NSSE

national survey of
student engagement

NSSE 2023
Multi-Year Report

Iowa State University

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 *planned to do* 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.

NSSE 2023 Multi-Year Report
Administration Summaries
Iowa State University

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

	First-year students					Seniors				
Year	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	21%	+/- 2.7%	1,073	827	246	24%	+/- 2.2%	1,542	1,227	315
2014										
2015										
2016	14%	+/- 2.9%	1,012	677	335	15%	+/- 2.5%	1,280	943	337
2017										
2018										
2019										
2020	37%	+/- 1.7%	2,175	1,902	273	31%	+/- 1.5%	2,993	2,606	387
2021										
2022										
2023	29%	+/- 2.1%	1,602	1,221	381	27%	+/- 1.8%	2,092	1,742	350

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	No	Transferable Skills, Association of American Universities Data Exchange	No	No	No
2014							
2015							
2016	Email	Census	No	Association of American Universities Data Exchange	No	No	No
2017							
2018							
2019							
2020	Email	Census	Yes	Consortium of Online Learning	No	No	No
2021							
2022							
2023	Email	Census	Yes	HIP Quality, Honors Education Consortium	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.
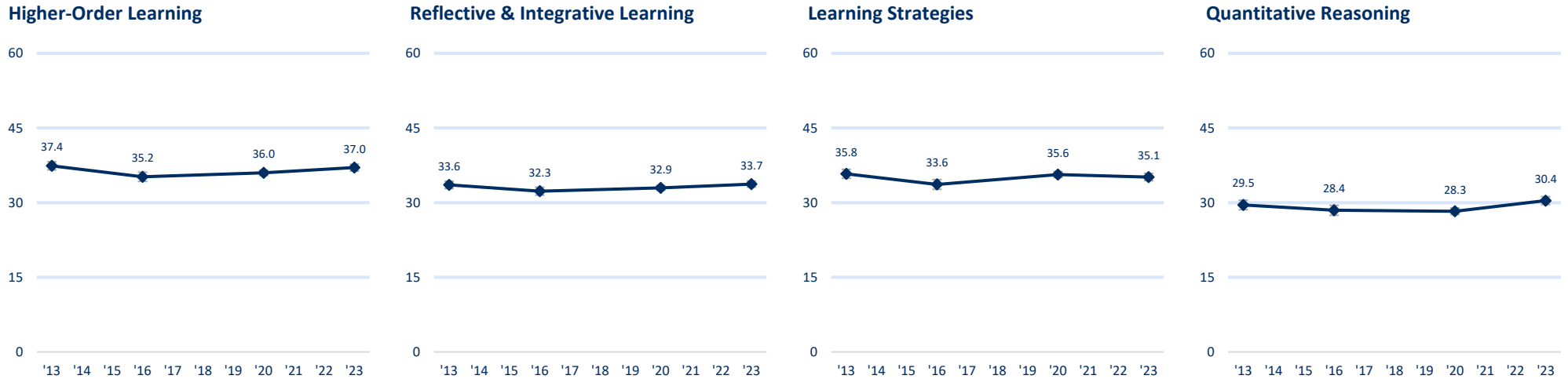
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.
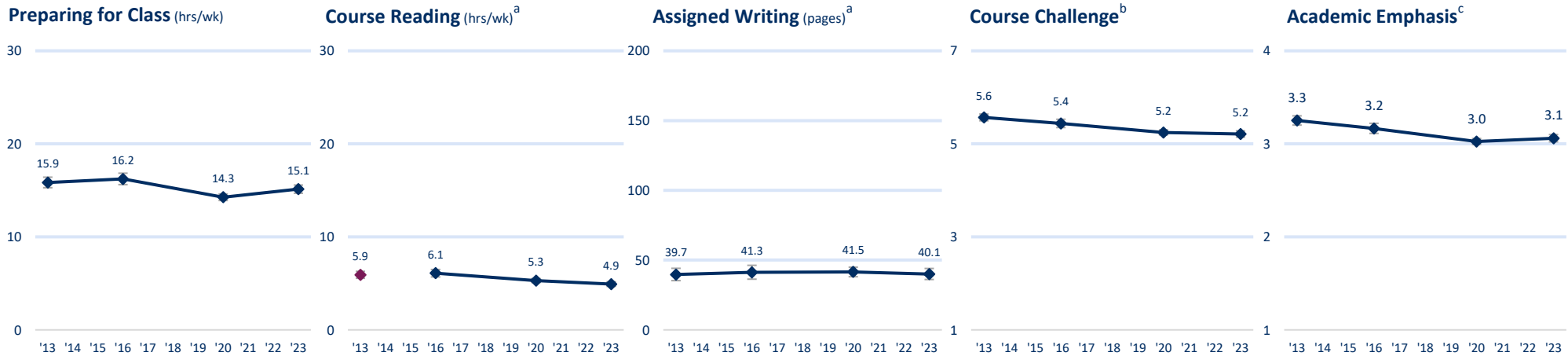
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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 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

37.4, 35.2, 36.0, 37.0
('13–'23)

Reflective & Integrative Learning

33.6, 32.3, 32.9, 33.7
('13–'23)

