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# NSSE 2022

## Multi-Year Report

University of Idaho

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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										
2014	26%	+/- 4.2%	412	359	53	31%	+/- 3.1%	691	585	106
2015	23%	+/- 4.6%	352	265	87	28%	+/- 3.5%	570	461	109
2016										
2017										
2018	16%	+/- 5.5%	265	191	74	21%	+/- 3.9%	489	403	86
2019										
2020	20%	+/- 5.8%	233	168	65	20%	+/- 4.5%	384	312	72
2021										
2022	21%	+/- 4.1%	449	282	167	17%	+/- 4.7%	357	272	85

### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Diverse Perspectives	No	No	No
2015	Email	Census	No	Academic Advising	No	No	No
2016							
2017							
2018	Email	Census	No	None	No	No	No
2019							
2020	Email	Census	No	Inclusiv & Cult Div	No	No	No
2021							
2022	Email	Census	No	Inclusiv & Cult Div, HIP Quality	No	No	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.

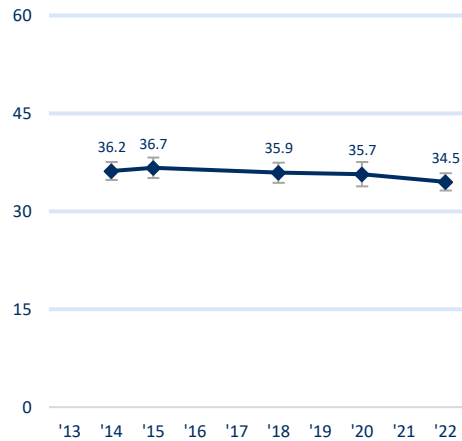
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

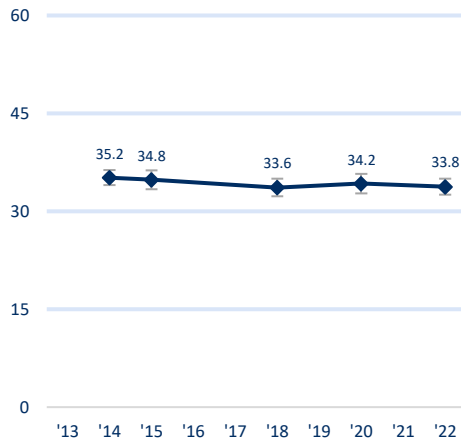
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

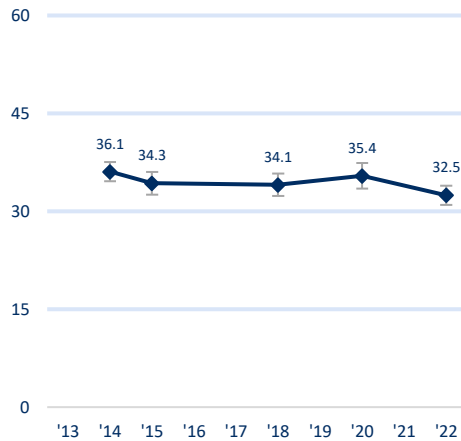
##### Higher-Order Learning



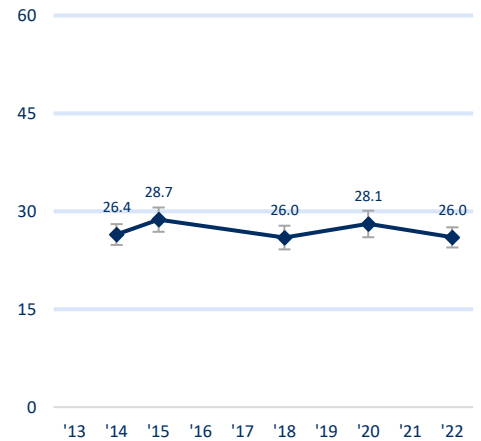
##### Reflective & Integrative Learning



##### Learning Strategies

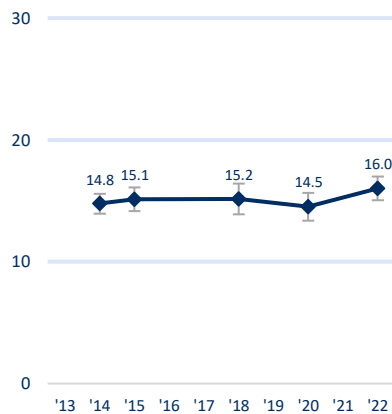


##### Quantitative Reasoning

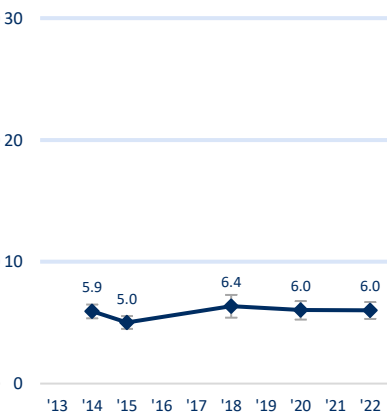


#### Academic Challenge (additional items): First-year students

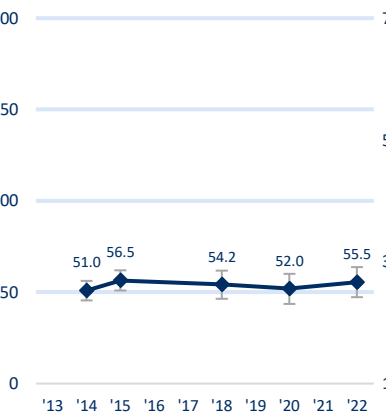
##### Preparing for Class (hrs/wk)



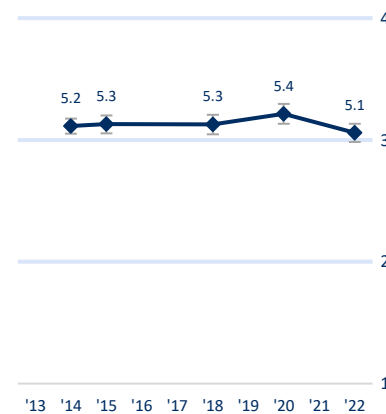
##### Course Reading (hrs/wk)<sup>a</sup>



