

2022

## NSSE 2022 Multi-Year Report

Systems Intelligence and Data Analytics, University of Nebraska at Omaha

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# NSSE 2022

## Multi-Year Report

University of Nebraska at Omaha

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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	20%	+/- 3.7%	547	435	112	30%	+/- 3.1%	699	603	96
2014										
2015										
2016	23%	+/- 3.6%	556	418	138	26%	+/- 4.4%	374	314	60
2017										
2018										
2019	24%	+/- 3.9%	488	364	124	16%	+/- 5.7%	245	198	47
2020										
2021										
2022	43%	+/- 2.6%	829	642	187	41%	+/- 3.1%	586	501	85

#### 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	Census	Yes	Academic Advising	No	No	No
2014							
2015							
2016	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2017							
2018							
2019	Email	Census	Yes	Transferable Skills, Civic Engagement	No	No	No
2020							
2021							
2022	Email	Census	Yes	Civic Engagement, 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 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 2022 Multi-Year Report

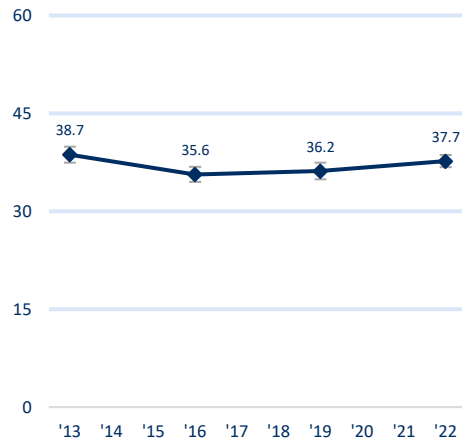
## Engagement Results by Theme

### University of Nebraska at Omaha

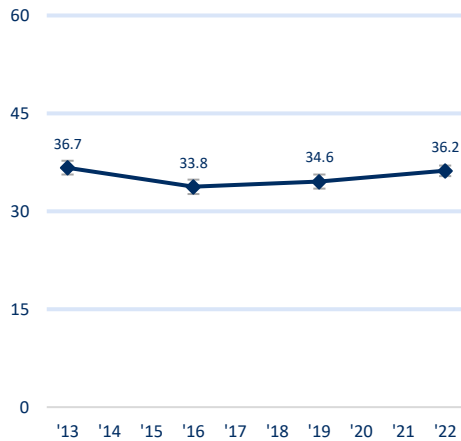
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

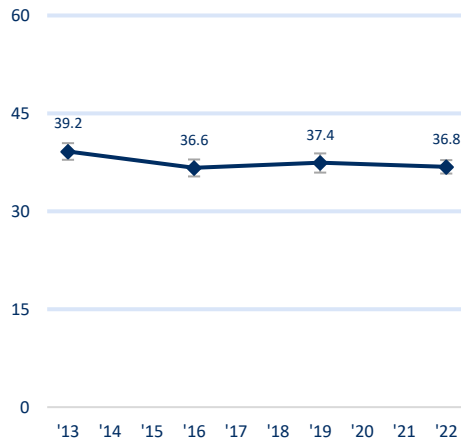
##### Higher-Order Learning



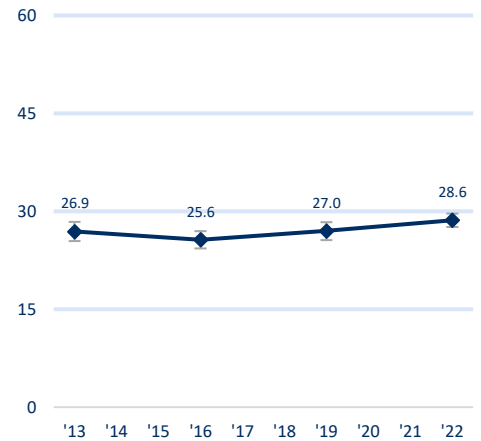
##### Reflective & Integrative Learning



##### Learning Strategies

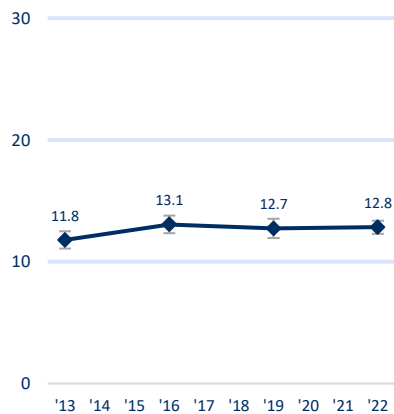


##### Quantitative Reasoning

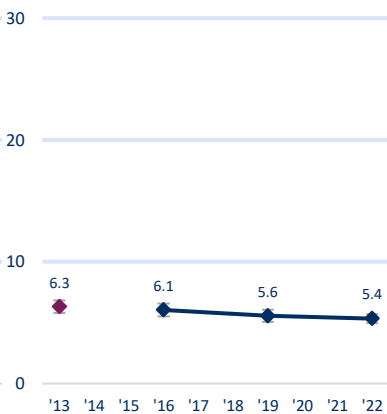


#### Academic Challenge (additional items): First-year students

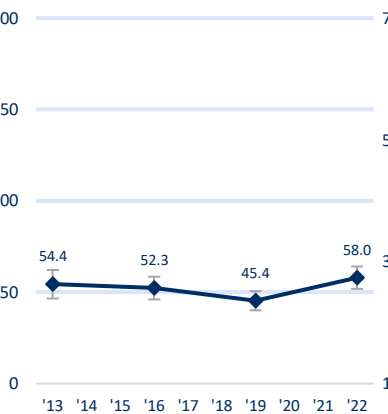
##### Preparing for Class (hrs/wk)