Learning Strategies

35.8, 33.6, 35.6, 35.1
('13–'23)

Quantitative Reasoning

29.5, 28.4, 28.3, 30.4
('13–'23)

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

15.9, 16.2, 14.3, 15.1
('13–'23)

Course Reading (hrs/wk)[a]

5.9, 6.1, 5.3, 4.9
('13–'23)

Assigned Writing (pages)[a]

39.7, 41.3, 41.5, 40.1
('13–'23)

Course Challenge[b]

5.6, 5.4, 5.2, 5.2
('13–'23)

Academic Emphasis[c]

3.3, 3.2, 3.0, 3.1
('13–'23)

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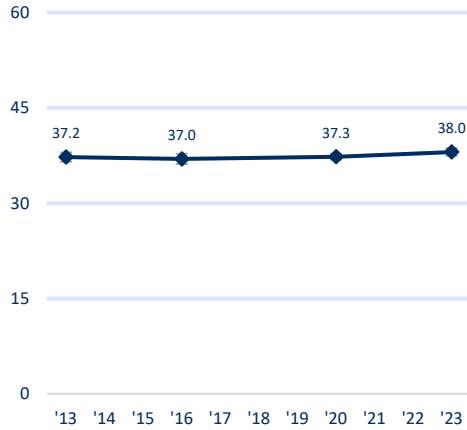
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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
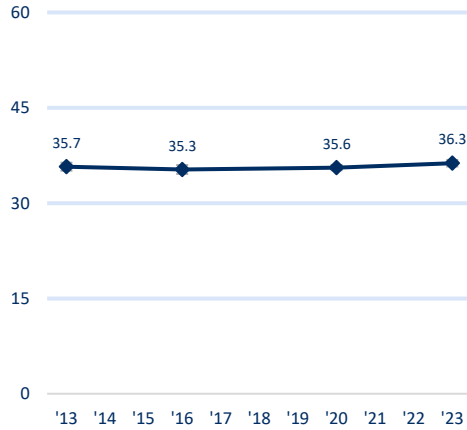## Iowa State University

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.
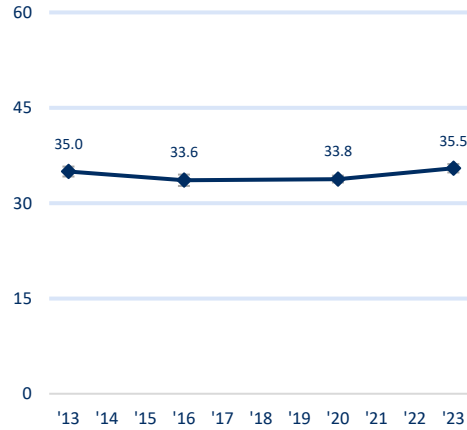
Academic Challenge: Seniors

Higher-Order Learning

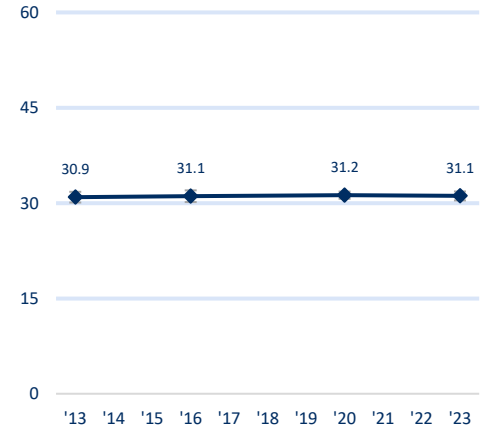37.2 37.0 37.3 38.0
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Reflective & Integrative Learning

35.7 35.3 35.6 36.3
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Learning Strategies

35.0 33.6 33.8 35.5
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Quantitative Reasoning

30.9 31.1 31.2 31.1
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)
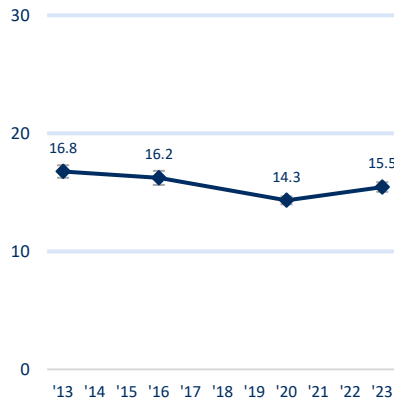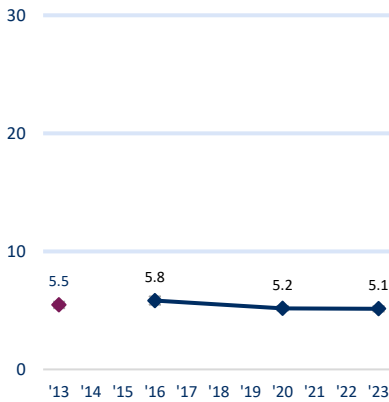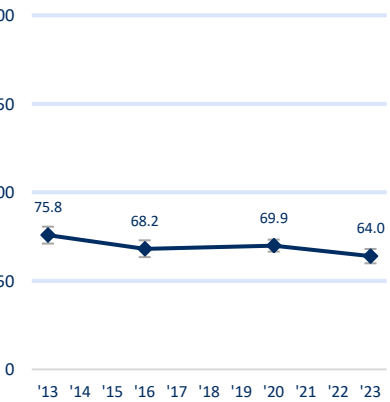
16.8 16.2 14.3 15.5
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Course Reading (hrs/wk)[a]

