



NSSE 2016 Multi-Year Report

Texas Christian University

NSSE 2016 Multi-Year Report - Cover

Purpose and key message:
NSSE 2016 Multi-Year Report

Visual explanation:
Title page for the report. It identifies Texas Christian University and the report year.

Accessibility note:
Use this panel, image alt text, and speaker notes for the slide's full text, tables, chart values, and interpretation.

Institution Identifier

Purpose and key message:
IPEDS: 228875

Visual explanation:
Mostly blank administrative page showing the IPEDS institution identifier.

Accessibility note:
Use this panel, image alt text, and speaker notes for the slide's full text, tables, chart values, and interpretation.

IPEDS: 228875

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website, nsse.indiana.edu/pdf/MYDAG.pdf

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) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who <i>participated</i> in a Learning Community, Service-Learning, 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 will contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

About This Report

Purpose and key message:

About This Report About Your Multi-Year Report 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) High-Impact Practices (pp. 8-9) Detailed Statistics (pp.

Visual explanation:

Explanatory report page. It defines how to interpret the report sections, samples, response groups, and results.

Accessibility note:

Use this panel, image alt text, and speaker notes for the slide's full text, tables, chart values, and interpretation.

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

About This Report - Continued

Purpose and key message:
The Report Builder-Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

Visual explanation:
Explanatory report page. It defines how to interpret the report sections, samples, response groups, and results.

Accessibility note:
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NSSE 2016 Multi-Year Report

Administration Summaries

Texas Christian 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

First-year students						Seniors				
Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	20%	+/- 4.6%	369	288	81	28%	+/- 3.6%	536	450	86
2014										
2015										
2016	22%	+/- 4.1%	451	294	157	23%	+/- 3.9%	483	364	119
2017										
2018										
2019										
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising, Civic Engagement	None	No	Yes
2014							
2015							
2016	Email	Census	Yes	Global Learning, FY Experiences / Sr Transitions	None	No	Yes
2017							
2018							
2019							
2020							

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. This is the count used to calculate response rates and sampling errors for each year's Administration Summary report. This number includes all census-administered and randomly sampled students.

Administration Summaries

Purpose and key message:

Administration Summaries Response Details by Participation Year

First-year students Seniors Year 2013 20% +/- 4.6% 369 288

Visual explanation:

Table page summarizing participation years, response rates, sampling error, respondent counts, completions, and administration details.

Accessibility note:

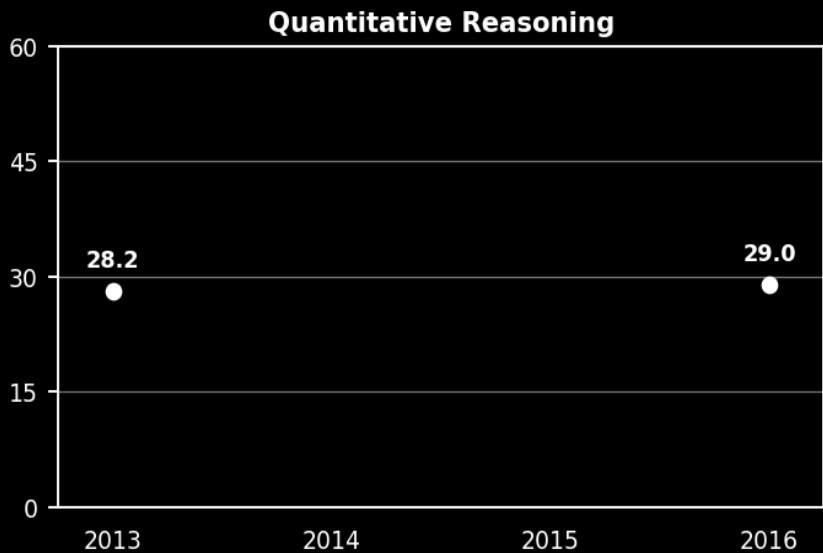
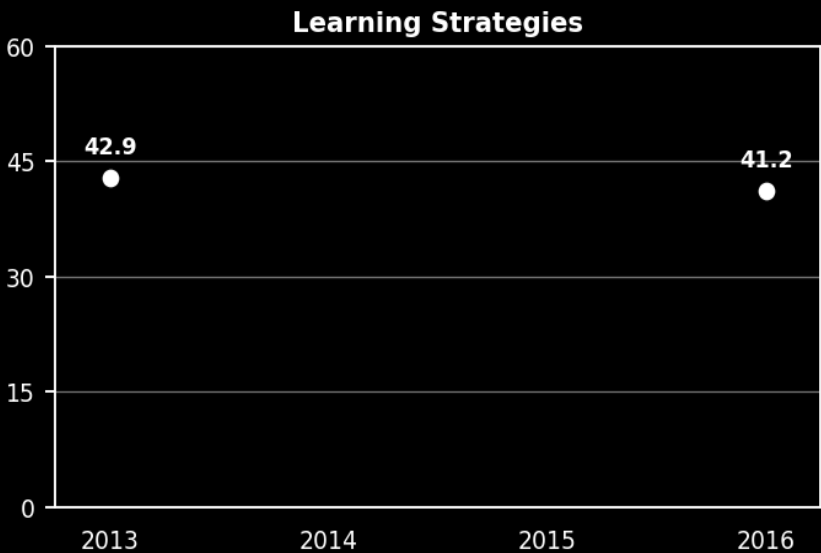
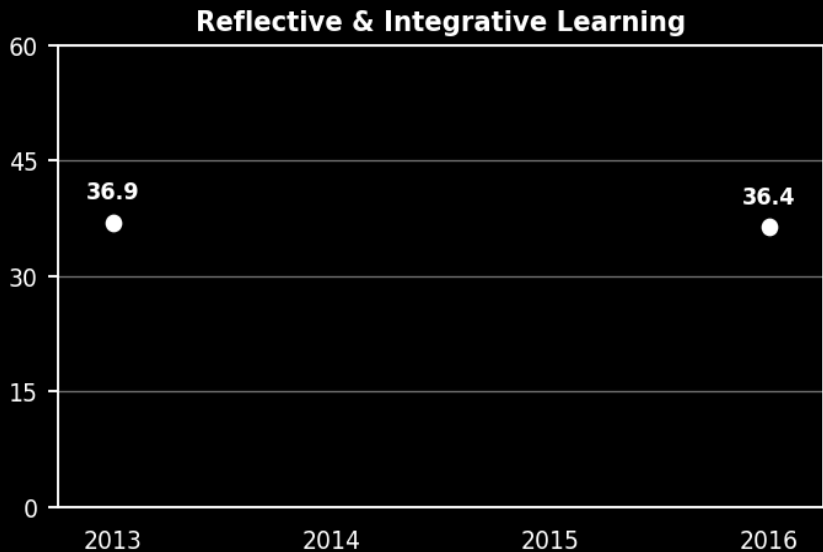
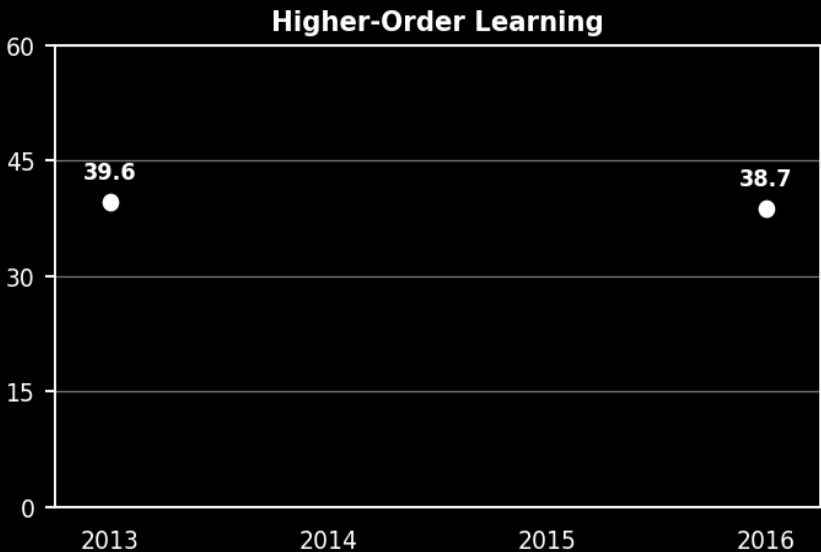
Use this panel, image alt text, and speaker notes for the slide's full text, tables, chart values, and interpretation.