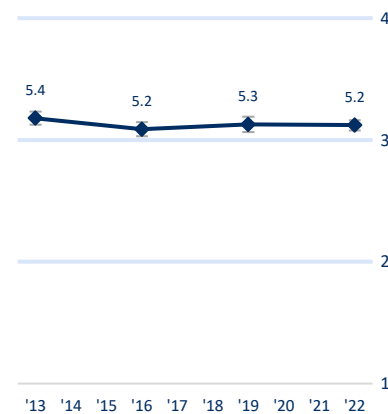
##### Course Reading (hrs/wk)<sup>a</sup>



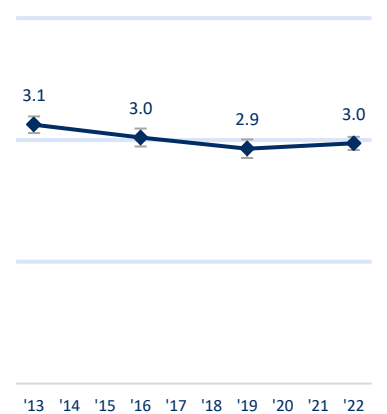
##### Assigned Writing (pages)<sup>a</sup>



##### 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. 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 2022 Multi-Year Report

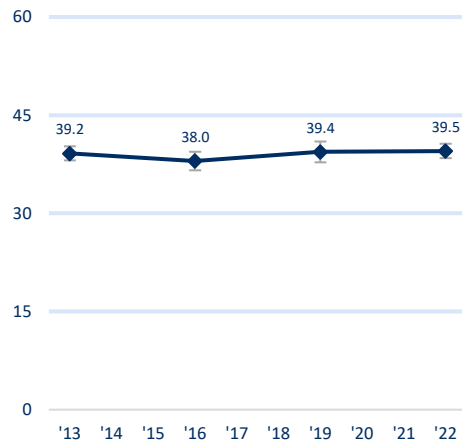
## Engagement Results by Theme

### University of Nebraska at Omaha

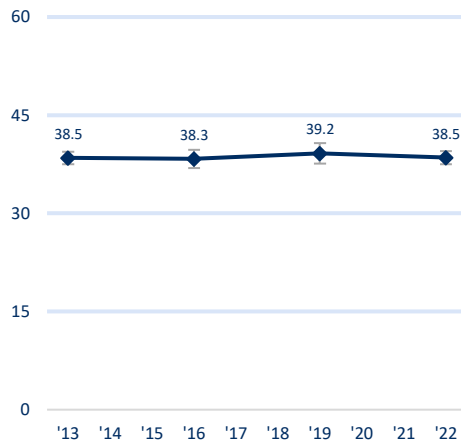
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

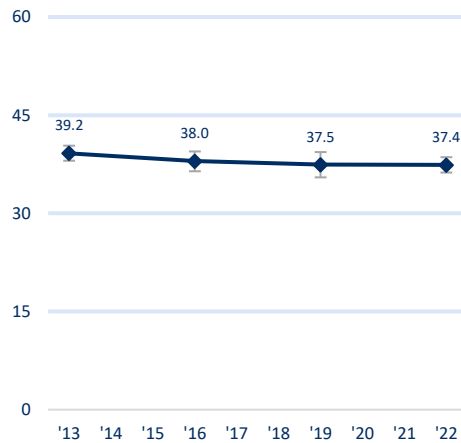
##### Higher-Order Learning



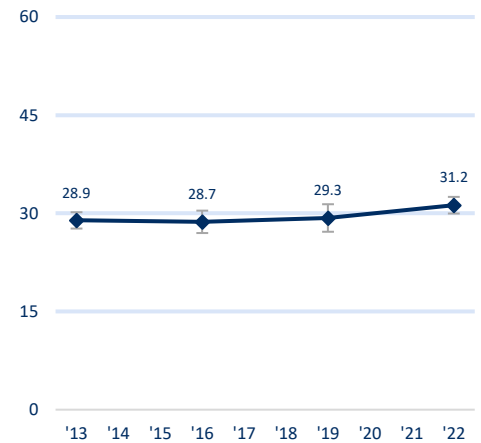
##### Reflective & Integrative Learning



##### Learning Strategies

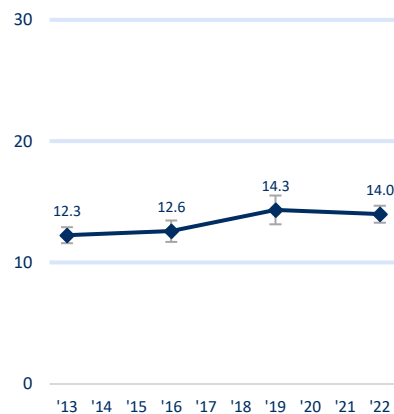


##### Quantitative Reasoning

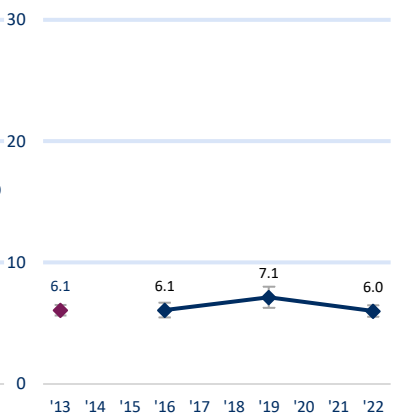


#### Academic Challenge (additional items): Seniors

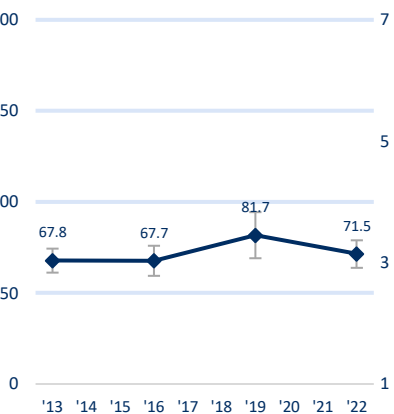
##### Preparing for Class (hrs/wk)