5.5 5.8 5.2 5.1
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Assigned Writing (pages)[a]

75.8 68.2 69.9 64.0
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Course Challenge[b]

5.4 5.4 5.2 5.3
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Academic Emphasis[c]

3.1 3.1 3.1 3.0
'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

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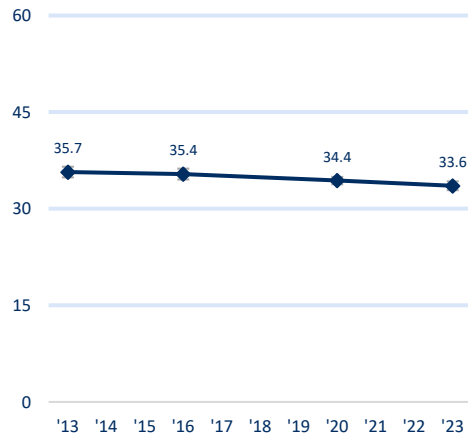c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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

35.7 35.4 34.4 33.6

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Discussions with Diverse Others

40.5 39.4 39.2 39.1

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Experiences with Faculty: First-year students

Student-Faculty Interaction

20.5 19.4 21.4 22.8

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Effective Teaching Practices

37.0 35.2 35.7 36.3

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23
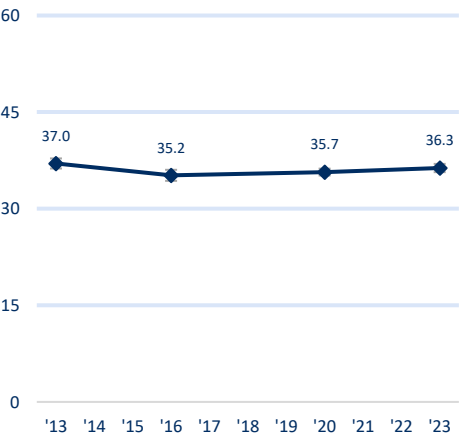
Campus Environment: First-year students

Quality of Interactions
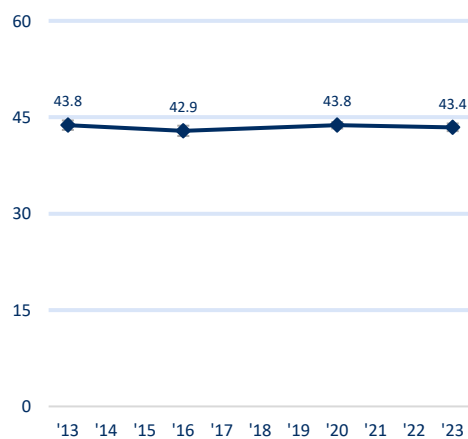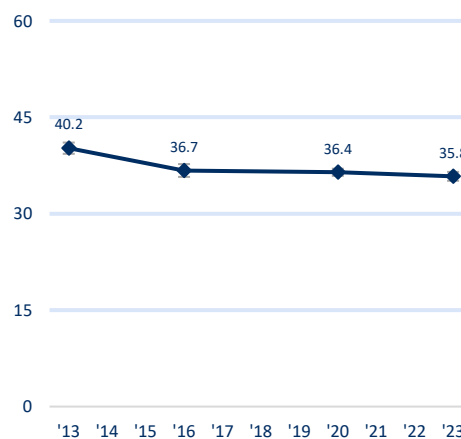
43.8 42.9 43.8 43.4

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Supportive Environment

40.2 36.7 36.4 35.8

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

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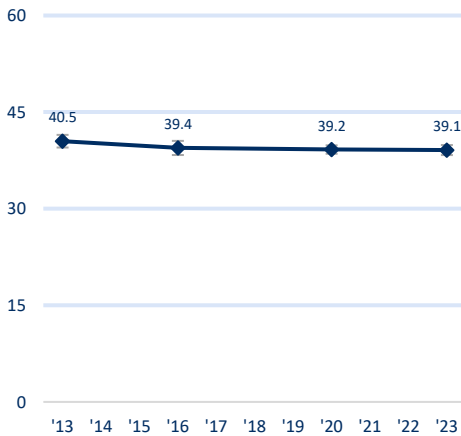## Engagement Results by Theme
Iowa State University

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

Learning with Peers: Seniors

Collaborative Learning

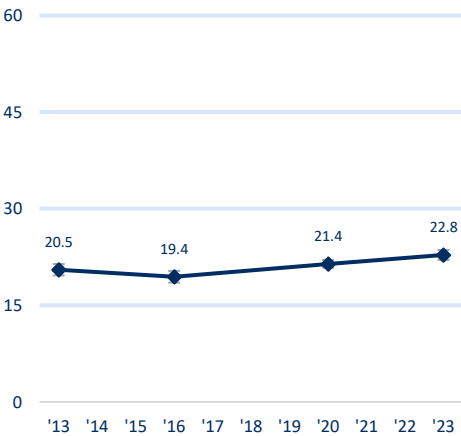35.3 35.9 35.8 35.0

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Discussions with Diverse Others

