



NSSE 2024

Multi-Year Report

University of South Carolina Aiken

About Your Multi-Year Report

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

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

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

Interpreting year-to-year results

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

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

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

Response Details by Participation Year

Year	First-year students			Seniors						
	Response rate ^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										
2014	26%	+/- 7.0%	147	126	21	31%	+/- 7.0%	137	121	16
2015										
2016	30%	+/- 6.4%	162	143	19	35%	+/- 4.9%	261	227	34
2017										
2018	28%	+/- 7.1%	138	105	33	31%	+/- 4.8%	291	256	35
2019										
2020	37%	+/- 6.1%	161	127	34	35%	+/- 4.8%	271	214	57
2021										
2022	34%	+/- 6.8%	138	99	39	32%	+/- 5.3%	237	200	37
2023										
2024	24%	+/- 8.4%	105	73	32	21%	+/- 7.3%	141	116	25

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	None	No	No	No
2015							
2016	Email	Census	Yes	None	No	No	No
2017							
2018	Email	Census	Yes	None	No	No	No
2019							
2020	Email	Census	Yes	Academic Advising	No	Yes	Yes
2021							
2022	Email	Census	Yes	Academic Advising	No	No	Yes
2023							
2024	Email	Census	Yes	Academic Advising	No	No	Yes

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

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

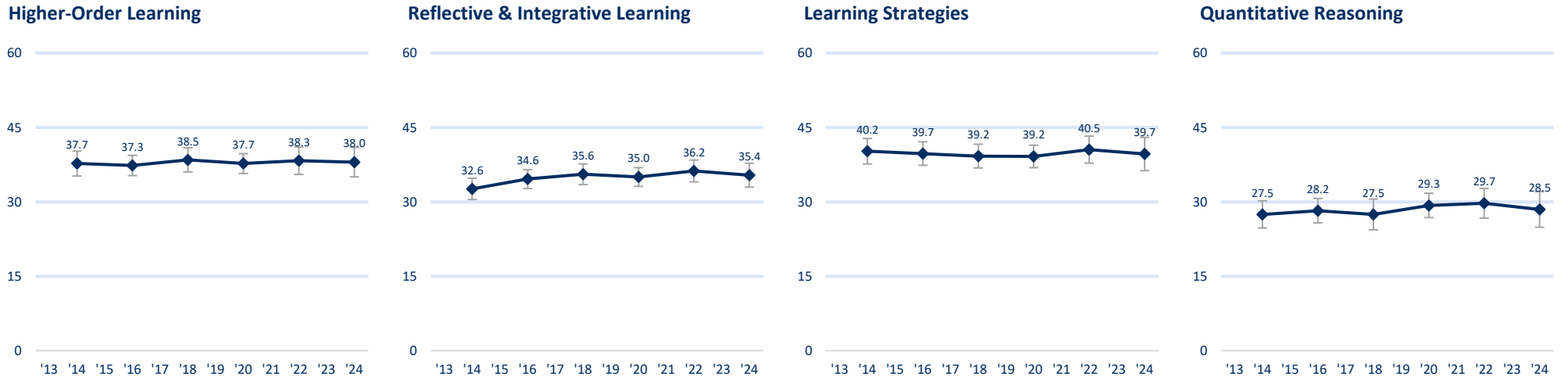
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%)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

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

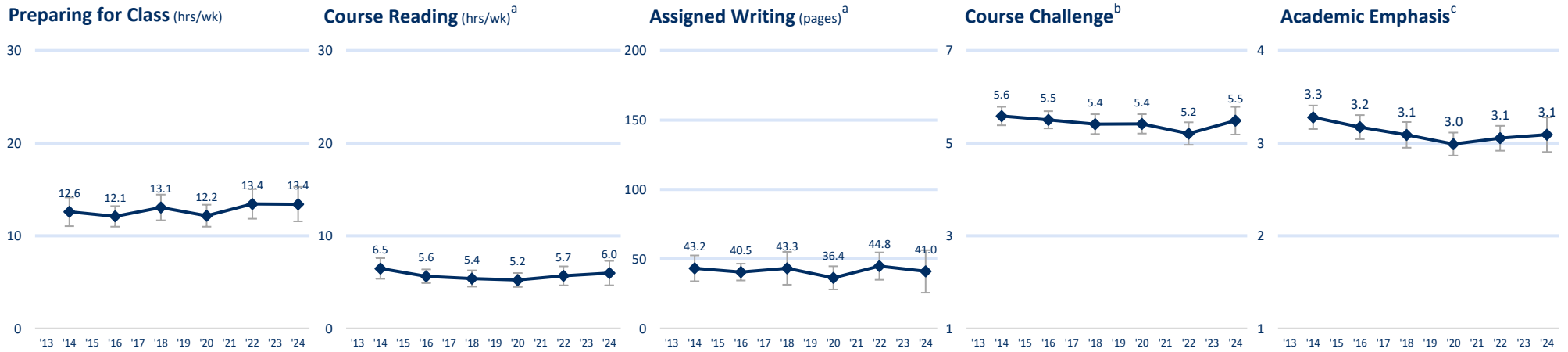
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



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

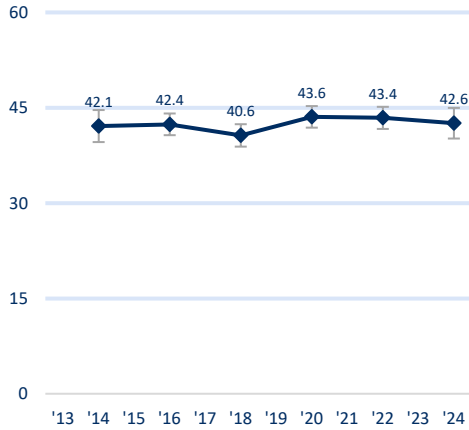
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