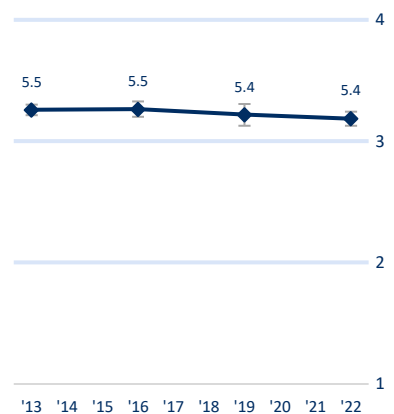
##### Course Reading (hrs/wk)<sup>a</sup>



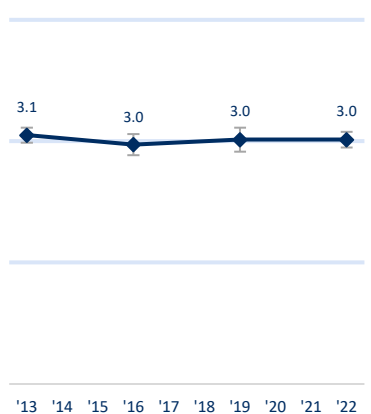
##### Assigned Writing (pages)<sup>a</sup>



##### 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. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

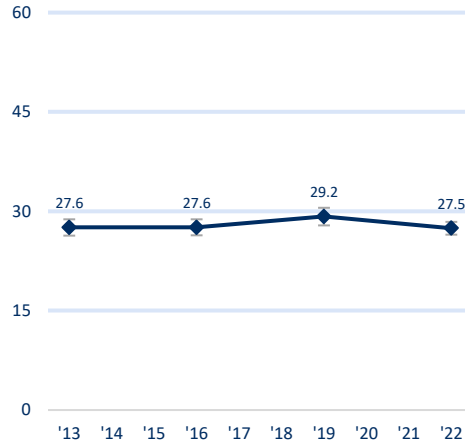
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

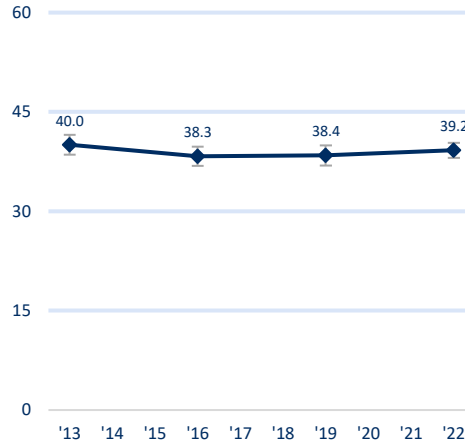
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

