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# NSSE 2022

## Multi-Year Report

College of Charleston

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### About Your Multi-Year Report

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

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

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

### Report sections

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

### Interpreting year-to-year results

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

### For further investigation

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

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

### Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013	11%	+/- 5.4%	293	220	73	15%	+/- 4.6%	384	291	93
2014										
2015										
2016	23%	+/- 3.7%	541	407	134	23%	+/- 3.5%	615	478	137
2017										
2018										
2019	31%	+/- 3.1%	697	569	128	35%	+/- 2.7%	861	709	152
2020										
2021										
2022	30%	+/- 2.9%	786	543	243	41%	+/- 2.4%	979	746	233

### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	No	None	No	Yes	No
2014							
2015							
2016	Email	Census	No	FY Experiences / Sr Transitions, Sustainability Education Consortium	No	Yes	No
2017							
2018							
2019	Email	Census	No	FY Experiences / Sr Transitions, Sustainability Education Consortium	No	Yes	No
2020							
2021							
2022	Email	Census	Yes	FY Experiences & Sr Transitions, HIP Quality	No	Yes	No

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

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

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much 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.

# NSSE 2022 Multi-Year Report

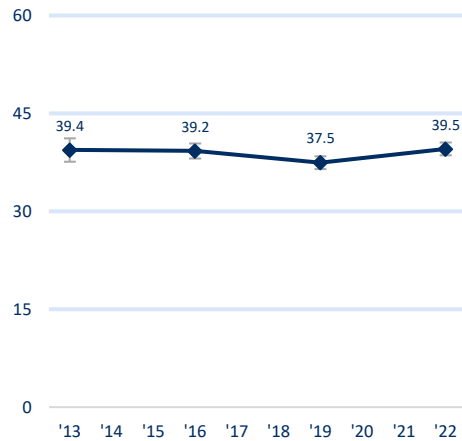
## Engagement Results by Theme

### College of Charleston

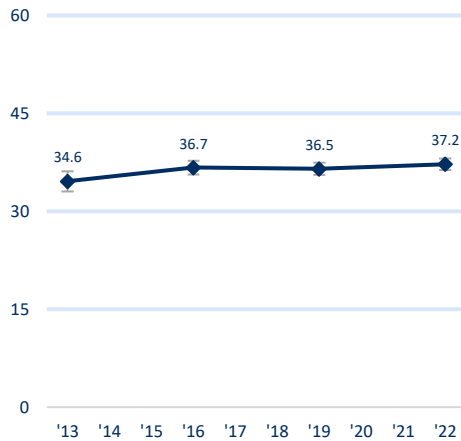
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

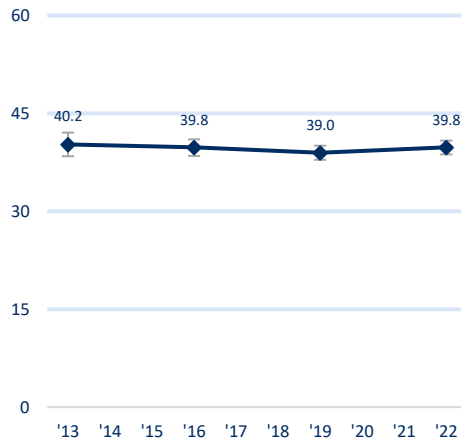
##### Higher-Order Learning



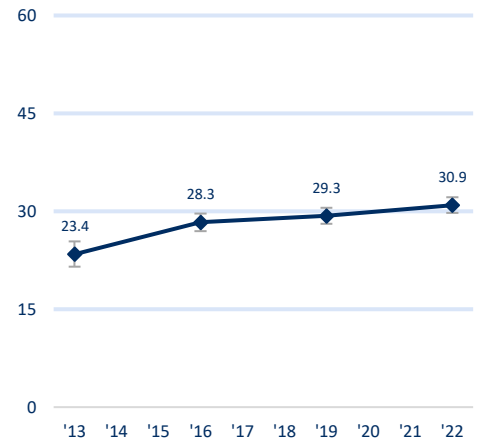
##### Reflective & Integrative Learning



##### Learning Strategies

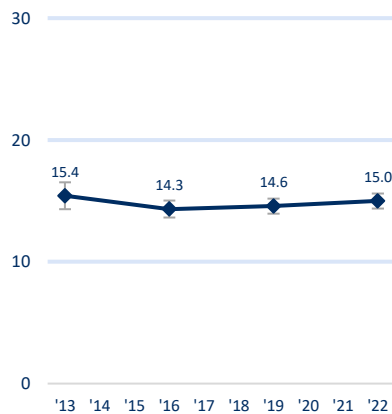


##### Quantitative Reasoning

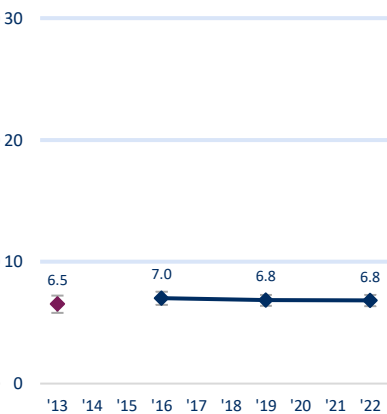


#### Academic Challenge (additional items): First-year students

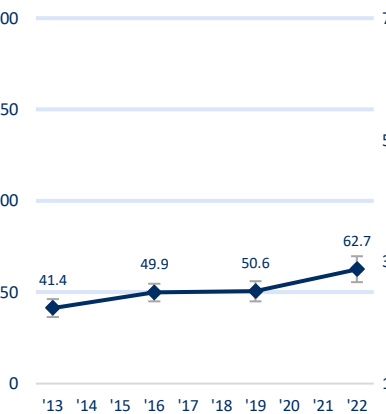
##### Preparing for Class (hrs/wk)



