NSSE 2018

Multi-Year Report

University of San Francisco

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, view our webinar entitled the *Recommendations for Using Multiple Years of NSSE Data:* **nsse.indiana.edu/html/webinars.cfm**

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 planned to do 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.

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Administration Summaries
University of San Francisco

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										
2014	23%	+/- 5.0%	300	237	63	22%	+/- 4.1%	441	368	73
2015	19%	+/- 5.0%	311	215	96	21%	+/- 4.6%	367	284	83
2016	22%	+/- 4.6%	350	267	83	19%	+/- 4.6%	373	281	92
2017	18%	+/- 5.4%	269	163	106	15%	+/- 6.5%	194	138	56
2018	18%	+/- 5.6%	257	168	89	13%	+/- 6.2%	221	163	58
2019										
2020										

Administration Details by Participation Year

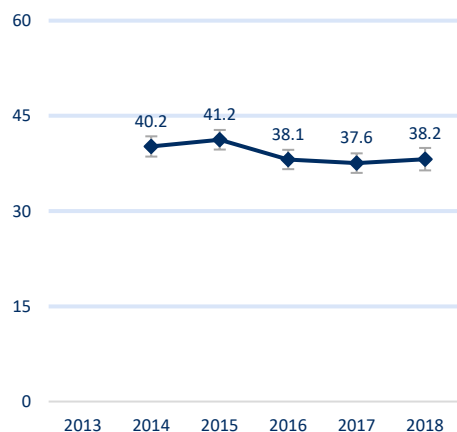| Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Information Literacy, Jesuit Colleges and Universities	No	No	No
2015	Email	Census	Yes	Global Perspectives, FY Experiences / Sr Transitions	No	No	No
2016	Email	Census	Yes	FY Experiences / Sr Transitions, Sustainability Education Consortium	No	No	Yes
2017	Email	Census	No	Academic Advising, Writing Experiences	No	No	No
2018	Email	Census	No	Civic Engagement	No	No	No
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. 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* report(s).
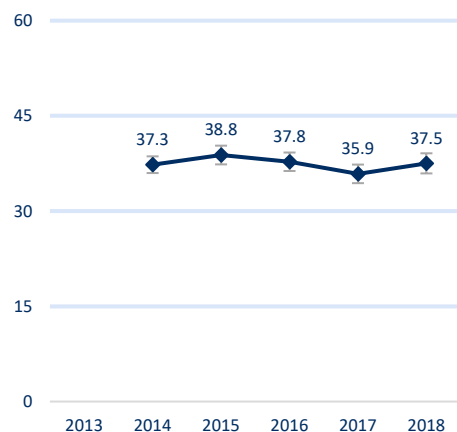
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
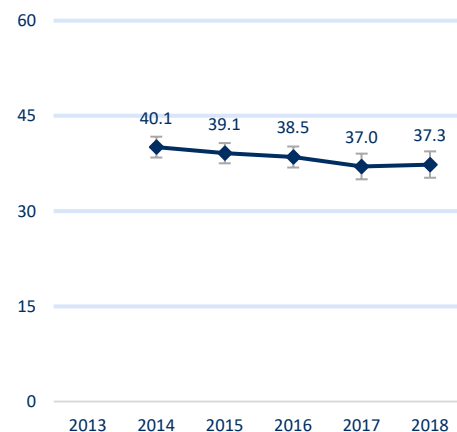
Academic Challenge: First-year students
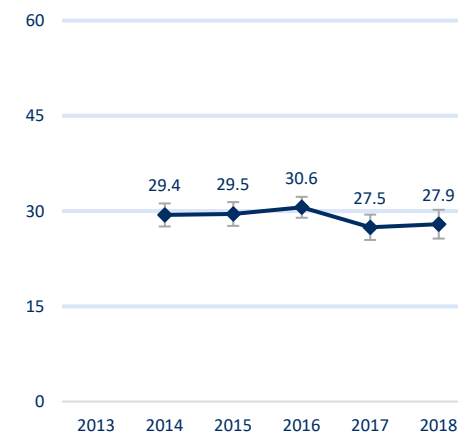

Higher-Order Learning — 2013–2018: 40.2, 41.2, 38.1, 37.6, 38.2

Reflective & Integrative Learning — 2013–2018: 37.3, 38.8, 37.8, 35.9, 37.5

Learning Strategies — 2013–2018: 40.1, 39.1, 38.5, 37.0, 37.3

Quantitative Reasoning — 2013–2018: 29.4, 29.5, 30.6, 27.5, 27.9

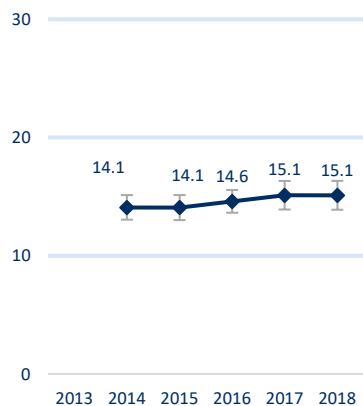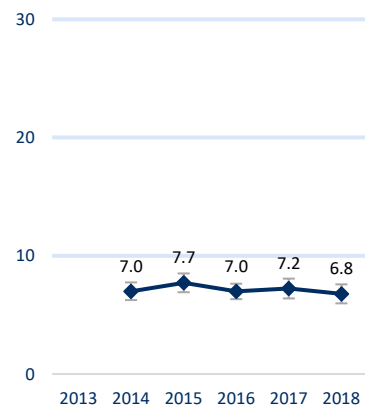## Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk) — 14.1, 14.1, 14.6, 15.1, 15.1

