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# **NSSE 2025**

## **Multi-Year Report**

Missouri State University

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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										
2014										
2015	36%	+/- 2.4%	1,040	898	142	26%	+/- 2.6%	1,034	912	122
2016	29%	+/- 2.7%	930	703	227	18%	+/- 3.4%	689	563	126
2017										
2018										
2019	39%	+/- 2.3%	1,150	1,005	145	32%	+/- 1.8%	1,904	1,737	167
2020										
2021										
2022	26%	+/- 3.2%	702	549	153	21%	+/- 2.7%	1,051	885	166
2023										
2024										
2025	25%	+/- 2.7%	963	763	200	25%	+/- 2.6%	1,088	946	142

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	FY Experiences / Sr Transitions, Sustainability Education Consortium		Yes	Yes
2016	Email	Census	Yes	Transferable Skills, Writing Experiences		Yes	No
2017							
2018							
2019	Email	Census	Yes	Transferable Skills, FY Experiences / Sr Transitions	No	Yes	No
2020							
2021							
2022	Email	Census	Yes	Inclusiv & Cult Div, Career Preparation	No	Yes	No
2023							
2024							
2025	Email	Census	Yes	Career Preparation, Mental Health & Well-Being	No	Yes	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

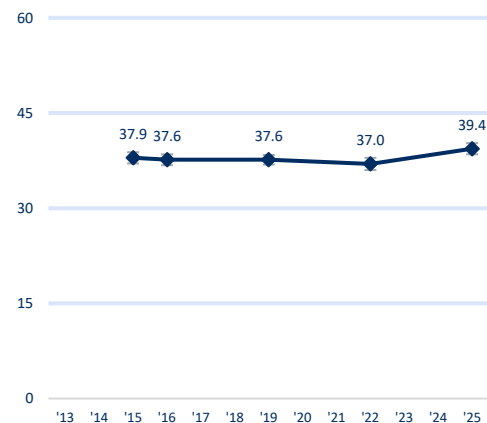
## Engagement Results by Theme

### Missouri State University

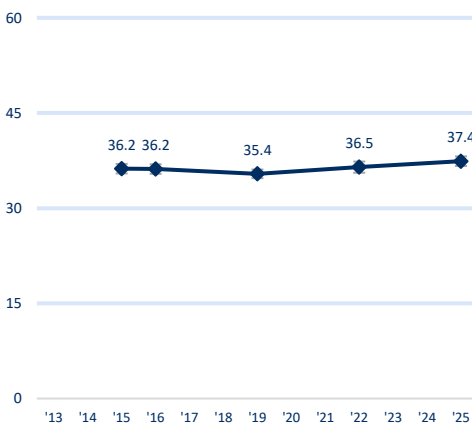
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

#### Academic Challenge: First-year students

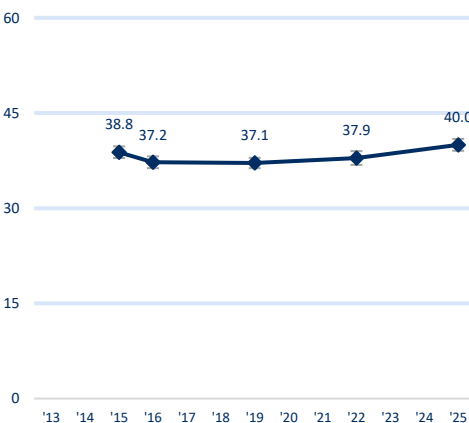
##### Higher-Order Learning



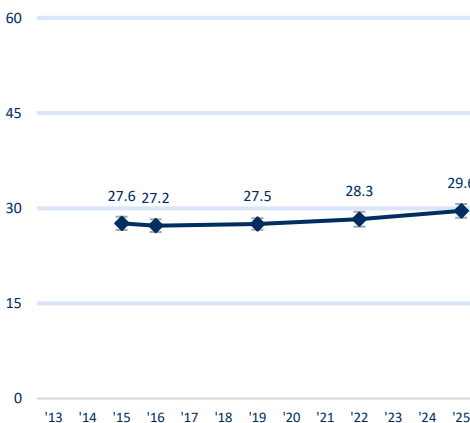
##### Reflective & Integrative Learning



##### Learning Strategies

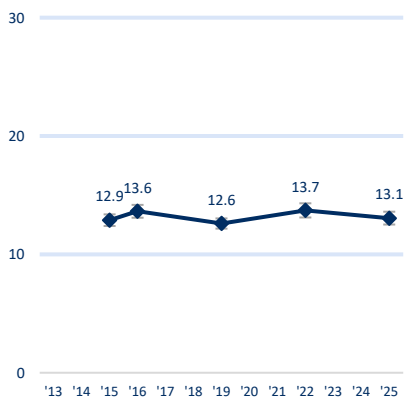


##### Quantitative Reasoning

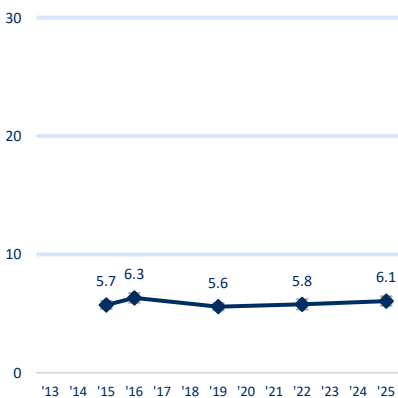


#### Academic Challenge (additional items): First-year students

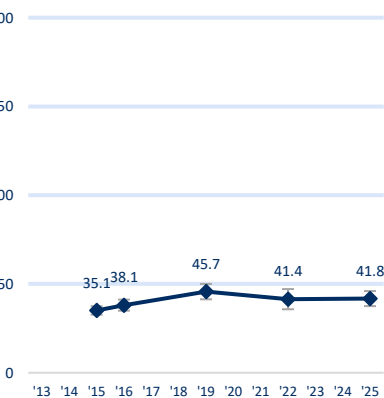
##### Preparing for Class (hrs/wk)