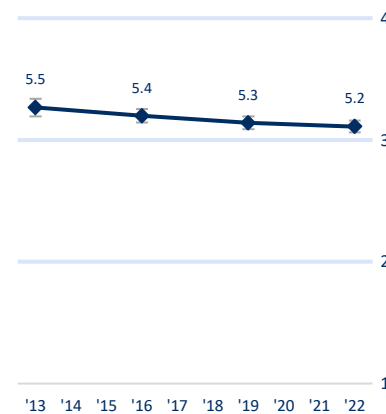
##### Course Reading (hrs/wk)<sup>a</sup>



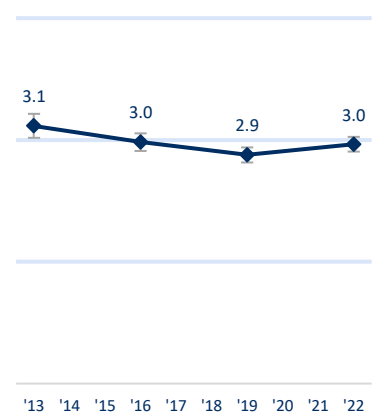
##### Assigned Writing (pages)<sup>a</sup>



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



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



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

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

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

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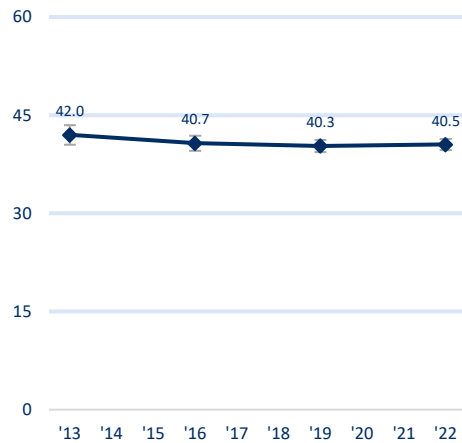
## Engagement Results by Theme

### College of Charleston

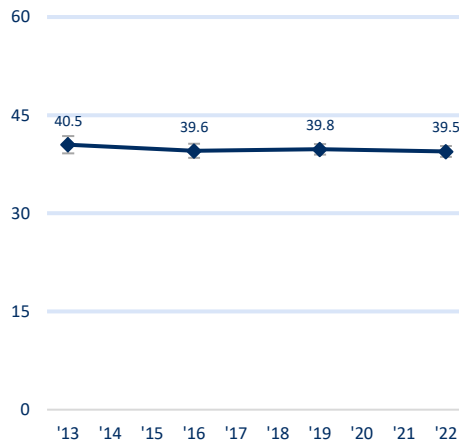
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

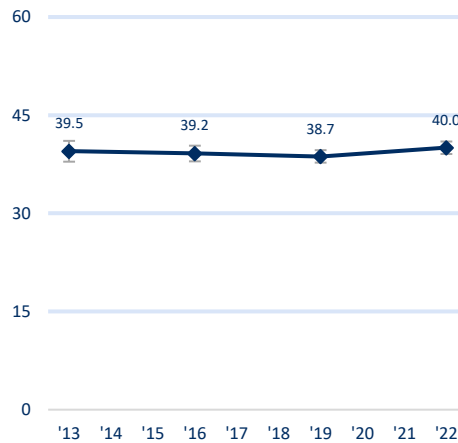
##### Higher-Order Learning



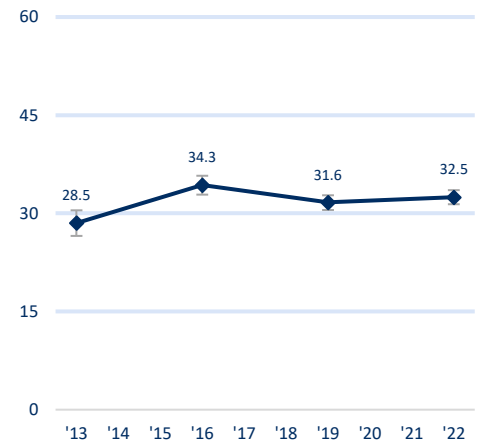
##### Reflective & Integrative Learning



##### Learning Strategies

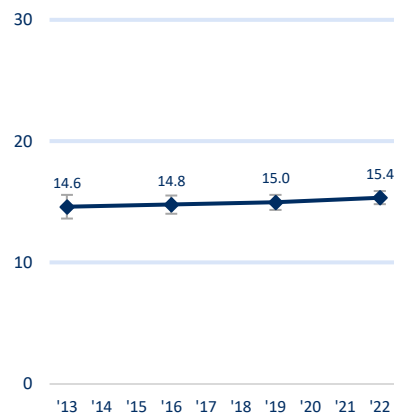


##### Quantitative Reasoning

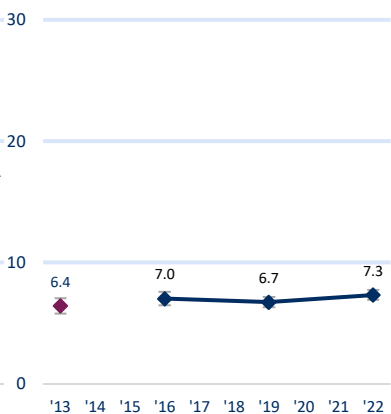


#### Academic Challenge (additional items): Seniors

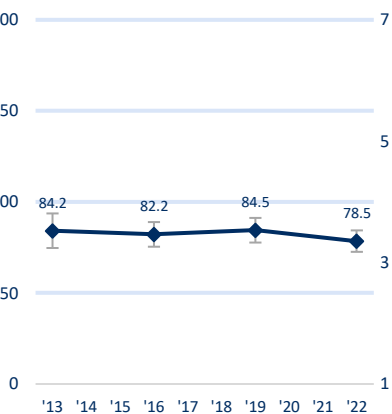
##### Preparing for Class (hrs/wk)



