
NSSE 2025

Multi-Year Report

Texas A&M International University

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.

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Administration Summaries

Texas A&M International University

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

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	12%	+/- 5.6%	269	188	81	22%	+/- 4.8%	331	265	66
2014										
2015										
2016	14%	+/- 10.4%	85	66	19	13%	+/- 10.9%	76	60	16
2017										
2018	16%	+/- 5.1%	306	240	66	15%	+/- 5.9%	236	208	28
2019										
2020	20%	+/- 4.4%	387	265	122	17%	+/- 4.7%	357	246	111
2021										
2022										
2023	14%	+/- 5.3%	293	184	109	14%	+/- 7.5%	146	111	35
2024										
2025	7%	+/- 7.9%	144	90	54	5%	+/- 12.7%	56	31	25

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	No	Writing Experiences		Yes	No
2014							
2015							
2016	Regular mail	Census	No	None		No	No
2017							
2018	Email	Census	Yes	Writing Experiences, Sustainability Education Consortium	No	No	No
2019							
2020	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	No
2021							
2022							
2023	Email	Census	Yes	Academic Advising, Mental Health	No	No	No
2024							
2025	Email	Census	No	None	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. When applied, results will be unweighted.

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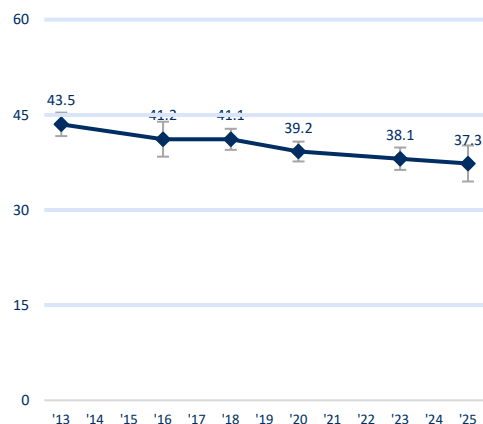
Engagement Results by Theme

Texas A&M International University

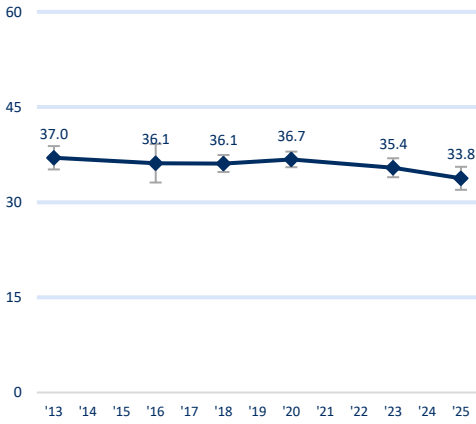
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

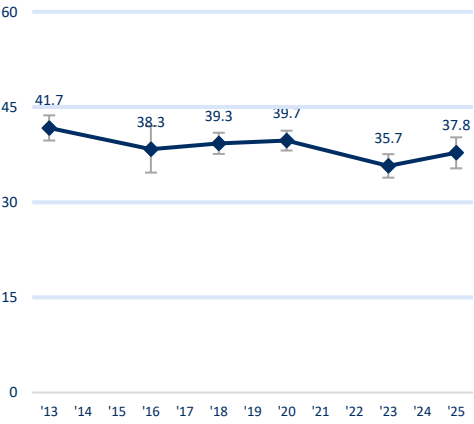
Higher-Order Learning



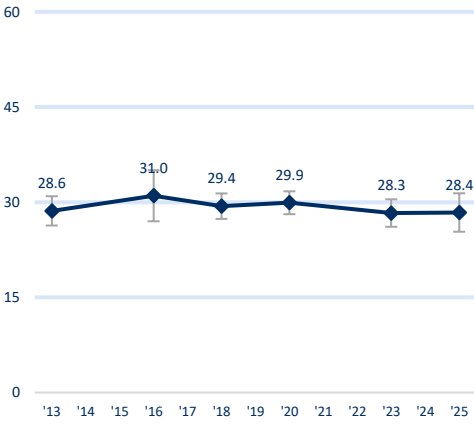
Reflective & Integrative Learning



Learning Strategies

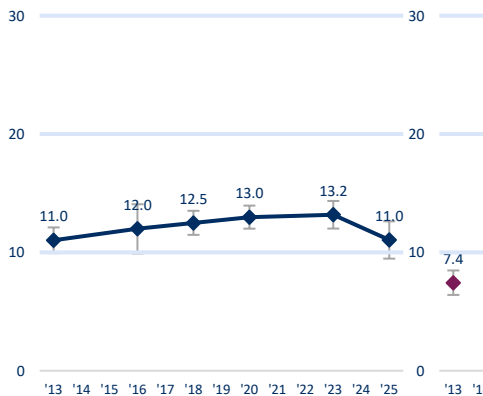


Quantitative Reasoning

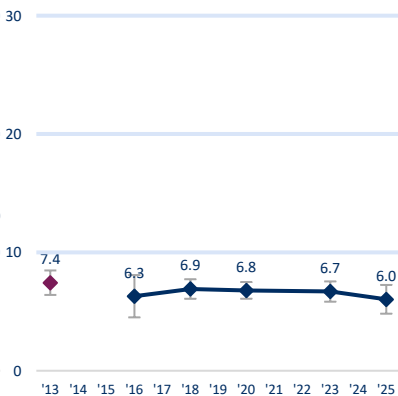


Academic Challenge (additional items): First-year students

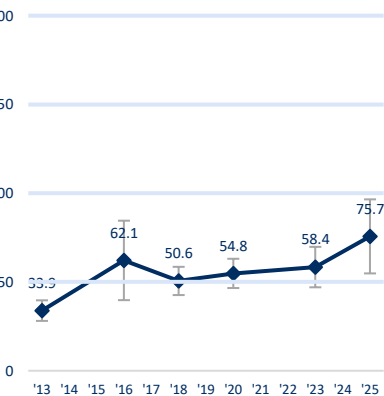
Preparing for Class (hrs/wk)