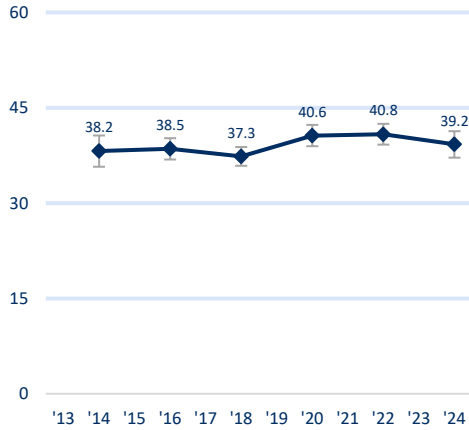
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Academic Challenge: Seniors

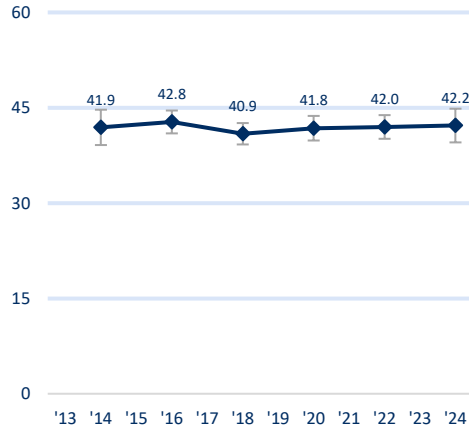
Higher-Order Learning



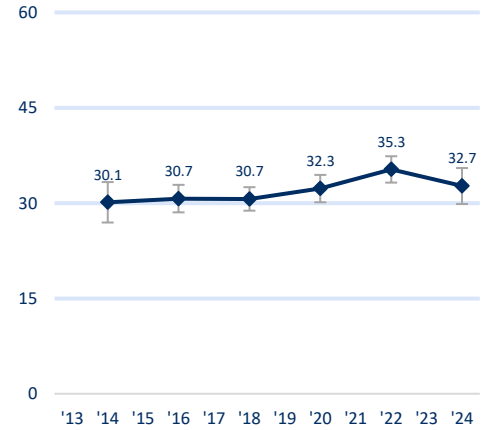
Reflective & Integrative Learning



Learning Strategies

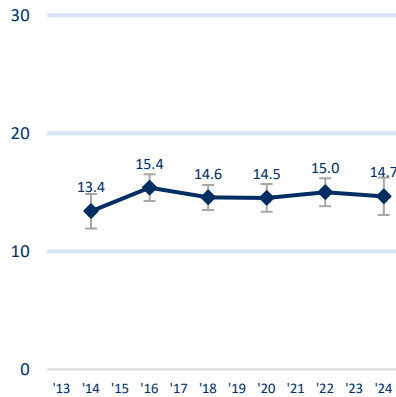


Quantitative Reasoning

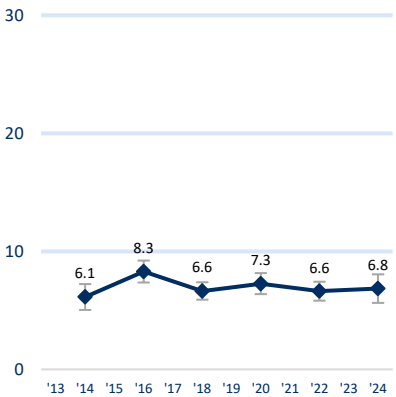


Academic Challenge (additional items): Seniors

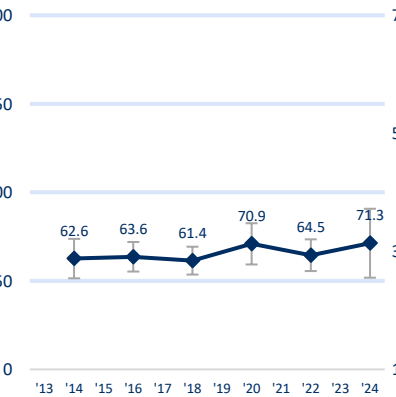
Preparing for Class (hrs/wk)



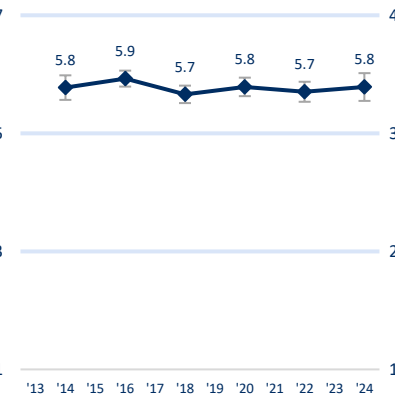
Course Reading (hrs/wk)^a



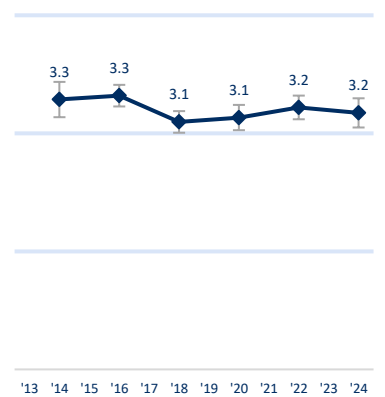
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

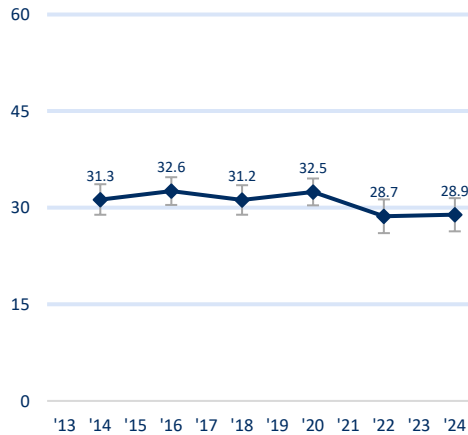
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

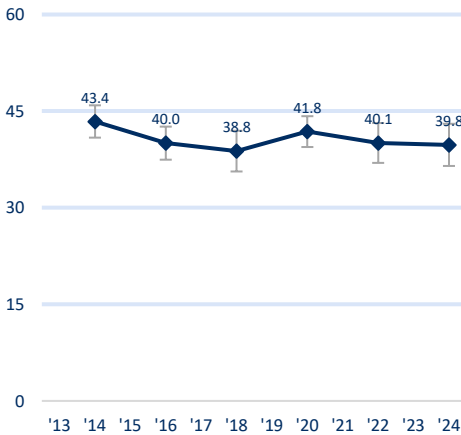
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

