NSSE
national survey of
student engagement

NSSE 2019
Multi-Year Report

Shippensburg University of Pennsylvania

IPEDS: 216010

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**

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

Shippensburg University of Pennsylvania

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	21%	+/- 5.2%	282	221	61	33%	+/- 3.5%	530	406	124
2014	21%	+/- 5.0%	302	240	62	30%	+/- 4.0%	417	346	71
2015										
2016	22%	+/- 5.2%	275	180	95	26%	+/- 4.9%	293	231	62
2017	24%	+/- 5.1%	280	205	75	32%	+/- 3.8%	461	359	102
2018	19%	+/- 5.3%	279	193	86	27%	+/- 4.4%	362	300	62
2019	13%	+/- 7.4%	152	102	50	14%	+/- 7.7%	141	92	49
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	No	Academic Advising, Pennsylvania State System of Higher Education	No	No	No
2014	Email	Census	No	Diverse Perspectives, Pennsylvania State System of Higher Education	No	No	No
2015							
2016	Email	Census	No	Information Literacy, Pennsylvania State System of Higher Education	No	No	No
2017	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2018	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	Yes	No
2019	Email	Census	No	Academic Advising, FY Experiences / Sr Transitions	No	No	No
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.

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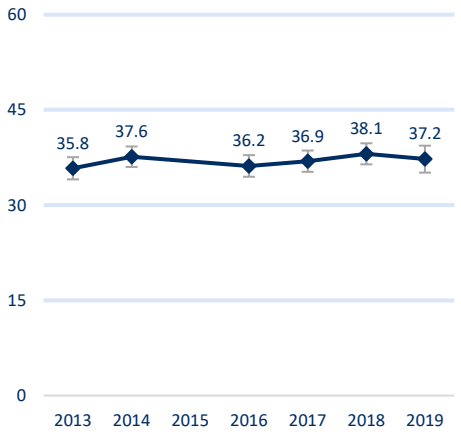
Engagement Results by Theme

Shippensburg University of Pennsylvania

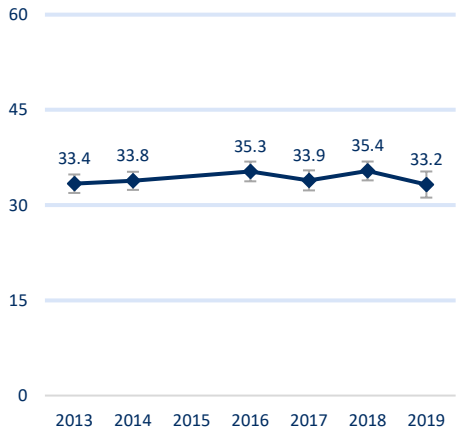
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

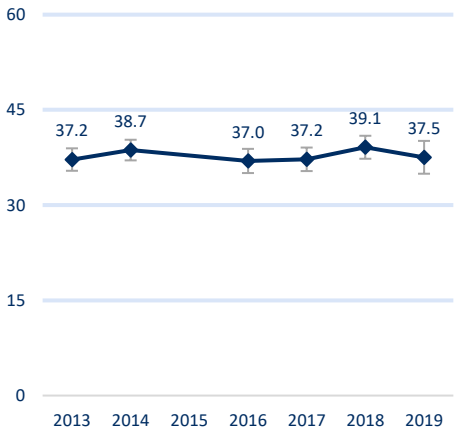
Higher-Order Learning



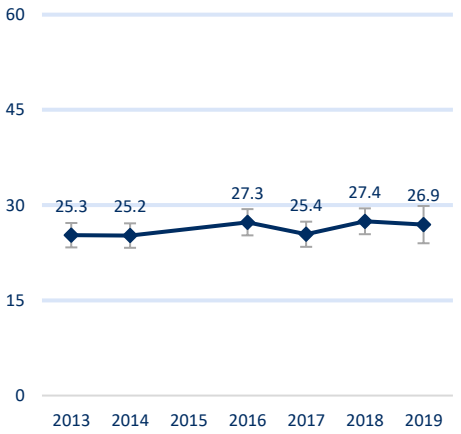
Reflective & Integrative Learning



Learning Strategies

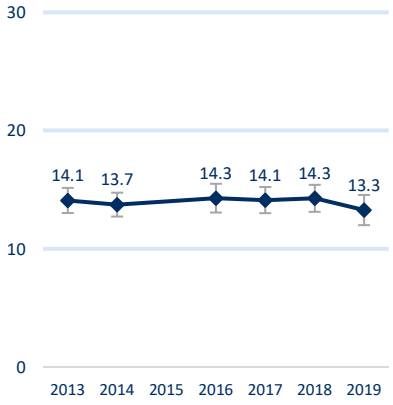


Quantitative Reasoning

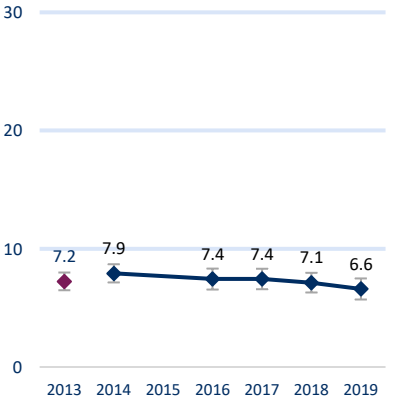


Academic Challenge (additional items): First-year students

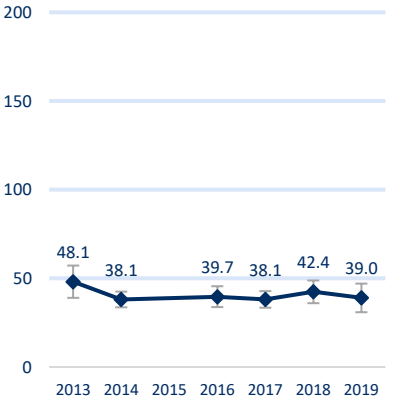
Preparing for Class (hrs/wk)



