



NSSE 2022

Multi-Year Report

University of Mount Union

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 ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	32%	+/- 5.2%	243	204	39	36%	+/- 6.2%	163	138	25
2014										
2015	41%	+/- 4.6%	264	213	51	38%	+/- 6.1%	159	140	19
2016	31%	+/- 6.2%	172	137	35	36%	+/- 6.2%	160	133	27
2017										
2018										
2019	26%	+/- 7.1%	140	112	28	26%	+/- 7.4%	129	102	27
2020										
2021										
2022	12%	+/- 14.2%	42	22	20	16%	+/- 10.8%	70	51	19

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	Yes	Transferable Skills, Writing Experiences	No	No	No
2014							
2015	Email	Census	Yes	Academic Advising, Global Perspectives	No	No	No
2016	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	No
2017							
2018							
2019	Email	Census	No	Academic Advising	No	No	No
2020							
2021							
2022	Email	Census	No	None	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.

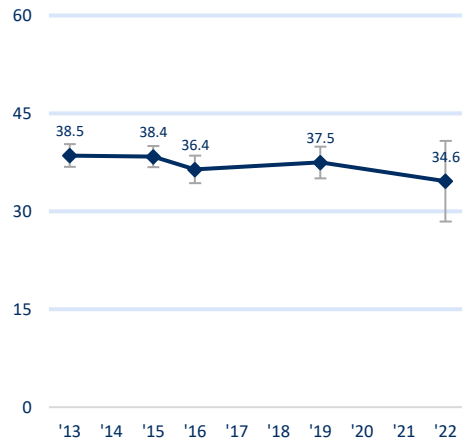
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

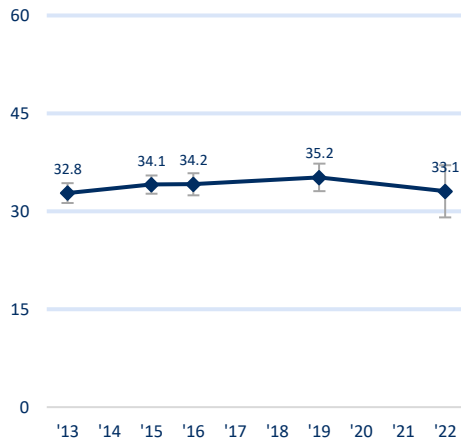
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

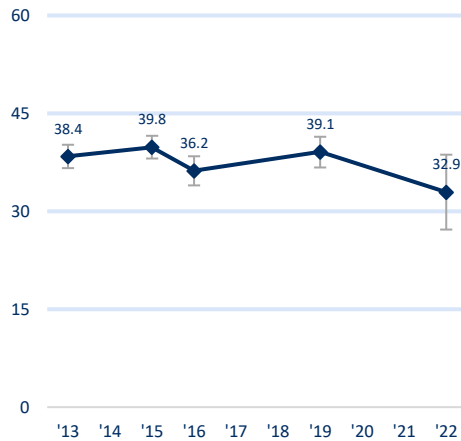
Higher-Order Learning



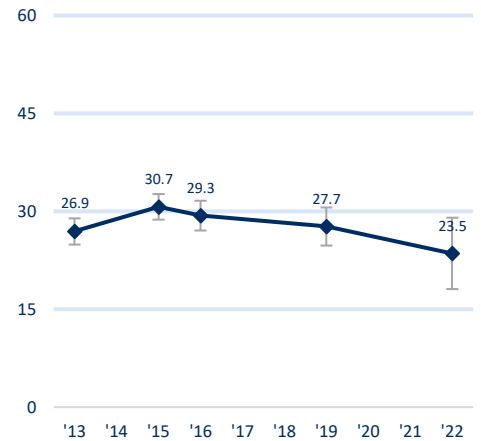
Reflective & Integrative Learning



Learning Strategies

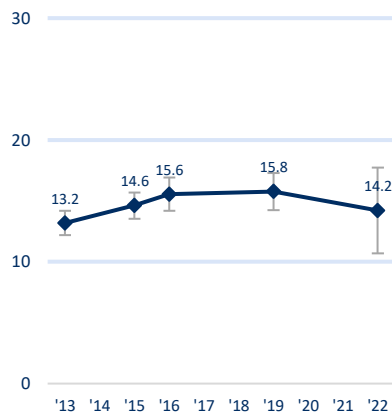


Quantitative Reasoning

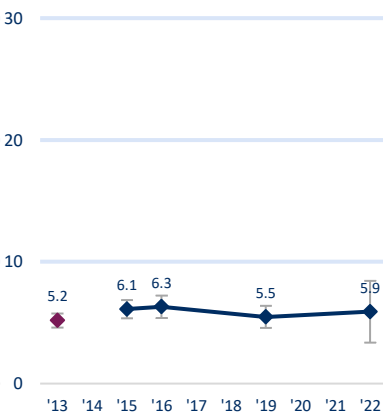


Academic Challenge (additional items): First-year students

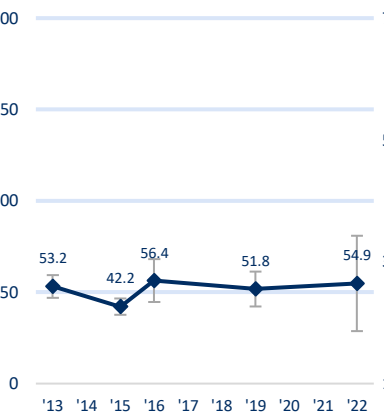
Preparing for Class (hrs/wk)



