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# NSSE 2021

## Multi-Year Report

The University of Toledo

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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

<a href="#">Administration Summaries (p. 3)</a>	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
<a href="#">Engagement Results by Theme (pp. 4-7)</a>	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
<a href="#">High-Impact Practices (pp. 8-9)</a>	Results for six HIPs are displayed. First-year student results indicate students who participated in 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.
<a href="#">Detailed Statistics (pp. 10-13)</a>	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

### Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

### For further investigation

The Report Builder, 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 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	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

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	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

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.

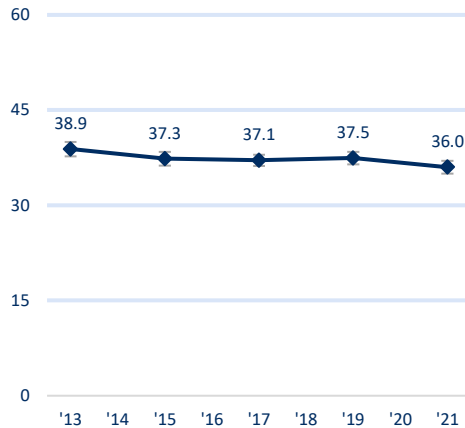
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

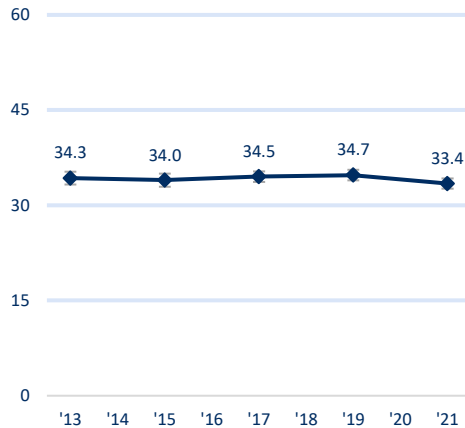
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