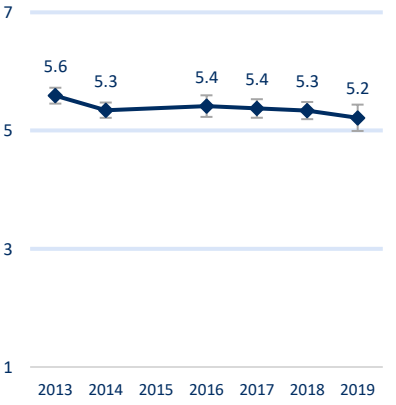
Course Reading (hrs/wk)[a]



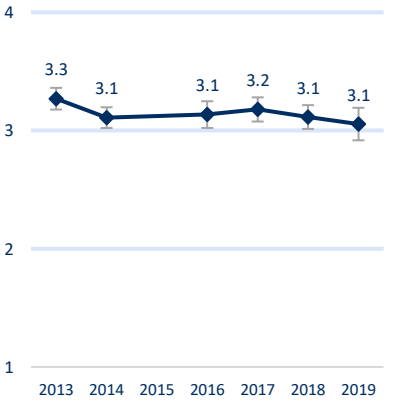
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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

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

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

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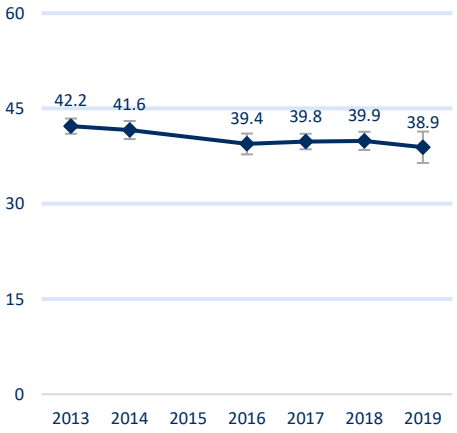
Engagement Results by Theme

Shippensburg University of Pennsylvania

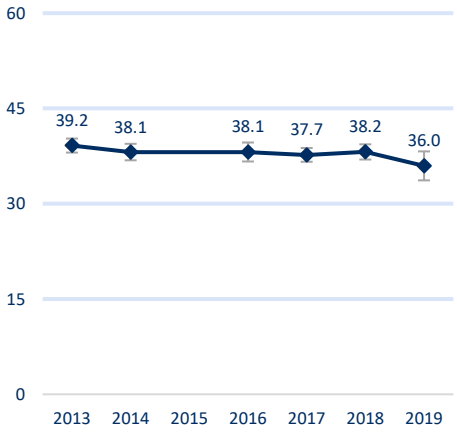
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

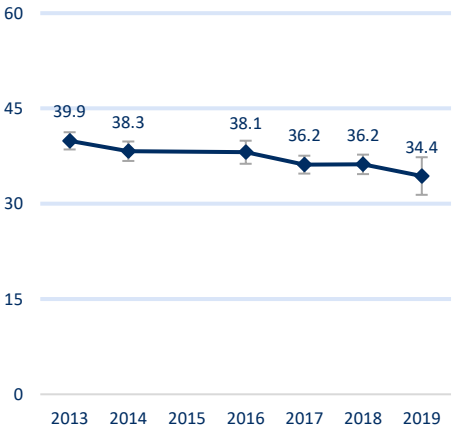
Higher-Order Learning



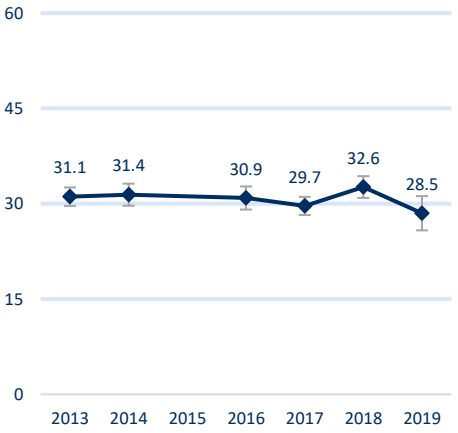
Reflective & Integrative Learning



Learning Strategies

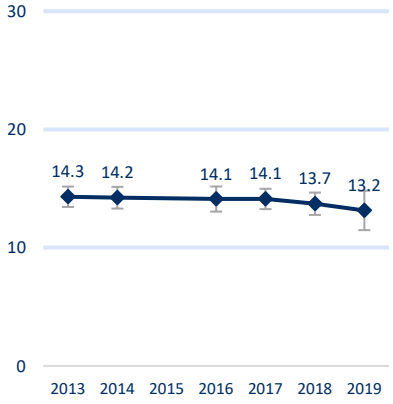


Quantitative Reasoning

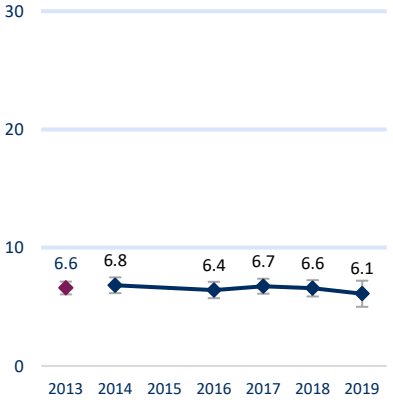


Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)



Course Reading (hrs/wk)[a]



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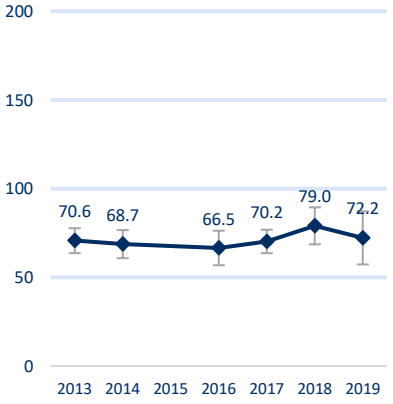
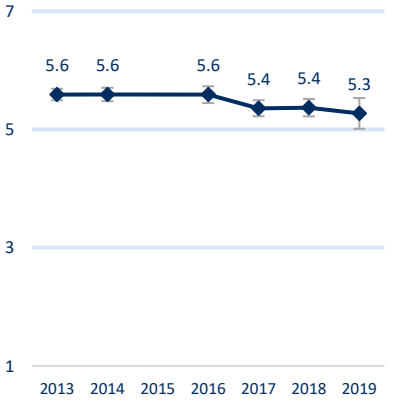
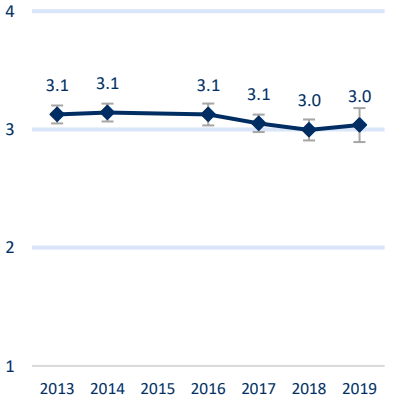


