NSSE 2019

Multi-Year Report

University of South Carolina Columbia

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

University of South Carolina Columbia

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	14%	+/- 5.6%	289	228	61	18%	+/- 4.8%	385	312	73
2014	17%	+/- 5.0%	348	257	91	27%	+/- 4.0%	546	442	104
2015	25%	+/- 2.4%	1,285	1,071	214	29%	+/- 1.9%	1,822	1,586	236
2016										
2017	8%	+/- 4.5%	431	291	140	9%	+/- 3.7%	638	476	162
2018										
2019	8%	+/- 4.4%	468	314	154	8%	+/- 3.8%	627	470	157
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Random sample	Yes	Transferable Skills	No	No	No
2014	Email	Random Sample	Yes	Academic Advising, Civic Engagement	No	No	No
2015	Email	Census	Yes	None	No	No	No
2016							
2017	Email	Census	No	None	No	No	No
2018							
2019	Email	Census	No	FY Experiences / Sr Transitions, Academic Advising (beta)	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.
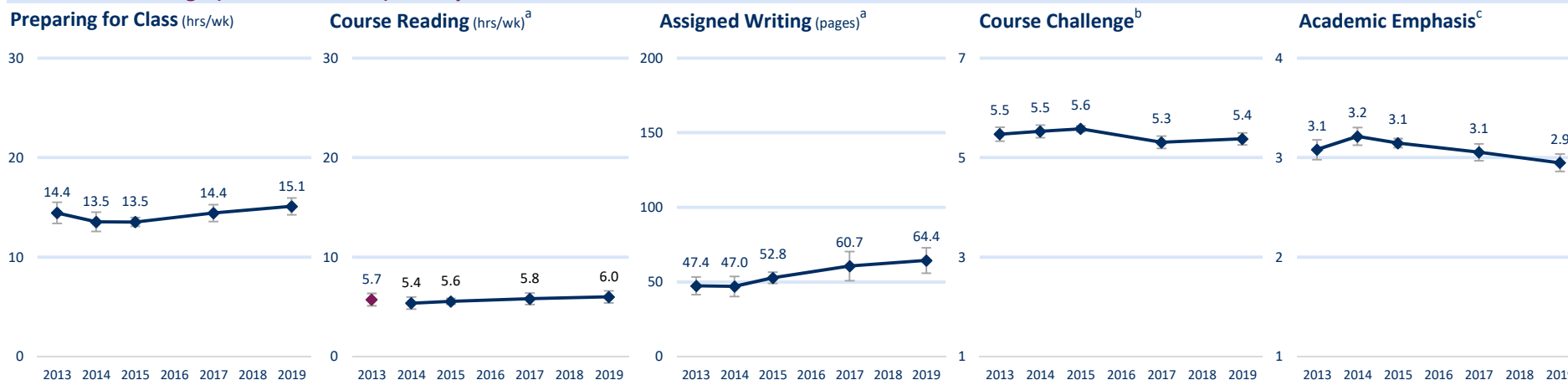
a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

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.

NSSE
national survey of
student engagement

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

37.4 · 39.0 · 39.5 · 38.1 · 36.4 (2013–2019)

Reflective & Integrative Learning

35.4 · 34.6 · 36.4 · 34.2 · 33.7 (2013–2019)

Learning Strategies

40.1 · 39.9 · 39.9 · 36.2 · 36.9 (2013–2019)

Quantitative Reasoning

28.6 · 28.5 · 31.7 · 30.9 · 28.6 (2013–2019)
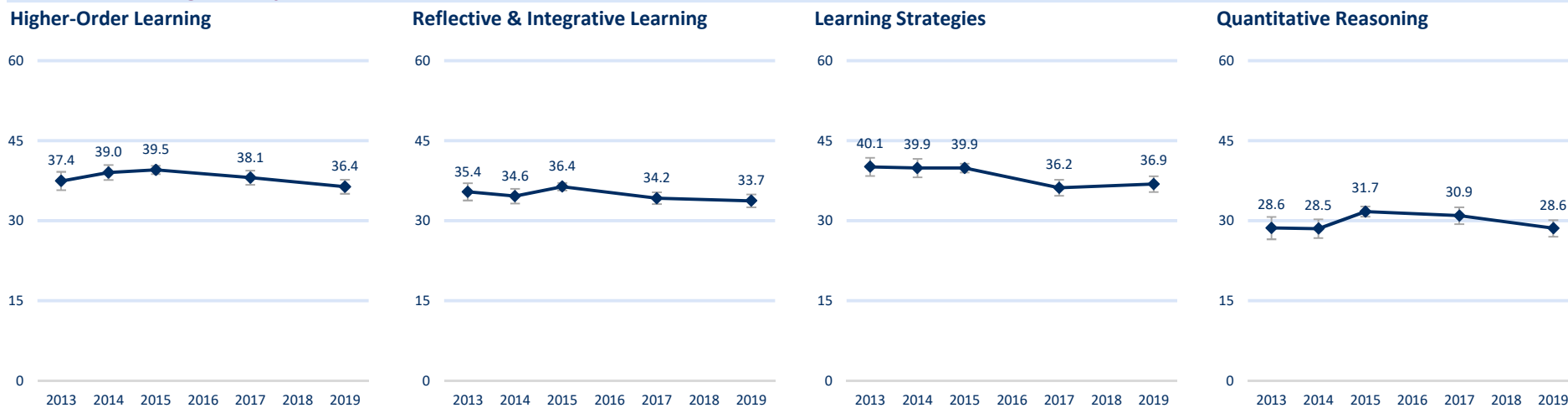
Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

