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**NSSE 2019**  
**Multi-Year Report**  
Central Connecticut State University

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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 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 *Recommendations for Using Multiple Years of NSSE Data*: [nsse.indiana.edu/links/webinar](https://nsse.indiana.edu/links/webinar)

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 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	13%	+/- 7.3%	158	129	29	18%	+/- 5.7%	244	205	39
2014										
2015	25%	+/- 4.8%	309	227	82	24%	+/- 4.6%	348	263	85
2016										
2017	23%	+/- 5.4%	254	189	65	25%	+/- 4.4%	376	295	81
2018										
2019	19%	+/- 6.2%	203	165	38	22%	+/- 4.8%	321	275	46
2020										

#### 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	Yes	Academic Advising, Connecticut State Universities	No	Yes	No
2014							
2015	Email	Census	Yes	Civic Engagement, Learning with Tech	No	Yes	No
2016							
2017	Email	Census	Yes	Academic Advising, Information Literacy	No	Yes	No
2018							
2019	Email	Census	Yes	Academic Advising	No	Yes	Yes
2020							

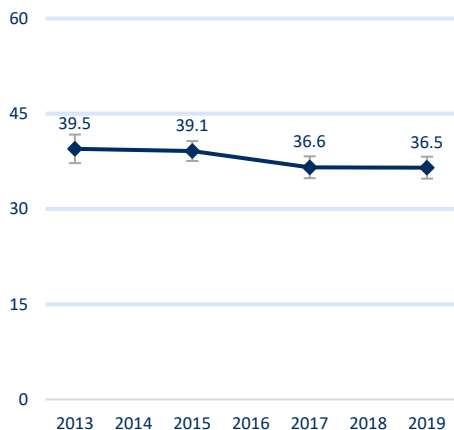
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- 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* reports.

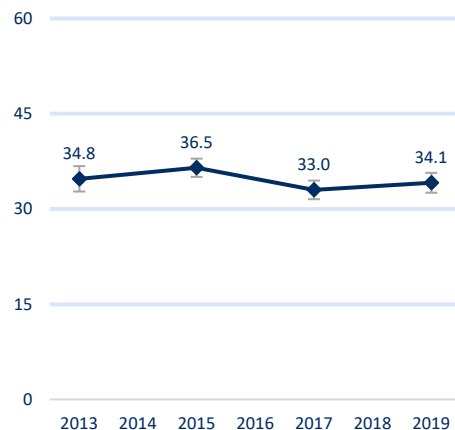
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

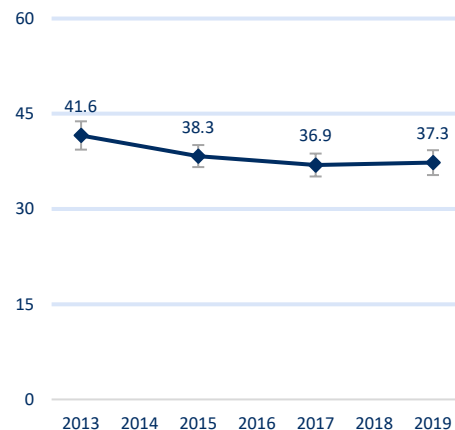
##### Higher-Order Learning



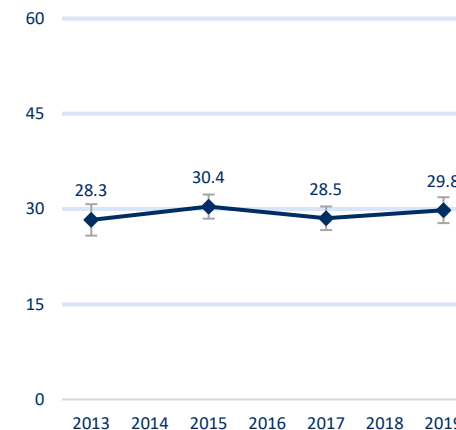
##### Reflective & Integrative Learning



##### Learning Strategies

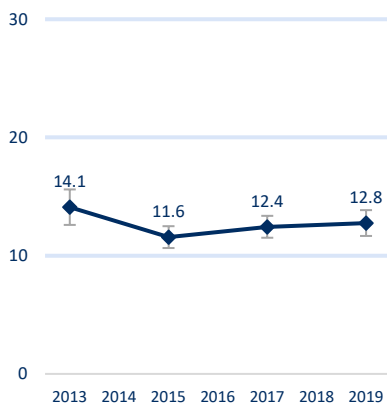


##### Quantitative Reasoning

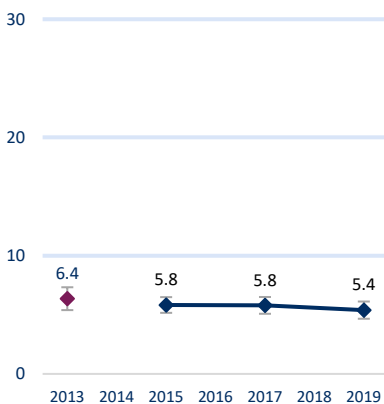


#### Academic Challenge (additional items): First-year students

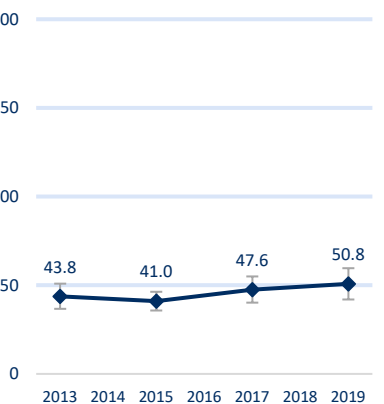
##### Preparing for Class (hrs/wk)