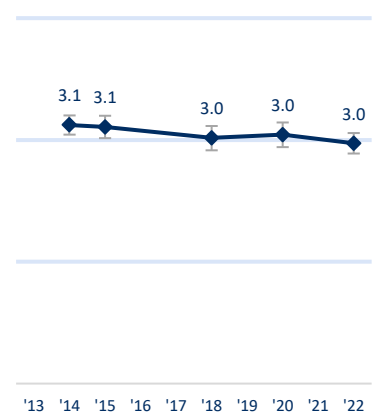
##### Assigned Writing (pages)<sup>a</sup>



##### 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.

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 2022 Multi-Year Report

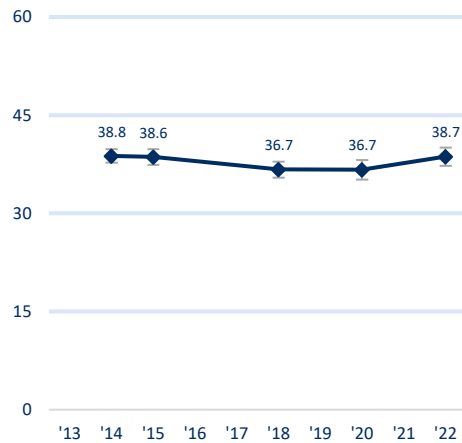
## Engagement Results by Theme

### University of Idaho

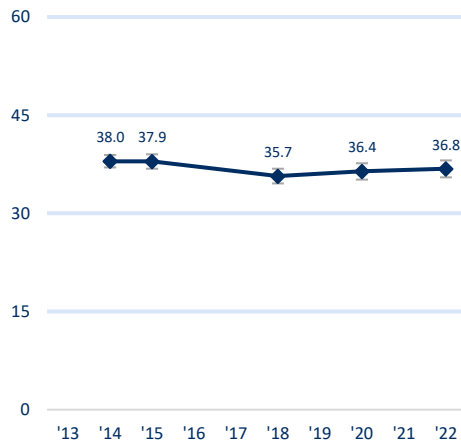
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

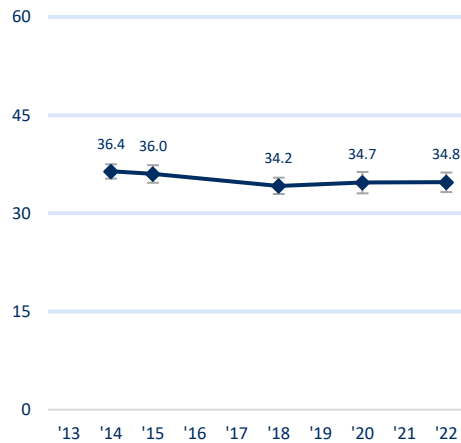
##### Higher-Order Learning



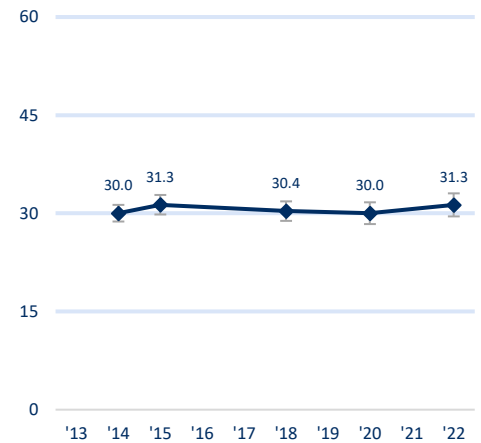
##### Reflective & Integrative Learning



##### Learning Strategies

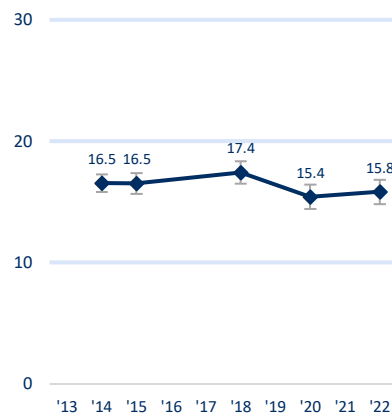


##### Quantitative Reasoning

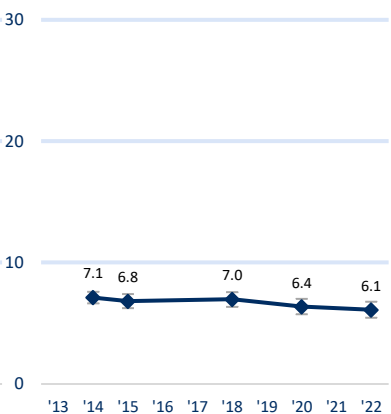


#### Academic Challenge (additional items): Seniors

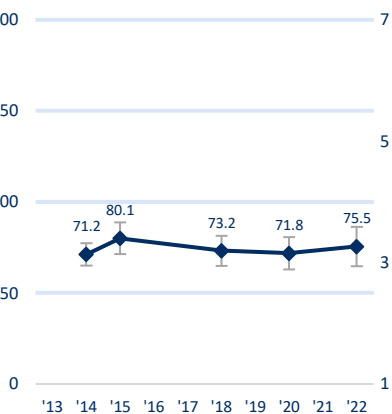
##### Preparing for Class (hrs/wk)



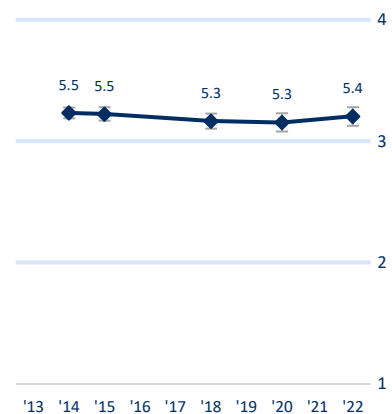
##### Course Reading (hrs/wk)<sup>a</sup>



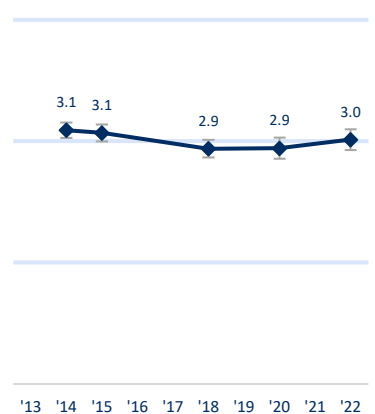
##### Assigned Writing (pages)<sup>a</sup>