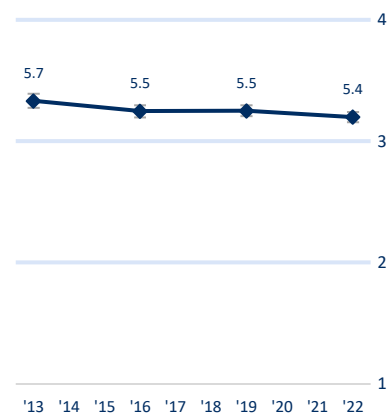
##### Course Reading (hrs/wk)<sup>a</sup>



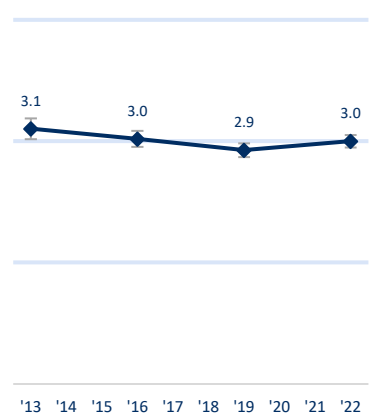
##### Assigned Writing (pages)<sup>a</sup>



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



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



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

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

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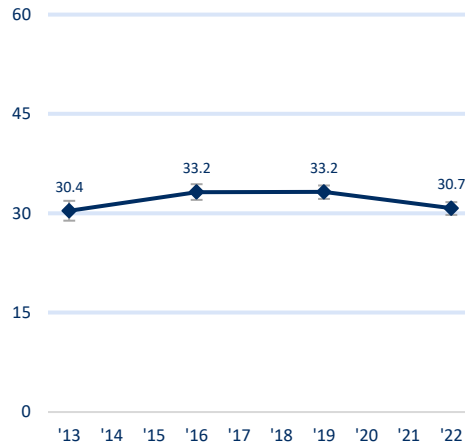
## Engagement Results by Theme

### College of Charleston

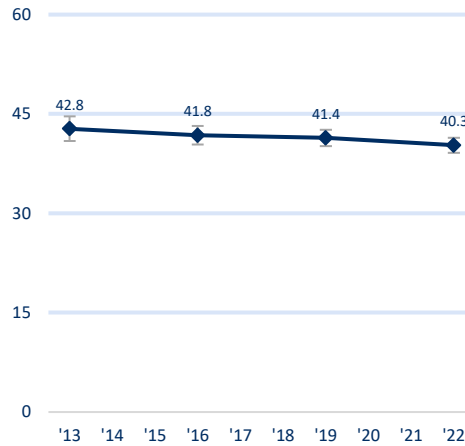
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

