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**NSSE 2021**  
**Multi-Year Report**  
University of South Carolina Columbia

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### About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

### Report sections

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

### Interpreting year-to-year results

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

### For further investigation

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

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

#### Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013	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										
2021	11%	+/- 3.8%	599	367	232	9%	+/- 3.8%	609	429	180

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	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							
2021	Email	Census	No	Career Preparation	No	No	No

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

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

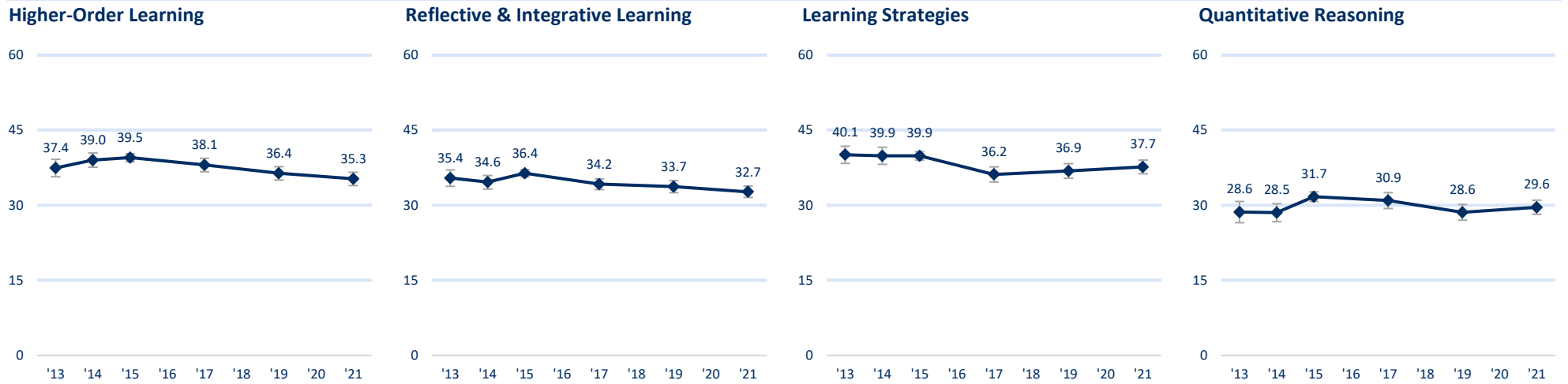
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

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

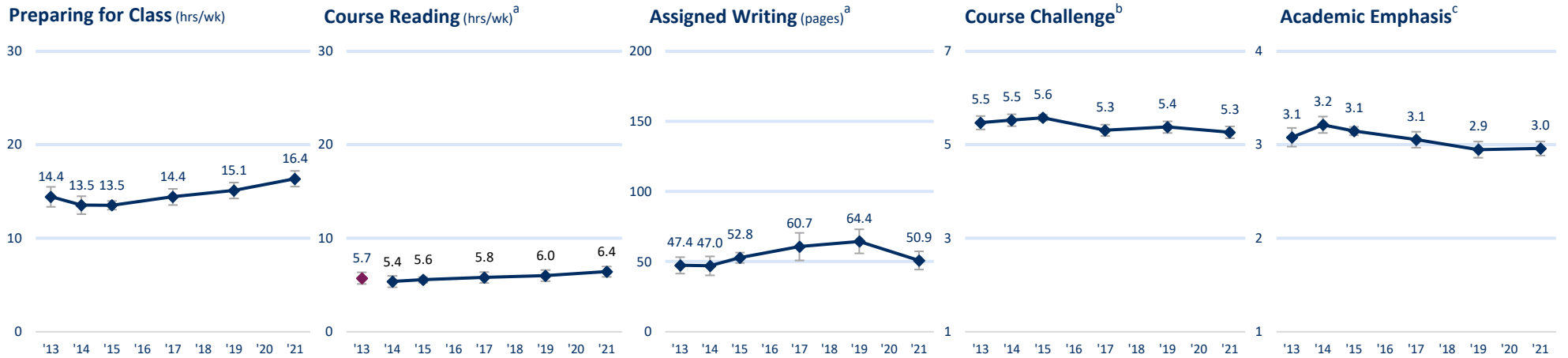
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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

#### Academic Challenge: First-year students



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



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").