40.2 39.0 39.7 37.9

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23
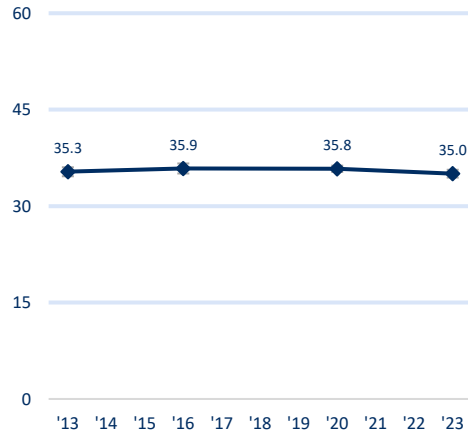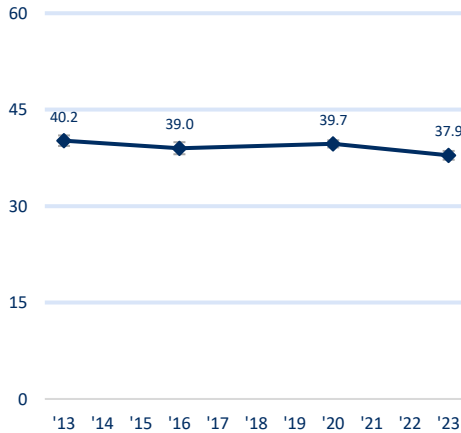
Experiences with Faculty: Seniors

Student-Faculty Interaction

23.5 23.0 22.7 23.7

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Effective Teaching Practices

37.3 36.5 37.1 37.6

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23
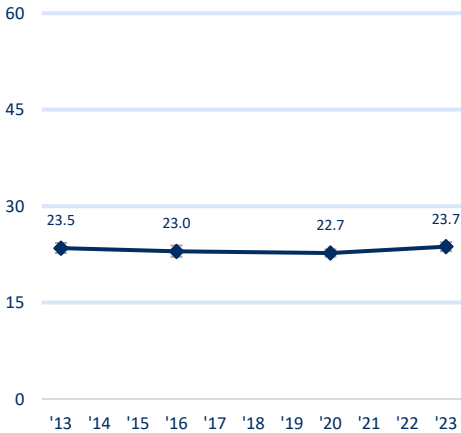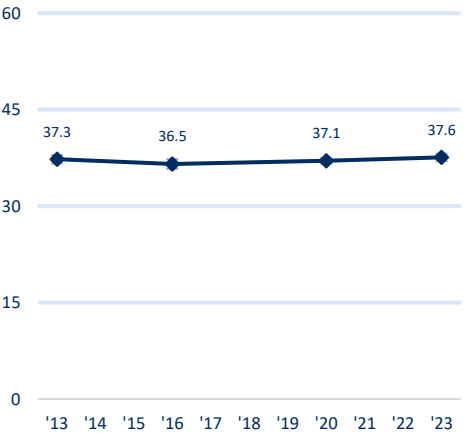
Campus Environment: Seniors

Quality of Interactions
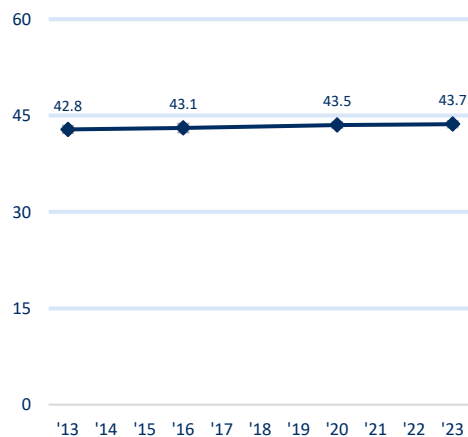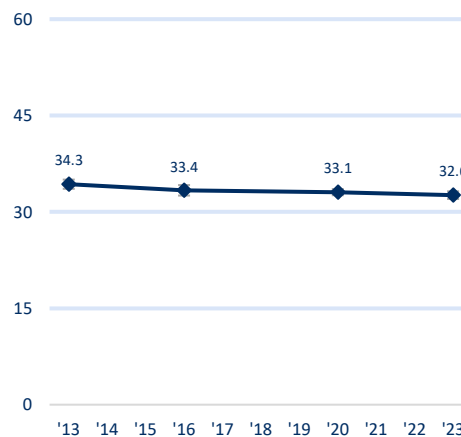
42.8 43.1 43.5 43.7