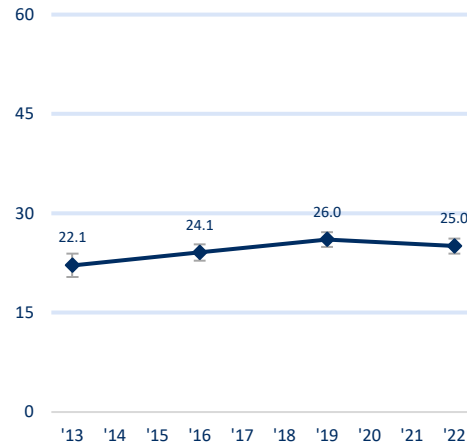


##### Discussions with Diverse Others

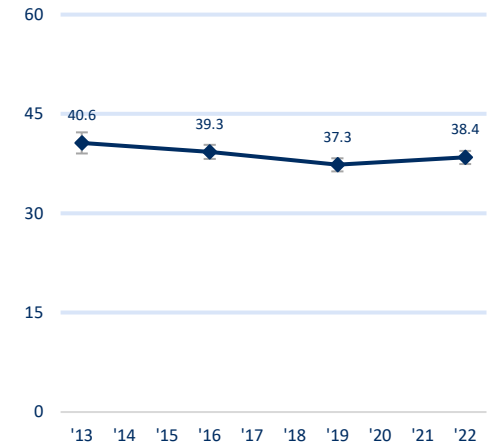


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

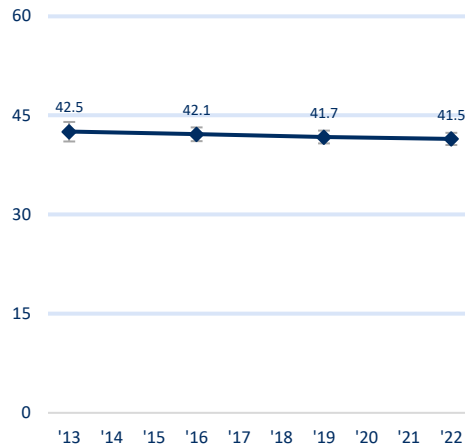


##### Effective Teaching Practices

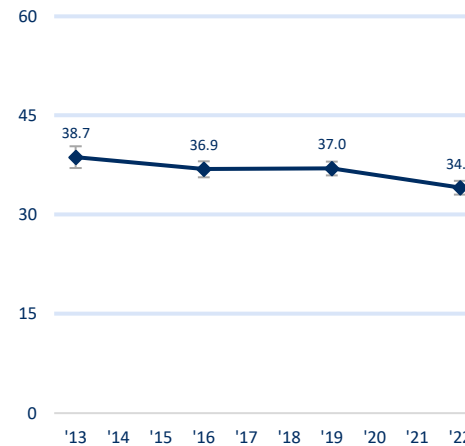


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



# NSSE 2022 Multi-Year Report

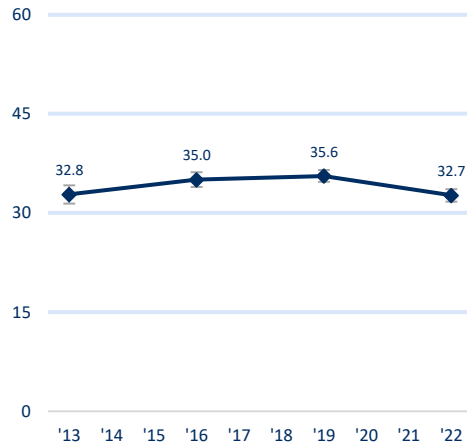
## Engagement Results by Theme

### College of Charleston

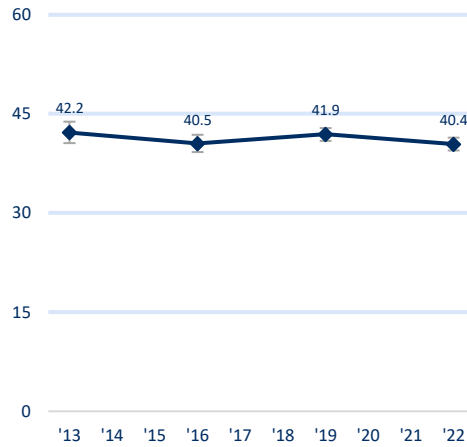
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#### Learning with Peers: Seniors

##### Collaborative Learning

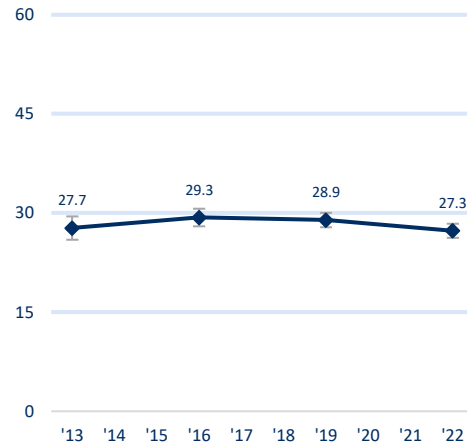


##### Discussions with Diverse Others

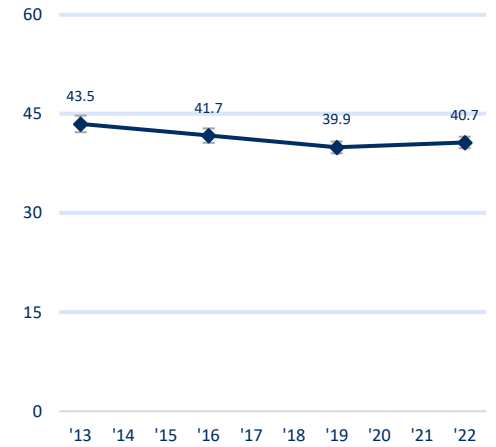


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

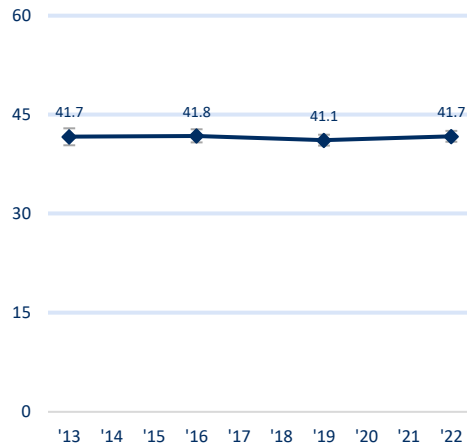


##### Effective Teaching Practices

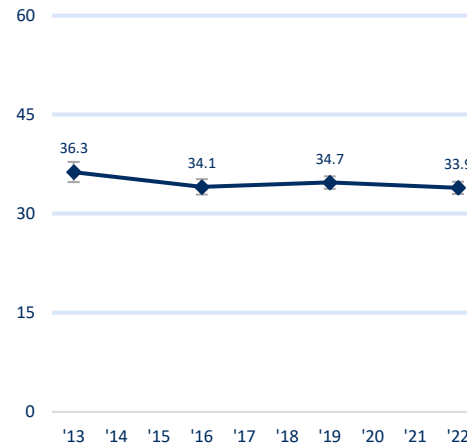


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

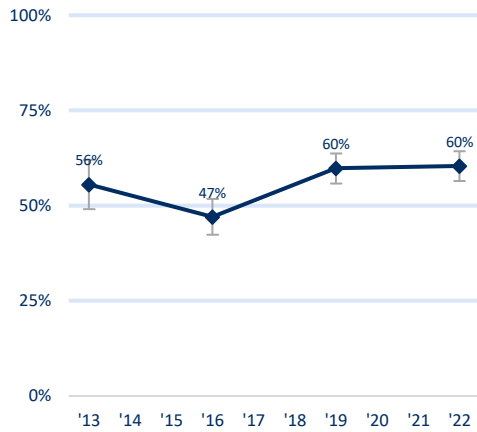


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

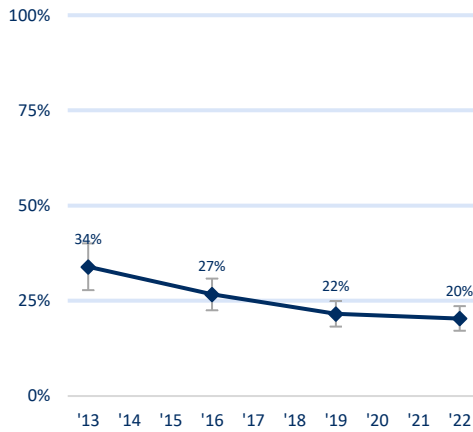
#### Service-Learning

(Some, most, or all courses)



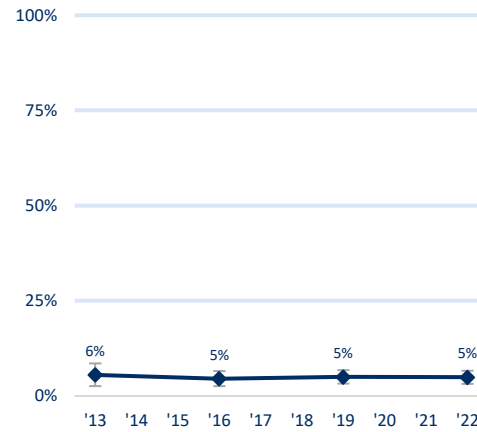
#### Learning Community

(Done or in progress)



