b>5</b>			<b>7</b>		<b>6</b>		<b>6</b>
	n		467			346			879		405		1,223			1,177			1,845		958		958
	SE		2.3			2.6			1.7		2.4		0.9			0.6			0.6		0.7		0.7
	CI up bnd		46			43			47		39		12			6			8		7		7
	CI low bnd		37			33			40		29		9			4			6		4		4
<b>Culminating Senior Experience<sup>b</sup></b>	%		<b>43</b>			<b>45</b>			<b>46</b>		<b>42</b>		<b>29</b>			<b>31</b>			<b>37</b>		<b>31</b>		<b>31</b>
	n		461			343			874		404		1,214			1,174			1,850		958		958
	SE		2.3			2.7			1.7		2.5		1.3			1.3			1.1		1.5		1.5
	CI up bnd		48			50			49		46		32			33			39		34		34
	CI low bnd		39			40			42		37		27			28			34		29		29
<b>Overall HIP Participation<sup>c</sup></b>																							
<b>Participated in one HIP</b>	%		<b>48</b>			<b>51</b>			<b>54</b>		<b>54</b>		<b>33</b>			<b>35</b>			<b>35</b>		<b>39</b>		<b>39</b>
	n		472			345			882		408		1,238			1,189			1,866		965		965
	SE		2.3			2.7			1.7		2.5		1.3			1.4			1.1		1.6		1.6
	CI up bnd		53			57			58		59		36			38			37		43		43
	CI low bnd		44			46			51		50		31			32			33		36		36
<b>Participated in two or more HIPs</b>	%		<b>9</b>			<b>6</b>			<b>12</b>		<b>9</b>		<b>49</b>			<b>46</b>			<b>49</b>		<b>41</b>		<b>41</b>
	n		472			345			882		408		1,238			1,189			1,866		965		965
	SE		1.3			1.3			1.1		1.4		1.4			1.4			1.2		1.6		1.6
	CI up bnd		12			8			14		12		52			49			52		44		44
	CI low bnd		7			3			10		6		47			43			47		37		37

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.