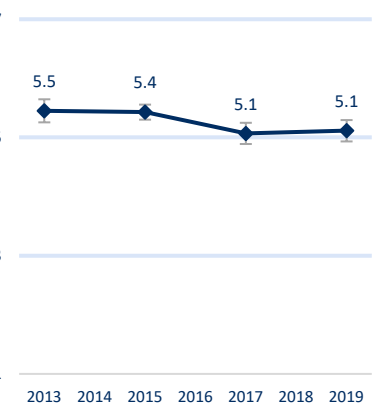
##### Course Reading (hrs/wk)<sup>a</sup>



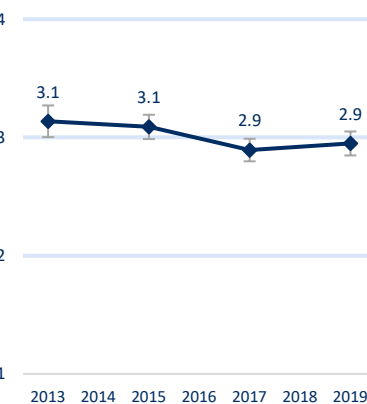
##### Assigned Writing (pages)<sup>a</sup>



##### 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").

# NSSE 2019 Multi-Year Report

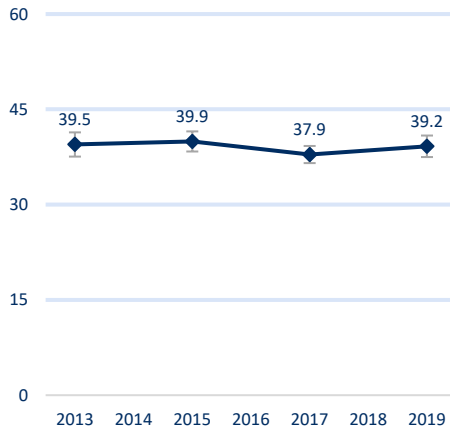
## Engagement Results by Theme

### Central Connecticut State University

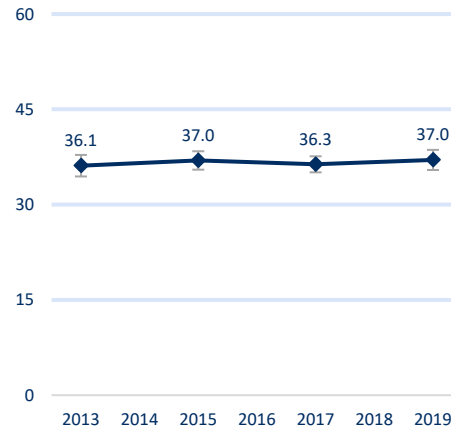
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

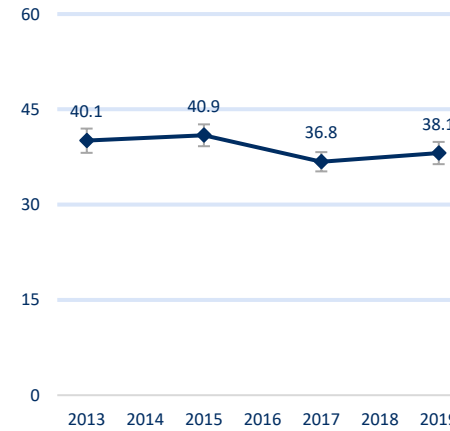
##### Higher-Order Learning



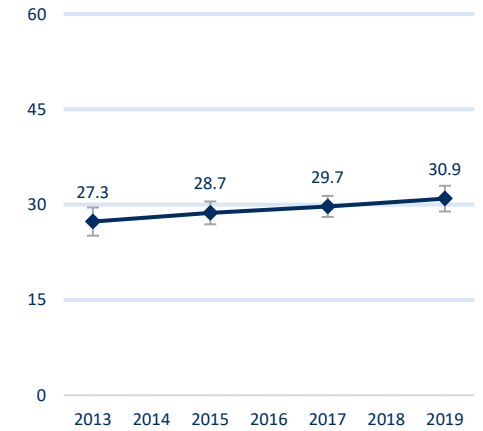
##### Reflective & Integrative Learning



##### Learning Strategies

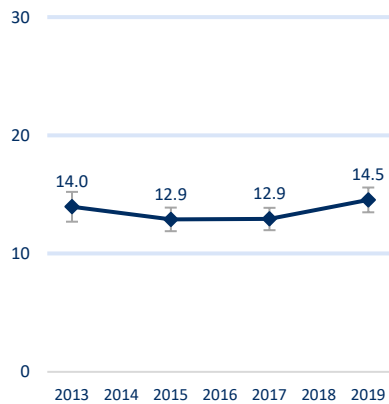


##### Quantitative Reasoning

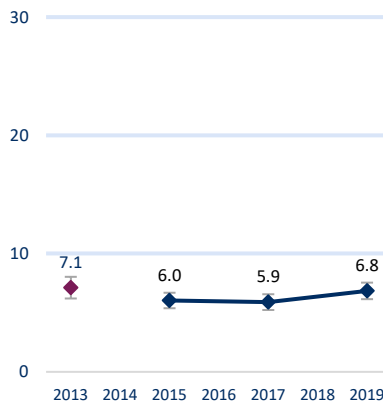


#### Academic Challenge (additional items): Seniors

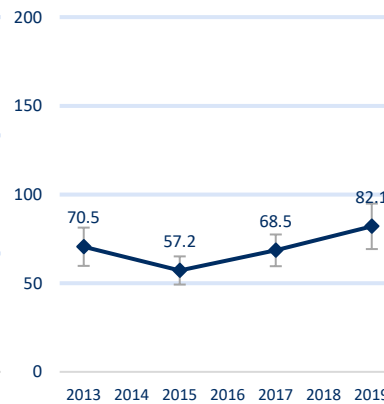
##### Preparing for Class (hrs/wk)



