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# **NSSE 2025**

## **Multi-Year Report**

University of Nebraska at Kearney

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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

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

### Interpreting year-to-year results

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

### For further investigation

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

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

#### Response Details by Participation Year

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	33%	+/- 3.6%	486	376	110	33%	+/- 3.7%	477	377	100
2014										
2015										
2016	36%	+/- 3.8%	422	327	95	34%	+/- 3.6%	497	401	96
2017										
2018										
2019	28%	+/- 4.6%	325	271	54	21%	+/- 5.5%	254	219	35
2020										
2021										
2022	33%	+/- 4.2%	367	271	96	24%	+/- 5.2%	276	230	46
2023										
2024										
2025	23%	+/- 5.8%	223	155	68	14%	+/- 7.3%	154	112	42

#### 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	No	Diverse Perspectives, Transferable Skills		No	No
2014							
2015							
2016	Email	Census	Yes	Academic Advising, Transferable Skills		No	No
2017							
2018							
2019	Email	Census	Yes	Academic Advising, Honors Consortium	No	No	No
2020							
2021							
2022	Email	Census	Yes	Academic Advising, Honors Education Consortium	No	No	No
2023							
2024							
2025	Email	Census	Yes	Academic Advising	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. When applied, results will be unweighted.

# NSSE 2025 Multi-Year Report

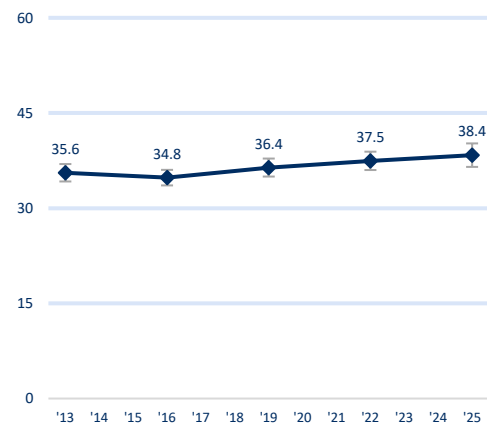
## Engagement Results by Theme

### University of Nebraska at Kearney

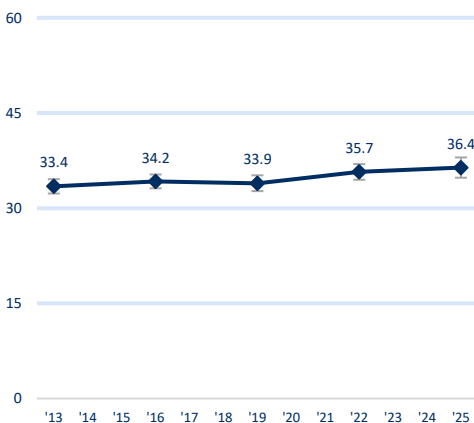
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

#### Academic Challenge: First-year students

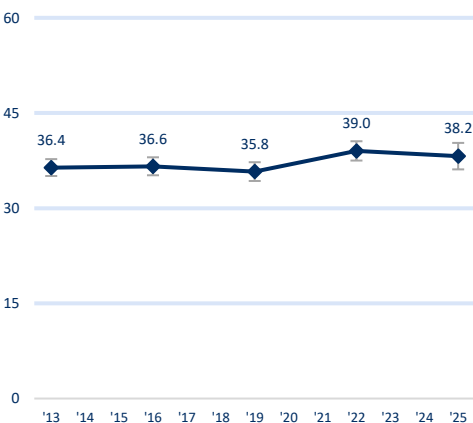
##### Higher-Order Learning



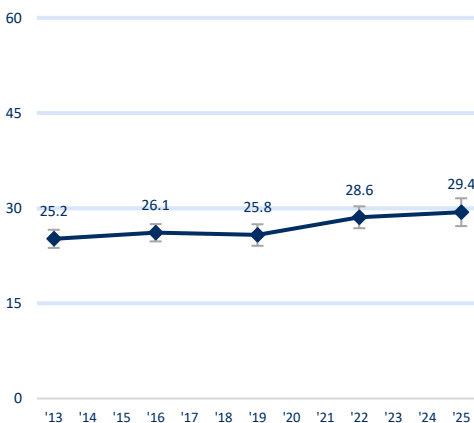
##### Reflective & Integrative Learning



##### Learning Strategies

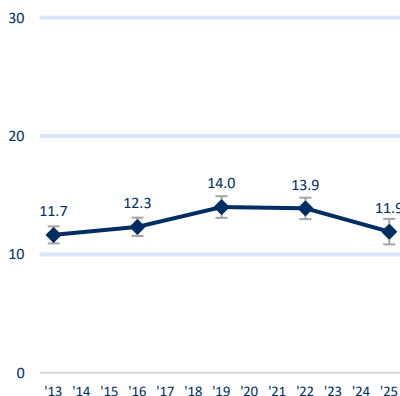


##### Quantitative Reasoning

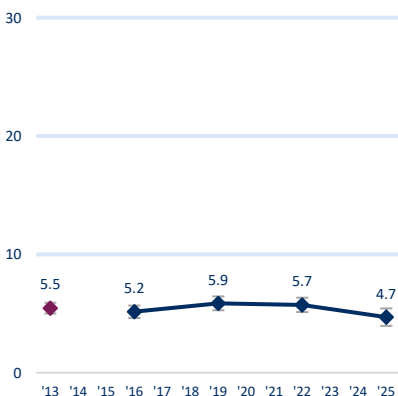


#### Academic Challenge (additional items): First-year students

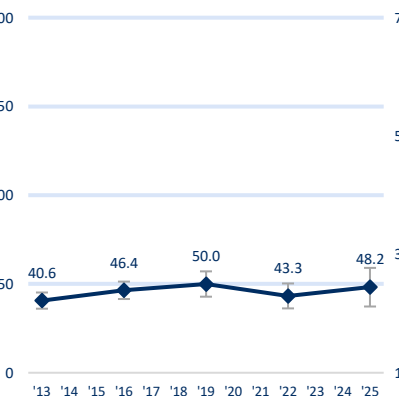
##### Preparing for Class (hrs/wk)