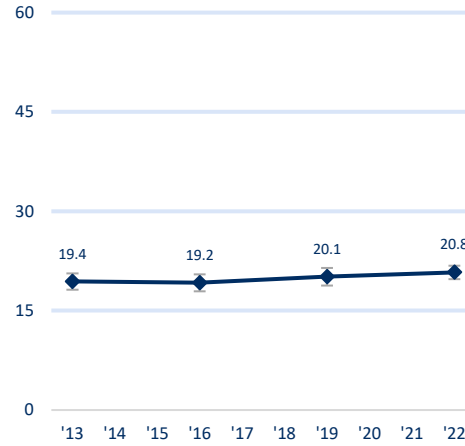


##### Discussions with Diverse Others

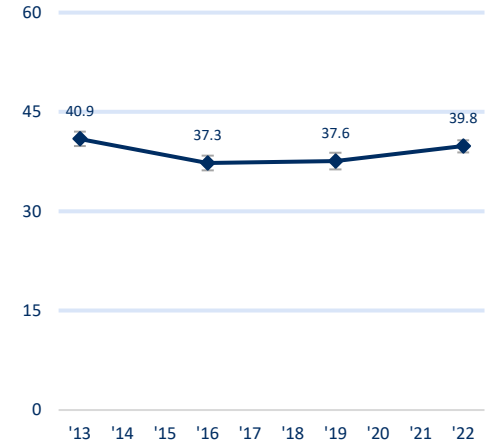


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

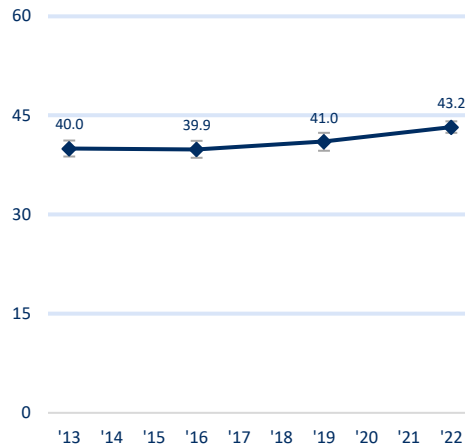


##### Effective Teaching Practices

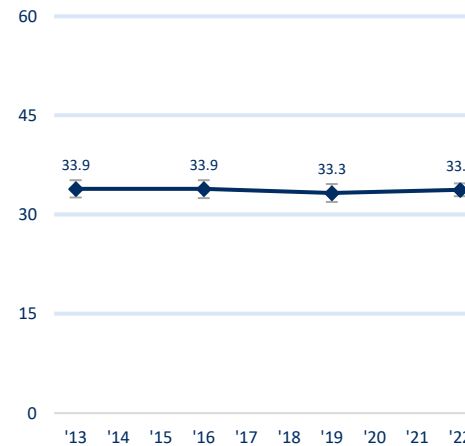


#### Campus Environment: First-year students

##### Quality of Interactions



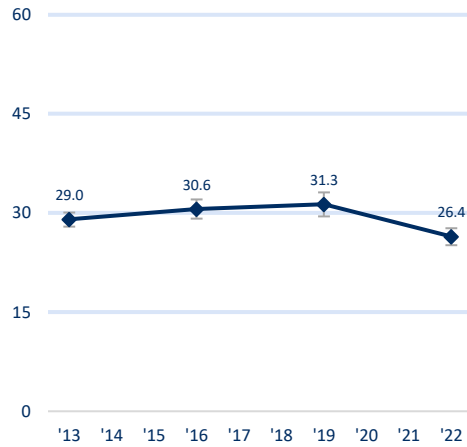
##### Supportive Environment



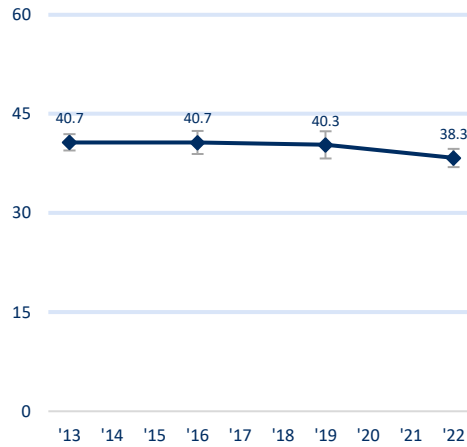
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#### Learning with Peers: Seniors

##### Collaborative Learning

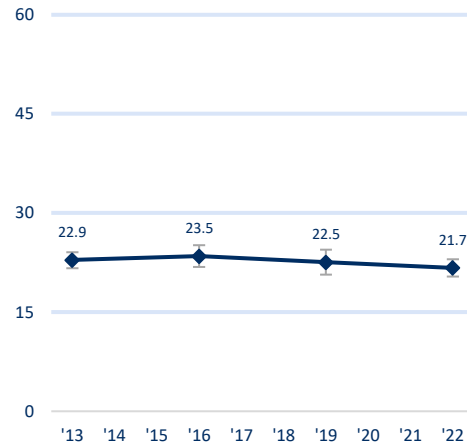


##### Discussions with Diverse Others

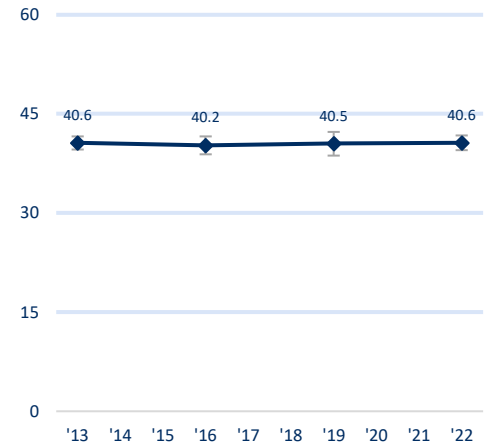


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

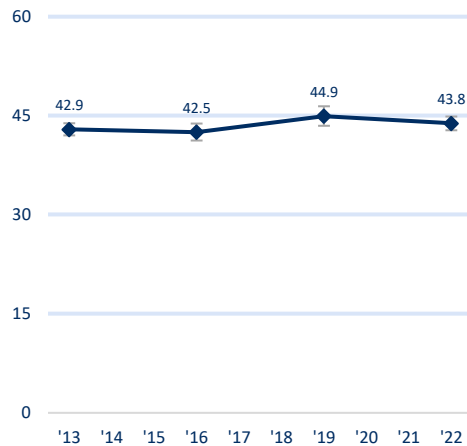


##### Effective Teaching Practices

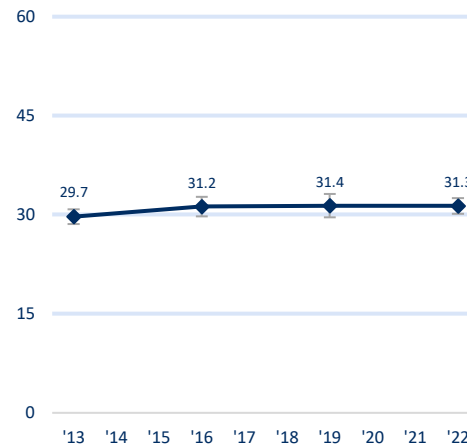


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment



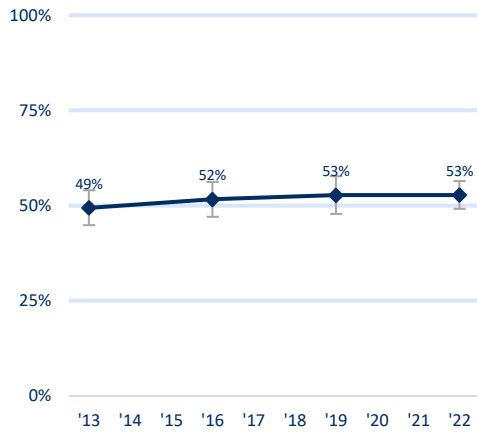


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

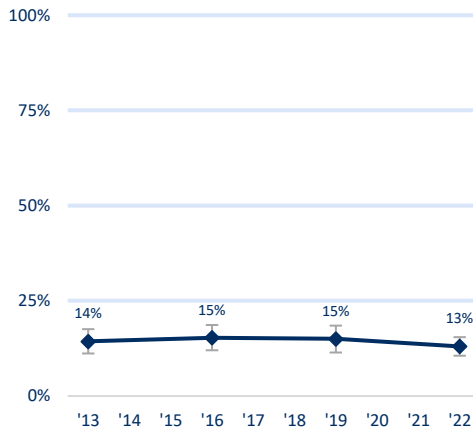
##### Service-Learning

(Some, most, or all courses)



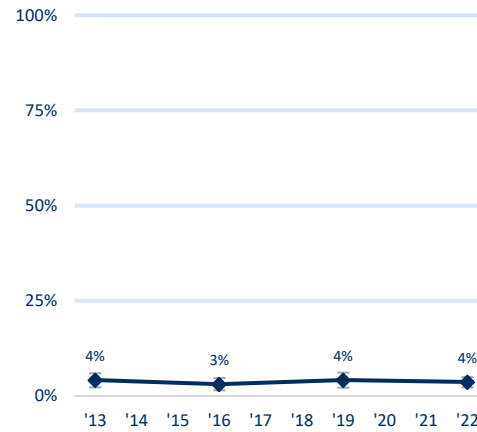
##### Learning Community

(Done or in progress)