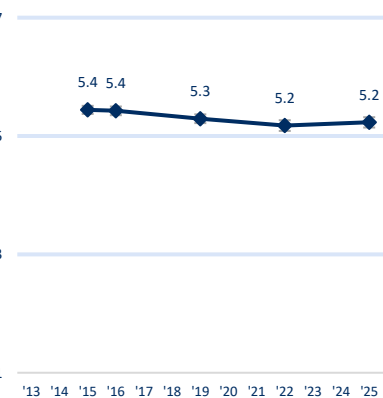
##### Course Reading (hrs/wk)<sup>a</sup>



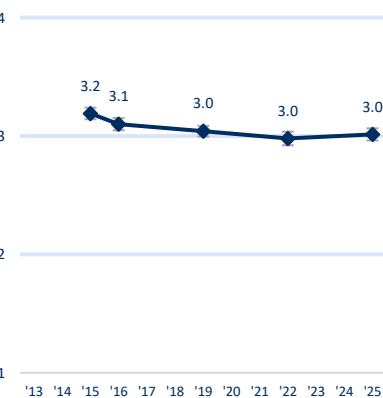
##### Assigned Writing (pages)<sup>a</sup>



##### 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.

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 2025 Multi-Year Report

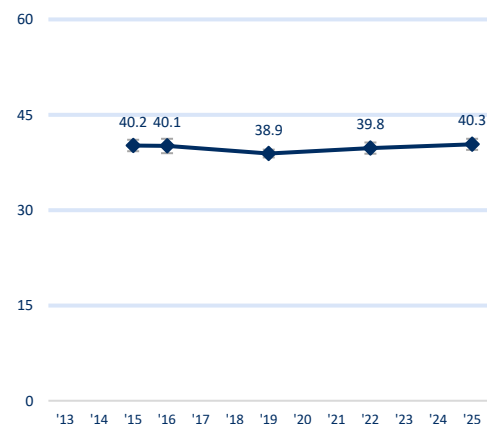
## Engagement Results by Theme

### Missouri State University

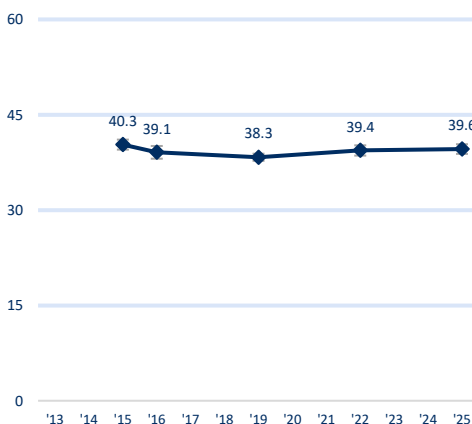
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#### Academic Challenge: Seniors

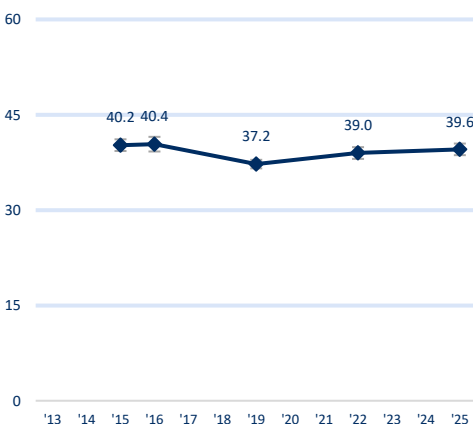
##### Higher-Order Learning



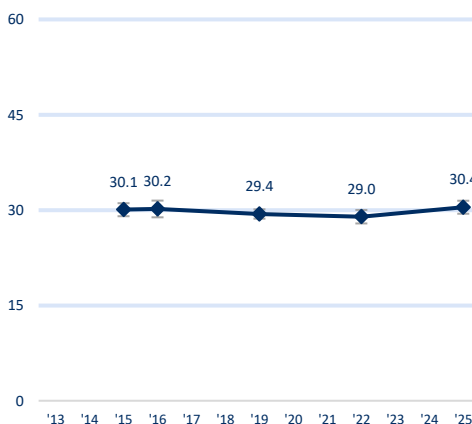
##### Reflective & Integrative Learning



##### Learning Strategies

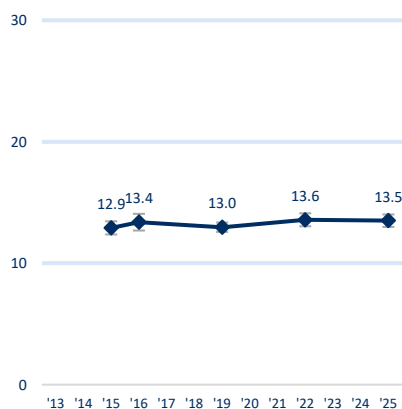


##### Quantitative Reasoning

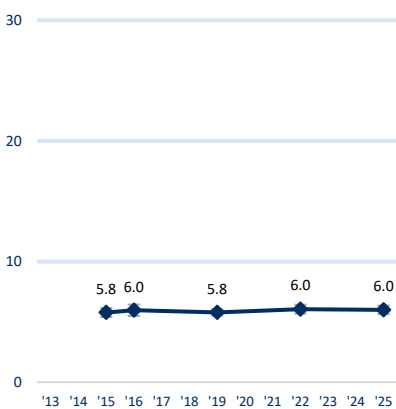


#### Academic Challenge (additional items): Seniors

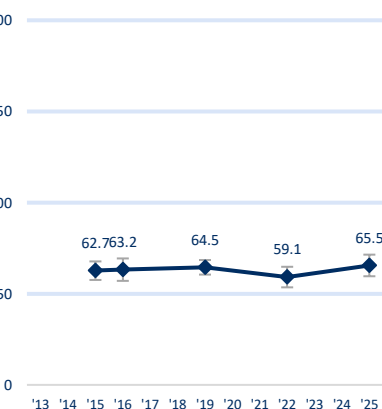
##### Preparing for Class (hrs/wk)