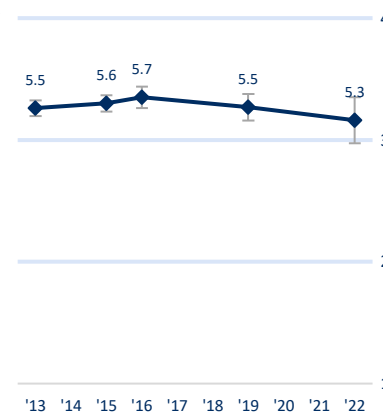
Course Reading (hrs/wk)^a



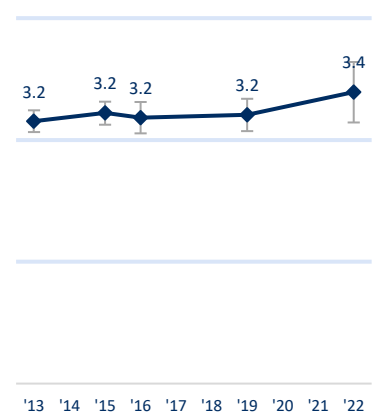
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

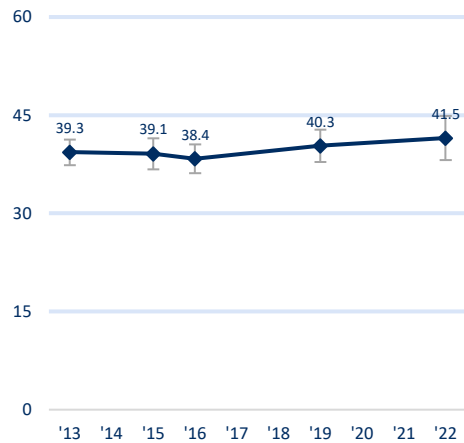
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

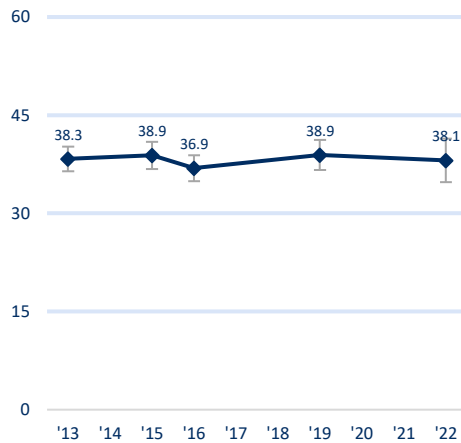
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Academic Challenge: Seniors

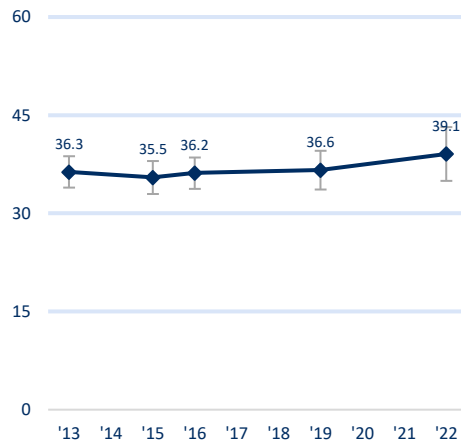
Higher-Order Learning



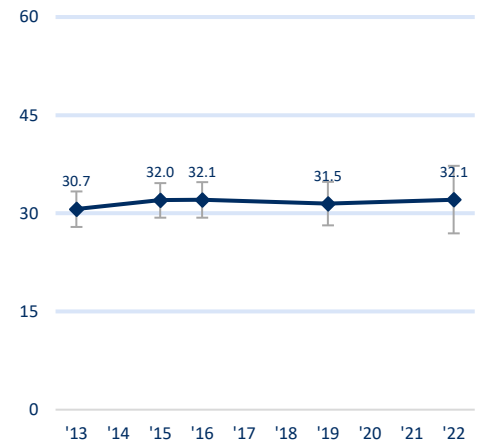
Reflective & Integrative Learning



Learning Strategies

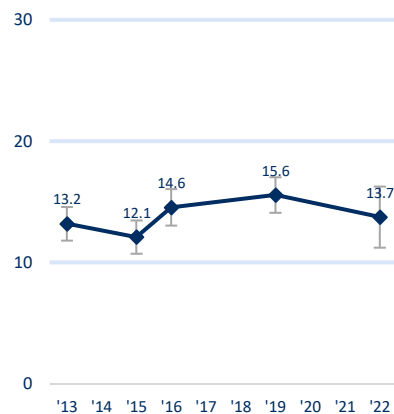


Quantitative Reasoning

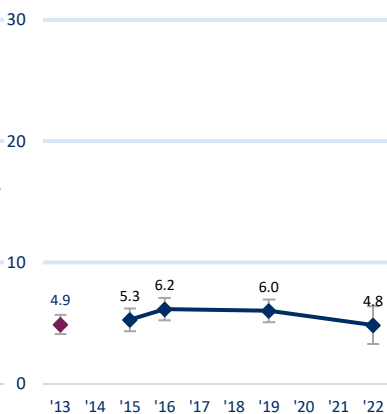


Academic Challenge (additional items): Seniors

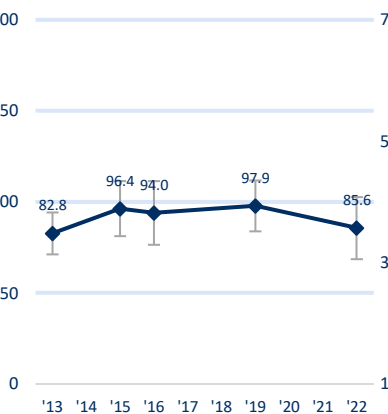
Preparing for Class (hrs/wk)



