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# **NSSE 2024**

## **Multi-Year Report**

Wayne State College

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### About Your Multi-Year Report

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

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

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

### Report sections

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

### Interpreting year-to-year results

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

### For further investigation

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

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

#### Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013										
2014										
2015	33%	+/- 5.7%	201	158	43	41%	+/- 5.0%	226	194	32
2016										
2017										
2018	26%	+/- 6.9%	148	97	51	33%	+/- 6.4%	159	134	25
2019										
2020										
2021	39%	+/- 4.5%	284	171	113	45%	+/- 4.9%	220	166	54
2022										
2023										
2024	14%	+/- 9.4%	93	43	50	22%	+/- 7.5%	133	88	45

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	No
2016							
2017							
2018	Email	Census	No	Academic Advising	No	No	No
2019							
2020							
2021	Email	Census	No	Academic Advising, Career Preparation	No	No	No
2022							
2023							
2024	Email	Census	No	Inclusiv. & Cultural Div.	No	No	No

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

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

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

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

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

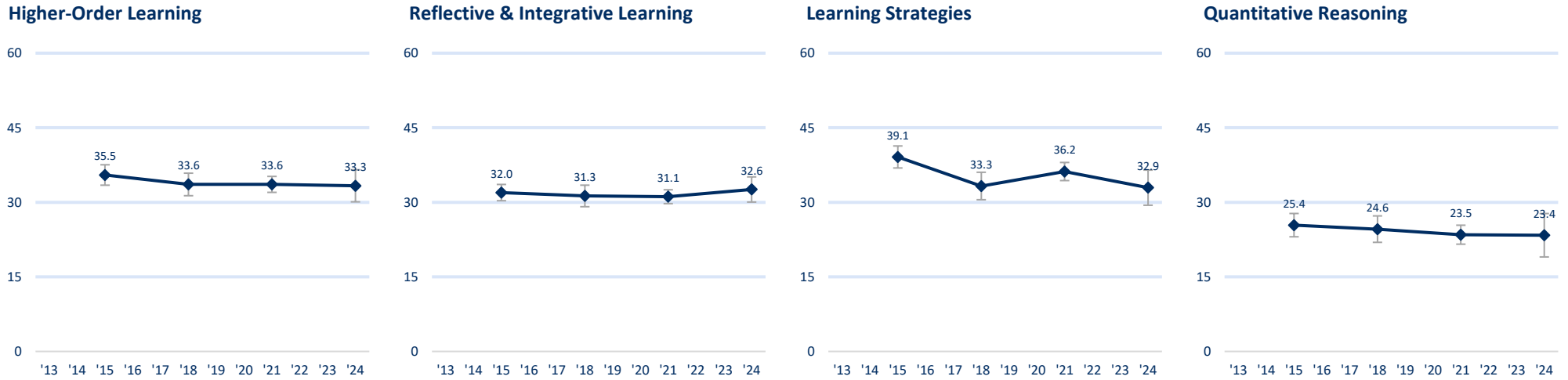
# NSSE 2024 Multi-Year Report

## Engagement Results by Theme

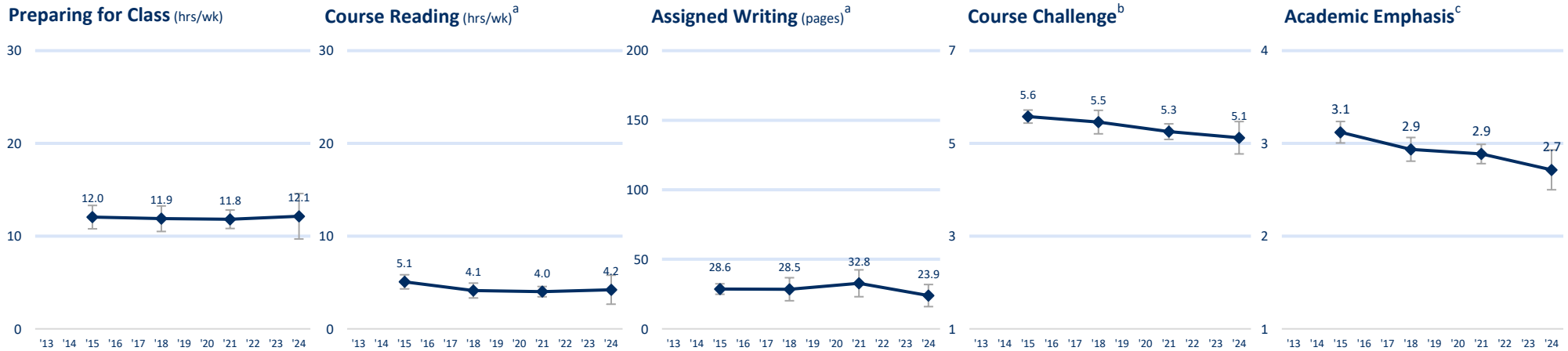
### Wayne State College

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



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



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

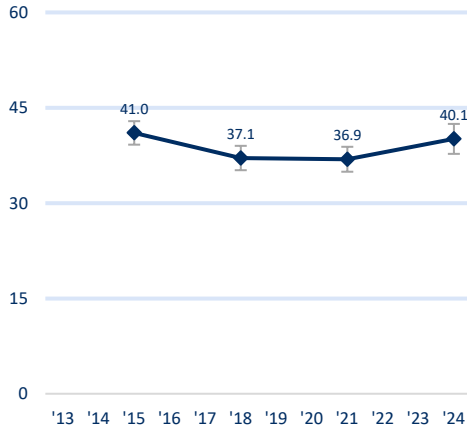
## Engagement Results by Theme

### Wayne State College

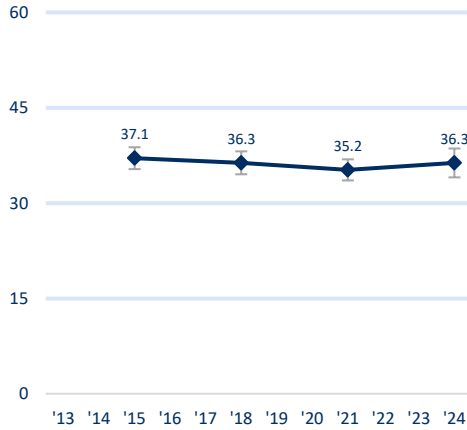
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