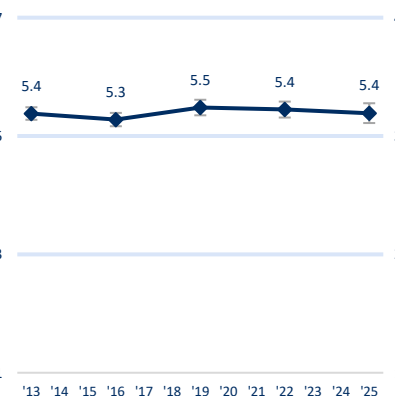
##### Course Reading (hrs/wk)<sup>a</sup>



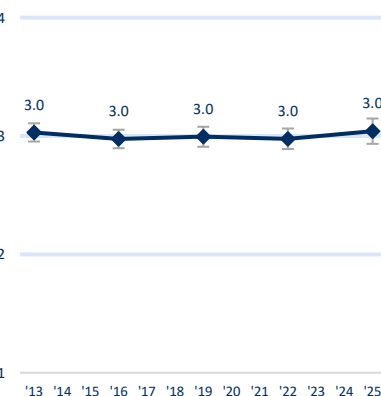
##### Assigned Writing (pages)<sup>a</sup>



##### 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").

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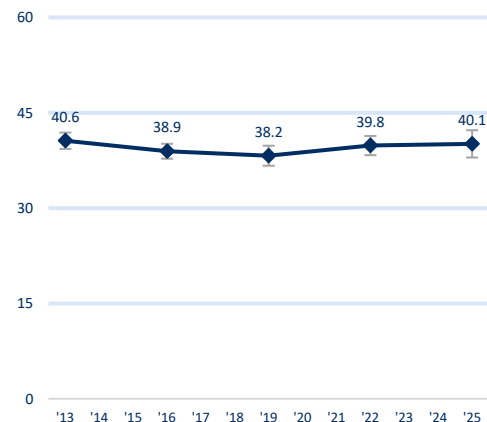
## Engagement Results by Theme

### University of Nebraska at Kearney

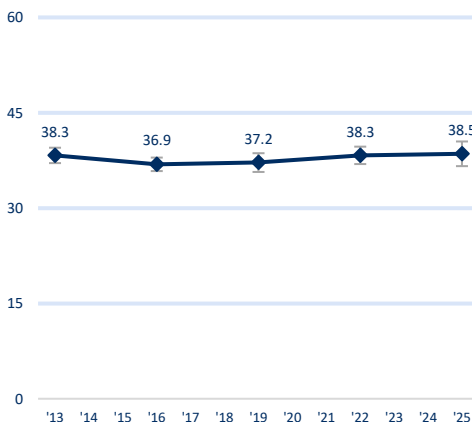
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

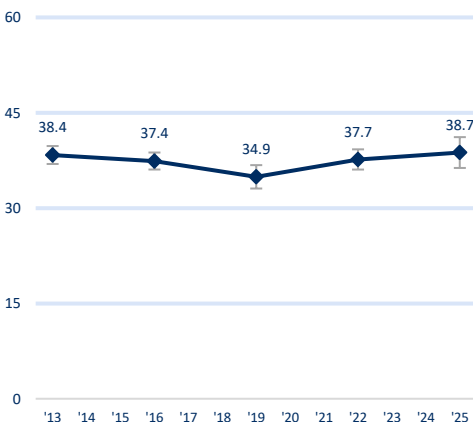
##### Higher-Order Learning



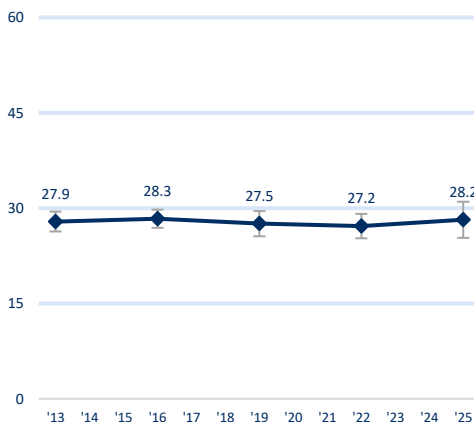
##### Reflective & Integrative Learning



##### Learning Strategies

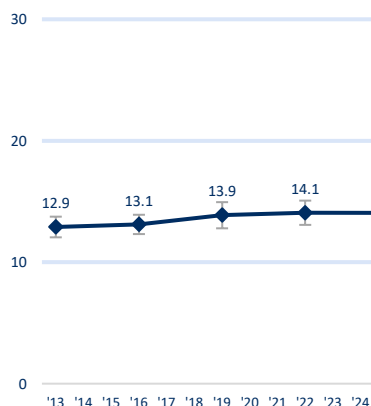


##### Quantitative Reasoning

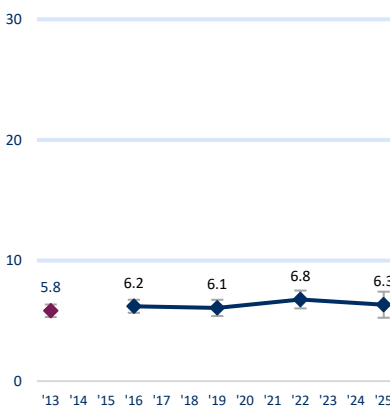


#### Academic Challenge (additional items): Seniors

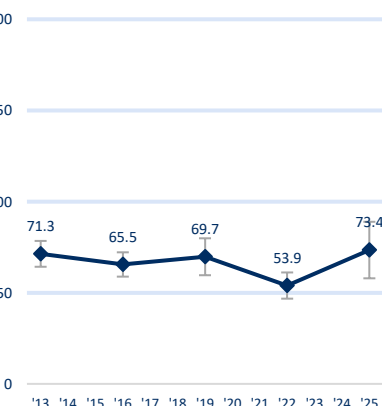
##### Preparing for Class (hrs/wk)