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Supportive Environment

34.3 33.4 33.1 32.6

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

NSSE 2023 Multi-Year Report
High-Impact Practices
Iowa State University

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)
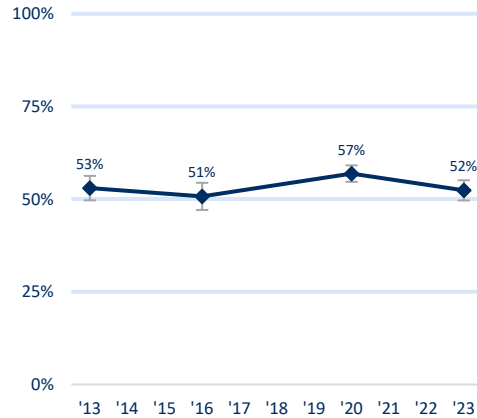
53%, 51%, 57%, 52% ('13, '16, '20, '23)

Learning Community
(Done or in progress)

46%, 44%, 42%, 31% ('13, '16, '20, '23)

Research with Faculty
(Done or in progress)

10%, 11%, 9%, 9% ('13, '16, '20, '23)
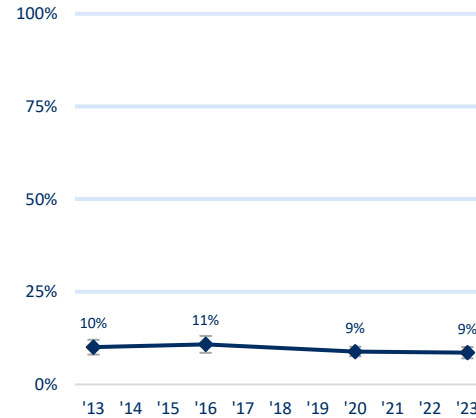
Internship/Field Experience
(Plan to do)

83%, 82%, 80%, 78% ('13, '16, '20, '23)
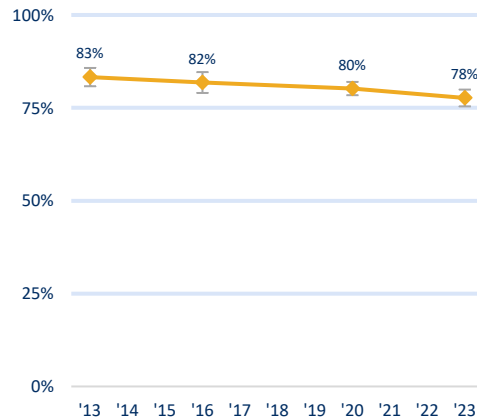
Study Abroad
(Plan to do)

48%, 45%, 50%, 43% ('13, '16, '20, '23)
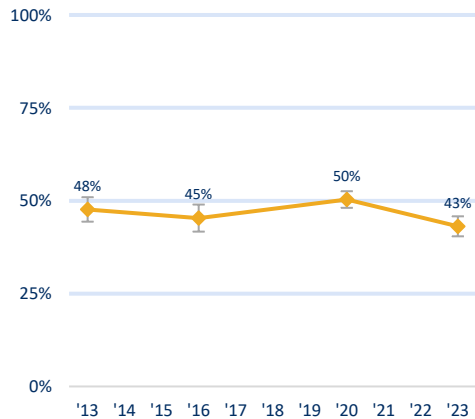
Culminating Senior Experience
(Plan to do)

54%, 50%, 50%, 49% ('13, '16, '20, '23)
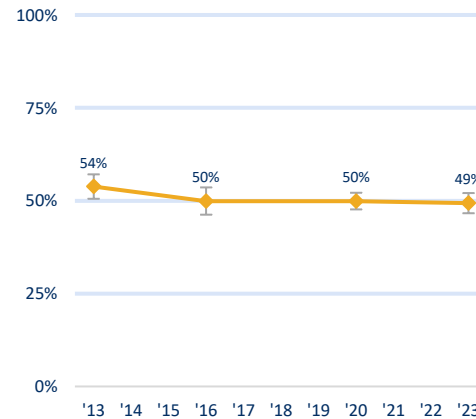
Overall first-year HIP participation

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.
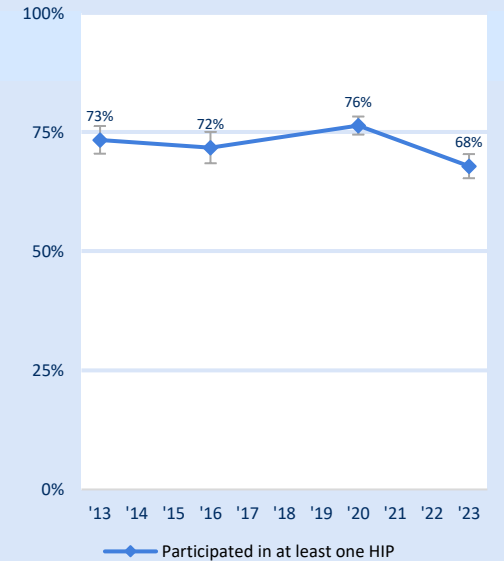
73%, 72%, 76%, 68% ('13, '16, '20, '23)

Participated in at least one HIP

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 2023 Multi-Year Report
High-Impact Practices
Iowa State University