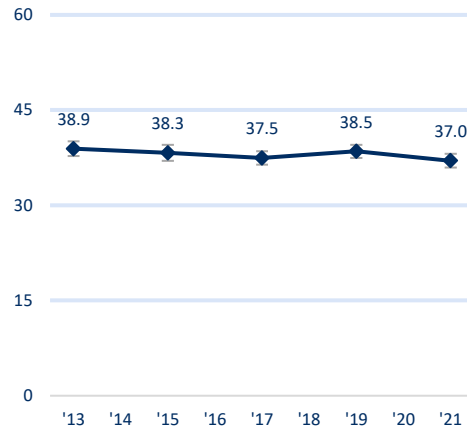
##### Higher-Order Learning



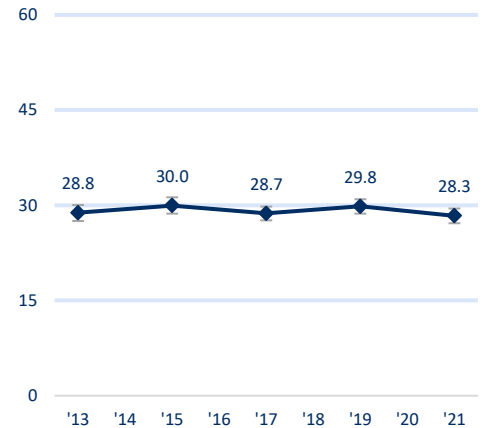
##### Reflective & Integrative Learning



##### Learning Strategies

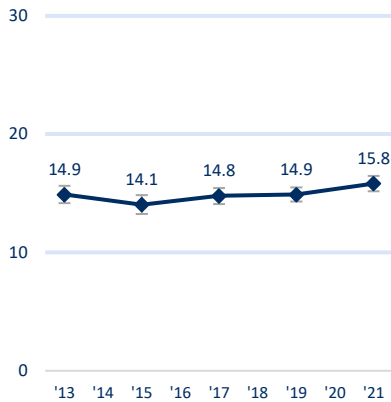


##### Quantitative Reasoning

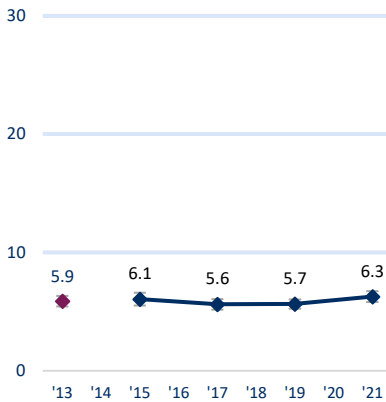


#### Academic Challenge (additional items): First-year students

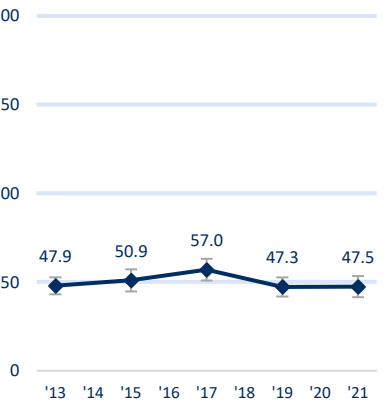
##### Preparing for Class (hrs/wk)



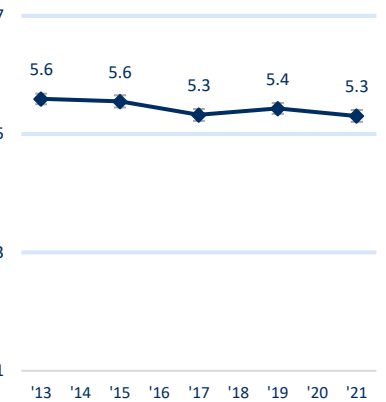
##### Course Reading (hrs/wk)<sup>a</sup>



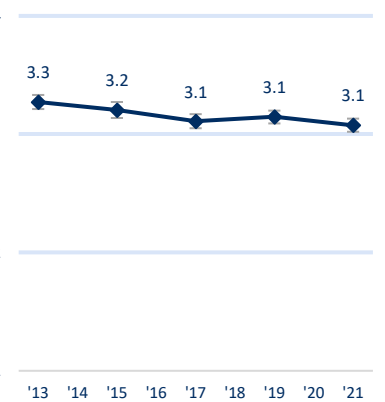
##### Assigned Writing (pages)<sup>a</sup>



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



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



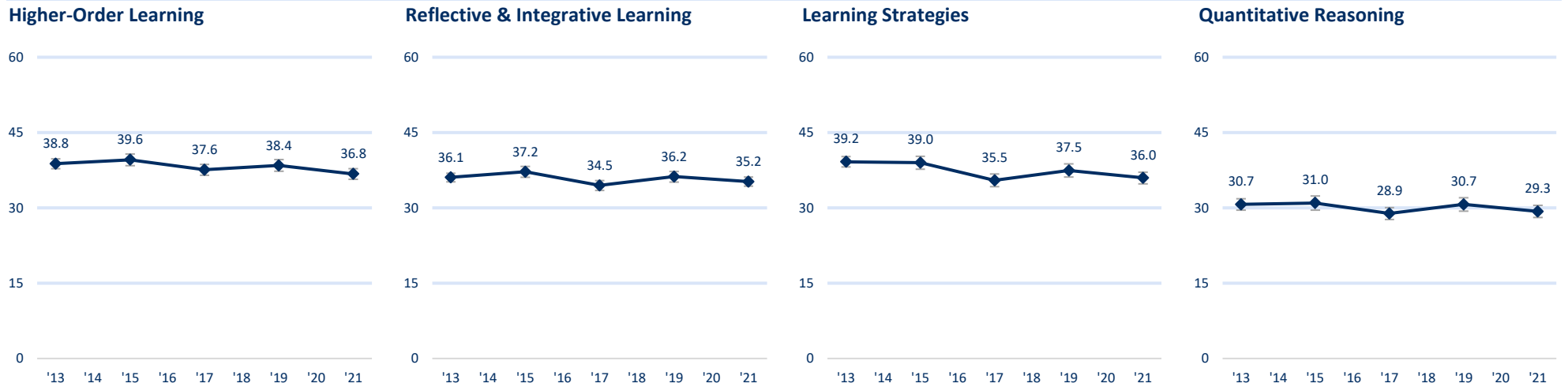
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