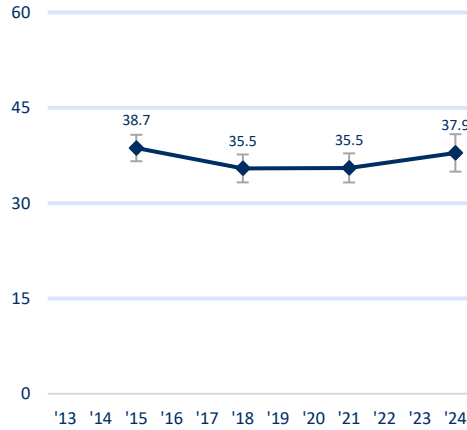
##### Higher-Order Learning



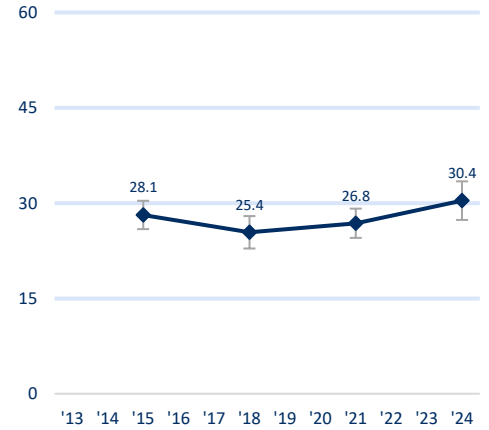
##### Reflective & Integrative Learning



##### Learning Strategies

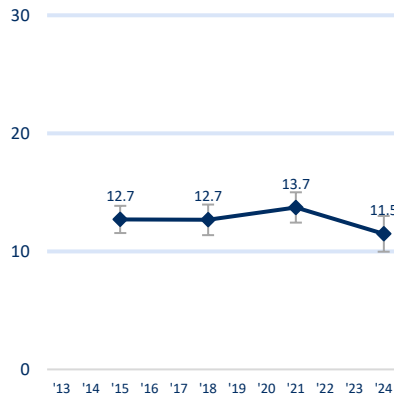


##### Quantitative Reasoning

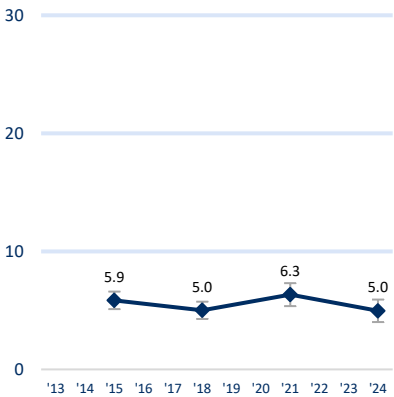


#### Academic Challenge (additional items): Seniors

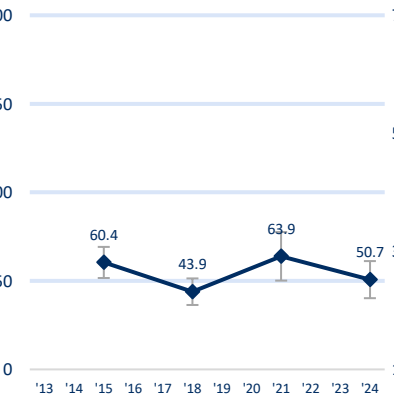
##### Preparing for Class (hrs/wk)



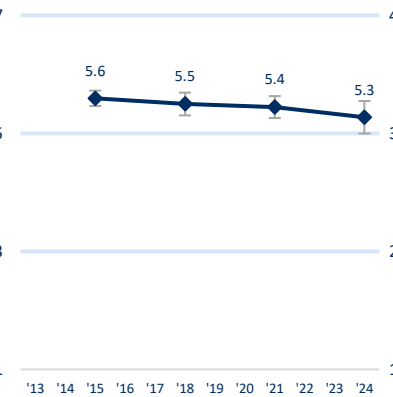
##### Course Reading (hrs/wk)<sup>a</sup>



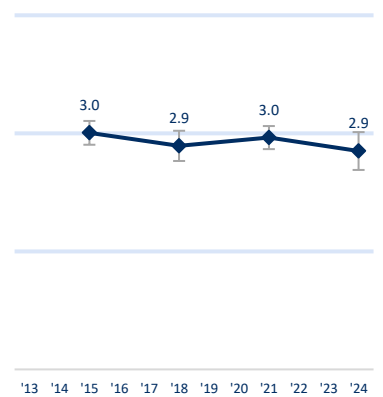
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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

