
NSSE 2024

Multi-Year Report

University of Wyoming

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

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The 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

First-year students						Seniors				
Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014										
2015	18%	+/- 5.8%	237	194	43	24%	+/- 3.3%	688	566	122
2016										
2017										
2018	12%	+/- 7.3%	161	121	40	18%	+/- 3.5%	655	522	133
2019	20%	+/- 5.1%	290	215	75	22%	+/- 3.1%	803	682	121
2020	24%	+/- 4.0%	456	305	151	18%	+/- 3.6%	609	445	164
2021										
2022	28%	+/- 3.9%	446	336	110	20%	+/- 3.5%	618	448	170
2023										
2024	7%	+/- 9.1%	108	68	40	8%	+/- 6.2%	226	167	59

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Writing Experiences, FY Experiences / Sr Transitions	No	No	Yes
2016							
2017							
2018	Email	Census	No	Writing Experiences, FY Experiences / Sr Transitions	No	No	Yes
2019	Email	Census	Yes	Global Learning, Inclusiv & Cult Div	No	No	Yes
2020	Email	Census	No	Global Learning, Inclusiv & Cult Div	No	No	No
2021							
2022	Email	Census	No	FY Experiences & Sr Transitions, Inclusiv & Cult Div	No	No	Yes
2023							
2024	Email	Census	No	Academic Advising, FY Experiences & Sr Transitions	No	No	Yes

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.

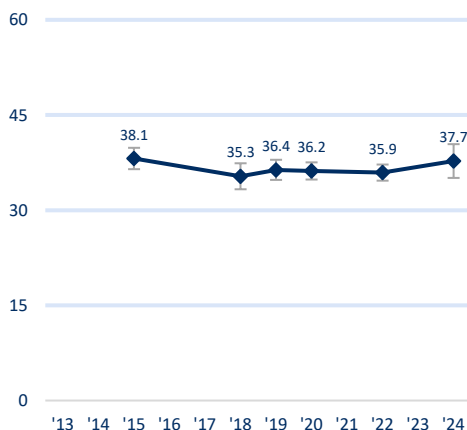
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

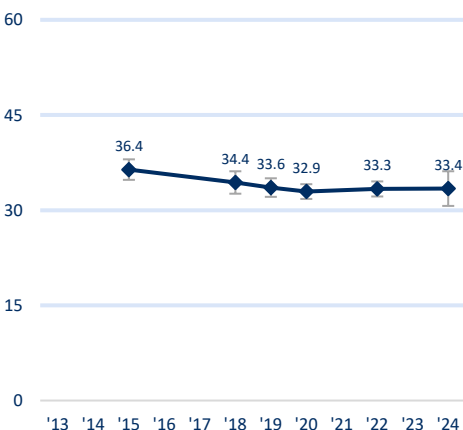
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

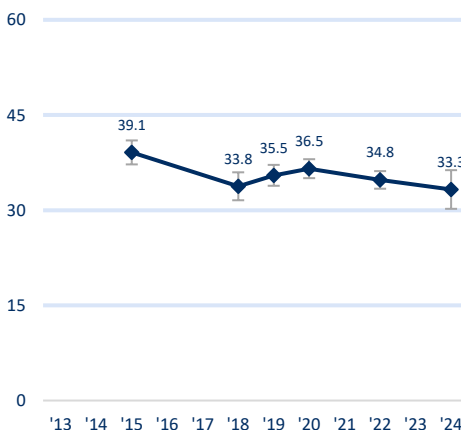
Higher-Order Learning



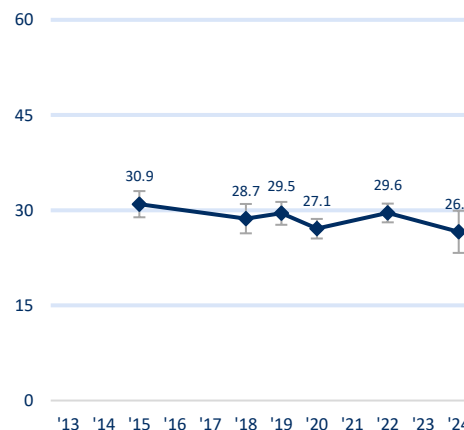
Reflective & Integrative Learning



Learning Strategies

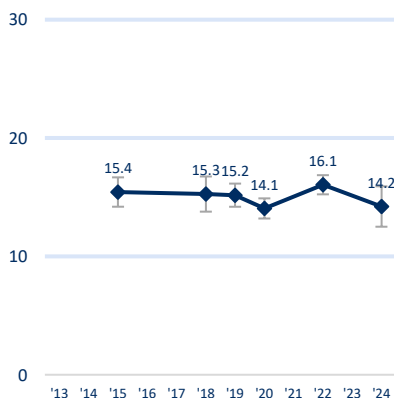


Quantitative Reasoning

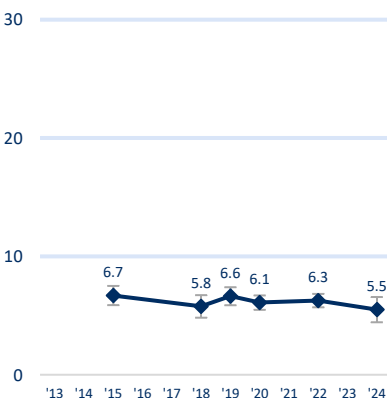


Academic Challenge (additional items): First-year students

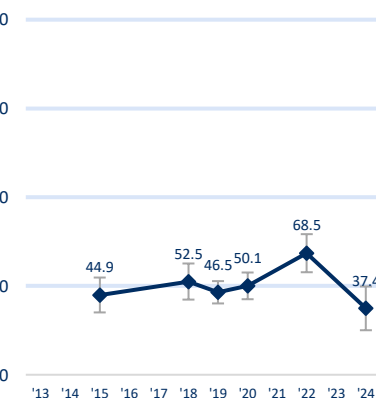
Preparing for Class (hrs/wk)