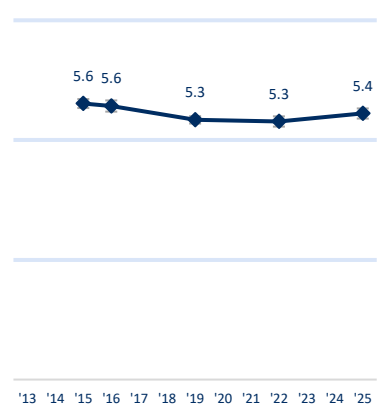
##### Course Reading (hrs/wk)<sup>a</sup>



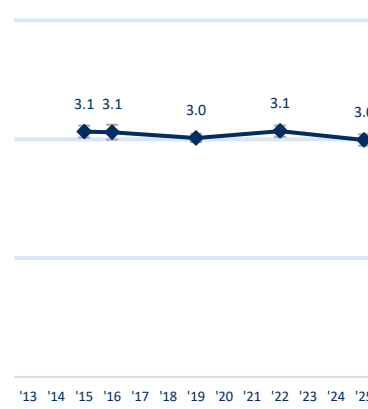
##### Assigned Writing (pages)<sup>a</sup>



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



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



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

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

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

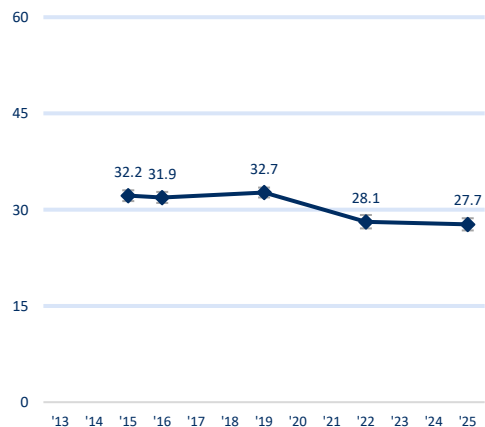
# NSSE 2025 Multi-Year Report

## Engagement Results by Theme Missouri State University

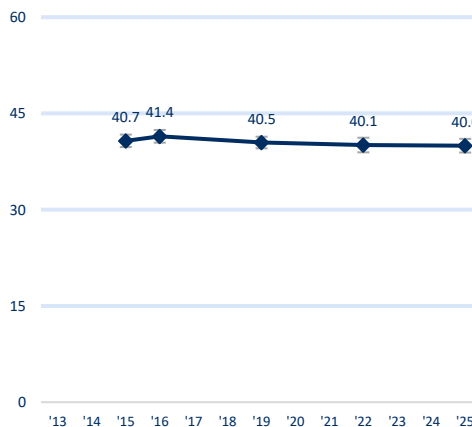
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