##### 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.

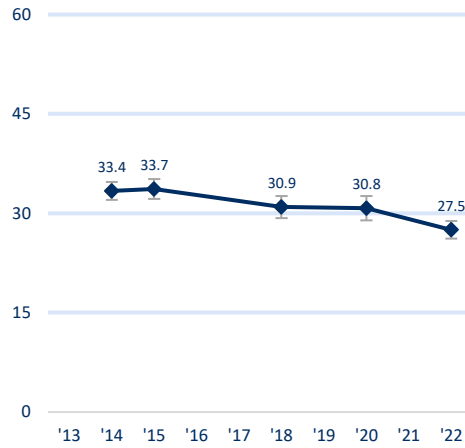
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

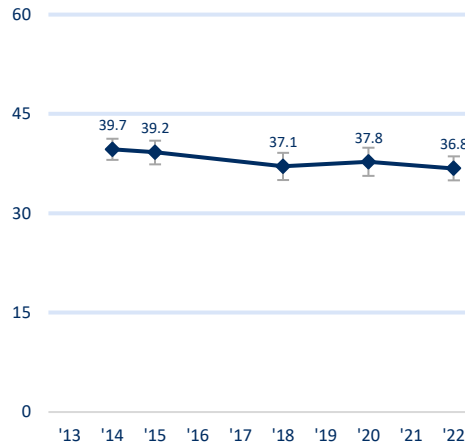
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

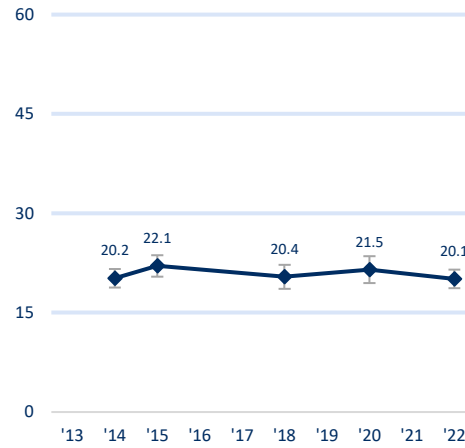


##### Discussions with Diverse Others

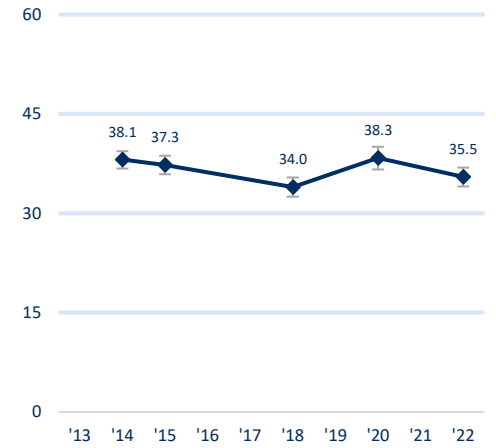


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

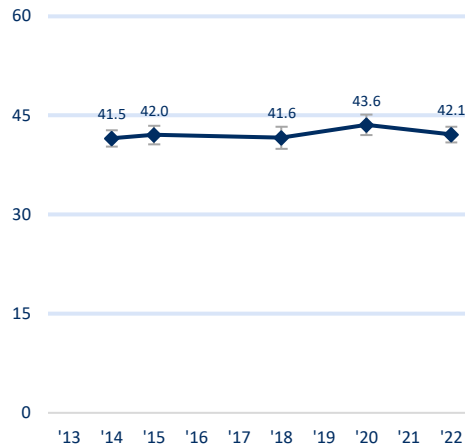


##### Effective Teaching Practices

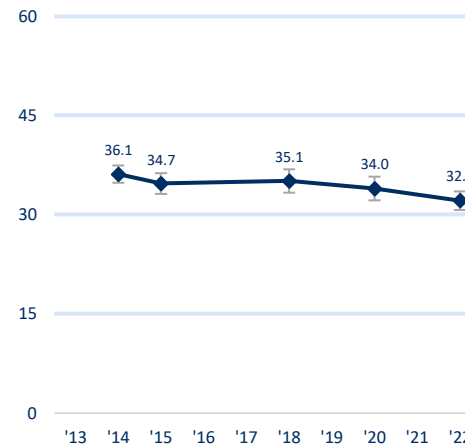


#### Campus Environment: First-year students

##### Quality of Interactions



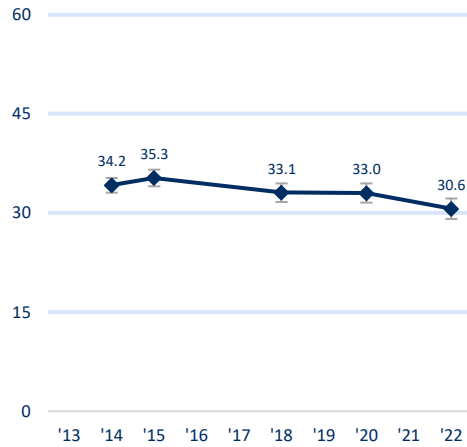
##### Supportive Environment



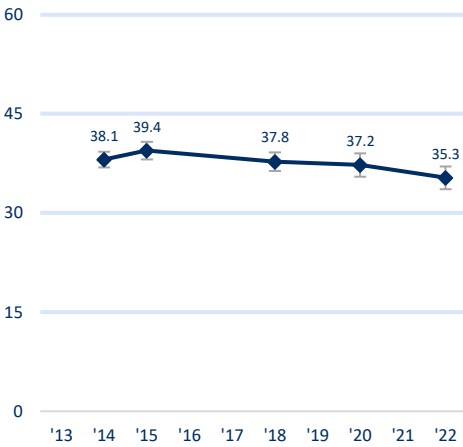
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#### Learning with Peers: Seniors