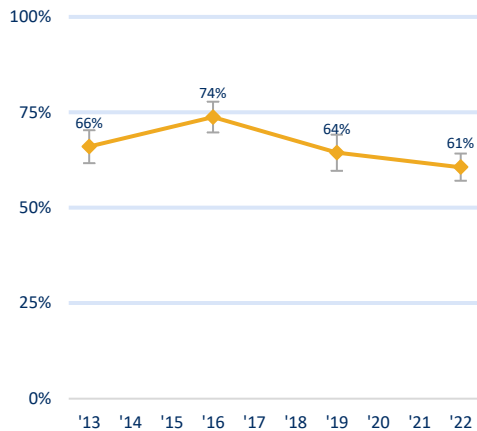
##### Research with Faculty

(Done or in progress)



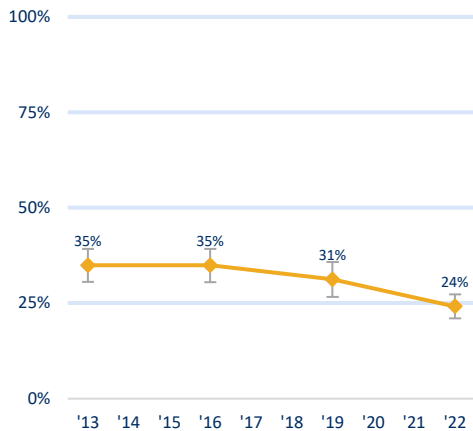
##### Internship/Field Experience

(Plan to do)



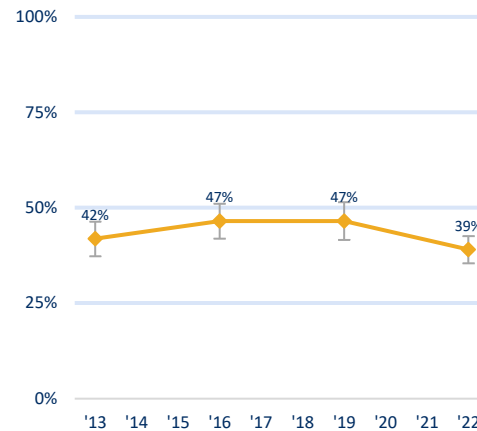
##### Study Abroad

(Plan to do)



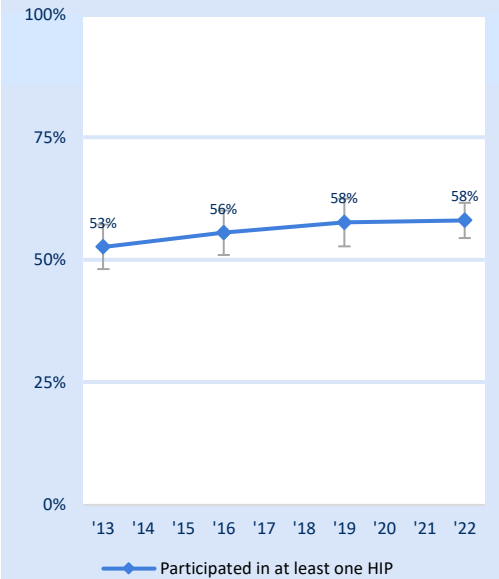
##### Culminating Senior Experience

(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.



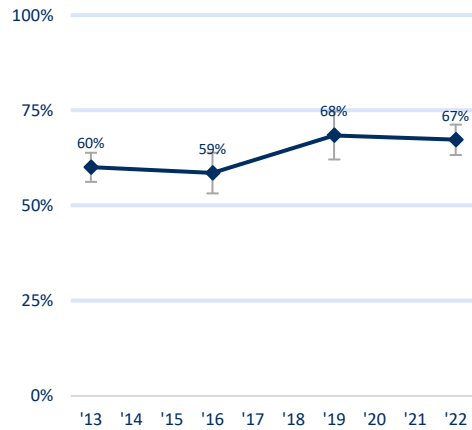
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

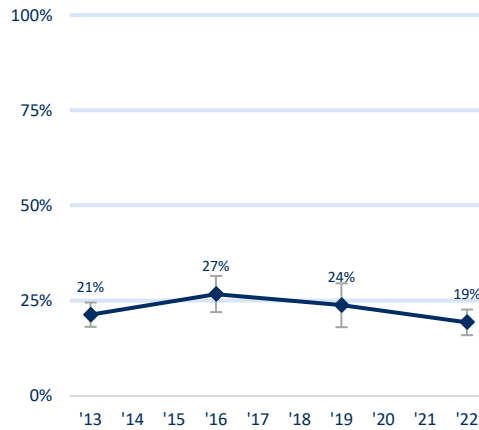
##### Service-Learning

(Some, most, or all courses)



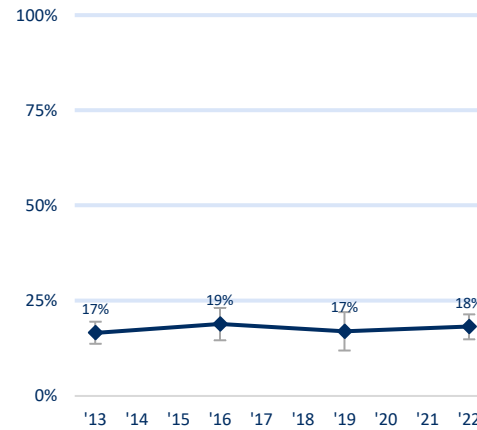
##### Learning Community

(Done or in progress)