Academic Challenge: First-Year Students - Engagement Indicators

Purpose and key message:
These charts compare multi-year scores for four Academic Challenge engagement indicators. Available participation years are shown; 2014 and 2015 had no plotted values in the workbook. Higher-Order Learning decreased by 0.8 points from 2013 (39.6) to 2016 (38.7). Reflective & Integrative Learning decreased by 0.6 points from 2013 (36.9) to 2016 (36.4).

Visual explanation:
The left panel contains small-multiple line charts in white on black. Missing years are not plotted as zeros; exact values are in alt text and speaker notes.

Accessibility note:
Charts are images with screen-reader-friendly alt text. Speaker notes list every chart value.

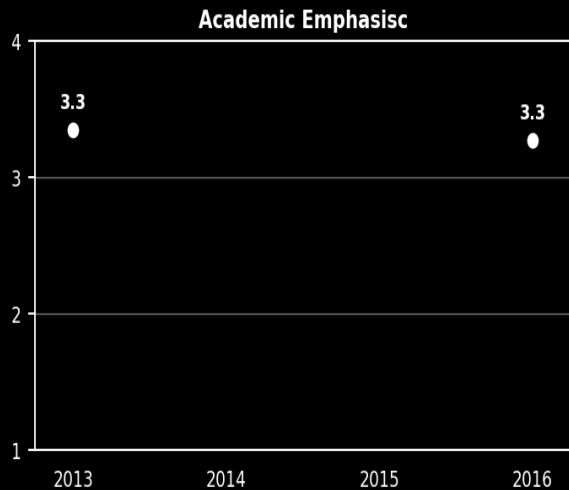
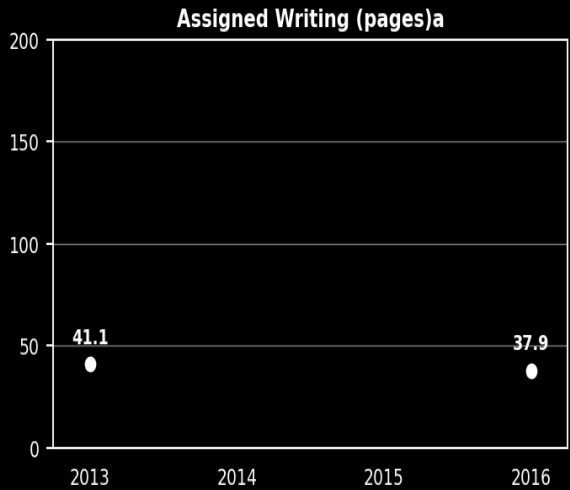
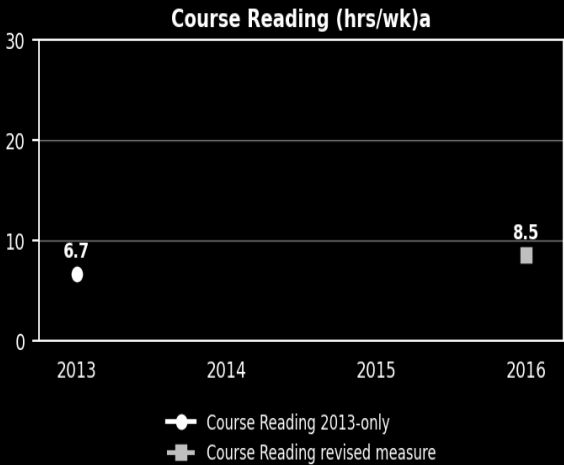
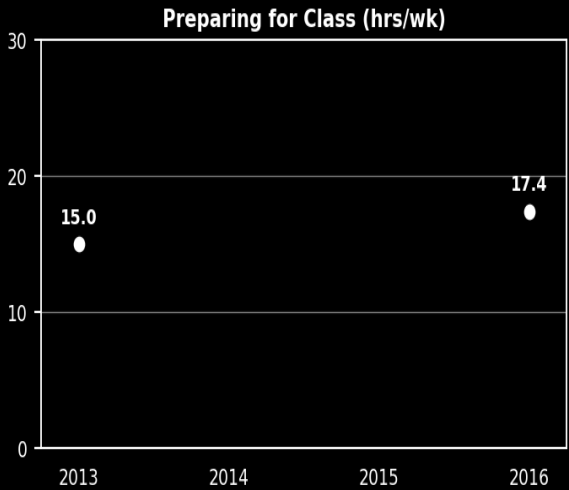


Academic Challenge: First-Year Students - Additional Academic Items

Purpose and key message:
These charts compare preparation time, course reading, assigned writing, course challenge, and academic emphasis. Available participation years are shown; 2014 and 2015 had no plotted values in the workbook.
Preparing for Class (hrs/wk) increased by 2.4 points from 2013 (15.0) to 2016 (17.4). Course Reading (hrs/wk)a has 1 available plotted value.

Visual explanation:
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Academic Challenge: Seniors - Engagement Indicators

Purpose and key message:

These charts compare multi-year scores for four Academic Challenge engagement indicators. Available participation years are shown; 2014 and 2015 had no plotted values in the workbook. Higher-Order Learning remained about the same from 2013 (42.1) to 2016 (42.5). Reflective & Integrative Learning increased by 1.7 points from 2013 (40.1) to 2016 (41.8).

Visual explanation:

The left panel contains small-multiple line charts in white on black. Missing years are not plotted as zeros; exact values are in alt text and speaker notes.

Accessibility note:

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Higher-Order Learning



Reflective & Integrative Learning



Learning Strategies



Quantitative Reasoning



Academic Challenge: Seniors - Additional Academic Items

Purpose and key message:

These charts compare preparation time, course reading, assigned writing, course challenge, and academic emphasis. Available participation years are shown; 2014 and 2015 had no plotted values in the workbook.

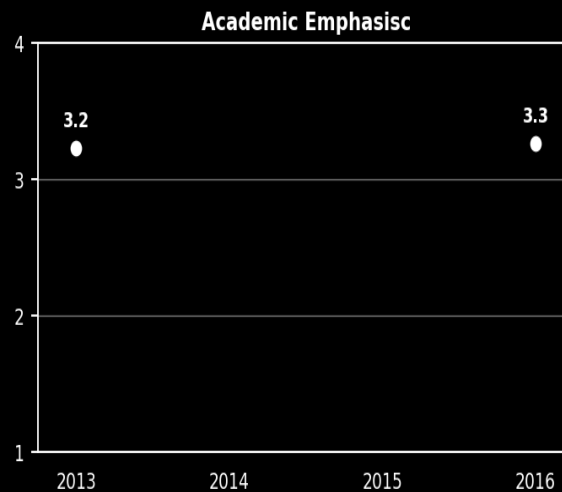
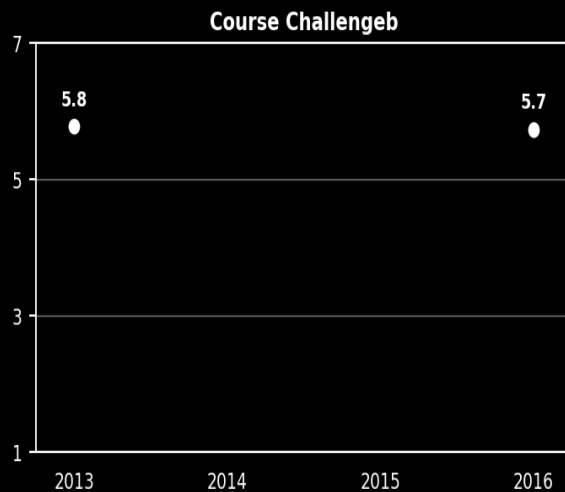
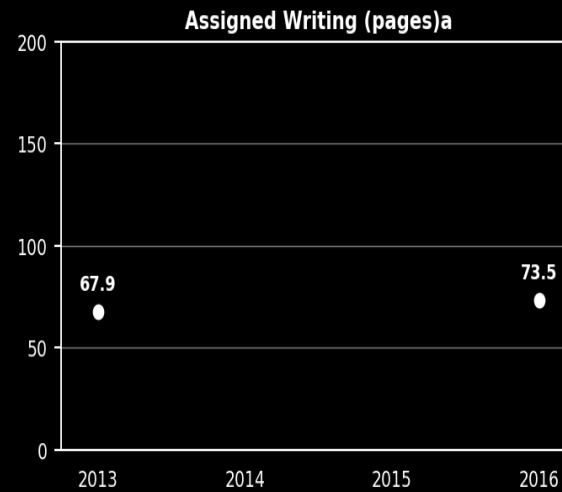
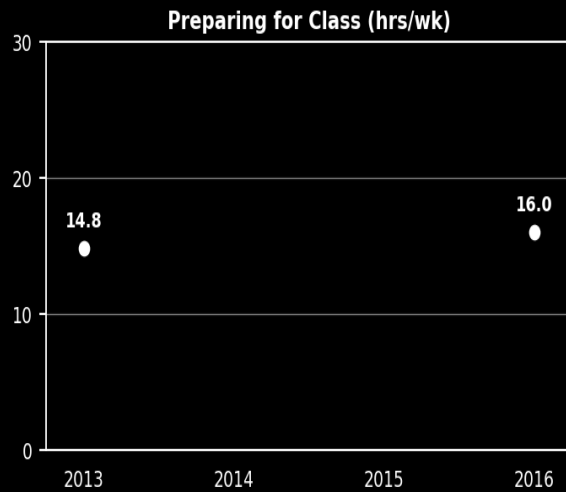
Preparing for Class (hrs/wk) increased by 1.2 points from 2013 (14.8) to 2016 (16.0). Course Reading (hrs/wk)a has 1 available plotted value.