##### Collaborative Learning

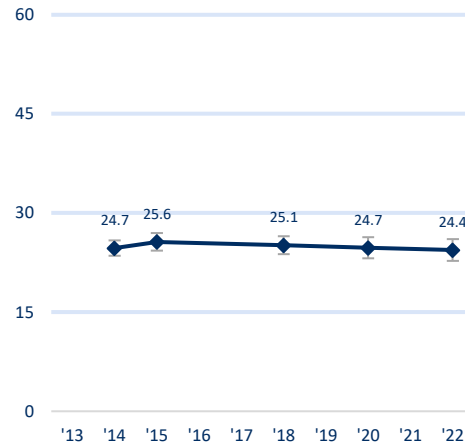


##### Discussions with Diverse Others

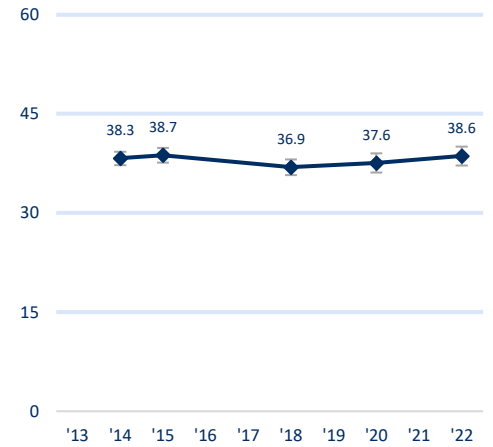


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

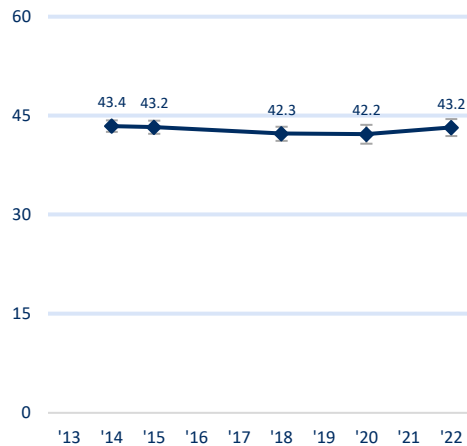


##### Effective Teaching Practices

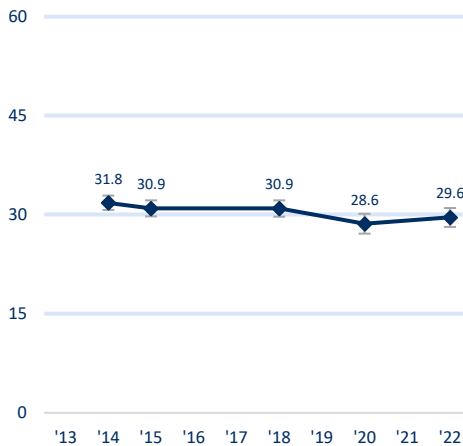


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

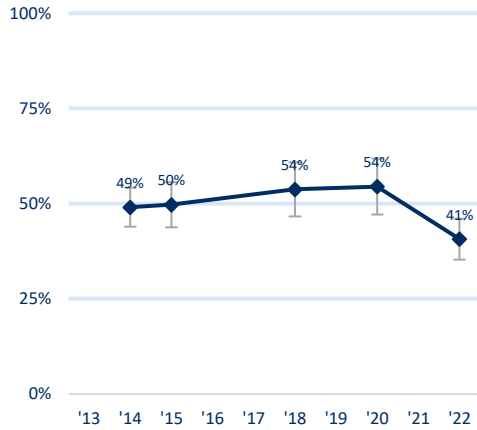


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

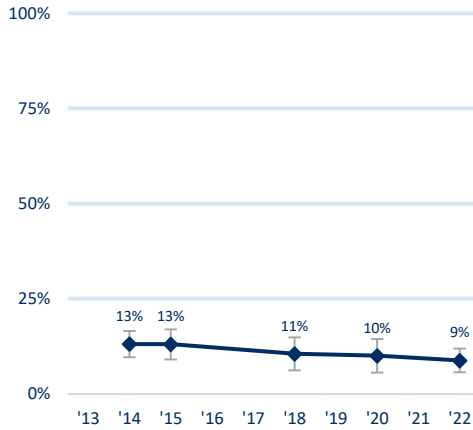
#### Service-Learning

(Some, most, or all courses)



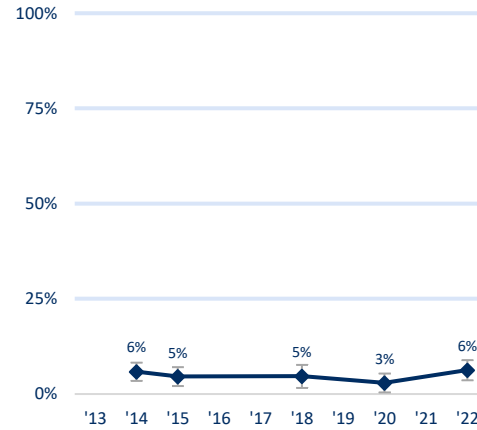
#### Learning Community

(Done or in progress)



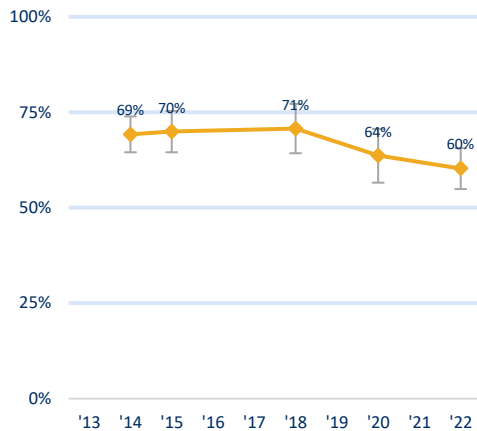
#### Research with Faculty

(Done or in progress)



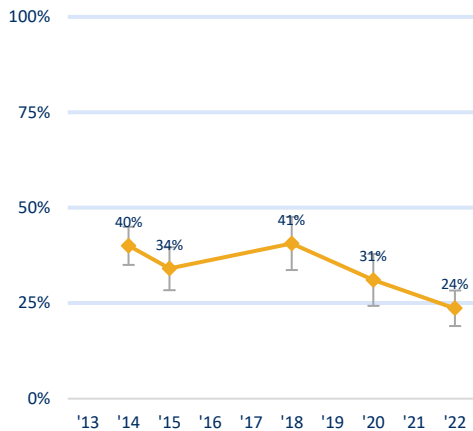
#### Internship/Field Experience

(Plan to do)