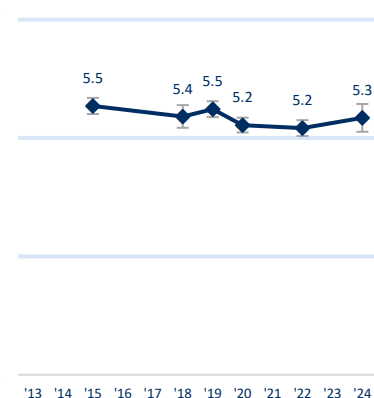
Course Reading (hrs/wk)^a



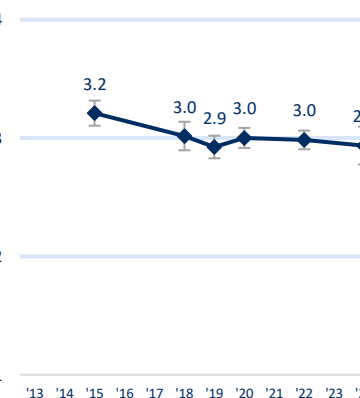
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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 2024 Multi-Year Report

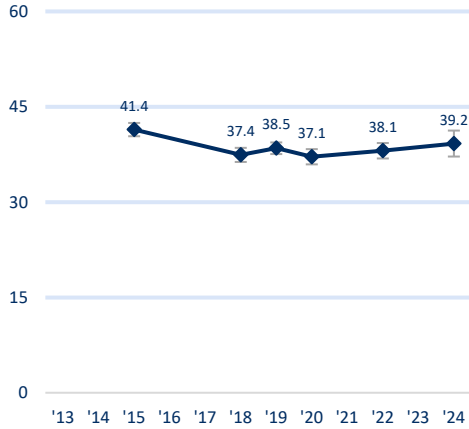
Engagement Results by Theme

University of Wyoming

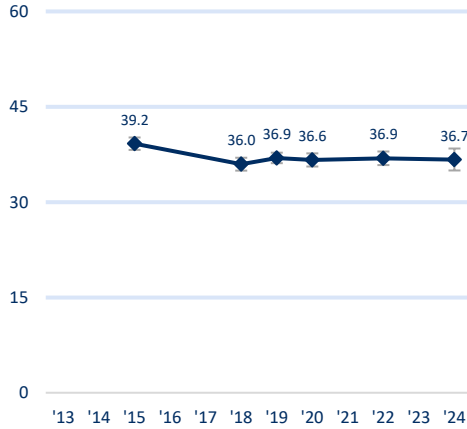
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

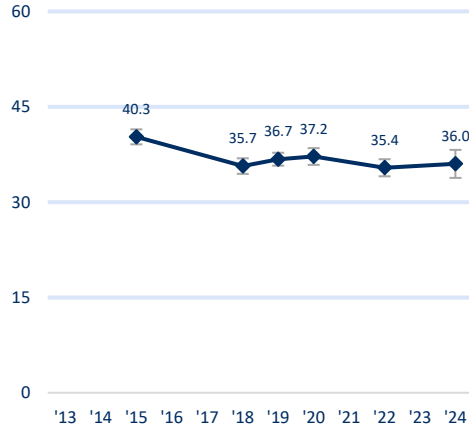
Higher-Order Learning



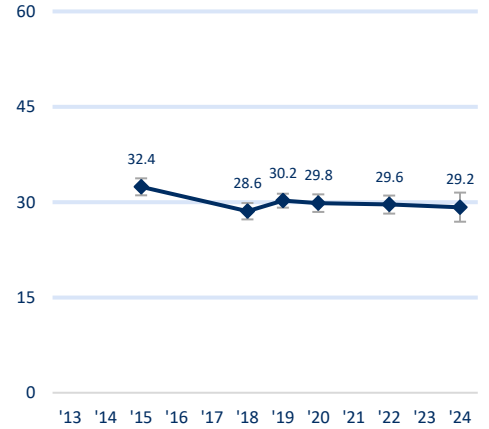
Reflective & Integrative Learning



Learning Strategies

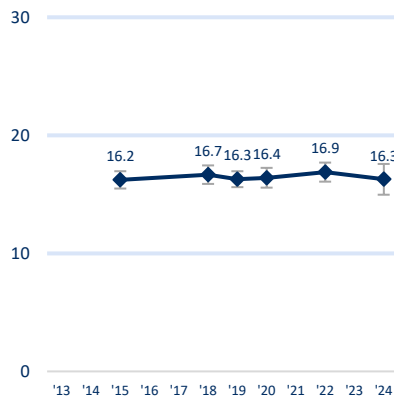


Quantitative Reasoning

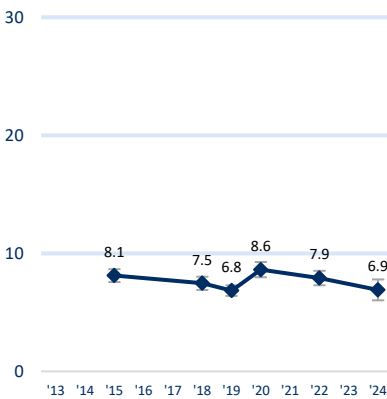


Academic Challenge (additional items): Seniors

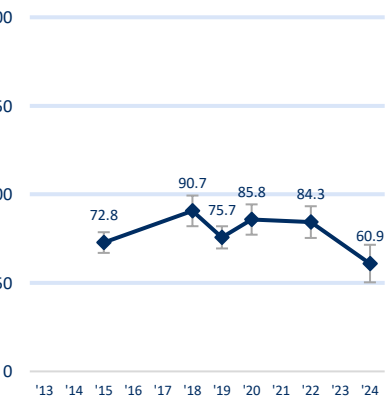
Preparing for Class (hrs/wk)