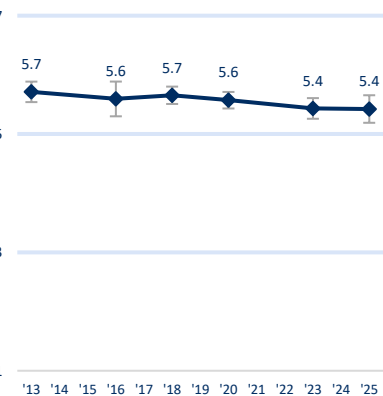
Course Reading (hrs/wk)^a



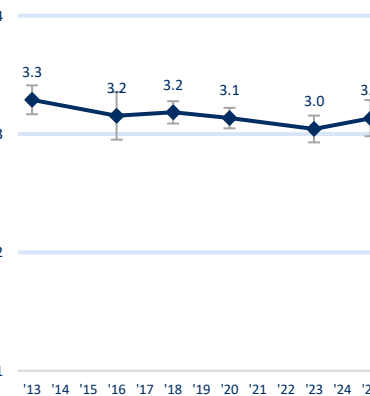
Assigned Writing (pages)^a



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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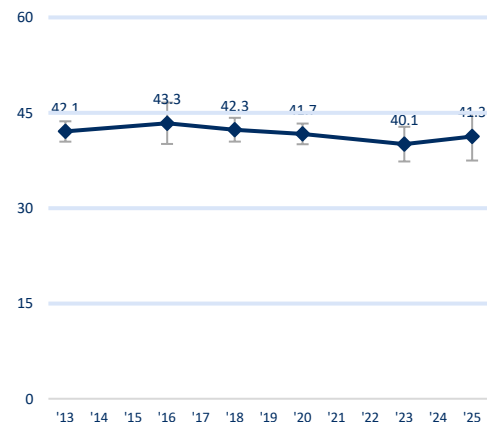
Engagement Results by Theme

Texas A&M International University

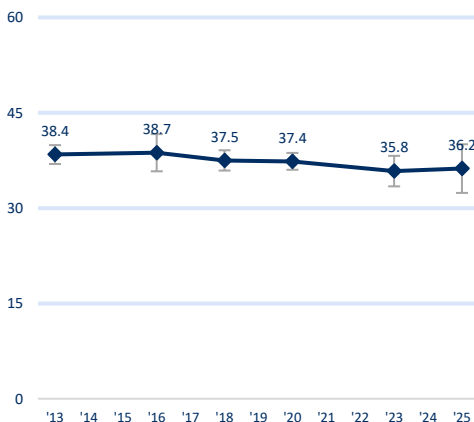
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

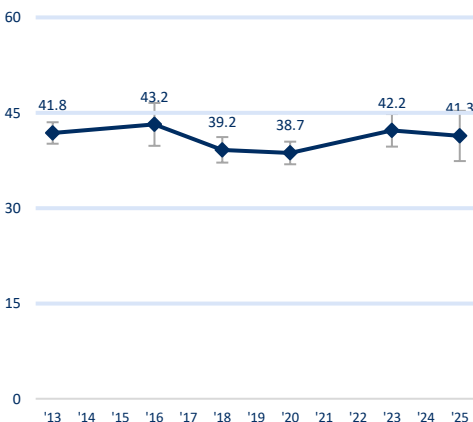
Higher-Order Learning



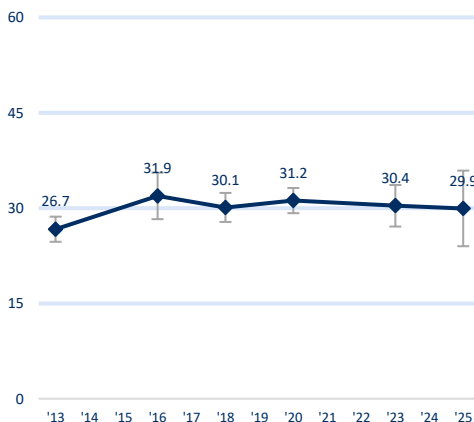
Reflective & Integrative Learning



Learning Strategies

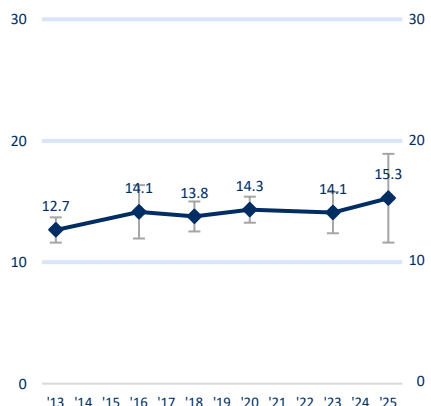


Quantitative Reasoning

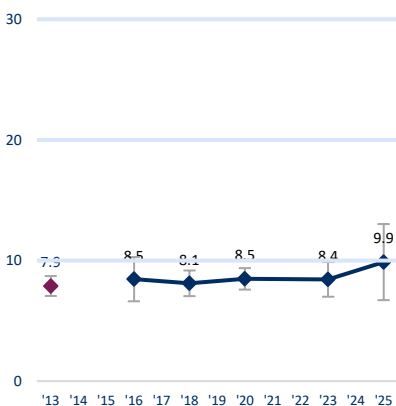


Academic Challenge (additional items): Seniors

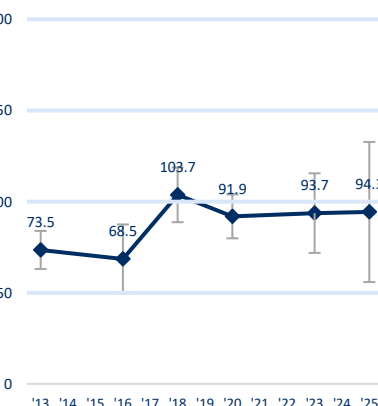
Preparing for Class (hrs/wk)