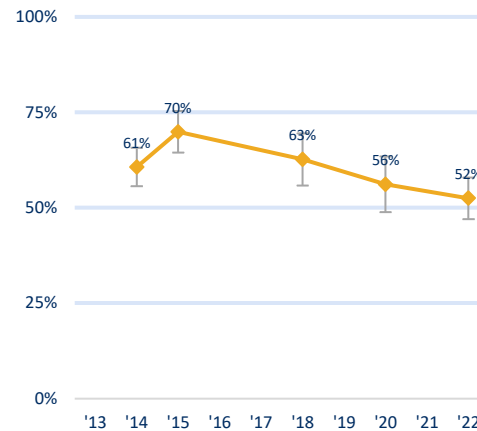
#### Study Abroad

(Plan to do)



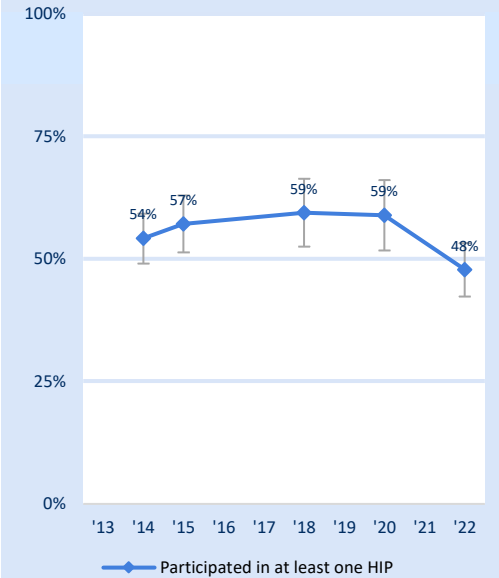
#### Culminating Senior Experience

(Plan to do)



#### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



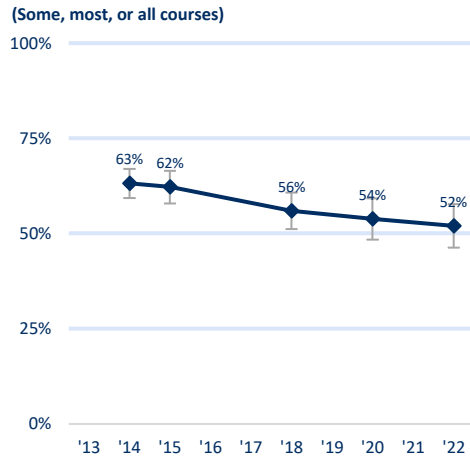
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



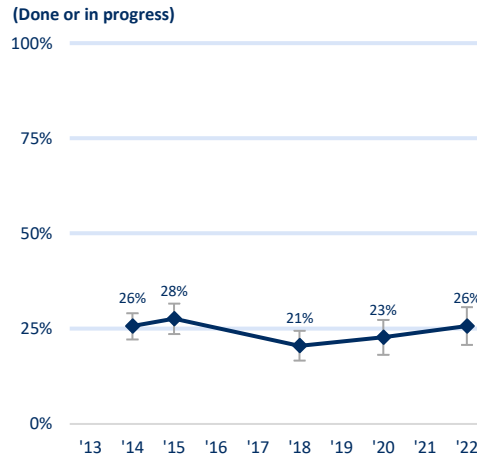
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

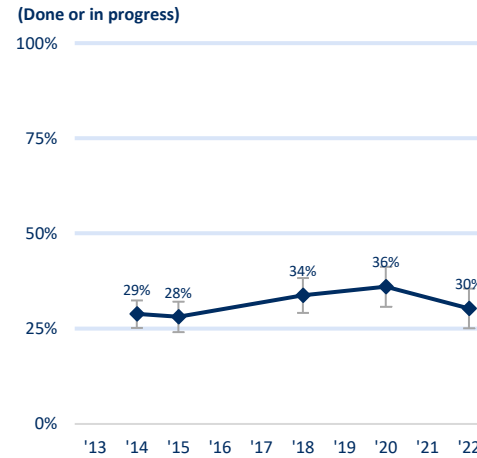
#### Service-Learning (Some, most, or all courses)



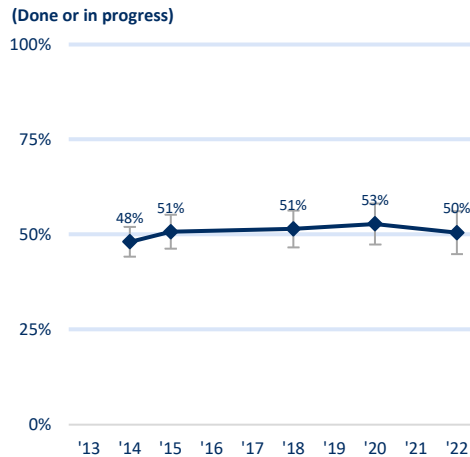
#### Learning Community (Done or in progress)



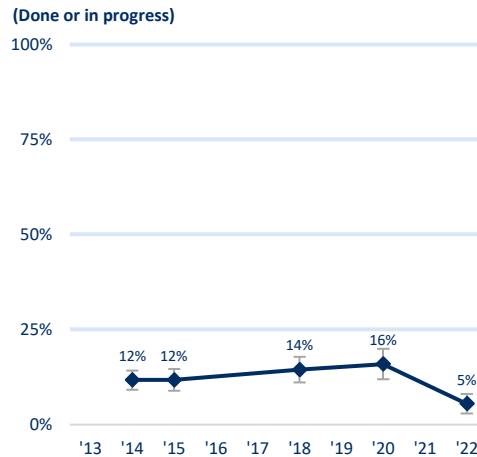
#### Research with Faculty (Done or in progress)



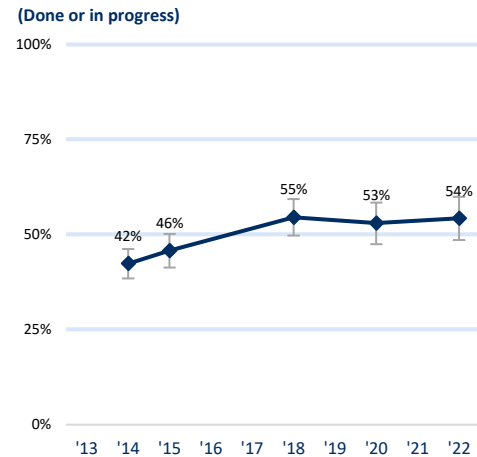
#### Internship/Field Experience (Done or in progress)