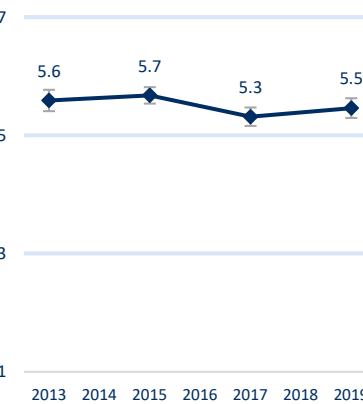
##### Course Reading (hrs/wk)<sup>a</sup>



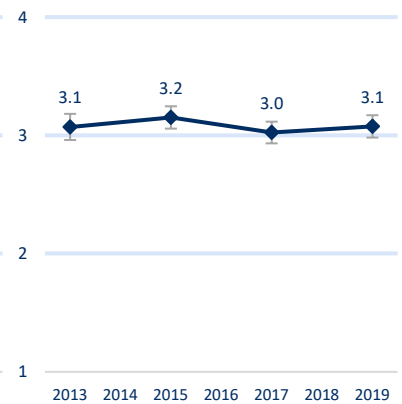
##### Assigned Writing (pages)<sup>a</sup>



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



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



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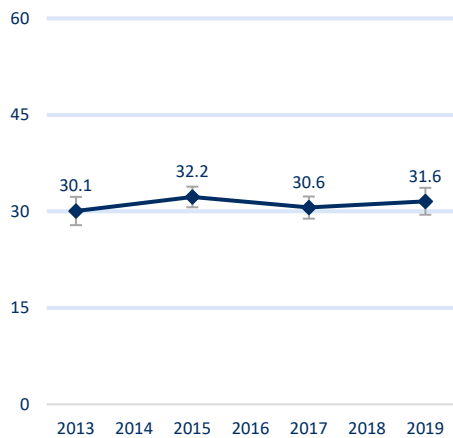
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

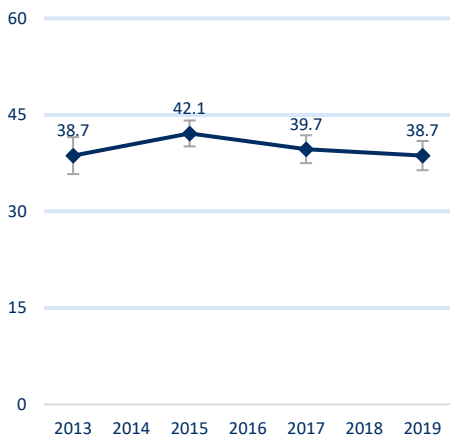
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