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.
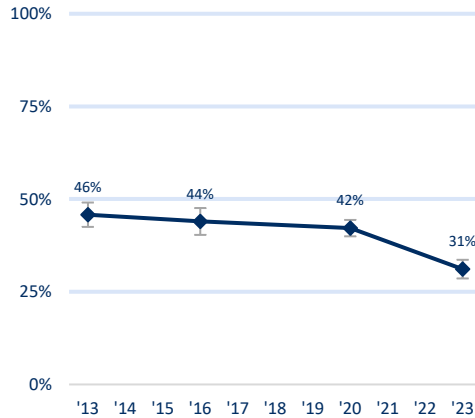
High-Impact Practices: Seniors


Service-Learning
(Some, most, or all courses)
50%, 52%, 54%, 51%
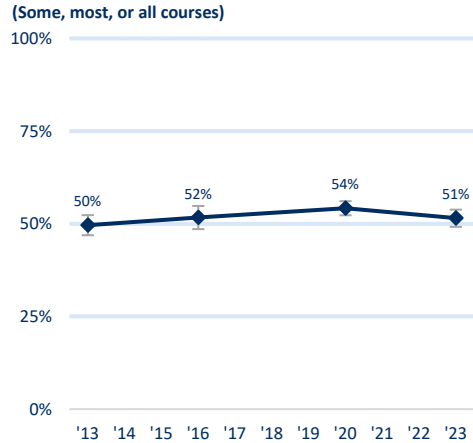
Learning Community
(Done or in progress)
41%, 40%, 38%, 38%

Research with Faculty
(Done or in progress)
33%, 34%, 29%, 28%

Internship/Field Experience
(Done or in progress)
62%, 69%, 63%, 66%

Study Abroad
(Done or in progress)
24%, 22%, 24%, 15%

Culminating Senior Experience
(Done or in progress)
45%, 49%, 42%, 42%
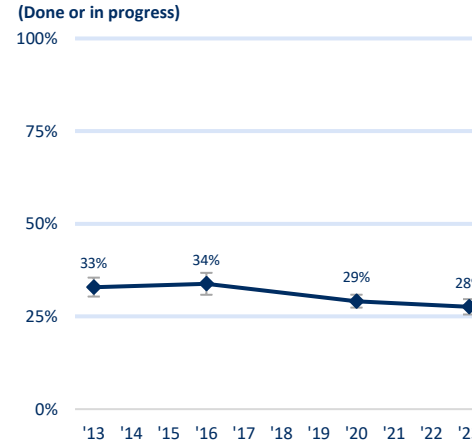
Overall senior HIP participation

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.

Participated in two or more HIPs: 72%, 75%, 71%, 71%
Participated in one HIP: 20%, 17%, 21%, 20%

— Participated in two or more HIPs
— Participated in one HIP

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 2023 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
Iowa State University

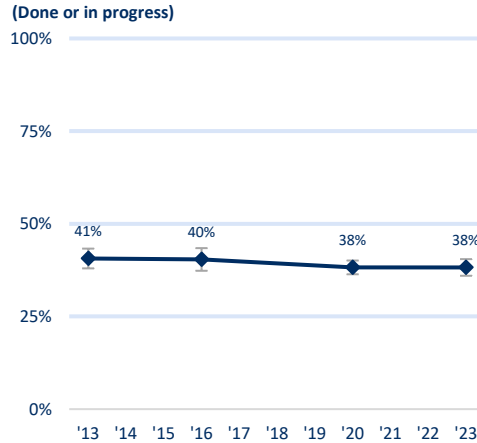|		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge																							
Higher-Order Learning	Mean	37.4			35.2				36.0			37.0	37.2			37.0				37.3			38.0
	n	934			839				1,973			1,377	1,366			1,086				2,696			1,878
	SD	12.7			13.6				12.2			13.0	13.6			13.6				12.6			13.0
	SE	.42			.47				.28			.35	.37			.41				.24			.30
	CI up bnd	38.2			36.1				36.5			37.7	37.9			37.8				37.8			38.6
	CI low bnd	36.6			34.3				35.4			36.3	36.5			36.1				36.8			37.4
Reflective & Integrative Learning	Mean	33.6			32.3				32.9			33.7	35.7			35.3				35.6			36.3
	n	981			885				2,053			1,473	1,424			1,155				2,821			1,987
	SD	11.8			12.0				11.2			11.9	12.1			12.0				11.5			11.8
	SE	.38			.40				.25			.31	.32			.35				.22			.26
	CI up bnd	34.3			33.1				33.4			34.3	36.4			36.0				36.0			36.8
	CI low bnd	32.8			31.5				32.5			33.1	35.1			34.6				35.2			35.8
Learning Strategies	Mean	35.8			33.6				35.6			35.1	35.0			33.6				33.8			35.5
	n	873			725				1,927			1,310	1,291			983				2,640			1,805
	SD	13.5			13.4				13.3			13.5	14.3			14.3				14.2			14.4
	SE	.46			.50				.30			.37	.40			.45				.28			.34
	CI up bnd	36.7			34.6				36.2			35.9	35.7			34.5				34.3			36.1
	CI low bnd	34.9			32.7				35.0			34.4	34.2			32.7				33.2			34.8
Quantitative Reasoning	Mean	29.5			28.4				28.3			30.4	30.9			31.1				31.2			31.1
	n	953			842				1,939			1,326	1,387			1,105				2,648			1,824
	SD	15.0			14.7				14.4			14.7	16.0			15.6				15.0			15.4
	SE	.49			.51				.33			.40	.43			.47				.29			.36
	CI up bnd	30.5			29.4				28.9			31.2	31.8			32.0				31.8			31.8
	CI low bnd	28.6			27.5				27.6			29.6	30.1			30.2				30.7			30.4
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	Mean	15.9			16.2				14.3			15.1	16.8			16.2				14.3			15.5
	n	819			667				1,893			1,277	1,221			933				2,595			1,778
	SD	8.2			8.1				7.7			8.0	9.4			9.3				8.6			8.7
	SE	.29			.31				.18			.22	.27			.30				.17			.21
	CI up bnd	16.4			16.8				14.6			15.6	17.3			16.8				14.7			15.9
	CI low bnd	15.3			15.6				13.9			14.7	16.2			15.6				14.0			15.0
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	5.9			6.1				5.3			4.9	5.5			5.8				5.2			5.1
	n	817			663				1,882			1,256	1,219			928				2,579			1,762
	SD	5.4			5.2				4.8			4.5	4.8			5.4				5.0			4.9
	SE	.19			.20				.11			.13	.14			.18				.10			.12
	CI up bnd	6.3			6.5				5.5			5.2	5.7			6.2				5.4			5.4
	CI low bnd	5.5			5.7				5.1			4.7	5.2			5.5				5.0			4.9