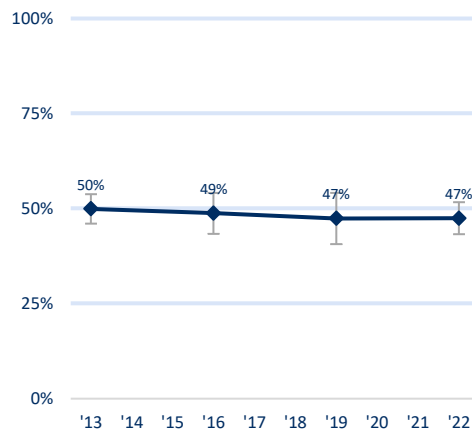
##### Research with Faculty

(Done or in progress)



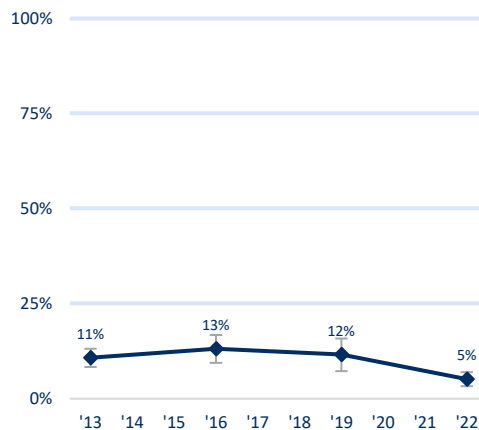
##### Internship/Field Experience

(Done or in progress)



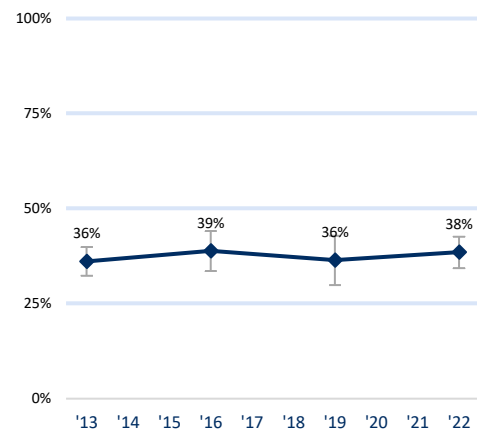
##### Study Abroad

(Done or in progress)



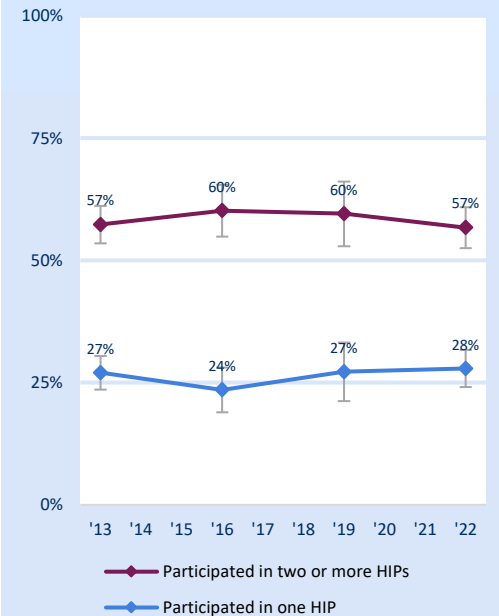
##### Culminating Senior Experience

(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 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Nebraska at Omaha

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge</i>																					
<b>Higher-Order Learning</b>	<i>Mean</i>	38.7			35.6			36.2			37.7	39.2			38.0			39.4			39.5
	<i>n</i>	488			516			415			746	654			356			224			544
	<i>SD</i>	13.6			13.4			13.3			13.1	14.1			13.7			12.3			13.1
	<i>SE</i>	.62			.59			.65			.48	.55			.72			.82			.56
	<i>CI upper bound</i>	39.9			36.8			37.5			38.6	40.2			39.4			41.0			40.6
	<i>CI lower bound</i>	37.5			34.5			34.9			36.7	38.1			36.6			37.8			38.4
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>	36.7			33.8			34.6			36.2	38.5			38.3			39.2			38.5
	<i>n</i>	502			528			444			787	671			356			235			558
	<i>SD</i>	12.1			12.9			11.7			11.7	12.5			13.5			12.3			12.0
	<i>SE</i>	.54			.56			.55			.42	.48			.72			.80			.51
	<i>CI upper bound</i>	37.7			34.9			35.6			37.0	39.4			39.7			40.7			39.5
	<i>CI lower bound</i>	35.6			32.7			33.5			35.4	37.5			36.9			37.6			37.5
<b>Learning Strategies</b>	<i>Mean</i>	39.2			36.6			37.4			36.8	39.2			38.0			37.5			37.4
	<i>n</i>	459			458			393			729	635			325			210			536
	<i>SD</i>	13.9			14.1			14.9			14.0	14.9			14.1			14.4			13.9
	<i>SE</i>	.65			.66			.75			.52	.59			.78			.99			.60
	<i>CI upper bound</i>	40.4			37.9			38.9			37.8	40.4			39.5			39.4			38.6
	<i>CI lower bound</i>	37.9			35.3			35.9			35.8	38.0			36.4			35.5			36.2
<b>Quantitative Reasoning</b>	<i>Mean</i>	26.9			25.6			27.0			28.6	28.9			28.7			29.3			31.2
	<i>n</i>	494			510			398			733	666			351			215			536
	<i>SD</i>	16.5			15.3			14.0			14.1	16.3			16.5			15.8			15.2
	<i>SE</i>	.74			.68			.70			.52	.63			.88			1.08			.65
	<i>CI upper bound</i>	28.4			27.0			28.3			29.7	30.2			30.4			31.4			32.5
	<i>CI lower bound</i>	25.5			24.3			25.6			27.6	27.7			27.0			27.2			30.0
<i>Academic Challenge (additional items)</i>																					
<b>Preparing for Class (hours/week)</b>	<i>Mean</i>	11.8			13.1			12.7			12.8	12.3			12.6			14.3			14.0
	<i>n</i>	432			431			380			715	610			315			205			531
	<i>SD</i>	7.5			7.8			7.8			7.3	8.3			7.9			8.7			8.4
	<i>SE</i>	.36			.37			.40			.27	.34			.44			.60			.36
	<i>CI upper bound</i>	12.5			13.8			13.5			13.4	12.9			13.5			15.5			14.7
	<i>CI lower bound</i>	11.1			12.3			12.0			12.3	11.6			11.7			13.2			13.3
<b>Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</b>	<i>Mean</i>	6.3			6.1			5.6			5.4	6.1			6.1			7.1			6.0
	<i>n</i>	434			429			373			708	607			314			202			524
	<i>SD</i>	5.4			5.5			4.9			5.0	5.4			5.4			6.3			5.7
	<i>SE</i>	.26			.27			.25			.19	.22			.30			.44			.25
	<i>CI upper bound</i>	6.8			6.6			6.1			5.7	6.5			6.7			8.0			6.5
	<i>CI lower bound</i>	5.8			5.5			5.1			5.0	5.6			5.5			6.3			5.5