Visual explanation:

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Accessibility note:

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Learning with Peers and Faculty: First-Year Students

Purpose and key message:

These charts compare Learning with Peers and Experiences with Faculty engagement indicators across available administrations. Collaborative Learning remained about the same from 2013 (35.6) to 2016 (35.3). Discussions with Diverse Others remained about the same from 2013 (39.7) to 2016 (39.7).

Visual explanation:

The left panel contains small-multiple line charts in white on black. Missing years are not plotted as zeros; exact values are in alt text and speaker notes.

Accessibility note:

Charts are images with screen-reader-friendly alt text. Speaker notes list every chart value.

Collaborative Learning



Discussions with Diverse Others



Student-Faculty Interaction



Effective Teaching Practices

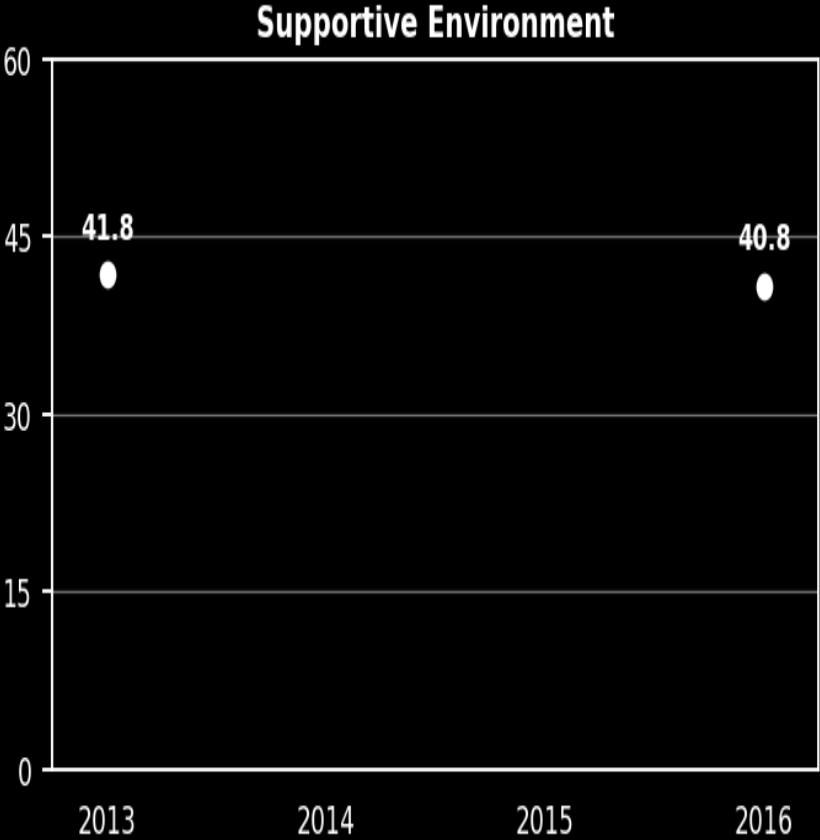
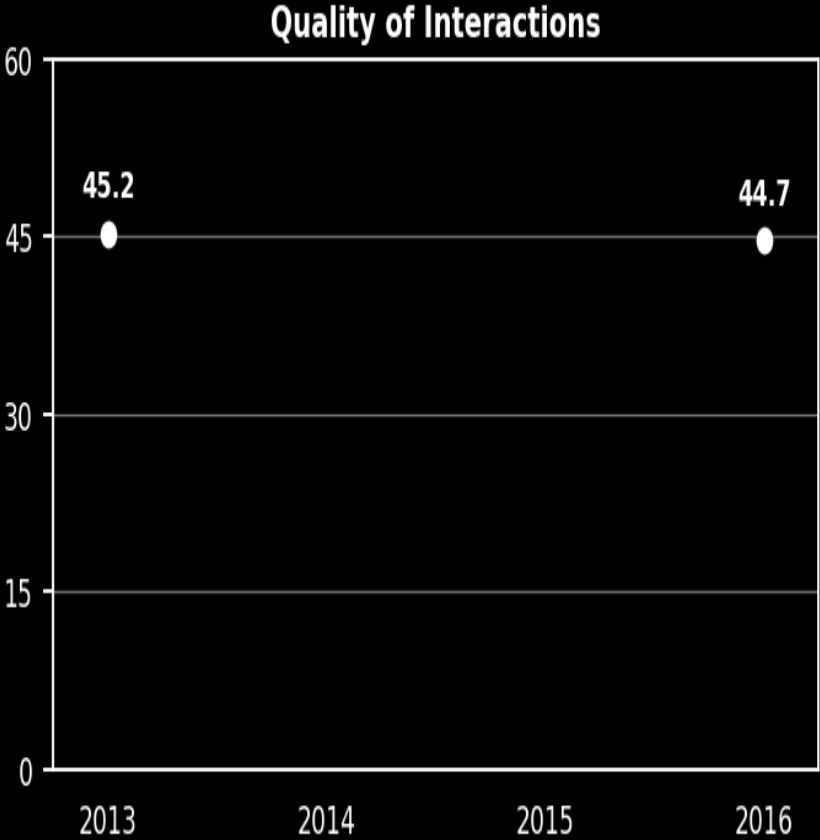


Campus Environment: First-Year Students

Purpose and key message:
These charts compare the Campus Environment indicators for quality of interactions and supportive environment across available administrations. Quality of Interactions decreased by 0.6 points from 2013 (45.2) to 2016 (44.7). Supportive Environment decreased by 0.9 points from 2013 (41.8) to 2016 (40.8).

Visual explanation:
The left panel contains small-multiple line charts in white on black. Missing years are not plotted as zeros; exact values are in alt text and speaker notes.

Accessibility note:
Charts are images with screen-reader-friendly alt text. Speaker notes list every chart value.



Learning with Peers and Faculty: Seniors

Purpose and key message:

These charts compare Learning with Peers and Experiences with Faculty engagement indicators across available administrations. Collaborative Learning increased by 3.2 points from 2013 (35.4) to 2016 (38.6). Discussions with Diverse Others remained about the same from 2013 (41.6) to 2016 (41.3).