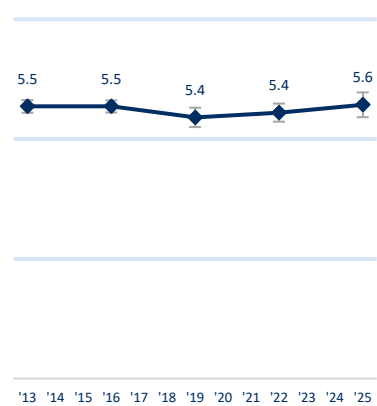
##### Course Reading (hrs/wk)<sup>a</sup>



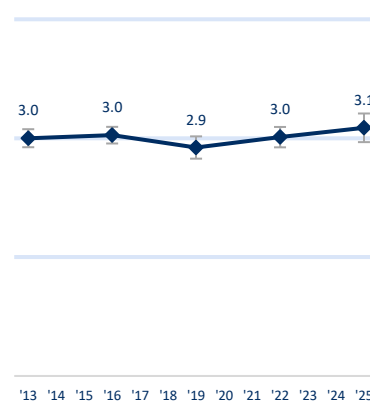
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b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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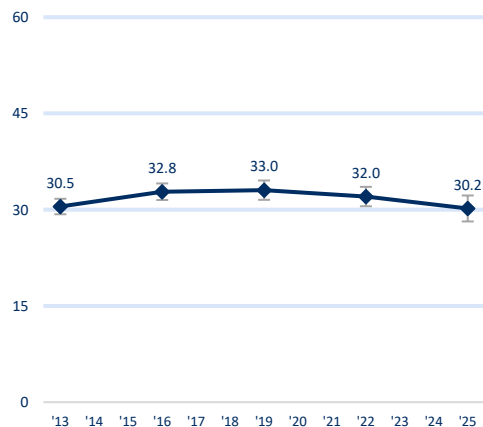
## Engagement Results by Theme

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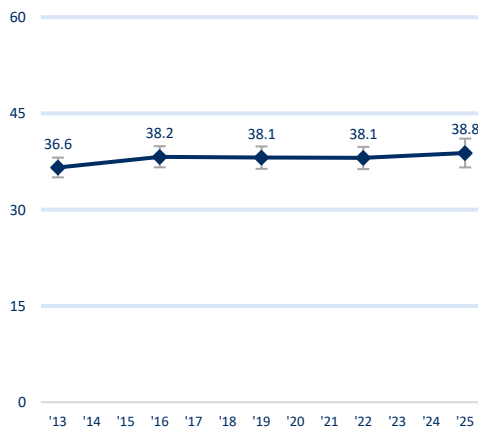
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