#### Study Abroad (Done or in progress)

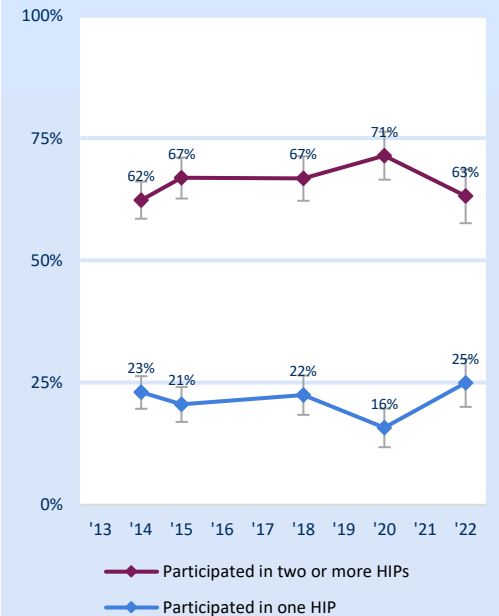


#### Culminating Senior Experience (Done or in progress)



#### 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

### University of Idaho

		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>		<b>36.2</b>	<b>36.7</b>			<b>35.9</b>		<b>35.7</b>	<b>34.5</b>		<b>38.8</b>	<b>38.6</b>			<b>36.7</b>		<b>36.7</b>		<b>38.7</b>	
	<i>n</i>		375	301			206		189	347		642	507			438		340		315	
	<i>SD</i>		13.6	13.7			11.3		13.0	12.7		13.4	13.6			13.1		13.9		12.6	
	<i>SE</i>		.70	.79			.79		.95	.68		.53	.60			.63		.75		.71	
	<i>CI upper bound</i>		37.5	38.2			37.5		37.5	35.8		39.8	39.8			37.9		38.1		40.1	
	<i>CI lower bound</i>		34.8	35.1			34.4		33.8	33.2		37.7	37.4			35.5		35.2		37.3	
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>		<b>35.2</b>	<b>34.8</b>			<b>33.6</b>		<b>34.2</b>	<b>33.8</b>		<b>38.0</b>	<b>37.9</b>			<b>35.7</b>		<b>36.4</b>		<b>36.8</b>	
	<i>n</i>		389	317			230		209	386		654	529			460		363		331	
	<i>SD</i>		11.8	13.2			10.4		11.2	12.2		12.1	13.0			12.4		12.2		12.2	
	<i>SE</i>		.60	.74			.69		.77	.62		.47	.56			.58		.64		.67	
	<i>CI upper bound</i>		36.3	36.3			35.0		35.7	35.0		38.9	39.0			36.8		37.7		38.1	
	<i>CI lower bound</i>		34.0	33.4			32.3		32.7	32.6		37.1	36.8			34.6		35.2		35.5	
<b>Learning Strategies</b>	<i>Mean</i>		<b>36.1</b>	<b>34.3</b>			<b>34.1</b>		<b>35.4</b>	<b>32.5</b>		<b>36.4</b>	<b>36.0</b>			<b>34.2</b>		<b>34.7</b>		<b>34.8</b>	
	<i>n</i>		361	276			192		181	326		611	478			414		327		302	
	<i>SD</i>		14.3	14.8			12.0		13.4	13.5		13.8	15.1			13.1		15.2		13.3	
	<i>SE</i>		.75	.89			.87		1.00	.75		.56	.69			.64		.84		.76	
	<i>CI upper bound</i>		37.5	36.0			35.8		37.4	33.9		37.5	37.4			35.5		36.4		36.3	
	<i>CI lower bound</i>		34.6	32.5			32.4		33.5	31.0		35.3	34.7			32.9		33.1		33.3	
<b>Quantitative Reasoning</b>	<i>Mean</i>		<b>26.4</b>	<b>28.7</b>			<b>26.0</b>		<b>28.1</b>	<b>26.0</b>		<b>30.0</b>	<b>31.3</b>			<b>30.4</b>		<b>30.0</b>		<b>31.3</b>	
	<i>n</i>		382	313			195		183	330		650	514			422		334		304	
	<i>SD</i>		15.8	16.8			12.9		14.1	14.5		16.8	17.3			15.6		15.5		15.6	
	<i>SE</i>		.81	.95			.92		1.04	.80		.66	.76			.76		.85		.89	
	<i>CI upper bound</i>		28.0	30.6			27.8		30.1	27.6		31.3	32.8			31.8		31.7		33.0	
	<i>CI lower bound</i>		24.8	26.9			24.2		26.0	24.4		28.7	29.8			28.9		28.4		29.5	
<i>Academic Challenge (additional items)</i>																					
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>		<b>14.8</b>	<b>15.1</b>			<b>15.2</b>		<b>14.5</b>	<b>16.0</b>		<b>16.5</b>	<b>16.5</b>			<b>17.4</b>		<b>15.4</b>		<b>15.8</b>	
	<i>n</i>		355	261			180		174	312		585	452			408		318		289	
	<i>SD</i>		7.8	8.1			8.6		7.7	8.8		9.0	9.2			9.4		9.1		8.7	
	<i>SE</i>		.41	.50			.64		.59	.50		.37	.43			.46		.51		.51	
	<i>CI upper bound</i>		15.6	16.1			16.4		15.7	17.0		17.3	17.4			18.3		16.4		16.8	
	<i>CI lower bound</i>		14.0	14.2			13.9		13.4	15.1		15.8	15.7			16.5		14.4		14.8	
<b>Course Reading</b> Est. hrs per week calculated from two items.	<i>Mean</i>		<b>5.9</b>	<b>5.0</b>			<b>6.4</b>		<b>6.0</b>	<b>6.0</b>		<b>7.1</b>	<b>6.8</b>			<b>7.0</b>		<b>6.4</b>		<b>6.1</b>	
	<i>n</i>		345	257			178		174	308		577	449			402		317		289	
	<i>SD</i>		5.3	4.4			6.4		5.2	6.1		5.9	6.3			6.1		5.8		5.7	
	<i>SE</i>		.28	.27			.48		.39	.35		.25	.30			.31		.32		.34	
	<i>CI upper bound</i>		6.5	5.6			7.3		6.8	6.7		7.6	7.4			7.6		7.0		6.8	
	<i>CI lower bound</i>		5.4	4.5			5.4		5.3	5.3		6.6	6.3			6.4		5.7		5.5	

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).