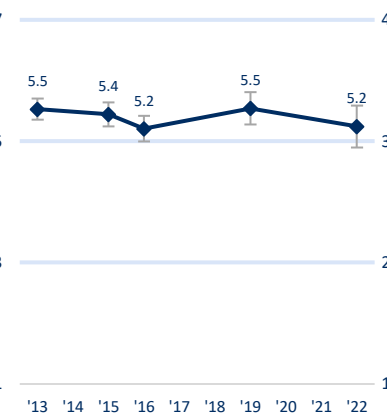
Course Reading (hrs/wk)^a



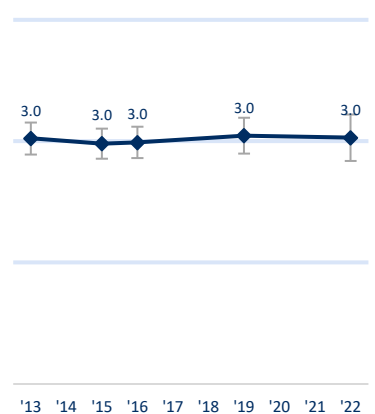
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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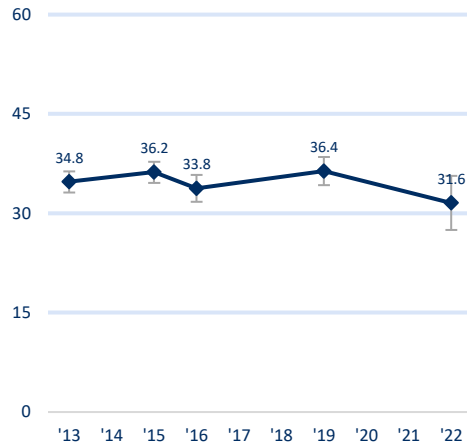
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

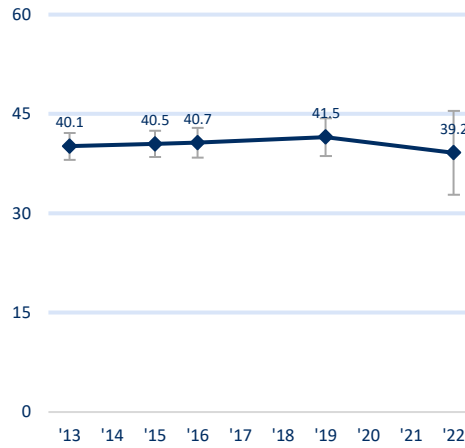
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

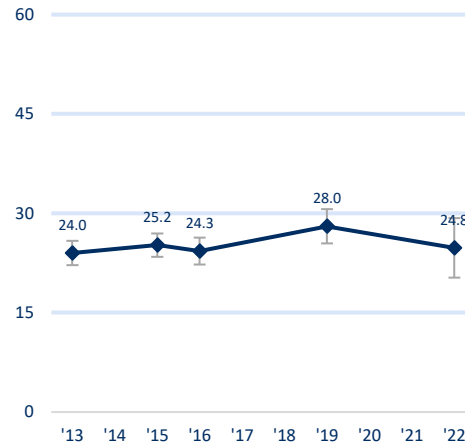


Discussions with Diverse Others

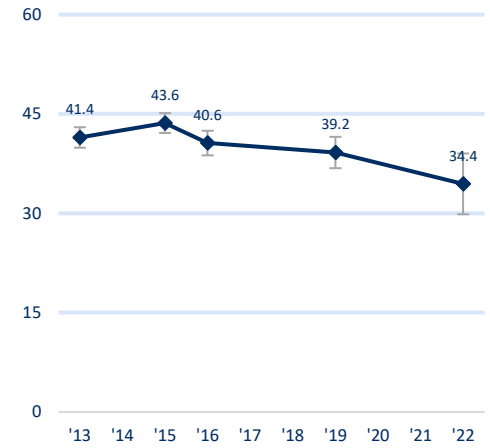


Experiences with Faculty: First-year students

Student-Faculty Interaction

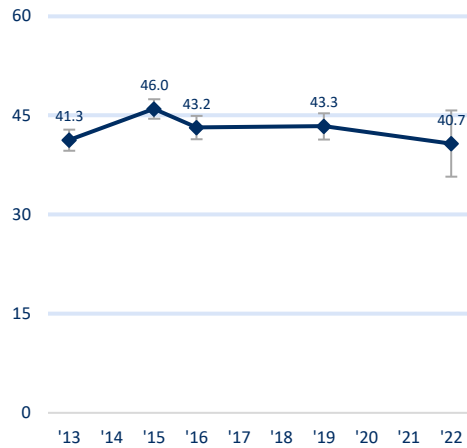


Effective Teaching Practices

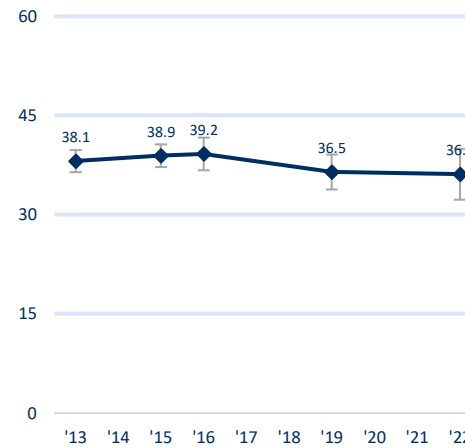


Campus Environment: First-year students

Quality of Interactions



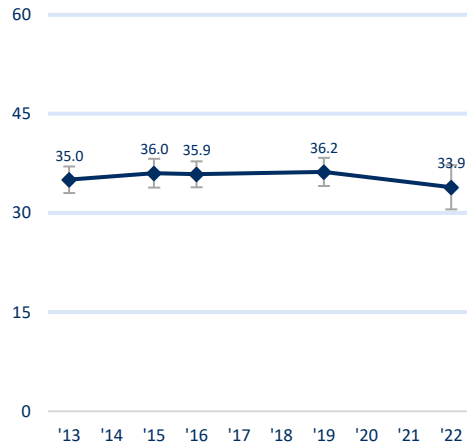
Supportive Environment



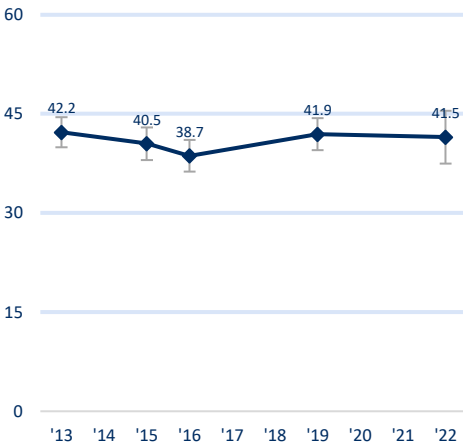
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Learning with Peers: Seniors