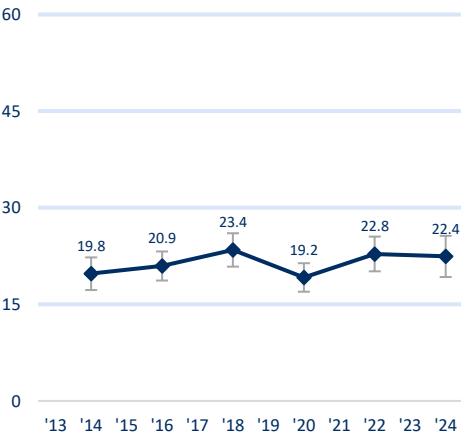


Discussions with Diverse Others

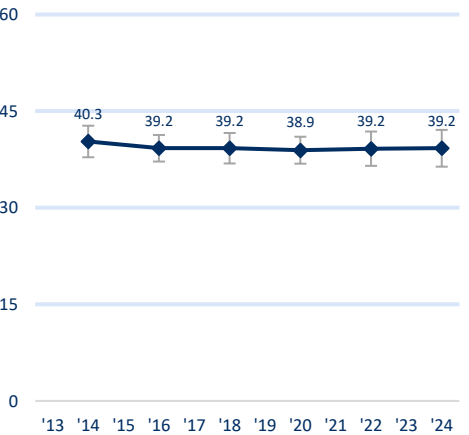


Experiences with Faculty: First-year students

Student-Faculty Interaction

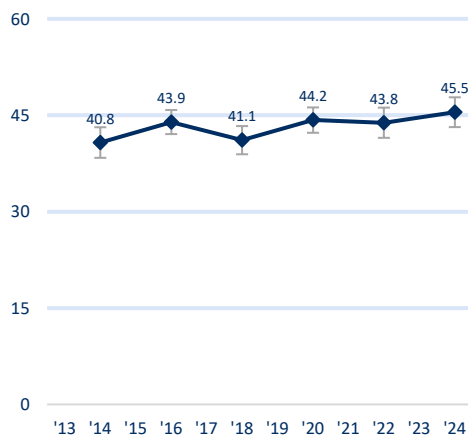


Effective Teaching Practices

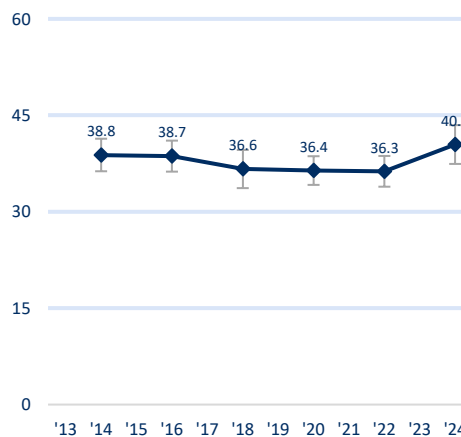


Campus Environment: First-year students

Quality of Interactions



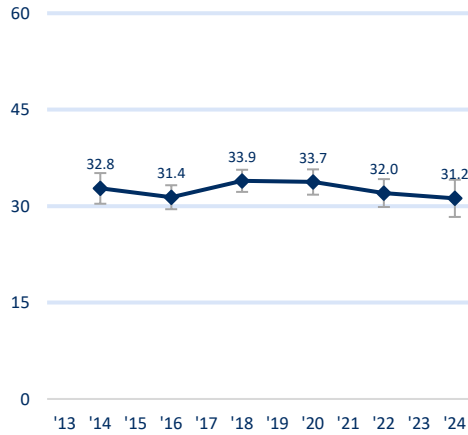
Supportive Environment



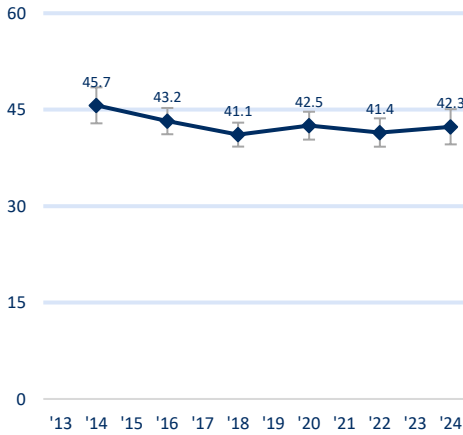
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Learning with Peers: Seniors