14.4 · 13.5 · 13.5 · 14.4 · 15.1 (2013–2019)

Course Reading (hrs/wk)[a]

5.7 · 5.4 · 5.6 · 5.8 · 6.0 (2013–2019)

Assigned Writing (pages)[a]

47.4 · 47.0 · 52.8 · 60.7 · 64.4 (2013–2019)

Course Challenge[b]

5.5 · 5.5 · 5.6 · 5.3 · 5.4 (2013–2019)

Academic Emphasis[c]

3.1 · 3.2 · 3.1 · 3.1 · 2.9 (2013–2019)

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").
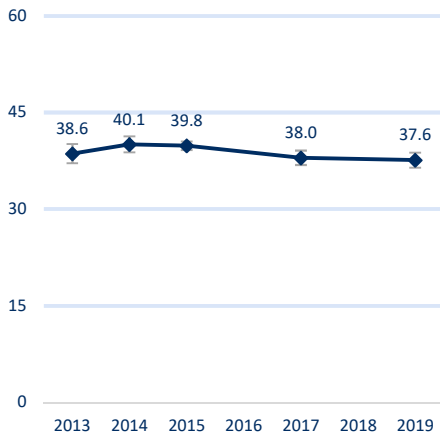
NSSE 2019 Multi-Year Report
Engagement Results by Theme
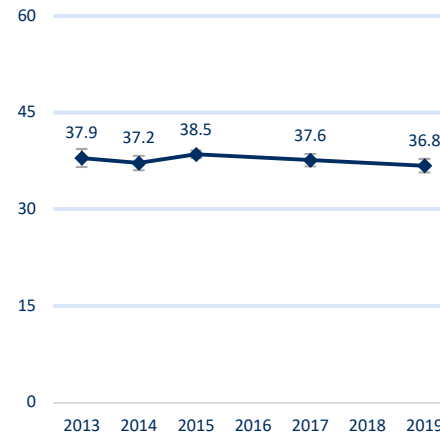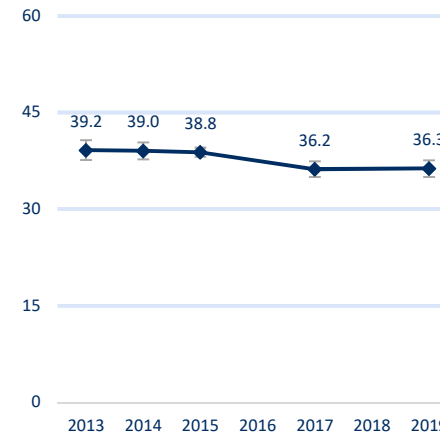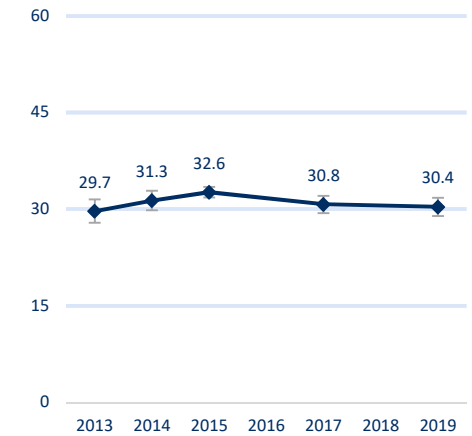### University of South Carolina Columbia

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

38.6 40.1 39.8 38.0 37.6
2013 2014 2015 2016 2017 2018 2019

Reflective & Integrative Learning

37.9 37.2 38.5 37.6 36.8
2013 2014 2015 2016 2017 2018 2019

Learning Strategies

39.2 39.0 38.8 36.2 36.3
2013 2014 2015 2016 2017 2018 2019

Quantitative Reasoning

29.7 31.3 32.6 30.8 30.4
2013 2014 2015 2016 2017 2018 2019

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

12.4 13.0 13.4 14.8 14.5
2013 2014 2015 2016 2017 2018 2019

Course Reading (hrs/wk)[a]

5.5 6.0 6.0 6.2 5.9
2013 2014 2015 2016 2017 2018 2019

Assigned Writing (pages)[a]

58.8 64.1 66.1 69.6 67.2
2013 2014 2015 2016 2017 2018 2019

Course Challenge[b]

5.6 5.5 5.5 5.4 5.3
2013 2014 2015 2016 2017 2018 2019

Academic Emphasis[c]

3.0 3.1 3.1 3.0 3.0
2013 2014 2015 2016 2017 2018 2019

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.
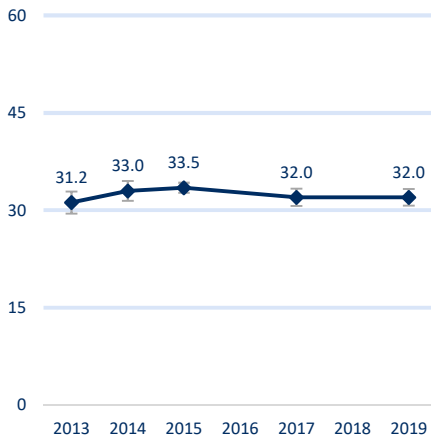b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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Engagement Results by Theme
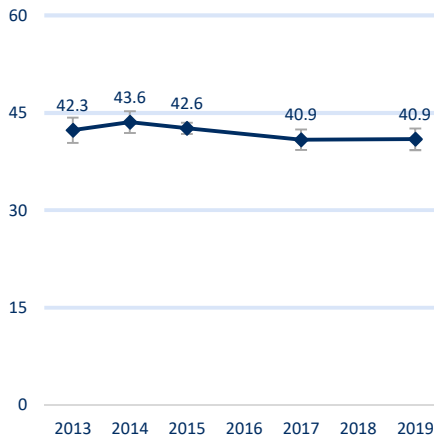### University of South Carolina Columbia

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.