### Learning With Peers: First-year students

#### Collaborative Learning

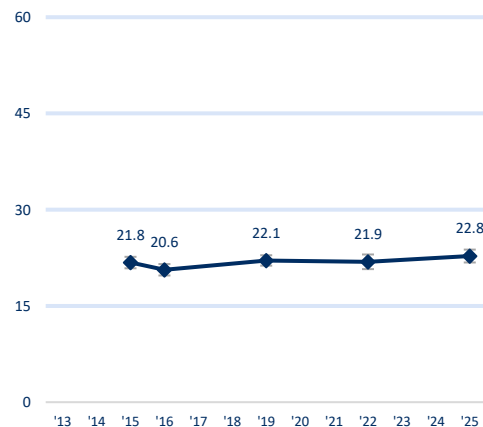


#### Discussions With Diverse Others

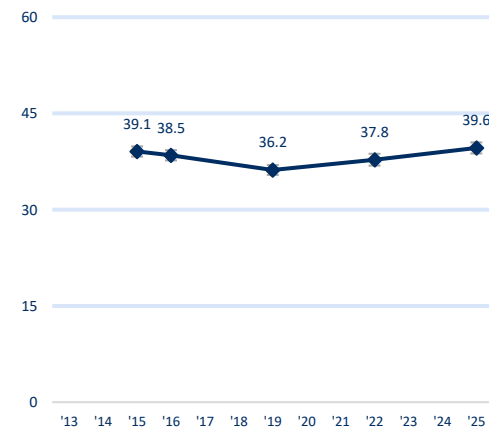


### Experiences With Faculty: First-year students

#### Student-Faculty Interaction

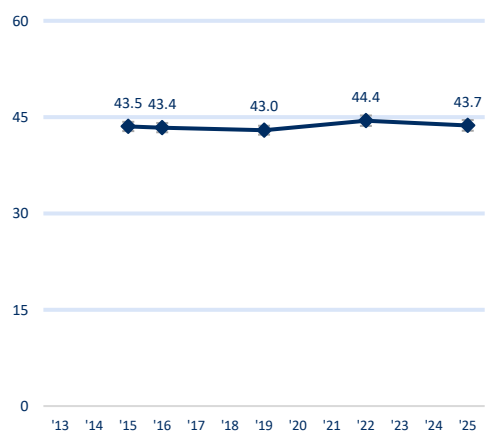


#### Effective Teaching Practices

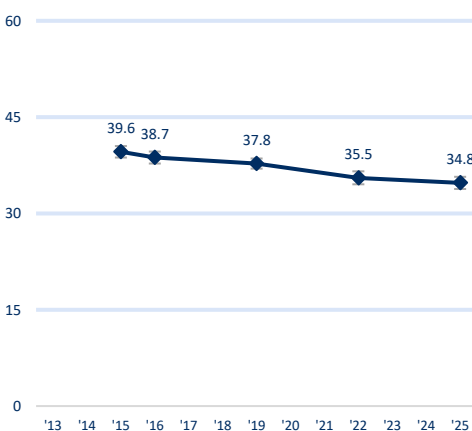


### Campus Environment: First-year students

#### Quality of Interactions



#### Supportive Environment



# NSSE 2025 Multi-Year Report

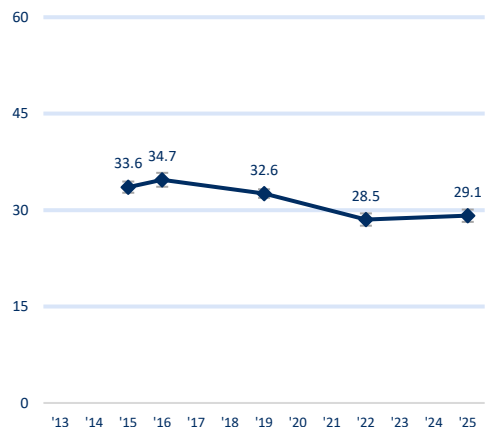
## Engagement Results by Theme

### Missouri State University

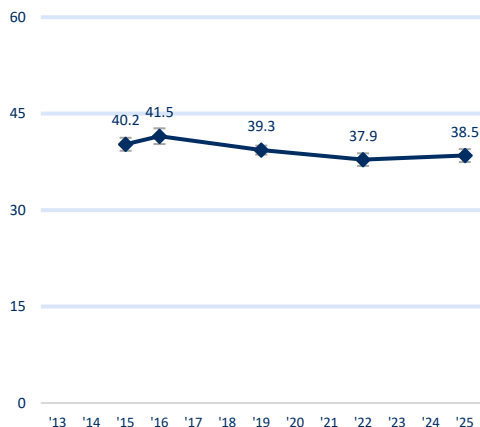
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#### Learning With Peers: Seniors

##### Collaborative Learning

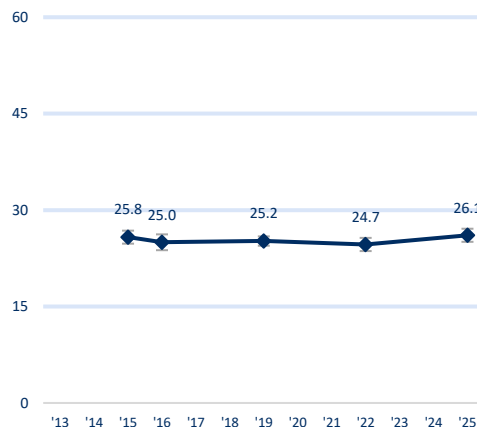


##### Discussions With Diverse Others

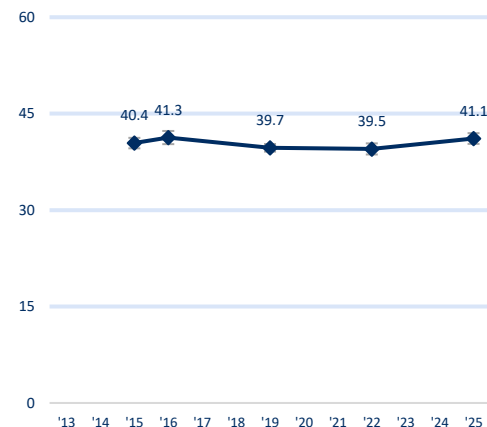


#### Experiences With Faculty: Seniors

##### Student-Faculty Interaction

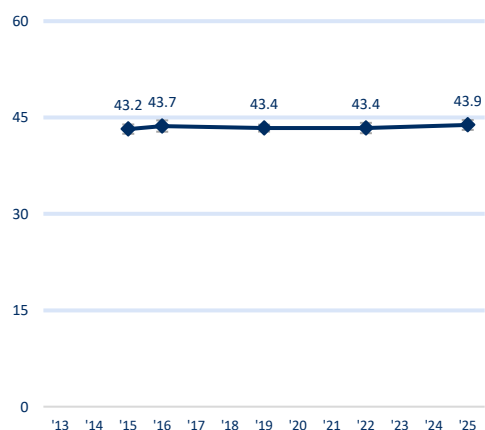


##### Effective Teaching Practices

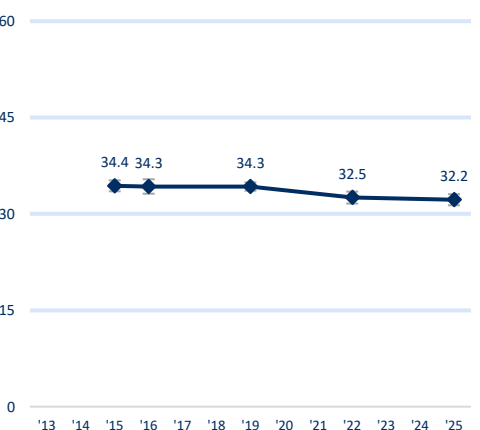


#### Campus Environment: Seniors

##### Quality of Interactions



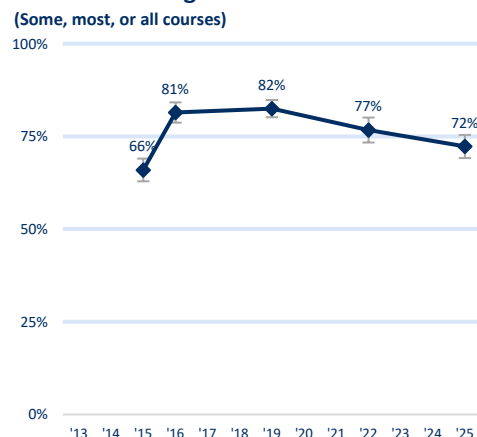
##### Supportive Environment



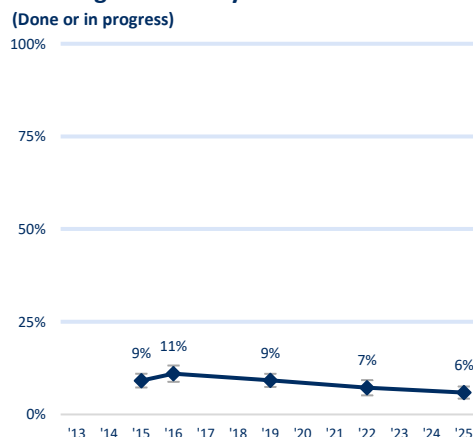
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