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

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

# NSSE 2024 Multi-Year Report

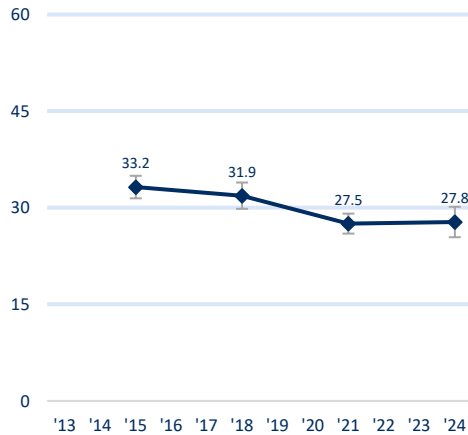
## Engagement Results by Theme

### Wayne State College

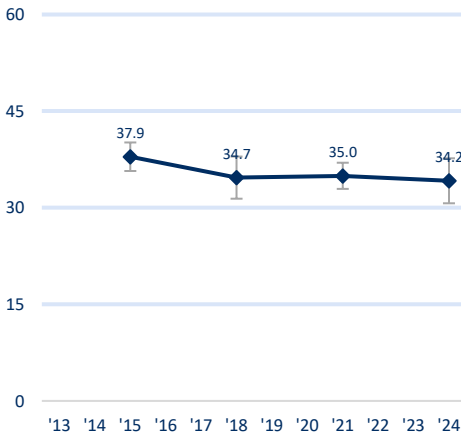
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

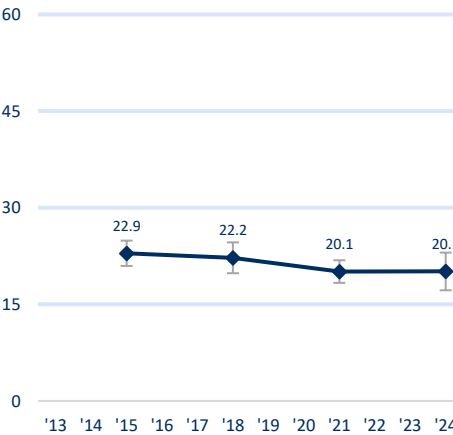


##### Discussions with Diverse Others

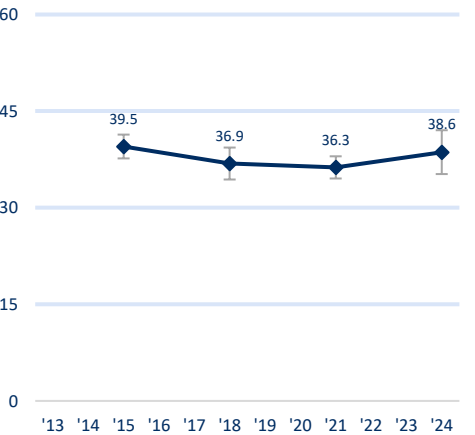


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

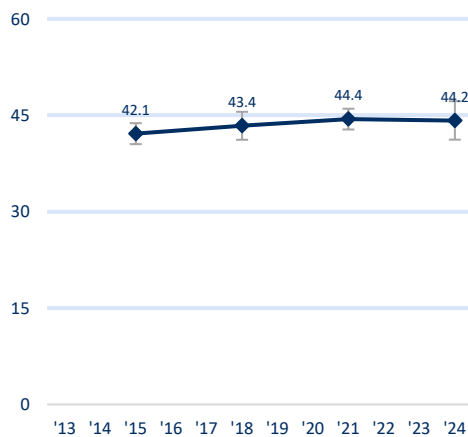


##### Effective Teaching Practices

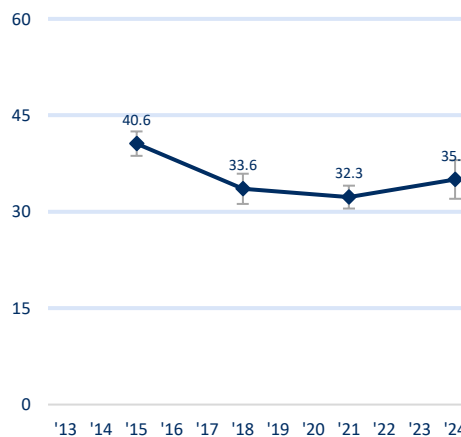


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



# NSSE 2024 Multi-Year Report

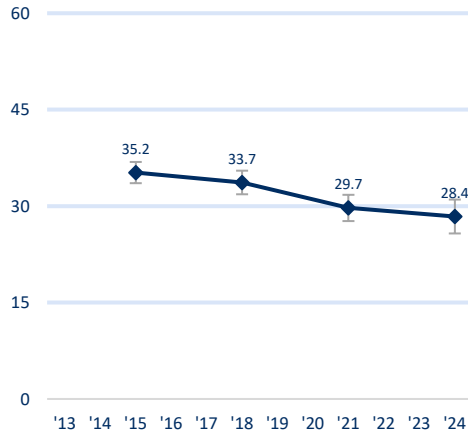
## Engagement Results by Theme

### Wayne State College

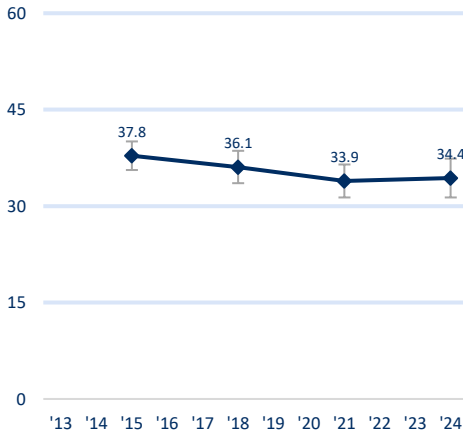
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