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

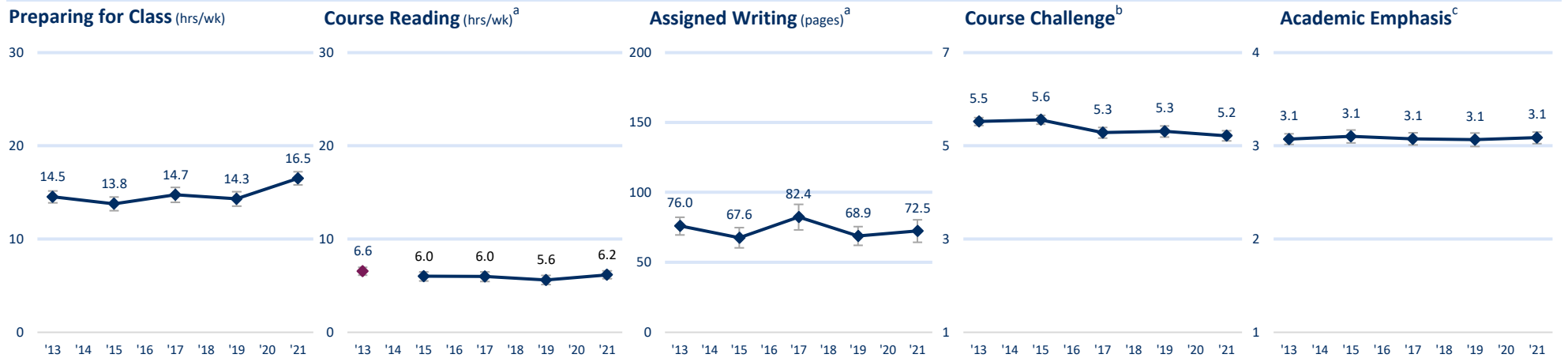
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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



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



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.

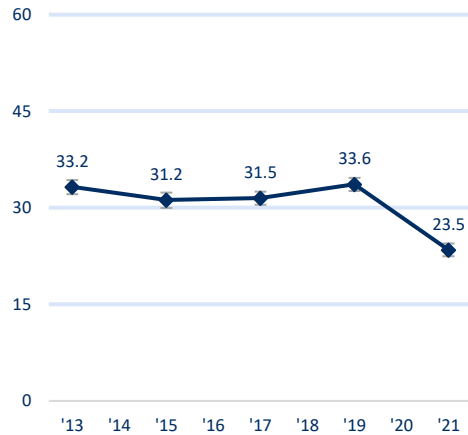
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

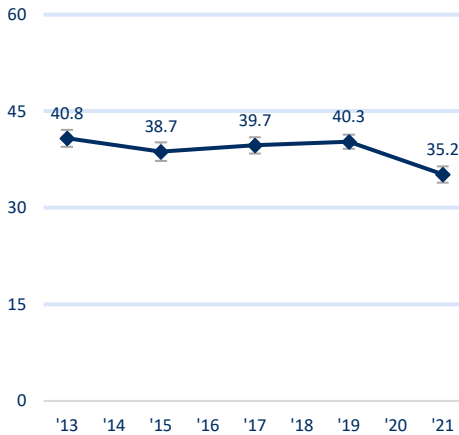
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