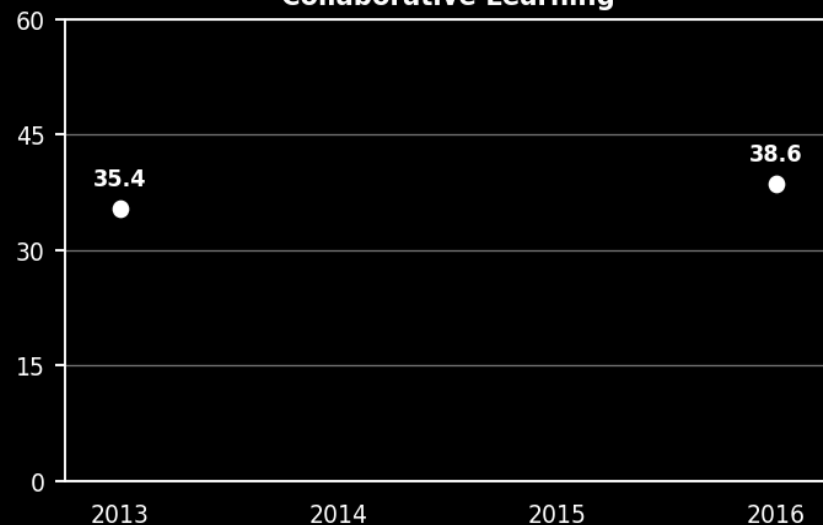
Visual explanation:

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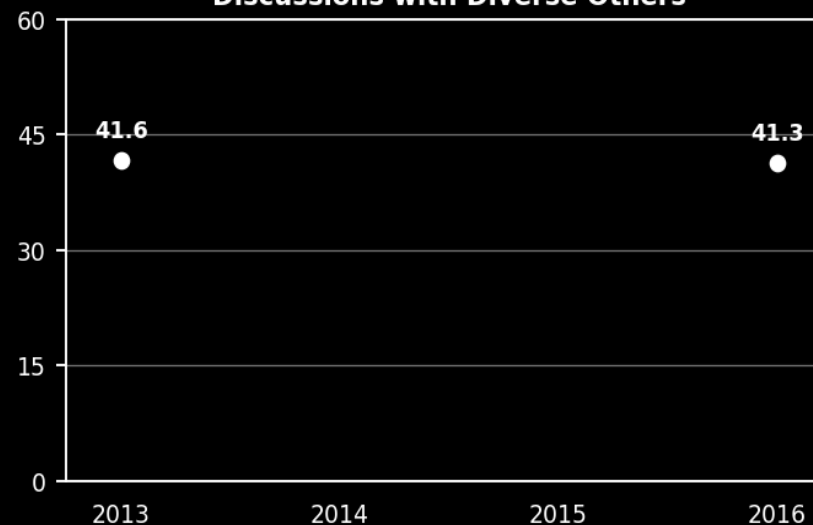
Accessibility note:

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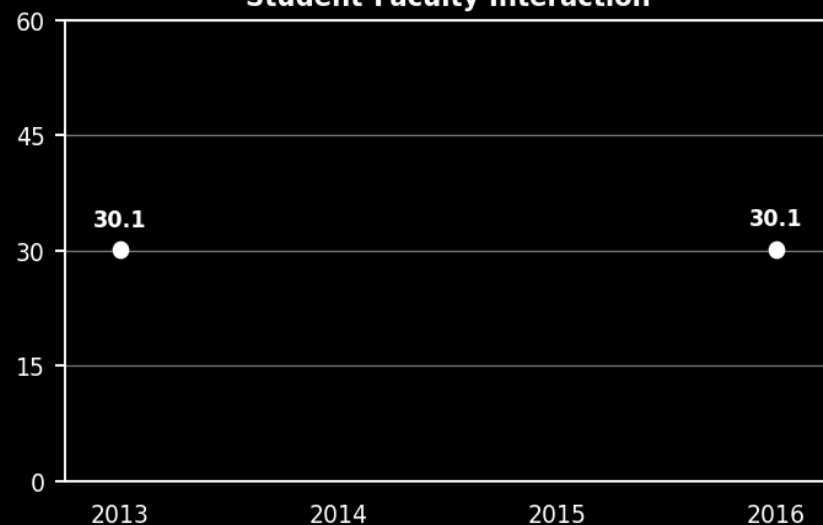
Collaborative Learning



Discussions with Diverse Others



Student-Faculty Interaction



Effective Teaching Practices

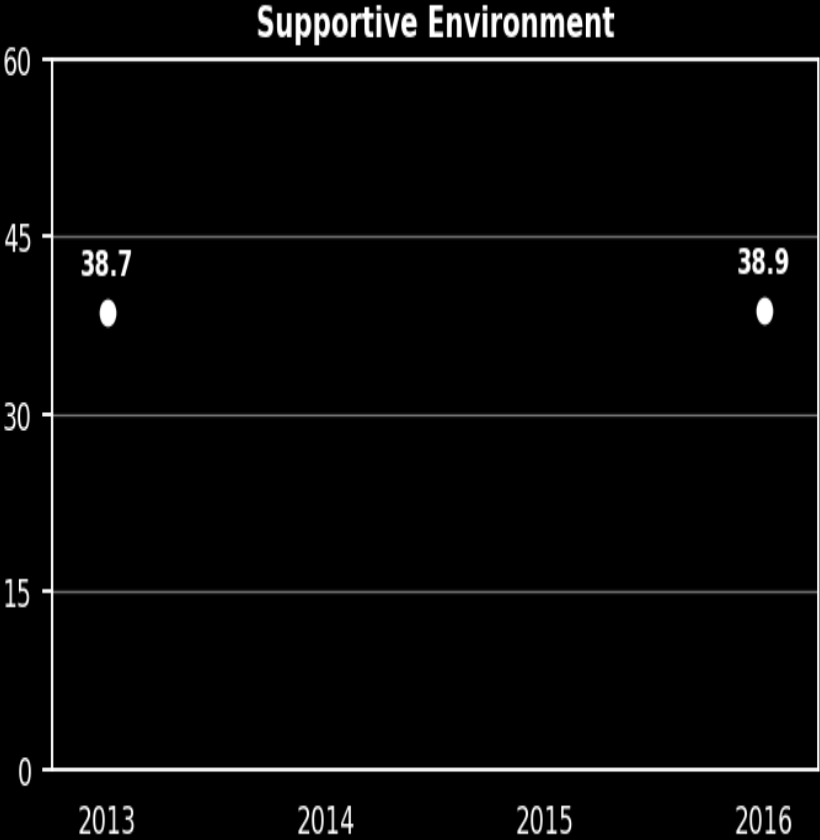
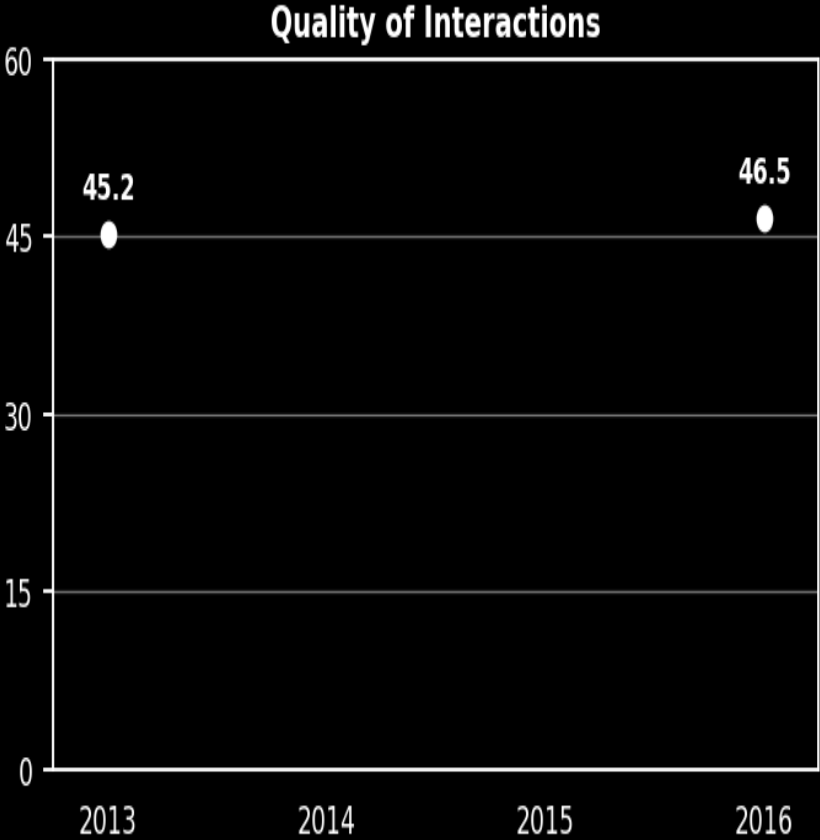


Campus Environment: Seniors

Purpose and key message:
These charts compare the Campus Environment indicators for quality of interactions and supportive environment across available administrations.
Quality of Interactions increased by 1.3 points from 2013 (45.2) to 2016 (46.5). Supportive Environment remained about the same from 2013 (38.7) to 2016 (38.9).