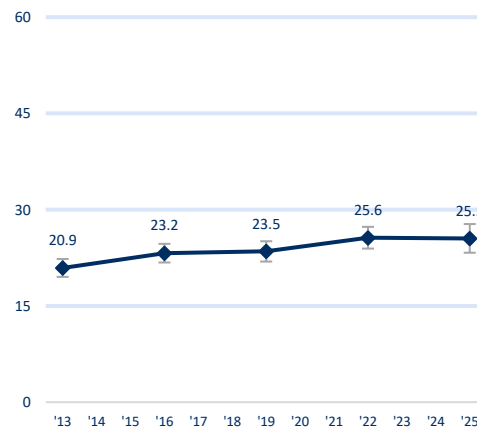


##### Discussions With Diverse Others

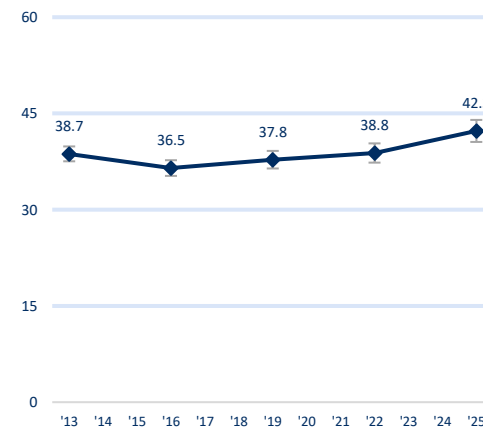


#### Experiences With Faculty: First-year students

##### Student-Faculty Interaction

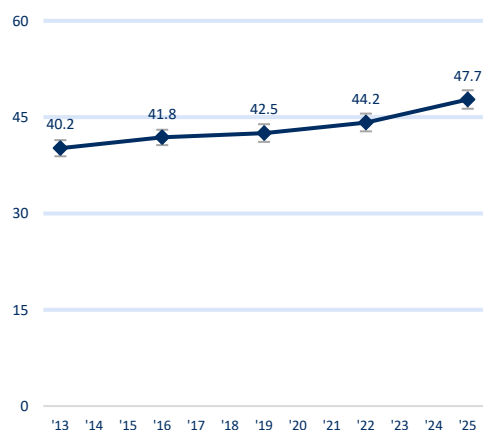


##### Effective Teaching Practices

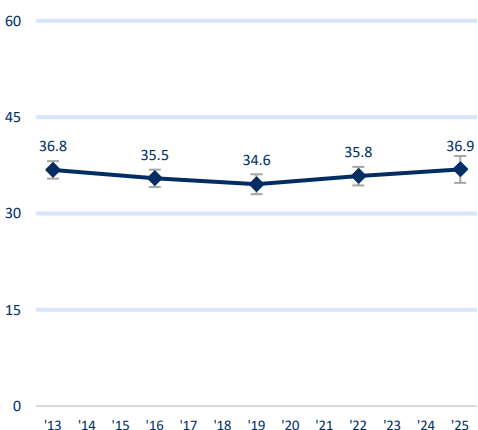


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



# NSSE 2025 Multi-Year Report

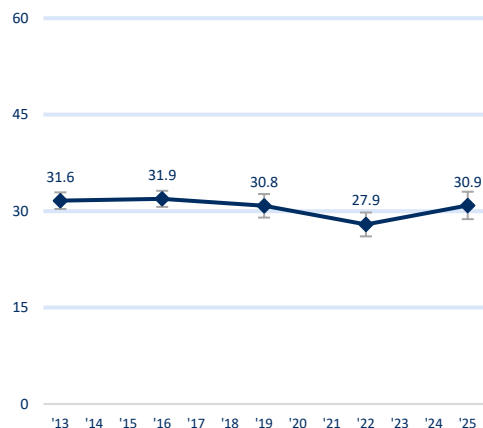
## Engagement Results by Theme

### University of Nebraska at Kearney

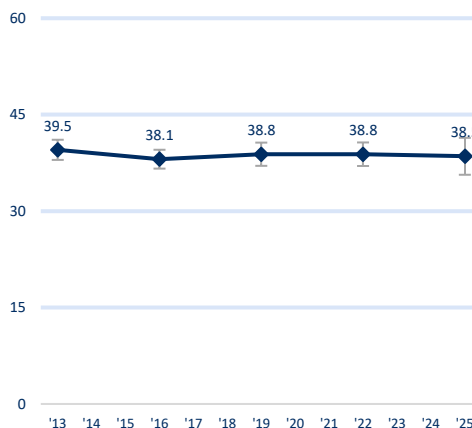
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#### Learning With Peers: Seniors

##### Collaborative Learning

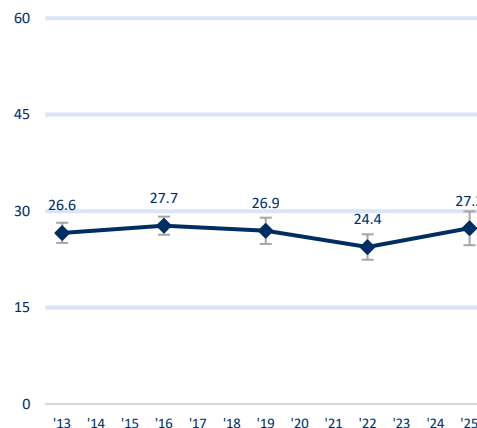


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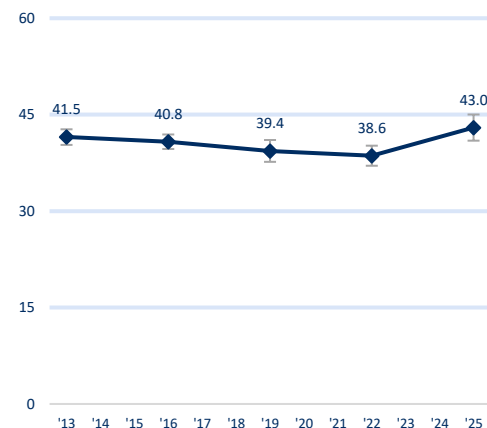


#### Experiences With Faculty: Seniors

##### Student-Faculty Interaction

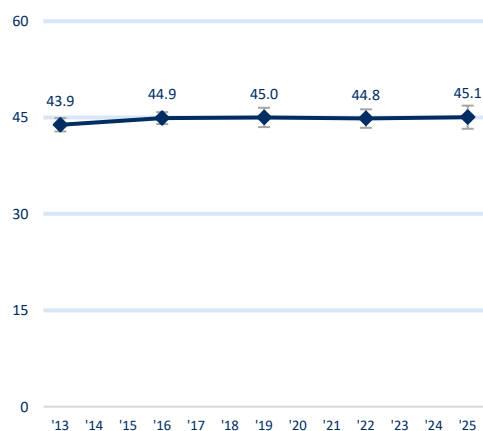


##### Effective Teaching Practices

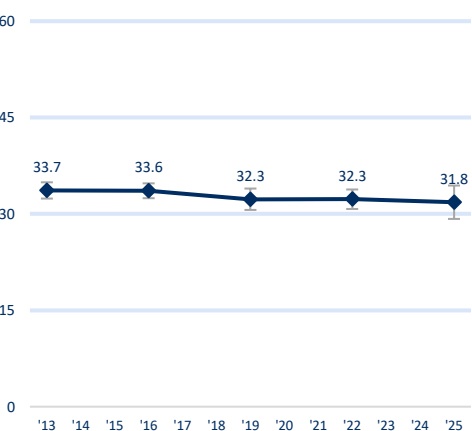


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

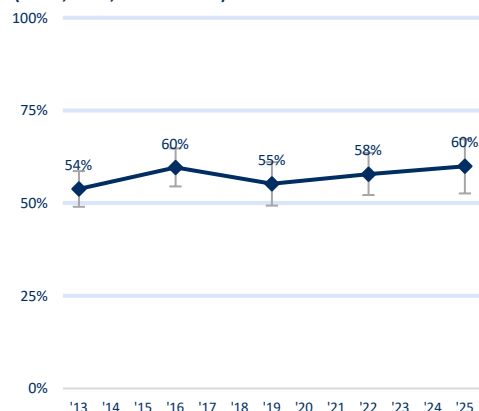


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

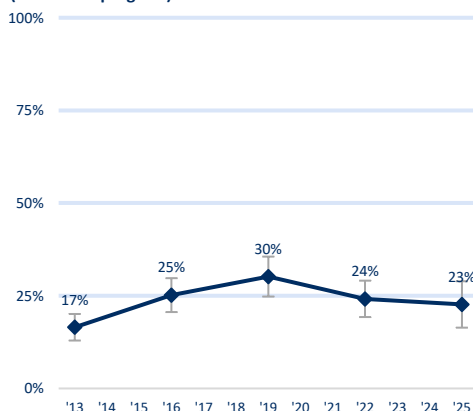
##### Service-Learning

(Some, most, or all courses)