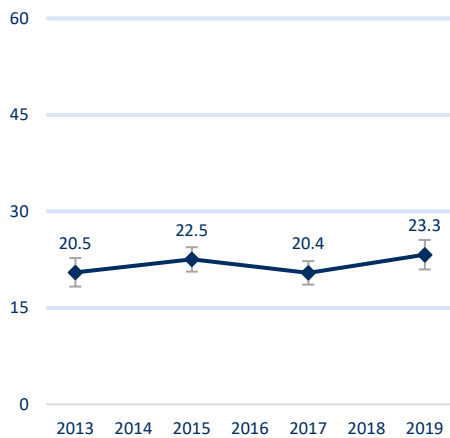


##### Discussions with Diverse Others

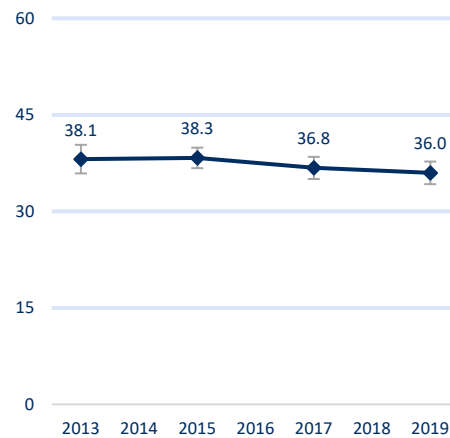


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

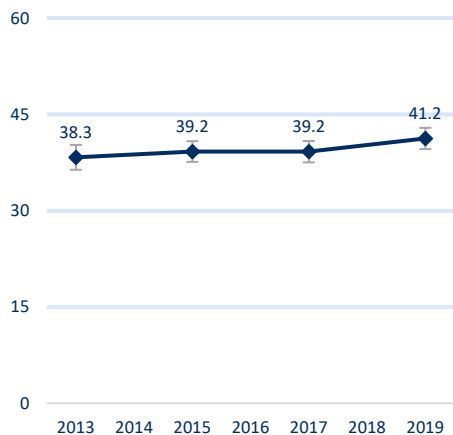


##### Effective Teaching Practices

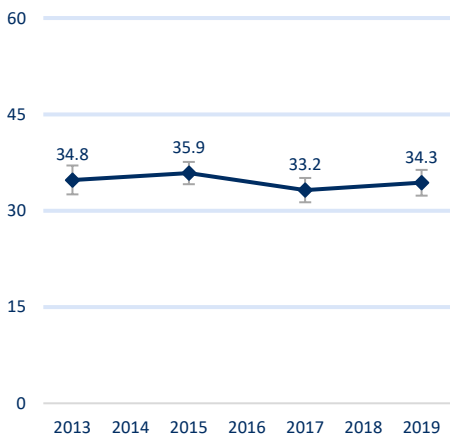


#### Campus Environment: First-year students

##### Quality of Interactions



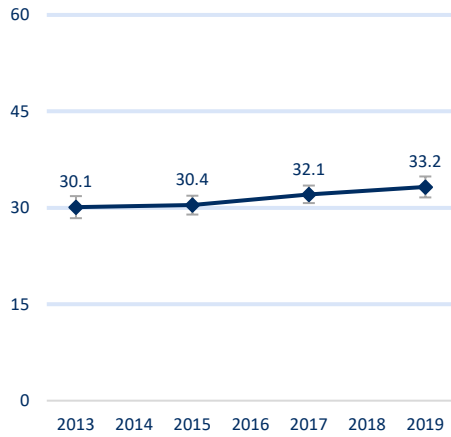
##### Supportive Environment



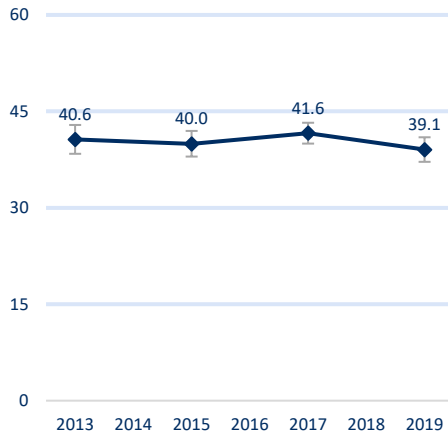
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#### Learning with Peers: Seniors

##### Collaborative Learning

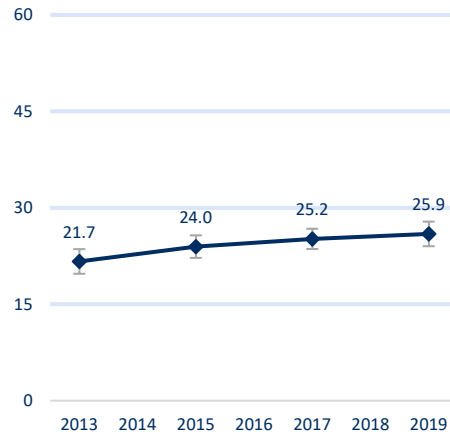


##### Discussions with Diverse Others

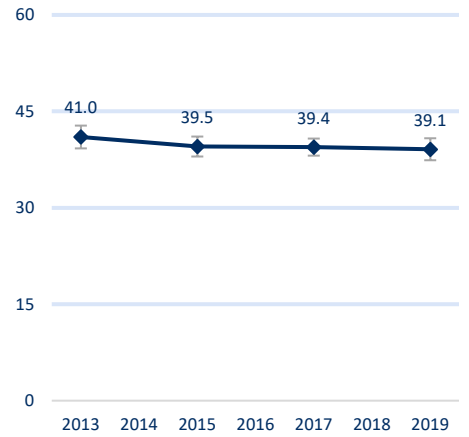


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

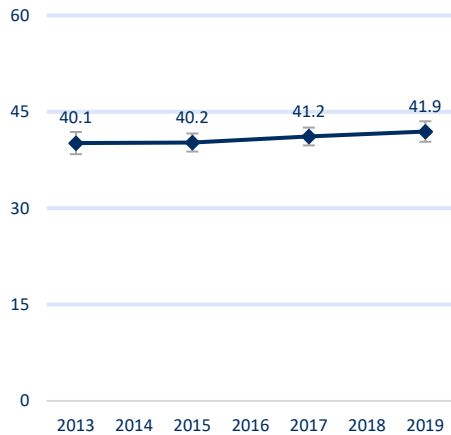


##### Effective Teaching Practices

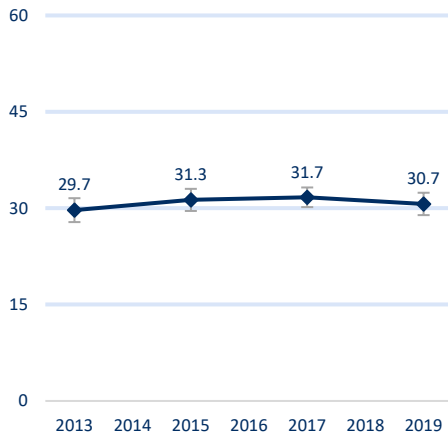


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

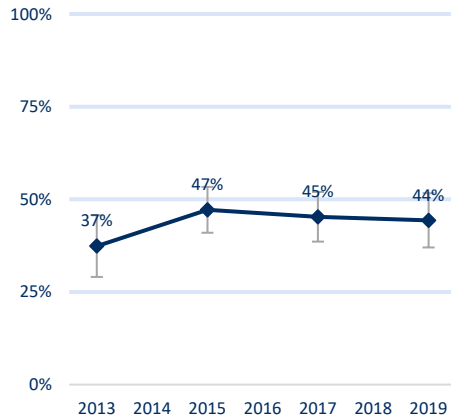


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

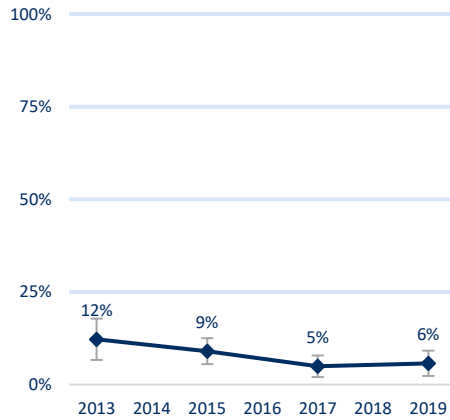
##### Service-Learning

(Some, most, or all courses)



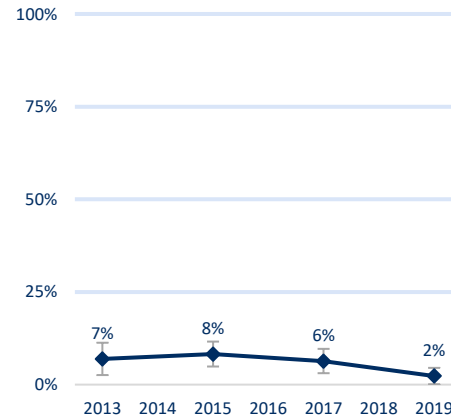
##### Learning Community

(Done or in progress)