Collaborative Learning

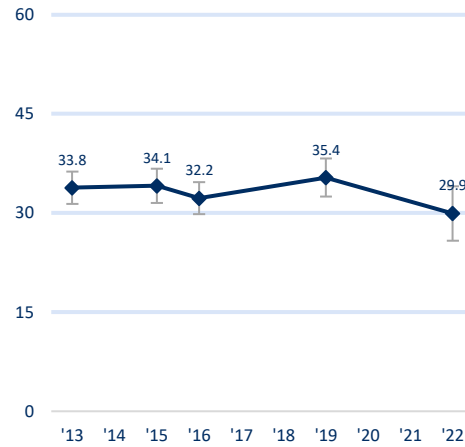


Discussions with Diverse Others

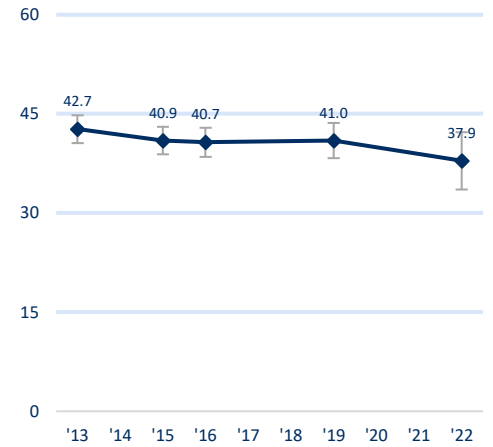


Experiences with Faculty: Seniors

Student-Faculty Interaction

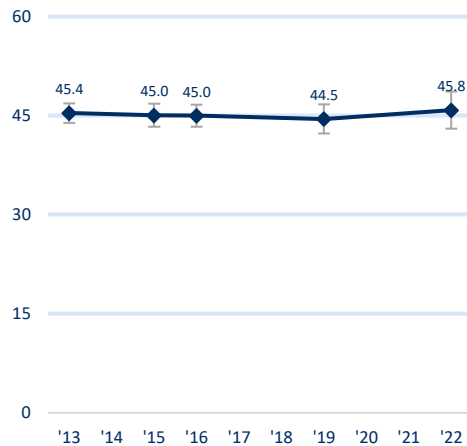


Effective Teaching Practices

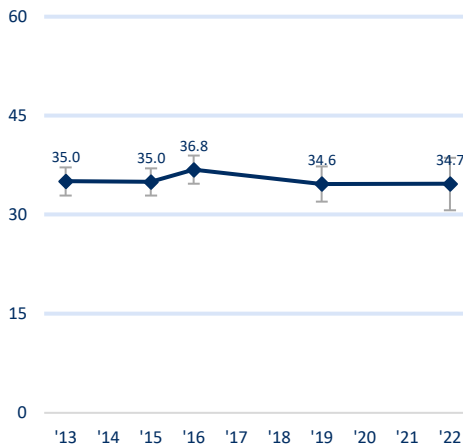


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

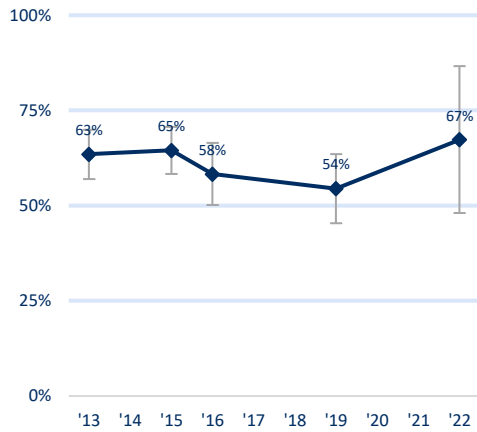


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

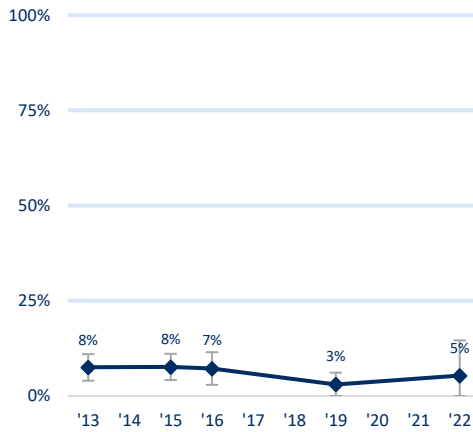
Service-Learning

(Some, most, or all courses)



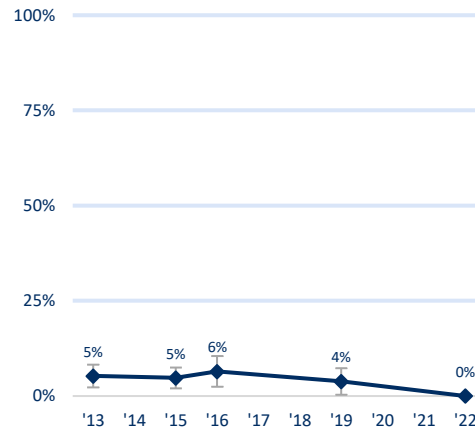
Learning Community

(Done or in progress)