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).

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		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23

Academic Challenge (additional items, continued)

Assigned Writing — Estimated number of pages calculated from three survey questions.

	'13	'16	'20	'23	'13	'16	'20	'23
Mean	39.7	41.3	41.5	40.1	75.8	68.2	69.9	64.0
n	817	700	1,930	1,323	1,229	949	2,635	1,815
SD	64.3	66.9	76.5	73.3	85.5	74.5	88.6	88.1
SE	2.25	2.53	1.74	2.02	2.44	2.42	1.73	2.07
CI up bnd	44.1	46.3	44.9	44.0	80.6	72.9	73.3	68.0
CI low bnd	35.3	36.3	38.1	36.1	71.1	63.4	66.5	59.9

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

	'13	'16	'20	'23	'13	'16	'20	'23
Mean	5.6	5.4	5.2	5.2	5.4	5.4	5.2	5.3
n	887	725	1,925	1,307	1,313	992	2,637	1,801
SD	1.1	1.2	1.2	1.2	1.2	1.2	1.3	1.2
SE	.04	.05	.03	.03	.03	.04	.02	.03
CI up bnd	5.6	5.5	5.3	5.3	5.5	5.4	5.3	5.4
CI low bnd	5.5	5.4	5.2	5.1	5.3	5.3	5.2	5.2

Academic Emphasis — Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").

	'13	'16	'20	'23	'13	'16	'20	'23
Mean	3.3	3.2	3.0	3.1	3.1	3.1	3.1	3.0
n	827	675	1,914	1,288	1,231	943	2,614	1,785
SD	0.7	0.7	0.7	0.7	0.8	0.8	0.7	0.8
SE	.03	.03	.02	.02	.02	.02	.01	.02
CI up bnd	3.3	3.2	3.1	3.1	3.2	3.1	3.1	3.1
CI low bnd	3.2	3.1	3.0	3.0	3.1	3.0	3.0	3.0

Learning with Peers

Collaborative Learning

	'13	'16	'20	'23	'13	'16	'20	'23
Mean	35.7	35.4	34.4	33.6	35.3	35.9	35.8	35.0
n	1,008	948	2,117	1,565	1,460	1,208	2,914	2,056
SD	13.4	13.3	13.4	13.7	13.6	13.9	13.6	14.0
SE	.42	.43	.29	.35	.36	.40	.25	.31
CI up bnd	36.5	36.2	34.9	34.2	36.0	36.6	36.3	35.7
CI low bnd	34.9	34.5	33.8	32.9	34.6	35.1	35.3	34.4

Discussions with Diverse Others

	'13	'16	'20	'23	'13	'16	'20	'23
Mean	40.5	39.4	39.2	39.1	40.2	39.0	39.7	37.9
n	873	732	1,924	1,310	1,299	1,000	2,644	1,817
SD	14.8	15.1	14.6	14.4	15.1	15.1	14.6	14.9
SE	.50	.56	.33	.40	.42	.48	.28	.35
CI up bnd	41.5	40.5	39.8	39.9	41.0	39.9	40.2	38.6
CI low bnd	39.5	38.3	38.5	38.3	39.4	38.1	39.1	37.2

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).