Visual explanation:
The left panel contains small-multiple line charts in white on black.
Missing years are not plotted as zeros; exact values are in alt text and speaker notes.

Accessibility note:
Charts are images with screen-reader-friendly alt text. Speaker notes list every chart value.



High-Impact Practices: First-Year Students - Participation Overview

Purpose and key message:

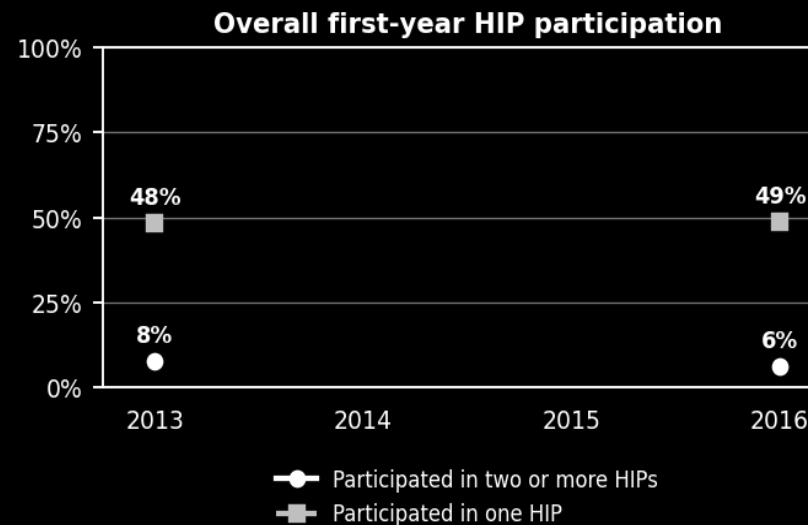
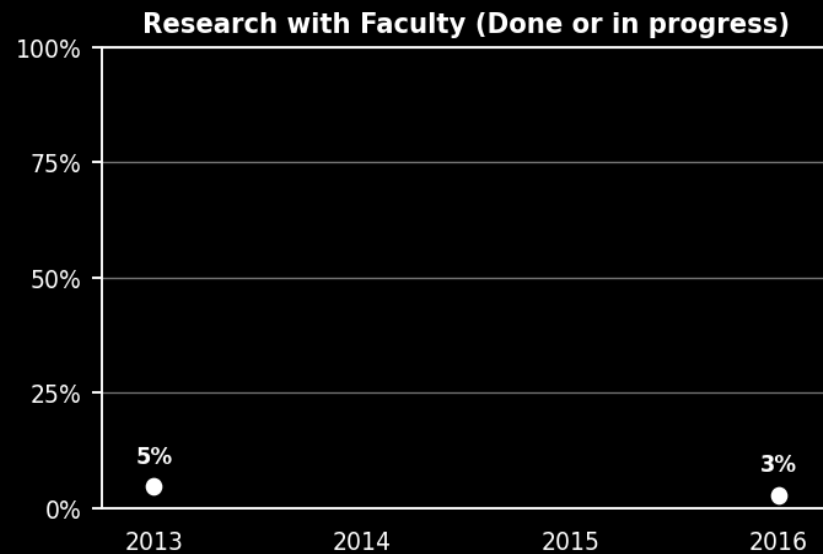
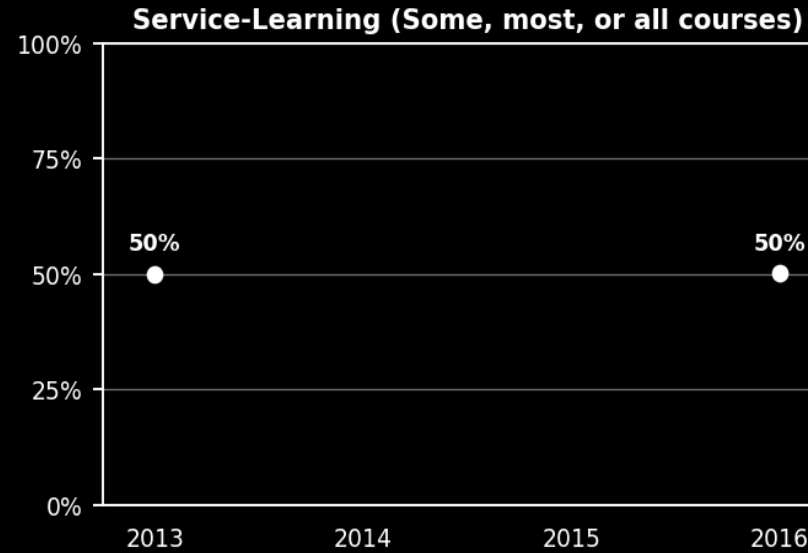
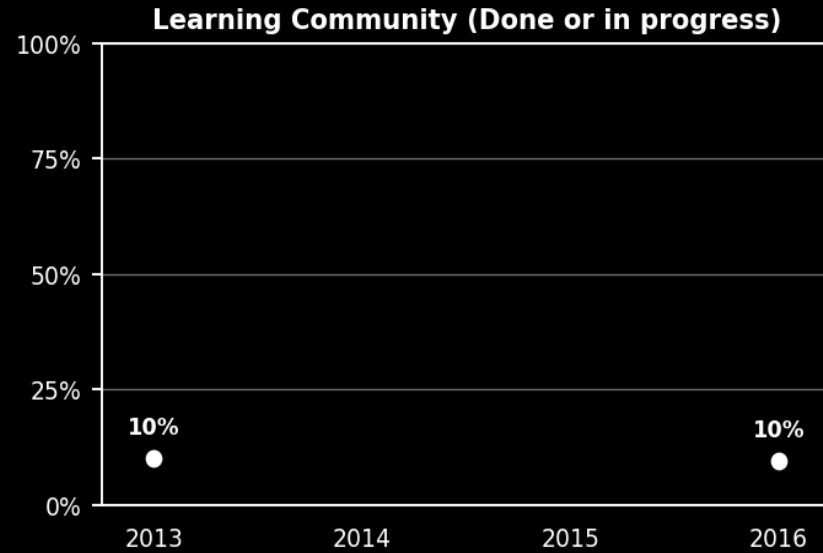
These percentage charts compare overall high-impact practice participation and the first three specific high-impact practices. Learning Community (Done or in progress) remained about the same from 2013 (10%) to 2016 (10%). Service-Learning (Some, most, or all courses) remained about the same from 2013 (50%) to 2016 (50%).

Visual explanation:

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Accessibility note:

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High-Impact Practices: First-Year Students - Additional Experiences

Purpose and key message:

These percentage charts compare additional high-impact practice participation or plans for internships, study abroad, and culminating senior experiences.

Internship/Field Experience

(Plan to do) remained about the same from 2013 (83%) to 2016

(82%). Study Abroad

(Plan to do) remained about the same from 2013 (58%) to 2016

(59%).