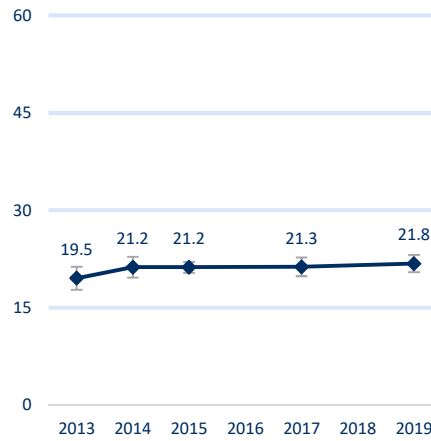### Learning with Peers: First-year students

Collaborative Learning

31.2, 33.0, 33.5, 32.0, 32.0 (2013–2019)

Discussions with Diverse Others

42.3, 43.6, 42.6, 40.9, 40.9 (2013–2019)

Experiences with Faculty: First-year students

Student-Faculty Interaction

19.5, 21.2, 21.2, 21.3, 21.8 (2013–2019)

Effective Teaching Practices

40.3, 40.0, 41.3, 39.6, 37.1 (2013–2019)
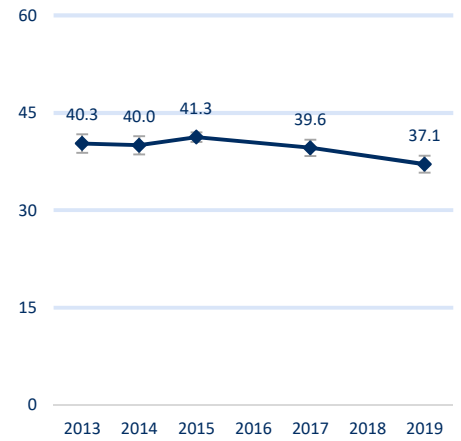
Campus Environment: First-year students

Quality of Interactions
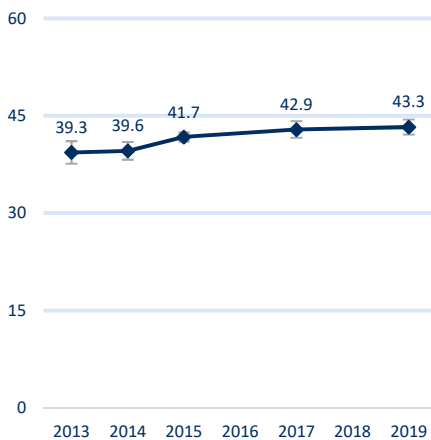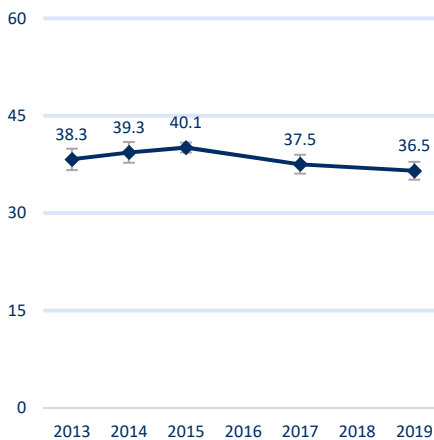
39.3, 39.6, 41.7, 42.9, 43.3 (2013–2019)

Supportive Environment

38.3, 39.3, 40.1, 37.5, 36.5 (2013–2019)

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Engagement Results by Theme

University of South Carolina Columbia

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.
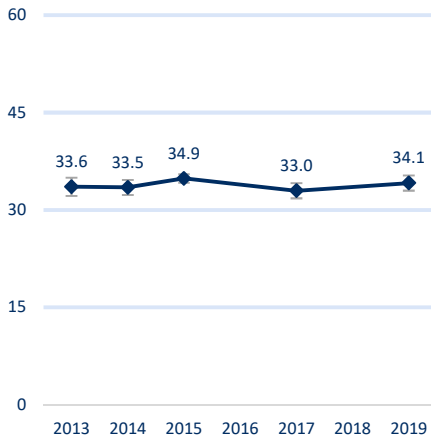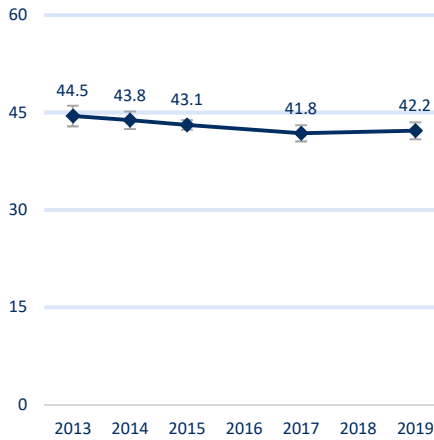
Learning with Peers: Seniors