Collaborative Learning

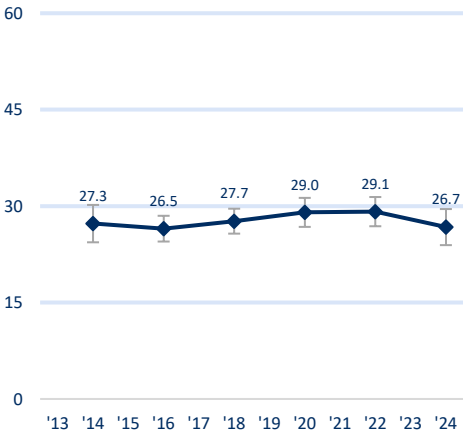


Discussions with Diverse Others

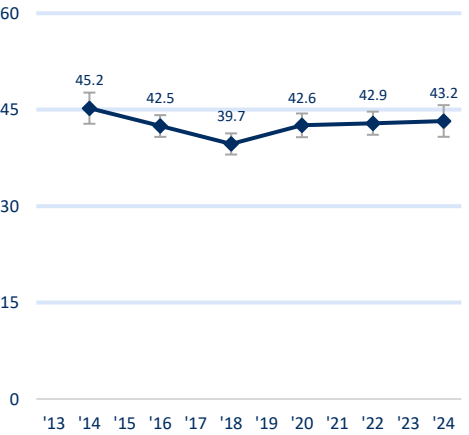


Experiences with Faculty: Seniors

Student-Faculty Interaction

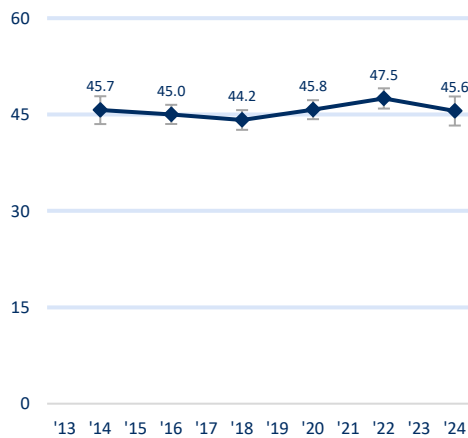


Effective Teaching Practices

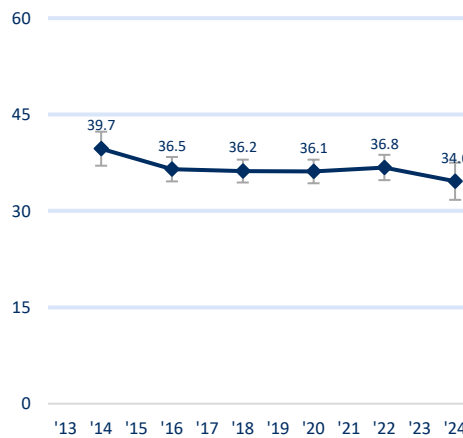


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

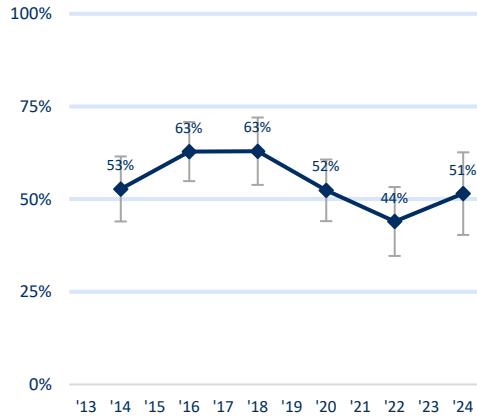


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

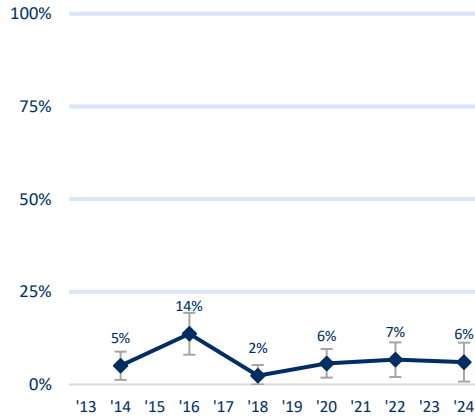
Service-Learning

(Some, most, or all courses)



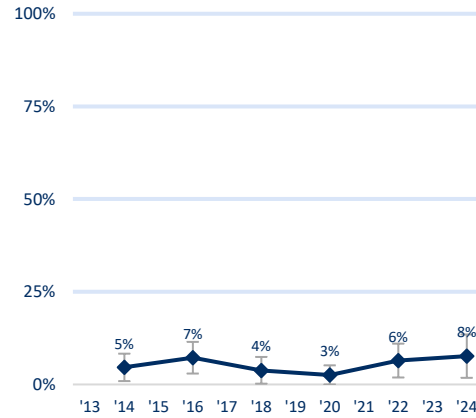
Learning Community

(Done or in progress)



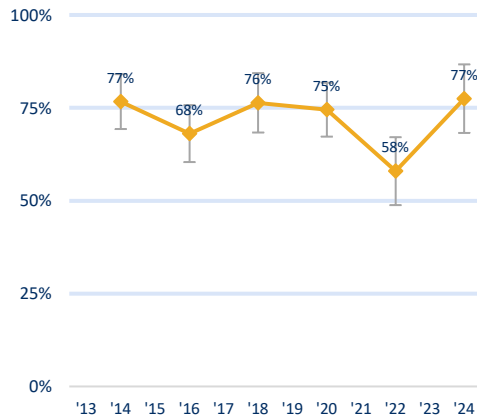
Research with Faculty

(Done or in progress)



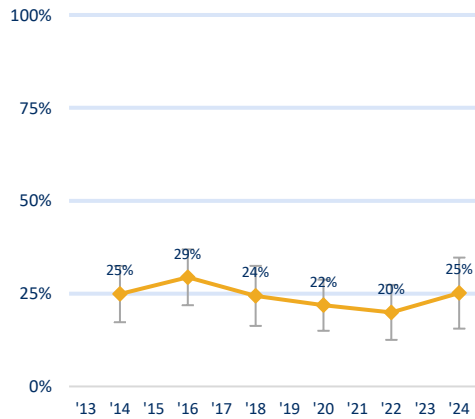
Internship/Field Experience

(Plan to do)



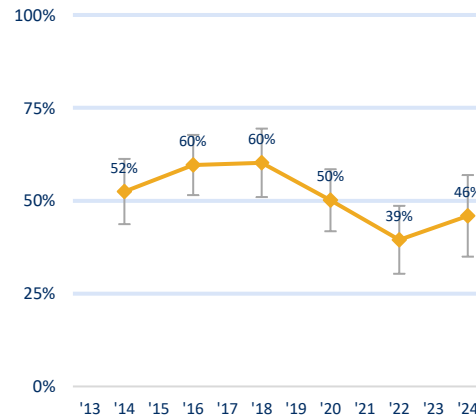
Study Abroad

(Plan to do)



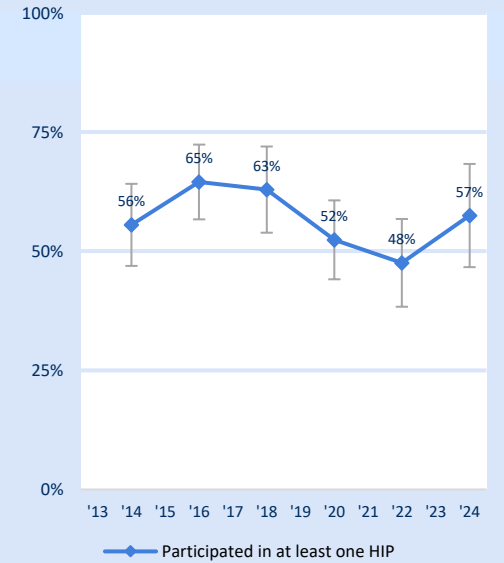
Culminating Senior Experience

(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.