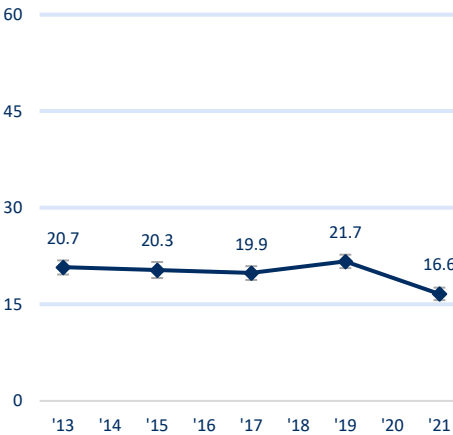


##### Discussions with Diverse Others

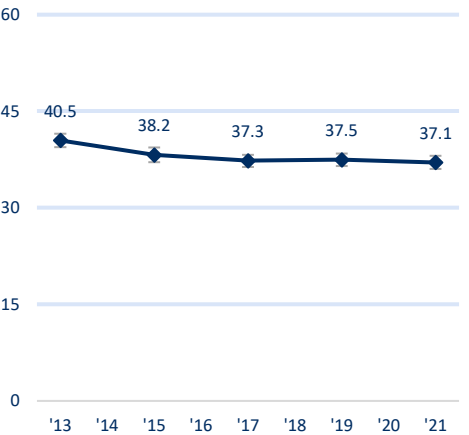


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

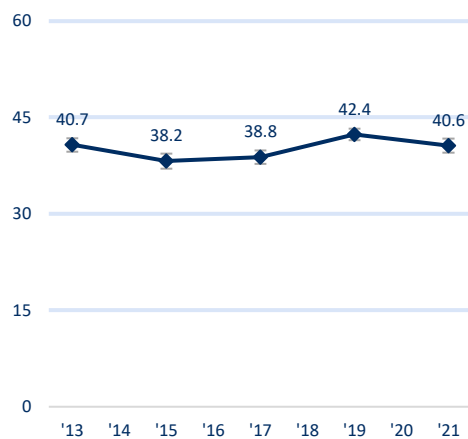


##### Effective Teaching Practices

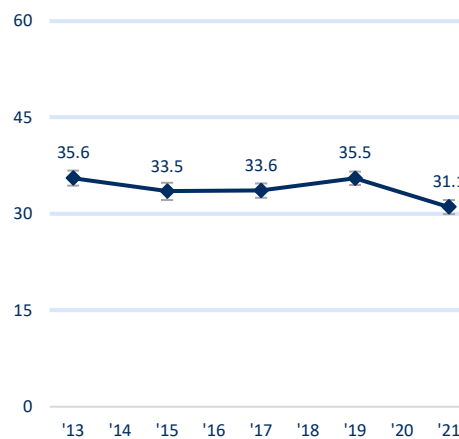


#### Campus Environment: First-year students

##### Quality of Interactions



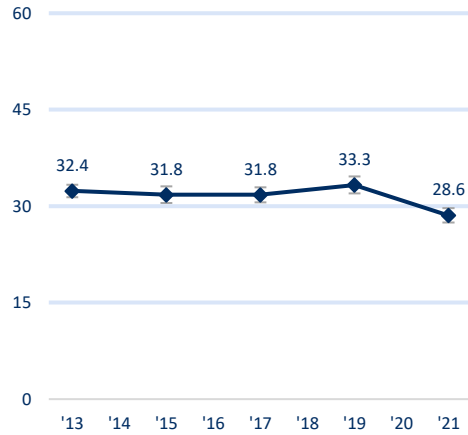
##### Supportive Environment



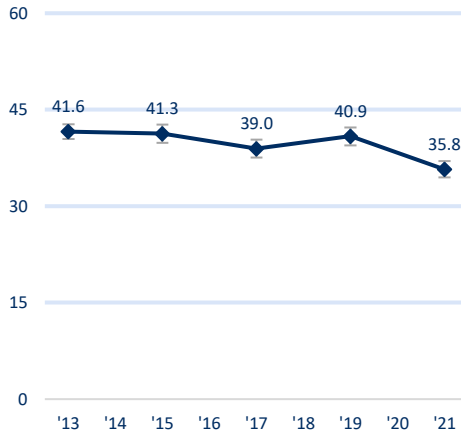
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