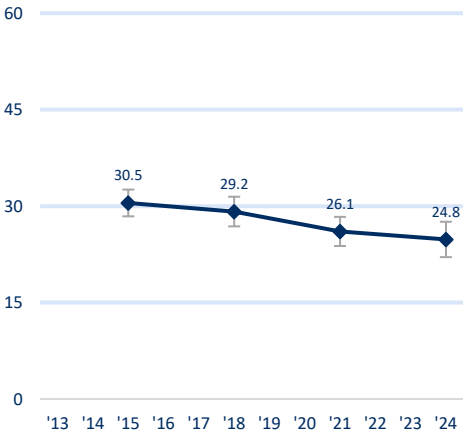


##### Discussions with Diverse Others

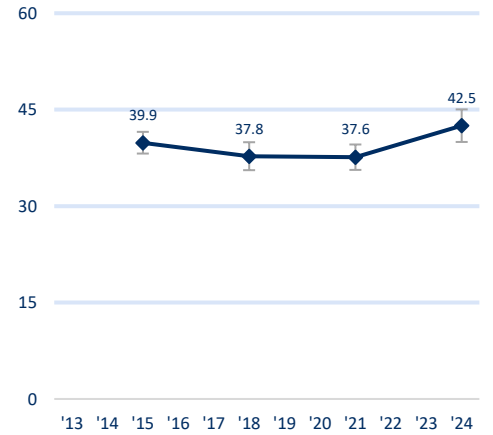


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

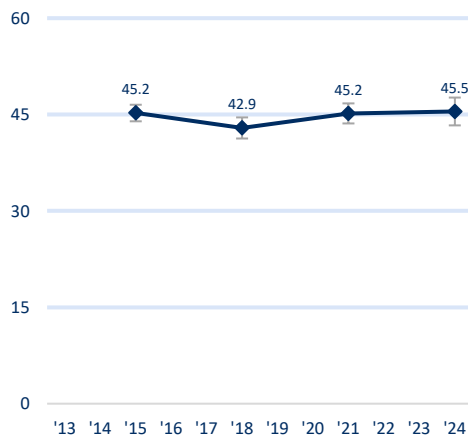


##### Effective Teaching Practices

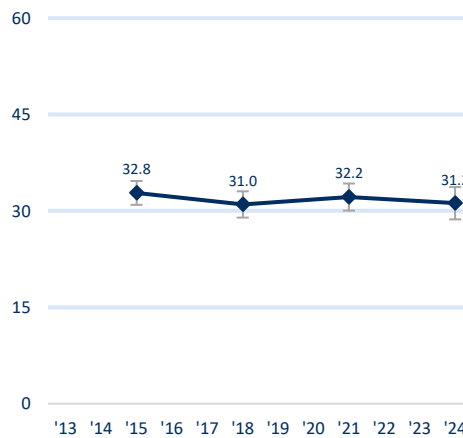


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

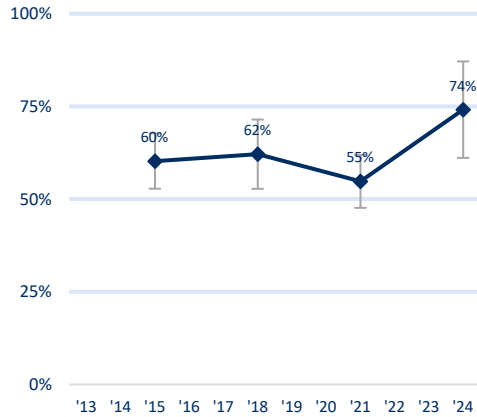


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

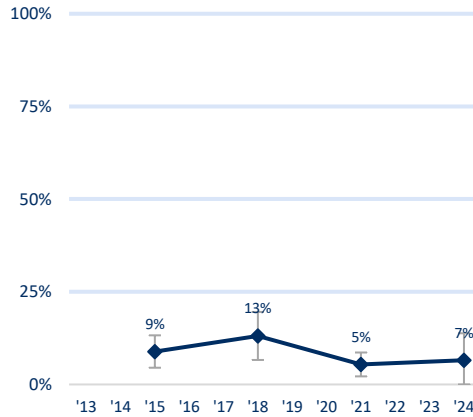
#### Service-Learning

(Some, most, or all courses)



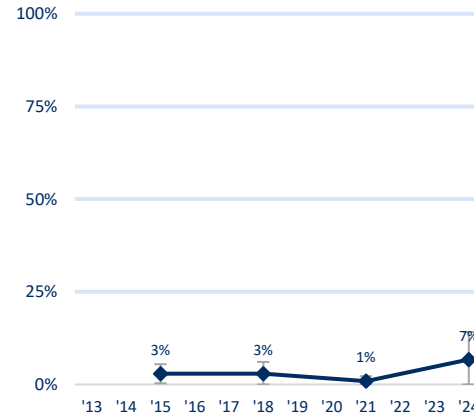
#### Learning Community

(Done or in progress)



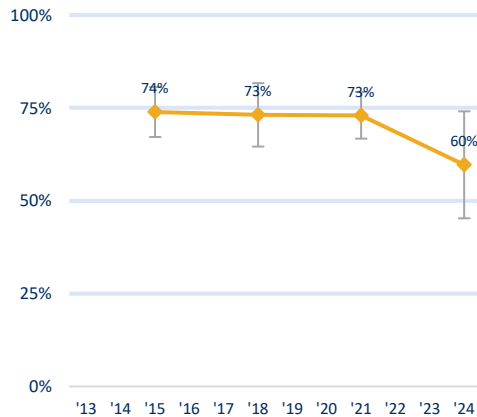
#### Research with Faculty

(Done or in progress)