Course Reading (hrs/wk)[a] — 7.0, 7.7, 7.0, 7.2, 6.8

Assigned Writing (pages)[a] — 62.2, 72.9, 64.8, 61.6, 67.2

Course Challenge[b] — 5.4, 5.5, 5.2, 5.1, 5.2

Academic Emphasis[c] — 3.1, 3.1, 3.1, 3.0, 3.0

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
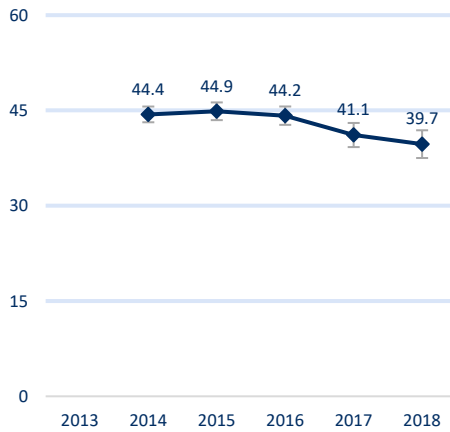b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

NSSE 2018 Multi-Year Report
Engagement Results by Theme
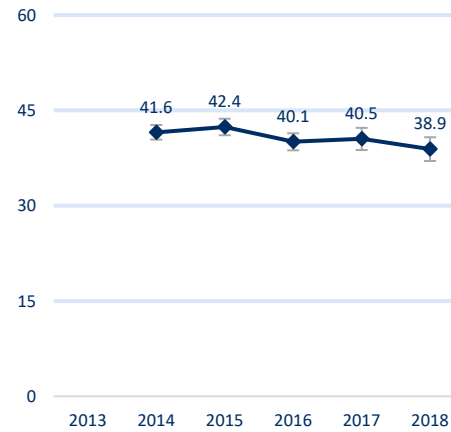## University of San Francisco

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.
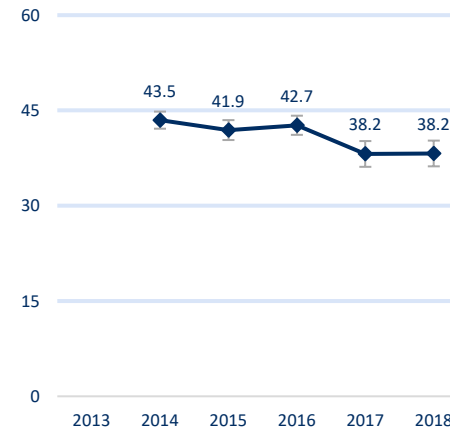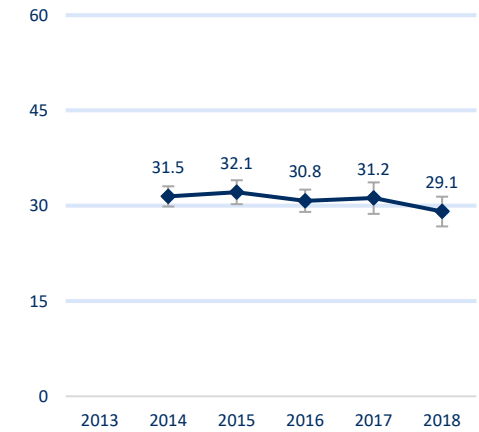
Academic Challenge: Seniors

Higher-Order Learning

44.4 (2014), 44.9 (2015), 44.2 (2016), 41.1 (2017), 39.7 (2018)

Reflective & Integrative Learning

41.6 (2014), 42.4 (2015), 40.1 (2016), 40.5 (2017), 38.9 (2018)

Learning Strategies

43.5 (2014), 41.9 (2015), 42.7 (2016), 38.2 (2017), 38.2 (2018)

Quantitative Reasoning

31.5 (2014), 32.1 (2015), 30.8 (2016), 31.2 (2017), 29.1 (2018)

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

13.9 (2014), 14.5 (2015), 15.9 (2016), 14.1 (2017), 16.2 (2018)

Course Reading (hrs/wk)[a]

7.9 (2014), 8.8 (2015), 9.2 (2016), 7.5 (2017), 8.5 (2018)

Assigned Writing (pages)[a]

84.0 (2014), 94.0 (2015), 84.6 (2016), 113.7 (2017), 90.5 (2018)

Course Challenge[b]

5.7 (2014), 5.7 (2015), 5.7 (2016), 5.5 (2017), 5.4 (2018)

Academic Emphasis[c]

3.3 (2014), 3.2 (2015), 3.2 (2016), 3.1 (2017), 3.0 (2018)

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").