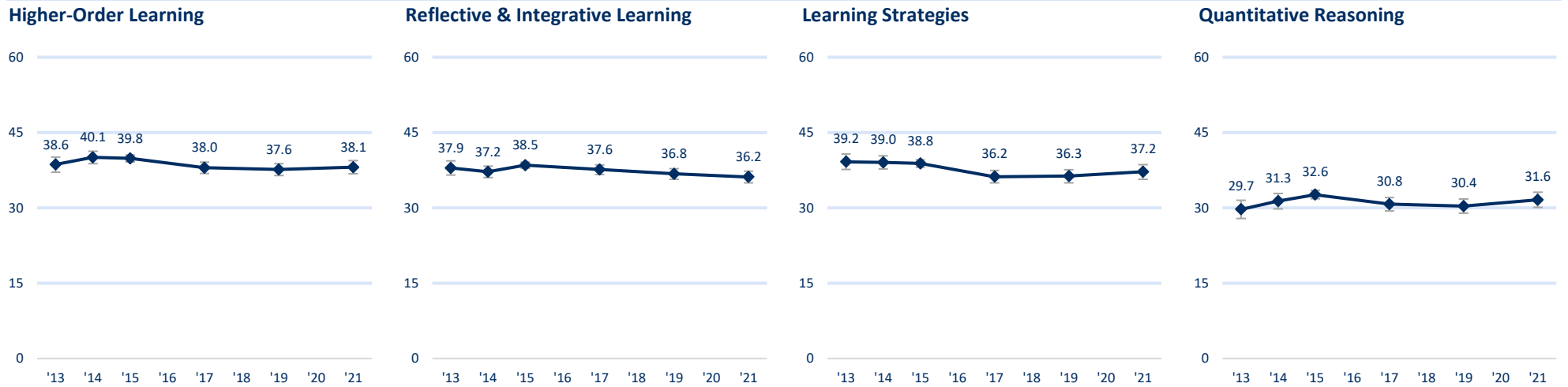
# NSSE 2021 Multi-Year Report

## Engagement Results by Theme

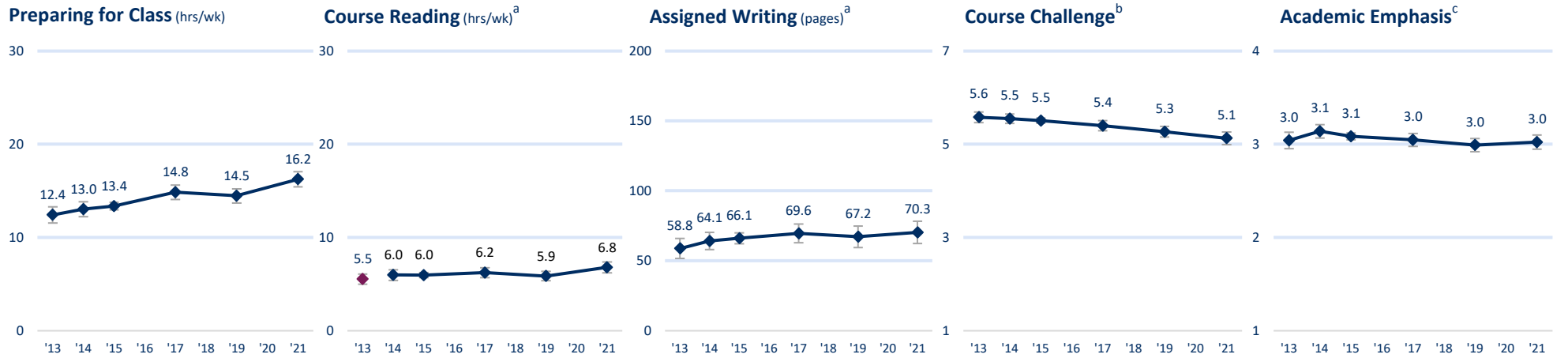
### University of South Carolina Columbia

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



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



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.

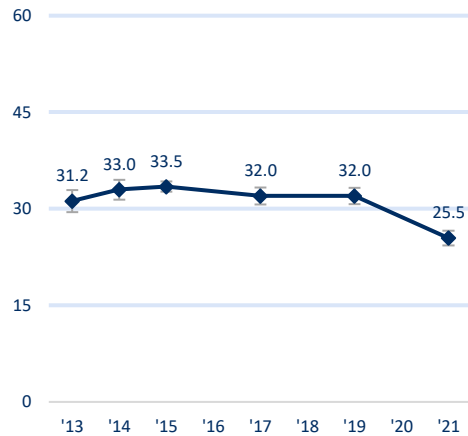
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

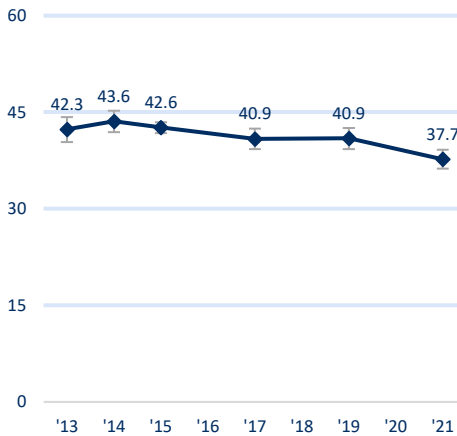
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