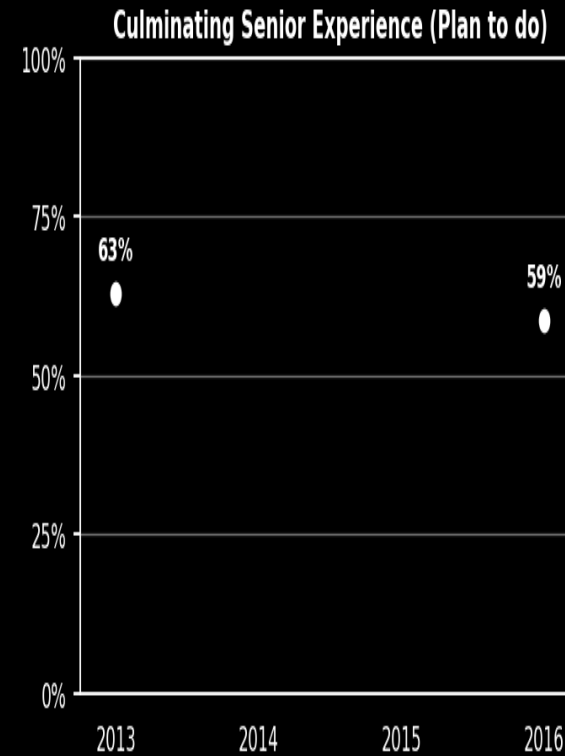
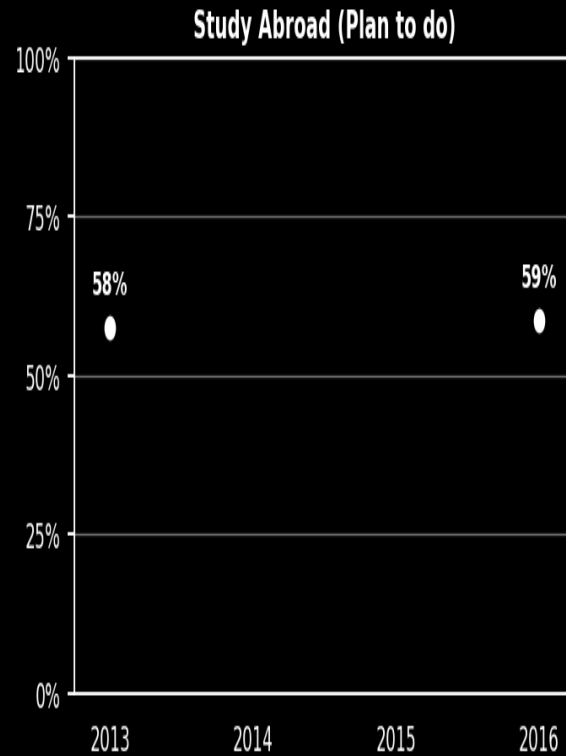
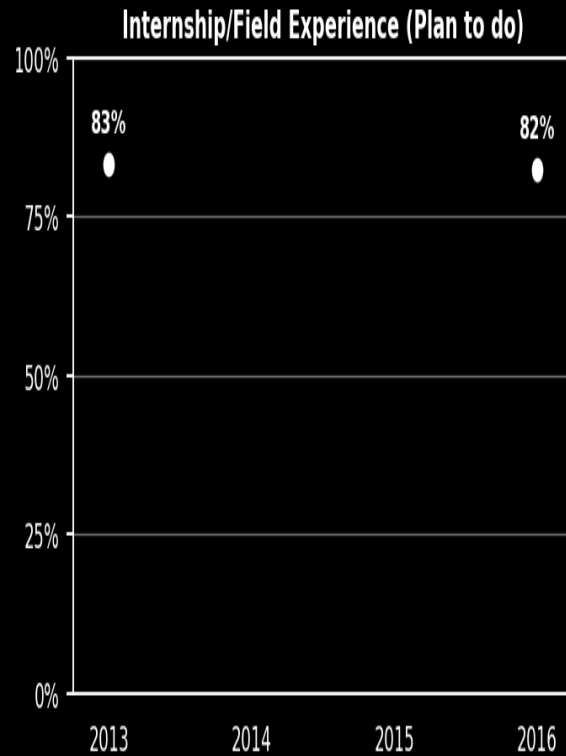
Visual explanation:

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Accessibility note:

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High-Impact Practices: Seniors - Participation Overview

Purpose and key message:

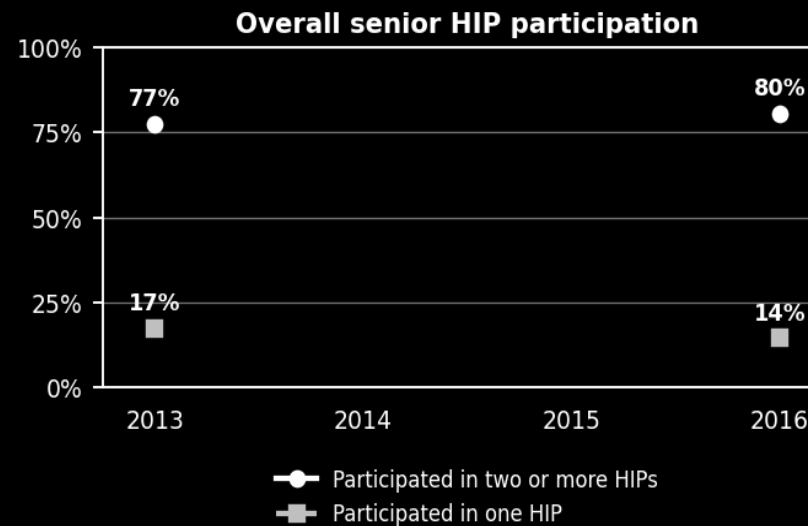
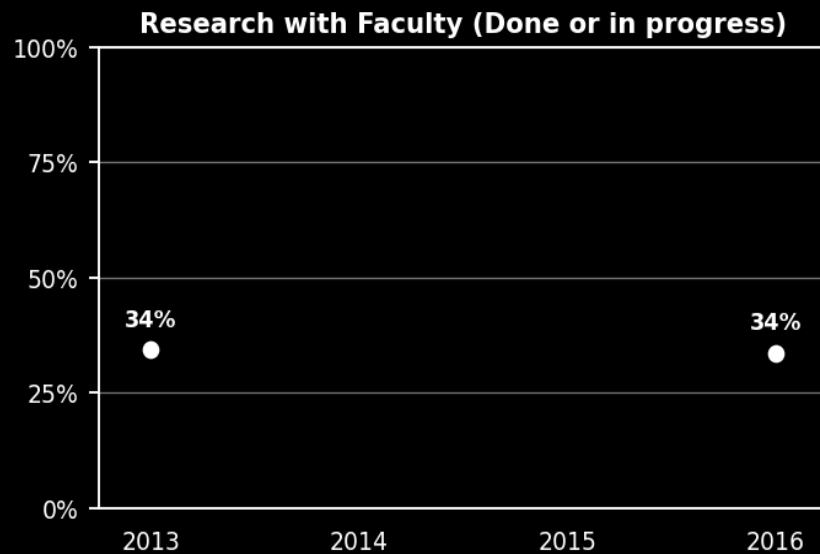
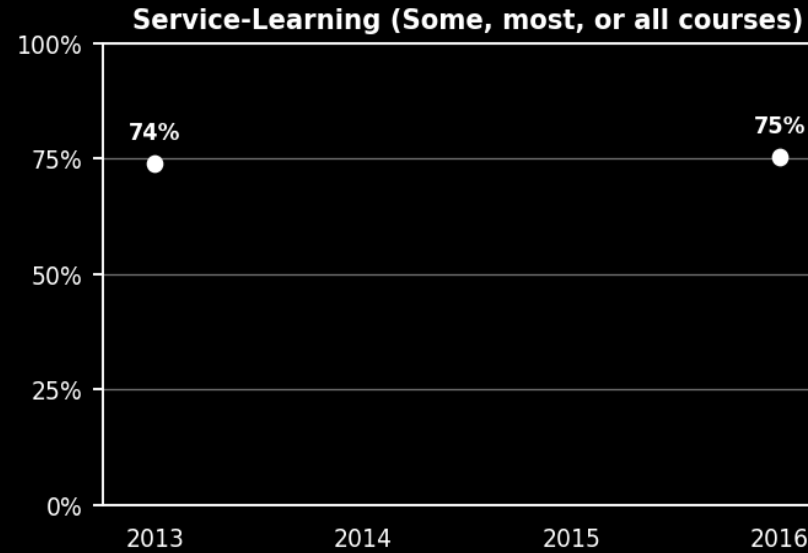
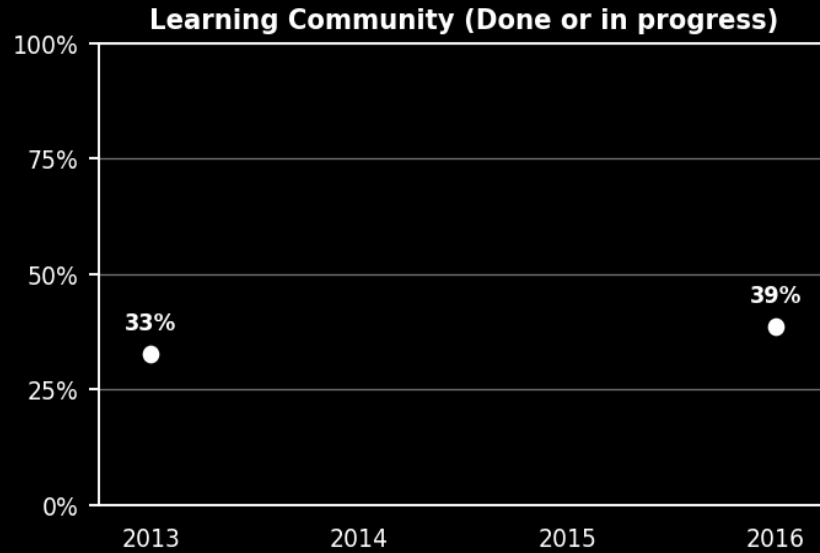
These percentage charts compare overall high-impact practice participation and the first three specific high-impact practices. Learning Community (Done or in progress) increased by 6 percentage points from 2013 (33%) to 2016 (39%). Service-Learning (Some, most, or all courses) remained about the same from 2013 (74%) to 2016 (75%).