NSSE 2018 Multi-Year Report
Engagement Results by Theme
University of San Francisco

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

34.4, 31.0, 33.6, 31.7, 33.6 (2014–2018)

Discussions with Diverse Others

40.5, 41.2, 40.7, 38.9, 39.0 (2014–2018)
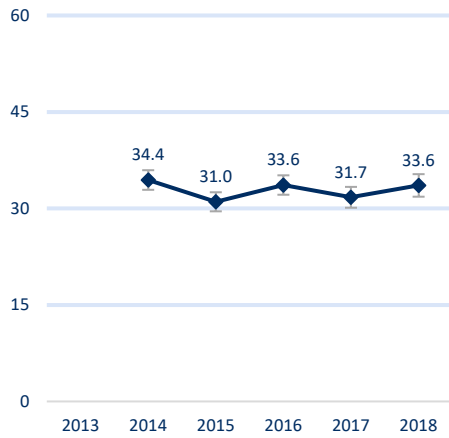
Experiences with Faculty: First-year students

Student-Faculty Interaction

21.1, 20.1, 21.8, 19.2, 19.7 (2014–2018)

Effective Teaching Practices

41.1, 41.9, 41.3, 40.5, 39.4 (2014–2018)
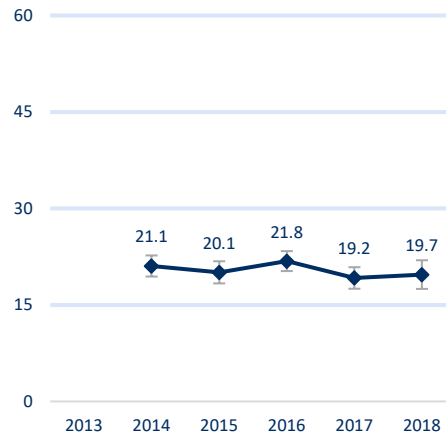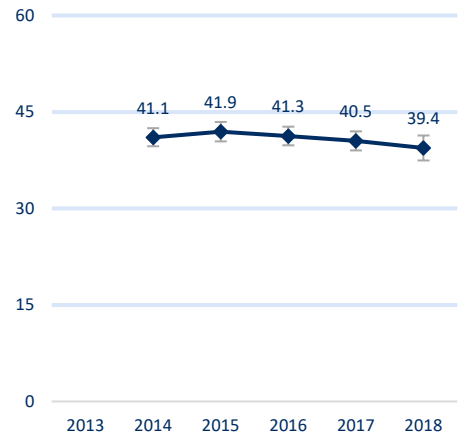
Campus Environment: First-year students

Quality of Interactions
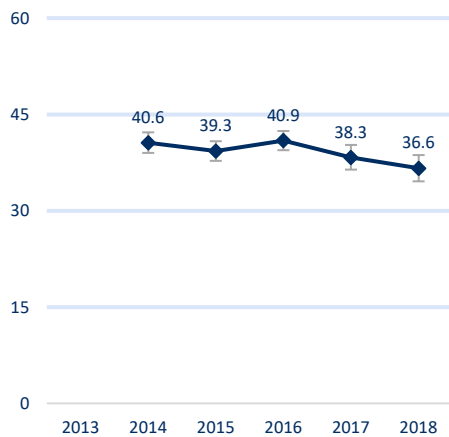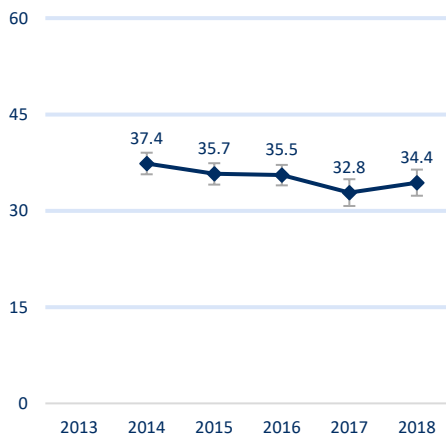
40.6, 39.3, 40.9, 38.3, 36.6 (2014–2018)

Supportive Environment

37.4, 35.7, 35.5, 32.8, 34.4 (2014–2018)

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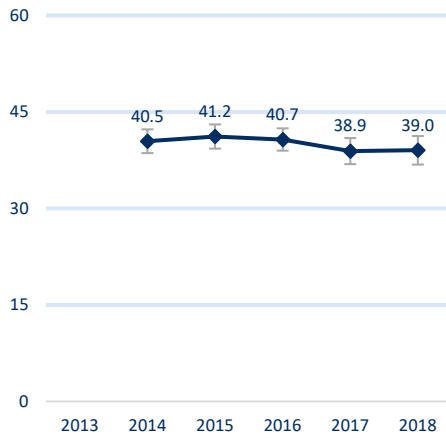epresented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

37.4 (2014), 37.5 (2015), 34.8 (2016), 34.7 (2017), 34.9 (2018)

Discussions with Diverse Others

45.5 (2014), 45.5 (2015), 43.7 (2016), 40.8 (2017), 39.6 (2018)
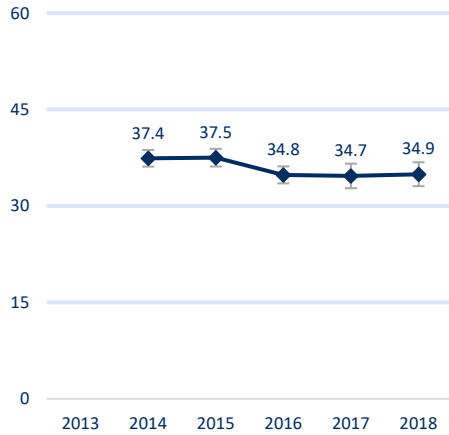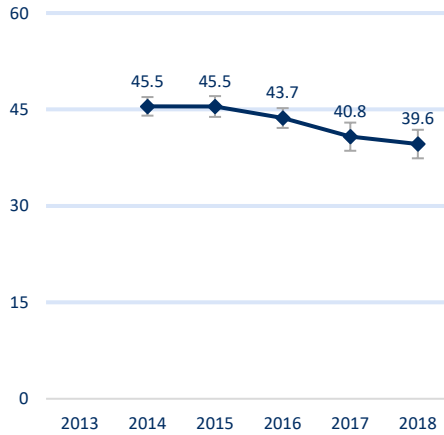
Experiences with Faculty: Seniors