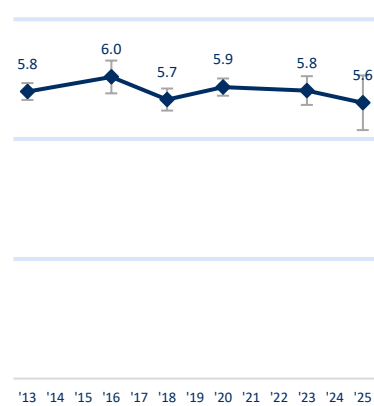
Course Reading (hrs/wk)^a



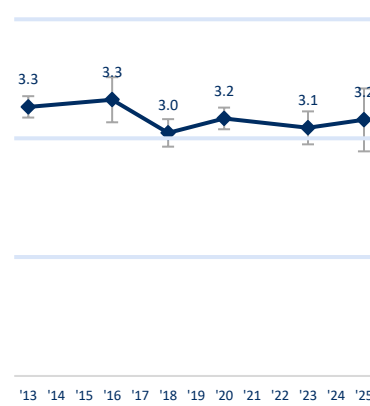
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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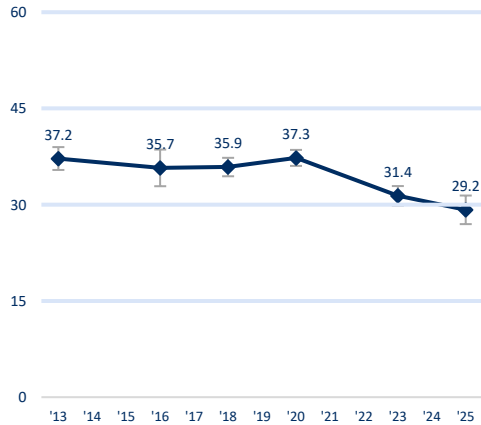
Engagement Results by Theme

Texas A&M International University

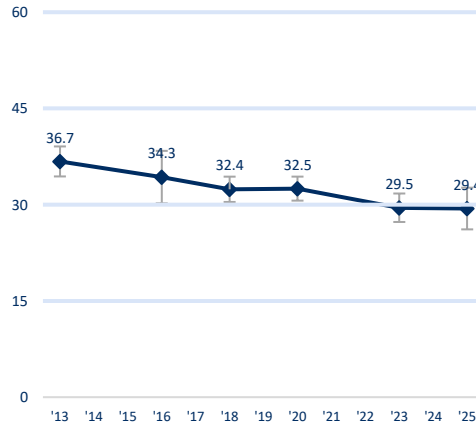
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning With Peers: First-year students