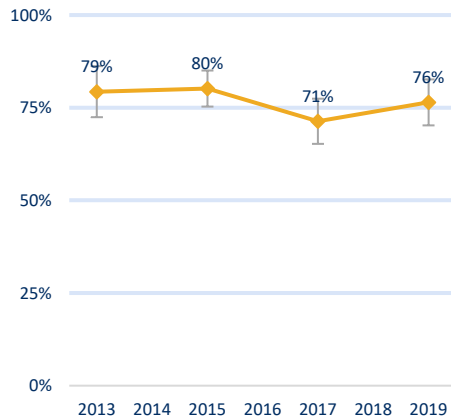
##### Research with Faculty

(Done or in progress)



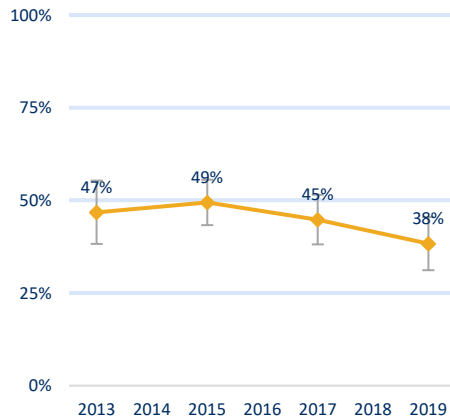
##### Internship/Field Experience

(Plan to do)



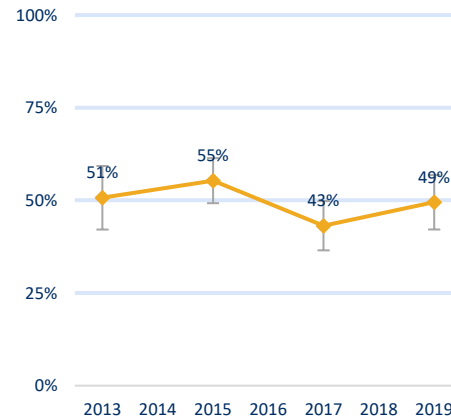
##### Study Abroad

(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 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.

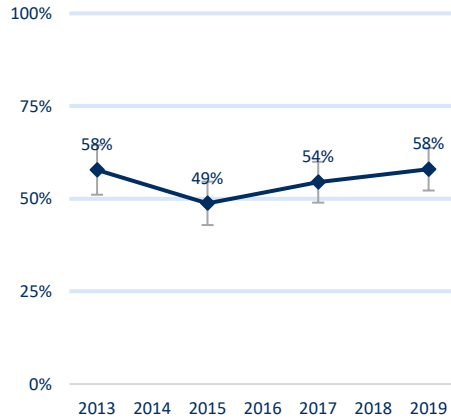


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

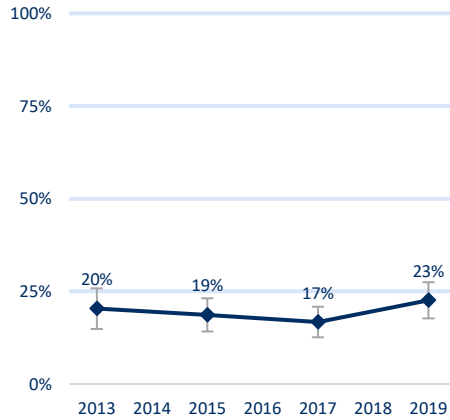
##### Service-Learning

(Some, most, or all courses)



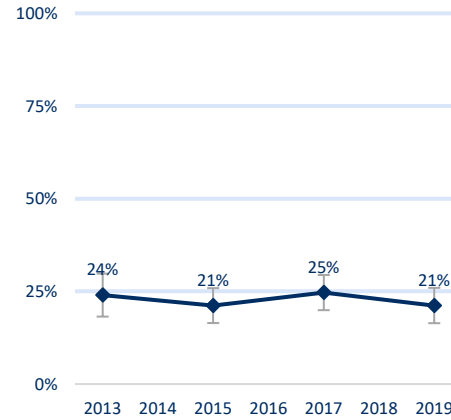
##### Learning Community

(Done or in progress)



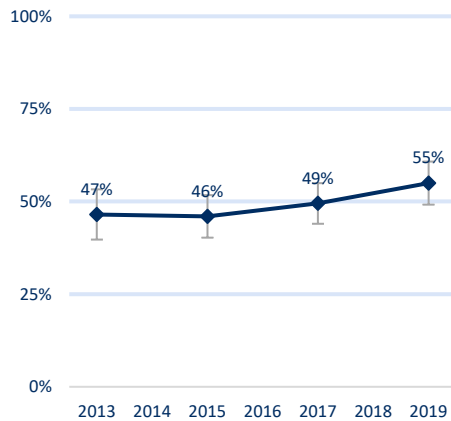
##### Research with Faculty

(Done or in progress)



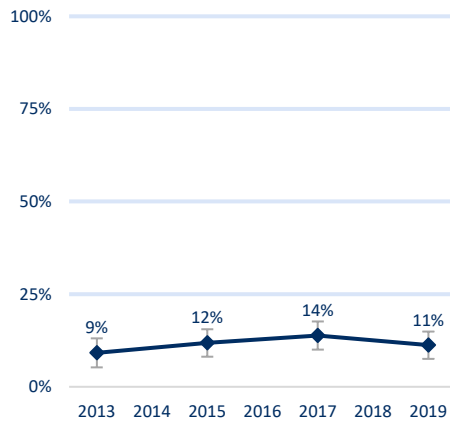
##### Internship/Field Experience

(Done or in progress)