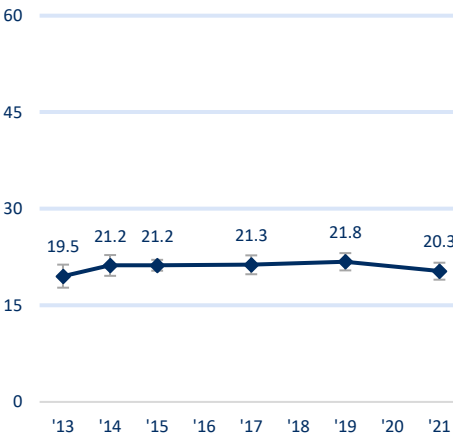


##### Discussions with Diverse Others

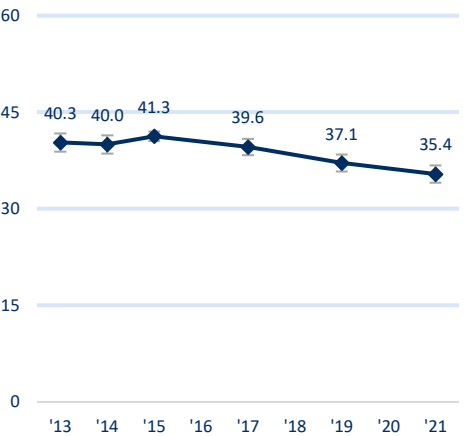


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

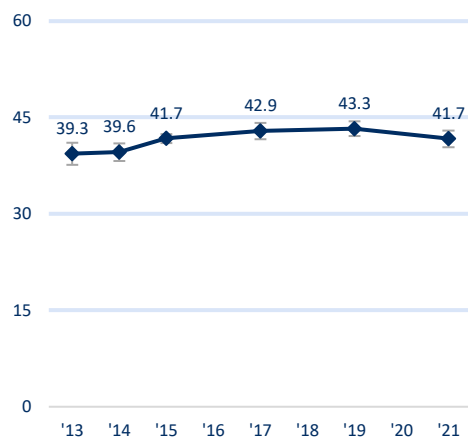


##### Effective Teaching Practices

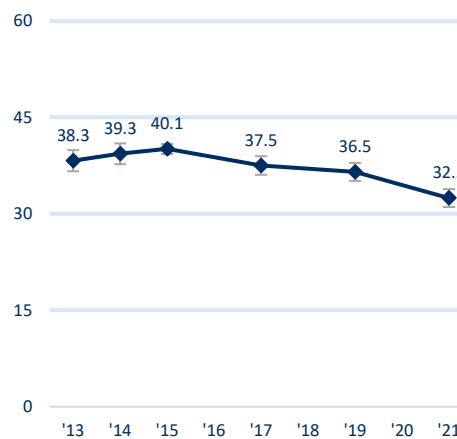


#### Campus Environment: First-year students

##### Quality of Interactions



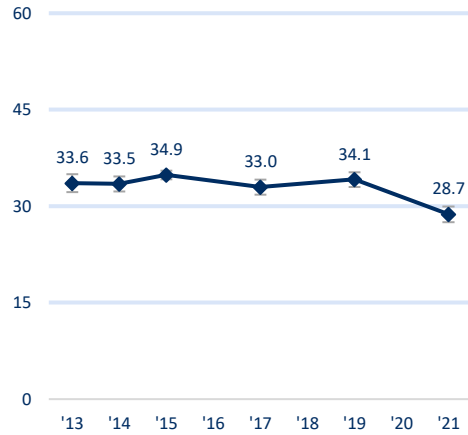
##### Supportive Environment



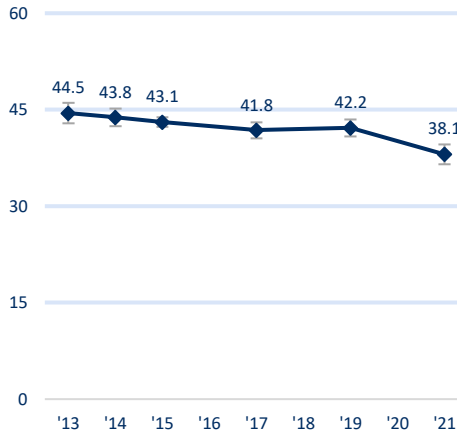
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

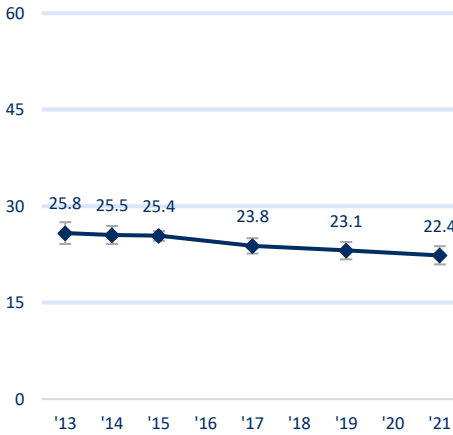


##### Discussions with Diverse Others

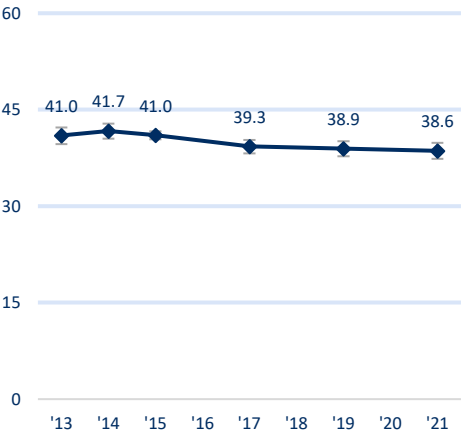


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

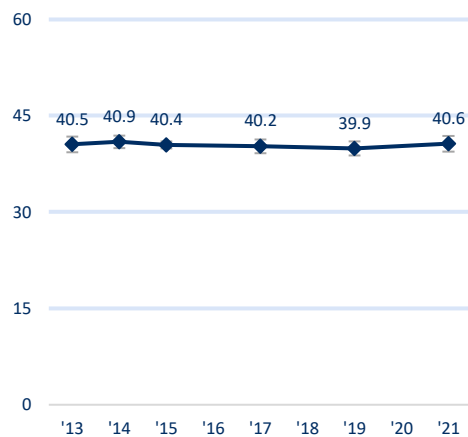


##### Effective Teaching Practices

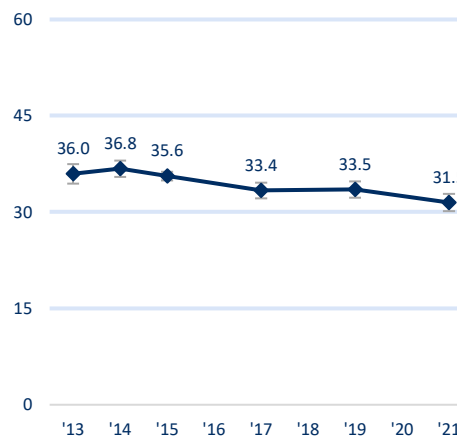


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

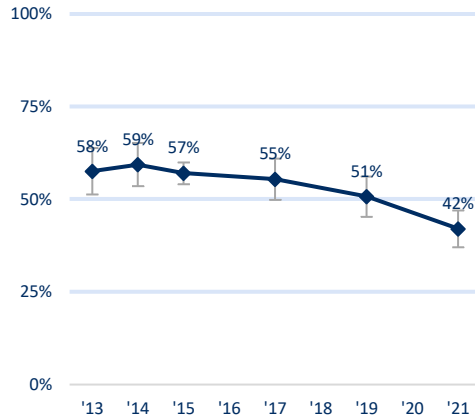


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

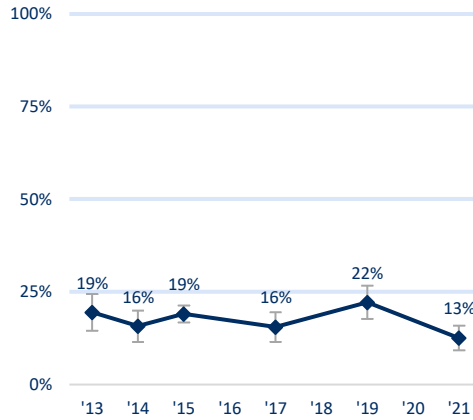
##### Service-Learning

(Some, most, or all courses)