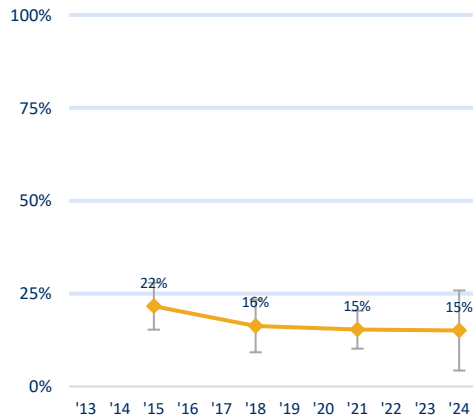
#### Internship/Field Experience

(Plan to do)



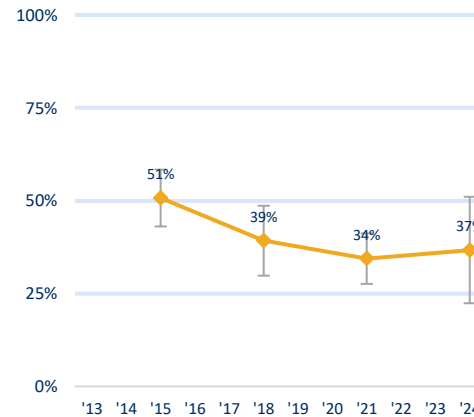
#### Study Abroad

(Plan to do)



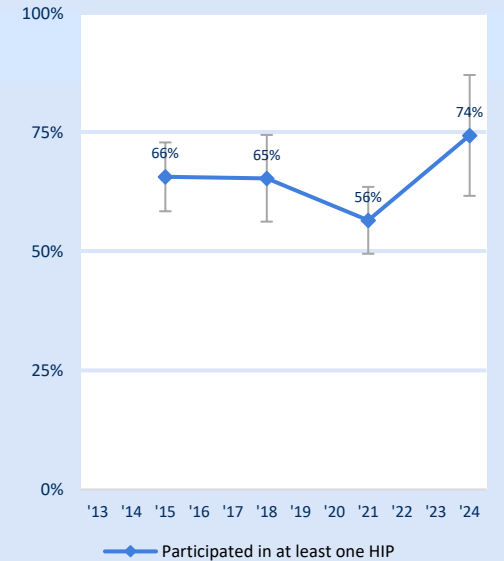
#### Culminating Senior Experience

(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.

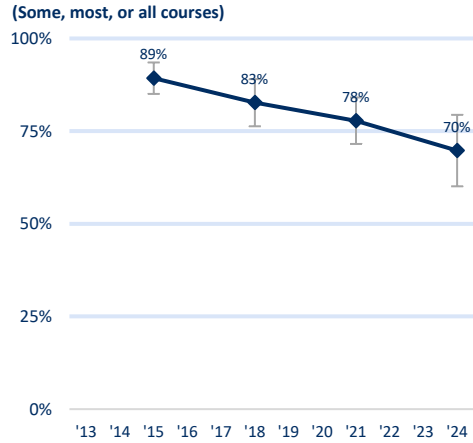


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

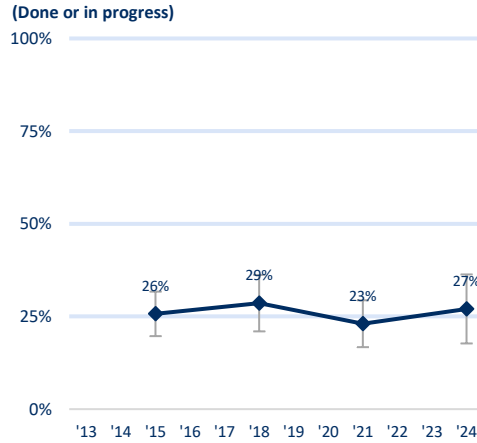
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

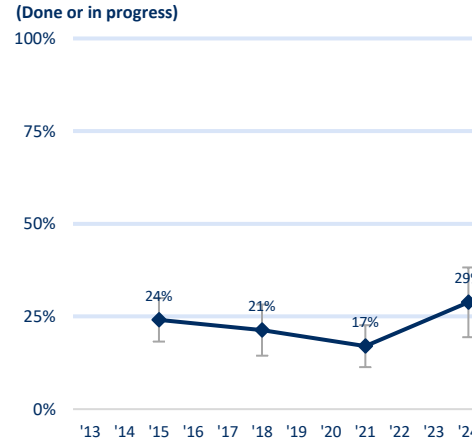
#### Service-Learning (Some, most, or all courses)