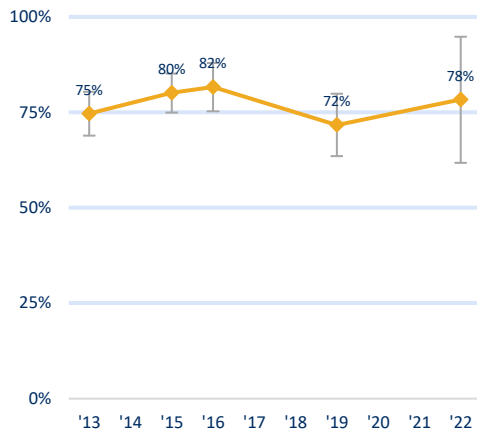
Research with Faculty

(Done or in progress)



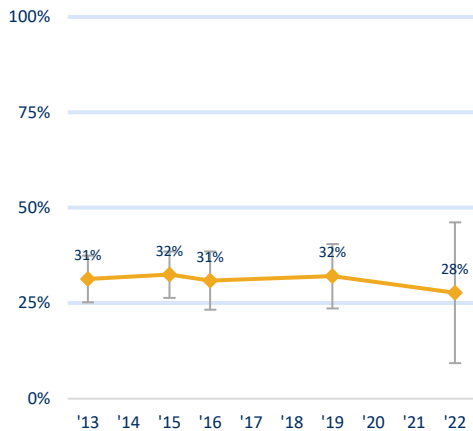
Internship/Field Experience

(Plan to do)



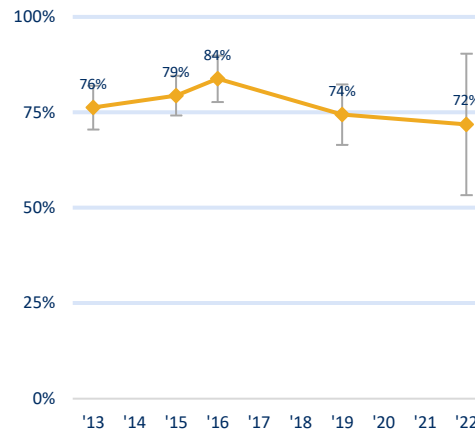
Study Abroad

(Plan to do)



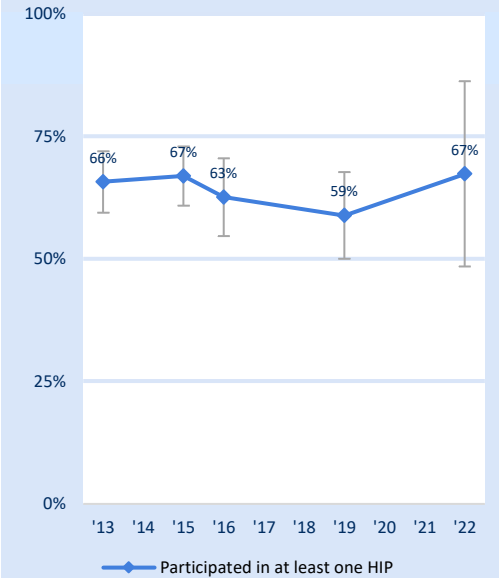
Culminating Senior Experience

(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.



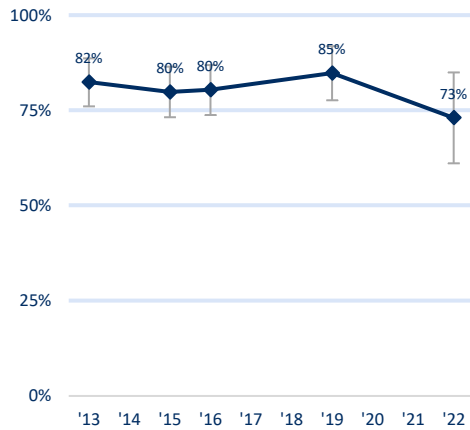
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

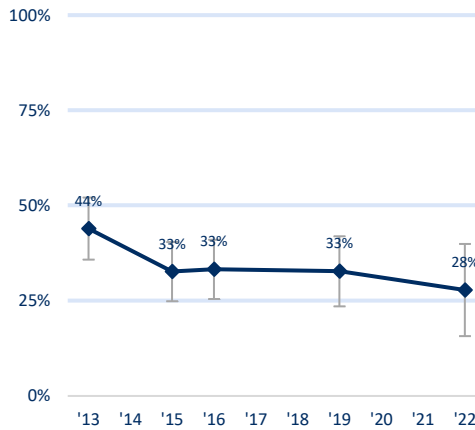
Service-Learning

(Some, most, or all courses)



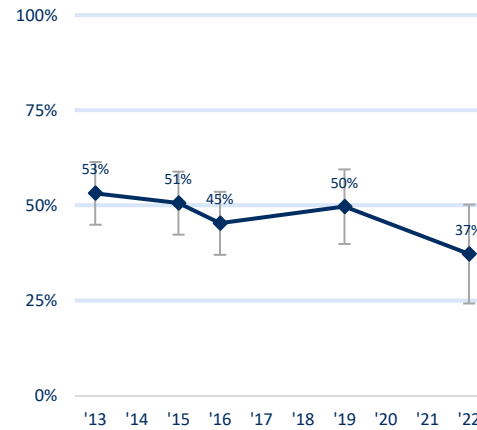
Learning Community

(Done or in progress)



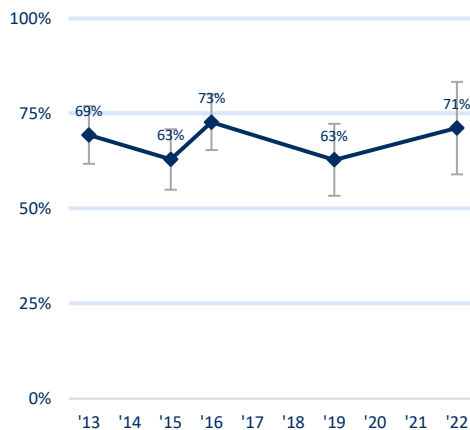
Research with Faculty

(Done or in progress)