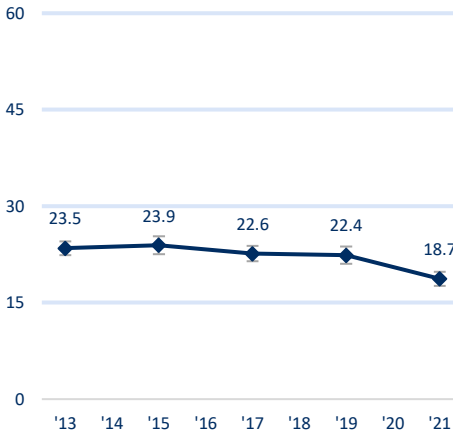


##### Discussions with Diverse Others

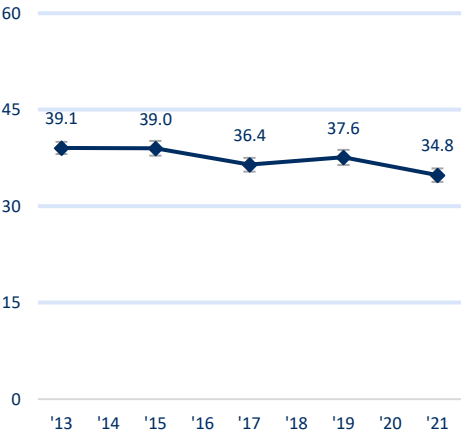


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

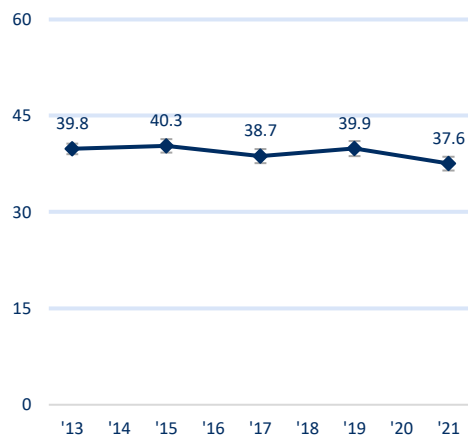


##### Effective Teaching Practices

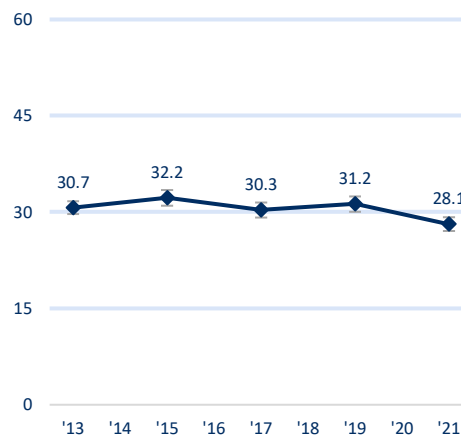


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

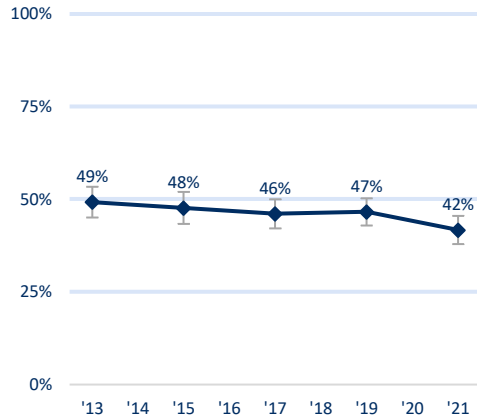


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

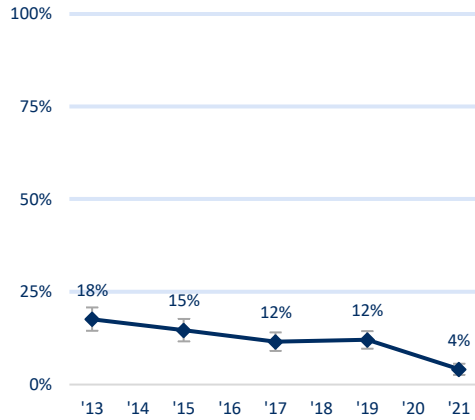
#### Service-Learning

(Some, most, or all courses)



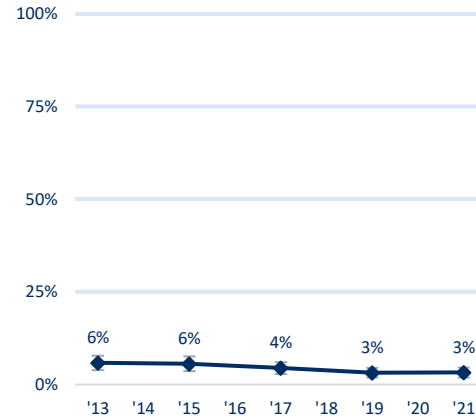
#### Learning Community

(Done or in progress)