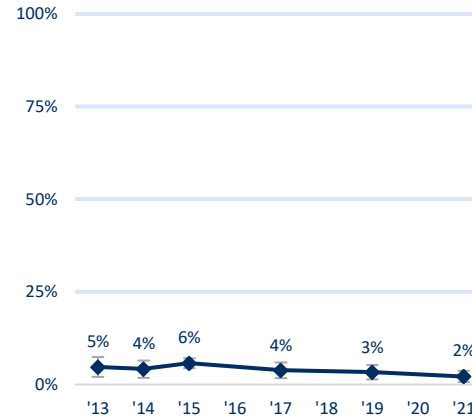
##### Learning Community

(Done or in progress)



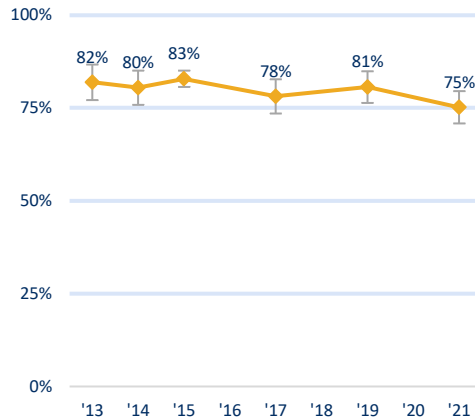
##### Research with Faculty

(Done or in progress)



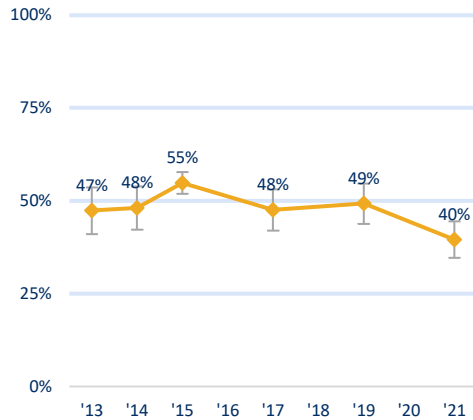
##### Internship/Field Experience

(Plan to do)



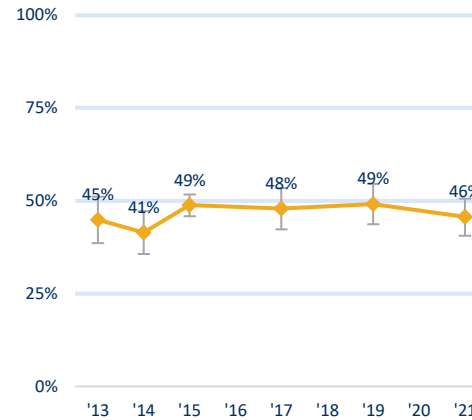
##### Study Abroad

(Plan to do)



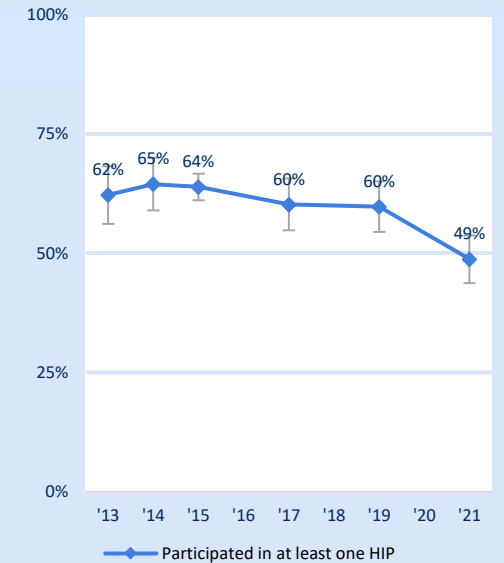
##### Culminating Senior Experience

(Plan to do)



#### Overall first-year HIP participation

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



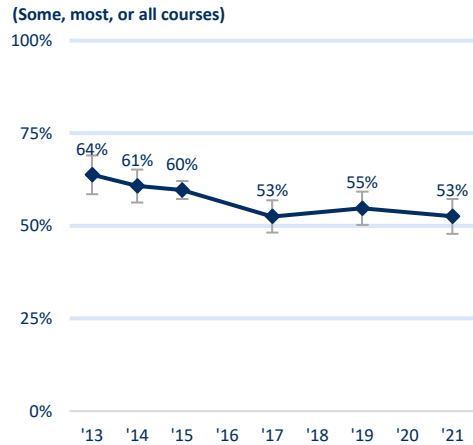
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



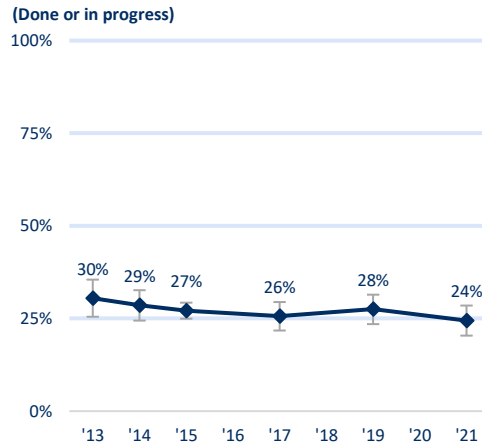
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

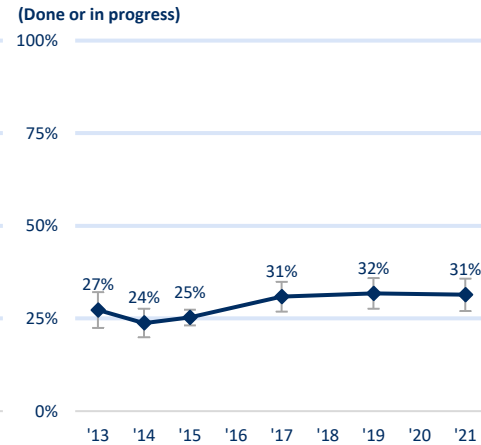
##### Service-Learning (Some, most, or all courses)



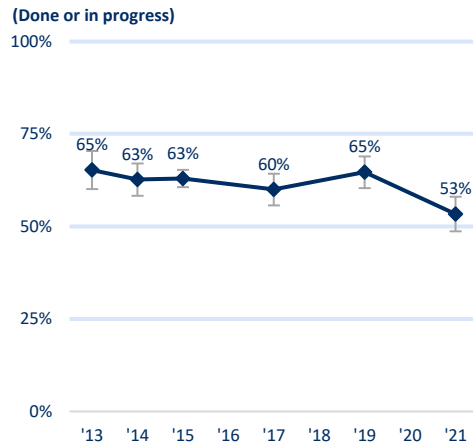
##### Learning Community (Done or in progress)