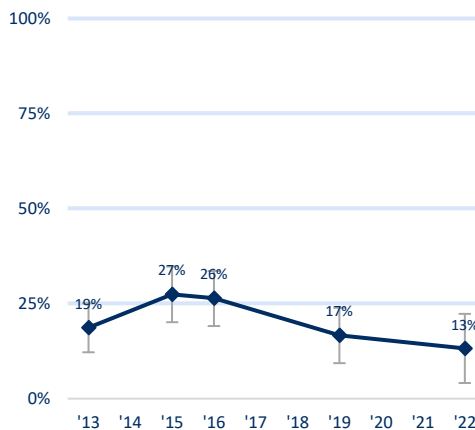
Internship/Field Experience

(Done or in progress)



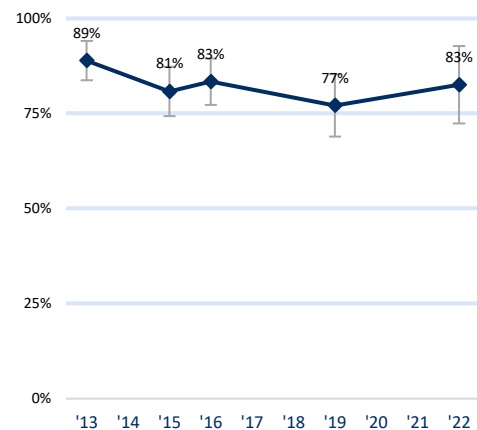
Study Abroad

(Done or in progress)



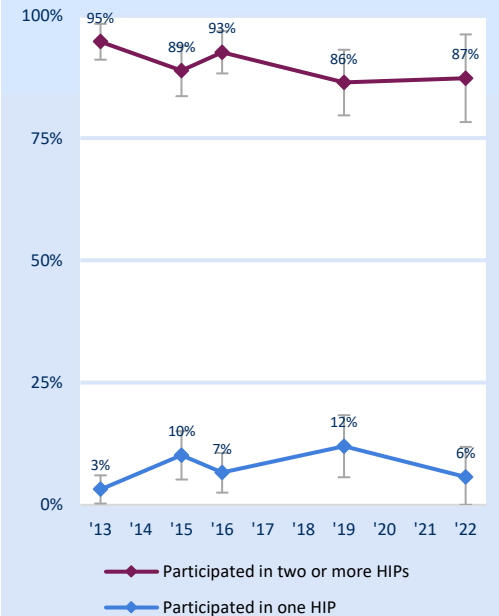
Culminating Senior Experience

(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 Mount Union

		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>																					
Higher-Order Learning	<i>Mean</i>	38.5		38.4	36.4			37.5			34.6	39.3		39.1	38.4			40.3			41.5
	<i>n</i>	229		245	158			122			29	152		149	152			110			60
	<i>SD</i>	13.4		12.9	13.5			13.7			17.0	12.4		14.8	13.9			13.2			13.3
	<i>SE</i>	.89		.82	1.07			1.24			3.15	1.00		1.21	1.13			1.26			1.73
	<i>CI upper bound</i>	40.3		40.0	38.5			39.9			40.8	41.3		41.5	40.6			42.8			44.9
	<i>CI lower bound</i>	36.8		36.8	34.3			35.0			28.4	37.4		36.7	36.2			37.8			38.1
Reflective & Integrative Learning	<i>Mean</i>	32.8		34.1	34.2			35.2			33.1	38.3		38.9	36.9			38.9			38.1
	<i>n</i>	235		257	164			133			32	156		156	154			114			66
	<i>SD</i>	11.8		11.3	11.1			12.3			11.6	11.9		13.2	12.6			12.5			13.7
	<i>SE</i>	.77		.70	.86			1.07			2.04	.95		1.06	1.02			1.17			1.69
	<i>CI upper bound</i>	34.3		35.5	35.8			37.3			37.1	40.2		40.9	38.9			41.2			41.4
	<i>CI lower bound</i>	31.3		32.7	32.5			33.1			29.1	36.4		36.8	34.9			36.6			34.8
Learning Strategies	<i>Mean</i>	38.4		39.8	36.2			39.1			32.9	36.3		35.5	36.2			36.6			39.1
	<i>n</i>	216		232	142			116			24	140		141	142			102			55
	<i>SD</i>	13.5		13.6	13.6			12.9			14.2	14.4		15.4	14.6			15.2			15.6
	<i>SE</i>	.92		.89	1.14			1.20			2.92	1.22		1.29	1.22			1.51			2.10
	<i>CI upper bound</i>	40.2		41.6	38.4			41.4			38.7	38.7		38.0	38.6			39.5			43.2
	<i>CI lower bound</i>	36.6		38.1	34.0			36.7			27.2	33.9		33.0	33.8			33.6			35.0
Quantitative Reasoning	<i>Mean</i>	26.9		30.7	29.3			27.7			23.5	30.7		32.0	32.1			31.5			32.1
	<i>n</i>	229		253	161			119			25	152		150	151			102			55
	<i>SD</i>	15.5		15.9	14.8			16.1			13.9	17.1		16.6	17.0			17.1			19.6
	<i>SE</i>	1.02		1.00	1.16			1.48			2.79	1.38		1.35	1.38			1.70			2.64
	<i>CI upper bound</i>	28.9		32.6	31.6			30.6			29.0	33.4		34.6	34.8			34.8			37.3
	<i>CI lower bound</i>	24.9		28.7	27.1			24.8			18.1	27.9		29.3	29.4			28.2			26.9
<i>Academic Challenge (additional items)</i>																					
Preparing for Class (hours/week)	<i>Mean</i>	13.2		14.6	15.6			15.8			14.2	13.2		12.1	14.6			15.6			13.7
	<i>n</i>	203		216	137			114			23	134		137	137			99			53
	<i>SD</i>	7.2		8.1	8.1			8.3			8.6	8.2		8.2	9.0			7.4			9.3
	<i>SE</i>	.51		.55	.70			.77			1.80	.71		.70	.77			.75			1.28
	<i>CI upper bound</i>	14.2		15.7	16.9			17.3			17.7	14.6		13.5	16.1			17.0			16.3
	<i>CI lower bound</i>	12.2		13.6	14.2			14.3			10.7	11.8		10.7	13.0			14.1			11.2
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	<i>Mean</i>	5.2		6.1	6.3			5.5			5.9	4.9		5.3	6.2			6.0			4.8
	<i>n</i>	201		211	135			114			23	136		136	134			98			53
	<i>SD</i>	4.2		5.6	5.4			4.9			6.2	4.7		5.6	5.5			4.8			5.8
	<i>SE</i>	.30		.39	.47			.46			1.30	.40		.48	.47			.48			.79
	<i>CI upper bound</i>	5.8		6.9	7.2			6.4			8.4	5.7		6.2	7.1			7.0			6.4
	<i>CI lower bound</i>	4.6		5.4	5.4			4.6			3.4	4.1		4.3	5.2			5.1			3.3