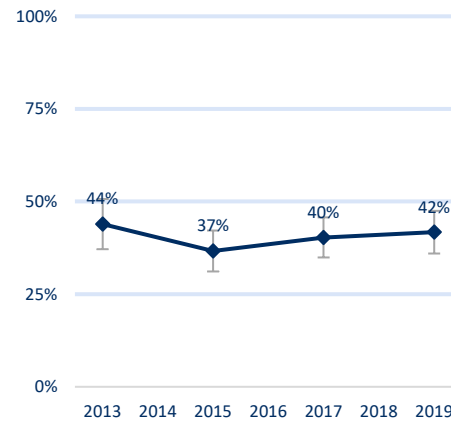
##### Study Abroad

(Done or in progress)



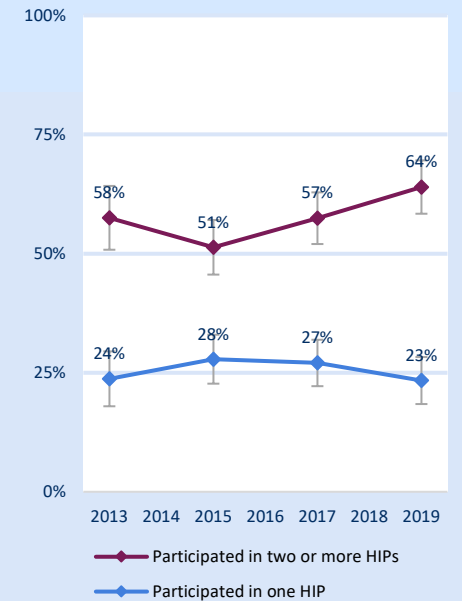
##### Culminating Senior Experience

(Done or in progress)



#### Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, 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 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Central Connecticut State 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>																	
<b>Higher-Order Learning</b>	<i>Mean</i>	<b>39.5</b>		<b>39.1</b>		<b>36.6</b>		<b>36.5</b>		<b>39.5</b>		<b>39.9</b>		<b>37.9</b>		<b>39.2</b>	
	<i>n</i>	144		274		236		180		214		316		360		292	
	<i>SD</i>	13.7		13.3		13.5		11.8		14.2		14.4		13.0		14.8	
	<i>SE</i>	1.15		.80		.88		.88		.97		.81		.69		.86	
	<i>CI upper bound</i>	41.7		40.7		38.3		38.2		41.4		41.5		39.2		40.9	
	<i>CI lower bound</i>	37.2		37.6		34.9		34.8		37.6		38.4		36.5		37.5	
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>	<b>34.8</b>		<b>36.5</b>		<b>33.0</b>		<b>34.1</b>		<b>36.1</b>		<b>37.0</b>		<b>36.3</b>		<b>37.0</b>	
	<i>n</i>	146		283		246		192		230		327		368		302	
	<i>SD</i>	12.3		12.4		11.7		11.1		13.1		13.4		12.4		14.0	
	<i>SE</i>	1.02		.73		.75		.80		.87		.74		.64		.81	
	<i>CI upper bound</i>	36.8		37.9		34.5		35.7		37.8		38.4		37.6		38.6	
	<i>CI lower bound</i>	32.8		35.1		31.5		32.6		34.4		35.5		35.1		35.5	
<b>Learning Strategies</b>	<i>Mean</i>	<b>41.6</b>		<b>38.3</b>		<b>36.9</b>		<b>37.3</b>		<b>40.1</b>		<b>40.9</b>		<b>36.8</b>		<b>38.1</b>	
	<i>n</i>	132		256		212		180		204		292		323		283	
	<i>SD</i>	13.1		14.2		13.4		13.4		13.9		15.0		13.9		15.0	
	<i>SE</i>	1.14		.89		.92		1.00		.97		.88		.77		.89	
	<i>CI upper bound</i>	43.8		40.1		38.7		39.3		42.0		42.6		38.3		39.9	
	<i>CI lower bound</i>	39.3		36.6		35.1		35.3		38.2		39.2		35.2		36.4	
<b>Quantitative Reasoning</b>	<i>Mean</i>	<b>28.3</b>		<b>30.4</b>		<b>28.5</b>		<b>29.8</b>		<b>27.3</b>		<b>28.7</b>		<b>29.7</b>		<b>30.9</b>	
	<i>n</i>	144		279		235		180		222		321		358		285	
	<i>SD</i>	15.1		16.2		14.6		14.0		16.9		16.4		16.0		17.5	
	<i>SE</i>	1.26		.97		.95		1.04		1.13		.92		.85		1.03	
	<i>CI upper bound</i>	30.8		32.3		30.4		31.9		29.6		30.5		31.4		33.0	
	<i>CI lower bound</i>	25.8		28.5		26.7		27.8		25.1		26.9		28.1		28.9	
<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>	<b>14.1</b>		<b>11.6</b>		<b>12.4</b>		<b>12.8</b>		<b>14.0</b>		<b>12.9</b>		<b>12.9</b>		<b>14.5</b>	
	<i>n</i>	129		232		195		172		203		268		300		279	
	<i>SD</i>	8.7		7.2		6.6		7.3		9.2		8.3		8.4		8.9	
	<i>SE</i>	.77		.47		.47		.56		.64		.51		.48		.53	
	<i>CI upper bound</i>	15.6		12.5		13.4		13.9		15.2		13.9		13.9		15.6	
	<i>CI lower bound</i>	12.6		10.6		11.5		11.7		12.7		11.9		12.0		13.5	
<b>Course Reading</b> Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	<i>Mean</i>	<b>6.4</b>		<b>5.8</b>		<b>5.8</b>		<b>5.4</b>		<b>7.1</b>		<b>6.0</b>		<b>5.9</b>		<b>6.8</b>	
	<i>n</i>	128		224		195		170		203		260		299		279	
	<i>SD</i>	5.6		5.1		5.0		4.9		6.7		5.4		5.9		6.0	
	<i>SE</i>	.49		.34		.36		.37		.47		.33		.34		.36	
	<i>CI upper bound</i>	7.3		6.5		6.5		6.1		8.0		6.7		6.6		7.5	
	<i>CI lower bound</i>	5.4		5.2		5.1		4.7		6.2		5.4		5.2		6.1	