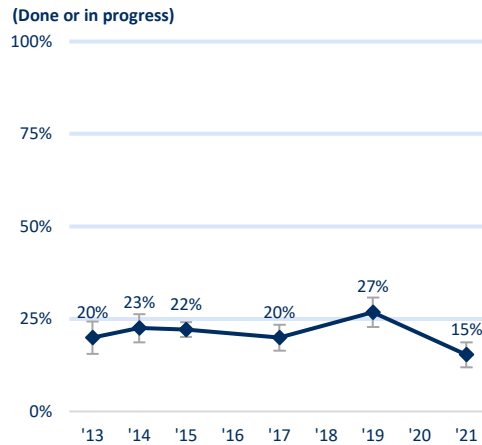
##### Research with Faculty (Done or in progress)



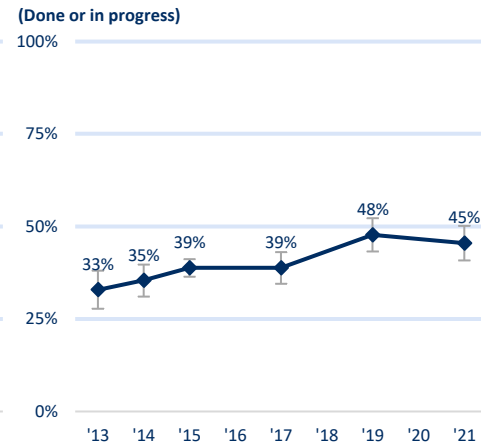
##### Internship/Field Experience (Done or in progress)



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

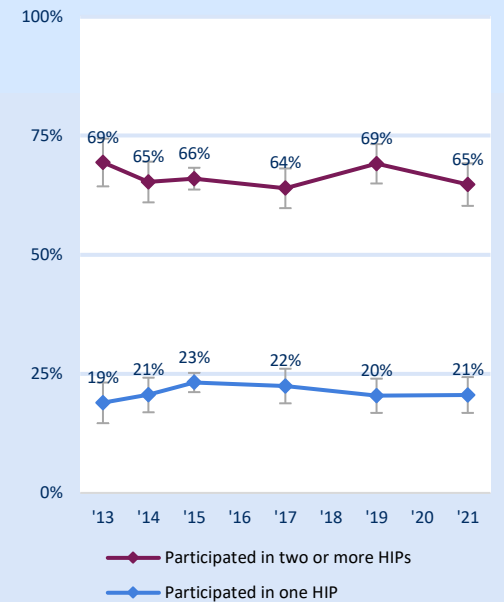


##### Culminating Senior Experience (Done or in progress)



#### Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



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

# NSSE 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of South Carolina Columbia

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge</i>																			
<b>Higher-Order Learning</b>	<i>Mean</i>	<b>37.4</b>	<b>39.0</b>	<b>39.5</b>		<b>38.1</b>		<b>36.4</b>	<b>35.3</b>		<b>38.6</b>	<b>40.1</b>	<b>39.8</b>		<b>38.0</b>	<b>37.6</b>	<b>38.1</b>		
	<i>n</i>	254	305	1,161		362		350	438		342	497	1,667		567	519	490		
	<i>SD</i>	14.0	12.6	13.8		13.1		12.6	14.2		14.1	14.0	13.8		13.6	13.6	14.6		
	<i>SE</i>	.88	.72	.40		.69		.68	.68		.76	.63	.34		.57	.60	.66		
	<i>CI upper bound</i>	39.2	40.4	40.3		39.4		37.7	36.6		40.1	41.3	40.5		39.1	38.8	39.4		
	<i>CI lower bound</i>	35.7	37.6	38.7		36.7		35.1	34.0		37.1	38.8	39.2		36.9	36.5	36.8		
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>	<b>35.4</b>	<b>34.6</b>	<b>36.4</b>		<b>34.2</b>		<b>33.7</b>	<b>32.7</b>		<b>37.9</b>	<b>37.2</b>	<b>38.5</b>		<b>37.6</b>	<b>36.8</b>	<b>36.2</b>		
	<i>n</i>	263	318	1,202		386		400	501		356	509	1,723		590	558	535		
	<i>SD</i>	13.4	12.4	12.6		11.0		12.2	12.9		13.6	13.0	12.7		11.9	12.8	13.7		
	<i>SE</i>	.83	.69	.36		.56		.61	.58		.72	.58	.31		.49	.54	.59		
	<i>CI upper bound</i>	37.0	36.0	37.1		35.3		34.9	33.8		39.4	38.3	39.1		38.6	37.8	37.3		
	<i>CI lower bound</i>	33.8	33.2	35.7		33.1		32.5	31.6		36.5	36.0	37.9		36.7	35.7	35.0		
<b>Learning Strategies</b>	<i>Mean</i>	<b>40.1</b>	<b>39.9</b>	<b>39.9</b>		<b>36.2</b>		<b>36.9</b>	<b>37.7</b>		<b>39.2</b>	<b>39.0</b>	<b>38.8</b>		<b>36.2</b>	<b>36.3</b>	<b>37.2</b>		
	<i>n</i>	242	276	1,110		314		331	389		321	462	1,613		506	483	440		
	<i>SD</i>	13.5	14.5	14.0		13.6		13.6	13.6		14.0	14.4	14.6		14.1	14.5	15.6		
	<i>SE</i>	.87	.88	.42		.77		.75	.69		.78	.67	.36		.63	.66	.75		
	<i>CI upper bound</i>	41.8	41.6	40.7		37.7		38.3	39.0		40.7	40.4	39.6		37.5	37.6	38.6		
	<i>CI lower bound</i>	38.4	38.2	39.0		34.7		35.4	36.3		37.6	37.7	38.1		35.0	35.0	35.7		
<b>Quantitative Reasoning</b>	<i>Mean</i>	<b>28.6</b>	<b>28.5</b>	<b>31.7</b>		<b>30.9</b>		<b>28.6</b>	<b>29.6</b>		<b>29.7</b>	<b>31.3</b>	<b>32.6</b>		<b>30.8</b>	<b>30.4</b>	<b>31.6</b>		
	<i>n</i>	260	306	1,170		354		339	396		346	502	1,692		561	497	446		
	<i>SD</i>	17.3	15.8	16.5		15.2		14.6	14.4		17.2	17.3	17.2		16.2	16.2	16.3		
	<i>SE</i>	1.07	.90	.48		.81		.79	.73		.93	.77	.42		.68	.73	.77		
	<i>CI upper bound</i>	30.7	30.3	32.7		32.5		30.1	31.0		31.5	32.9	33.5		32.1	31.8	33.1		
	<i>CI lower bound</i>	26.5	26.7	30.8		29.3		27.0	28.2		27.9	29.8	31.8		29.4	28.9	30.1		
<i>Academic Challenge (additional items)</i>																			
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>	<b>14.4</b>	<b>13.5</b>	<b>13.5</b>		<b>14.4</b>		<b>15.1</b>	<b>16.4</b>		<b>12.4</b>	<b>13.0</b>	<b>13.4</b>		<b>14.8</b>	<b>14.5</b>	<b>16.2</b>		
	<i>n</i>	229	263	1,069		291		314	373		309	442	1,590		482	470	432		
	<i>SD</i>	8.2	8.0	7.5		7.4		7.6	8.2		7.9	8.6	8.3		8.7	8.4	8.7		
	<i>SE</i>	.54	.49	.23		.44		.43	.43		.45	.41	.21		.40	.39	.42		
	<i>CI upper bound</i>	15.5	14.5	14.0		15.3		15.9	17.2		13.3	13.8	13.8		15.6	15.2	17.1		
	<i>CI lower bound</i>	13.4	12.6	13.1		13.6		14.3	15.5		11.5	12.2	13.0		14.1	13.7	15.4		
<b>Course Reading</b> Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	<i>Mean</i>	<b>5.7</b>	<b>5.4</b>	<b>5.6</b>		<b>5.8</b>		<b>6.0</b>	<b>6.4</b>		<b>5.5</b>	<b>6.0</b>	<b>6.0</b>		<b>6.2</b>	<b>5.9</b>	<b>6.8</b>		
	<i>n</i>	226	253	1,040		289		311	370		312	435	1,569		479	467	426		
	<i>SD</i>	4.7	4.9	4.7		5.0		5.4	5.5		4.9	6.1	5.6		5.8	5.6	6.2		
	<i>SE</i>	.32	.31	.15		.29		.31	.29		.28	.29	.14		.27	.26	.30		
	<i>CI upper bound</i>	6.3	6.0	5.8		6.4		6.6	7.0		6.1	6.5	6.2		6.8	6.4	7.4		
	<i>CI lower bound</i>	5.1	4.8	5.3		5.2		5.4	5.9		5.0	5.4	5.7		5.7	5.4	6.2		