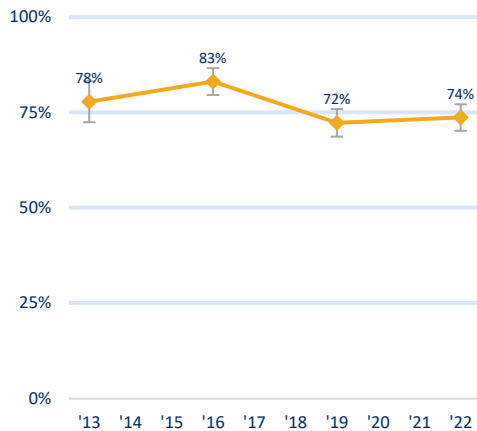
#### Research with Faculty

(Done or in progress)



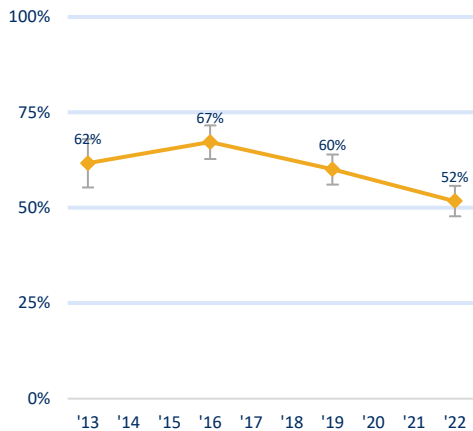
#### Internship/Field Experience

(Plan to do)



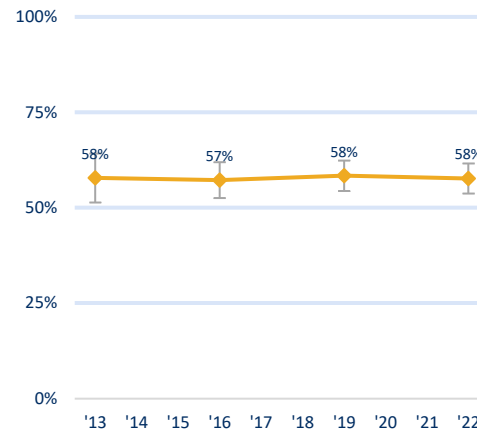
#### Study Abroad

(Plan to do)



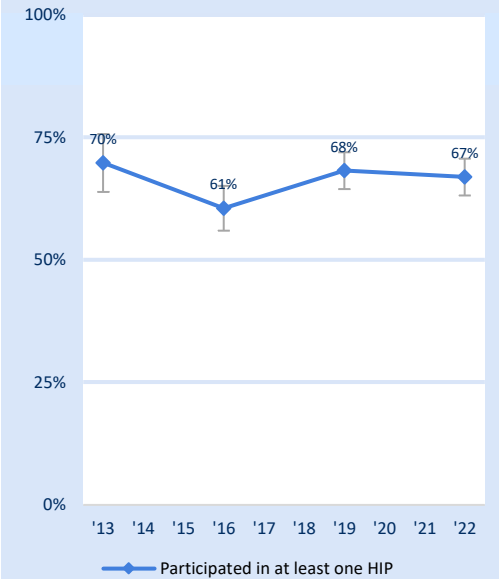
#### Culminating Senior Experience

(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.

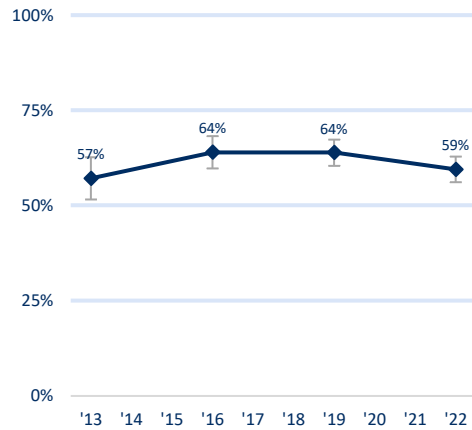


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

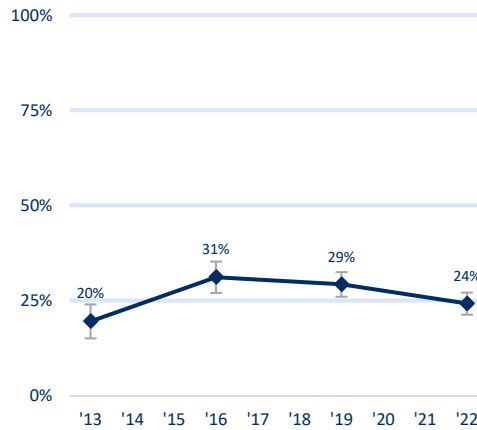
#### Service-Learning

(Some, most, or all courses)



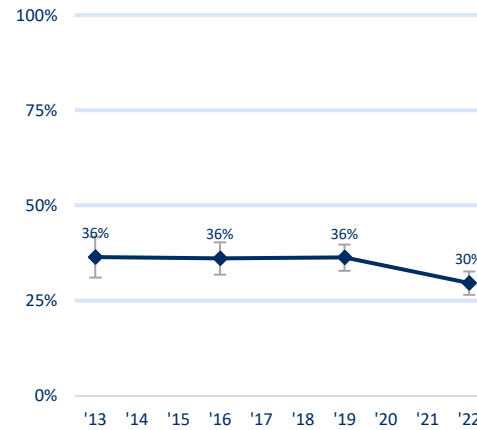
#### Learning Community

(Done or in progress)