# NSSE 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Idaho

		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>	51.0	56.5		54.2		52.0		55.5		71.2	80.1		73.2		71.8		75.5			
Estimated number of pages calculated from three survey questions.	<i>n</i>	331	258		198		183		331		574	449		420		332		304			
	<i>SD</i>	49.8	44.7		55.1		56.8		76.2		75.4	94.7		85.8		82.5		95.7			
	<i>SE</i>	2.73	2.78		3.92		4.20		4.18		3.15	4.47		4.19		4.53		5.49			
	<i>CI upper bound</i>	56.3	62.0		61.9		60.2		63.7		77.4	88.8		81.4		80.7		86.3			
	<i>CI lower bound</i>	45.6	51.1		46.5		43.7		47.3		65.1	71.3		65.0		62.9		64.7			
<b>Course Challenge</b>	<i>Mean</i>	5.2	5.3		5.3		5.4		5.1		5.5	5.5		5.3		5.3		5.4			
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	369	277		193		181		322		620	485		416		327		300			
	<i>SD</i>	1.2	1.3		1.1		1.1		1.4		1.1	1.2		1.3		1.4		1.3			
	<i>SE</i>	.06	.08		.08		.08		.08		.05	.06		.06		.08		.08			
	<i>CI upper bound</i>	5.4	5.4		5.4		5.6		5.3		5.6	5.6		5.5		5.5		5.6			
	<i>CI lower bound</i>	5.1	5.1		5.1		5.3		5.0		5.4	5.3		5.2		5.2		5.3			
<b>Academic Emphasis</b>	<i>Mean</i>	3.1	3.1		3.0		3.0		3.0		3.1	3.1		2.9		2.9		3.0			
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	353	261		188		177		316		591	463		413		323		296			
	<i>SD</i>	0.7	0.8		0.7		0.7		0.8		0.8	0.8		0.8		0.8		0.7			
	<i>SE</i>	.04	.05		.05		.05		.04		.03	.04		.04		.04		.04			
	<i>CI upper bound</i>	3.2	3.2		3.1		3.1		3.1		3.2	3.1		3.0		3.0		3.1			
	<i>CI lower bound</i>	3.0	3.0		2.9		2.9		2.9		3.0	3.0		2.9		2.9		2.9			
<i>Learning with Peers</i>																					
<b>Collaborative Learning</b>	<i>Mean</i>	33.4	33.7		30.9		30.8		27.5		34.2	35.3		33.1		33.0		30.6			
	<i>n</i>	394	333		255		227		428		664	549		467		376		348			
	<i>SD</i>	13.6	13.8		13.6		14.2		14.2		14.5	15.0		15.4		14.4		14.8			
	<i>SE</i>	.69	.76		.85		.94		.69		.56	.64		.71		.74		.79			
	<i>CI upper bound</i>	34.7	35.2		32.6		32.6		28.9		35.3	36.6		34.5		34.5		32.2			
	<i>CI lower bound</i>	32.0	32.2		29.3		28.9		26.2		33.1	34.1		31.7		31.6		29.1			
<b>Discussions with Diverse Others</b>	<i>Mean</i>	39.7	39.2		37.1		37.8		36.8		38.1	39.4		37.8		37.2		35.3			
	<i>n</i>	370	274		197		180		328		611	480		420		329		306			
	<i>SD</i>	15.5	15.1		14.6		14.4		16.6		14.9	14.9		14.8		16.4		15.3			
	<i>SE</i>	.80	.91		1.04		1.08		.92		.60	.68		.72		.91		.88			
	<i>CI upper bound</i>	41.2	41.0		39.1		39.9		38.6		39.3	40.8		39.2		39.0		37.0			
	<i>CI lower bound</i>	38.1	37.4		35.0		35.7		35.0		36.9	38.1		36.3		35.5		33.6			

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

# NSSE 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Idaho

		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>	20.2	22.1		20.4		21.5		20.1		24.7	25.6		25.1		24.7		24.4		24.4	
	<i>n</i>	380	306		214		201		360		642	519		453		350		324		324	
	<i>SD</i>	13.9	14.5		13.5		14.7		13.5		15.2	15.4		14.8		15.2		15.2		15.2	
	<i>SE</i>	.71	.83		.93		1.04		.71		.60	.68		.69		.81		.84		.84	
	<i>CI upper bound</i>	21.6	23.7		22.2		23.5		21.5		25.9	27.0		26.5		26.3		26.0		26.0	
	<i>CI lower bound</i>	18.8	20.4		18.6		19.5		18.7		23.5	24.3		23.8		23.1		22.7		22.7	
<b>Effective Teaching Practices</b>	<i>Mean</i>	38.1	37.3		34.0		38.3		35.5		38.3	38.7		36.9		37.6		38.6		38.6	
	<i>n</i>	384	314		203		186		346		651	519		434		339		315		315	
	<i>SD</i>	13.0	12.7		10.6		11.8		13.4		13.2	13.0		12.7		13.6		12.9		12.9	
	<i>SE</i>	.67	.71		.74		.86		.72		.52	.57		.61		.74		.73		.73	
	<i>CI upper bound</i>	39.4	38.7		35.4		40.0		36.9		39.3	39.9		38.1		39.0		40.0		40.0	
	<i>CI lower bound</i>	36.8	35.9		32.5		36.6		34.1		37.2	37.6		35.7		36.1		37.2		37.2	
<i>Campus Environment</i>																					
<b>Quality of Interactions</b>	<i>Mean</i>	41.5	42.0		41.6		43.6		42.1		43.4	43.2		42.3		42.2		43.2		43.2	
	<i>n</i>	361	270		178		167		301		606	471		394		309		280		280	
	<i>SD</i>	12.0	11.7		11.3		10.1		10.5		11.1	11.1		10.8		12.8		11.0		11.0	
	<i>SE</i>	.63	.71		.84		.78		.60		.45	.51		.54		.73		.65		.65	
	<i>CI upper bound</i>	42.8	43.4		43.3		45.1		43.3		44.3	44.2		43.3		43.6		44.5		44.5	
	<i>CI lower bound</i>	40.3	40.6		40.0		42.0		40.9		42.5	42.2		41.2		40.8		41.9		41.9	
<b>Supportive Environment</b>	<i>Mean</i>	36.1	34.7		35.1		34.0		32.1		31.8	30.9		30.9		28.6		29.6		29.6	
	<i>n</i>	350	259		184		175		312		588	456		409		316		291		291	
	<i>SD</i>	12.4	12.9		12.2		12.0		12.7		13.4	13.2		12.9		13.7		12.5		12.5	
	<i>SE</i>	.66	.80		.90		.91		.72		.55	.62		.64		.77		.73		.73	
	<i>CI upper bound</i>	37.4	36.3		36.8		35.7		33.5		32.9	32.2		32.2		30.1		31.0		31.0	
	<i>CI lower bound</i>	34.8	33.1		33.3		32.2		30.7		30.7	29.7		29.7		27.1		28.1		28.1	