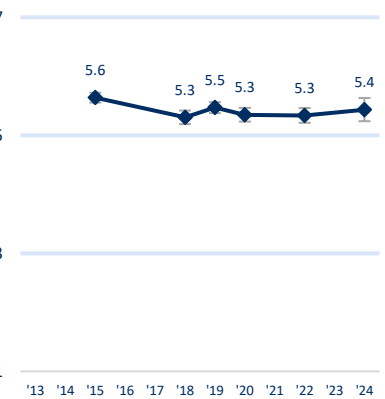
Course Reading (hrs/wk)^a



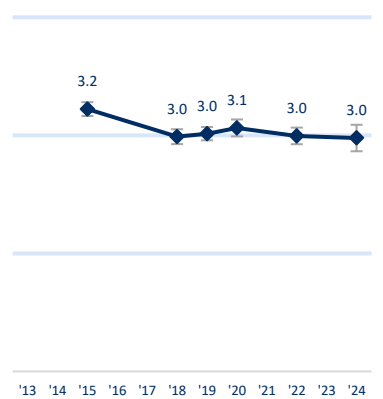
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

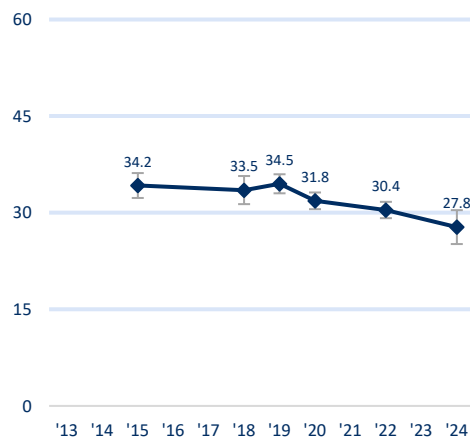
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

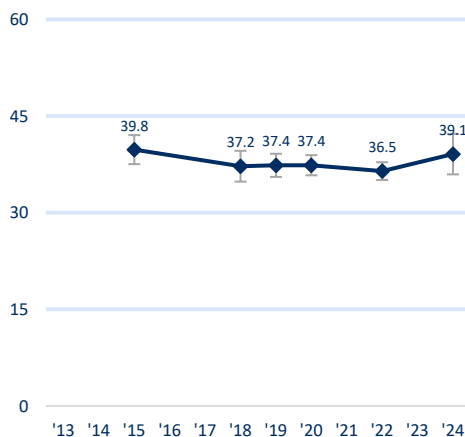
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

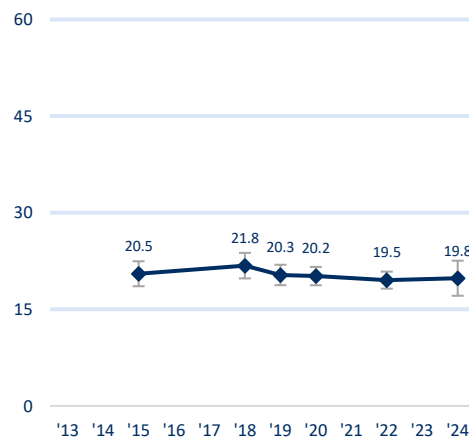


Discussions with Diverse Others

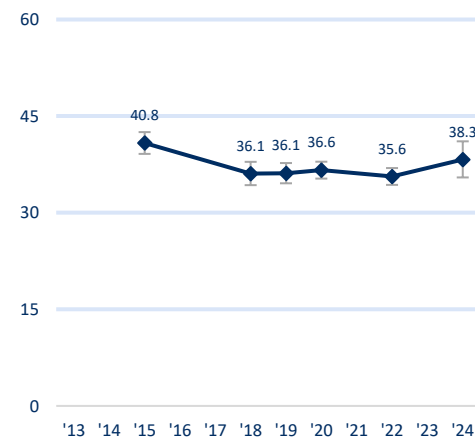


Experiences with Faculty: First-year students

Student-Faculty Interaction

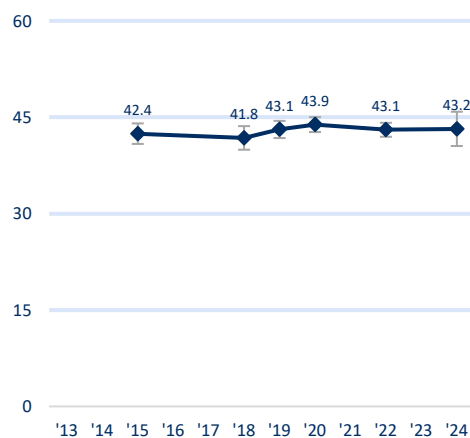


Effective Teaching Practices

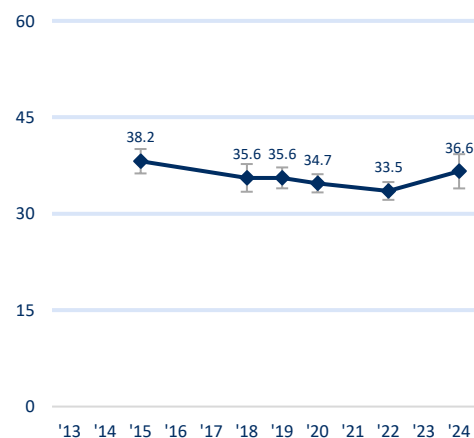


Campus Environment: First-year students

Quality of Interactions



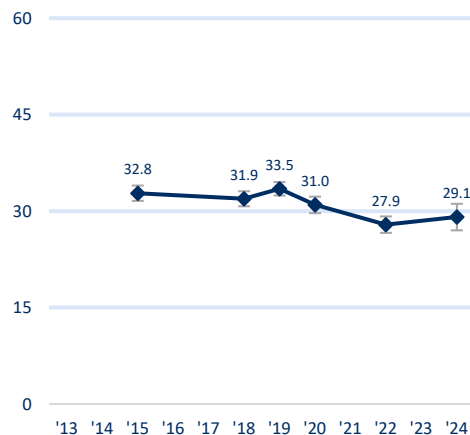
Supportive Environment



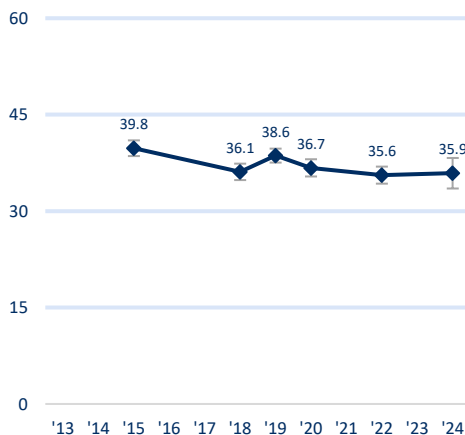
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