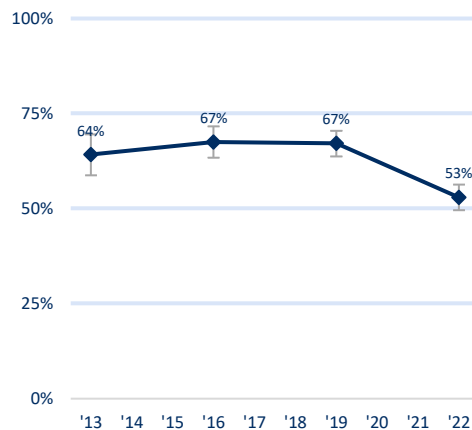
#### Research with Faculty

(Done or in progress)



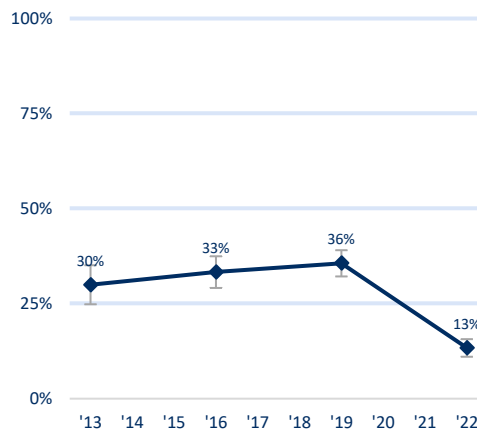
#### Internship/Field Experience

(Done or in progress)



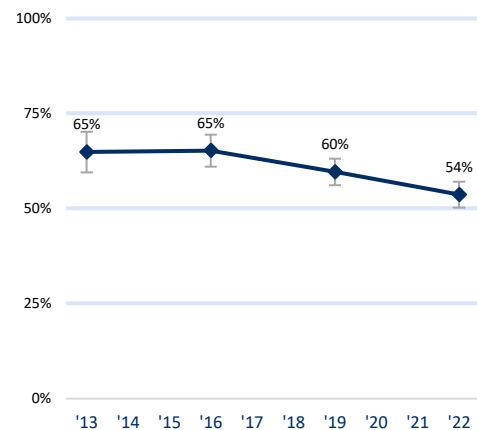
#### Study Abroad

(Done or in progress)



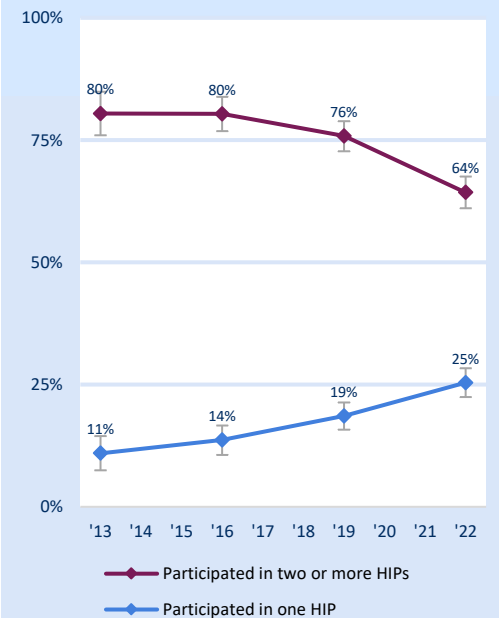
#### Culminating Senior Experience

(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 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### College of Charleston

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge</i>																					
<b>Higher-Order Learning</b>	<i>Mean</i>	39.4			39.2			37.5			39.5	42.0			40.7			40.3			40.5
	<i>n</i>	235			474			621			657	327			531			778			879
	<i>SD</i>	14.0			12.7			12.7			12.8	13.6			13.7			13.1			12.9
	<i>SE</i>	.91			.58			.51			.50	.75			.60			.47			.44
	<i>CI upper bound</i>	41.2			40.4			38.5			40.5	43.5			41.9			41.2			41.4
	<i>CI lower bound</i>	37.6			38.1			36.5			38.6	40.5			39.6			39.4			39.7
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>	34.6			36.7			36.5			37.2	40.5			39.6			39.8			39.5
	<i>n</i>	249			491			640			705	338			556			811			924
	<i>SD</i>	12.3			11.9			12.2			12.1	12.5			12.9			11.8			12.7
	<i>SE</i>	.78			.54			.48			.45	.68			.55			.42			.42
	<i>CI upper bound</i>	36.1			37.8			37.5			38.1	41.8			40.6			40.6			40.3
	<i>CI lower bound</i>	33.1			35.7			35.6			36.3	39.2			38.5			39.0			38.7
<b>Learning Strategies</b>	<i>Mean</i>	40.2			39.8			39.0			39.8	39.5			39.2			38.7			40.0
	<i>n</i>	227			431			589			613	304			489			752			840
	<i>SD</i>	13.9			13.3			13.6			13.4	14.1			13.5			13.3			14.1
	<i>SE</i>	.92			.64			.56			.54	.81			.61			.49			.48
	<i>CI upper bound</i>	42.0			41.0			40.1			40.8	41.1			40.4			39.6			41.0
	<i>CI lower bound</i>	38.4			38.5			37.9			38.7	37.9			38.0			37.7			39.1
<b>Quantitative Reasoning</b>	<i>Mean</i>	23.4			28.3			29.3			30.9	28.5			34.3			31.6			32.5
	<i>n</i>	238			477			589			609	324			538			761			844
	<i>SD</i>	15.3			15.2			15.0			15.1	17.9			17.2			16.1			16.0
	<i>SE</i>	.99			.70			.62			.61	1.00			.74			.58			.55
	<i>CI upper bound</i>	25.4			29.7			30.5			32.1	30.5			35.8			32.8			33.6
	<i>CI lower bound</i>	21.5			26.9			28.1			29.7	26.6			32.9			30.5			31.4
<i>Academic Challenge (additional items)</i>																					
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>	15.4			14.3			14.6			15.0	14.6			14.8			15.0			15.4
	<i>n</i>	222			414			573			589	289			478			724			815
	<i>SD</i>	8.4			7.2			7.5			7.7	8.4			8.3			8.5			7.9
	<i>SE</i>	.57			.36			.31			.32	.50			.38			.32			.28
	<i>CI upper bound</i>	16.5			15.0			15.2			15.6	15.6			15.5			15.6			15.9
	<i>CI lower bound</i>	14.3			13.6			14.0			14.4	13.6			14.0			14.3			14.8
<b>Course Reading</b> Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	<i>Mean</i>	6.5			7.0			6.8			6.8	6.4			7.0			6.7			7.3
	<i>n</i>	221			411			572			580	289			476			722			805
	<i>SD</i>	5.3			5.6			5.4			5.7	5.4			6.0			5.8			6.0
	<i>SE</i>	.36			.27			.23			.24	.32			.28			.22			.21
	<i>CI upper bound</i>	7.2			7.6			7.3			7.3	7.1			7.6			7.2			7.8
	<i>CI lower bound</i>	5.8			6.5			6.4			6.4	5.8			6.5			6.3			6.9