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 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of South Carolina Columbia

		First-year students								Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge (additional items, continued)</i>																			
<b>Assigned Writing</b>	<i>Mean</i>	<b>47.4</b>	<b>47.0</b>	<b>52.8</b>		<b>60.7</b>		<b>64.4</b>		<b>50.9</b>	<b>58.8</b>	<b>64.1</b>	<b>66.1</b>		<b>69.6</b>		<b>67.2</b>	<b>70.3</b>	
Estimated number of pages calculated from three survey questions.	<i>n</i>	238	257	1,060		319		334		393	305	442	1,531		508		487	449	
	<i>SD</i>	46.7	55.2	62.7		89.3		79.9		66.3	64.1	65.9	77.5		76.5		85.9	86.7	
	<i>SE</i>	3.03	3.44	1.93		5.00		4.37		3.34	3.67	3.14	1.98		3.39		3.89	4.09	
	<i>CI upper bound</i>	53.3	53.8	56.5		70.5		73.0		57.4	66.0	70.3	70.0		76.3		74.8	78.3	
	<i>CI lower bound</i>	41.4	40.3	49.0		50.9		55.8		44.3	51.6	58.0	62.2		63.0		59.5	62.3	
<b>Course Challenge</b>	<i>Mean</i>	<b>5.5</b>	<b>5.5</b>	<b>5.6</b>		<b>5.3</b>		<b>5.4</b>		<b>5.3</b>	<b>5.6</b>	<b>5.5</b>	<b>5.5</b>		<b>5.4</b>		<b>5.3</b>	<b>5.1</b>	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	244	283	1,123		314		329		388	329	470	1,640		509		480	441	
	<i>SD</i>	1.1	1.1	1.0		1.1		1.1		1.3	1.1	1.1	1.1		1.3		1.3	1.4	
	<i>SE</i>	.07	.06	.03		.06		.06		.07	.06	.05	.03		.06		.06	.07	
	<i>CI upper bound</i>	5.6	5.7	5.6		5.4		5.5		5.4	5.7	5.6	5.6		5.5		5.4	5.3	
	<i>CI lower bound</i>	5.3	5.4	5.5		5.2		5.3		5.1	5.5	5.4	5.5		5.3		5.2	5.0	
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.1</b>	<b>3.2</b>	<b>3.1</b>		<b>3.1</b>		<b>2.9</b>		<b>3.0</b>	<b>3.0</b>	<b>3.1</b>	<b>3.1</b>		<b>3.0</b>		<b>3.0</b>	<b>3.0</b>	
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	231	261	1,074		293		322		380	309	445	1,598		489		477	434	
	<i>SD</i>	0.8	0.7	0.7		0.7		0.8		0.7	0.8	0.8	0.7		0.8		0.8	0.8	
	<i>SE</i>	.05	.04	.02		.04		.04		.04	.05	.04	.02		.04		.04	.04	
	<i>CI upper bound</i>	3.2	3.3	3.2		3.1		3.0		3.0	3.1	3.2	3.1		3.1		3.1	3.1	
	<i>CI lower bound</i>	3.0	3.1	3.1		3.0		2.9		2.9	3.0	3.1	3.0		3.0		2.9	2.9	
<i>Learning with Peers</i>																			
<b>Collaborative Learning</b>	<i>Mean</i>	<b>31.2</b>	<b>33.0</b>	<b>33.5</b>		<b>32.0</b>		<b>32.0</b>		<b>25.5</b>	<b>33.6</b>	<b>33.5</b>	<b>34.9</b>		<b>33.0</b>		<b>34.1</b>	<b>28.7</b>	
	<i>n</i>	269	327	1,231		411		449		567	364	525	1,737		617		603	580	
	<i>SD</i>	14.2	14.2	13.9		13.8		13.8		13.9	13.6	13.6	14.1		14.8		14.6	14.9	
	<i>SE</i>	.87	.79	.40		.68		.65		.58	.71	.59	.34		.59		.60	.62	
	<i>CI upper bound</i>	32.9	34.5	34.2		33.3		33.3		26.6	35.0	34.6	35.5		34.1		35.3	30.0	
	<i>CI lower bound</i>	29.5	31.4	32.7		30.7		30.7		24.3	32.2	32.3	34.2		31.8		33.0	27.5	
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>42.3</b>	<b>43.6</b>	<b>42.6</b>		<b>40.9</b>		<b>40.9</b>		<b>37.7</b>	<b>44.5</b>	<b>43.8</b>	<b>43.1</b>		<b>41.8</b>		<b>42.2</b>	<b>38.1</b>	
	<i>n</i>	244	279	1,117		317		336		395	325	469	1,632		512		491	442	
	<i>SD</i>	15.6	14.4	14.7		14.4		15.5		14.8	14.6	15.1	15.2		14.4		14.7	16.6	
	<i>SE</i>	1.00	.86	.44		.81		.84		.75	.81	.70	.38		.64		.66	.79	
	<i>CI upper bound</i>	44.3	45.3	43.5		42.5		42.6		39.2	46.1	45.2	43.8		43.1		43.5	39.6	
	<i>CI lower bound</i>	40.4	41.9	41.8		39.3		39.3		36.2	42.9	42.5	42.3		40.6		40.9	36.5	