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 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Nebraska at Omaha

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge (additional items, continued)</i>																					
<b>Assigned Writing</b>	<i>Mean</i>	<b>54.4</b>			<b>52.3</b>			<b>45.4</b>			<b>58.0</b>	<b>67.8</b>			<b>67.7</b>			<b>81.7</b>			<b>71.5</b>
Estimated number of pages calculated from three survey questions.	<i>n</i>	434			453			398			729	593			316			214			536
	<i>SD</i>	82.9			67.5			53.8			83.6	81.9			74.4			94.5			89.3
	<i>SE</i>	3.98			3.17			2.70			3.10	3.36			4.18			6.46			3.86
	<i>CI upper bound</i>	62.2			58.5			50.7			64.1	74.4			75.9			94.4			79.0
	<i>CI lower bound</i>	46.6			46.0			40.1			52.0	61.2			59.5			69.0			63.9
<b>Course Challenge</b>	<i>Mean</i>	<b>5.4</b>			<b>5.2</b>			<b>5.3</b>			<b>5.2</b>	<b>5.5</b>			<b>5.5</b>			<b>5.4</b>			<b>5.4</b>
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	461			463			396			725	638			329			209			535
	<i>SD</i>	1.2			1.2			1.3			1.2	1.1			1.2			1.3			1.4
	<i>SE</i>	.06			.06			.06			.04	.04			.06			.09			.06
	<i>CI upper bound</i>	5.5			5.3			5.4			5.3	5.6			5.7			5.6			5.5
	<i>CI lower bound</i>	5.3			5.1			5.1			5.2	5.4			5.4			5.3			5.3
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.1</b>			<b>3.0</b>			<b>2.9</b>			<b>3.0</b>	<b>3.1</b>			<b>3.0</b>			<b>3.0</b>			<b>3.0</b>
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	437			438			388			717	610			320			210			532
	<i>SD</i>	0.7			0.8			0.8			0.7	0.8			0.8			0.7			0.8
	<i>SE</i>	.04			.04			.04			.03	.03			.04			.05			.03
	<i>CI upper bound</i>	3.2			3.1			3.0			3.0	3.1			3.1			3.1			3.1
	<i>CI lower bound</i>	3.1			2.9			2.9			2.9	3.0			2.9			2.9			2.9
<i>Learning with Peers</i>																					
<b>Collaborative Learning</b>	<i>Mean</i>	<b>27.6</b>			<b>27.6</b>			<b>29.2</b>			<b>27.5</b>	<b>29.0</b>			<b>30.6</b>			<b>31.3</b>			<b>26.4</b>
	<i>n</i>	509			542			474			813	675			361			238			574
	<i>SD</i>	13.9			14.5			14.7			14.0	14.1			14.2			14.3			15.6
	<i>SE</i>	.62			.62			.68			.49	.54			.75			.92			.65
	<i>CI upper bound</i>	28.8			28.8			30.5			28.4	30.1			32.0			33.1			27.7
	<i>CI lower bound</i>	26.4			26.4			27.9			26.5	28.0			29.1			29.5			25.1
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>40.0</b>			<b>38.3</b>			<b>38.4</b>			<b>39.2</b>	<b>40.7</b>			<b>40.7</b>			<b>40.3</b>			<b>38.3</b>
	<i>n</i>	461			462			391			728	634			333			214			537
	<i>SD</i>	16.4			16.0			15.3			15.6	15.9			16.3			15.4			16.5
	<i>SE</i>	.76			.74			.78			.58	.63			.89			1.06			.71
	<i>CI upper bound</i>	41.5			39.8			39.9			40.3	41.9			42.4			42.4			39.7
	<i>CI lower bound</i>	38.5			36.9			36.9			38.1	39.5			38.9			38.2			36.9

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 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### University of Nebraska at Omaha