Collaborative Learning

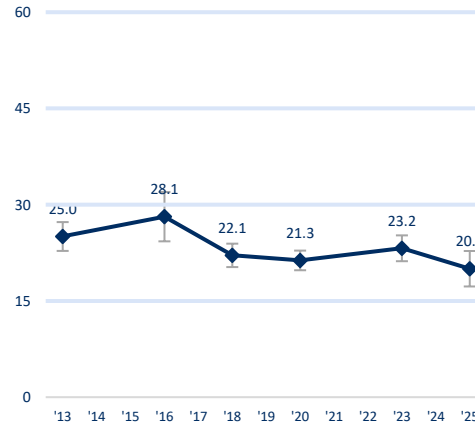


Discussions With Diverse Others

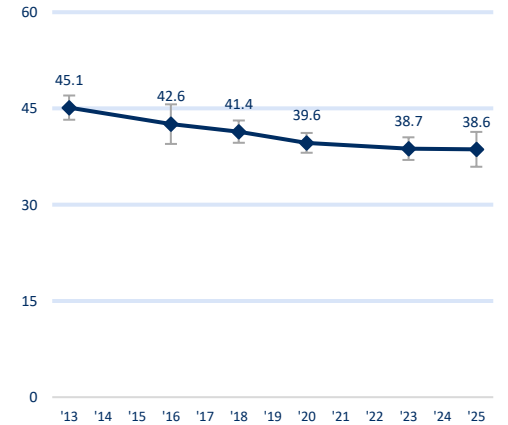


Experiences With Faculty: First-year students

Student-Faculty Interaction

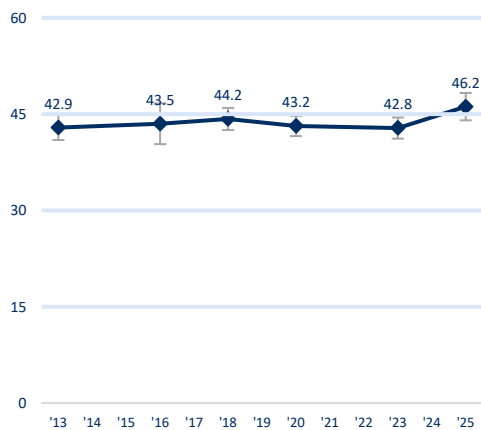


Effective Teaching Practices

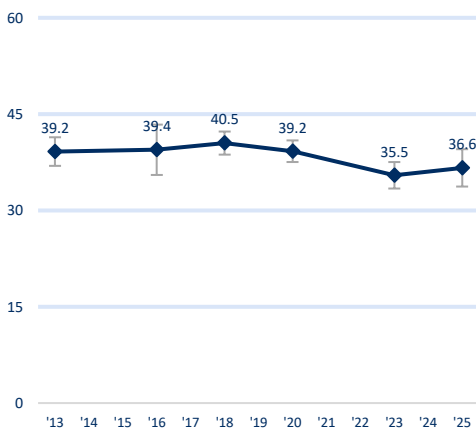


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2025 Multi-Year Report

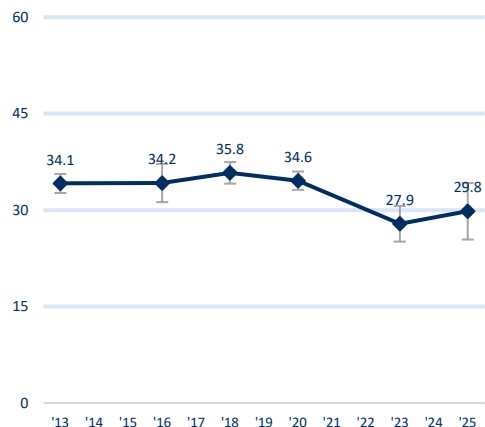
Engagement Results by Theme

Texas A&M International University

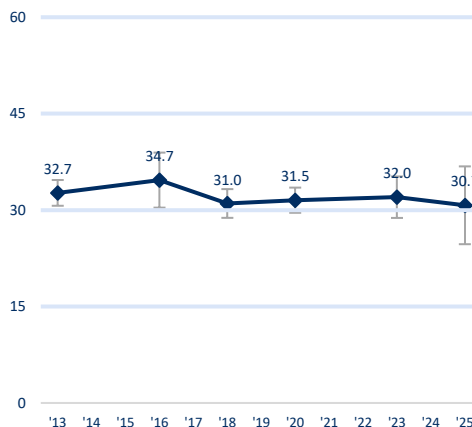
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Learning With Peers: Seniors

Collaborative Learning

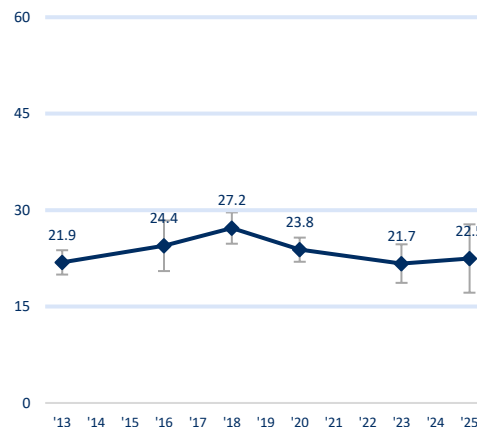


Discussions With Diverse Others

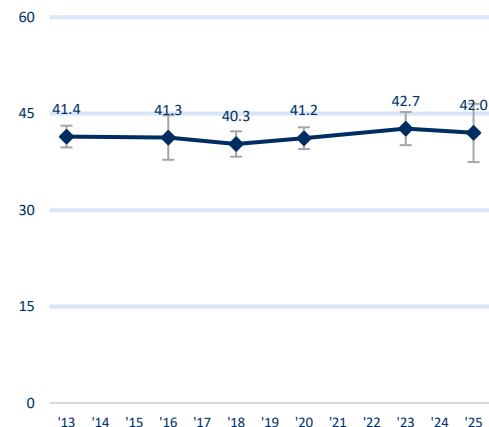


Experiences With Faculty: Seniors

Student-Faculty Interaction

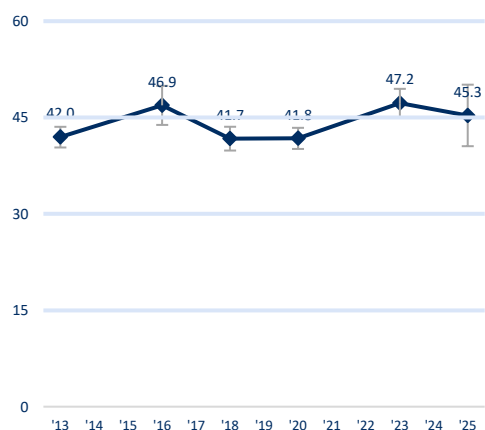


Effective Teaching Practices

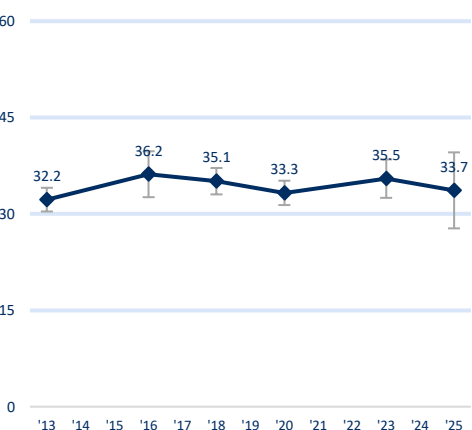


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

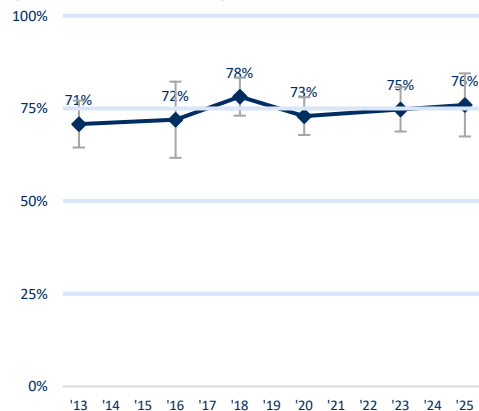


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

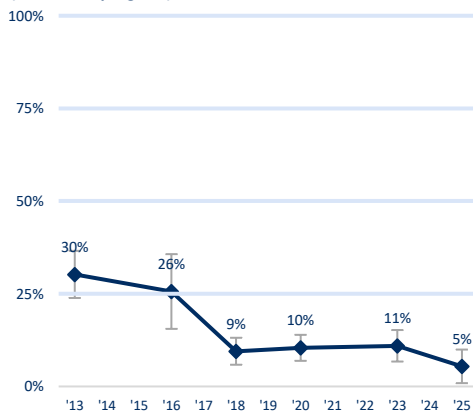
Service-Learning

(Some, most, or all courses)



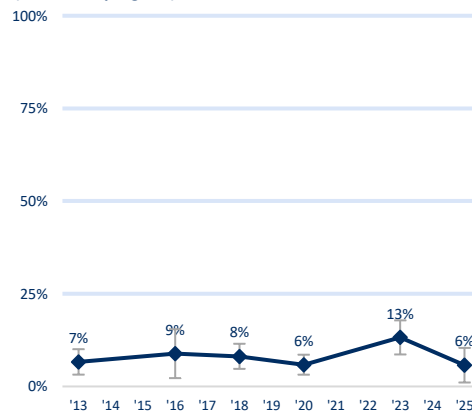
Learning Community

(Done or in progress)