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 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Central Connecticut State 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>																	
<b>Assigned Writing</b> Estimated number of pages calculated from three survey questions.	<i>Mean</i>	<b>43.8</b>		<b>41.0</b>		<b>47.6</b>		<b>50.8</b>		<b>70.5</b>		<b>57.2</b>		<b>68.5</b>		<b>82.1</b>	
	<i>n</i>	128		244		214		179		185		269		328		286	
	<i>SD</i>	40.9		42.0		55.2		60.2		74.8		66.4		82.7		110.5	
	<i>SE</i>	3.62		2.69		3.77		4.50		5.51		4.05		4.56		6.54	
	<i>CI upper bound</i>	50.9		46.3		55.0		59.6		81.3		65.1		77.5		94.9	
	<i>CI lower bound</i>	36.7		35.8		40.2		42.0		59.7		49.2		59.6		69.2	
<b>Course Challenge</b> Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>Mean</i>	<b>5.5</b>		<b>5.4</b>		<b>5.1</b>		<b>5.1</b>		<b>5.6</b>		<b>5.7</b>		<b>5.3</b>		<b>5.5</b>	
	<i>n</i>	134		260		214		181		210		290		320		283	
	<i>SD</i>	1.2		1.0		1.3		1.2		1.3		1.2		1.4		1.4	
	<i>SE</i>	.10		.06		.09		.09		.09		.07		.08		.08	
	<i>CI upper bound</i>	5.6		5.6		5.2		5.3		5.8		5.8		5.5		5.6	
	<i>CI lower bound</i>	5.3		5.3		4.9		4.9		5.4		5.5		5.2		5.3	
<b>Academic Emphasis</b> 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").	<i>Mean</i>	<b>3.1</b>		<b>3.1</b>		<b>2.9</b>		<b>2.9</b>		<b>3.1</b>		<b>3.2</b>		<b>3.0</b>		<b>3.1</b>	
	<i>n</i>	129		236		197		175		202		273		302		282	
	<i>SD</i>	0.8		0.8		0.7		0.7		0.8		0.8		0.8		0.8	
	<i>SE</i>	.07		.05		.05		.05		.06		.05		.05		.05	
	<i>CI upper bound</i>	3.3		3.2		3.0		3.1		3.2		3.2		3.1		3.2	
	<i>CI lower bound</i>	3.0		3.0		2.8		2.8		3.0		3.1		2.9		3.0	
<i>Learning with Peers</i>																	
<b>Collaborative Learning</b>	<i>Mean</i>	<b>30.1</b>		<b>32.2</b>		<b>30.6</b>		<b>31.6</b>		<b>30.1</b>		<b>30.4</b>		<b>32.1</b>		<b>33.2</b>	
	<i>n</i>	149		285		249		198		231		327		365		313	
	<i>SD</i>	13.7		13.8		13.8		15.0		13.3		13.5		13.3		14.7	
	<i>SE</i>	1.12		.82		.88		1.07		.88		.75		.70		.83	
	<i>CI upper bound</i>	32.3		33.8		32.3		33.7		31.8		31.9		33.5		34.9	
	<i>CI lower bound</i>	27.9		30.6		28.9		29.5		28.4		29.0		30.7		31.6	
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>38.7</b>		<b>42.1</b>		<b>39.7</b>		<b>38.7</b>		<b>40.6</b>		<b>40.0</b>		<b>41.6</b>		<b>39.1</b>	
	<i>n</i>	134		256		212		180		208		288		326		284	
	<i>SD</i>	17.0		16.4		16.1		15.5		16.5		17.3		14.9		16.4	
	<i>SE</i>	1.47		1.03		1.11		1.16		1.14		1.02		.83		.97	
	<i>CI upper bound</i>	41.5		44.1		41.8		40.9		42.9		42.0		43.2		41.0	
	<i>CI lower bound</i>	35.8		40.1		37.5		36.4		38.4		38.0		40.0		37.2	

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 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Central Connecticut State 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>																	
<b>Student-Faculty Interaction</b>	<i>Mean</i>	<b>20.5</b>		<b>22.5</b>		<b>20.4</b>		<b>23.3</b>		<b>21.7</b>		<b>24.0</b>		<b>25.2</b>		<b>25.9</b>	
	<i>n</i>	143		281		239		182		223		311		361		289	
	<i>SD</i>	13.5		16.2		14.4		15.8		14.6		15.8		15.3		16.6	
	<i>SE</i>	1.13		.97		.93		1.17		.98		.89		.81		.98	
	<i>CI upper bound</i>	22.7		24.4		22.3		25.6		23.6		25.7		26.7		27.9	
	<i>CI lower bound</i>	18.3		20.6		18.6		21.0		19.7		22.2		23.6		24.0	
<b>Effective Teaching Practices</b>	<i>Mean</i>	<b>38.1</b>		<b>38.3</b>		<b>36.8</b>		<b>36.0</b>		<b>41.0</b>		<b>39.5</b>		<b>39.4</b>		<b>39.1</b>	
	<i>n</i>	145		279		240		181		227		321		360		294	
	<i>SD</i>	13.7		13.6		13.6		12.1		13.6		14.2		12.9		15.0	
	<i>SE</i>	1.13		.81		.88		.90		.90		.79		.68		.87	
	<i>CI upper bound</i>	40.3		39.9		38.5		37.7		42.8		41.1		40.8		40.8	
	<i>CI lower bound</i>	35.9		36.7		35.0		34.2		39.2		38.0		38.1		37.4	
<i>Campus Environment</i>																	
<b>Quality of Interactions</b>	<i>Mean</i>	<b>38.3</b>		<b>39.2</b>		<b>39.2</b>		<b>41.2</b>		<b>40.1</b>		<b>40.2</b>		<b>41.2</b>		<b>41.9</b>	
	<i>n</i>	127		251		196		170		203		283		299		267	
	<i>SD</i>	11.1		13.0		11.9		11.0		12.6		12.1		12.3		13.3	
	<i>SE</i>	.99		.82		.85		.84		.88		.72		.71		.82	
	<i>CI upper bound</i>	40.2		40.8		40.9		42.9		41.9		41.6		42.5		43.5	
	<i>CI lower bound</i>	36.4		37.6		37.5		39.6		38.4		38.8		39.8		40.3	
<b>Supportive Environment</b>	<i>Mean</i>	<b>34.8</b>		<b>35.9</b>		<b>33.2</b>		<b>34.3</b>		<b>29.7</b>		<b>31.3</b>		<b>31.7</b>		<b>30.7</b>	
	<i>n</i>	127		234		195		173		200		272		301		280	
	<i>SD</i>	12.9		13.5		13.5		13.5		13.4		14.5		13.5		14.9	
	<i>SE</i>	1.15		.89		.97		1.02		.95		.88		.78		.89	
	<i>CI upper bound</i>	37.0		37.6		35.1		36.4		31.6		33.0		33.2		32.4	
	<i>CI lower bound</i>	32.5		34.1		31.3		32.3		27.8		29.6		30.2		28.9	