Course Challenge[b]



Academic Emphasis[c]



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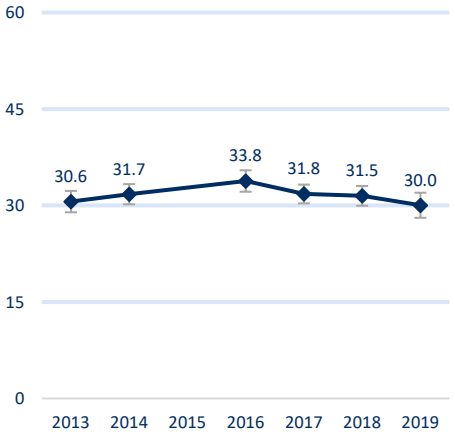
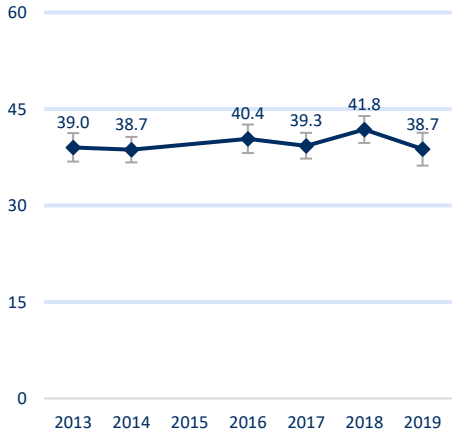
Learning with Peers: First-year students

Collaborative Learning

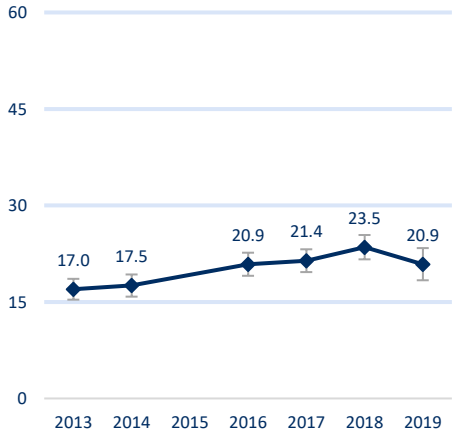


Discussions with Diverse Others

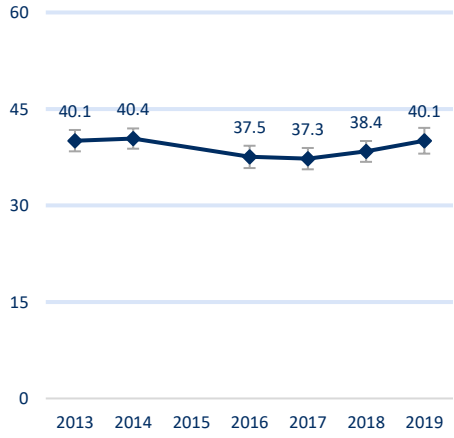


Experiences with Faculty: First-year students

Student-Faculty Interaction

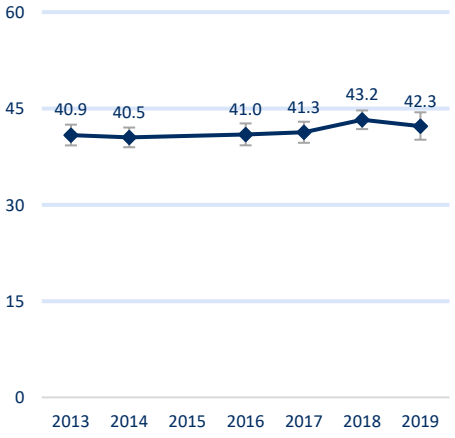


Effective Teaching Practices

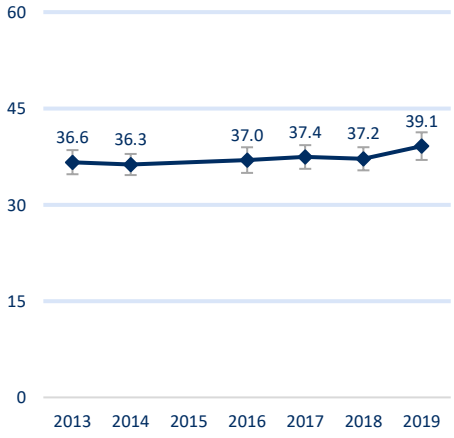


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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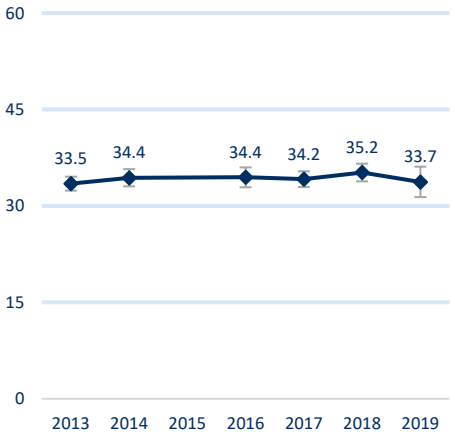
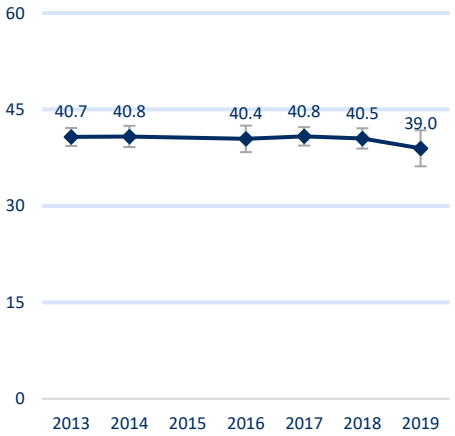
Learning with Peers: Seniors