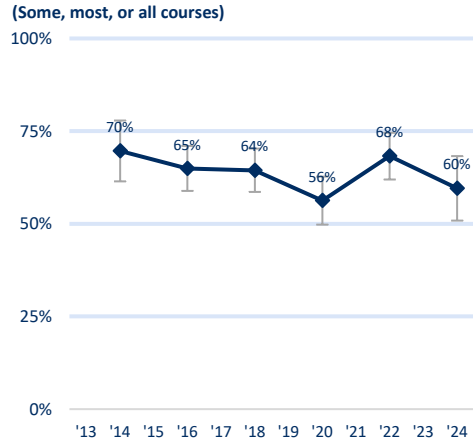


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

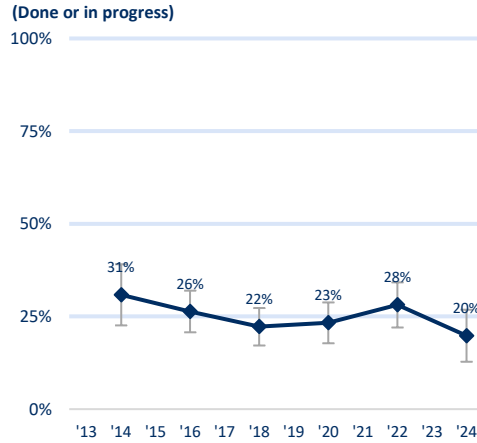
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

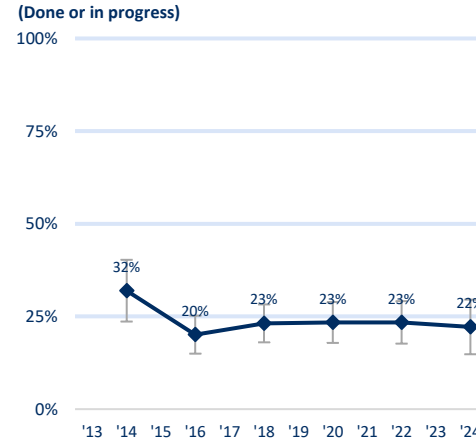
Service-Learning (Some, most, or all courses)



Learning Community (Done or in progress)

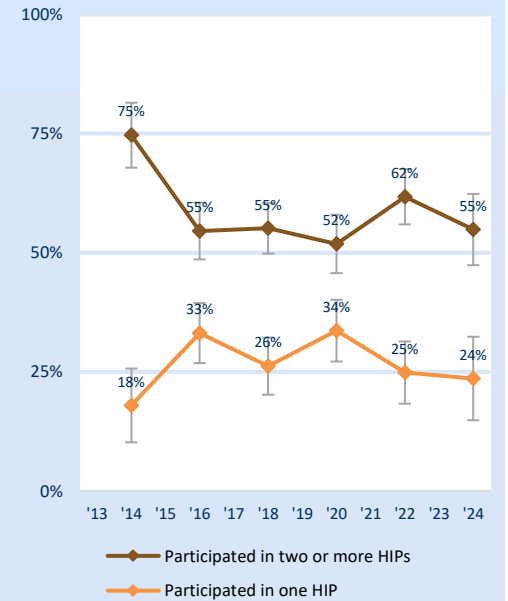


Research with Faculty (Done or in progress)

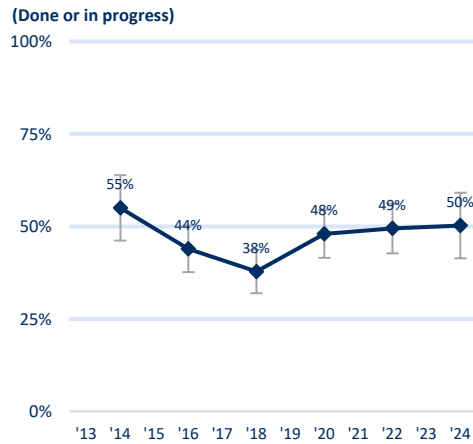


Overall senior HIP participation

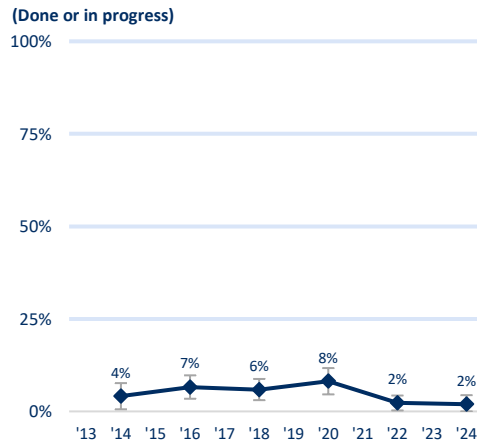
The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



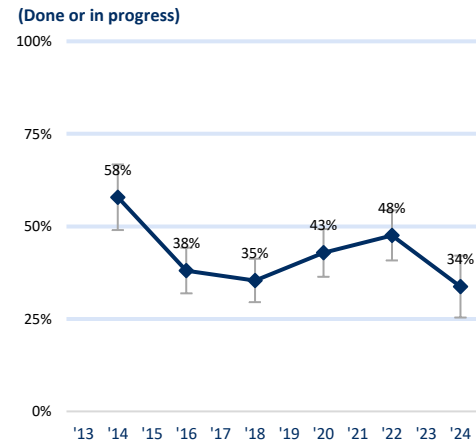
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)



Culminating Senior Experience (Done or in progress)