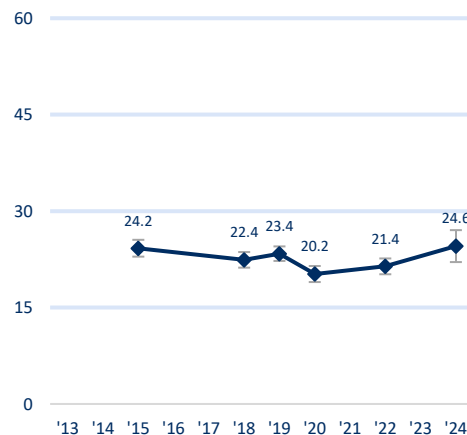


Discussions with Diverse Others

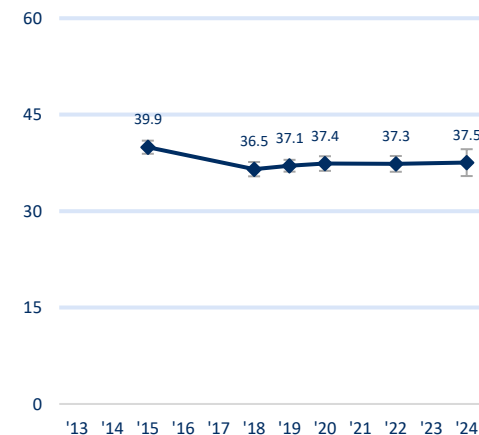


Experiences with Faculty: Seniors

Student-Faculty Interaction

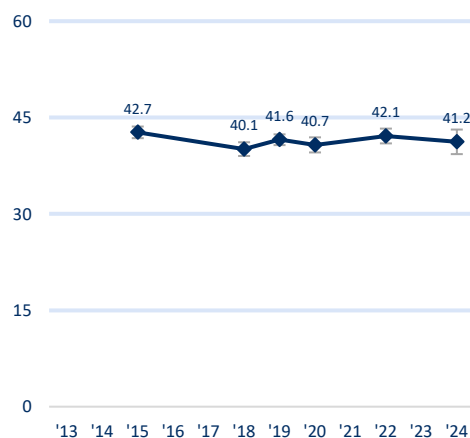


Effective Teaching Practices

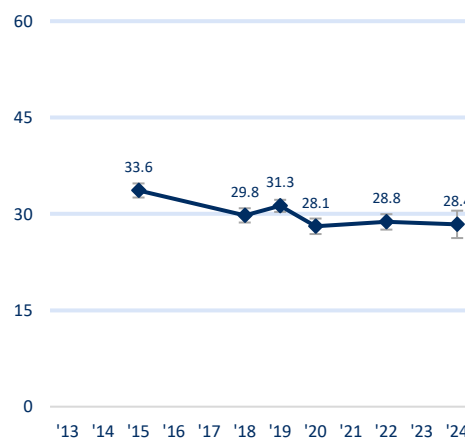


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

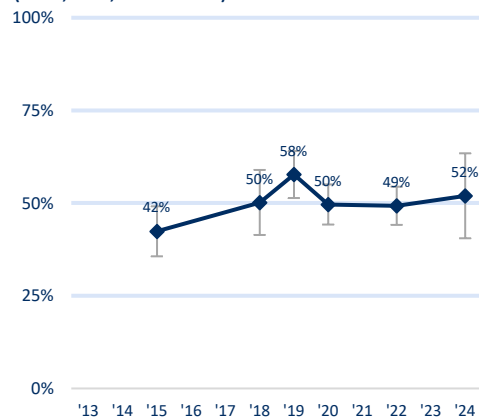


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

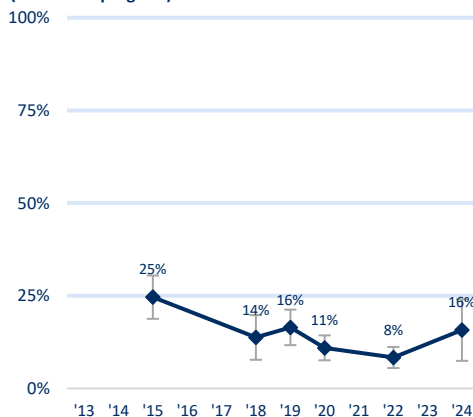
Service-Learning

(Some, most, or all courses)



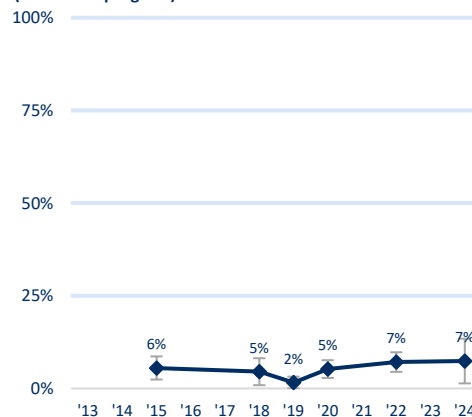
Learning Community

(Done or in progress)



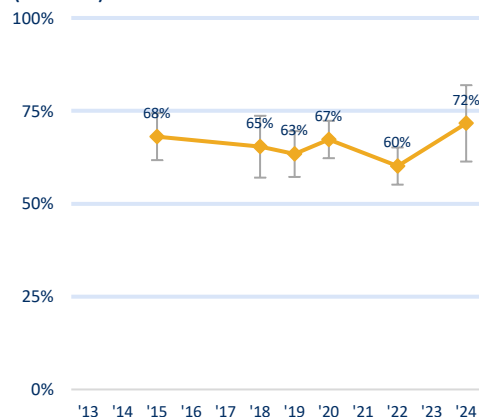
Research with Faculty

(Done or in progress)