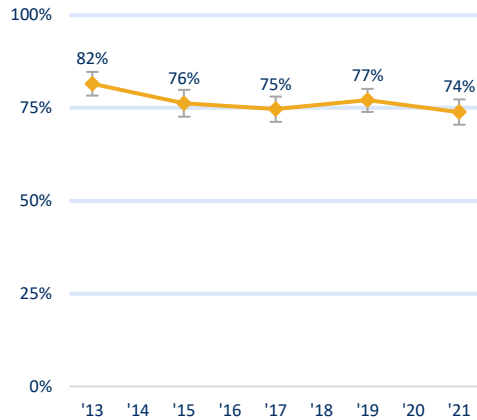
#### Research with Faculty

(Done or in progress)



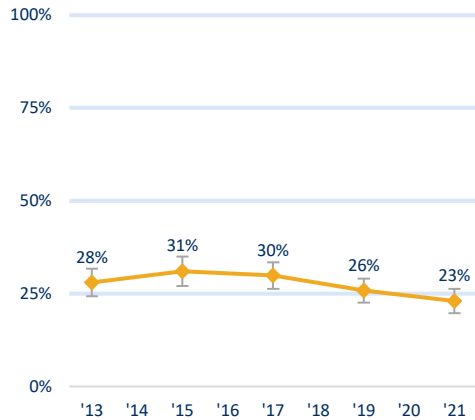
#### Internship/Field Experience

(Plan to do)



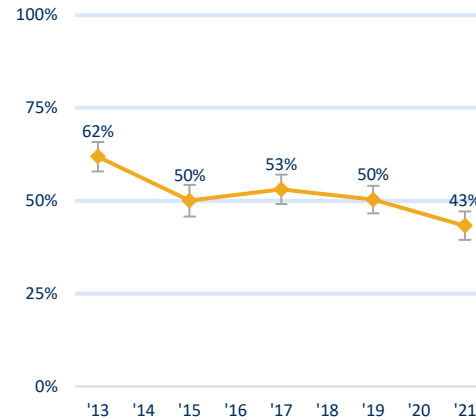
#### Study Abroad

(Plan to do)



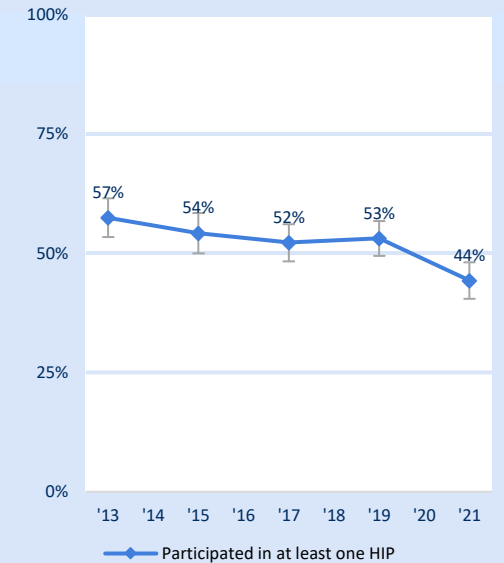
#### Culminating Senior Experience

(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.



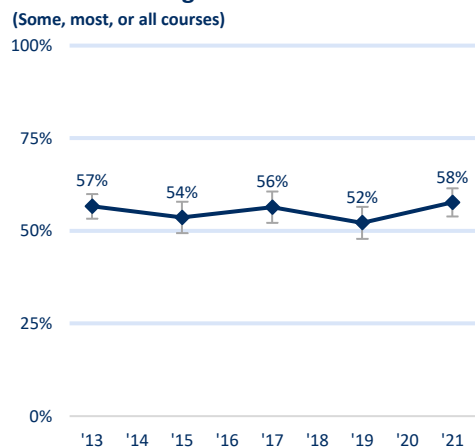
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



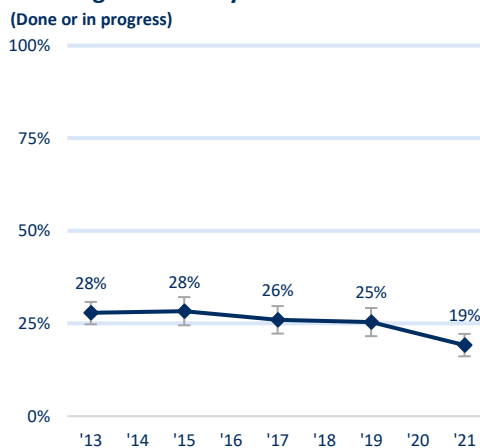
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