Student-Faculty Interaction

26.3 (2014), 25.8 (2015), 24.2 (2016), 24.7 (2017), 24.5 (2018)

Effective Teaching Practices

41.5 (2014), 42.9 (2015), 41.4 (2016), 42.1 (2017), 39.3 (2018)
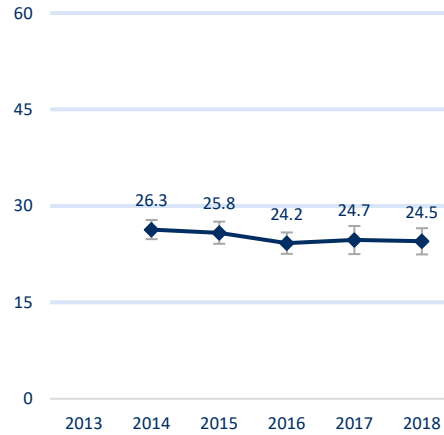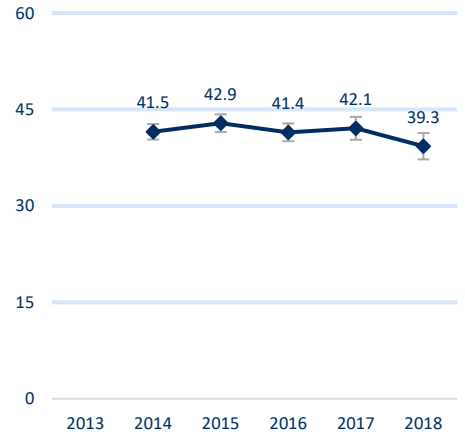
Campus Environment: Seniors

Quality of Interactions
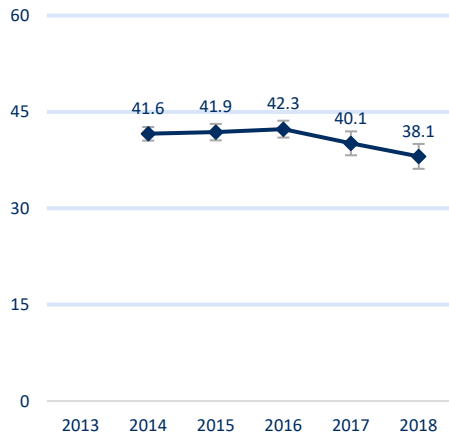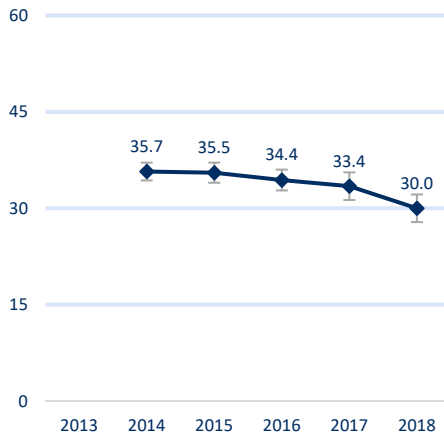
41.6 (2014), 41.9 (2015), 42.3 (2016), 40.1 (2017), 38.1 (2018)

Supportive Environment

35.7 (2014), 35.5 (2015), 34.4 (2016), 33.4 (2017), 30.0 (2018)