Collaborative Learning

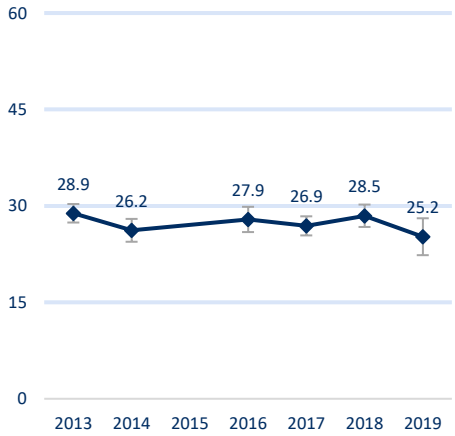


Discussions with Diverse Others

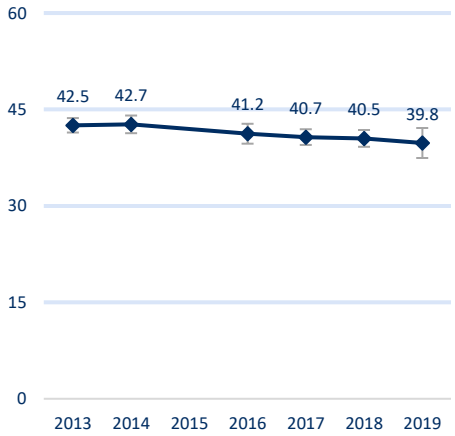


Experiences with Faculty: Seniors

Student-Faculty Interaction

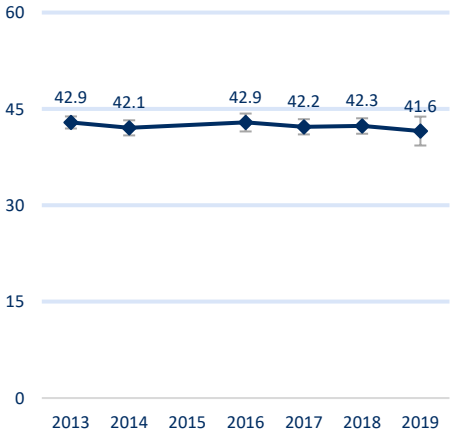


Effective Teaching Practices

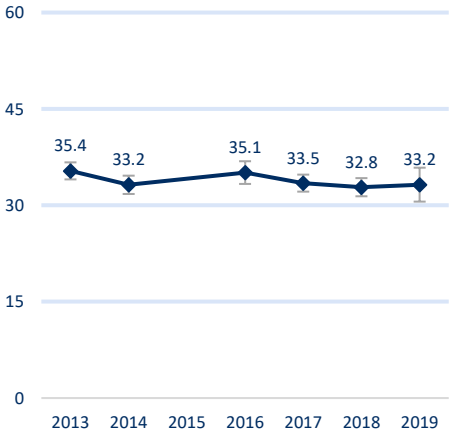


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



NSSE 2019 Multi-Year Report

High-Impact Practices

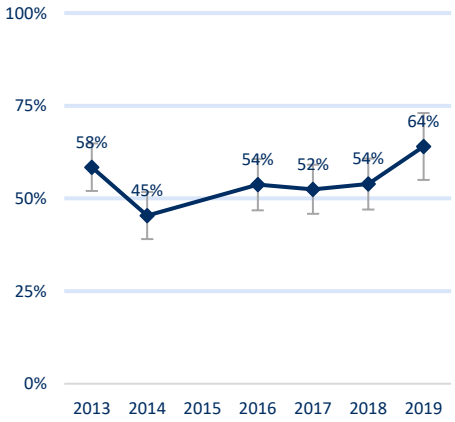
Shippensburg University of Pennsylvania

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

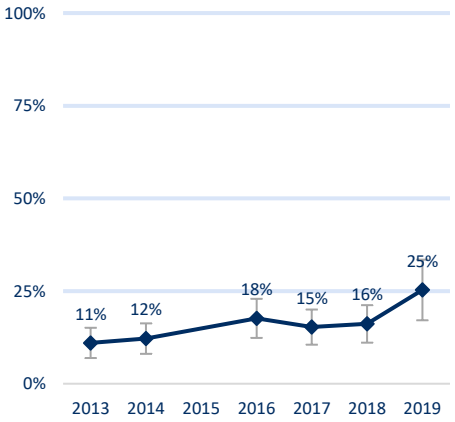
Service-Learning

(Some, most, or all courses)



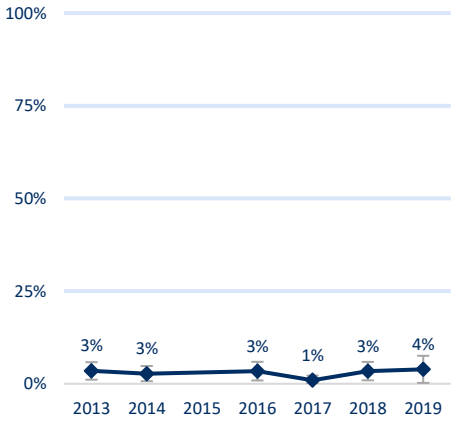
Learning Community

(Done or in progress)



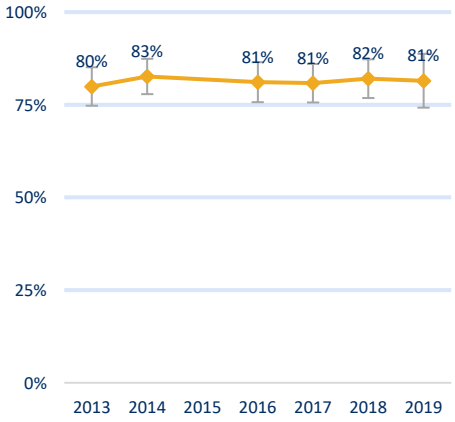
Research with Faculty

(Done or in progress)