Collaborative Learning

Values by year (2013–2019): 33.6, 33.5, 34.9, 33.0, 34.1

Discussions with Diverse Others

Values by year (2013–2019): 44.5, 43.8, 43.1, 41.8, 42.2

Experiences with Faculty: Seniors

Student-Faculty Interaction

Values by year (2013–2019): 25.8, 25.5, 25.4, 23.8, 23.1

Effective Teaching Practices

Values by year (2013–2019): 41.0, 41.7, 41.0, 39.3, 38.9
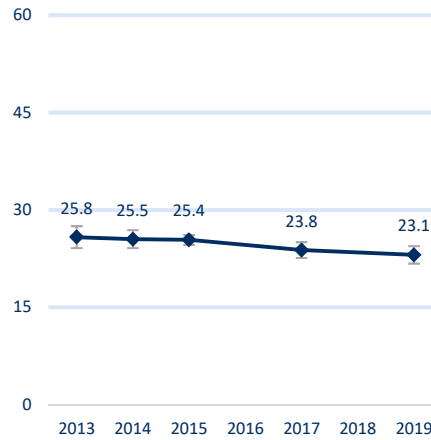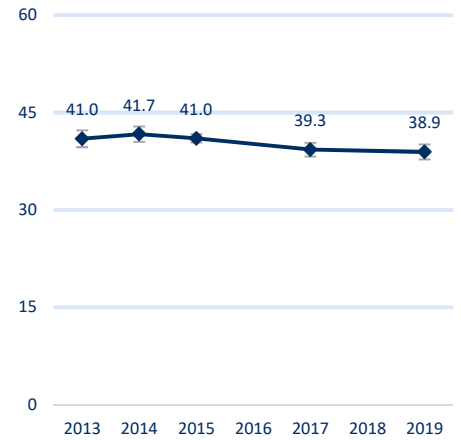
Campus Environment: Seniors

Quality of Interactions
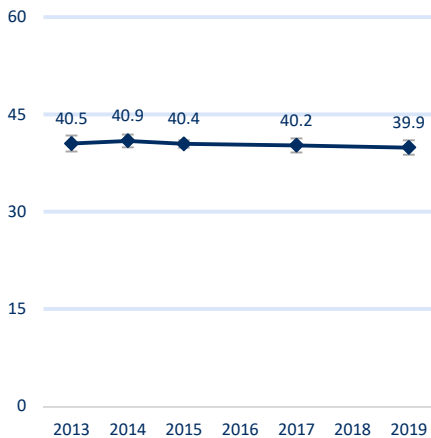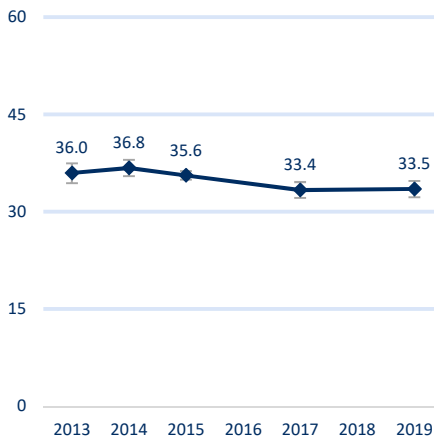
Values by year (2013–2019): 40.5, 40.9, 40.4, 40.2, 39.9

Supportive Environment

Values by year (2013–2019): 36.0, 36.8, 35.6, 33.4, 33.5

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)

Values by year: 2013: 58%, 2014: 59%, 2015: 57%, 2017: 55%, 2019: 51%

Learning Community
(Done or in progress)

Values by year: 2013: 19%, 2014: 16%, 2015: 19%, 2017: 16%, 2019: 22%

Research with Faculty
(Done or in progress)

Values by year: 2013: 5%, 2014: 4%, 2015: 6%, 2017: 4%, 2019: 3%

Internship/Field Experience
(Plan to do)

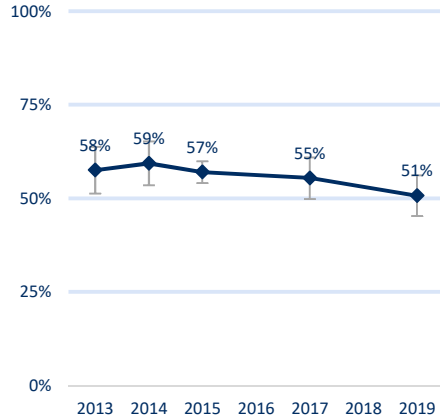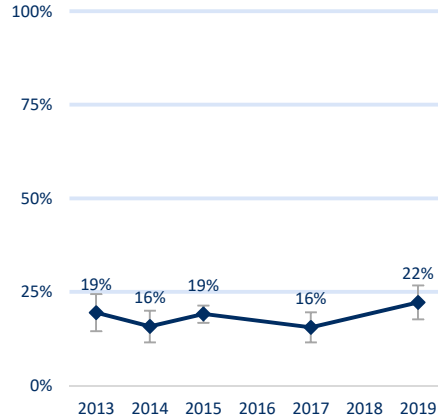Values by year: 2013: 82%, 2014: 80%, 2015: 83%, 2017: 78%, 2019: 81%

Study Abroad
(Plan to do)

Values by year: 2013: 47%, 2014: 48%, 2015: 55%, 2017: 48%, 2019: 49%

Culminating Senior Experience
(Plan to do)