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

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of South Carolina Aiken

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge</i>																									
Higher-Order Learning	<i>Mean</i>		37.7		37.3		38.5		37.7		38.3		38.0		42.1		42.4		40.6		43.6		43.4		42.6
	<i>n</i>		131		154		120		145		122		93		126		247		270		237		218		132
	<i>SD</i>		14.7		12.9		13.7		12.3		15.5		14.6		14.4		13.6		14.8		13.3		13.1		14.1
	<i>SE</i>		1.28		1.04		1.25		1.02		1.41		1.52		1.29		.87		.90		.87		.89		1.23
	<i>CI up bnd</i>		40.2		39.4		40.9		39.7		41.0		41.0		44.6		44.1		42.4		45.3		45.1		45.0
	<i>CI low bnd</i>		35.2		35.3		36.0		35.7		35.5		35.0		39.6		40.7		38.9		41.9		41.7		40.2
Reflective & Integrative Learning	<i>Mean</i>		32.6		34.6		35.6		35.0		36.2		35.4		38.2		38.5		37.3		40.6		40.8		39.2
	<i>n</i>		135		157		123		149		127		97		133		253		280		252		230		139
	<i>SD</i>		12.7		12.2		11.9		11.7		12.7		12.1		14.4		13.6		12.6		13.6		12.7		12.5
	<i>SE</i>		1.10		.97		1.07		.96		1.12		1.23		1.25		.86		.75		.86		.83		1.06
	<i>CI up bnd</i>		34.8		36.5		37.7		36.9		38.4		37.8		40.6		40.2		38.8		42.3		42.5		41.3
	<i>CI low bnd</i>		30.5		32.7		33.5		33.1		34.0		33.0		35.7		36.9		35.9		38.9		39.2		37.1
Learning Strategies	<i>Mean</i>		40.2		39.7		39.2		39.2		40.5		39.7		41.9		42.8		40.9		41.8		42.0		42.2
	<i>n</i>		126		139		110		140		115		80		120		238		260		228		215		127
	<i>SD</i>		14.8		14.2		12.8		13.7		14.9		15.3		15.5		14.2		13.8		14.9		13.9		15.2
	<i>SE</i>		1.31		1.21		1.22		1.16		1.39		1.71		1.42		.92		.86		.99		.95		1.35
	<i>CI up bnd</i>		42.8		42.1		41.6		41.4		43.3		43.0		44.7		44.6		42.6		43.7		43.8		44.9
	<i>CI low bnd</i>		37.6		37.4		36.8		36.9		37.8		36.3		39.1		41.0		39.2		39.8		40.1		39.5
Quantitative Reasoning	<i>Mean</i>		27.5		28.2		27.5		29.3		29.7		28.5		30.1		30.7		30.7		32.3		35.3		32.7
	<i>n</i>		134		152		111		137		114		86		129		247		265		232		214		124
	<i>SD</i>		16.2		15.5		16.6		14.6		16.3		16.9		18.4		17.3		15.4		16.7		15.5		16.1
	<i>SE</i>		1.40		1.26		1.58		1.25		1.53		1.83		1.62		1.10		.94		1.10		1.06		1.44
	<i>CI up bnd</i>		30.2		30.7		30.6		31.7		32.7		32.1		33.3		32.9		32.5		34.4		37.4		35.5
	<i>CI low bnd</i>		24.7		25.8		24.4		26.8		26.7		24.9		26.9		28.5		28.8		30.1		33.2		29.9
<i>Academic Challenge (additional items)</i>																									
Preparing for Class (hours/week)	<i>Mean</i>		12.6		12.1		13.1		12.2		13.4		13.4		13.4		15.4		14.6		14.5		15.0		14.7
	<i>n</i>		114		139		108		135		111		78		113		228		257		223		207		123
	<i>SD</i>		8.5		6.7		7.4		7.0		8.6		8.4		7.9		8.7		8.7		8.9		8.7		9.0
	<i>SE</i>		.79		.57		.71		.60		.82		.95		.75		.58		.54		.60		.60		.81
	<i>CI up bnd</i>		14.1		13.2		14.4		13.4		15.0		15.3		14.9		16.5		15.6		15.7		16.2		16.3
	<i>CI low bnd</i>		11.0		11.0		11.7		11.0		11.8		11.6		11.9		14.3		13.5		13.4		13.8		13.1
Course Reading <small>Est. hrs per week calculated from two items.</small>	<i>Mean</i>		6.5		5.6		5.4		5.2		5.7		6.0		6.1		8.3		6.6		7.3		6.6		6.8
	<i>n</i>		113		138		108		134		110		76		111		225		253		223		204		122
	<i>SD</i>		6.1		4.4		4.6		4.5		5.5		5.8		5.9		7.1		6.0		6.8		5.8		6.8
	<i>SE</i>		.57		.38		.45		.38		.52		.67		.56		.47		.38		.45		.41		.62
	<i>CI up bnd</i>		7.6		6.4		6.3		6.0		6.7		7.3		7.2		9.2		7.4		8.2		7.4		8.1
	<i>CI low bnd</i>		5.4		4.9		4.5		4.5		4.6		4.7		5.0		7.4		5.9		6.4		5.8		5.6