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 2021 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of South Carolina Columbia

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Experiences with Faculty</i>																			
<b>Student-Faculty Interaction</b>	<i>Mean</i>	<b>19.5</b>	<b>21.2</b>	<b>21.2</b>		<b>21.3</b>		<b>21.8</b>		<b>20.3</b>	<b>25.8</b>	<b>25.5</b>	<b>25.4</b>		<b>23.8</b>		<b>23.1</b>		<b>22.4</b>
	<i>n</i>	254	309	1,176		369		370		461	351	499	1,683		576		543		507
	<i>SD</i>	14.5	14.4	14.8		14.2		13.2		14.5	16.2	15.9	15.8		14.8		16.1		16.3
	<i>SE</i>	.91	.82	.43		.74		.68		.68	.86	.71	.39		.62		.69		.72
	<i>CI upper bound</i>	21.3	22.8	22.1		22.8		23.1		21.7	27.5	26.9	26.1		25.0		24.4		23.8
	<i>CI lower bound</i>	17.8	19.6	20.4		19.9		20.5		19.0	24.1	24.1	24.6		22.6		21.7		20.9
<hr/>																			
<b>Effective Teaching Practices</b>	<i>Mean</i>	<b>40.3</b>	<b>40.0</b>	<b>41.3</b>		<b>39.6</b>		<b>37.1</b>		<b>35.4</b>	<b>41.0</b>	<b>41.7</b>	<b>41.0</b>		<b>39.3</b>		<b>38.9</b>		<b>38.6</b>
	<i>n</i>	262	311	1,187		359		345		433	351	509	1,703		568		513		480
	<i>SD</i>	11.8	12.6	12.7		12.1		12.5		14.3	12.3	13.5	13.3		12.7		13.5		14.1
	<i>SE</i>	.73	.72	.37		.64		.67		.69	.66	.60	.32		.53		.60		.64
	<i>CI upper bound</i>	41.7	41.4	42.0		40.9		38.4		36.7	42.3	42.9	41.7		40.3		40.1		39.9
	<i>CI lower bound</i>	38.9	38.6	40.5		38.3		35.8		34.0	39.7	40.5	40.4		38.2		37.8		37.4
<hr/>																			
<i>Campus Environment</i>																			
<b>Quality of Interactions</b>	<i>Mean</i>	<b>39.3</b>	<b>39.6</b>	<b>41.7</b>		<b>42.9</b>		<b>43.3</b>		<b>41.7</b>	<b>40.5</b>	<b>40.9</b>	<b>40.4</b>		<b>40.2</b>		<b>39.9</b>		<b>40.6</b>
	<i>n</i>	238	279	1,089		299		311		366	321	463	1,589		485		469		410
	<i>SD</i>	13.6	11.6	11.6		11.2		10.5		12.6	11.2	10.8	11.3		12.3		12.2		12.7
	<i>SE</i>	.88	.69	.35		.65		.59		.66	.62	.50	.28		.56		.56		.63
	<i>CI upper bound</i>	41.1	40.9	42.4		44.1		44.4		43.0	41.7	41.9	41.0		41.3		41.0		41.9
	<i>CI lower bound</i>	37.6	38.2	41.0		41.6		42.1		40.4	39.3	40.0	39.9		39.1		38.8		39.4
<hr/>																			
<b>Supportive Environment</b>	<i>Mean</i>	<b>38.3</b>	<b>39.3</b>	<b>40.1</b>		<b>37.5</b>		<b>36.5</b>		<b>32.5</b>	<b>36.0</b>	<b>36.8</b>	<b>35.6</b>		<b>33.4</b>		<b>33.5</b>		<b>31.5</b>
	<i>n</i>	228	261	1,067		290		318		378	309	437	1,588		483		471		434
	<i>SD</i>	12.8	13.2	12.8		12.7		12.6		13.9	13.7	13.5	13.5		13.8		13.9		14.1
	<i>SE</i>	.85	.82	.39		.74		.71		.71	.78	.65	.34		.63		.64		.68
	<i>CI upper bound</i>	39.9	40.9	40.9		39.0		37.9		33.9	37.5	38.0	36.3		34.6		34.8		32.8
	<i>CI lower bound</i>	36.6	37.7	39.3		36.1		35.1		31.1	34.4	35.5	34.9		32.1		32.2		30.2