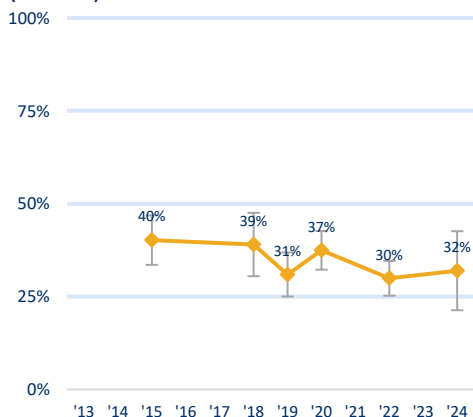
Internship/Field Experience

(Plan to do)



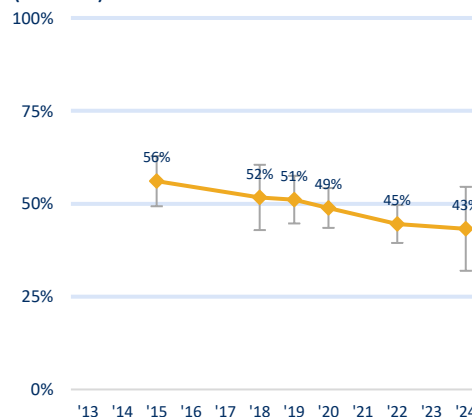
Study Abroad

(Plan to do)



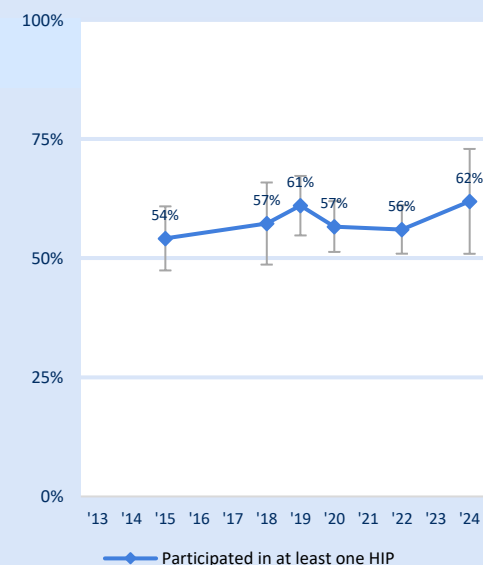
Culminating Senior Experience

(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.

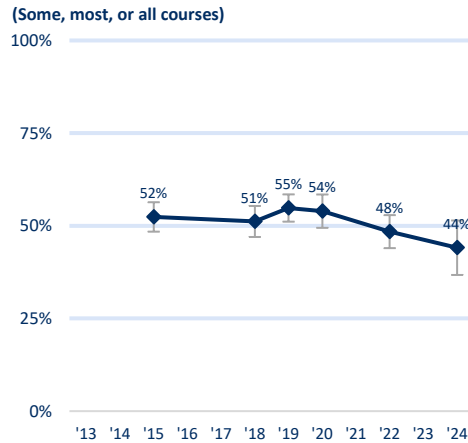


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

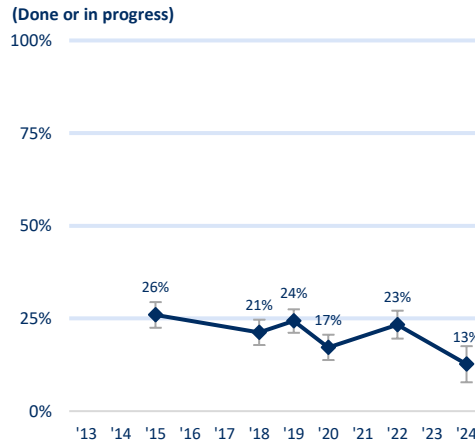
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

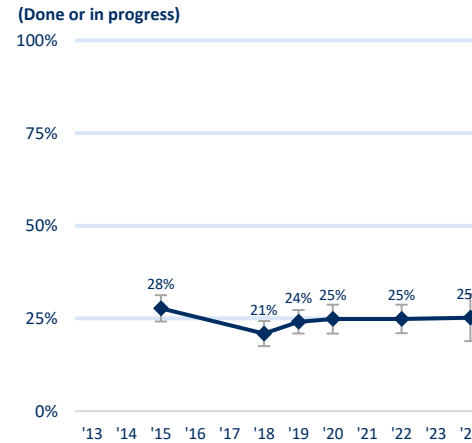
Service-Learning (Some, most, or all courses)



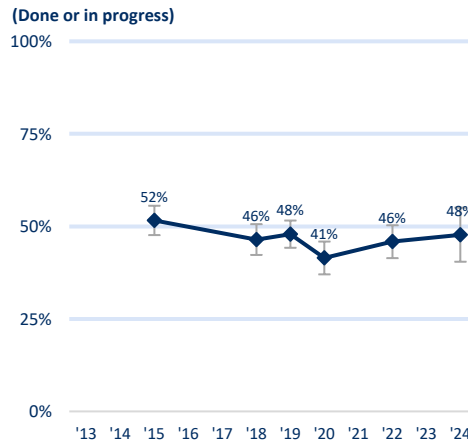
Learning Community (Done or in progress)



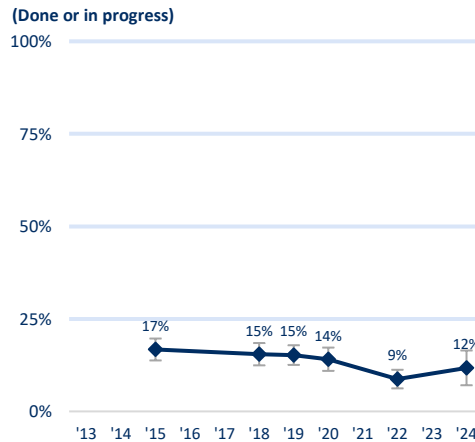
Research with Faculty (Done or in progress)