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

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of South Carolina Aiken

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge (additional items, continued)</i>																									
Assigned Writing	<i>Mean</i>	43.2	40.5	43.3	36.4	44.8	41.0	62.6	63.6	61.4	70.9	64.5	71.3												
	<i>n</i>	120	140	112	141	115	84	111	232	267	230	215	125												
	<i>SD</i>	52.0	36.5	63.8	50.4	53.9	71.5	60.0	64.9	65.6	90.0	67.0	111.0												
	<i>SE</i>	4.74	3.09	6.04	4.25	5.03	7.80	5.68	4.26	4.02	5.94	4.58	9.93												
	<i>CI up bnd</i>	52.5	46.6	55.1	44.7	54.7	56.3	73.7	72.0	69.3	82.5	73.5	90.7												
	<i>CI low bnd</i>	33.9	34.5	31.4	28.0	35.0	25.7	51.5	55.3	53.6	59.3	55.5	51.8												
Course Challenge	<i>Mean</i>	5.6	5.5	5.4	5.4	5.2	5.5	5.8	5.9	5.7	5.8	5.7	5.8												
	<i>n</i>	129	142	110	141	115	81	122	240	264	228	213	127												
	<i>SD</i>	1.2	1.1	1.1	1.3	1.3	1.4	1.2	1.1	1.2	1.2	1.3	1.4												
	<i>SE</i>	.10	.09	.11	.11	.12	.15	.11	.07	.08	.08	.09	.12												
	<i>CI up bnd</i>	5.8	5.7	5.6	5.6	5.5	5.8	6.0	6.1	5.8	5.9	5.9	6.0												
	<i>CI low bnd</i>	5.4	5.3	5.2	5.2	5.0	5.2	5.6	5.8	5.5	5.6	5.5	5.5												
Academic Emphasis	<i>Mean</i>	3.3	3.2	3.1	3.0	3.1	3.1	3.3	3.3	3.1	3.1	3.2	3.2												
	<i>n</i>	115	138	109	139	112	78	111	229	258	224	210	124												
	<i>SD</i>	0.7	0.8	0.7	0.7	0.7	0.8	0.8	0.7	0.8	0.8	0.7	0.7												
	<i>SE</i>	.06	.07	.07	.06	.07	.10	.08	.05	.05	.05	.06	.06												
	<i>CI up bnd</i>	3.4	3.3	3.2	3.1	3.2	3.3	3.4	3.4	3.2	3.2	3.3	3.3												
	<i>CI low bnd</i>	3.2	3.0	3.0	2.9	2.9	2.9	3.1	3.2	3.0	3.0	3.1	3.0												
<i>Learning with Peers</i>																									
Collaborative Learning	<i>Mean</i>	31.3	32.6	31.2	32.5	28.7	28.9	32.8	31.4	33.9	33.7	32.0	31.2												
	<i>n</i>	137	154	135	159	136	102	133	255	287	264	234	139												
	<i>SD</i>	14.1	13.6	13.6	13.4	15.6	13.3	14.0	15.2	14.9	16.3	16.9	17.4												
	<i>SE</i>	1.21	1.10	1.17	1.06	1.34	1.31	1.22	.95	.88	1.00	1.11	1.48												
	<i>CI up bnd</i>	33.6	34.7	33.5	34.5	31.3	31.5	35.1	33.2	35.7	35.7	34.2	34.1												
	<i>CI low bnd</i>	28.9	30.4	28.9	30.4	26.1	26.3	30.4	29.5	32.2	31.8	29.9	28.3												
Discussions with Diverse Others	<i>Mean</i>	43.4	40.0	38.8	41.8	40.1	39.8	45.7	43.2	41.1	42.5	41.4	42.3												
	<i>n</i>	128	144	109	141	116	82	122	239	259	230	211	127												
	<i>SD</i>	14.5	15.7	16.8	14.5	17.0	15.1	15.8	16.1	15.3	16.8	16.4	15.7												
	<i>SE</i>	1.28	1.31	1.61	1.22	1.58	1.67	1.43	1.04	.95	1.11	1.13	1.40												
	<i>CI up bnd</i>	45.9	42.6	41.9	44.2	43.2	43.0	48.5	45.3	43.0	44.7	43.7	45.1												
	<i>CI low bnd</i>	40.9	37.5	35.6	39.4	37.0	36.5	42.9	41.2	39.3	40.3	39.2	39.6												

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

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of South Carolina Aiken

		First-year students										Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Experiences with Faculty</i>																									
Student-Faculty Interaction	<i>Mean</i>		19.8		20.9		23.4		19.2		22.8		22.4		27.3		26.5		27.7		29.0		29.1		26.7
	<i>n</i>		135		154		122		146		125		95		130		248		270		244		224		137
	<i>SD</i>		15.0		14.3		14.6		13.7		15.4		15.9		16.9		16.1		16.3		18.0		17.3		16.8
	<i>SE</i>		1.29		1.15		1.32		1.13		1.38		1.63		1.48		1.02		.99		1.15		1.16		1.43
	<i>CI up bnd</i>		22.3		23.2		26.0		21.4		25.5		25.6		30.2		28.5		29.6		31.3		31.4		29.5
<i>CI low bnd</i>		17.2		18.7		20.8		17.0		20.1		19.2		24.4		24.5		25.7		26.8		26.9		23.9	
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Effective Teaching Practices	<i>Mean</i>		40.3		39.2		39.2		38.9		39.2		39.2		45.2		42.5		39.7		42.6		42.9		43.2
	<i>n</i>		136		155		117		144		121		90		131		250		270		236		222		131
	<i>SD</i>		14.6		13.1		13.1		12.8		15.0		13.8		14.1		13.6		13.8		14.5		13.7		14.4
	<i>SE</i>		1.25		1.05		1.21		1.07		1.36		1.46		1.24		.86		.84		.94		.92		1.26
	<i>CI up bnd</i>		42.7		41.3		41.6		41.0		41.8		42.1		47.7		44.1		41.3		44.4		44.7		45.7
<i>CI low bnd</i>		37.8		37.2		36.9		36.8		36.5		36.4		42.8		40.8		38.0		40.7		41.1		40.8	
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<i>Campus Environment</i>																									
Quality of Interactions	<i>Mean</i>		40.8		43.9		41.1		44.2		43.8		45.5		45.7		45.0		44.2		45.8		47.5		45.6
	<i>n</i>		122		136		107		137		104		76		119		229		246		212		188		110
	<i>SD</i>		13.4		11.2		11.6		11.8		12.2		10.3		12.0		11.5		12.3		11.0		11.0		12.1
	<i>SE</i>		1.21		.96		1.12		1.01		1.20		1.18		1.10		.76		.78		.75		.80		1.15
	<i>CI up bnd</i>		43.1		45.8		43.3		46.2		46.2		47.8		47.9		46.5		45.7		47.2		49.1		47.8
<i>CI low bnd</i>		38.4		42.1		38.9		42.3		41.5		43.2		43.5		43.5		42.6		44.3		45.9		43.3	
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Supportive Environment	<i>Mean</i>		38.8		38.7		36.6		36.4		36.3		40.5		39.7		36.5		36.2		36.1		36.8		34.6
	<i>n</i>		115		137		106		140		111		78		112		227		255		223		210		122
	<i>SD</i>		13.9		14.4		15.6		13.4		12.9		13.6		14.3		14.6		14.5		14.0		14.6		16.3
	<i>SE</i>		1.29		1.23		1.52		1.14		1.22		1.54		1.35		.97		.91		.94		1.01		1.48
	<i>CI up bnd</i>		41.4		41.1		39.6		38.6		38.7		43.5		42.3		38.4		38.0		38.0		38.7		37.5
<i>CI low bnd</i>		36.3		36.2		33.7		34.2		33.9		37.4		37.0		34.6		34.4		34.3		34.8		31.7	

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).