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

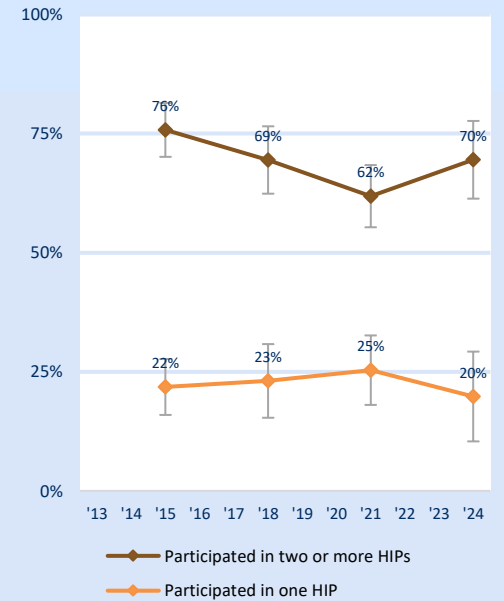


#### Research with Faculty (Done or in progress)

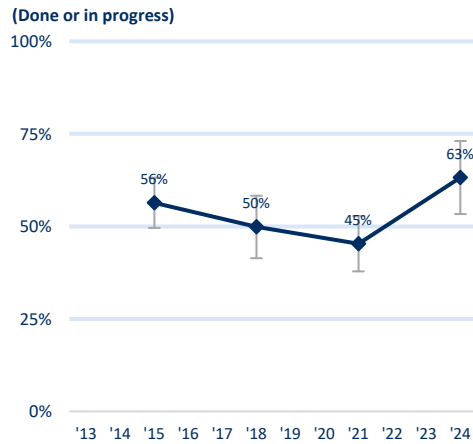


#### Overall senior HIP participation

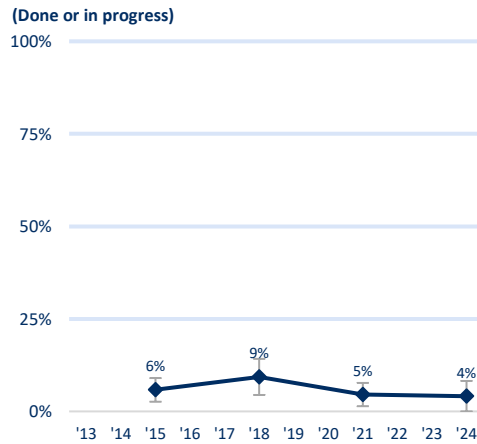
The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



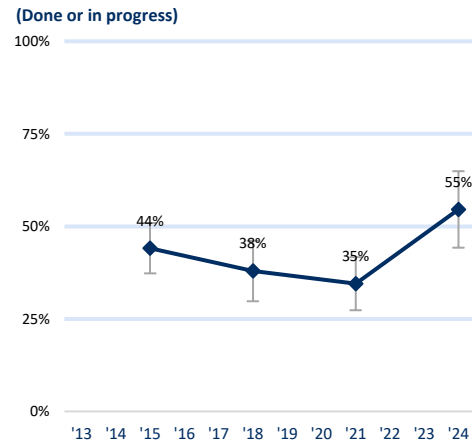
#### Internship/Field Experience (Done or in progress)



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



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



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

### Wayne State College

		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
<i>Academic Challenge</i>																									
<b>Higher-Order Learning</b>	Mean		35.5			33.6			33.6			33.3			41.0			37.1			36.9			40.1	
	n		178			118			225			56			210			145			187			104	
	SD		14.0			12.6			12.3			12.3			13.7			11.8			13.7			12.3	
	SE		1.05			1.16			.82			1.65			.94			.98			1.00			1.20	
	CI up bnd		37.5			35.9			35.2			36.5			42.9			39.0			38.9			42.5	
	CI low bnd		33.4			31.3			32.0			30.1			39.2			35.2			34.9			37.7	
<b>Reflective &amp; Integrative Learning</b>	Mean		32.0			31.3			31.1			32.6			37.1			36.3			35.2			36.3	
	n		184			131			243			69			213			152			207			116	
	SD		11.3			12.6			11.1			10.7			12.8			11.4			12.2			12.5	
	SE		.83			1.10			.71			1.29			.88			.92			.85			1.16	
	CI up bnd		33.6			33.4			32.5			35.1			38.8			38.1			36.9			38.6	
	CI low bnd		30.3			29.1			29.7			30.0			35.3			34.5			33.6			34.0	
<b>Learning Strategies</b>	Mean		39.1			33.3			36.2			32.9			38.7			35.5			35.5			37.9	
	n		165			108			192			46			199			136			171			94	
	SD		14.5			14.6			12.9			12.2			14.9			13.1			15.3			14.6	
	SE		1.13			1.41			.93			1.80			1.06			1.12			1.17			1.50	
	CI up bnd		41.3			36.0			38.0			36.5			40.7			37.7			37.8			40.8	
	CI low bnd		36.9			30.5			34.4			29.4			36.6			33.3			33.2			34.9	
<b>Quantitative Reasoning</b>	Mean		25.4			24.6			23.5			23.4			28.1			25.4			26.8			30.4	
	n		177			111			200			47			210			140			177			97	
	SD		15.9			14.3			13.8			15.2			16.5			15.4			15.6			15.3	
	SE		1.20			1.36			.97			2.23			1.14			1.30			1.17			1.55	
	CI up bnd		27.7			27.3			25.4			27.7			30.4			28.0			29.1			33.4	
	CI low bnd		23.1			21.9			21.6			19.0			25.9			22.9			24.5			27.3	
<i>Academic Challenge (additional items)</i>																									
<b>Preparing for Class (hours/week)</b>	Mean		12.0			11.9			11.8			12.1			12.7			12.7			13.7			11.5	
	n		155			103			180			43			192			134			170			89	
	SD		8.0			7.1			6.8			8.2			8.1			7.7			8.6			7.3	
	SE		.64			.70			.51			1.25			.59			.66			.66			.77	
	CI up bnd		13.3			13.3			12.8			14.6			13.9			14.0			15.0			13.0	
	CI low bnd		10.8			10.5			10.8			9.7			11.6			11.4			12.4			10.0	
<b>Course Reading</b> <small>Est. hrs per week calculated from two items.</small>	Mean		5.1			4.1			4.0			4.2			5.9			5.0			6.3			5.0	
	n		155			101			180			43			191			134			167			89	
	SD		4.8			4.1			3.8			5.2			5.2			4.3			6.4			4.6	
	SE		.39			.41			.28			.80			.38			.37			.50			.49	
	CI up bnd		5.8			4.9			4.6			5.8			6.6			5.7			7.3			5.9	
	CI low bnd		4.3			3.3			3.5			2.7			5.1			4.3			5.4			4.0	