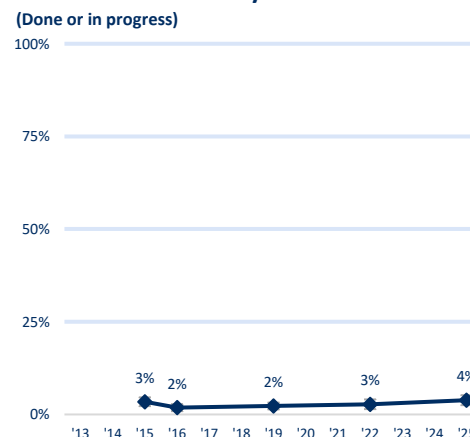
#### Service-Learning (Some, most, or all courses)



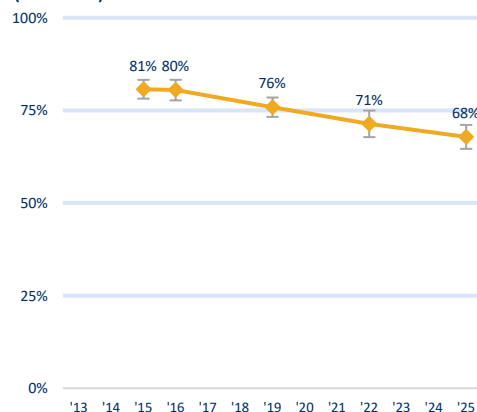
#### Learning Community (Done or in progress)



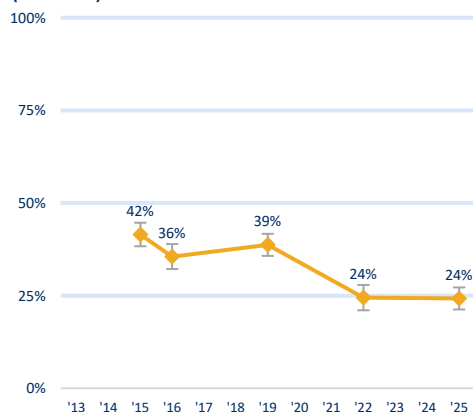
#### Research With Faculty (Done or in progress)



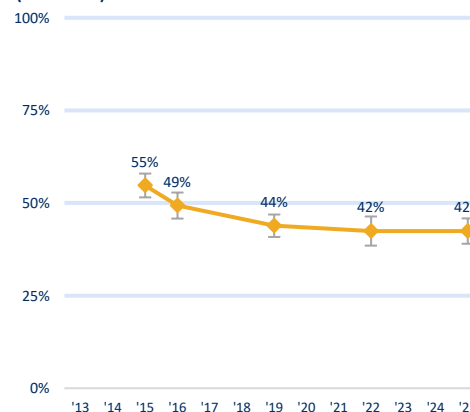
#### Internship/Field Experience (Plan to do)



#### Study Abroad (Plan to do)

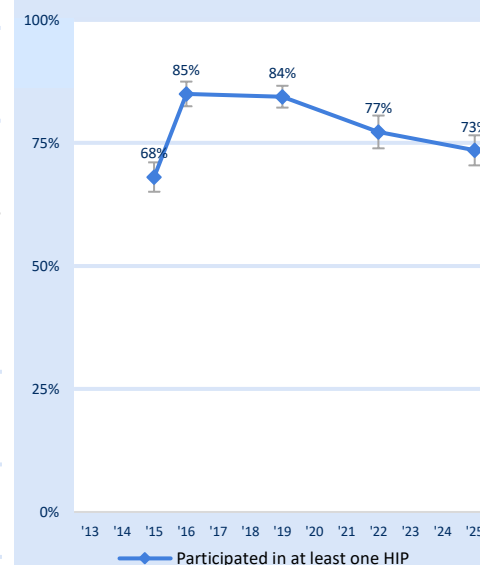


#### Culminating Senior Experience (Plan to do)



### 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.



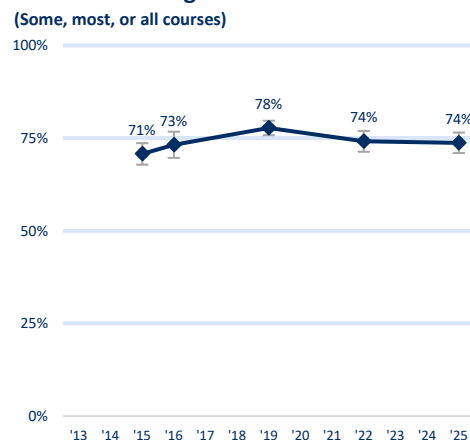
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



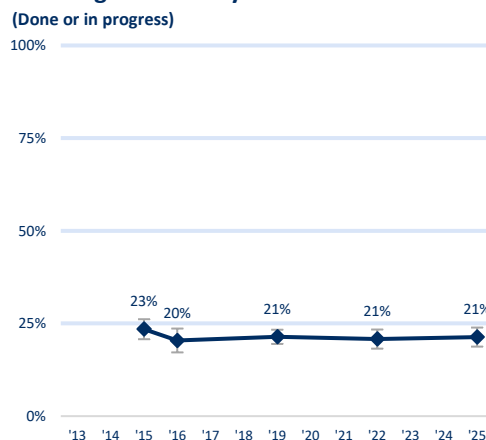
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