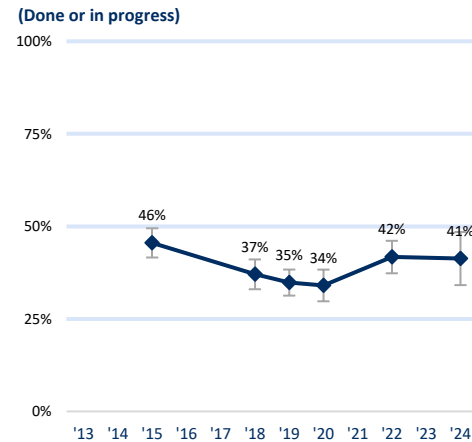
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

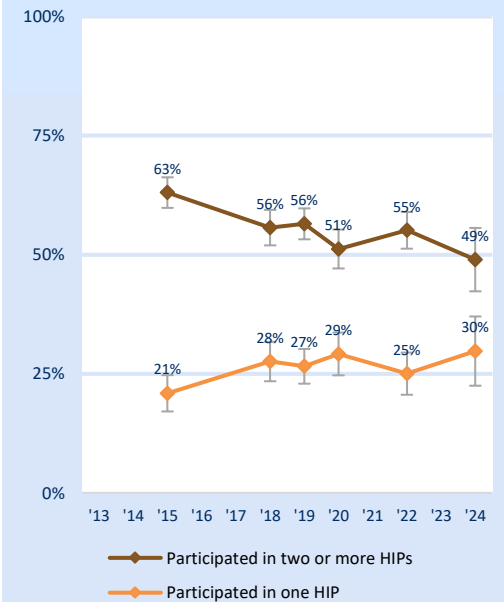


Culminating Senior Experience (Done or in progress)



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 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Wyoming

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	
Academic Challenge																											
Higher-Order Learning	Mean			38.1			35.3	36.4	36.2		35.9		37.7				41.4			37.4	38.5	37.1		38.1		39.2	
	n			220			139	250	364		391		80				628			581	729	511		532		195	
	SD			12.7			12.3	12.8	13.2		12.8		12.1				13.4			13.7	12.6	13.8		14.3		14.6	
	SE			.86			1.05	.81	.69		.65		1.36				.53			.57	.47	.61		.62		1.04	
	CI up bnd			39.8			37.4	37.9	37.5		37.2		40.4				42.5			38.5	39.4	38.3		39.3		41.3	
	CI low bnd			36.5			33.3	34.8	34.8		34.7		35.1				40.4			36.3	37.6	35.9		36.9		37.2	
Reflective & Integrative Learning	Mean			36.4			34.4	33.6	32.9		33.3		33.4				39.2			36.0	36.9	36.6		36.9		36.7	
	n			225			145	269	398		411		92				655			609	763	547		566		209	
	SD			12.4			10.9	12.2	11.8		12.3		13.4				12.8			12.8	11.6	12.4		12.9		12.7	
	SE			.83			.90	.75	.59		.61		1.39				.50			.52	.42	.53		.54		.88	
	CI up bnd			38.0			36.1	35.0	34.1		34.5		36.1				40.2			37.0	37.8	37.7		38.0		38.4	
	CI low bnd			34.8			32.6	32.1	31.8		32.2		30.7				38.2			34.9	36.1	35.6		35.8		35.0	
Learning Strategies	Mean			39.1			33.8	35.5	36.5		34.8		33.3				40.3			35.7	36.7	37.2		35.4		36.0	
	n			209			128	236	342		371		76				601			550	710	477		487		183	
	SD			13.9			12.7	12.9	14.1		13.6		13.5				14.8			14.6	13.8	14.7		15.1		15.2	
	SE			.96			1.12	.84	.76		.71		1.56				.60			.62	.52	.67		.69		1.12	
	CI up bnd			41.0			36.0	37.1	38.0		36.2		36.3				41.4			36.9	37.8	38.5		36.7		38.2	
	CI low bnd			37.2			31.6	33.8	35.0		33.4		30.2				39.1			34.4	35.7	35.9		34.1		33.8	
Quantitative Reasoning	Mean			30.9			28.7	29.5	27.1		29.6		26.6				32.4			28.6	30.2	29.8		29.6		29.2	
	n			221			130	241	350		369		77				640			562	714	491		493		181	
	SD			15.7			13.5	14.3	14.7		14.5		14.9				17.2			15.6	15.0	15.6		16.1		15.7	
	SE			1.05			1.18	.92	.79		.75		1.70				.68			.66	.56	.71		.73		1.17	
	CI up bnd			33.0			31.0	31.3	28.6		31.0		29.9				33.7			29.9	31.3	31.2		31.0		31.5	
	CI low bnd			28.9			26.4	27.7	25.5		28.1		23.3				31.1			27.3	29.1	28.4		28.2		26.9	
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	Mean			15.4			15.3	15.2	14.1		16.1		14.2				16.2			16.7	16.3	16.4		16.9		16.3	
	n			194			124	232	318		358		75				573			536	698	460		480		176	
	SD			8.8			8.5	7.6	7.7		7.8		7.5				9.0			9.3	9.1	9.2		9.0		8.8	
	SE			.63			.76	.50	.43		.41		.87				.37			.40	.34	.43		.41		.67	
	CI up bnd			16.7			16.8	16.1	14.9		16.9		15.9				17.0			17.5	17.0	17.2		17.7		17.6	
	CI low bnd			14.2			13.8	14.2	13.2		15.2		12.5				15.5			15.9	15.6	15.6		16.1		15.0	
Course Reading	Mean			6.7			5.8	6.6	6.1		6.3		5.5				8.1			7.5	6.8	8.6		7.9		6.9	
	Est. hrs per week			190			122	229	313		356		74				569			532	697	459		476		174	
	SD			5.7			5.4	5.9	5.5		5.4		4.7				6.6			6.6	6.0	7.1		6.8		6.0	
	SE			.41			.49	.39	.31		.29		.54				.28			.29	.23	.33		.31		.45	
	CI up bnd			7.5			6.7	7.4	6.7		6.8		6.6				8.7			8.0	7.3	9.3		8.5		7.8	
	CI low bnd			5.9			4.8	5.9	5.5		5.7		4.4				7.6			6.9	6.4	8.0		7.3		6.0	

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).