Values by year: 2013: 45%, 2014: 41%, 2015: 49%, 2017: 48%, 2019: 49%

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.
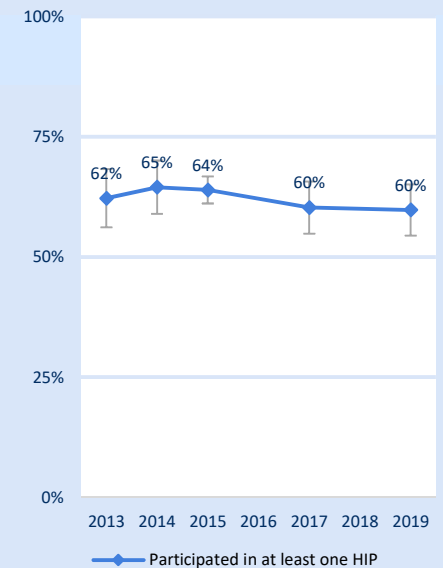
Values by year: 2013: 62%, 2014: 65%, 2015: 64%, 2017: 60%, 2019: 60%

Participated in at least one HIP

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
High-Impact Practices
University of South Carolina Columbia

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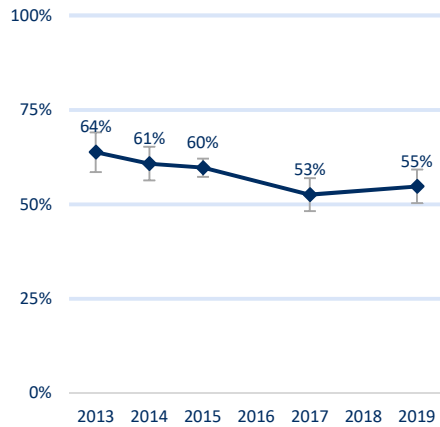
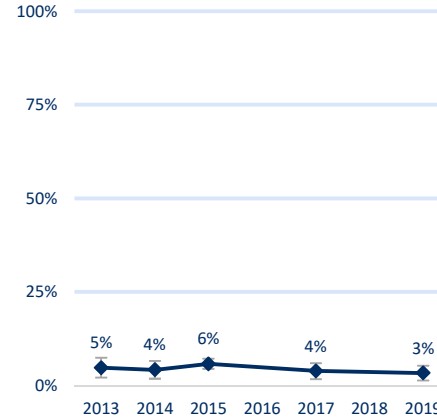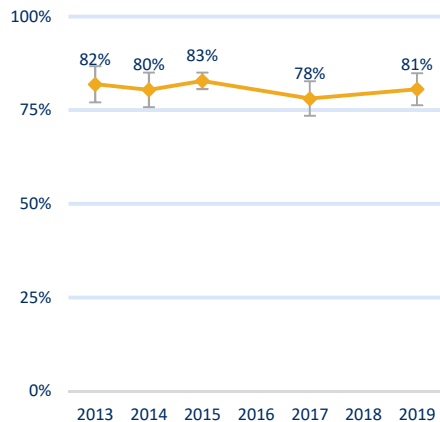### Learning Community
(Done or in progress)
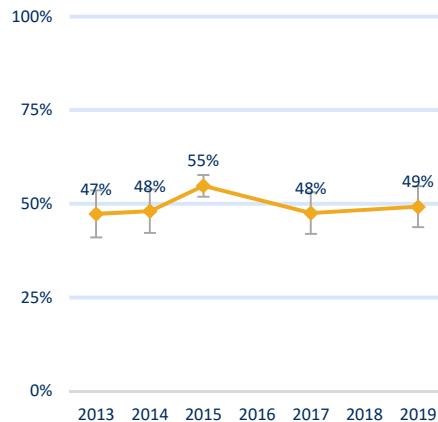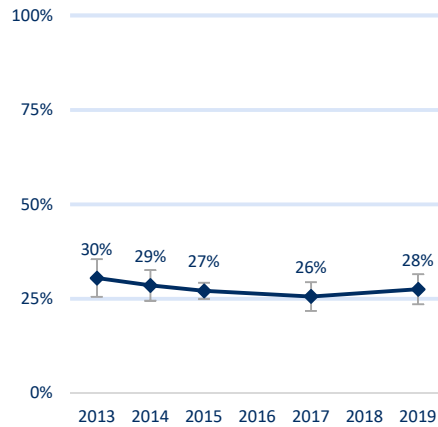