Visual explanation:

The left panel contains small-multiple line charts in white on black. Missing years are not plotted as zeros; exact values are in alt text and speaker notes.

Accessibility note:

Charts are images with screen-reader-friendly alt text. Speaker notes list every chart value.



High-Impact Practices: Seniors - Additional Experiences

Purpose and key message:

These percentage charts compare additional high-impact practice participation or plans for internships, study abroad, and culminating senior experiences.

Internship/Field Experience

(Done or in progress) remained about the same from 2013 (71%) to 2016 (71%). Study Abroad

(Done or in progress) increased by 8 percentage points from 2013 (28%) to 2016 (36%).

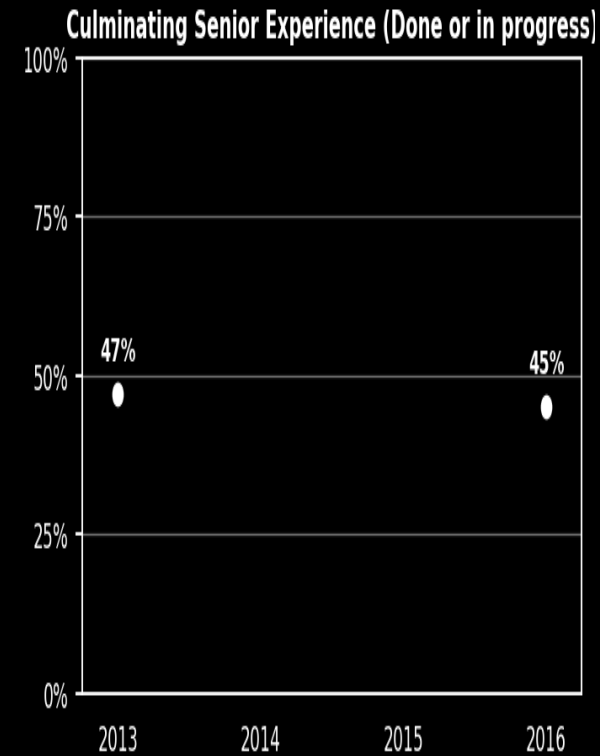
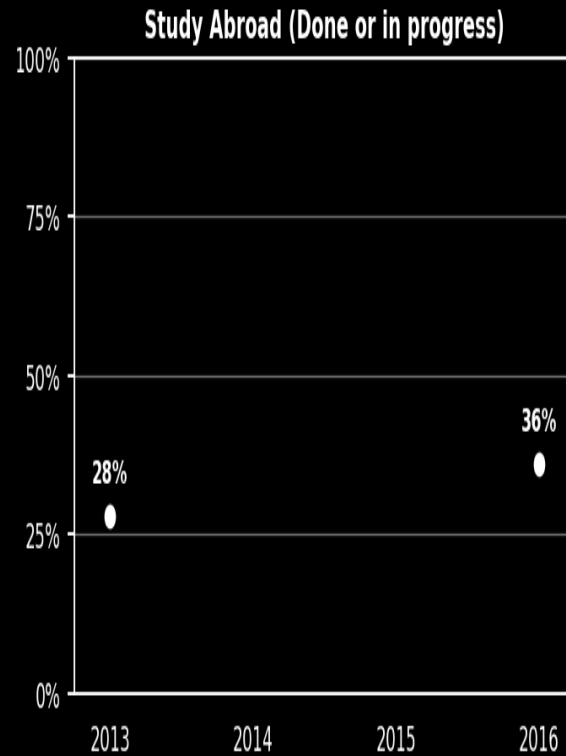
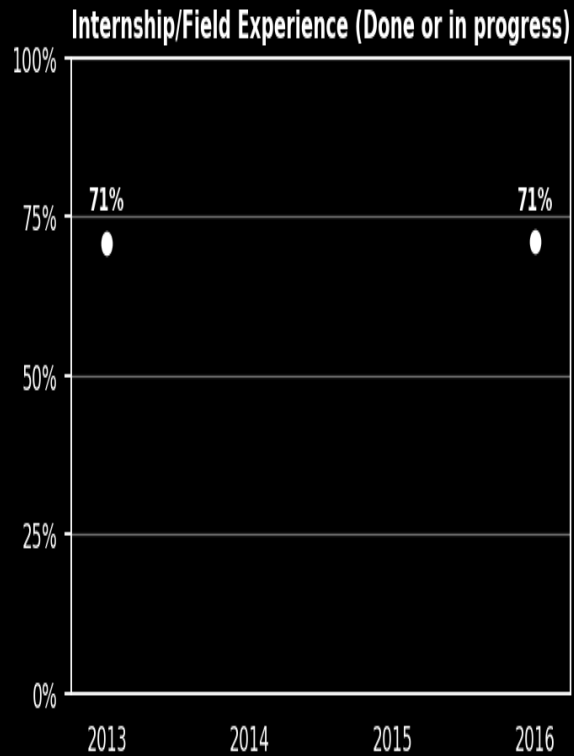
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NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Texas Christian University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	Mean	39.6			38.7					42.1			42.5				
	n	327								488			437				
	SD	13.1			13.0					13.0			12.3				
	SE	.72			.67					.59			.59				
	CI upper bound	41.0			40.0					43.2			43.6				
	CI lower bound	38.2			37.4					40.9			41.3				
Reflective & Integrative Learning	Mean	36.9			36.4					40.1			41.8				
	n	337			403					506			445				
	SD	11.7			11.3					12.1			11.6				
	SE	.64			.57					.54			.55				
	CI upper bound	38.2			37.5					41.1			42.9				
	CI lower bound	35.7			35.3					39.0			40.7				
Learning Strategies		Mean	42.9		41.2					39.3			40.7				
		n	307		320					475			396				
		SD	12.5		13.1					13.7			13.6				
		SE	.71		.73					.63			.68				
		CI upper bound	44.3		42.7					40.5			42.1				
		CI lower bound	41.5		39.8					38.0			39.4				
Quantitative Reasoning		Mean	28.2		29.0					31.6			32.2				
		n	332		380					494			438				
		SD	15.9		15.4					17.0			16.7				
		SE	.87		.79					.76			.80				
		CI upper bound	29.9		30.6					33.1			33.8				
		CI lower bound	26.5		27.5					30.1			30.7				
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	Mean	15.0			17.4					14.8			16.0				
	n	293			308					452			375				
	SD	8.2			8.2					8.6			8.4				
	SE	.48			.47					.40			.44				
	CI upper bound	15.9			18.3					15.6			16.9				
	CI lower bound	14.0			16.5					14.0			15.1				
Course Reading Estimated hours per week calculated from two survey questions. The item was modified in 2014; comparability between 2013 and later years is limited.	Mean	6.7			8.5					6.4			8.0				
	n	290			306					453			374				
	SD	5.2			6.4					5.5			6.5				
	SE	.31			.36					.26			.34				
	CI upper bound	7.3			9.2					7.0			8.7				
	CI lower bound	6.1			7.8					5.9			7.3				

Detailed Statistics: Engagement Indicators and Additional Items

Purpose and key message:

This section provides detailed numeric results that support the charts and tables in earlier slides. Detailed Statistics: Engagement Indicators and Additional Items First-year students Seniors 2013 2014 2015 2016 2017 2018 2019

Visual explanation:

Dense statistical table. Columns report counts, averages or percentages, standard deviations, standard errors, and confidence intervals. Speaker notes include the extracted table text.