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Wyoming

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	
Academic Challenge (additional items, continued)																											
Assigned Writing <small>Est. no. of pages calculated from three survey questions.</small>	Mean			44.9			52.5	46.5	50.1		68.5		37.4				72.8			90.7	75.7	85.8		84.3	60.9		
	n			202			129	241	342		369		76				573			559	716	482		489	180		
	SD			71.2			58.9	49.8	71.0		105.1		55.1				71.4			104.5	85.5	95.8		101.0	72.5		
	SE			5.01			5.19	3.21	3.84		5.47		6.30				2.98			4.42	3.20	4.37		4.57	5.41		
	CI up bnd			54.8			62.7	52.7	57.6		79.2		49.8				78.6			99.3	82.0	94.3		93.3	71.5		
	CI low bnd			35.1			42.3	40.2	42.5		57.7		25.1				66.9			82.0	69.4	77.2		75.4	50.3		
Course Challenge <small>Extent courses challenged students to do best work (1="Not at all" to 7="Very much").</small>	Mean			5.5			5.4	5.5	5.2		5.2		5.3				5.6			5.3	5.5	5.3		5.3	5.4		
	n			212			128	236	342		370		75				612			555	706	479		484	183		
	SD			1.0			1.1	1.1	1.2		1.3		1.0				1.1			1.4	1.3	1.3		1.4	1.4		
	SE			.07			.10	.07	.06		.07		.12				.04			.06	.05	.06		.06	.10		
	CI up bnd			5.7			5.6	5.6	5.3		5.3		5.6				5.7			5.4	5.6	5.5		5.5	5.6		
	CI low bnd			5.4			5.2	5.4	5.1		5.0		5.1				5.6			5.2	5.4	5.2		5.2	5.2		
Academic Emphasis <small>Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").</small>	Mean			3.2			3.0	2.9	3.0		3.0		2.9				3.2			3.0	3.0	3.1		3.0	3.0		
	n			196			127	233	324		363		76				583			543	700	468		479	179		
	SD			0.8			0.7	0.7	0.8		0.8		0.7				0.7			0.7	0.8	0.8		0.8	0.8		
	SE			.05			.06	.05	.04		.04		.08				.03			.03	.03	.04		.04	.06		
	CI up bnd			3.3			3.1	3.0	3.1		3.1		3.1				3.3			3.1	3.1	3.1		3.1	3.1		
	CI low bnd			3.1			2.9	2.8	2.9		2.9		2.8				3.2			2.9	3.0	3.0		2.9	2.9		
Learning with Peers																											
Collaborative Learning	Mean			34.2			33.5	34.5	31.8		30.4		27.8				32.8			31.9	33.5	31.0		27.9	29.1		
	n			229			154	282	449		429		107				655			631	782	590		601	221		
	SD			14.9			13.8	12.7	14.0		13.4		13.9				15.5			15.0	14.9	15.9		16.0	15.7		
	SE			.99			1.11	.75	.66		.65		1.34				.61			.60	.53	.66		.65	1.05		
	CI up bnd			36.2			35.7	36.0	33.1		31.7		30.4				34.0			33.1	34.5	32.3		29.2	31.1		
	CI low bnd			32.3			31.3	33.0	30.5		29.2		25.1				31.6			30.7	32.4	29.7		26.6	27.0		
Discussions with Diverse Others	Mean			39.8			37.2	37.4	37.4		36.5		39.1				39.8			36.1	38.6	36.7		35.6	35.9		
	n			210			129	236	345		366		76				610			553	709	482		484	183		
	SD			16.7			13.9	14.1	14.9		13.5		14.0				15.4			15.3	14.7	15.0		14.9	16.4		
	SE			1.15			1.22	.92	.80		.70		1.60				.62			.65	.55	.68		.68	1.21		
	CI up bnd			42.0			39.6	39.2	38.9		37.8		42.2				41.0			37.4	39.7	38.1		36.9	38.3		
	CI low bnd			37.5			34.8	35.6	35.8		35.1		35.9				38.6			34.8	37.5	35.4		34.3	33.5		

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 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Wyoming