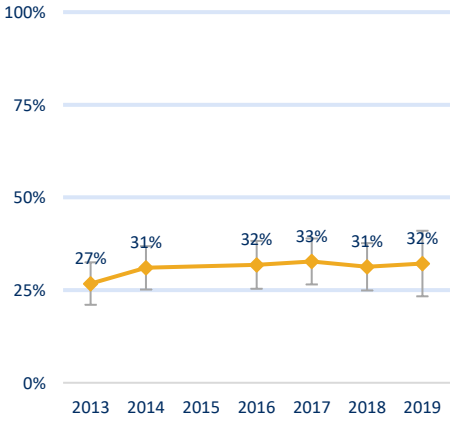
Internship/Field Experience

(Plan to do)



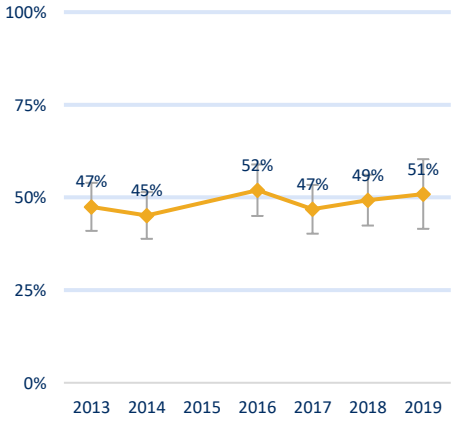
Study Abroad

(Plan to do)



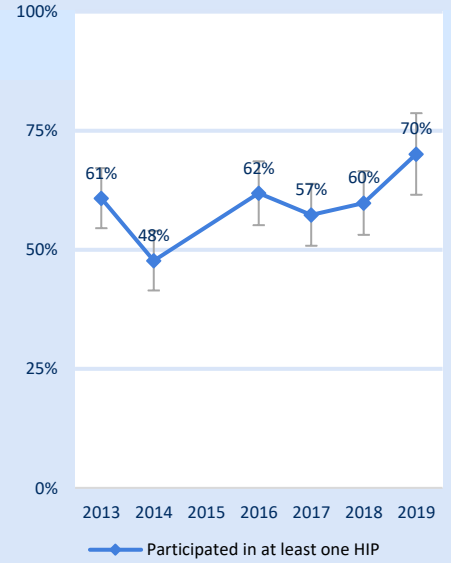
Culminating Senior Experience

(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.

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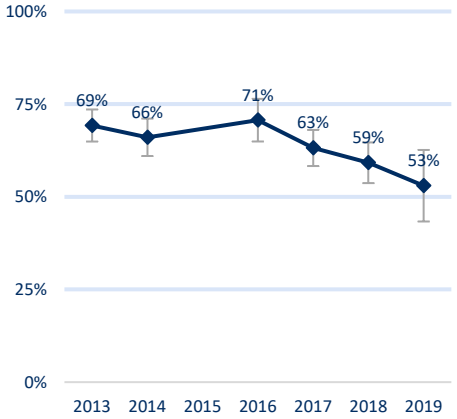
High-Impact Practices

Shippensburg University of Pennsylvania

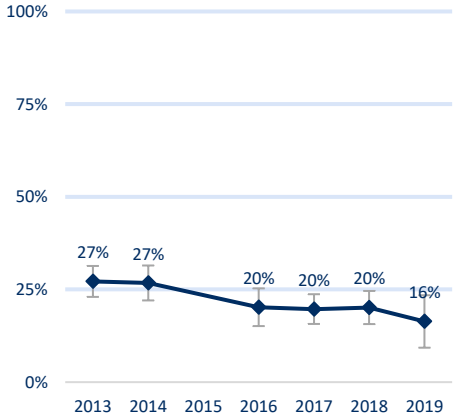
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

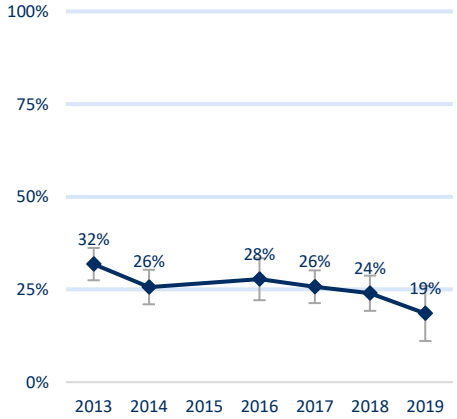
Service-Learning
(Some, most, or all courses)



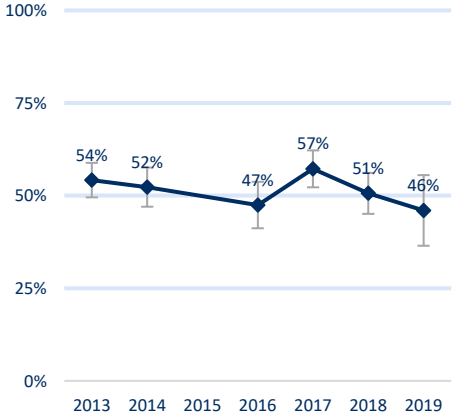
Learning Community
(Done or in progress)



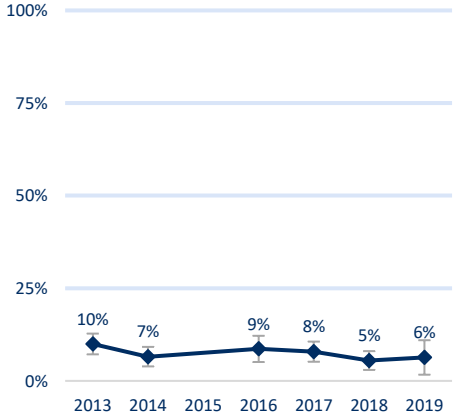
Research with Faculty
(Done or in progress)