Accessibility note:

Use this panel, image alt text, and speaker notes for the slide's full text, tables, chart values, and interpretation.

NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Texas Christian University

First-year students								Seniors							
2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
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).															

Detailed Statistics: Engagement Indicators and Additional Items - Continued

Purpose and key message:

This section provides detailed numeric results that support the charts and tables in earlier slides. Detailed Statistics: Engagement Indicators and Additional Items First-year students Seniors 2013 2014 2015 2016 2017 2018 2019

Visual explanation:

Dense statistical table. Columns report counts, averages or percentages, standard deviations, standard errors, and confidence intervals. Speaker notes include the extracted table text.

Accessibility note:

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NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Texas Christian University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
Assigned Writing	Mean	41.1			37.9					67.9			73.5				
	n	289			326					449			383				
	SD	50.7			44.2					60.5			72.9				
	SE	2.98			2.45					2.85			3.73				
	CI upper bound	46.9			42.7					73.5			80.8				
	CI lower bound	35.3			33.1					62.3			66.2				
Course Challenge	Mean	5.7			5.8					5.8			5.7				
	n	310			331					474			399				
	SD	1.0			1.0					1.0			1.1				
	SE	.06			.06					.05			.05				
	CI upper bound	5.8			5.9					5.9			5.8				
	CI lower bound	5.6			5.7					5.7			5.6				
Academic Emphasis	Mean	3.3			3.3					3.2			3.3				
	n	296			317					459			385				
	SD	0.7			0.7					0.7			0.7				
	SE	.04			.04					.03			.04				
	CI upper bound	3.4			3.3					3.3			3.3				
	CI lower bound	3.3			3.2					3.2			3.2				
<i>Learning with Peers</i>																	
Collaborative Learning	Mean	35.6			35.3					35.4			38.6				
	n	346			424					513			456				
	SD	13.4			12.8					13.6			13.7				
	SE	.72			.62					.60			.64				
	CI upper bound	37.0			36.5					36.5			39.8				
	CI lower bound	34.2			34.1					34.2			37.3				
Discussions with Diverse Others	Mean	39.7			39.7					41.6			41.3				
	n	312			333					478			400				
	SD	13.7			13.4					13.9			14.6				
	SE	.77			.73					.63			.73				
	CI upper bound	41.2			41.1					42.9			42.7				
	CI lower bound	38.2			38.2					40.4			39.8				

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).

Detailed Statistics: Engagement Indicators and Additional Items - Continued

Purpose and key message:

This section provides detailed numeric results that support the charts and tables in earlier slides. Detailed Statistics: Engagement Indicators and Additional Items First-year students Seniors 2013 2014 2015 2016 2017 2018 2019

Visual explanation:

Dense statistical table. Columns report counts, averages or percentages, standard deviations, standard errors, and confidence intervals. Speaker notes include the extracted table text.

Accessibility note:

Use this panel, image alt text, and speaker notes for the slide's full text, tables, chart values, and interpretation.

NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Texas Christian University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	Mean	22.4			23.4					30.1			30.1				
	n	332			392					499			441				
	SD	13.4			14.2					14.8			15.9				
	SE	.74			.72					.66			.76				
	CI upper bound	23.9			24.8					31.4			31.6				
	CI lower bound	21.0			22.0					28.8			28.6				
<i>Effective Teaching Practices</i>																	
Effective Teaching Practices	Mean	42.3			41.7					42.8			42.6				
	n	336			388					497			445				
	SD	11.7			11.2					12.4			12.3				
	SE	.64			.57					.56			.58				
	CI upper bound	43.6			42.9					43.9			43.7				
	CI lower bound	41.0			40.6					41.7			41.4				
<i>Campus Environment</i>																	
Quality of Interactions	Mean	45.2			44.7					45.2			46.5				
	n	303			320					472			394				
	SD	10.0			10.3					10.1			9.8				
	SE	.57			.57					.46			.50				
	CI upper bound	46.4			45.8					46.1			47.5				
	CI lower bound	44.1			43.6					44.3			45.5				
Supportive Environment	Mean	41.8			40.8					38.7			38.9				
	n	294			311					454			381				
	SD	12.2			12.6					12.8			12.5				
	SE	.71			.71					.60			.64				
	CI upper bound	43.2			42.2					39.8			40.1				
	CI lower bound	40.4			39.4					37.5			37.6				

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

Detailed Statistics: Engagement Indicators and Additional Items - Continued

Purpose and key message:

This section provides detailed numeric results that support the charts and tables in earlier slides. Detailed Statistics: Engagement Indicators and Additional Items First-year students Seniors 2013 2014 2015 2016 2017 2018 2019

Visual explanation:

Dense statistical table. Columns report counts, averages or percentages, standard deviations, standard errors, and confidence intervals. Speaker notes include the extracted table text.

Accessibility note:

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NSSE 2016 Multi-Year Report

Detailed Statistics: High-Impact Practices

Texas Christian University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community^a	%	10			10					33			39				
	n	308			330					474			399				
	SE	1.7			1.6					2.2			2.4				
	CI upper bound (%)	14			13					37			44				
	CI lower bound (%)	7			6					29			34				
Service-Learning^a	%	50			50					74			75				
	n	310			329					470			394				
	SE	2.8			2.8					2.0			2.2				
	CI upper bound (%)	56			56					78			80				
	CI lower bound (%)	44			45					70			71				
Research with Faculty^a	%	5			3					34			34				
	n	307			328					467			400				
	SE	1.2			0.9					2.2			2.4				
	CI upper bound (%)	7			5					39			38				
	CI lower bound (%)	2			1					30			29				
Internship or Field Experience^b	%	83			82					71			71				
	n	310			329					475			399				
	SE	2.1			2.1					2.1			2.3				
	CI upper bound (%)	87			86					75			75				
	CI lower bound (%)	79			78					67			67				
Study Abroad^b	%	58			59					28			36				
	n	310			329					474			398				
	SE	2.8			2.7					2.1			2.4				
	CI upper bound (%)	63			64					32			41				
	CI lower bound (%)	52			53					24			31				
Culminating Senior Experience^b	%	63			59					47			45				
	n	311			326					470			399				
	SE	2.7			2.7					2.3			2.5				
	CI upper bound (%)	68			64					52			50				
	CI lower bound (%)	58			53					43			40				
Overall HIP Participation^c																	
Participated in one HIP	%	48			49					17			14				
	n	311			330					478			401				
	SE	2.8			2.8					1.7			1.8				
	CI upper bound (%)	54			54					21			18				
	CI lower bound (%)	43			43					14			11				
Participated in two or more HIPs	%	8			6					77			80				
	n	311			330					478			401				
	SE	1.5			1.3					1.9			2.0				
	CI upper bound (%)	11			9					81			84				
	CI lower bound (%)	5			4					74			77				

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, and 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.

Detailed Statistics: High-Impact Practices

Purpose and key message:

This section focuses on high-impact practices and overall participation patterns. Detailed Statistics: High-Impact Practices
First-year students Seniors 2013 2014 2015 2016 2017 2018 2019

Visual explanation:

Dense statistical table. Columns report counts, averages or percentages, standard deviations, standard errors, and confidence intervals. Speaker notes include the extracted table text.

Accessibility note:

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End Page and Institution Identifier

Purpose and key message:

IPEDS: 228875

Visual explanation:

Mostly blank administrative page showing the IPEDS institution identifier.

Accessibility note:

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