Research with Faculty
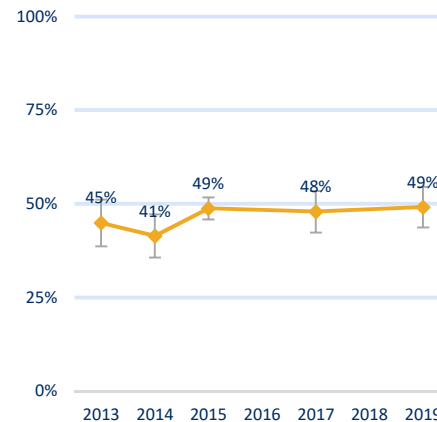**(Done or in progress)**
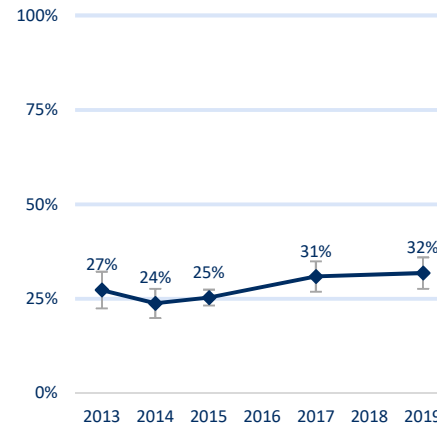
Internship/Field Experience
(Done or in progress)
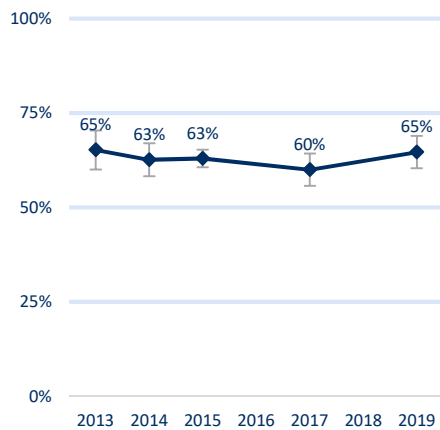
Study Abroad
(Done or in progress)
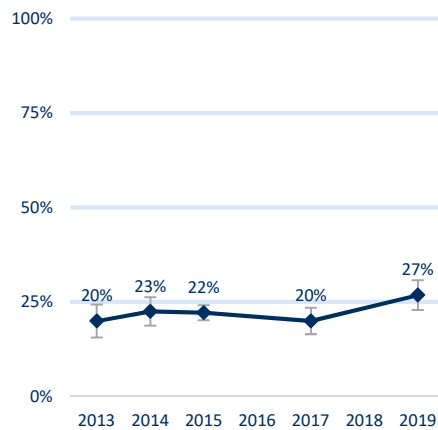
Culminating Senior Experience
(Done or in progress)
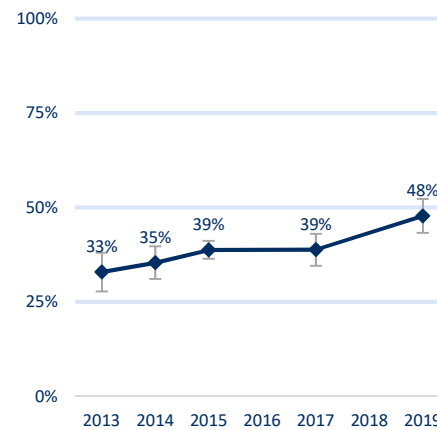
Overall senior HIP participation

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.

Participated in two or more HIPs

Participated in one HIP

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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Detailed Statistics: Engagement Indicators and Additional Items
University of South Carolina Columbia

		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	37.4	39.0	39.5		38.1		36.4		38.6	40.1	39.8		38.0		37.6	
	n	254	305	1,161		362		350		342	497	1,667		567		519	
	SD	14.0	12.6	13.8		13.1		12.6		14.1	14.0	13.8		13.6		13.6	
	SE	.88	.72	.40		.69		.68		.76	.63	.34		.57		.60	
	CI upper bound	39.2	40.4	40.3		39.4		37.7		40.1	41.3	40.5		39.1		38.8	
	CI lower bound	35.7	37.6	38.7		36.7		35.1		37.1	38.8	39.2		36.9		36.5	
Reflective & Integrative Learning	Mean	35.4	34.6	36.4		34.2		33.7		37.9	37.2	38.5		37.6		36.8	
	n	263	318	1,202		386		400		356	509	1,723		590		558	
	SD	13.4	12.4	12.6		11.0		12.2		13.6	13.0	12.7		11.9		12.8	
	SE	.83	.69	.36		.56		.61		.72	.58	.31		.49		.54	
	CI upper bound	37.0	36.0	37.1		35.3		34.9		39.4	38.3	39.1		38.6		37.8	
	CI lower bound	33.8	33.2	35.7		33.1		32.5		36.5	36.0	37.9		36.7		35.7	
Learning Strategies	Mean	40.1	39.9	39.9		36.2		36.9		39.2	39.0	38.8		36.2		36.3	
	n	242	276	1,110		314		331		321	462	1,613		506		483	
	SD	13.5	14.5	14.0		13.6		13.6		14.0	14.4	14.6		14.1		14.5	
	SE	.87	.88	.42		.77		.75		.78	.67	.36		.63		.66	
	CI upper bound	41.8	41.6	40.7		37.7		38.3		40.7	40.4	39.6		37.5		37.6	
	CI lower bound	38.4	38.2	39.0		34.7		35.4		37.6	37.7	38.1		35.0		35.0	
Quantitative Reasoning	Mean	28.6	28.5	31.7		30.9		28.6		29.7	31.3	32.6		30.8		30.4	
	n	260	306	1,170		354		339		346	502	1,692		561		497	
	SD	17.3	15.8	16.5		15.2		14.6		17.2	17.3	17.2		16.2		16.2	
	SE	1.07	.90	.48		.81		.79		.93	.77	.42		.68		.73	
	CI upper bound	30.7	30.3	32.7		32.5		30.1		31.5	32.9	33.5		32.1		31.8	
	CI lower bound	26.5	26.7	30.8		29.3		27.0		27.9	29.8	31.8		29.4		28.9	
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean	14.4	13.5	13.5		14.4		15.1		12.4	13.0	13.4		14.8		14.5	
	n	229	263	1,069		291		314		309	442	1,590		482		470	
	SD	8.2	8.0	7.5		7.4		7.6		7.9	8.6	8.3		8.7		8.4	
	SE	.54	.49	.23		.44		.43		.45	.41	.21		.40		.39	
	CI upper bound	15.5	14.5	14.0		15.3		15.9		13.3	13.8	13.8		15.6		15.2	
	CI lower bound	13.4	12.6	13.1		13.6		14.3		11.5	12.2	13.0		14.1		13.7	
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	5.7	5.4	5.6		5.8		6.0		5.5	6.0	6.0		6.2		5.9	
	n	226	253	1,040		289		311		312	435	1,569		479		467	
	SD	4.7	4.9	4.7		5.0		5.4		4.9	6.1	5.6		5.8		5.6	
	SE	.32	.31	.15		.29		.31		.28	.29	.14		.27		.26	
	CI upper bound	6.3	6.0	5.8		6.4		6.6		6.1	6.5	6.2		6.8		6.4	
	CI lower bound	5.1	4.8	5.3		5.2		5.4		5.0	5.4	5.7		5.7		5.4	