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

High-Impact Practices: First-year students

Service-Learning
(Some, most, or all courses)
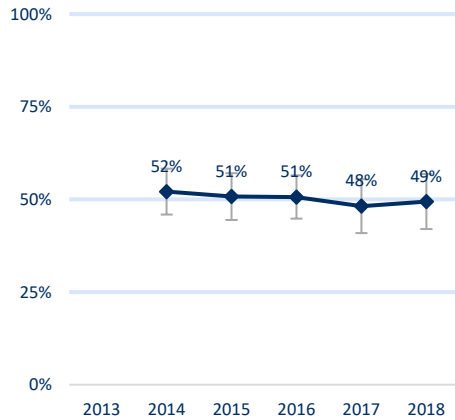
Learning Community
(Done or in progress)
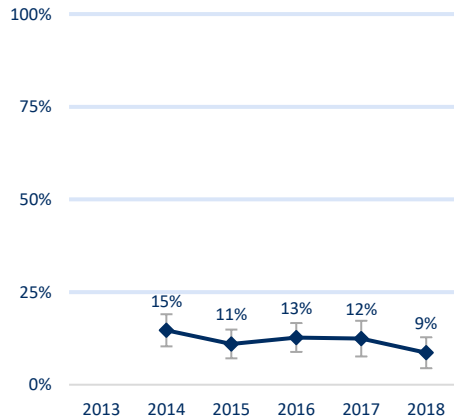
Research with Faculty
(Done or in progress)
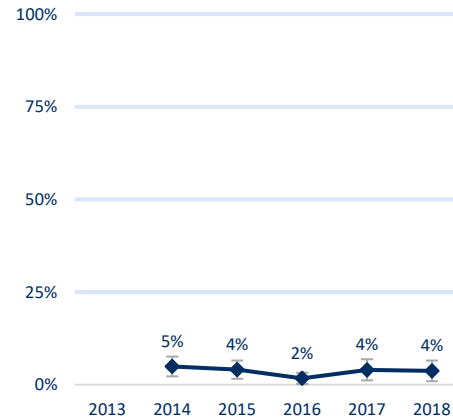
Internship/Field Experience
(Plan to do)
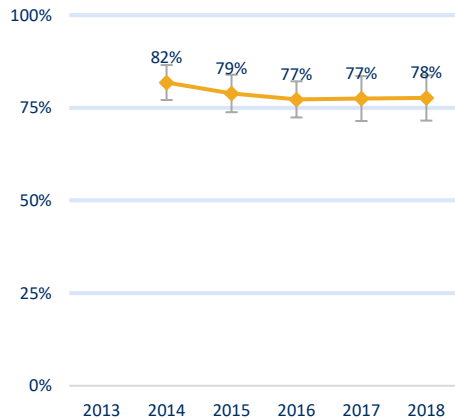
Study Abroad
(Plan to do)
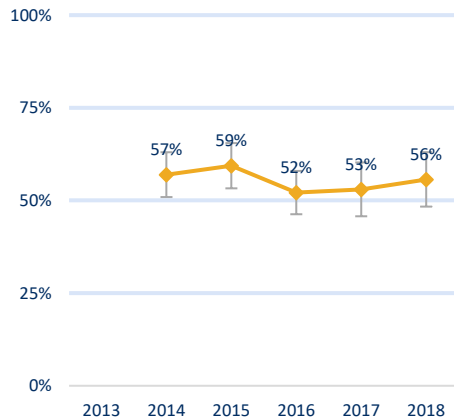
Culminating Senior Experience
(Plan to do)
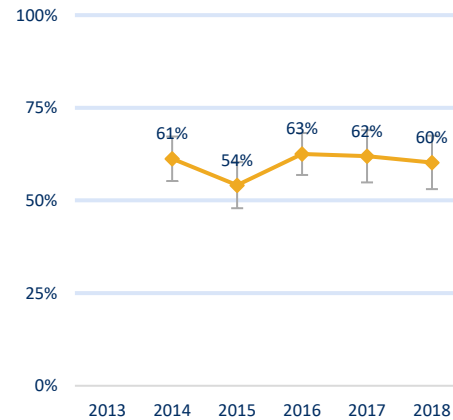
Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

— Participated in two or more HIPs
— Participated in one HIP

NSSE 2018 Multi-Year Report
High-Impact Practices
University of San Francisco
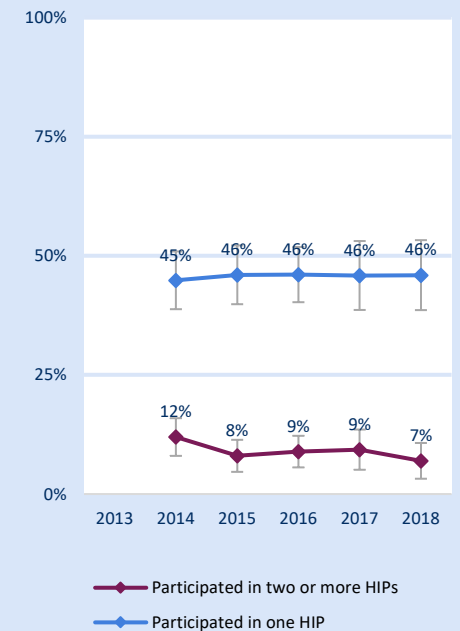
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

Service-Learning
(Some, most, or all courses)
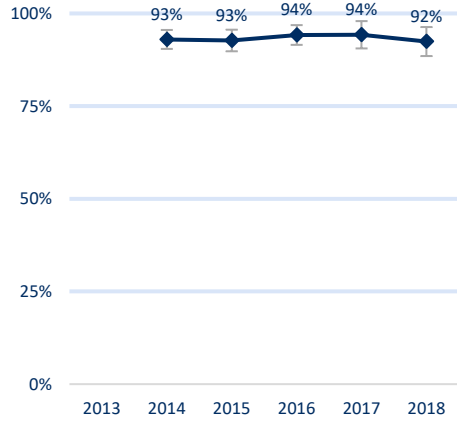
Learning Community
(Done or in progress)
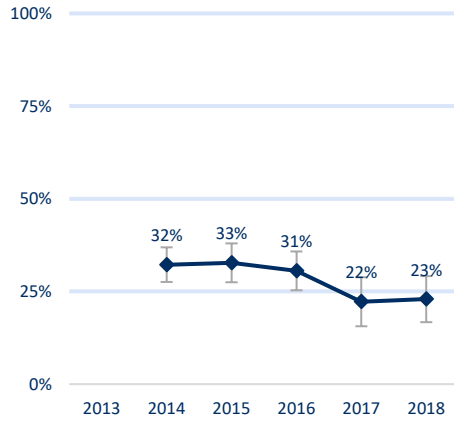
Research with Faculty
(Done or in progress)
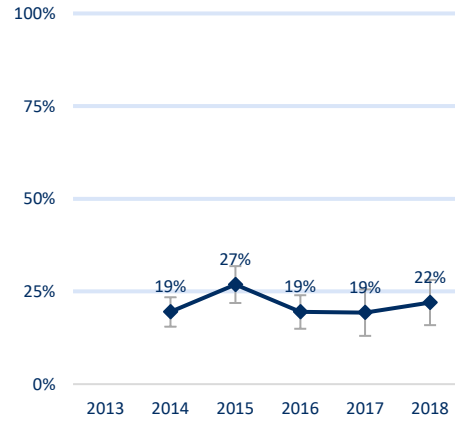
Internship/Field Experience
(Done or in progress)
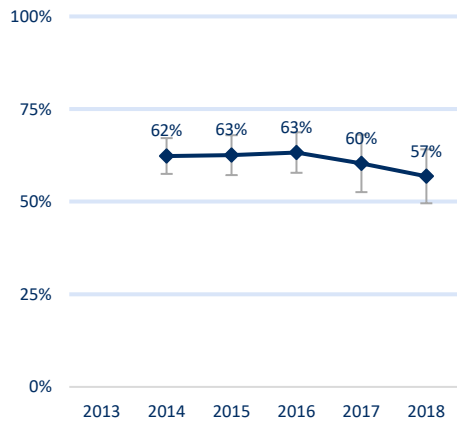
Study Abroad
(Done or in progress)