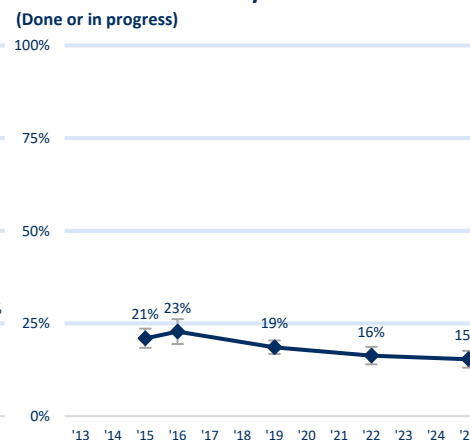
#### Service-Learning (Some, most, or all courses)



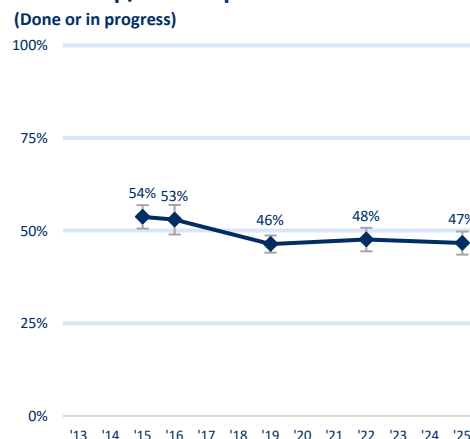
#### Learning Community (Done or in progress)



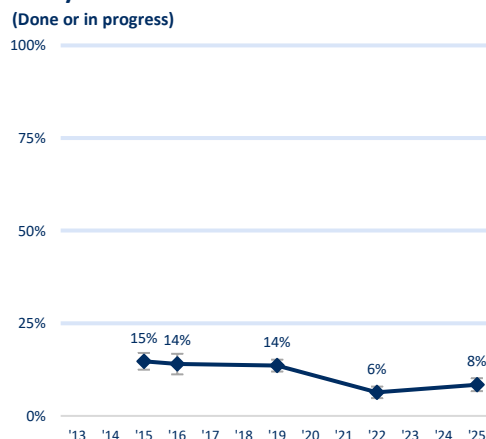
#### Research With Faculty (Done or in progress)



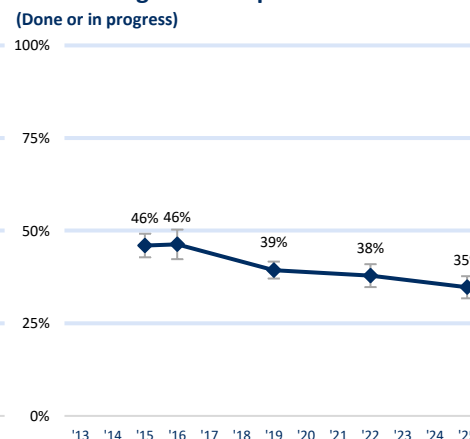
#### Internship/Field Experience (Done or in progress)



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

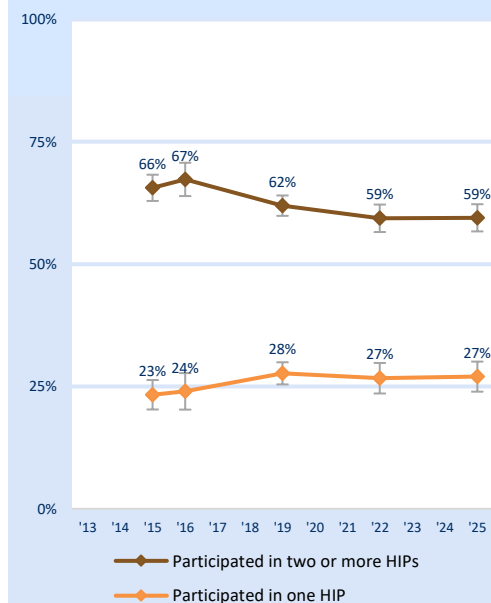


#### Culminating Senior Experience (Done or in progress)



### 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 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Missouri State University

		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			37.9	37.6			37.6			37.0			39.4			40.2	40.1			38.9			39.8		40.3	
	n			944	850			1,057			640			834			962	624			1,799			972		1,008	
	SD			13.9	12.7			12.5			12.4			12.9			14.2	14.4			13.3			14.0		14.1	
	SE			.45	.43			.38			.49			.45			.46	.58			.31			.45		.45	
	CI up bnd			38.8	38.5			38.4			37.9			40.2			41.1	41.2			39.5			40.6		41.2	
	CI low bnd			37.0	36.8			36.9			36.0			38.5			39.3	39.0			38.3			38.9		39.5	
Reflective & Integrative Learning	Mean			36.2	36.2			35.4			36.5			37.4			40.3	39.1			38.3			39.4		39.6	
	n			977	870			1,094			668			896			981	656			1,837			1,006		1,044	
	SD			12.0	11.3			11.5			11.6			11.6			12.6	13.1			12.3			13.1		12.5	
	SE			.38	.38			.35			.45			.39			.40	.51			.29			.41		.39	
	CI up bnd			37.0	36.9			36.1			37.4			38.2			41.1	40.1			38.9			40.2		40.4	
	CI low bnd			35.5	35.4			34.7			35.6			36.6			39.5	38.1			37.8			38.6		38.8	
Learning Strategies	Mean			38.8	37.2			37.1			37.9			40.0			40.2	40.4			37.2			39.0		39.6	
	n			917	788			1,032			612			803			943	592			1,768			949		980	
	SD			14.2	13.3			13.4			13.7			13.5			14.4	14.3			14.5			14.5		14.6	
	SE			.47	.47			.42			.55			.48			.47	.59			.34			.47		.47	
	CI up bnd			39.7	38.2			37.9			39.0			40.9			41.1	41.5			37.9			39.9		40.5	
	CI low bnd			37.9	36.3			36.3			36.8			39.0			39.3	39.2			36.6			38.1		38.6	
Quantitative Reasoning	Mean			27.6	27.2			27.5			28.3			29.6			30.1	30.2			29.4			29.0		30.4	
	n			964	850			1,034			618			816			979	634			1,776			956		984	
	SD			16.5	14.9			14.8			14.9			15.7			16.4	16.9			15.9			16.7		16.4	
	SE			.53	.51			.46			.60			.55			.52	.67			.38			.54		.52	
	CI up bnd			28.7	28.2			28.4			29.4			30.7			31.1	31.5			30.1			30.0		31.5	
	CI low bnd			26.6	26.2			26.6			27.1			28.5			29.0	28.9			28.6			27.9		29.4	
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	Mean			12.9	13.6			12.6			13.7			13.1			12.9	13.4			13.0			13.6		13.5	
	n			891	717			1,019			598			786			922	574			1,741			936		967	
	SD			7.5	7.4			7.1			7.5			7.8			8.4	8.4			8.2			8.4		8.1	
	SE			.25	.28			.22			.31			.28			.28	.35			.20			.27		.26	
	CI up bnd			13.4	14.2			13.0			14.3			13.6			13.5	14.1			13.3			14.1		14.0	
	CI low bnd			12.4	13.1			12.2			13.1			12.5			12.4	12.7			12.6			13.0		13.0	
Course Est. hrs per week calculated from two items.	Mean			5.7	6.3			5.6			5.8			6.1			5.8	6.0			5.8			6.0		6.0	
	n			878	715			1,010			596			781			912	572			1,730			927		959	
	SD			5.1	5.5			4.9			5.3			5.7			5.6	5.8			5.6			5.7		5.5	
	SE			.17	.21			.15			.22			.20			.19	.24			.13			.19		.18	
	CI up bnd			6.1	6.7			5.9			6.2			6.5			6.1	6.4			6.0			6.4		6.3	
	CI low bnd			5.4	5.9			5.3			5.3			5.7			5.4	5.5			5.5			5.7		5.6	