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).

		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>49</b>	<b>50</b>			<b>54</b>		<b>54</b>		<b>41</b>		<b>63</b>	<b>62</b>			<b>56</b>		<b>54</b>		<b>52</b>
	<i>n</i>		361	275			192		177		319		612	488			414		323		296
	<i>SE</i>		2.6	3.0			3.6		3.8		2.8		2.0	2.2			2.4		2.8		2.9
	<i>CI upper bound (%)</i>		54	56			61		62		46		67	66			61		59		58
	<i>CI lower bound (%)</i>		44	44			47		47		35		59	58			51		48		46
<b>Learning Community<sup>a</sup></b>	%		<b>13</b>	<b>13</b>			<b>11</b>		<b>10</b>		<b>9</b>		<b>26</b>	<b>28</b>			<b>21</b>		<b>23</b>		<b>26</b>
	<i>n</i>		368	277			193		180		322		615	484			412		325		296
	<i>SE</i>		1.8	2.0			2.2		2.2		1.6		1.8	2.0			2.0		2.3		2.5
	<i>CI upper bound (%)</i>		17	17			15		14		12		29	32			24		27		31
	<i>CI lower bound (%)</i>		10	9			6		6		6		22	24			17		18		21
<b>Research with Faculty<sup>a</sup></b>	%		<b>6</b>	<b>5</b>			<b>5</b>		<b>3</b>		<b>6</b>		<b>29</b>	<b>28</b>			<b>34</b>		<b>36</b>		<b>30</b>
	<i>n</i>		367	277			190		178		321		617	483			412		321		298
	<i>SE</i>		1.2	1.3			1.5		1.3		1.4		1.8	2.0			2.3		2.7		2.7
	<i>CI upper bound (%)</i>		8	7			8		5		9		32	32			38		41		36
	<i>CI lower bound (%)</i>		3	2			2		0		4		25	24			29		31		25
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%		<b>69</b>	<b>70</b>			<b>71</b>		<b>64</b>		<b>60</b>		<b>48</b>	<b>51</b>			<b>51</b>		<b>53</b>		<b>50</b>
	<i>n</i>		370	278			193		181		322		620	486			414		327		299
	<i>SE</i>		2.4	2.8			3.3		3.6		2.7		2.0	2.3			2.5		2.8		2.9
	<i>CI upper bound (%)</i>		74	75			77		71		66		52	55			56		58		56
	<i>CI lower bound (%)</i>		65	65			64		57		55		44	46			47		47		45
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%		<b>40</b>	<b>34</b>			<b>41</b>		<b>31</b>		<b>24</b>		<b>12</b>	<b>12</b>			<b>14</b>		<b>16</b>		<b>5</b>
	<i>n</i>		369	277			192		180		319		620	485			411		326		298
	<i>SE</i>		2.6	2.9			3.6		3.5		2.4		1.3	1.5			1.7		2.0		1.3
	<i>CI upper bound (%)</i>		45	40			48		38		28		14	15			18		20		8
	<i>CI lower bound (%)</i>		35	28			34		24		19		9	9			11		12		3
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%		<b>61</b>	<b>70</b>			<b>63</b>		<b>56</b>		<b>52</b>		<b>42</b>	<b>46</b>			<b>55</b>		<b>53</b>		<b>54</b>
	<i>n</i>		367	275			193		180		321		618	484			412		321		297
	<i>SE</i>		2.6	2.8			3.5		3.7		2.8		2.0	2.3			2.5		2.8		2.9
	<i>CI upper bound (%)</i>		66	75			70		63		58		46	50			59		58		60
	<i>CI lower bound (%)</i>		56	64			56		49		47		38	41			50		47		49
<b>Overall HIP Participation<sup>c</sup></b>																					
<b>Participated in one HIP</b>	%		<b>43</b>	<b>49</b>			<b>51</b>		<b>51</b>		<b>41</b>		<b>23</b>	<b>21</b>			<b>22</b>		<b>16</b>		<b>25</b>
	<i>n</i>		369	279			193		180		323		622	488			417		327		299
	<i>SE</i>		2.6	3.0			3.6		3.7		2.7		1.7	1.8			2.0		2.0		2.5
	<i>CI upper bound (%)</i>		48	55			58		59		47		26	24			26		20		30
	<i>CI lower bound (%)</i>		38	43			44		44		36		20	17			18		12		20
<b>Participated in two or more HIPs</b>	%		<b>11</b>	<b>8</b>			<b>9</b>		<b>8</b>		<b>6</b>		<b>62</b>	<b>67</b>			<b>67</b>		<b>71</b>		<b>63</b>
	<i>n</i>		369	279			193		180		323		622	488			417		327		299
	<i>SE</i>		1.6	1.6			2.0		2.0		1.4		1.9	2.1			2.3		2.5		2.8
	<i>CI upper bound (%)</i>		14	11			13		11		9		66	71			71		76		69
	<i>CI lower bound (%)</i>		8	5			5		4		4		58	63			62		66		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.