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

### Wayne State College

		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
<i>Academic Challenge (additional items, continued)</i>																									
<b>Assigned Writing</b>	<i>Mean</i>			<b>28.6</b>		<b>28.5</b>				<b>32.8</b>		<b>23.9</b>				<b>60.4</b>		<b>43.9</b>		<b>63.9</b>		<b>50.7</b>			
	<i>n</i>		149			113				199		44				191		134		175		96			
	<i>SD</i>		23.5			44.9				69.4		27.0				62.0		44.4		92.5		52.2			
	<i>SE</i>		1.92			4.22				4.93		4.05				4.48		3.83		6.99		5.34			
	<i>CI up bnd</i>		32.4			36.8				42.4		31.9				69.2		51.4		77.6		61.2			
	<i>CI low bnd</i>		24.9			20.2				23.1		16.0				51.6		36.4		50.2		40.2			
<b>Course Challenge</b>	<i>Mean</i>		<b>5.6</b>			<b>5.5</b>				<b>5.3</b>		<b>5.1</b>				<b>5.6</b>		<b>5.5</b>		<b>5.4</b>		<b>5.3</b>			
	<i>n</i>		164			107				194		45				206		137		172		93			
	<i>SD</i>		0.9			1.3				1.2		1.2				1.0		1.2		1.2		1.4			
	<i>SE</i>		.07			.13				.09		.18				.07		.10		.09		.14			
	<i>CI up bnd</i>		5.7			5.7				5.4		5.5				5.7		5.7		5.6		5.5			
	<i>CI low bnd</i>		5.4			5.2				5.1		4.8				5.5		5.3		5.3		5.0			
<b>Academic Emphasis</b>	<i>Mean</i>		<b>3.1</b>			<b>2.9</b>				<b>2.9</b>		<b>2.7</b>				<b>3.0</b>		<b>2.9</b>		<b>3.0</b>		<b>2.9</b>			
	<i>n</i>		156			104				186		44				192		136		172		89			
	<i>SD</i>		0.7			0.7				0.7		0.7				0.7		0.8		0.7		0.8			
	<i>SE</i>		.06			.07				.05		.11				.05		.07		.05		.08			
	<i>CI up bnd</i>		3.2			3.1				3.0		2.9				3.1		3.0		3.1		3.0			
	<i>CI low bnd</i>		3.0			2.8				2.8		2.5				2.9		2.8		2.9		2.7			
<i>Learning with Peers</i>																									
<b>Collaborative Learning</b>	<i>Mean</i>		<b>33.2</b>			<b>31.9</b>				<b>27.5</b>		<b>27.8</b>				<b>35.2</b>		<b>33.7</b>		<b>29.7</b>		<b>28.4</b>			
	<i>n</i>		192			142				270		87				218		155		215		127			
	<i>SD</i>		12.4			12.4				13.0		11.3				12.4		11.7		15.3		15.2			
	<i>SE</i>		.89			1.04				.79		1.21				.84		.94		1.04		1.34			
	<i>CI up bnd</i>		35.0			33.9				29.1		30.2				36.9		35.5		31.8		31.0			
	<i>CI low bnd</i>		31.5			29.8				26.0		25.4				33.6		31.8		27.7		25.7			
<b>Discussions with Diverse Others</b>	<i>Mean</i>		<b>37.9</b>			<b>34.7</b>				<b>35.0</b>		<b>34.2</b>				<b>37.8</b>		<b>36.1</b>		<b>33.9</b>		<b>34.4</b>			
	<i>n</i>		165			109				197		44				200		139		173		94			
	<i>SD</i>		14.5			17.4				14.6		11.9				16.1		15.1		17.2		15.0			
	<i>SE</i>		1.13			1.67				1.04		1.78				1.13		1.28		1.31		1.54			
	<i>CI up bnd</i>		40.1			37.9				37.0		37.7				40.1		38.6		36.5		37.4			
	<i>CI low bnd</i>		35.7			31.4				32.9		30.7				35.6		33.6		31.3		31.3			

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

### Wayne State College

		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
<i>Experiences with Faculty</i>																									
<b>Student-Faculty Interaction</b>	<i>Mean</i>			22.9		22.2			20.1			20.1			30.5			29.2			26.1			24.8	
	<i>n</i>			181		126			229			64			210			151			199			109	
	<i>SD</i>			13.5		13.7			13.5			11.9			15.4			14.4			16.3			14.6	
	<i>SE</i>			1.00		1.22			.90			1.49			1.06			1.18			1.16			1.40	
	<i>CI up bnd</i>			24.9		24.6			21.8			23.0			32.6			31.5			28.3			27.6	
<i>CI low bnd</i>			21.0		19.8			18.3			17.2			28.4			26.8			23.8			22.1		
<hr/>																									
<b>Effective Teaching Practices</b>	<i>Mean</i>			39.5		36.9			36.3			38.6			39.9			37.8			37.6			42.5	
	<i>n</i>			182		118			222			54			213			143			187			106	
	<i>SD</i>			12.7		13.7			13.1			12.7			12.6			13.3			13.8			13.3	
	<i>SE</i>			.94		1.27			.88			1.74			.86			1.11			1.01			1.29	
	<i>CI up bnd</i>			41.4		39.3			38.0			42.0			41.5			39.9			39.6			45.0	
<i>CI low bnd</i>			37.7		34.4			34.5			35.2			38.2			35.6			35.6			40.0		
<hr/>																									
<i>Campus Environment</i>																									
<b>Quality of Interactions</b>	<i>Mean</i>			42.1		43.4			44.4			44.2			45.2			42.9			45.2			45.5	
	<i>n</i>			163		104			185			41			202			135			161			82	
	<i>SD</i>			10.6		11.3			11.2			9.8			9.3			9.7			10.1			10.0	
	<i>SE</i>			.83		1.11			.83			1.53			.66			.84			.80			1.10	
	<i>CI up bnd</i>			43.8		45.5			46.0			47.2			46.5			44.6			46.7			47.6	
<i>CI low bnd</i>			40.5		41.2			42.8			41.2			43.9			41.3			43.6			43.3		
<hr/>																									
<b>Supportive Environment</b>	<i>Mean</i>			40.6		33.6			32.3			35.0			32.8			31.0			32.2			31.2	
	<i>n</i>			155		103			182			44			191			135			170			89	
	<i>SD</i>			12.1		12.2			12.3			10.1			13.1			12.1			14.1			12.1	
	<i>SE</i>			.97		1.20			.91			1.54			.95			1.04			1.08			1.28	
	<i>CI up bnd</i>			42.5		35.9			34.1			38.0			34.7			33.1			34.3			33.7	
<i>CI low bnd</i>			38.7		31.2			30.5			32.0			30.9			29.0			30.0			28.7		