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).

		First-year students							Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
<b>Service-Learning<sup>a</sup></b>	%	<b>37</b>		<b>47</b>		<b>45</b>		<b>44</b>		<b>58</b>		<b>49</b>		<b>54</b>		<b>58</b>
	<i>n</i>	131		251		213		178		210		281		315		284
	<i>SE</i>	4.2		3.2		3.4		3.7		3.4		3.0		2.8		2.9
	<i>CI upper bound (%)</i>	46		53		52		52		64		55		60		64
	<i>CI lower bound (%)</i>	29		41		39		37		51		43		49		52
<b>Learning Community<sup>a</sup></b>	%	<b>12</b>		<b>9</b>		<b>5</b>		<b>6</b>		<b>20</b>		<b>19</b>		<b>17</b>		<b>23</b>
	<i>n</i>	134		258		214		179		208		291		316		283
	<i>SE</i>	2.8		1.8		1.5		1.7		2.8		2.3		2.1		2.5
	<i>CI upper bound (%)</i>	18		13		8		9		26		23		21		27
	<i>CI lower bound (%)</i>	7		6		2		2		15		14		13		18
<b>Research with Faculty<sup>a</sup></b>	%	<b>7</b>		<b>8</b>		<b>6</b>		<b>2</b>		<b>24</b>		<b>21</b>		<b>25</b>		<b>21</b>
	<i>n</i>	132		258		214		179		209		290		318		284
	<i>SE</i>	2.2		1.7		1.7		1.1		3.0		2.4		2.4		2.4
	<i>CI upper bound (%)</i>	11		12		10		5		30		26		29		26
	<i>CI lower bound (%)</i>	3		5		3		0		18		16		20		16
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>79</b>		<b>80</b>		<b>71</b>		<b>76</b>		<b>47</b>		<b>46</b>		<b>49</b>		<b>55</b>
	<i>n</i>	134		259		212		181		209		291		320		282
	<i>SE</i>	3.5		2.5		3.1		3.2		3.5		2.9		2.8		3.0
	<i>CI upper bound (%)</i>	86		85		77		83		53		52		55		61
	<i>CI lower bound (%)</i>	72		75		65		70		40		40		44		49
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%	<b>47</b>		<b>49</b>		<b>45</b>		<b>38</b>		<b>9</b>		<b>12</b>		<b>14</b>		<b>11</b>
	<i>n</i>	132		257		213		177		209		293		318		283
	<i>SE</i>	4.4		3.1		3.4		3.7		2.0		1.9		1.9		1.9
	<i>CI upper bound (%)</i>	55		56		52		46		13		16		18		15
	<i>CI lower bound (%)</i>	38		43		38		31		5		8		10		8
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>51</b>		<b>55</b>		<b>43</b>		<b>49</b>		<b>44</b>		<b>37</b>		<b>40</b>		<b>42</b>
	<i>n</i>	132		258		214		179		207		293		317		283
	<i>SE</i>	4.4		3.1		3.4		3.7		3.5		2.8		2.8		2.9
	<i>CI upper bound (%)</i>	59		61		50		57		51		42		46		47
	<i>CI lower bound (%)</i>	42		49		37		42		37		31		35		36
<b>Overall HIP Participation<sup>c</sup></b>																
<b>Participated in one HIP</b>	%	<b>35</b>		<b>43</b>		<b>44</b>		<b>41</b>		<b>24</b>		<b>28</b>		<b>27</b>		<b>23</b>
	<i>n</i>	134		260		214		180		210		293		320		284
	<i>SE</i>	4.1		3.1		3.4		3.7		2.9		2.6		2.5		2.5
	<i>CI upper bound (%)</i>	43		49		51		48		29		33		32		28
	<i>CI lower bound (%)</i>	26		37		38		34		18		23		22		18
<b>Participated in two or more HIPs</b>	%	<b>10</b>		<b>9</b>		<b>5</b>		<b>5</b>		<b>58</b>		<b>51</b>		<b>57</b>		<b>64</b>
	<i>n</i>	134		260		214		180		210		293		320		284
	<i>SE</i>	2.6		1.7		1.5		1.6		3.4		2.9		2.8		2.9
	<i>CI upper bound (%)</i>	15		12		8		8		64		57		63		70
	<i>CI lower bound (%)</i>	5		5		2		2		51		46		52		58

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.