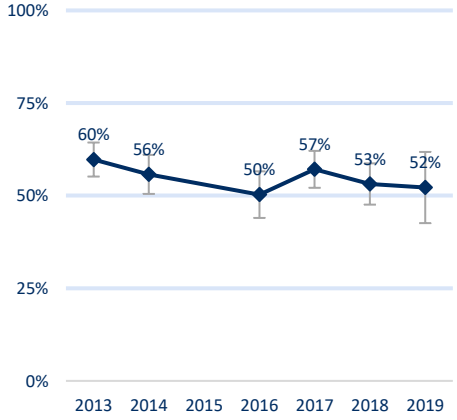
Internship/Field Experience
(Done or in progress)



Study Abroad
(Done or in progress)

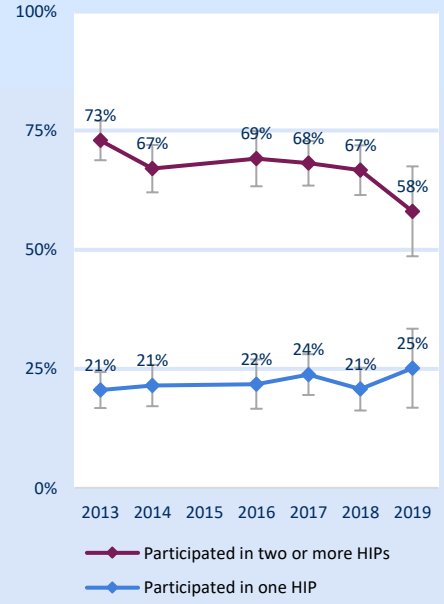


Culminating Senior Experience
(Done or in progress)



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.

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Shippensburg University of Pennsylvania

		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*	**35.8**	**37.6**		**36.2**	**36.9**	**38.1**	**37.2**		**42.2**	**41.6**		**39.4**	**39.8**	**39.9**	**38.9**	
	n	253	257		240	246	220	123		474	358		266	431	322	113	
	SD	14.2	13.2		13.5	13.4	12.6	12.0		13.3	13.7		13.6	12.9	13.1	13.4	
	SE	.89	.82		.87	.86	.85	1.08		.61	.73		.84	.62	.73	1.26	
	CI upper bound	37.5	39.2		37.9	38.6	39.7	39.4		43.4	43.0		41.1	41.0	41.3	41.4	
	CI lower bound	34.1	36.0		34.5	35.2	36.4	35.1		41.0	40.2		37.8	38.6	38.5	36.4	
Reflective & Integrative Learning	*Mean*	**33.4**	**33.8**		**35.3**	**33.9**	**35.4**	**33.2**		**39.2**	**38.1**		**38.1**	**37.7**	**38.2**	**36.0**	
	n	263	267		247	256	239	138		491	385		271	443	339	128	
	SD	12.1	11.9		12.5	12.9	11.7	12.3		12.5	13.0		12.6	11.6	11.2	13.2	
	SE	.74	.73		.79	.81	.76	1.05		.56	.66		.76	.55	.61	1.16	
	CI upper bound	34.8	35.2		36.9	35.5	36.9	35.3		40.3	39.4		39.6	38.8	39.4	38.2	
	CI lower bound	31.9	32.4		33.7	32.3	33.9	31.2		38.1	36.8		36.7	36.6	37.0	33.7	
Learning Strategies	*Mean*	**37.2**	**38.7**		**37.0**	**37.2**	**39.1**	**37.5**		**39.9**	**38.3**		**38.1**	**36.2**	**36.2**	**34.4**	
	n	226	241		202	223	207	112		437	331		242	382	315	106	
	SD	13.6	12.9		13.8	14.1	13.3	14.0		14.5	14.2		14.4	14.0	13.9	15.6	
	SE	.90	.83		.97	.95	.92	1.32		.69	.78		.93	.72	.78	1.51	
	CI upper bound	38.9	40.3		38.9	39.1	40.9	40.1		41.3	39.8		39.9	37.6	37.7	37.3	
	CI lower bound	35.4	37.0		35.0	35.4	37.3	34.9		38.5	36.7		36.3	34.7	34.7	31.4	
Quantitative Reasoning	*Mean*	**25.3**	**25.2**		**27.3**	**25.4**	**27.4**	**26.9**		**31.1**	**31.4**		**30.9**	**29.7**	**32.6**	**28.5**	
	n	259	262		241	245	207	114		486	363		263	432	317	109	
	SD	15.8	15.9		16.4	15.8	14.9	16.0		16.4	16.9		15.1	15.2	15.5	14.4	
	SE	.98	.98		1.05	1.01	1.04	1.50		.74	.89		.93	.73	.87	1.38	
	CI upper bound	27.2	27.1		29.4	27.4	29.5	29.9		32.6	33.2		32.7	31.1	34.3	31.2	
	CI lower bound	23.3	23.3		25.2	23.4	25.4	24.0		29.7	29.7		29.1	28.2	30.9	25.8	
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	*Mean*	**14.1**	**13.7**		**14.3**	**14.1**	**14.3**	**13.3**		**14.3**	**14.2**		**14.1**	**14.1**	**13.7**	**13.2**	
	n	217	218		181	202	199	106		397	322		231	364	304	101	
	SD	8.0	7.6		8.3	8.0	8.2	6.7		8.8	8.4		8.2	8.4	8.4	8.5	
	SE	.54	.52		.62	.56	.58	.65		.44	.47		.54	.44	.48	.85	
	CI upper bound	15.1	14.7		15.5	15.2	15.4	14.6		15.2	15.1		15.2	15.0	14.7	14.8	
	CI lower bound	13.0	12.7		13.1	13.0	13.1	12.0		13.4	13.3		13.1	13.3	12.8	11.5	
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	*Mean*	**7.2**	**7.9**		**7.4**	**7.4**	**7.1**	**6.6**		**6.6**	**6.8**		**6.4**	**6.7**	**6.6**	**6.1**	
	n	215	215		179	202	196	105		399	319		231	360	302	98	
	SD	5.6	5.8		6.1	6.3	5.9	4.6		5.5	6.1		5.4	6.1	6.1	5.6	
	SE	.38	.39		.45	.44	.42	.45		.28	.34		.35	.32	.35	.56	
	CI upper bound	8.0	8.7		8.3	8.3	8.0	7.5		7.1	7.5		7.1	7.4	7.3	7.2	
	CI lower bound	6.5	7.2		6.6	6.6	6.3	5.7		6.1	6.2		5.7	6.1	5.9	5.0	