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

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<b>Service-Learning<sup>a</sup></b>	%			<b>60</b>			<b>62</b>			<b>55</b>		<b>74</b>			<b>89</b>			<b>83</b>			<b>78</b>		<b>70</b>		
	<i>n</i>			166			104			188		44			205			137			170		88		
	<i>SE</i>			3.8			4.8			3.6		6.6			2.2			3.2			3.2		4.9		
	<i>CI up bnd</i>			68			71			62		87			94			89			84		79		
	<i>CI low bnd</i>			53			53			48		61			85			76			72		60		
<b>Learning Community<sup>a</sup></b>	%			<b>9</b>			<b>13</b>			<b>5</b>		<b>7</b>			<b>26</b>			<b>29</b>			<b>23</b>		<b>27</b>		
	<i>n</i>			164			105			191		46			205			136			171		88		
	<i>SE</i>			2.2			3.3			1.6		3.7			3.1			3.9			3.2		4.7		
	<i>CI up bnd</i>			13			20			9		14			32			36			29		36		
	<i>CI low bnd</i>			5			7			2		0			20			21			17		18		
<b>Research with Faculty<sup>a</sup></b>	%			<b>3</b>			<b>3</b>			<b>1</b>		<b>7</b>			<b>24</b>			<b>21</b>			<b>17</b>		<b>29</b>		
	<i>n</i>			163			105			191		44			206			136			170		90		
	<i>SE</i>			1.3			1.6			0.7		3.8			3.0			3.5			2.9		4.8		
	<i>CI up bnd</i>			5			6			2		14			30			28			23		38		
	<i>CI low bnd</i>			0			0			0		0			18			14			11		19		
<b>Internship or Field Experience<sup>b</sup></b>	%			<b>74</b>			<b>73</b>			<b>73</b>		<b>60</b>			<b>56</b>			<b>50</b>			<b>45</b>		<b>63</b>		
	<i>n</i>			165			105			193		46			206			136			171		93		
	<i>SE</i>			3.4			4.4			3.2		7.3			3.5			4.3			3.8		5.0		
	<i>CI up bnd</i>			81			82			79		74			63			58			53		73		
	<i>CI low bnd</i>			67			65			67		45			50			41			38		53		
<b>Study Abroad<sup>b</sup></b>	%			<b>22</b>			<b>16</b>			<b>15</b>		<b>15</b>			<b>6</b>			<b>9</b>			<b>5</b>		<b>4</b>		
	<i>n</i>			165			105			191		43			206			137			170		90		
	<i>SE</i>			3.2			3.6			2.6		5.5			1.6			2.5			1.6		2.1		
	<i>CI up bnd</i>			28			23			20		26			9			14			8		8		
	<i>CI low bnd</i>			15			9			10		4			3			4			1		0		
<b>Culminating Senior Experience<sup>b</sup></b>	%			<b>51</b>			<b>39</b>			<b>34</b>		<b>37</b>			<b>44</b>			<b>38</b>			<b>35</b>		<b>55</b>		
	<i>n</i>			165			104			188		44			206			136			170		90		
	<i>SE</i>			3.9			4.8			3.5		7.3			3.5			4.2			3.7		5.3		
	<i>CI up bnd</i>			58			49			41		51			51			46			42		65		
	<i>CI low bnd</i>			43			30			28		22			37			30			27		44		
<b>Overall HIP Participation<sup>c</sup></b>																									
<b>Participated in one HIP</b>	%			<b>60</b>			<b>54</b>			<b>54</b>		<b>65</b>			<b>22</b>			<b>23</b>			<b>25</b>		<b>20</b>		
	<i>n</i>			166			105			192		46			206			137			171		93		
	<i>SE</i>			3.8			4.9			3.6		7.1			2.9			3.6			3.3		4.2		
	<i>CI up bnd</i>			68			64			61		79			27			30			32		28		
	<i>CI low bnd</i>			53			45			46		51			16			16			19		12		
<b>Participated in two or more HIPs</b>	%			<b>5</b>			<b>11</b>			<b>3</b>		<b>9</b>			<b>76</b>			<b>69</b>			<b>62</b>		<b>70</b>		
	<i>n</i>			166			105			192		46			206			137			171		93		
	<i>SE</i>			1.7			3.1			1.2		4.3			3.0			3.9			3.7		4.8		
	<i>CI up bnd</i>			9			17			5		17			82			77			69		79		
	<i>CI low bnd</i>			2			5			1		1			70			62			55		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.