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 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Mount Union

		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>																					
Assigned Writing	<i>Mean</i>	53.2	42.2	56.4				51.8		54.9		82.8		96.4	94.0			97.9		85.6	
Estimated number of pages calculated from three survey questions.	<i>n</i>	205	228	144				120		26		139		137	142			103		55	
	<i>SD</i>	45.4	34.9	71.7				53.1		67.5		69.4		90.1	106.3			72.4		64.8	
	<i>SE</i>	3.17	2.31	5.98				4.86		13.31		5.87		7.71	8.92			7.12		8.73	
	<i>CI upper bound</i>	59.4	46.7	68.1				61.3		80.9		94.3		111.5	111.5			111.8		102.8	
	<i>CI lower bound</i>	47.0	37.6	44.7				42.3		28.8		71.3		81.2	76.5			83.9		68.5	
Course Challenge	<i>Mean</i>	5.5	5.6	5.7				5.5		5.3		5.5		5.4	5.2			5.5		5.2	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	217	235	145				119		25		142		143	144			102		55	
	<i>SD</i>	1.0	1.1	1.1				1.2		1.0		1.0		1.2	1.3			1.4		1.3	
	<i>SE</i>	.07	.07	.09				.11		.19		.09		.10	.11			.14		.18	
	<i>CI upper bound</i>	5.7	5.7	5.9				5.8		5.7		5.7		5.6	5.4			5.8		5.6	
	<i>CI lower bound</i>	5.4	5.5	5.5				5.3		4.9		5.4		5.2	5.0			5.3		4.9	
Academic Emphasis	<i>Mean</i>	3.2	3.2	3.2				3.2		3.4		3.0		3.0	3.0			3.0		3.0	
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	203	215	138				116		23		136		137	139			99		54	
	<i>SD</i>	0.7	0.7	0.8				0.7		0.6		0.8		0.7	0.8			0.7		0.7	
	<i>SE</i>	.05	.05	.07				.07		.13		.07		.06	.07			.08		.10	
	<i>CI upper bound</i>	3.2	3.3	3.3				3.3		3.6		3.2		3.1	3.1			3.2		3.2	
	<i>CI lower bound</i>	3.1	3.1	3.1				3.1		3.1		2.9		2.9	2.9			2.9		2.8	
<i>Learning with Peers</i>																					
Collaborative Learning	<i>Mean</i>	34.8	36.2	33.8				36.4		31.6		35.0		36.0	35.9			36.2		33.9	
	<i>n</i>	234	255	164				136		40		156		154	154			126		70	
	<i>SD</i>	12.4	13.1	13.3				12.6		13.2		12.9		13.6	12.3			12.1		14.2	
	<i>SE</i>	.81	.82	1.03				1.08		2.09		1.03		1.10	.99			1.08		1.70	
	<i>CI upper bound</i>	36.4	37.8	35.8				38.5		35.6		37.0		38.2	37.8			38.3		37.2	
	<i>CI lower bound</i>	33.2	34.6	31.7				34.3		27.5		33.0		33.9	33.9			34.1		30.5	
Discussions with Diverse Others	<i>Mean</i>	40.1	40.5	40.7				41.5		39.2		42.2		40.5	38.7			41.9		41.5	
	<i>n</i>	218	236	145				118		25		139		142	141			105		54	
	<i>SD</i>	15.3	15.5	13.8				15.8		16.1		13.7		14.9	14.6			12.6		14.9	
	<i>SE</i>	1.03	1.01	1.14				1.46		3.23		1.16		1.25	1.23			1.23		2.04	
	<i>CI upper bound</i>	42.1	42.5	42.9				44.4		45.5		44.5		42.9	41.1			44.3		45.4	
	<i>CI lower bound</i>	38.1	38.5	38.4				38.7		32.8		39.9		38.0	36.3			39.5		37.5	