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

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		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*	**48.1**	**38.1**		**39.7**	**38.1**	**42.4**	**39.0**		**70.6**	**68.7**		**66.5**	**70.2**	**79.0**	**72.2**	
Estimated number of pages calculated from three survey questions.	*n*	217	227		197	222	209	115		410	317		229	381	318	109	
	SD	68.5	34.0		42.1	35.5	47.3	44.2		72.8	72.0		75.3	65.9	94.9	79.7	
	SE	4.65	2.26		3.00	2.38	3.27	4.12		3.59	4.05		4.97	3.38	5.33	7.64	
	CI upper bound	57.2	42.5		45.5	42.8	48.8	47.0		77.7	76.6		76.3	76.8	89.4	87.2	
	CI lower bound	39.0	33.7		33.8	33.5	36.0	30.9		63.6	60.8		56.8	63.6	68.6	57.2	
Course Challenge	*Mean*	**5.6**	**5.3**		**5.4**	**5.4**	**5.3**	**5.2**		**5.6**	**5.6**		**5.6**	**5.4**	**5.4**	**5.3**	
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	*n*	230	243		201	221	206	111		443	344		244	382	315	106	
	SD	1.0	1.0		1.3	1.2	1.1	1.2		1.0	1.1		1.1	1.4	1.3	1.4	
	SE	.07	.07		.09	.08	.07	.11		.05	.06		.07	.07	.08	.13	
	CI upper bound	5.7	5.5		5.6	5.5	5.5	5.4		5.7	5.7		5.7	5.5	5.5	5.5	
	CI lower bound	5.5	5.2		5.2	5.2	5.2	5.0		5.5	5.5		5.4	5.2	5.2	5.0	
Academic Emphasis	*Mean*	**3.3**	**3.1**		**3.1**	**3.2**	**3.1**	**3.1**		**3.1**	**3.1**		**3.1**	**3.1**	**3.0**	**3.0**	
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").	*n*	219	224		182	206	203	109		397	321		235	371	306	102	
	SD	0.7	0.7		0.8	0.7	0.7	0.7		0.8	0.7		0.7	0.7	0.8	0.7	
	SE	.05	.04		.06	.05	.05	.07		.04	.04		.05	.04	.05	.07	
	CI upper bound	3.4	3.2		3.2	3.3	3.2	3.2		3.2	3.2		3.2	3.1	3.1	3.2	
	CI lower bound	3.2	3.0		3.0	3.1	3.0	2.9		3.1	3.1		3.0	3.0	2.9	2.9	
Learning with Peers																	
Collaborative Learning	*Mean*	**30.6**	**31.7**		**33.8**	**31.8**	**31.5**	**30.0**		**33.5**	**34.4**		**34.4**	**34.2**	**35.2**	**33.7**	
	n	264	279		264	277	261	147		493	387		280	450	354	134	
	SD	13.8	13.3		13.8	12.4	12.6	12.1		12.3	13.4		13.2	13.2	13.2	14.0	
	SE	.85	.80		.85	.74	.78	.99		.55	.68		.79	.62	.70	1.21	
	CI upper bound	32.3	33.3		35.5	33.2	33.0	32.0		34.5	35.7		36.0	35.4	36.6	36.1	
	CI lower bound	28.9	30.2		32.1	30.3	30.0	28.1		32.4	33.0		32.9	32.9	33.8	31.4	
Discussions with Diverse Others	*Mean*	**39.0**	**38.7**		**40.4**	**39.3**	**41.8**	**38.7**		**40.7**	**40.8**		**40.4**	**40.8**	**40.5**	**39.0**	
	n	228	244		205	223	209	113		446	340		250	382	312	109	
	SD	17.1	15.8		16.2	15.3	15.4	13.8		15.0	15.5		16.6	14.3	14.3	14.9	
	SE	1.13	1.01		1.13	1.02	1.07	1.30		.71	.84		1.05	.73	.81	1.43	
	CI upper bound	41.2	40.6		42.6	41.3	43.9	41.3		42.1	42.5		42.5	42.3	42.1	41.8	
	CI lower bound	36.8	36.7		38.1	37.3	39.7	36.2		39.3	39.2		38.4	39.4	38.9	36.2	

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).

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Shippensburg University of Pennsylvania