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

### Missouri State University

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 Writing	Mean			35.1	38.1			45.7			41.4			41.8			62.7	63.2			64.5			59.1			65.5
	n			884	747			1,035			615			812			869	563			1,773			954			975
Est. no. of pages calculated from three survey questions.	SD			36.1	43.6			71.1			72.0			61.7			76.5	74.5			85.7			88.9			94.3
	SE			1.21	1.59			2.21			2.90			2.16			2.60	3.14			2.04			2.88			3.02
	CI up bnd			37.5	41.2			50.0			47.1			46.0			67.7	69.4			68.5			64.8			71.4
	CI low bnd			32.7	35.0			41.4			35.8			37.5			57.6	57.1			60.5			53.5			59.6
Course Challenge	Mean			5.4	5.4			5.3			5.2			5.2			5.6	5.6			5.3			5.3			5.4
	n			932	792			1,029			613			800			952	602			1,763			949			977
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	SD			1.1	1.1			1.2			1.1			1.3			1.2	1.2			1.3			1.4			1.4
	SE			.03	.04			.04			.05			.04			.04	.05			.03			.04			.04
	CI up bnd			5.5	5.5			5.4			5.3			5.3			5.7	5.7			5.4			5.4			5.5
	CI low bnd			5.4	5.4			5.2			5.1			5.1			5.5	5.5			5.3			5.2			5.4
Academic Emphasis	Mean			3.2	3.1			3.0			3.0			3.0			3.1	3.1			3.0			3.1			3.0
	n			894	729			1,025			606			791			926	581			1,753			944			970
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	SD			0.7	0.7			0.7			0.7			0.7			0.8	0.8			0.7			0.7			0.8
	SE			.02	.03			.02			.03			.03			.03	.03			.02			.02			.02
	CI up bnd			3.2	3.2			3.1			3.0			3.1			3.1	3.1			3.0			3.1			3.0
	CI low bnd			3.1	3.0			3.0			2.9			3.0			3.0	3.0			3.0			3.0			2.9
Learning With Peers																											
Collaborative Learning	Mean			32.2	31.9			32.7			28.1			27.7			33.6	34.7			32.6			28.5			29.1
	n			982	893			1,121			687			941			988	665			1,856			1,033			1,074
	SD			13.4	13.1			13.2			14.0			14.9			14.0	14.3			14.8			15.7			16.0
	SE			.43	.44			.39			.53			.48			.44	.55			.34			.49			.49
	CI up bnd			33.0	32.8			33.5			29.2			28.7			34.4	35.8			33.2			29.5			30.1
	CI low bnd			31.3	31.1			31.9			27.1			26.8			32.7	33.6			31.9			27.6			28.2
Discussions With Diverse Others	Mean			40.7	41.4			40.5			40.1			40.0			40.2	41.5			39.3			37.9			38.5
	n			932	792			1,035			613			808			942	598			1,767			953			979
	SD			15.1	14.2			14.9			14.4			15.5			15.8	15.3			14.9			15.4			16.1
	SE			.50	.51			.46			.58			.54			.52	.63			.36			.50			.51
	CI up bnd			41.7	42.4			41.4			41.2			41.0			41.3	42.7			40.0			38.8			39.5
	CI low bnd			39.8	40.5			39.6			38.9			38.9			39.2	40.3			38.6			36.9			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 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Missouri State University