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Service-Learning^a	%	53	63	63	63	52	44	51	70	65	64	56	68	60	70	65	64	56	68	60					
	<i>n</i>	125	142	109	140	111	78	122	239	259	227	211	123	122	239	259	227	211	123						
	<i>SE</i>	4.5	4.1	4.6	4.2	4.7	5.7	4.2	3.1	3.0	3.3	3.2	4.4	4.2	3.1	3.0	3.3	3.2	4.4						
	<i>CI up bnd</i>	62	71	72	61	53	63	78	71	70	63	75	68	78	71	70	63	75	68						
	<i>CI low bnd</i>	44	55	54	44	35	40	61	59	59	50	62	51	61	59	59	50	62	51						
Learning Community^a	%	5	14	2	6	7	6	31	26	22	23	28	20	31	26	22	23	28	20						
	<i>n</i>	127	143	109	140	111	80	122	237	261	227	211	125	122	237	261	227	211	125						
	<i>SE</i>	1.9	2.9	1.5	2.0	2.4	2.7	4.2	2.9	2.6	2.8	3.1	3.6	4.2	2.9	2.6	2.8	3.1	3.6						
	<i>CI up bnd</i>	9	19	5	10	11	11	39	32	27	29	34	27	39	32	27	29	34	27						
	<i>CI low bnd</i>	1	8	0	2	2	1	23	21	17	18	22	13	23	21	17	18	22	13						
Research with Faculty^a	%	5	7	4	3	6	8	32	20	23	23	22	22	32	20	23	23	23	22						
	<i>n</i>	125	142	109	140	112	80	122	236	263	227	211	123	122	236	263	227	211	123						
	<i>SE</i>	1.9	2.2	1.8	1.3	2.3	3.0	4.2	2.6	2.6	2.8	2.9	3.8	4.2	2.6	2.6	2.8	2.9	3.8						
	<i>CI up bnd</i>	8	11	7	5	11	13	40	25	28	29	29	30	40	25	28	29	29	30						
	<i>CI low bnd</i>	1	3	0	0	2	2	24	15	18	18	18	15	24	15	18	18	18	15						
Internship or Field Experience^b (First-year results: Plan to do)	%	77	68	76	75	58	77	55	44	38	48	49	50	55	44	38	48	49	50						
	<i>n</i>	127	143	109	140	113	80	122	241	263	228	213	123	122	241	263	228	213	123						
	<i>SE</i>	3.8	3.9	4.1	3.7	4.7	4.7	4.5	3.2	3.0	3.3	3.4	4.5	4.5	3.2	3.0	3.3	3.4	4.5						
	<i>CI up bnd</i>	84	76	84	82	67	87	64	50	44	54	56	59	64	50	44	54	56	59						
	<i>CI low bnd</i>	69	60	68	67	49	68	46	38	32	41	43	41	46	38	32	41	43	41						
Study Abroad^b (First-year results: Plan to do)	%	25	29	24	22	20	25	4	7	6	8	2	2	4	7	6	8	2	2						
	<i>n</i>	126	142	109	140	113	80	122	237	261	228	211	122	122	237	261	228	211	122						
	<i>SE</i>	3.9	3.8	4.1	3.5	3.8	4.9	1.8	1.6	1.5	1.8	1.0	1.3	1.8	1.6	1.5	1.8	1.0	1.3						
	<i>CI up bnd</i>	32	37	32	29	27	35	8	10	9	12	4	4	8	10	9	12	4	4						
	<i>CI low bnd</i>	17	22	16	15	13	16	1	3	3	5	0	0	1	3	3	5	0	0						
Culminating Senior Experience^b (First-year results: Plan to do)	%	52	60	60	50	39	46	58	38	35	43	48	34	58	38	35	43	48	34						
	<i>n</i>	125	142	109	139	111	80	120	239	257	227	211	124	120	239	257	227	211	124						
	<i>SE</i>	4.5	4.1	4.7	4.3	4.7	5.6	4.5	3.1	3.0	3.3	3.4	4.3	4.5	3.1	3.0	3.3	3.4	4.3						
	<i>CI up bnd</i>	61	68	69	58	49	57	67	44	41	49	54	42	67	44	41	49	54	42						
	<i>CI low bnd</i>	44	52	51	42	30	35	49	32	30	36	41	25	49	32	30	36	41	25						
Overall HIP Participation^c																									
Participated in one HIP	%	50	50	59	45	41	53	18	33	26	34	25	24	18	33	26	34	25	24						
	<i>n</i>	128	143	109	140	113	80	122	241	265	229	214	125	122	241	265	229	214	125						
	<i>SE</i>	4.4	4.2	4.7	4.2	4.6	5.6	3.5	3.0	2.7	3.1	3.0	3.8	3.5	3.0	2.7	3.1	3.0	3.8						
	<i>CI up bnd</i>	59	58	68	54	50	64	25	39	32	40	31	31	25	39	32	40	31	31						
	<i>CI low bnd</i>	41	41	50	37	32	42	11	27	21	28	19	16	11	27	21	28	19	16						
Participated in two or more HIPs	%	6	15	4	7	7	5	75	55	55	52	62	55	75	55	55	52	62	55						
	<i>n</i>	128	143	109	140	113	80	122	241	265	229	214	125	122	241	265	229	214	125						
	<i>SE</i>	2.1	3.0	1.8	2.2	2.4	2.4	3.9	3.2	3.1	3.3	3.3	4.5	3.9	3.2	3.1	3.3	3.3	4.5						
	<i>CI up bnd</i>	10	21	7	11	12	10	82	61	61	58	68	64	82	61	61	58	68	64						
	<i>CI low bnd</i>	2	9	0	3	2	0	67	48	49	45	55	46	67	48	49	45	55	46						

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.