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Experiences with Faculty</i>																					
<b>Student-Faculty Interaction</b>	<i>Mean</i>	19.4			19.2			20.1			20.8	22.9			23.5			22.5			21.7
	<i>n</i>	490			513			425			769	662			351			233			546
	<i>SD</i>	14.0			14.8			14.0			14.4	16.0			15.7			14.7			15.7
	<i>SE</i>	.63			.65			.68			.52	.62			.84			.96			.67
	<i>CI upper bound</i>	20.6			20.5			21.5			21.8	24.1			25.1			24.4			23.0
	<i>CI lower bound</i>	18.2			17.9			18.8			19.8	21.6			21.8			20.7			20.4
<hr/>																					
<b>Effective Teaching Practices</b>	<i>Mean</i>	40.9			37.3			37.6			39.8	40.6			40.2			40.5			40.6
	<i>n</i>	500			516			409			751	670			356			218			545
	<i>SD</i>	12.5			12.9			13.1			13.0	13.0			12.9			13.5			13.2
	<i>SE</i>	.56			.57			.65			.47	.50			.69			.92			.57
	<i>CI upper bound</i>	42.0			38.4			38.8			40.8	41.6			41.6			42.3			41.7
	<i>CI lower bound</i>	39.9			36.2			36.3			38.9	39.6			38.9			38.7			39.5
<hr/>																					
<i>Campus Environment</i>																					
<b>Quality of Interactions</b>	<i>Mean</i>	40.0			39.9			41.0			43.2	42.9			42.5			44.9			43.8
	<i>n</i>	437			429			355			658	604			317			189			478
	<i>SD</i>	12.8			13.5			13.1			11.4	11.5			11.7			10.4			11.7
	<i>SE</i>	.61			.65			.70			.45	.47			.66			.76			.53
	<i>CI upper bound</i>	41.2			41.1			42.4			44.1	43.8			43.8			46.4			44.9
	<i>CI lower bound</i>	38.8			38.6			39.7			42.4	42.0			41.2			43.4			42.8
<hr/>																					
<b>Supportive Environment</b>	<i>Mean</i>	33.9			33.9			33.3			33.8	29.7			31.2			31.4			31.3
	<i>n</i>	436			425			380			717	608			316			208			532
	<i>SD</i>	13.8			14.2			13.3			13.2	14.0			13.3			13.0			13.9
	<i>SE</i>	.66			.69			.68			.49	.57			.75			.90			.60
	<i>CI upper bound</i>	35.2			35.2			34.6			34.7	30.8			32.7			33.1			32.5
	<i>CI lower bound</i>	32.6			32.5			31.9			32.8	28.6			29.7			29.6			30.1

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	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	
<b>Service-Learning<sup>a</sup></b>	%	<b>49</b>			<b>52</b>			<b>53</b>			<b>53</b>	<b>60</b>			<b>59</b>			<b>68</b>			<b>67</b>	
	n	460			459			392			717	635			329			209			533	
	SE	2.3			2.3			2.5			1.9	1.9			2.7			3.2			2.0	
	CI upper bound (%)	54			56			58			56	64			64			75			71	
	CI lower bound (%)	45			47			48			49	56			53			62			63	
<b>Learning Community<sup>a</sup></b>	%	<b>14</b>			<b>15</b>			<b>15</b>			<b>13</b>	<b>21</b>			<b>27</b>			<b>24</b>			<b>19</b>	
	n	461			460			392			722	637			329			211			536	
	SE	1.6			1.7			1.8			1.3	1.6			2.4			2.9			1.7	
	CI upper bound (%)	18			19			19			15	24			32			30			23	
	CI lower bound (%)	11			12			11			11	18			22			18			16	
<b>Research with Faculty<sup>a</sup></b>	%	<b>4</b>			<b>3</b>			<b>4</b>			<b>4</b>	<b>17</b>			<b>19</b>			<b>17</b>			<b>18</b>	
	n	458			459			390			721	634			328			212			533	
	SE	0.9			0.8			1.0			0.7	1.5			2.2			2.6			1.7	
	CI upper bound (%)	6			5			6			5	19			23			22			21	
	CI lower bound (%)	2			2			2			2	14			15			12			15	
<b>Internship or Field Experience<sup>b</sup></b>	%	<b>66</b>			<b>74</b>			<b>64</b>			<b>61</b>	<b>50</b>			<b>49</b>			<b>47</b>			<b>47</b>	
	n	460			461			392			724	640			329			212			536	
	SE	2.2			2.1			2.4			1.8	2.0			2.8			3.4			2.2	
	(First-year results: Plan to do)	CI upper bound (%)	70			78			69			64	54			54			54			52
	CI lower bound (%)	62			70			60			57	46			43			41			43	
<b>Study Abroad<sup>b</sup></b>	%	<b>35</b>			<b>35</b>			<b>31</b>			<b>24</b>	<b>11</b>			<b>13</b>			<b>12</b>			<b>5</b>	
	n	463			457			393			720	635			330			212			535	
	SE	2.2			2.2			2.3			1.6	1.2			1.9			2.2			1.0	
	(First-year results: Plan to do)	CI upper bound (%)	39			39			36			27	13			17			16			7
	CI lower bound (%)	31			31			27			21	8			9			7			3	
<b>Culminating Senior Experience<sup>b</sup></b>	%	<b>42</b>			<b>47</b>			<b>47</b>			<b>39</b>	<b>36</b>			<b>39</b>			<b>36</b>			<b>38</b>	
	n	460			460			393			721	632			330			212			532	
	SE	2.3			2.3			2.5			1.8	1.9			2.7			3.3			2.1	
	(First-year results: Plan to do)	CI upper bound (%)	46			51			51			43	40			44			43			43
	CI lower bound (%)	37			42			42			35	32			34			30			34	
<b>Overall HIP Participation<sup>c</sup></b>																						
<b>Participated in one HIP</b>	%	<b>40</b>			<b>42</b>			<b>45</b>			<b>48</b>	<b>27</b>			<b>24</b>			<b>27</b>			<b>28</b>	
	n	464			461			393			723	640			331			212			537	
	SE	2.3			2.3			2.5			1.9	1.8			2.3			3.1			1.9	
	CI upper bound (%)	44			47			50			52	30			28			33			32	
	CI lower bound (%)	35			38			40			44	24			19			21			24	
<b>Participated in two or more HIPs</b>	%	<b>13</b>			<b>13</b>			<b>13</b>			<b>10</b>	<b>57</b>			<b>60</b>			<b>60</b>			<b>57</b>	
	n	464			461			393			723	640			331			212			537	
	SE	1.6			1.6			1.7			1.1	2.0			2.7			3.4			2.1	
	CI upper bound (%)	16			16			16			12	61			65			66			61	
	CI lower bound (%)	10			10			10			8	53			55			53			53	

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.