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 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### College of Charleston

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge (additional items, continued)</i>																					
<b>Assigned Writing</b>	<i>Mean</i>	<b>41.4</b>			<b>49.9</b>			<b>50.6</b>			<b>62.7</b>	<b>84.2</b>			<b>82.2</b>			<b>84.5</b>			<b>78.5</b>
Estimated number of pages calculated from three survey questions.	<i>n</i>	215			417			591			614	295			485			756			849
	<i>SD</i>	36.7			49.9			68.3			88.8	83.5			76.5			95.1			88.3
	<i>SE</i>	2.50			2.45			2.81			3.59	4.86			3.47			3.46			3.03
	<i>CI upper bound</i>	46.3			54.7			56.1			69.7	93.7			89.0			91.3			84.4
	<i>CI lower bound</i>	36.5			45.1			45.1			55.6	74.7			75.4			77.8			72.5
<b>Course Challenge</b>	<i>Mean</i>	<b>5.5</b>			<b>5.4</b>			<b>5.3</b>			<b>5.2</b>	<b>5.7</b>			<b>5.5</b>			<b>5.5</b>			<b>5.4</b>
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	232			436			593			610	306			499			750			843
	<i>SD</i>	1.1			1.2			1.3			1.2	1.0			1.1			1.3			1.3
	<i>SE</i>	.07			.06			.05			.05	.06			.05			.05			.04
	<i>CI upper bound</i>	5.7			5.5			5.4			5.3	5.8			5.6			5.6			5.5
	<i>CI lower bound</i>	5.4			5.3			5.2			5.1	5.5			5.4			5.4			5.3
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.1</b>			<b>3.0</b>			<b>2.9</b>			<b>3.0</b>	<b>3.1</b>			<b>3.0</b>			<b>2.9</b>			<b>3.0</b>
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	219			422			587			592	293			486			735			827
	<i>SD</i>	0.7			0.8			0.8			0.8	0.8			0.7			0.8			0.8
	<i>SE</i>	.05			.04			.03			.03	.04			.03			.03			.03
	<i>CI upper bound</i>	3.2			3.1			2.9			3.0	3.2			3.1			3.0			3.1
	<i>CI lower bound</i>	3.0			2.9			2.8			2.9	3.0			3.0			2.9			2.9
<i>Learning with Peers</i>																					
<b>Collaborative Learning</b>	<i>Mean</i>	<b>30.4</b>			<b>33.2</b>			<b>33.2</b>			<b>30.7</b>	<b>32.8</b>			<b>35.0</b>			<b>35.6</b>			<b>32.7</b>
	<i>n</i>	269			523			676			760	359			583			845			946
	<i>SD</i>	12.4			13.8			13.4			13.5	13.4			13.7			13.4			14.7
	<i>SE</i>	.76			.60			.52			.49	.70			.57			.46			.48
	<i>CI upper bound</i>	31.9			34.4			34.2			31.7	34.2			36.2			36.5			33.6
	<i>CI lower bound</i>	28.9			32.0			32.2			29.8	31.4			33.9			34.7			31.7
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>42.8</b>			<b>41.8</b>			<b>41.4</b>			<b>40.3</b>	<b>42.2</b>			<b>40.5</b>			<b>41.9</b>			<b>40.4</b>
	<i>n</i>	232			440			596			616	307			495			754			847
	<i>SD</i>	14.6			15.0			15.3			14.3	14.5			14.8			13.6			14.3
	<i>SE</i>	.96			.72			.63			.58	.83			.66			.49			.49
	<i>CI upper bound</i>	44.7			43.2			42.6			41.4	43.8			41.8			42.9			41.4
	<i>CI lower bound</i>	40.9			40.4			40.2			39.1	40.6			39.2			40.9			39.4

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 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### College of Charleston