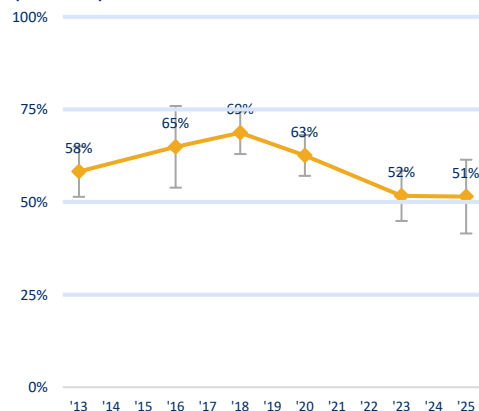
Research With Faculty

(Done or in progress)



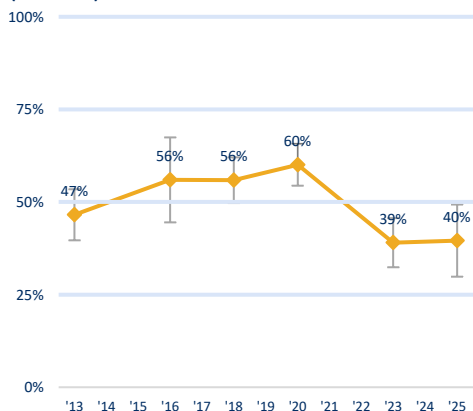
Internship/Field Experience

(Plan to do)



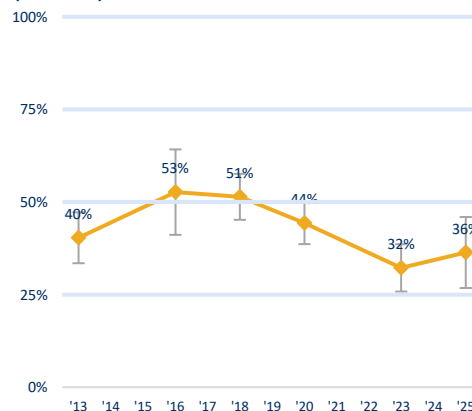
Study Abroad

(Plan to do)



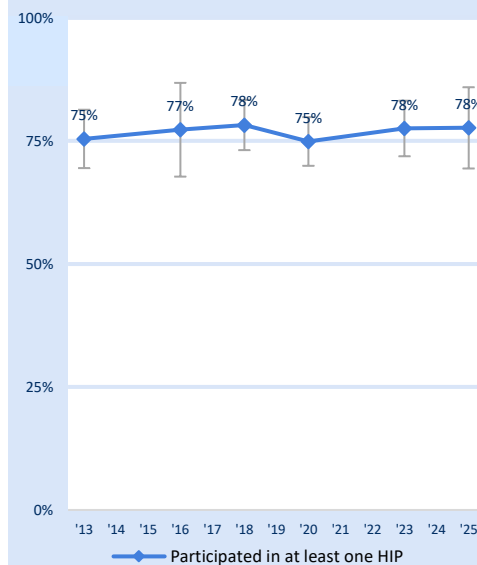
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



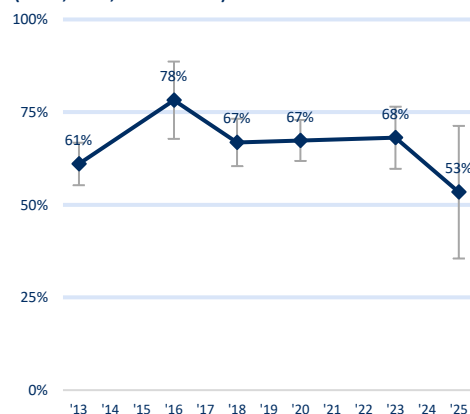
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

High-Impact Practices: Seniors

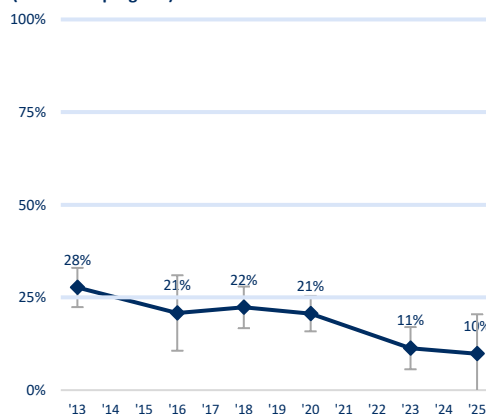
Service-Learning

(Some, most, or all courses)



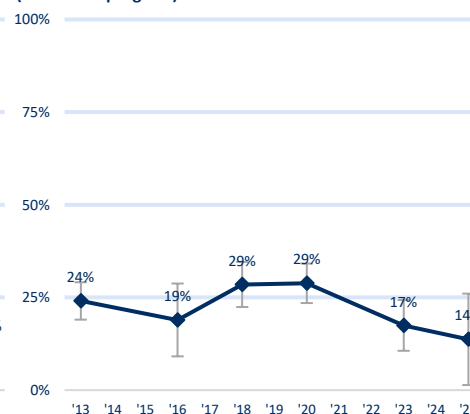
Learning Community

(Done or in progress)



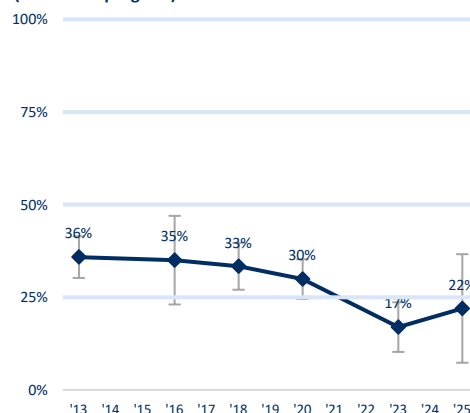
Research With Faculty

(Done or in progress)