Culminating Senior Experience
(Done or in progress)

Overall senior HIP participation

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

Participated in two or more HIPs
Participated in one HIP

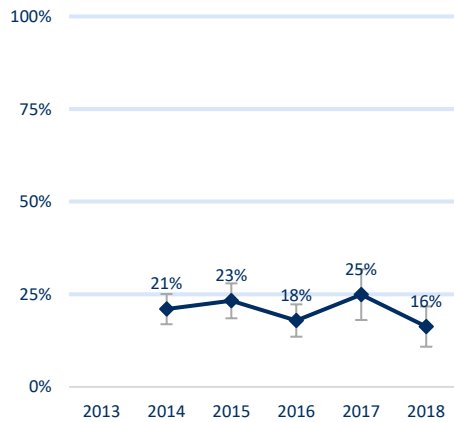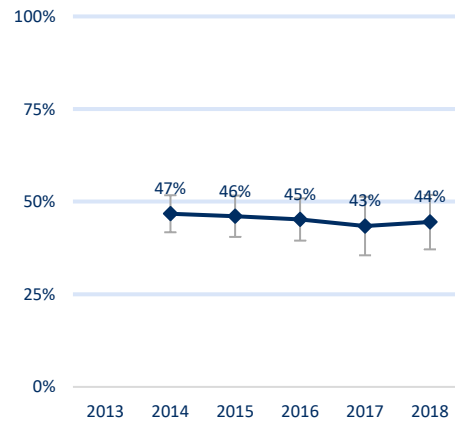|		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	Mean		40.2	41.2	38.1	37.6	38.2				44.4	44.9	44.2	41.1	39.7		
	n		265	269	307	221	190				393	321	330	176	183		
	SD		13.2	12.9	13.6	11.7	12.4				12.5	12.7	13.4	12.9	15.1		
	SE		.81	.79	.78	.79	.90				.63	.71	.74	.97	1.11		
	CI upper bound		41.8	42.8	39.7	39.1	39.9				45.6	46.3	45.6	43.0	41.9		
	CI lower bound		38.6	39.7	36.6	36.0	36.4				43.1	43.5	42.7	39.2	37.5		
Reflective & Integrative Learning	Mean		37.3	38.8	37.8	35.9	37.5				41.6	42.4	40.1	40.5	38.9		
	n		276	279	317	241	216				404	338	346	184	197		
	SD		11.1	12.6	13.2	11.6	11.9				11.8	12.2	12.7	12.1	13.4		
	SE		.67	.75	.74	.75	.81				.59	.66	.68	.89	.95		
	CI upper bound		38.6	40.3	39.2	37.3	39.1				42.7	43.7	41.4	42.3	40.8		
	CI lower bound		36.0	37.4	36.3	34.4	35.9				40.4	41.1	38.7	38.8	37.0		
Learning Strategies	Mean		40.1	39.1	38.5	37.0	37.3				43.5	41.9	42.7	38.2	38.2		
	n		252	249	285	184	180				377	303	301	152	178		
	SD		13.3	12.8	14.3	14.0	14.2				13.3	13.9	13.4	12.8	13.8		
	SE		.84	.81	.84	1.03	1.06				.69	.80	.77	1.04	1.03		
	CI upper bound		41.7	40.7	40.2	39.1	39.4				44.8	43.5	44.2	40.2	40.3		
	CI lower bound		38.4	37.5	36.9	35.0	35.3				42.1	40.3	41.2	36.1	36.2		
Quantitative Reasoning	Mean		29.4	29.5	30.6	27.5	27.9				31.5	32.1	30.8	31.2	29.1		
	n		272	273	310	221	185				407	325	340	174	183		
	SD		15.3	15.8	14.8	15.1	15.7				16.4	17.3	16.5	16.7	16.1		
	SE		.93	.95	.84	1.02	1.16				.81	.96	.90	1.26	1.19		
	CI upper bound		31.2	31.4	32.2	29.4	30.2				33.1	34.0	32.5	33.7	31.4		
	CI lower bound		27.6	27.7	28.9	25.5	25.7				29.9	30.2	29.0	28.7	26.7		
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean		14.1	14.1	14.6	15.1	15.1				13.9	14.5	15.9	14.1	16.2		
	n		238	226	274	170	173				369	285	278	146	173		
	SD		8.2	8.1	8.1	8.0	8.2				8.3	9.0	8.4	7.6	9.0		
	SE		.53	.54	.49	.62	.62				.43	.53	.50	.63	.68		
	CI upper bound		15.1	15.1	15.6	16.3	16.3				14.7	15.6	16.8	15.3	17.5		
	CI lower bound		13.1	13.0	13.6	13.9	13.9				13.0	13.5	14.9	12.9	14.9		
Course Reading Estimated hours per week calculated from two survey questions.	Mean		7.0	7.7	7.0	7.2	6.8				7.9	8.8	9.2	7.5	8.5		
	n		232	220	273	170	170				367	281	276	143	171		
	SD		5.8	6.0	5.5	5.6	5.4				6.3	6.9	7.1	5.8	6.7		
	SE		.38	.41	.33	.43	.41				.33	.41	.43	.48	.51		
	CI upper bound		7.7	8.5	7.6	8.1	7.6				8.6	9.7	10.1	8.4	9.6		
	CI lower bound		6.3	6.9	6.3	6.4	6.0				7.3	8.0	8.4	6.5	7.5		