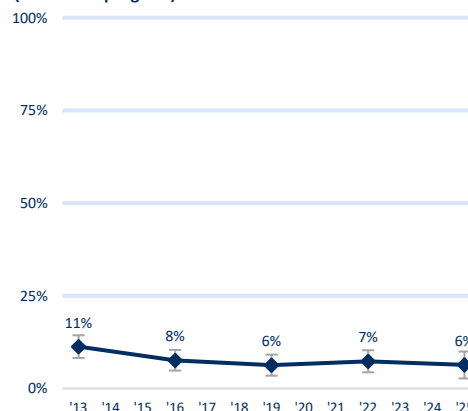
##### Learning Community

(Done or in progress)



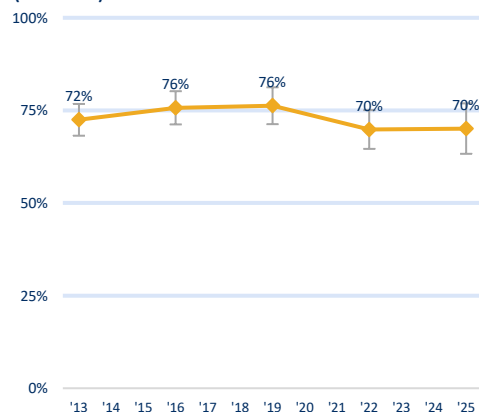
##### Research With Faculty

(Done or in progress)



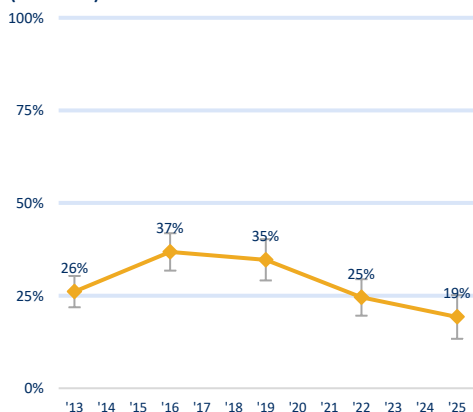
##### Internship/Field Experience

(Plan to do)



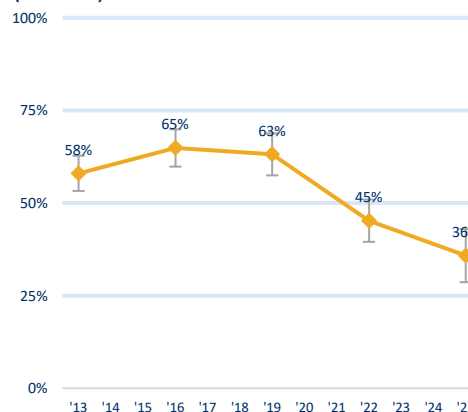
##### Study Abroad

(Plan to do)



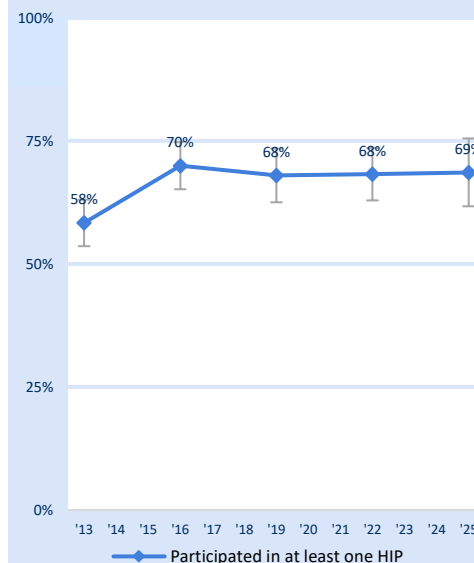
##### Culminating Senior Experience

(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.

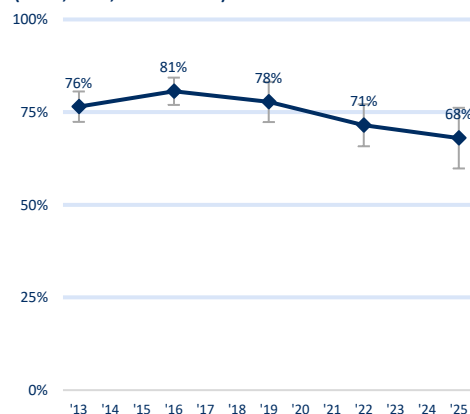


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

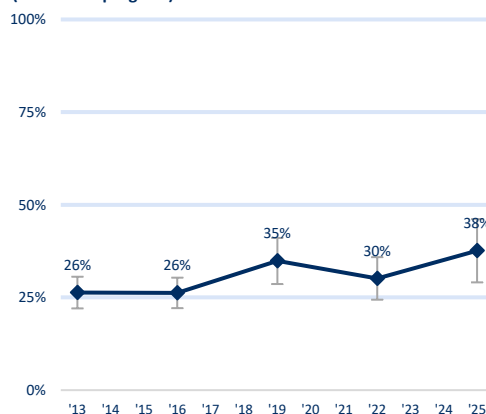
##### Service-Learning

(Some, most, or all courses)



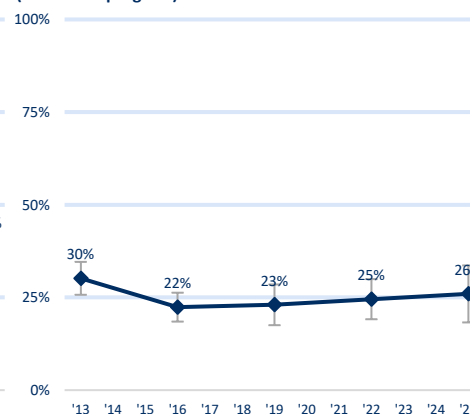
##### Learning Community

(Done or in progress)