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		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Experiences with Faculty																							
Student-Faculty Interaction	Mean	**20.5**			**19.4**				**21.4**			**22.8**	**23.5**			**23.0**				**22.7**			**23.7**
	n	955			858				1,988			1,421	1,397			1,111				2,741			1,926
	SD	14.0			13.5				13.7			14.6	15.0			14.8				15.0			15.4
	SE	.45			.46				.31			.39	.40			.44				.29			.35
	CI up bnd	21.4			20.3				22.0			23.6	24.3			23.9				23.3			24.4
	CI low bnd	19.6			18.5				20.8			22.1	22.7			22.1				22.1			23.0
Effective Teaching Practices	Mean	**37.0**			**35.2**				**35.7**			**36.3**	**37.3**			**36.5**				**37.1**			**37.6**
	n	960			854				1,976			1,381	1,405			1,117				2,698			1,870
	SD	12.4			12.8				12.1			12.2	12.5			12.8				12.0			12.8
	SE	.40			.44				.27			.33	.33			.38				.23			.30
	CI up bnd	37.8			36.0				36.2			37.0	37.9			37.3				37.5			38.2
	CI low bnd	36.2			34.3				35.2			35.7	36.6			35.8				36.6			37.0
Campus Environment																							
Quality of Interactions	Mean	**43.8**			**42.9**				**43.8**			**43.4**	**42.8**			**43.1**				**43.5**			**43.7**
	n	850			679				1,831			1,237	1,268			955				2,494			1,688
	SD	10.9			10.6				10.8			10.6	10.5			10.6				10.5			10.4
	SE	.38			.41				.25			.30	.30			.34				.21			.25
	CI up bnd	44.5			43.7				44.2			44.0	43.4			43.7				43.9			44.1
	CI low bnd	43.0			42.1				43.3			42.8	42.3			42.4				43.1			43.2
Supportive Environment	Mean	**40.2**			**36.7**				**36.4**			**35.8**	**34.3**			**33.4**				**33.1**			**32.6**
	n	821			665				1,905			1,279	1,221			931				2,600			1,780
	SD	12.8			13.1				12.4			12.6	12.8			12.7				12.5			12.8
	SE	.45			.51				.28			.35	.37			.42				.24			.30
	CI up bnd	41.1			37.7				37.0			36.5	35.0			34.2				33.6			33.2
	CI low bnd	39.3			35.7				35.9			35.1	33.6			32.5				32.6			32.0

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

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Detailed Statistics: High-Impact Practices
Iowa State University

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning[a]	%	53			51				57			52	50			52				54			51
	n	880			718				1,907			1,288	1,308			985				2,619			1,787
	SE	1.7			1.9				1.1			1.4	1.4			1.6				1.0			1.2
	CI up bnd	56			54				59			55	52			55				56			54
	CI low bnd	50			47				55			50	47			49				52			49
Learning Community[a]	%	46			44				42			31	41			40				38			38
	n	883			721				1,917			1,305	1,308			991				2,628			1,800
	SE	1.7			1.9				1.1			1.3	1.4			1.6				0.9			1.1
	CI up bnd	49			48				44			34	43			43				40			40
	CI low bnd	43			40				40			29	38			37				36			36
Research with Faculty[a]	%	10			11				9			9	33			34				29			28
	n	875			717				1,915			1,299	1,301			985				2,626			1,797
	SE	1.0			1.2				0.7			0.8	1.3			1.5				0.9			1.1
	CI up bnd	12			13				10			10	35			37				31			30
	CI low bnd	8			9				8			7	30			31				27			26
Internship or Field Experience[b] (First-year results: Plan to do)	%	83			82				80			78	62			69				63			66
	n	885			723				1,923			1,310	1,308			990				2,639			1,802
	SE	1.3			1.4				0.9			1.2	1.3			1.5				0.9			1.1
	CI up bnd	86			85				82			80	65			72				65			68
	CI low bnd	81			79				78			75	60			66				61			64
Study Abroad[b] (First-year results: Plan to do)	%	48			45				50			43	24			22				24			15
	n	884			719				1,916			1,300	1,305			983				2,625			1,801
	SE	1.7			1.9				1.1			1.4	1.2			1.3				0.8			0.8
	CI up bnd	51			49				53			46	27			25				26			17
	CI low bnd	44			42				48			40	22			20				22			14
Culminating Senior Experience[b] (First-year results: Plan to do)	%	54			50				50			49	45			49				42			42
	n	882			713				1,917			1,303	1,305			986				2,630			1,798
	SE	1.7			1.9				1.1			1.4	1.4			1.6				1.0			1.2
	CI up bnd	57			54				52			52	48			52				44			44
	CI low bnd	51			46				48			47	43			46				40			40
Overall HIP Participation[c]																							
Participated in one HIP	%	42			44				49			48	20			17				21			20
	n	890			723				1,928			1,306	1,315			995				2,641			1,808
	SE	1.7			1.8				1.1			1.4	1.1			1.2				0.8			0.9
	CI up bnd	46			48				51			50	22			19				22			21
	CI low bnd	39			40				47			45	18			15				19			18
Participated in two or more HIPs	%	31			28				27			20	72			75				71			71
	n	890			723				1,928			1,306	1,315			995				2,641			1,808
	SE	1.6			1.7				1.0			1.1	1.2			1.4				0.9			1.1
	CI up bnd	34			31				29			22	74			78				73			73
	CI low bnd	28			25				25			18	69			72				69			69

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 +/- 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.

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