		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Experiences with Faculty																									
Student-Faculty Interaction	Mean			20.5			21.8	20.3	20.2		19.5		19.8			24.2			22.4	23.4	20.2		21.4		24.6
	n			224			144	257	381		396		87			644			596	743	538		549		199
	SD			14.8			12.1	13.0	14.2		13.4		13.0			16.9			15.1	15.7	14.8		14.7		17.9
	SE			.99			1.01	.81	.73		.67		1.39			.67			.62	.58	.64		.63		1.27
	CI up bnd			22.5			23.8	21.9	21.6		20.9		22.6			25.5			23.6	24.5	21.5		22.6		27.0
	CI low bnd			18.6			19.8	18.7	18.7		18.2		17.1			22.9			21.2	22.3	19.0		20.2		22.1
Effective Teaching Practices	Mean			40.8			36.1	36.1	36.6		35.6		38.3			39.9			36.5	37.1	37.4		37.3		37.5
	n			224			137	249	360		394		81			646			581	731	511		526		194
	SD			12.9			10.8	12.7	12.7		13.2		12.9			13.2			13.7	12.7	13.1		14.4		14.8
	SE			.86			.92	.80	.67		.67		1.43			.52			.57	.47	.58		.63		1.07
	CI up bnd			42.5			37.9	37.7	37.9		36.9		41.1			41.0			37.6	38.0	38.5		38.6		39.6
	CI low bnd			39.1			34.3	34.6	35.3		34.3		35.5			38.9			35.4	36.1	36.3		36.1		35.5
Campus Environment																									
Quality of Interactions	Mean			42.4			41.8	43.1	43.9		43.1		43.2			42.7			40.1	41.6	40.7		42.1		41.2
	n			204			123	229	315		351		74			587			524	664	446		444		165
	SD			11.6			10.4	10.3	10.5		10.4		11.7			11.2			12.5	11.0	12.7		12.4		12.5
	SE			.81			.94	.68	.59		.55		1.36			.46			.54	.43	.60		.59		.97
	CI up bnd			44.0			43.6	44.4	45.0		44.1		45.9			43.6			41.2	42.4	41.9		43.3		43.1
	CI low bnd			40.8			39.9	41.8	42.7		42.0		40.5			41.8			39.0	40.7	39.6		41.0		39.3
Supportive Environment	Mean			38.2			35.6	35.6	34.7		33.5		36.6			33.6			29.8	31.3	28.1		28.8		28.4
	n			194			126	231	320		360		75			574			542	698	459		481		174
	SD			13.5			12.3	12.6	12.9		13.4		11.8			13.4			13.2	12.7	13.2		13.4		14.3
	SE			.97			1.10	.83	.72		.71		1.36			.56			.57	.48	.62		.61		1.09
	CI up bnd			40.1			37.7	37.2	36.2		34.9		39.3			34.7			30.9	32.2	29.3		30.0		30.5
	CI low bnd			36.3			33.4	34.0	33.3		32.2		33.9			32.6			28.7	30.3	26.9		27.6		26.2

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

NSSE 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of Wyoming

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	
Service-Learning ^a	%			42			50	58	50		49		52				52			51	55	54		48		44	
	<i>n</i>			207			126	235	329		363		74				608			550	703	473		485		176	
	<i>SE</i>			3.4			4.5	3.2	2.8		2.6		5.8				2.0			2.1	1.9	2.3		2.3		3.7	
	<i>CI up bnd</i>			49			59	64	55		54		63				56			55	58	58		53		51	
	<i>CI low bnd</i>			36			41	51	44		44		41				48			47	51	49		44		37	
Learning Community ^a	%			25			14	16	11		8		16				26			21	24	17		23		13	
	<i>n</i>			210			127	231	333		367		75				616			552	704	471		486		180	
	<i>SE</i>			3.0			3.1	2.4	1.7		1.4		4.2				1.8			1.7	1.6	1.7		1.9		2.5	
	<i>CI up bnd</i>			30			20	21	14		11		24				29			25	27	21		27		18	
	<i>CI low bnd</i>			19			8	12	8		6		7				22			18	21	14		20		8	
Research with Faculty ^a	%			6			5	2	5		7		7				28			21	24	25		25		25	
	<i>n</i>			208			127	235	332		365		73				612			553	705	471		486		182	
	<i>SE</i>			1.6			1.9	0.8	1.2		1.3		3.1				1.8			1.7	1.6	2.0		2.0		3.2	
	<i>CI up bnd</i>			9			8	3	8		10		13				31			24	27	29		29		32	
	<i>CI low bnd</i>			2			1	0	3		4		1				24			18	21	21		21		19	
Internship or Field Experience ^b (First-year results: Plan to do)	%			68			65	63	67		60		72				52			46	48	41		46		48	
	<i>n</i>			210			127	236	336		369		75				613			552	709	475		485		181	
	<i>SE</i>			3.2			4.2	3.1	2.6		2.6		5.2				2.0			2.1	1.9	2.3		2.3		3.7	
	<i>CI up bnd</i>			74			74	70	72		65		82				56			51	52	46		50		55	
	<i>CI low bnd</i>			62			57	57	62		55		61				48			42	44	37		41		40	
Study Abroad ^b (First-year results: Plan to do)	%			40			39	31	37		30		32				17			15	15	14		9		12	
	<i>n</i>			209			127	234	333		366		75				612			552	702	470		486		182	
	<i>SE</i>			3.4			4.4	3.0	2.7		2.4		5.4				1.5			1.5	1.4	1.6		1.3		2.4	
	<i>CI up bnd</i>			47			48	37	43		35		43				20			18	18	17		11		16	
	<i>CI low bnd</i>			34			30	25	32		25		21				14			12	13	11		6		7	
Culminating Senior Experience ^b (First-year results: Plan to do)	%			56			52	51	49		45		43				46			37	35	34		42		41	
	<i>n</i>			208			125	235	333		365		75				612			553	705	471		486		182	
	<i>SE</i>			3.4			4.5	3.3	2.7		2.6		5.8				2.0			2.1	1.8	2.2		2.2		3.7	
	<i>CI up bnd</i>			63			60	58	54		50		55				49			41	38	38		46		48	
	<i>CI low bnd</i>			49			43	45	43		39		32				42			33	31	30		37		34	
Overall HIP Participation ^c																											
Participated in one HIP	%			38			48	47	48		49		50				21			28	27	29		25		30	
	<i>n</i>			211			127	235	333		367		75				617			554	711	477		486		183	
	<i>SE</i>			3.4			4.5	3.3	2.7		2.6		5.8				1.6			1.9	1.7	2.1		2.0		3.4	
	<i>CI up bnd</i>			45			57	53	54		55		62				24			31	30	33		29		36	
	<i>CI low bnd</i>			32			40	40	43		44		39				18			24	23	25		21		23	
Participated in two or more HIPs	%			16			9	14	8		7		11				63			56	56	51		55		49	
	<i>n</i>			211			127	235	333		367		75				617			554	711	477		486		183	
	<i>SE</i>			2.5			2.5	2.3	1.5		1.3		3.7				1.9			2.1	1.9	2.3		2.3		3.7	
	<i>CI up bnd</i>			21			14	19	11		9		19				67			60	60	56		60		56	
	<i>CI low bnd</i>			11			4	10	5		4		4				59			52	53	47		51		42	

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.