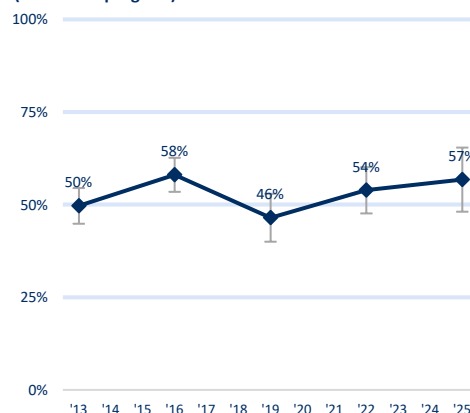
##### Research With Faculty

(Done or in progress)



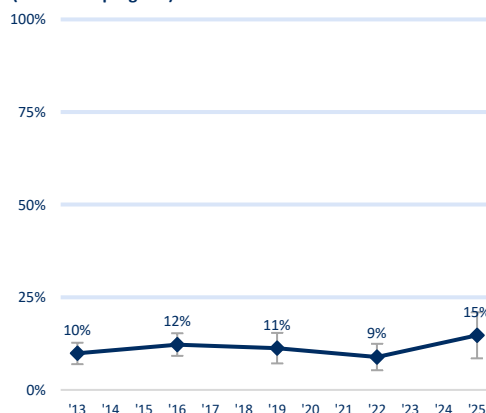
##### Internship/Field Experience

(Done or in progress)



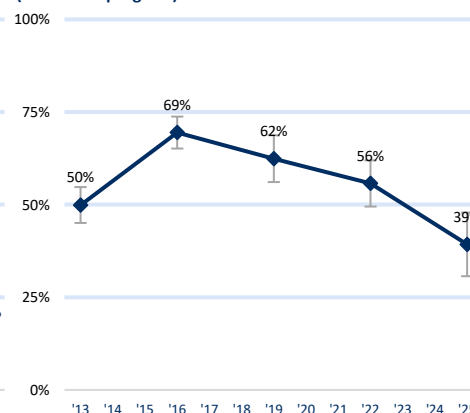
##### Study Abroad

(Done or in progress)



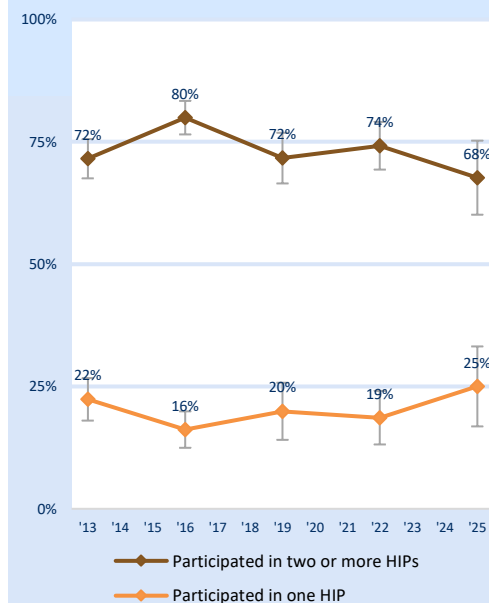
##### Culminating Senior Experience

(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 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of Nebraska at Kearney

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge																											
Higher-Order Learning	Mean	35.6			34.8			36.4			37.5			38.4	40.6			38.9			38.2			39.8			40.1
	n	424			381			289			311			187	429			466			232			255			137
	SD	14.4			12.2			12.3			13.0			12.9	13.6			12.9			12.2			12.3			12.8
	SE	.70			.63			.72			.74			.94	.66			.60			.80			.77			1.10
	CI up bnd	37.0			36.0			37.8			38.9			40.2	41.9			40.1			39.8			41.3			42.3
	CI low bnd	34.2			33.6			35.0			36.0			36.5	39.3			37.8			36.7			38.3			38.0
Reflective & Integrative Learning	Mean	33.4			34.2			33.9			35.7			36.4	38.3			36.9			37.2			38.3			38.5
	n	457			399			303			340			199	446			478			242			263			148
	SD	12.3			11.1			11.0			11.6			11.5	13.1			11.8			11.7			11.3			12.1
	SE	.58			.56			.63			.63			.81	.62			.54			.75			.70			.99
	CI up bnd	34.6			35.3			35.2			36.9			38.0	39.5			37.9			38.6			39.7			40.5
	CI low bnd	32.3			33.1			32.7			34.5			34.8	37.1			35.8			35.7			36.9			36.6
Learning Strategies	Mean	36.4			36.6			35.8			39.0			38.2	38.4			37.4			34.9			37.7			38.7
	n	413			346			282			298			178	410			435			226			249			128
	SD	13.8			13.5			12.7			13.4			14.2	14.6			14.2			14.1			12.8			14.0
	SE	.68			.72			.75			.78			1.06	.72			.68			.94			.81			1.24
	CI up bnd	37.7			38.0			37.2			40.5			40.3	39.8			38.7			36.8			39.2			41.2
	CI low bnd	35.1			35.2			34.3			37.5			36.1	36.9			36.1			33.1			36.1			36.3
Quantitative Reasoning	Mean	25.2			26.1			25.8			28.6			29.4	27.9			28.3			27.5			27.2			28.2
	n	449			382			278			304			180	433			469			228			246			130
	SD	15.4			13.6			14.4			15.3			15.0	16.7			15.8			15.3			15.4			16.6
	SE	.73			.70			.86			.88			1.12	.80			.73			1.01			.98			1.45
	CI up bnd	26.6			27.5			27.5			30.3			31.6	29.5			29.8			29.5			29.1			31.0
	CI low bnd	23.7			24.8			24.1			26.8			27.2	26.3			26.9			25.6			25.2			25.3
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	Mean	11.7			12.3			14.0			13.9			11.9	12.9			13.1			13.9			14.1			14.1
	n	376			330			277			288			168	380			409			223			243			122
	SD	7.1			7.2			7.8			7.8			7.1	8.5			8.2			8.2			7.9			8.7
	SE	.37			.39			.47			.46			.55	.43			.41			.55			.51			.79
	CI up bnd	12.4			13.1			14.9			14.8			13.0	13.8			13.9			14.9			15.1			15.6
	CI low bnd	10.9			11.6			13.1			13.0			10.8	12.1			12.3			12.8			13.1			12.5
Course Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with 2013 is limited.	Mean	5.5			5.2			5.9			5.7			4.7	5.8			6.2			6.1			6.8			6.3
	n	377			327			276			287			167	380			407			222			243			122
	SD	4.5			4.8			5.0			5.2			4.9	5.2			5.6			5.1			5.9			6.1
	SE	.23			.27			.30			.31			.38	.26			.28			.34			.38			.55
	CI up bnd	5.9			5.7			6.4			6.3			5.4	6.4			6.7			6.7			7.5			7.4
	CI low bnd	5.0			4.6			5.3			5.1			4.0	5.3			5.7			5.4			6.0			5.3