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

		First-year students								Seniors							
Academic Challenge (additional items, continued)																	
Assigned Writing	Mean		62.2	72.9	64.8	61.6	67.2				84.0	94.0	84.6	113.7	90.5		

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		First-year students								Seniors						
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Estimated number of pages calculated from three survey questions.	n		240	225	269	184	182				345	287	290	148	182		
	SD		74.0	77.7	67.4	65.7	82.7				83.5	86.8	88.2	132.4	91.6		
	SE		4.77	5.18	4.11	4.85	6.12				4.49	5.13	5.18	10.90	6.79		
	CI upper bound		71.6	83.1	72.9	71.1	79.2				92.8	104.0	94.8	135.1	103.8		
	CI lower bound		52.9	62.8	56.8	52.1	55.2				75.2	83.9	74.5	92.4	77.2		
Course Challenge Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	Mean		**5.4**	**5.5**	**5.2**	**5.1**	**5.2**				**5.7**	**5.7**	**5.7**	**5.5**	**5.4**		
	n		258	249	285	183	178				389	311	303	153	178		
	SD		1.2	1.1	1.2	1.2	1.2				1.1	1.1	1.1	1.3	1.4		
	SE		.07	.07	.07	.09	.09				.05	.06	.06	.10	.10		
	CI upper bound		5.6	5.6	5.4	5.3	5.4				5.8	5.8	5.9	5.7	5.6		
	CI lower bound		5.3	5.3	5.1	4.9	5.1				5.6	5.6	5.6	5.3	5.2		
Academic Emphasis Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	Mean		**3.1**	**3.1**	**3.1**	**3.0**	**3.0**				**3.3**	**3.2**	**3.2**	**3.1**	**3.0**		
	n		240	230	275	173	177				371	290	283	146	175		
	SD		0.7	0.7	0.7	0.7	0.7				0.7	0.7	0.7	0.8	0.8		
	SE		.05	.05	.04	.06	.06				.04	.04	.04	.06	.06		
	CI upper bound		3.2	3.2	3.1	3.1	3.1				3.3	3.3	3.3	3.2	3.2		
	CI lower bound		3.1	3.0	3.0	2.8	2.9				3.2	3.1	3.1	3.0	2.9		

Learning with Peers

		First-year students								Seniors						
Collaborative Learning	Mean		**34.4**	**31.0**	**33.6**	**31.7**	**33.6**				**37.4**	**37.5**	**34.8**	**34.7**	**34.9**		
	n		287	281	333	260	243				407	342	350	190	209		
	SD		13.2	12.7	14.1	13.3	13.9				13.3	12.9	12.7	13.4	13.7		
	SE		.78	.76	.77	.83	.89				.66	.70	.68	.98	.95		
	CI upper bound		35.9	32.5	35.2	33.4	35.3				38.7	38.9	36.2	36.6	36.8		
	CI lower bound		32.9	29.6	32.1	30.1	31.8				36.1	36.1	33.5	32.8	33.1		
Discussions with Diverse Others	Mean		**40.5**	**41.2**	**40.7**	**38.9**	**39.0**				**45.5**	**45.5**	**43.7**	**40.8**	**39.6**		
	n		259	251	282	187	184				386	307	305	154	180		
	SD		15.1	15.2	14.9	14.2	15.4				14.5	14.5	13.7	13.9	15.2		
	SE		.94	.96	.89	1.04	1.13				.74	.83	.79	1.12	1.13		
	CI upper bound		42.3	43.1	42.5	40.9	41.3				46.9	47.1	45.2	43.0	41.8		
	CI lower bound		38.6	39.3	39.0	36.9	36.8				44.0	43.8	42.1	38.6	37.4		

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).

Experiences with Faculty

		First-year students								Seniors						
Student-Faculty Interaction	Mean		**21.1**	**20.1**	**21.8**	**19.2**	**19.7**				**26.3**	**25.8**	**24.2**	**24.7**	**24.5**		
	n		270	274	309	229	201				406	325	338	178	192		
	SD		13.8	14.5	13.9	12.9	16.1				15.3	15.8	15.6	14.9	14.4		
	SE		.84	.88	.79	.85	1.14				.76	.88	.85	1.12	1.04		