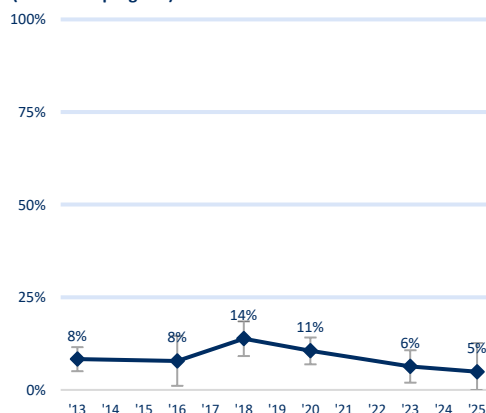
Internship/Field Experience

(Done or in progress)



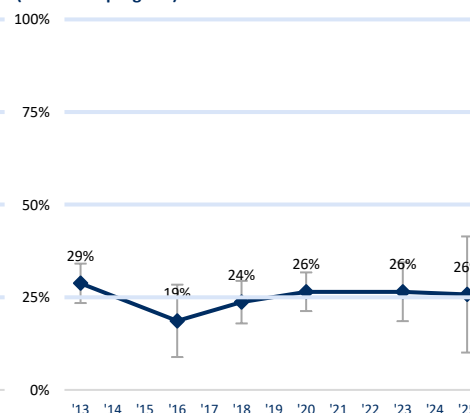
Study Abroad

(Done or in progress)



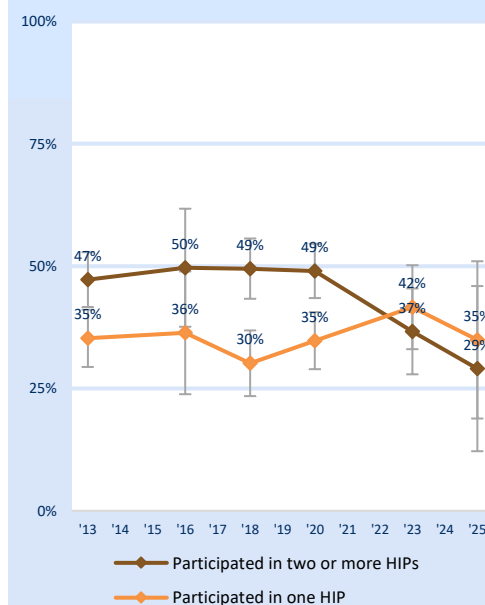
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



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

NSSE 2025 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Texas A&M International University

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge																											
Higher-Order Learning	Mean	43.5			41.2		41.1		39.2			38.1		37.3	42.1			43.3		42.3		41.7			40.1		41.3
	n	222			78		266		323			232		106	298			69		217		300			124		38
	SD	14.1			12.4		13.8		14.3			13.7		14.9	14.1			13.8		14.1		14.4			15.5		12.0
	SE	.94			1.41		.85		.80			.90		1.45	.82			1.66		.96		.83			1.39		1.94
	CI up bnd	45.3			43.9		42.8		40.8			39.8		40.2	43.7			46.6		44.2		43.3			42.8		45.1
	CI low bnd	41.6			38.4		39.5		37.6			36.3		34.5	40.5			40.1		40.5		40.0			37.3		37.5
Reflective & Integrative Learning	Mean	37.0			36.1		36.1		36.7			35.4		33.8	38.4			38.7		37.5		37.4			35.8		36.2
	n	234			80		282		348			254		119	305			69		228		327			136		44
	SD	14.4			13.8		11.4		11.7			12.2		10.1	13.2			12.4		12.3		12.3			14.3		13.0
	SE	.94			1.55		.68		.63			.76		.92	.76			1.49		.81		.68			1.22		1.95
	CI up bnd	38.8			39.2		37.4		38.0			36.9		35.6	39.9			41.6		39.1		38.7			38.2		40.0
	CI low bnd	35.2			33.1		34.8		35.5			33.9		32.0	36.9			35.8		35.9		36.0			33.4		32.4
Learning Strategies	Mean	41.7			38.3		39.3		39.7			35.7		37.8	41.8			43.2		39.2		38.7			42.2		41.3
	n	203			72		253		292			211		99	282			64		216		276			121		32
	SD	14.4			16.0		13.5		13.6			13.7		12.4	14.5			13.7		15.1		15.1			14.4		11.3
	SE	1.01			1.88		.85		.80			.95		1.25	.86			1.72		1.02		.91			1.31		2.02
	CI up bnd	43.7			42.0		40.9		41.3			37.6		40.2	43.5			46.5		41.2		40.5			44.8		45.3
	CI low bnd	39.7			34.7		37.6		38.1			33.9		35.3	40.1			39.8		37.2		36.9			39.7		37.4
Quantitative Reasoning	Mean	28.6			31.0		29.4		29.9			28.3		28.4	26.7			31.9		30.1		31.2			30.4		29.9
	n	227			79		261		306			218		99	297			69		218		286			120		30
	SD	17.7			18.3		16.6		16.1			16.4		15.4	17.4			15.5		17.2		17.1			18.2		16.7
	SE	1.18			2.05		1.02		.92			1.11		1.55	1.01			1.86		1.17		1.01			1.67		3.03
	CI up bnd	30.9			35.0		31.4		31.7			30.5		31.4	28.7			35.6		32.4		33.2			33.6		35.9
	CI low bnd	26.3			27.0		27.4		28.1			26.1		25.3	24.7			28.3		27.8		29.2			27.1		24.0
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	Mean	11.0			12.0		12.5		13.0			13.2		11.0	12.7			14.1		13.8		14.3			14.1		15.3
	n	185			69		249		285			200		94	269			59		209		272			119		32
	SD	7.5			8.8		8.2		8.4			8.4		7.8	8.7			8.6		9.1		9.0			9.5		10.5
	SE	.55			1.06		.52		.50			.60		.80	.53			1.12		.63		.55			.87		1.86
	CI up bnd	12.1			14.1		13.5		14.0			14.3		12.6	13.7			16.3		15.0		15.4			15.8		18.9
	CI low bnd	9.9			9.9		11.5		12.0			12.0		9.5	11.6			12.0		12.5		13.3			12.4		11.6
Course Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with 2013 is limited.	Mean	7.4			6.3		6.9		6.8			6.7		6.0	7.9			8.5		8.1		8.5			8.4		9.9
	n	185			67		248		284			200		94	267			58		206		269			117		29
	SD	7.2			7.5		6.6		6.1			6.2		6.0	6.9			7.1		7.8		7.5			8.0		8.7
	SE	.53			.91		.42		.36			.44		.62	.42			.94		.54		.45			.73		1.61
	CI up bnd	8.5			8.1		7.7		7.5			7.5		7.2	8.7			10.3		9.2		9.4			9.9		13.0
	CI low bnd	6.4			4.5		6.1		6.1			5.8		4.8	7.1			6.6		7.0		7.6			7.0		6.7