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 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of Nebraska at Kearney

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25		
Academic Challenge (additional items, continued)																													
Assigned	Mean	40.6			46.4			50.0			43.3			48.2	71.3			65.5			69.7			53.9			73.4		
Writing	n	381			338			285			298			183	388			430			232			246			129		
Est. no. of pages	SD	45.4			46.0			61.5			61.8			75.1	71.3			70.5			78.7			57.6			89.9		
calculated from three	SE	2.33			2.50			3.64			3.58			5.55	3.62			3.40			5.17			3.67			7.91		
survey questions.	CI up bnd	45.2			51.3			57.1			50.3			59.1	78.4			72.2			79.9			61.1			88.9		
	CI low bnd	36.1			41.5			42.8			36.2			37.3	64.2			58.8			59.6			46.7			57.9		
Course	Mean	5.4			5.3			5.5			5.4			5.4	5.5			5.5			5.4			5.4			5.6		
Challenge	n	416			352			283			298			176	414			446			226			248			125		
Extent courses	SD	1.1			1.1			1.1			1.2			1.1	1.1			1.1			1.2			1.2			1.2		
challenged students to	SE	.05			.06			.07			.07			.09	.05			.05			.08			.08			.11		
do best work (1="Not at	CI up bnd	5.5			5.4			5.6			5.6			5.6	5.7			5.6			5.5			5.6			5.8		
all" to 7="Very much").	CI low bnd	5.3			5.2			5.4			5.3			5.2	5.4			5.4			5.2			5.3			5.4		
Academic	Mean	3.0			3.0			3.0			3.0			3.0	3.0			3.0			2.9			3.0			3.1		
Emphasis	n	381			333			275			293			172	383			419			222			244			125		
Perceived inst. emphasis	SD	0.8			0.7			0.7			0.8			0.7	0.8			0.7			0.7			0.7			0.7		
on spending time	SE	.04			.04			.04			.04			.05	.04			.04			.05			.04			.06		
studying and on acad.	CI up bnd	3.1			3.1			3.1			3.1			3.1	3.1			3.1			3.0			3.1			3.2		
work (1 = "Very little" to	CI low bnd	3.0			2.9			2.9			2.9			2.9	2.9			3.0			2.8			2.9			3.0		
4 = "Very much").																													
Learning With Peers																													
Collaborative	Mean	30.5			32.8			33.0			32.0			30.2	31.6			31.9			30.8			27.9			30.9		
Learning	n	462			410			314			357			219	452			483			251			271			149		
	SD	13.2			13.3			13.7			14.6			15.3	14.0			14.0			14.8			15.6			13.3		
	SE	.62			.66			.77			.77			1.03	.66			.64			.94			.95			1.09		
	CI up bnd	31.7			34.1			34.6			33.6			32.2	32.9			33.2			32.7			29.8			33.0		
	CI low bnd	29.3			31.5			31.5			30.5			28.2	30.3			30.7			29.0			26.1			28.7		
Discussions	Mean	36.6			38.2			38.1			38.1			38.8	39.5			38.1			38.8			38.8			38.5		
With Diverse	n	416			347			276			295			181	408			437			232			250			128		
Others	SD	16.0			15.6			14.8			15.2			15.4	16.2			15.6			14.0			14.8			16.6		
	SE	.79			.84			.89			.88			1.14	.80			.75			.92			.93			1.46		
	CI up bnd	38.1			39.9			39.9			39.8			41.1	41.1			39.5			40.7			40.7			41.4		
	CI low bnd	35.0			36.6			36.4			36.3			36.6	38.0			36.6			37.0			37.0			35.7		

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).