		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			21.8	20.6			22.1			21.9			22.8			25.8	25.0			25.2			24.7		26.1	
	n			960	849			1,072			653			861			982	641			1,805			984		1,015	
	SD			14.1	13.3			13.5			14.9			15.0			16.2	15.9			15.7			16.4		16.6	
	SE			.46	.46			.41			.58			.51			.52	.63			.37			.52		.52	
	CI up bnd			22.7	21.5			22.9			23.0			23.8			26.8	26.2			25.9			25.7		27.1	
	CI low bnd			20.9	19.7			21.3			20.7			21.8			24.8	23.8			24.5			23.6		25.1	
Effective Teaching Practices	Mean			39.1	38.5			36.2			37.8			39.6			40.4	41.3			39.7			39.5		41.1	
	n			966	862			1,062			639			838			985	642			1,801			973		1,010	
	SD			12.6	12.0			12.8			11.9			12.7			13.0	13.2			12.8			13.8		13.5	
	SE			.41	.41			.39			.47			.44			.42	.52			.30			.44		.43	
	CI up bnd			39.9	39.3			37.0			38.7			40.5			41.2	42.3			40.3			40.4		42.0	
	CI low bnd			38.3	37.7			35.4			36.9			38.8			39.6	40.3			39.1			38.7		40.3	
Campus Environment																											
Quality of Interactions	Mean			43.5	43.4			43.0			44.4			43.7			43.2	43.7			43.4			43.4		43.9	
	n			914	766			999			593			747			921	582			1,687			876		893	
	SD			11.1	10.2			11.2			10.1			11.6			11.3	10.9			11.3			12.1		11.8	
	SE			.37	.37			.35			.41			.42			.37	.45			.28			.41		.39	
	CI up bnd			44.3	44.1			43.7			45.2			44.5			43.9	44.6			43.9			44.2		44.6	
	CI low bnd			42.8	42.6			42.3			43.6			42.9			42.5	42.8			42.8			42.6		43.1	
Supportive Environment	Mean			39.6	38.7			37.8			35.5			34.8			34.4	34.3			34.3			32.5		32.2	
	n			892	718			1,019			599			786			917	575			1,747			937		967	
	SD			13.6	12.7			12.9			12.6			13.6			13.1	13.7			13.7			14.5		13.6	
	SE			.46	.48			.40			.52			.48			.43	.57			.33			.47		.44	
	CI up bnd			40.5	39.6			38.6			36.6			35.7			35.2	35.4			34.9			33.5		33.1	
	CI low bnd			38.7	37.8			37.0			34.5			33.8			33.5	33.1			33.6			31.6		31.4	

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

### Missouri State University

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>	%			66	81			82			77			72			71	73			78			74		74	
	<i>n</i>			921	776			1,025			607			790			943	604			1,752			939		975	
	<i>SE</i>			1.6	1.4			1.2			1.7			1.6			1.5	1.8			1.0			1.4		1.4	
	<i>CI up bnd</i>			69	84			85			80			75			74	77			80			77		77	
	<i>CI low bnd</i>			63	79			80			73			69			68	70			76			71		71	
Learning Community <sup>a</sup>	%			9	11			9			7			6			23	20			21			21		21	
	<i>n</i>			929	776			1,028			607			800			951	605			1,756			949		978	
	<i>SE</i>			0.9	1.1			0.9			1.1			0.8			1.4	1.6			1.0			1.3		1.3	
	<i>CI up bnd</i>			11	13			11			9			8			26	24			23			23		24	
	<i>CI low bnd</i>			7	9			7			5			4			21	17			19			18		19	
Research With Faculty <sup>a</sup>	%			3	2			2			3			4			21	23			19			16		15	
	<i>n</i>			921	777			1,028			605			795			945	601			1,758			951		978	
	<i>SE</i>			0.6	0.5			0.5			0.7			0.7			1.3	1.7			0.9			1.2		1.2	
	<i>CI up bnd</i>			5	3			3			4			5			24	26			20			19		18	
	<i>CI low bnd</i>			2	1			1			1			3			18	19			17			14		13	
Internship or Field Experience <sup>b</sup> (FY results: Plan to do)	%			81	80			76			71			68			54	53			46			48		47	
	<i>n</i>			934	783			1,031			611			802			954	604			1,767			954		979	
	<i>SE</i>			1.3	1.4			1.3			1.8			1.7			1.6	2.0			1.2			1.6		1.6	
	<i>CI up bnd</i>			83	83			78			75			71			57	57			49			51		50	
	<i>CI low bnd</i>			78	78			73			68			65			51	49			44			44		44	
Study Abroad <sup>b</sup> (FY results: Plan to do)	%			42	36			39			24			24			15	14			14			6		8	
	<i>n</i>			925	775			1,029			608			797			949	602			1,757			952		977	
	<i>SE</i>			1.6	1.7			1.5			1.7			1.5			1.2	1.4			0.8			0.8		0.9	
	<i>CI up bnd</i>			45	39			42			28			27			17	17			15			8		10	
	<i>CI low bnd</i>			38	32			36			21			21			12	11			12			5		7	
Culminating Senior Experience <sup>b</sup> (FY results: Plan to do)	%			55	49			44			42			42			46	46			39			38		35	
	<i>n</i>			924	777			1,030			608			798			948	601			1,756			946		978	
	<i>SE</i>			1.6	1.8			1.5			2.0			1.8			1.6	2.0			1.2			1.6		1.5	
	<i>CI up bnd</i>			58	53			47			46			46			49	50			42			41		38	
	<i>CI low bnd</i>			52	46			41			39			39			43	42			37			35		32	
Overall HIP Participation <sup>c</sup>																											
Participated in one HIP	%			60	77			76			69			67			23	24			28			27		27	
	<i>n</i>			934	783			1,030			610			801			956	607			1,771			955		981	
	<i>SE</i>			1.6	1.5			1.3			1.9			1.7			1.4	1.7			1.1			1.4		1.4	
	<i>CI up bnd</i>			63	80			78			73			70			26	27			30			29		30	
	<i>CI low bnd</i>			56	74			73			66			63			21	21			26			24		24	
Participated in two or more HIPs	%			8	8			9			8			7			66	67			62			59		59	
	<i>n</i>			934	783			1,030			610			801			956	607			1,771			955		981	
	<i>SE</i>			0.9	1.0			0.9			1.1			0.9			1.5	1.9			1.2			1.6		1.6	
	<i>CI up bnd</i>			10	10			11			10			8			69	71			64			62		63	
	<i>CI low bnd</i>			7	6			7			6			5			63	64			60			56		56	

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.