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 2025 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Texas A&M International University

First-year students															Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge (additional items, continued)																											
Assigned Writing Est. no. of pages calculated from three survey questions.	Mean	33.9			62.1		50.6		54.8			58.4	75.7	73.5				68.5	103.7		91.9			93.7		94.3	
	n	189			71		260		306			218	99	251				55	220		284			120		32	
	SD	40.7			95.9		65.4		73.5			85.9	105.9	84.4				71.4	113.5		103.6			122.3		110.3	
	SE	2.96			11.42		4.06		4.20			5.81	10.64	5.33				9.67	7.66		6.14			11.14		19.61	
	CI up bnd	39.7			84.5		58.5		63.1			69.8	96.5	83.9				87.5	118.7		103.9			115.5		132.7	
	CI low bnd	28.1			39.8		42.6		46.6			47.0	54.8	63.0				49.6	88.7		79.8			71.8		55.9	
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.7			5.6		5.7		5.6			5.4	5.4	5.8				6.0	5.7		5.9			5.8		5.6	
	n	203			74		253		298			212	99	280				62	213		283			121		32	
	SD	1.3			1.3		1.2		1.2			1.3	1.2	1.2				1.1	1.4		1.2			1.3		1.3	
	SE	.09			.15		.07		.07			.09	.12	.07				.14	.09		.07			.12		.23	
	CI up bnd	5.9			5.9		5.8		5.7			5.6	5.7	5.9				6.3	5.8		6.0			6.0		6.1	
	CI low bnd	5.5			5.3		5.5		5.4			5.3	5.2	5.7				5.8	5.5		5.7			5.6		5.1	
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		3.2		3.1			3.0	3.1	3.3				3.3	3.0		3.2			3.1		3.2	
	n	187			69		247		287			204	98	268				60	211		273			120		31	
	SD	0.9			0.8		0.8		0.7			0.8	0.8	0.8				0.8	0.9		0.8			0.8		0.8	
	SE	.06			.10		.05		.04			.06	.08	.05				.10	.06		.05			.07		.14	
	CI up bnd	3.4			3.4		3.3		3.2			3.2	3.3	3.4				3.5	3.2		3.3			3.2		3.4	
	CI low bnd	3.2			3.0		3.1		3.0			2.9	3.0	3.2				3.1	2.9		3.1			2.9		2.9	
Learning With Peers																											
Collaborative Learning	Mean	37.2			35.7		35.9		37.3			31.4	29.2	34.1				34.2	35.8		34.6			27.9		29.8	
	n	242			84		302		382			278	137	312				72	228		350			141		51	
	SD	14.1			13.3		12.7		12.4			12.9	13.3	13.3				12.8	12.9		13.6			16.8		16.0	
	SE	.91			1.46		.73		.64			.78	1.14	.75				1.52	.85		.73			1.41		2.24	
	CI up bnd	39.0			38.6		37.3		38.5			32.9	31.4	35.6				37.2	37.5		36.0			30.6		34.2	
	CI low bnd	35.4			32.9		34.4		36.1			29.9	27.0	32.7				31.2	34.1		33.2			25.1		25.4	
Discussions With Diverse Others	Mean	36.7			34.3		32.4		32.5			29.5	29.4	32.7				34.7	31.0		31.5			32.0		30.7	
	n	201			73		257		302			217	100	280				60	215		285			121		33	
	SD	16.9			17.8		16.1		16.6			16.7	16.6	17.1				16.9	16.7		16.8			18.1		17.7	
	SE	1.19			2.08		1.01		.95			1.13	1.66	1.02				2.18	1.14		1.00			1.65		3.09	
	CI up bnd	39.1			38.4		34.4		34.4			31.7	32.7	34.7				38.9	33.3		33.5			35.2		36.8	
	CI low bnd	34.4			30.2		30.4		30.6			27.3	26.2	30.7				30.4	28.8		29.6			28.8		24.7	

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 2025 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Texas A&M International University