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 Mount Union

		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>																					
Student-Faculty Interaction	<i>Mean</i>	24.0	25.2	24.3			28.0			24.8	33.8		34.1	32.2			35.4			29.9	
	<i>n</i>	232	252	164			126			30	151		152	154			109			63	
	<i>SD</i>	14.2	14.4	13.2			14.8			12.6	15.3		16.3	15.3			15.4			16.7	
	<i>SE</i>	.93	.90	1.03			1.32			2.29	1.24		1.32	1.23			1.48			2.11	
	<i>CI upper bound</i>	25.8	27.0	26.3			30.6			29.3	36.3		36.7	34.7			38.3			34.1	
	<i>CI lower bound</i>	22.2	23.4	22.3			25.5			20.3	31.4		31.5	29.8			32.5			25.8	
<hr/>																					
Effective Teaching Practices	<i>Mean</i>	41.4	43.6	40.6			39.2			34.4	42.7		40.9	40.7			41.0			37.9	
	<i>n</i>	234	255	160			123			28	155		153	153			109			58	
	<i>SD</i>	12.0	12.2	12.0			13.5			12.4	13.4		13.1	13.9			14.1			16.9	
	<i>SE</i>	.78	.76	.94			1.22			2.35	1.08		1.06	1.12			1.35			2.21	
	<i>CI upper bound</i>	43.0	45.1	42.5			41.6			39.0	44.8		43.0	42.9			43.6			42.2	
	<i>CI lower bound</i>	39.9	42.1	38.8			36.8			29.8	40.6		38.9	38.5			38.3			33.5	
<hr/>																					
<i>Campus Environment</i>																					
Quality of Interactions	<i>Mean</i>	41.3	46.0	43.2			43.3			40.7	45.4		45.0	45.0			44.5			45.8	
	<i>n</i>	207	225	138			115			20	143		141	140			99			52	
	<i>SD</i>	11.8	11.3	10.6			10.8			11.5	9.1		10.6	10.1			11.1			10.4	
	<i>SE</i>	.82	.75	.90			1.01			2.55	.76		.89	.85			1.12			1.44	
	<i>CI upper bound</i>	42.9	47.5	44.9			45.3			45.7	46.9		46.8	46.6			46.7			48.6	
	<i>CI lower bound</i>	39.7	44.5	41.4			41.4			35.7	43.9		43.3	43.3			42.3			43.0	
<hr/>																					
Supportive Environment	<i>Mean</i>	38.1	38.9	39.2			36.5			36.1	35.0		35.0	36.8			34.6			34.7	
	<i>n</i>	203	213	136			115			23	134		137	138			98			53	
	<i>SD</i>	12.2	12.8	14.7			14.4			9.4	12.5		12.3	12.7			13.4			14.7	
	<i>SE</i>	.86	.88	1.26			1.34			1.96	1.08		1.05	1.08			1.35			2.02	
	<i>CI upper bound</i>	39.8	40.6	41.7			39.1			40.0	37.1		37.0	38.9			37.3			38.6	
	<i>CI lower bound</i>	36.4	37.2	36.7			33.8			32.3	32.9		32.9	34.7			32.0			30.7	

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	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Service-Learning^a	%	63		65	58			54			67	82		80	80			85			73
	n	214		230	143			117			24	142		141	143			99			54
	SE	3.3		3.2	4.1			4.6			9.9	3.2		3.4	3.3			3.6			6.1
	CI upper bound (%)	70		71	66			64			87	89		86	87			92			85
	CI lower bound (%)	57		58	50			45			48	76		73	74			78			61
Learning Community^a	%	8		8	7			3			5	44		33	33			33			28
	n	220		230	142			118			24	143		141	142			101			54
	SE	1.8		1.8	2.2			1.6			4.7	4.2		4.0	4.0			4.7			6.2
	CI upper bound (%)	11		11	11			6			15	52		40	41			42			40
	CI lower bound (%)	4		4	3			0			0	36		25	25			24			16
Research with Faculty^a	%	5		5	6			4			0	53		51	45			50			37
	n	216		230	143			117			24	143		141	141			101			54
	SE	1.5		1.4	2.1			1.8			0.0	4.2		4.2	4.2			5.0			6.6
	CI upper bound (%)	8		7	10			7			0	61		59	54			60			50
	CI lower bound (%)	2		2	2			0			0	45		42	37			40			24
Internship or Field Experience^b (First-year results: Plan to do)	%	75		80	82			72			78	69		63	73			63			71
	n	220		233	143			118			25	143		144	143			101			54
	SE	2.9		2.6	3.2			4.2			8.4	3.9		4.0	3.7			4.8			6.2
	CI upper bound (%)	80		85	88			80			95	77		71	80			72			83
	CI lower bound (%)	69		75	75			64			62	62		55	65			53			59
Study Abroad^b (First-year results: Plan to do)	%	31		32	31			32			28	19		27	26			17			13
	n	220		230	143			118			24	143		144	143			101			54
	SE	3.1		3.1	3.9			4.3			9.4	3.3		3.7	3.7			3.7			4.6
	CI upper bound (%)	38		39	39			40			46	25		35	34			24			22
	CI lower bound (%)	25		26	23			24			9	12		20	19			9			4
Culminating Senior Experience^b (First-year results: Plan to do)	%	76		79	84			74			72	89		81	83			77			83
	n	210		232	142			118			24	143		143	144			101			54
	SE	2.9		2.7	3.1			4.0			9.5	2.6		3.3	3.1			4.2			5.2
	CI upper bound (%)	82		85	90			82			90	94		87	89			85			93
	CI lower bound (%)	70		74	78			66			53	84		74	77			69			72
Overall HIP Participation^c																					
Participated in one HIP	%	58		59	55			57			62	3		10	7			12			6
	n	220		233	143			118			24	143		144	144			101			54
	SE	3.3		3.2	4.2			4.6			10.2	1.5		2.5	2.1			3.2			3.2
	CI upper bound (%)	64		65	63			66			82	6		15	11			18			12
	CI lower bound (%)	51		53	46			48			42	0		5	3			6			0
Participated in two or more HIPs	%	8		8	8			2			5	95		89	93			86			87
	n	220		233	143			118			24	143		144	144			101			54
	SE	1.8		1.8	2.3			1.2			4.7	1.9		2.6	2.2			3.4			4.6
	CI upper bound (%)	11		11	13			4			15	98		94	97			93			96
	CI lower bound (%)	4		4	4			0			0	91		84	88			80			78

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.