	First-year students									**Seniors**							
	2013	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	2020		**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	2020

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	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	Mean	47.4	47.0	52.8		60.7		64.4		58.8	64.1	66.1		69.6		67.2	
Estimated number of pages	n	238	257	1,060		319		334		305	442	1,531		508		487	
calculated from three survey	SD	46.7	55.2	62.7		89.3		79.9		64.1	65.9	77.5		76.5		85.9	
questions.	SE	3.03	3.44	1.93		5.00		4.37		3.67	3.14	1.98		3.39		3.89	
	CI upper bound	53.3	53.8	56.5		70.5		73.0		66.0	70.3	70.0		76.3		74.8	
	CI lower bound	41.4	40.3	49.0		50.9		55.8		51.6	58.0	62.2		63.0		59.5	
Course Challenge	Mean	5.5	5.5	5.6		5.3		5.4		5.6	5.5	5.5		5.4		5.3	
Extent to which courses challenged	n	244	283	1,123		314		329		329	470	1,640		509		480	
students to do their best work (1 =	SD	1.1	1.1	1.0		1.1		1.1		1.1	1.1	1.1		1.3		1.3	
"Not at all" to 7 = "Very much").	SE	.07	.06	.03		.06		.06		.06	.05	.03		.06		.06	
	CI upper bound	5.6	5.7	5.6		5.4		5.5		5.7	5.6	5.6		5.5		5.4	
	CI lower bound	5.3	5.4	5.5		5.2		5.3		5.5	5.4	5.5		5.3		5.2	
Academic Emphasis	Mean	3.1	3.2	3.1		3.1		2.9		3.0	3.1	3.1		3.0		3.0	
Perceived institutional emphasis on	n	231	261	1,074		293		322		309	445	1,598		489		477	
spending significant time studying	SD	0.8	0.7	0.7		0.7		0.8		0.8	0.8	0.7		0.8		0.8	
and on academic work (1 = "Very	SE	.05	.04	.02		.04		.04		.05	.04	.02		.04		.04	
little," 2 = "Some," 3 = "Quite a bit,"	CI upper bound	3.2	3.3	3.2		3.1		3.0		3.1	3.2	3.1		3.1		3.1	
and 4 = "Very much").	CI lower bound	3.0	3.1	3.1		3.0		2.9		3.0	3.1	3.0		3.0		2.9	
Learning with Peers																	
Collaborative Learning	Mean	31.2	33.0	33.5		32.0		32.0		33.6	33.5	34.9		33.0		34.1	
	n	269	327	1,231		411		449		364	525	1,737		617		603	
	SD	14.2	14.2	13.9		13.8		13.8		13.6	13.6	14.1		14.8		14.6	
	SE	.87	.79	.40		.68		.65		.71	.59	.34		.59		.60	
	CI upper bound	32.9	34.5	34.2		33.3		33.3		35.0	34.6	35.5		34.1		35.3	
	CI lower bound	29.5	31.4	32.7		30.7		30.7		32.2	32.3	34.2		31.8		33.0	
Discussions with Diverse Others	Mean	42.3	43.6	42.6		40.9		40.9		44.5	43.8	43.1		41.8		42.2	
	n	244	279	1,117		317		336		325	469	1,632		512		491	
	SD	15.6	14.4	14.7		14.4		15.5		14.6	15.1	15.2		14.4		14.7	
	SE	1.00	.86	.44		.81		.84		.81	.70	.38		.64		.66	
	CI upper bound	44.3	45.3	43.5		42.5		42.6		46.1	45.2	43.8		43.1		43.5	
	CI lower bound	40.4	41.9	41.8		39.3		39.3		42.9	42.5	42.3		40.6		40.9	

	First-year students									Seniors							
	2013	2014	2015	2016	2017	2018	2019	2020		2013	2014	2015	2016	2017	2018	2019	2020

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
University of South Carolina Columbia