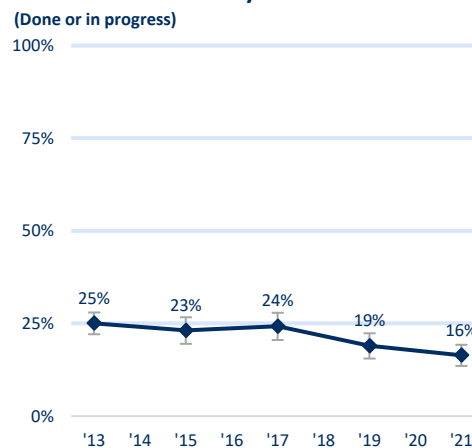
#### Service-Learning (Some, most, or all courses)



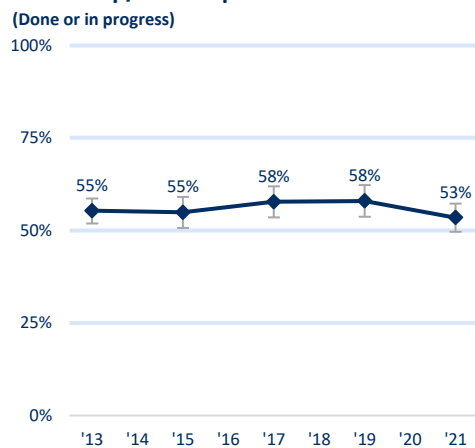
#### Learning Community (Done or in progress)



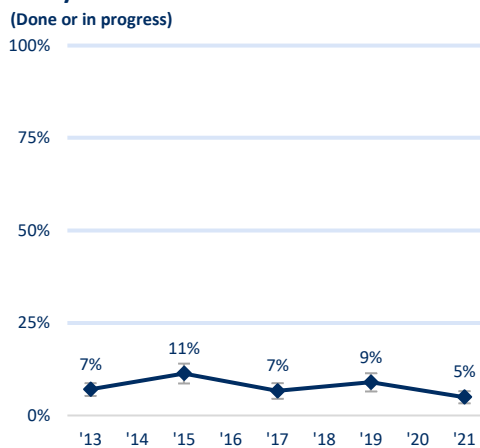
#### Research with Faculty (Done or in progress)



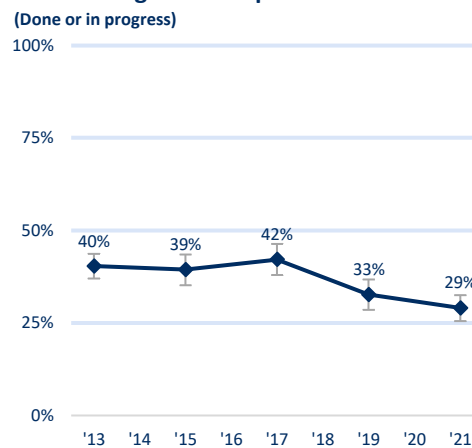
#### Internship/Field Experience (Done or in progress)