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
	CI upper bound		22.7	21.8	23.4	20.9	22.0				27.8	27.6	25.9	26.9	26.5		
	CI lower bound		19.4	18.3	20.3	17.5	17.5				24.8	24.1	22.5	22.5	22.5		
Effective Teaching Practices	*Mean*		**41.1**	**41.9**	**41.3**	**40.5**	**39.4**				**41.5**	**42.9**	**41.4**	**42.1**	**39.3**		
	n		274	273	310	222	192				406	328	343	176	187		
	SD		11.9	12.7	13.0	11.3	13.7				12.4	12.8	13.0	12.1	14.3		
	SE		.72	.77	.74	.76	.99				.61	.70	.70	.91	1.05		
	CI upper bound		42.5	43.4	42.7	42.0	41.3				42.7	44.2	42.8	43.8	41.3		
	CI lower bound		39.7	40.4	39.8	39.0	37.5				40.3	41.5	40.1	40.3	37.2		
Campus Environment																	
Quality of Interactions	*Mean*		**40.6**	**39.3**	**40.9**	**38.3**	**36.6**				**41.6**	**41.9**	**42.3**	**40.1**	**38.1**		
	n		247	235	269	173	166				376	298	288	147	170		
	SD		12.8	12.0	12.5	12.9	13.5				10.5	11.3	11.4	11.5	12.9		
	SE		.82	.78	.76	.98	1.04				.54	.65	.67	.95	.99		
	CI upper bound		42.2	40.8	42.4	40.3	38.7				42.7	43.1	43.6	42.0	40.0		
	CI lower bound		39.0	37.8	39.4	36.4	34.6				40.5	40.6	41.0	38.3	36.1		
Supportive Environment	*Mean*		**37.4**	**35.7**	**35.5**	**32.8**	**34.4**				**35.7**	**35.5**	**34.4**	**33.4**	**30.0**		
	n		239	226	273	171	174				368	287	281	146	176		
	SD		13.3	12.8	13.4	13.9	13.7				13.6	13.6	13.9	13.3	14.5		
	SE		.86	.85	.81	1.06	1.04				.71	.80	.83	1.10	1.10		
	CI upper bound		39.0	37.4	37.1	34.9	36.4				37.1	37.1	36.0	35.6	32.1		
	CI lower bound		35.7	34.1	34.0	30.7	32.3				34.3	34.0	32.8	31.3	27.9		

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).

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		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning [a]	%		52	51	51	48	49				93	93	94	94	92		
	n		251	242	283	183	175				384	307	298	154	177		
	SE		3.2	3.2	3.0	3.7	3.8				1.3	1.5	1.4	1.9	2.0		
	CI upper bound (%)		58	57	56	55	57				96	96	97	98	96		
	CI lower bound (%)		46	44	45	41	42				90	90	92	91	89		
Learning Community [a]	%		15	11	13	12	9				32	33	31	22	23		
	n		257	251	282	182	175				386	309	298	153	177		
	SE		2.2	2.0	2.0	2.5	2.1				2.4	2.7	2.7	3.4	3.2		
	CI upper bound (%)		19	15	17	17	13				37	38	36	29	29		
	CI lower bound (%)		10	7	9	8	4				28	27	25	16	17		
Research with Faculty [a]	%		5	4	2	4	4				19	27	19	19	22		
	n		253	247	282	183	178				383	306	295	153	178		
	SE		1.4	1.3	0.8	1.5	1.4				2.0	2.5	2.3	3.2	3.1		
	CI upper bound (%)		8	7	3	7	7				23	32	24	26	28		
	CI lower bound (%)		2	2	0	1	1				16	22	15	13	16		
Internship or Field Experience [b] (First-year results: Plan to do)	%		82	79	77	77	78				62	63	63	60	57		
	n		258	252	285	183	179				388	311	300	154	179		
	SE		2.4	2.6	2.5	3.1	3.1				2.5	2.7	2.8	4.0	3.7		
	CI upper bound (%)		87	84	82	84	84				67	68	69	68	64		
	CI lower bound (%)		77	74	72	71	72				57	57	58	53	50		
Study Abroad [b] (First-year results: Plan to do)	%		57	59	52	53	56				21	23	18	25	16		
	n		258	250	282	182	177				384	309	297	154	178		
	SE		3.1	3.1	3.0	3.7	3.7				2.1	2.4	2.2	3.5	2.8		
	CI upper bound (%)		63	65	58	60	63				25	28	22	32	22		
	CI lower bound (%)		51	53	46	46	48				17	19	14	18	11		
Culminating Senior Experience [b] (First-year results: Plan to do)	%		61	54	63	62	60				47	46	45	43	44		
	n		254	248	281	183	178				384	308	293	152	177		
	SE		3.1	3.2	2.9	3.6	3.7				2.5	2.8	2.9	4.0	3.7		
	CI upper bound (%)		67	60	68	69	67				52	52	51	51	52		
	CI lower bound (%)		55	48	57	55	53				42	40	39	36	37		
Overall HIP Participation [c]																	
Participated in one HIP	%		45	46	46	46	46				19	20	19	23	20		
	n		260	252	285	183	178				388	312	303	154	179		
	SE		3.1	3.1	3.0	3.7	3.7				2.0	2.3	2.2	3.4	3.0		
	CI upper bound (%)		51	52	52	53	53				23	25	23	30	26		
	CI lower bound (%)		39	40	40	39	39				15	16	14	16	14		
Participated in two or more HIPs	%		12	8	9	9	7				76	76	78	75	74		
	n		260	252	285	183	178				388	312	303	154	179		
	SE		2.0	1.7	1.7	2.2	1.9				2.2	2.4	2.4	3.5	3.3		
	CI upper bound (%)		16	11	12	14	11				81	80	83	82	81		
	CI lower bound (%)		8	5	6	5	3				72	71	74	68	68		

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 +/- 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.