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*	**17.0**	**17.5**		**20.9**	**21.4**	**23.5**	**20.9**		**28.9**	**26.2**		**27.9**	**26.9**	**28.5**	**25.2**	
	n	256	256		239	245	226	129		482	368		267	433	331	117	
	SD	13.2	14.1		14.1	14.2	14.5	14.5		16.1	17.4		16.4	15.8	16.2	15.8	
	SE	.83	.88		.92	.90	.96	1.28		.73	.91		1.00	.76	.89	1.46	
	CI upper bound	18.6	19.3		22.7	23.2	25.4	23.4		30.3	28.0		29.9	28.4	30.2	28.1	
	CI lower bound	15.4	15.8		19.1	19.6	21.6	18.4		27.4	24.4		25.9	25.4	26.7	22.3	
Effective Teaching Practices	*Mean*	**40.1**	**40.4**		**37.5**	**37.3**	**38.4**	**40.1**		**42.5**	**42.7**		**41.2**	**40.7**	**40.5**	**39.8**	
	n	259	263		242	247	220	119		492	368		267	435	325	111	
	SD	13.6	13.0		13.8	13.3	12.2	11.2		12.7	13.5		12.9	13.0	12.0	12.5	
	SE	.85	.80		.89	.85	.83	1.02		.57	.70		.79	.62	.67	1.19	
	CI upper bound	41.7	42.0		39.3	38.9	40.0	42.1		43.7	44.1		42.8	41.9	41.8	42.1	
	CI lower bound	38.4	38.8		35.8	35.6	36.8	38.1		41.4	41.3		39.7	39.5	39.2	37.5	
Campus Environment																	
Quality of Interactions	*Mean*	**40.9**	**40.5**		**41.0**	**41.3**	**43.2**	**42.3**		**42.9**	**42.1**		**42.9**	**42.2**	**42.3**	**41.6**	
	n	220	235		190	216	199	107		433	339		233	367	298	97	
	SD	12.2	12.0		12.0	12.3	10.5	11.2		10.0	11.0		10.8	11.6	10.6	11.3	
	SE	.82	.78		.87	.84	.74	1.09		.48	.60		.71	.60	.61	1.15	
	CI upper bound	42.5	42.0		42.7	42.9	44.7	44.4		43.8	43.2		44.3	43.4	43.5	43.8	
	CI lower bound	39.2	39.0		39.3	39.6	41.8	40.1		42.0	40.9		41.5	41.0	41.1	39.3	
Supportive Environment	*Mean*	**36.6**	**36.3**		**37.0**	**37.4**	**37.2**	**39.1**		**35.4**	**33.2**		**35.1**	**33.5**	**32.8**	**33.2**	
	n	218	219		180	202	202	108		394	320		232	364	303	100	
	SD	14.2	12.4		13.7	13.4	13.1	11.4		13.4	13.0		13.7	12.9	12.6	13.4	
	SE	.96	.84		1.02	.94	.92	1.10		.68	.73		.90	.68	.72	1.35	
	CI upper bound	38.5	37.9		39.0	39.3	39.0	41.3		36.7	34.6		36.9	34.8	34.2	35.9	
	CI lower bound	34.8	34.6		35.0	35.6	35.4	37.0		34.0	31.8		33.3	32.1	31.4	30.6	

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).

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Shippensburg University of Pennsylvania

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%	**58**	**45**		**54**	**52**	**54**	**64**		**69**	**66**		**71**	**63**	**59**	**53**	
	n	227	238		201	219	203	110		438	340		242	379	309	104	
	SE	3.3	3.2		3.5	3.4	3.5	4.6		2.2	2.6		2.9	2.5	2.8	4.9	
	CI upper bound (%)	65	52		61	59	61	73		74	71		76	68	65	63	
	CI lower bound (%)	52	39		47	46	47	55		65	61		65	58	54	43	
Learning Community[a]	%	**11**	**12**		**18**	**15**	**16**	**25**		**27**	**27**		**20**	**20**	**20**	**16**	
	n	227	244		202	222	204	110		438	340		240	379	310	106	
	SE	2.1	2.1		2.7	2.4	2.6	4.2		2.1	2.4		2.6	2.0	2.3	3.6	
	CI upper bound (%)	15	16		23	20	21	33		31	31		25	24	25	23	
	CI lower bound (%)	7	8		12	11	11	17		23	22		15	16	16	9	
Research with Faculty[a]	%	**3**	**3**		**3**	**1**	**3**	**4**		**32**	**26**		**28**	**26**	**24**	**19**	
	n	229	244		200	220	206	108		440	339		242	377	311	106	
	SE	1.2	1.0		1.3	0.6	1.3	1.9		2.2	2.4		2.9	2.3	2.4	3.8	
	CI upper bound (%)	6	5		6	2	6	8		36	30		33	30	29	26	
	CI lower bound (%)	1	1		1	0	1	0		27	21		22	21	19	11	
Internship or Field Experience[b] (First-year results: Plan to do)	%	**80**	**83**		**81**	**81**	**82**	**81**		**54**	**52**		**47**	**57**	**51**	**46**	
	n	230	244		203	222	209	111		441	344		245	380	314	106	
	SE	2.6	2.4		2.8	2.6	2.7	3.7		2.4	2.7		3.2	2.5	2.8	4.9	
	CI upper bound (%)	85	87		87	86	87	89		59	58		54	62	56	56	
	CI lower bound (%)	75	78		76	76	77	74		50	47		41	52	45	36	
Study Abroad[b] (First-year results: Plan to do)	%	**27**	**31**		**32**	**33**	**31**	**32**		**10**	**7**		**9**	**8**	**5**	**6**	
	n	230	242		201	221	204	108		440	340		244	378	310	106	
	SE	2.9	3.0		3.3	3.2	3.3	4.5		1.4	1.3		1.8	1.4	1.3	2.4	
	CI upper bound (%)	32	37		38	39	38	41		13	9		12	11	8	11	
	CI lower bound (%)	21	25		25	27	25	23		7	4		5	5	3	2	
Culminating Senior Experience[b] (First-year results: Plan to do)	%	**47**	**45**		**52**	**47**	**49**	**51**		**60**	**56**		**50**	**57**	**53**	**52**	
	n	229	240		200	222	206	110		439	343		244	380	309	105	
	SE	3.3	3.2		3.5	3.4	3.5	4.8		2.3	2.7		3.2	2.5	2.8	4.9	
	CI upper bound (%)	54	51		59	53	56	60		64	61		57	62	59	62	
	CI lower bound (%)	41	39		45	40	42	42		55	50		44	52	48	43	
Overall HIP Participation[c]																	
Participated in one HIP	%	**51**	**38**		**51**	**47**	**47**	**48**		**21**	**21**		**22**	**24**	**21**	**25**	
	n	230	245		202	222	206	110		442	345		245	381	314	106	
	SE	3.3	3.1		3.5	3.4	3.5	4.8		1.9	2.2		2.6	2.2	2.3	4.2	
	CI upper bound (%)	57	44		58	53	54	57		24	26		27	28	25	33	
	CI lower bound (%)	44	32		44	40	40	38		17	17		17	20	16	17	
Participated in two or more HIPs	%	**10**	**9**		**11**	**11**	**13**	**22**		**73**	**67**		**69**	**68**	**67**	**58**	
	n	230	245		202	222	206	110		442	345		245	381	314	106	
	SE	2.0	1.9		2.2	2.1	2.3	4.0		2.1	2.5		3.0	2.4	2.7	4.8	
	CI upper bound (%)	14	13		15	15	17	30		77	72		75	73	72	67	
	CI lower bound (%)	6	6		7	7	8	14		69	62		63	63	61	49	

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.

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