		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	19.5	21.2	21.2		21.3		21.8		25.8	25.5	25.4		23.8		23.1	
	n	254	309	1,176		369		370		351	499	1,683		576		543	
	SD	14.5	14.4	14.8		14.2		13.2		16.2	15.9	15.8		14.8		16.1	
	SE	.91	.82	.43		.74		.68		.86	.71	.39		.62		.69	
	CI upper bound	21.3	22.8	22.1		22.8		23.1		27.5	26.9	26.1		25.0		24.4	
	CI lower bound	17.8	19.6	20.4		19.9		20.5		24.1	24.1	24.6		22.6		21.7	
Effective Teaching Practices	Mean	40.3	40.0	41.3		39.6		37.1		41.0	41.7	41.0		39.3		38.9	
	n	262	311	1,187		359		345		351	509	1,703		568		513	
	SD	11.8	12.6	12.7		12.1		12.5		12.3	13.5	13.3		12.7		13.5	
	SE	.73	.72	.37		.64		.67		.66	.60	.32		.53		.60	
	CI upper bound	41.7	41.4	42.0		40.9		38.4		42.3	42.9	41.7		40.3		40.1	
	CI lower bound	38.9	38.6	40.5		38.3		35.8		39.7	40.5	40.4		38.2		37.8	
Campus Environment																	
Quality of Interactions	Mean	39.3	39.6	41.7		42.9		43.3		40.5	40.9	40.4		40.2		39.9	
	n	238	279	1,089		299		311		321	463	1,589		485		469	
	SD	13.6	11.6	11.6		11.2		10.5		11.2	10.8	11.3		12.3		12.2	
	SE	.88	.69	.35		.65		.59		.62	.50	.28		.56		.56	
	CI upper bound	41.1	40.9	42.4		44.1		44.4		41.7	41.9	41.0		41.3		41.0	
	CI lower bound	37.6	38.2	41.0		41.6		42.1		39.3	40.0	39.9		39.1		38.8	
Supportive Environment	Mean	38.3	39.3	40.1		37.5		36.5		36.0	36.8	35.6		33.4		33.5	
	n	228	261	1,067		290		318		309	437	1,588		483		471	
	SD	12.8	13.2	12.8		12.7		12.6		13.7	13.5	13.5		13.8		13.9	
	SE	.85	.82	.39		.74		.71		.78	.65	.34		.63		.64	
	CI upper bound	39.9	40.9	40.9		39.0		37.9		37.5	38.0	36.3		34.6		34.8	
	CI lower bound	36.6	37.7	39.3		36.1		35.1		34.4	35.5	34.9		32.1		32.2	

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).

	First-year students								**Seniors**							
	2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020

NSSE 2019 Multi-Year Report

Detailed Statistics: High-Impact Practices
University of South Carolina Columbia

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%	58	59	57		55		51		64	61	60		53		55	
	n	241	274	1,096		308		326		324	466	1,621		502		480	
	SE	3.2	3.0	1.5		2.8		2.8		2.7	2.3	1.2		2.2		2.3	
	CI upper bound (%)	64	65	60		61		56		69	65	62		57		59	
	CI lower bound (%)	51	54	54		50		45		59	56	57		48		50	
Learning Community[a]	%	19	16	19		16		22		30	29	27		26		28	
	n	246	284	1,117		313		327		326	469	1,639		504		484	
	SE	2.5	2.2	1.2		2.0		2.3		2.6	2.1	1.1		1.9		2.0	
	CI upper bound (%)	24	20	21		20		27		35	33	29		29		32	
	CI lower bound (%)	14	11	17		12		18		25	24	25		22		24	
Research with Faculty[a]	%	5	4	6		4		3		27	24	25		31		32	
	n	244	277	1,115		313		325		324	471	1,631		507		483	
	SE	1.4	1.2	0.7		1.1		1.0		2.5	2.0	1.1		2.1		2.1	
	CI upper bound (%)	7	7	7		6		5		32	28	27		35		36	
	CI lower bound (%)	2	2	4		2		1		22	20	23		27		28	
Internship or Field Experience[b] (First-year results: Plan to do)	%	82	80	83		78		81		65	63	63		60		65	
	n	247	285	1,124		312		328		327	474	1,646		506		485	
	SE	2.5	2.4	1.1		2.3		2.2		2.6	2.2	1.2		2.2		2.2	
	CI upper bound (%)	87	85	85		83		85		70	67	65		64		69	
	CI lower bound (%)	77	76	81		74		76		60	58	61		56		60	
Study Abroad[b] (First-year results: Plan to do)	%	47	48	55		48		49		20	23	22		20		27	
	n	246	285	1,119		313		325		322	471	1,634		505		482	
	SE	3.2	3.0	1.5		2.8		2.8		2.2	1.9	1.0		1.8		2.0	
	CI upper bound (%)	54	54	58		53		55		24	26	24		23		31	
	CI lower bound (%)	41	42	52		42		44		16	19	20		16		23	
Culminating Senior Experience[b] (First-year results: Plan to do)	%	45	41	49		48		49		33	35	39		39		48	
	n	245	282	1,115		312		326		322	470	1,634		504		479	
	SE	3.2	2.9	1.5		2.8		2.8		2.6	2.2	1.2		2.2		2.3	
	CI upper bound (%)	51	47	52		53		55		38	40	41		43		52	
	CI lower bound (%)	39	36	46		42		44		28	31	36		35		43	
Overall HIP Participation[c]																	
Participated in one HIP	%	46	53	49		48		45		19	21	23		22		20	
	n	247	287	1,124		313		327		329	476	1,646		508		485	
	SE	3.2	3.0	1.5		2.8		2.8		2.2	1.9	1.0		1.9		1.8	
	CI upper bound (%)	52	59	52		53		50		23	24	25		26		24	
	CI lower bound (%)	40	47	47		42		40		15	17	21		19		17	
Participated in two or more HIPs	%	16	12	14		13		15		69	65	66		64		69	
	n	247	287	1,124		313		327		329	476	1,646		508		485	
	SE	2.4	1.9	1.1		1.9		2.0		2.5	2.2	1.2		2.1		2.1	
	CI upper bound (%)	21	15	17		16		19		74	70	68		68		73	
	CI lower bound (%)	12	8	12		9		11		64	61	64		60		65	

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.