#### Study Abroad (Done or in progress)

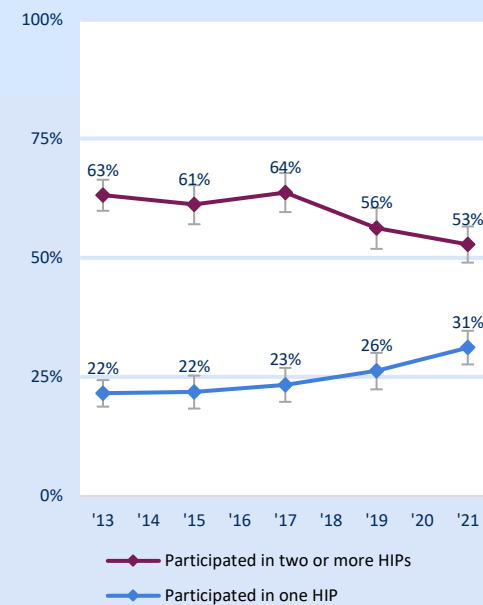


#### Culminating Senior Experience (Done or in progress)



#### 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.

# NSSE 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### The University of Toledo

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

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

# NSSE 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### The University of Toledo

		First-year students							Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21	
<i>Academic Challenge (additional items, continued)</i>																				
<b>Assigned Writing</b>	<i>Mean</i>	<b>47.9</b>		<b>50.9</b>		<b>57.0</b>		<b>47.3</b>		<b>47.5</b>		<b>76.0</b>		<b>67.6</b>		<b>82.4</b>		<b>68.9</b>		<b>72.5</b>
Estimated number of pages calculated from three survey questions.	<i>n</i>	527		509		647		723		658		762		483		533		523		658
	<i>SD</i>	56.4		71.5		79.8		75.2		77.3		88.4		81.1		107.7		78.6		105.5
	<i>SE</i>	2.46		3.17		3.14		2.80		3.01		3.20		3.69		4.66		3.44		4.12
	<i>CI upper bound</i>	52.7		57.1		63.1		52.8		53.4		82.2		74.9		91.6		75.6		80.5
	<i>CI lower bound</i>	43.1		44.7		50.8		41.8		41.6		69.7		60.4		73.3		62.1		64.4
<b>Course Challenge</b>	<i>Mean</i>	<b>5.6</b>		<b>5.6</b>		<b>5.3</b>		<b>5.4</b>		<b>5.3</b>		<b>5.5</b>		<b>5.6</b>		<b>5.3</b>		<b>5.3</b>		<b>5.2</b>
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	567		534		632		714		652		848		544		534		514		662
	<i>SD</i>	1.1		1.2		1.3		1.3		1.3		1.3		1.1		1.4		1.4		1.4
	<i>SE</i>	.05		.05		.05		.05		.05		.04		.05		.06		.06		.06
	<i>CI upper bound</i>	5.7		5.7		5.4		5.5		5.4		5.6		5.7		5.4		5.4		5.3
	<i>CI lower bound</i>	5.5		5.5		5.2		5.3		5.2		5.4		5.5		5.2		5.2		5.1
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.3</b>		<b>3.2</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>		<b>3.1</b>
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	550		484		581		708		642		821		509		503		506		659
	<i>SD</i>	0.7		0.8		0.7		0.7		0.7		0.8		0.8		0.8		0.8		0.8
	<i>SE</i>	.03		.03		.03		.03		.03		.03		.03		.03		.04		.03
	<i>CI upper bound</i>	3.3		3.3		3.2		3.2		3.1		3.1		3.2		3.1		3.1		3.1
	<i>CI lower bound</i>	3.2		3.1		3.0		3.1		3.0		3.0		3.0		3.0		3.0		3.0
<i>Learning with Peers</i>																				
<b>Collaborative Learning</b>	<i>Mean</i>	<b>33.2</b>		<b>31.2</b>		<b>31.5</b>		<b>33.6</b>		<b>23.5</b>		<b>32.4</b>		<b>31.8</b>		<b>31.8</b>		<b>33.3</b>		<b>28.6</b>
	<i>n</i>	630		605		775		824		792		891		592		617		563		762
	<i>SD</i>	13.9		15.1		14.5		15.1		14.5		15.0		15.8		14.8		16.2		15.9
	<i>SE</i>	.55		.61		.52		.53		.51		.50		.65		.60		.68		.58
	<i>CI upper bound</i>	34.3		32.4		32.5		34.7		24.5		33.4		33.1		32.9		34.6		29.7
	<i>CI lower bound</i>	32.1		30.0		30.5		32.6		22.5		31.4		30.5		30.6		32.0		27.5
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>40.8</b>		<b>38.7</b>		<b>39.7</b>		<b>40.3</b>		<b>35.2</b>		<b>41.6</b>		<b>41.3</b>		<b>39.0</b>		<b>40.9</b>		<b>35.8</b>
	<i>n</i>	567		530		640		719		661		835		546		534		522		658
	<i>SD</i>	16.2		17.0		16.4		15.1		16.7		16.7		16.8		16.4		16.1		16.8
	<i>SE</i>	.68		.74		.65		.56		.65		.58		.72		.71		.71		.65
	<i>CI upper bound</i>	42.1		40.2		41.0		41.4		36.5		42.7		42.7		40.4		42.3		37.0
	<i>CI lower bound</i>	39.5		37.3		38.4		39.2		33.9		40.5		39.9		37.6		39.5		34.5

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 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### The University of Toledo

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

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).

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

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.