		First-year students													Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Experiences with Faculty																											
Student-Faculty Interaction	Mean	25.0			28.1		22.1		21.3			23.2		20.0	21.9			24.4		27.2		23.8			21.7		22.5
	n	231			79		275		326			242		113	300			70		222		309			131		42
	SD	17.4			17.5		15.4		14.1			16.0		15.0	16.7			16.8		18.5		16.9			17.5		17.6
	SE	1.15			1.96		.93		.78			1.03		1.41	.97			2.01		1.24		.96			1.53		2.71
	CI up bnd	27.3			32.0		23.9		22.8			25.2		22.8	23.8			28.4		29.6		25.7			24.7		27.8
	CI low bnd	22.8			24.3		20.3		19.8			21.2		17.3	20.0			20.5		24.8		22.0			18.7		17.2
Effective Teaching Practices	Mean	45.1			42.6		41.4		39.6			38.7		38.6	41.4			41.3		40.3		41.2			42.7		42.0
	n	228			80		265		325			232		107	299			69		221		298			125		35
	SD	14.6			14.1		14.5		14.2			13.7		14.3	14.9			14.7		15.0		14.9			14.7		13.8
	SE	.96			1.57		.89		.79			.90		1.39	.86			1.77		1.01		.86			1.31		2.31
	CI up bnd	47.0			45.6		43.1		41.2			40.5		41.3	43.1			44.8		42.3		42.9			45.3		46.5
	CI low bnd	43.2			39.5		39.7		38.1			37.0		35.9	39.8			37.8		38.3		39.5			40.1		37.5
Campus Environment																											
Quality of Interactions	Mean	42.9			43.5		44.2		43.2			42.8		46.2	42.0			46.9		41.7		41.8			47.2		45.3
	n	180			68		234		278			196		93	278			59		211		267			117		30
	SD	13.3			13.4		13.4		13.4			11.7		10.5	13.7			12.0		13.7		13.7			12.2		13.3
	SE	.99			1.62		.88		.81			.84		1.09	.82			1.55		.94		.84			1.13		2.44
	CI up bnd	44.8			46.7		46.0		44.7			44.5		48.3	43.6			49.9		43.6		43.4			49.5		50.1
	CI low bnd	41.0			40.3		42.5		41.6			41.2		44.0	40.3			43.9		39.9		40.1			45.0		40.5
Supportive Environment	Mean	39.2			39.4		40.5		39.2			35.5		36.6	32.2			36.2		35.1		33.3			35.5		33.7
	n	183			69		248		286			198		95	267			59		210		270			119		31
	SD	15.4			16.6		14.4		14.5			14.8		14.5	15.4			14.1		15.2		15.8			16.7		16.8
	SE	1.14			2.00		.92		.86			1.05		1.48	.94			1.82		1.05		.97			1.53		3.02
	CI up bnd	41.4			43.4		42.3		40.9			37.5		39.5	34.1			39.8		37.2		35.2			38.5		39.6
	CI low bnd	36.9			35.5		38.7		37.5			33.4		33.7	30.4			32.6		33.0		31.4			32.5		27.8

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 2025 Multi-Year Report

Detailed Statistics: High-Impact Practices

Texas A&M International University

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Service-Learning ^a	%	71			72		78		73			75		76	61			78		67		67			68		53
	n	200			74		251		293			203		98	280			61		210		277			120		31
	SE	3.2			5.2		2.6		2.6			3.1		4.3	2.9			5.3		3.3		2.8			4.3		9.1
	CI up bnd	77			82		83		78			81		84	67			89		73		73			76		71
	CI low bnd	64			62		73		68			69		67	55			68		60		62			60		36
Learning Community ^a	%	30			26		9		10			11		5	28			21		22		21			11		10
	n	201			73		251		292			208		97	276			62		213		277			120		31
	SE	3.2			5.1		1.9		1.8			2.2		2.3	2.7			5.2		2.9		2.4			2.9		5.4
	CI up bnd	37			36		13		14			15		10	33			31		28		25			17		20
	CI low bnd	24			16		6		7			7		1	22			11		17		16			6		0
Research With Faculty ^a	%	7			9		8		6			13		6	24			19		29		29			17		14
	n	203			72		251		293			210		96	277			62		213		279			119		31
	SE	1.8			3.4		1.7		1.4			2.3		2.4	2.6			5.0		3.1		2.7			3.5		6.3
	CI up bnd	10			15		12		9			18		10	29			29		35		34			24		26
	CI low bnd	3			2		5		3			9		1	19			9		22		24			11		1
Internship or Field Experience ^b (FY results: Plan to do)	%	58			65		69		63			52		51	36			35		33		30			17		22
	n	203			73		251		296			211		98	281			62		214		283			121		32
	SE	3.5			5.6		2.9		2.8			3.5		5.1	2.9			6.1		3.2		2.7			3.4		7.5
	CI up bnd	65			76		74		68			58		61	41			47		40		35			24		37
	CI low bnd	51			54		63		57			45		42	30			23		27		25			10		7
Study Abroad ^b (FY results: Plan to do)	%	47			56		56		60			39		40	8			8		14		11			6		5
	n	202			73		250		290			209		98	278			62		210		277			120		31
	SE	3.5			5.9		3.1		2.9			3.4		5.0	1.7			3.4		2.4		1.8			2.2		4.0
	CI up bnd	53			67		62		66			46		49	12			15		18		14			11		13
	CI low bnd	40			45		50		54			32		30	5			1		9		7			2		0
Culminating Senior Experience ^b (FY results: Plan to do)	%	40			53		51		44			32		36	29			19		24		26			26		26
	n	197			73		250		291			207		98	280			62		212		276			120		31
	SE	3.5			5.9		3.2		2.9			3.3		4.9	2.7			5.0		2.9		2.7			4.0		8.0
	CI up bnd	47			64		58		50			39		46	34			28		29		32			34		41
	CI low bnd	33			41		45		39			26		27	23			9		18		21			19		10
Overall HIP Participation ^c																											
Participated in one HIP	%	48			51		64		63			63		68	35			36		30		35			42		35
	n	203			74		251		295			210		98	281			62		214		284			122		32
	SE	3.5			5.8		3.0		2.8			3.3		4.7	2.9			6.2		3.1		2.8			4.5		8.6
	CI up bnd	55			63		70		68			69		78	41			48		36		40			50		52
	CI low bnd	41			40		58		57			56		59	30			24		24		29			33		18
Participated in two or more HIPs	%	27			26		14		12			15		9	47			50		49		49			37		29
	n	203			74		251		295			210		98	281			62		214		284			122		32
	SE	3.1			5.1		2.2		1.9			2.5		3.0	3.0			6.4		3.4		3.0			4.4		8.2
	CI up bnd	34			36		19		16			20		15	53			62		56		55			45		45
	CI low bnd	21			16		10		9			10		4	41			37		43		43			28		13

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.