# NSSE 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of Nebraska at Kearney

		First-year students												Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Experiences with Faculty																											
Student-Faculty Interaction	Mean	20.9			23.2			23.5			25.6			25.5	26.6			27.7			26.9			24.4		27.3	
	n	449			384			290			324			194	435			466			235			260		144	
	SD	15.0			14.5			13.8			15.6			15.9	16.7			15.5			16.0			16.3		16.1	
	SE	.71			.74			.81			.86			1.14	.80			.72			1.04			1.01		1.34	
	CI up bnd	22.3			24.7			25.1			27.3			27.8	28.2			29.1			29.0			26.4		30.0	
	CI low bnd	19.5			21.8			21.9			23.9			23.3	25.0			26.3			24.9			22.4		24.7	
Effective Teaching Practices	Mean	38.7			36.5			37.8			38.8			42.3	41.5			40.8			39.4			38.6		43.0	
	n	451			389			291			312			188	439			475			238			253		139	
	SD	12.6			12.3			11.9			13.5			12.0	13.0			12.5			13.4			12.7		12.2	
	SE	.59			.62			.70			.77			.88	.62			.58			.87			.80		1.04	
	CI up bnd	39.9			37.7			39.2			40.3			44.0	42.7			41.9			41.1			40.2		45.0	
	CI low bnd	37.5			35.3			36.4			37.3			40.6	40.3			39.7			37.7			37.1		41.0	
Campus Environment																											
Quality of Interactions	Mean	40.2			41.8			42.5			44.2			47.7	43.9			44.9			45.0			44.8		45.1	
	n	412			343			268			282			167	404			433			214			229		116	
	SD	13.0			11.3			11.5			11.8			9.5	10.6			9.8			11.2			11.1		9.9	
	SE	.64			.61			.70			.70			.74	.53			.47			.77			.73		.92	
	CI up bnd	41.4			43.0			43.9			45.5			49.2	44.9			45.8			46.5			46.3		46.9	
	CI low bnd	38.9			40.6			41.1			42.8			46.3	42.8			44.0			43.5			43.4		43.3	
Supportive Environment	Mean	36.8			35.5			34.6			35.8			36.9	33.7			33.6			32.3			32.3		31.8	
	n	375			330			273			289			168	381			414			222			242		122	
	SD	13.5			12.6			13.0			12.5			13.8	12.6			12.0			12.6			12.0		14.7	
	SE	.70			.69			.79			.74			1.07	.65			.59			.85			.77		1.33	
	CI up bnd	38.1			36.8			36.1			37.2			38.9	34.9			34.8			34.0			33.8		34.4	
	CI low bnd	35.4			34.1			33.0			34.4			34.8	32.4			32.4			30.6			30.8		29.2	

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 2025 Multi-Year Report

## Detailed Statistics: High-Impact Practices

### University of Nebraska at Kearney

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Service-Learning <sup>a</sup>	%	54			60			55			58			60	76			81			78			71			68
	<i>n</i>	413			352			277			293			173	411			443			228			245			126
	<i>SE</i>	2.5			2.6			3.0			2.9			3.7	2.1			1.9			2.8			2.9			4.2
	<i>CI up bnd</i>	59			65			61			64			67	81			84			83			77			76
	<i>CI low bnd</i>	49			54			49			52			53	72			77			72			66			60
Learning Community <sup>a</sup>	%	17			25			30			24			23	26			26			35			30			38
	<i>n</i>	415			347			280			293			173	410			441			227			246			125
	<i>SE</i>	1.8			2.3			2.7			2.5			3.2	2.2			2.1			3.2			2.9			4.4
	<i>CI up bnd</i>	20			30			36			29			29	31			30			41			36			46
	<i>CI low bnd</i>	13			21			25			19			16	22			22			29			24			29
Research With Faculty <sup>a</sup>	%	11			8			6			7			6	30			22			23			25			26
	<i>n</i>	412			349			281			295			173	412			441			227			244			126
	<i>SE</i>	1.6			1.4			1.5			1.5			1.9	2.3			2.0			2.8			2.8			3.9
	<i>CI up bnd</i>	14			10			9			10			10	35			26			29			30			34
	<i>CI low bnd</i>	8			5			3			4			3	26			18			18			19			18
Internship or Field Experience <sup>b</sup> (FY results: Plan to do)	%	72			76			76			70			70	50			58			46			54			57
	<i>n</i>	418			352			282			296			175	415			444			230			246			127
	<i>SE</i>	2.2			2.3			2.5			2.7			3.5	2.5			2.3			3.3			3.2			4.4
	<i>CI up bnd</i>	77			80			81			75			77	54			63			53			60			65
	<i>CI low bnd</i>	68			71			71			65			63	45			53			40			48			48
Study Abroad <sup>b</sup> (FY results: Plan to do)	%	26			37			35			25			19	10			12			11			9			15
	<i>n</i>	416			351			281			294			173	410			443			228			246			126
	<i>SE</i>	2.2			2.6			2.8			2.5			3.0	1.5			1.6			2.1			1.8			3.2
	<i>CI up bnd</i>	30			42			40			29			25	13			15			15			12			21
	<i>CI low bnd</i>	22			32			29			20			13	7			9			7			5			9
Culminating Senior Experience <sup>b</sup> (FY results: Plan to do)	%	58			65			63			45			36	50			69			62			56			39
	<i>n</i>	415			345			280			294			173	411			439			227			245			125
	<i>SE</i>	2.4			2.6			2.9			2.9			3.7	2.5			2.2			3.2			3.2			4.4
	<i>CI up bnd</i>	63			70			69			51			43	55			74			69			62			48
	<i>CI low bnd</i>	53			60			57			40			29	45			65			56			49			31
Overall HIP Participation <sup>c</sup>																											
Participated in one HIP	%	43			50			47			49			50	22			16			20			19			25
	<i>n</i>	418			352			281			295			174	415			445			230			246			127
	<i>SE</i>	2.4			2.7			3.0			2.9			3.8	2.0			1.7			2.6			2.5			3.9
	<i>CI up bnd</i>	47			55			52			55			58	26			20			25			23			33
	<i>CI low bnd</i>	38			45			41			43			43	18			13			15			14			17
Participated in two or more HIPs	%	16			20			21			19			18	72			80			72			74			68
	<i>n</i>	418			352			281			295			174	415			445			230			246			127
	<i>SE</i>	1.8			2.1			2.5			2.3			3.0	2.2			1.9			3.0			2.8			4.2
	<i>CI up bnd</i>	19			24			26			24			24	76			84			78			80			76
	<i>CI low bnd</i>	12			16			17			15			13	67			76			66			69			59

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.