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Experiences with Faculty</i>																					
<b>Student-Faculty Interaction</b>	<i>Mean</i>	<b>22.1</b>			<b>24.1</b>			<b>26.0</b>			<b>25.0</b>	<b>27.7</b>			<b>29.3</b>			<b>28.9</b>			<b>27.3</b>
	<i>n</i>	246			483			622			677	334			537			789			899
	<i>SD</i>	14.2			14.0			14.4			15.0	16.4			15.7			15.5			16.3
	<i>SE</i>	.91			.64			.58			.58	.90			.68			.55			.54
	<i>CI upper bound</i>	23.9			25.3			27.2			26.2	29.5			30.6			30.0			28.4
	<i>CI lower bound</i>	20.4			22.8			24.9			23.9	25.9			28.0			27.9			26.3
<hr/>																					
<b>Effective Teaching Practices</b>	<i>Mean</i>	<b>40.6</b>			<b>39.3</b>			<b>37.3</b>			<b>38.4</b>	<b>43.5</b>			<b>41.7</b>			<b>39.9</b>			<b>40.7</b>
	<i>n</i>	245			485			614			655	335			544			783			882
	<i>SD</i>	12.8			12.0			12.7			12.8	11.7			12.9			12.9			13.3
	<i>SE</i>	.82			.54			.51			.50	.64			.55			.46			.45
	<i>CI upper bound</i>	42.2			40.3			38.3			39.4	44.7			42.8			40.8			41.5
	<i>CI lower bound</i>	39.0			38.2			36.3			37.5	42.2			40.6			39.0			39.8
<hr/>																					
<i>Campus Environment</i>																					
<b>Quality of Interactions</b>	<i>Mean</i>	<b>42.5</b>			<b>42.1</b>			<b>41.7</b>			<b>41.5</b>	<b>41.7</b>			<b>41.8</b>			<b>41.1</b>			<b>41.7</b>
	<i>n</i>	221			428			569			567	301			485			733			802
	<i>SD</i>	11.3			11.1			11.8			11.2	11.3			11.2			11.3			11.9
	<i>SE</i>	.76			.53			.49			.47	.65			.51			.42			.42
	<i>CI upper bound</i>	44.0			43.2			42.7			42.4	42.9			42.8			41.9			42.5
	<i>CI lower bound</i>	41.1			41.1			40.8			40.5	40.4			40.8			40.3			40.9
<hr/>																					
<b>Supportive Environment</b>	<i>Mean</i>	<b>38.7</b>			<b>36.9</b>			<b>37.0</b>			<b>34.1</b>	<b>36.3</b>			<b>34.1</b>			<b>34.7</b>			<b>33.9</b>
	<i>n</i>	219			417			583			590	287			480			726			819
	<i>SD</i>	12.4			12.7			12.8			12.9	13.1			12.8			12.9			13.4
	<i>SE</i>	.84			.62			.53			.53	.77			.58			.48			.47
	<i>CI upper bound</i>	40.3			38.1			38.0			35.1	37.8			35.2			35.7			34.8
	<i>CI lower bound</i>	37.1			35.6			35.9			33.1	34.8			32.9			33.8			33.0

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

		First-year students									Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<b>Service-Learning<sup>a</sup></b>	%	<b>56</b>			<b>47</b>			<b>60</b>			<b>60</b>	<b>57</b>			<b>64</b>			<b>64</b>			<b>59</b>
	n	227			435			589			599	308			497			745			830
	SE	3.3			2.4			2.0			2.0	2.8			2.2			1.8			1.7
	CI upper bound (%)	62			52			64			64	63			68			67			63
	CI lower bound (%)	49			42			56			56	52			60			60			56
<b>Learning Community<sup>a</sup></b>	%	<b>34</b>			<b>27</b>			<b>22</b>			<b>20</b>	<b>20</b>			<b>31</b>			<b>29</b>			<b>24</b>
	n	229			433			587			602	308			492			748			838
	SE	3.1			2.1			1.7			1.6	2.3			2.1			1.7			1.5
	CI upper bound (%)	40			31			25			24	24			35			33			27
	CI lower bound (%)	28			23			18			17	15			27			26			21
<b>Research with Faculty<sup>a</sup></b>	%	<b>6</b>			<b>5</b>			<b>5</b>			<b>5</b>	<b>36</b>			<b>36</b>			<b>36</b>			<b>30</b>
	n	229			431			592			597	308			494			744			835
	SE	1.5			1.0			0.9			0.9	2.7			2.2			1.8			1.6
	CI upper bound (%)	9			7			7			7	42			40			40			33
	CI lower bound (%)	3			3			3			3	31			32			33			27
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>78</b>			<b>83</b>			<b>72</b>			<b>74</b>	<b>64</b>			<b>67</b>			<b>67</b>			<b>53</b>
	n	232			435			593			607	308			497			749			837
	SE	2.7			1.8			1.8			1.8	2.7			2.1			1.7			1.7
	CI upper bound (%)	83			87			76			77	69			72			70			56
	CI lower bound (%)	72			80			69			70	59			63			64			50
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%	<b>62</b>			<b>67</b>			<b>60</b>			<b>52</b>	<b>30</b>			<b>33</b>			<b>36</b>			<b>13</b>
	n	228			433			593			602	305			496			743			836
	SE	3.2			2.3			2.0			2.0	2.6			2.1			1.8			1.2
	CI upper bound (%)	68			72			64			56	35			37			39			16
	CI lower bound (%)	55			63			56			48	25			29			32			11
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>58</b>			<b>57</b>			<b>58</b>			<b>58</b>	<b>65</b>			<b>65</b>			<b>60</b>			<b>54</b>
	n	229			428			592			601	307			495			747			834
	SE	3.3			2.4			2.0			2.0	2.7			2.1			1.8			1.7
	CI upper bound (%)	64			62			62			62	70			69			63			57
	CI lower bound (%)	51			53			54			54	59			61			56			50
<b>Overall HIP Participation<sup>c</sup></b>																					
<b>Participated in one HIP</b>	%	<b>47</b>			<b>44</b>			<b>53</b>			<b>51</b>	<b>11</b>			<b>14</b>			<b>19</b>			<b>25</b>
	n	232			436			595			606	309			500			750			840
	SE	3.3			2.4			2.0			2.0	1.8			1.5			1.4			1.5
	CI upper bound (%)	54			49			57			55	14			17			21			28
	CI lower bound (%)	41			40			49			47	7			11			16			22
<b>Participated in two or more HIPs</b>	%	<b>22</b>			<b>16</b>			<b>16</b>			<b>16</b>	<b>80</b>			<b>80</b>			<b>76</b>			<b>64</b>
	n	232			436			595			606	309			500			750			840
	SE	2.7			1.8			1.5			1.5	2.3			1.8			1.6			1.7
	CI upper bound (%)	28			20			19			19	85			84			79			68
	CI lower bound (%)	17			13			13			13	76			77			73			61

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.