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										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21	
<b>Service-Learning<sup>a</sup></b>	%	<b>58</b>	<b>59</b>	<b>57</b>		<b>55</b>		<b>51</b>		<b>42</b>	<b>64</b>	<b>61</b>	<b>60</b>		<b>53</b>		<b>55</b>		<b>53</b>	
	n	241	274	1,096		308		326		380	324	466	1,621		502		480		436	
	SE	3.2	3.0	1.5		2.8		2.8		2.5	2.7	2.3	1.2		2.2		2.3		2.4	
	CI upper bound (%)	64	65	60		61		56		47	69	65	62		57		59		57	
	CI lower bound (%)	51	54	54		50		45		37	59	56	57		48		50		48	
<b>Learning Community<sup>a</sup></b>	%	<b>19</b>	<b>16</b>	<b>19</b>		<b>16</b>		<b>22</b>		<b>13</b>	<b>30</b>	<b>29</b>	<b>27</b>		<b>26</b>		<b>28</b>		<b>24</b>	
	n	246	284	1,117		313		327		381	326	469	1,639		504		484		440	
	SE	2.5	2.2	1.2		2.0		2.3		1.7	2.6	2.1	1.1		1.9		2.0		2.1	
	CI upper bound (%)	24	20	21		20		27		16	35	33	29		29		32		28	
	CI lower bound (%)	14	11	17		12		18		9	25	24	25		22		24		20	
<b>Research with Faculty<sup>a</sup></b>	%	<b>5</b>	<b>4</b>	<b>6</b>		<b>4</b>		<b>3</b>		<b>2</b>	<b>27</b>	<b>24</b>	<b>25</b>		<b>31</b>		<b>32</b>		<b>31</b>	
	n	244	277	1,115		313		325		382	324	471	1,631		507		483		439	
	SE	1.4	1.2	0.7		1.1		1.0		0.8	2.5	2.0	1.1		2.1		2.1		2.2	
	CI upper bound (%)	7	7	7		6		5		4	32	28	27		35		36		36	
	CI lower bound (%)	2	2	4		2		1		1	22	20	23		27		28		27	
<b>Internship or Field Experience<sup>b</sup></b>	%	<b>82</b>	<b>80</b>	<b>83</b>		<b>78</b>		<b>81</b>		<b>75</b>	<b>65</b>	<b>63</b>	<b>63</b>		<b>60</b>		<b>65</b>		<b>53</b>	
	n	247	285	1,124		312		328		386	327	474	1,646		506		485		438	
	SE	2.5	2.4	1.1		2.3		2.2		2.2	2.6	2.2	1.2		2.2		2.2		2.4	
	(First-year results: Plan to do)	CI upper bound (%)	87	85	85		83		85		80	70	67	65		64		69		58
	CI lower bound (%)	77	76	81		74		76		71	60	58	61		56		60		49	
<b>Study Abroad<sup>b</sup></b>	%	<b>47</b>	<b>48</b>	<b>55</b>		<b>48</b>		<b>49</b>		<b>40</b>	<b>20</b>	<b>23</b>	<b>22</b>		<b>20</b>		<b>27</b>		<b>15</b>	
	n	246	285	1,119		313		325		381	322	471	1,634		505		482		441	
	SE	3.2	3.0	1.5		2.8		2.8		2.5	2.2	1.9	1.0		1.8		2.0		1.7	
	(First-year results: Plan to do)	CI upper bound (%)	54	54	58		53		55		44	24	26	24		23		31		19
	CI lower bound (%)	41	42	52		42		44		35	16	19	20		16		23		12	
<b>Culminating Senior Experience<sup>b</sup></b>	%	<b>45</b>	<b>41</b>	<b>49</b>		<b>48</b>		<b>49</b>		<b>46</b>	<b>33</b>	<b>35</b>	<b>39</b>		<b>39</b>		<b>48</b>		<b>45</b>	
	n	245	282	1,115		312		326		380	322	470	1,634		504		479		440	
	SE	3.2	2.9	1.5		2.8		2.8		2.6	2.6	2.2	1.2		2.2		2.3		2.4	
	(First-year results: Plan to do)	CI upper bound (%)	51	47	52		53		55		51	38	40	41		43		52		50
	CI lower bound (%)	39	36	46		42		44		41	28	31	36		35		43		41	
<b>Overall HIP Participation<sup>c</sup></b>																				
<b>Participated in one HIP</b>	%	<b>46</b>	<b>53</b>	<b>49</b>		<b>48</b>		<b>45</b>		<b>41</b>	<b>19</b>	<b>21</b>	<b>23</b>		<b>22</b>		<b>20</b>		<b>21</b>	
	n	247	287	1,124		313		327		383	329	476	1,646		508		485		441	
	SE	3.2	3.0	1.5		2.8		2.8		2.5	2.2	1.9	1.0		1.9		1.8		1.9	
	CI upper bound (%)	52	59	52		53		50		46	23	24	25		26		24		24	
	CI lower bound (%)	40	47	47		42		40		36	15	17	21		19		17		17	
<b>Participated in two or more HIPs</b>	%	<b>16</b>	<b>12</b>	<b>14</b>		<b>13</b>		<b>15</b>		<b>8</b>	<b>69</b>	<b>65</b>	<b>66</b>		<b>64</b>		<b>69</b>		<b>65</b>	
	n	247	287	1,124		313		327		383	329	476	1,646		508		485		441	
	SE	2.4	1.9	1.1		1.9		2.0		1.4	2.5	2.2	1.2		2.1		2.1		2.3	
	CI upper bound (%)	21	15	17		16		19		10	74	70	68		68		73		69	
	CI lower bound (%)	12	8	12		9		11		5	64	61	64		60		65		60	

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.