



NSSE 2023

Multi-Year Report

University of Minnesota Duluth

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										
2014	42%	+/- 2.6%	807	702	105	41%	+/- 2.5%	913	817	96
2015										
2016	40%	+/- 2.7%	763	622	141	35%	+/- 3.0%	718	616	102
2017										
2018	43%	+/- 2.5%	901	772	129	34%	+/- 2.9%	763	661	102
2019										
2020	46%	+/- 2.4%	890	700	190	39%	+/- 2.7%	831	668	163
2021										
2022										
2023	39%	+/- 2.8%	737	580	157	35%	+/- 3.1%	649	523	126

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	None	No	No	No
2015							
2016	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2017							
2018	Email	Census	Yes	Information Literacy	No	No	No
2019							
2020	Email	Census	Yes	Transferable Skills, Civic Engagement	No	No	Yes
2021							
2022							
2023	Email	Census	Yes	Online Learning	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.

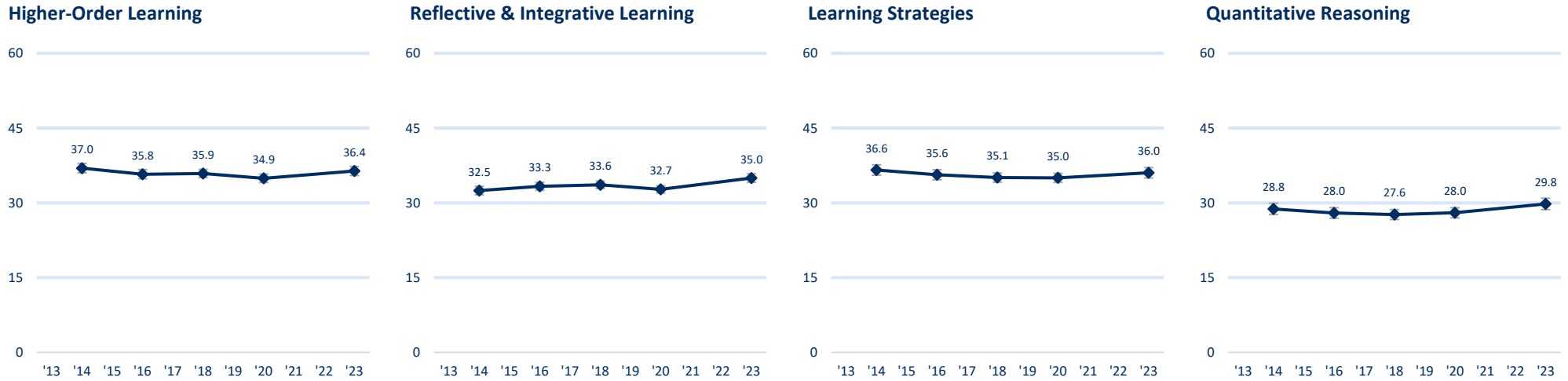
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.

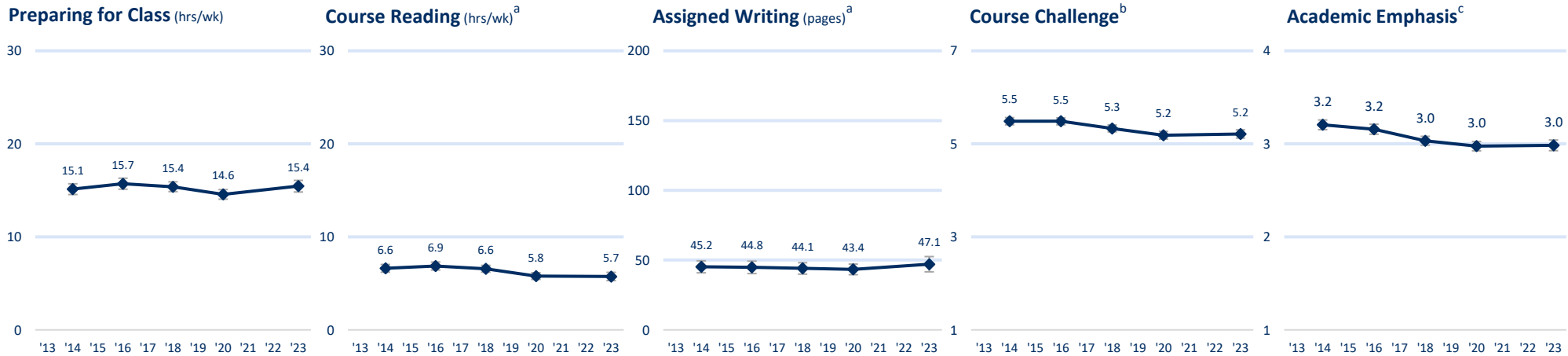
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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



Academic Challenge (additional items): First-year students



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

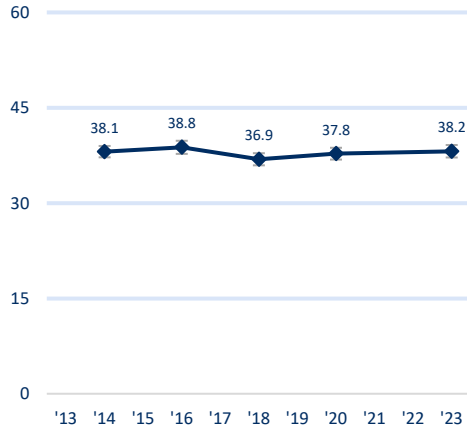
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

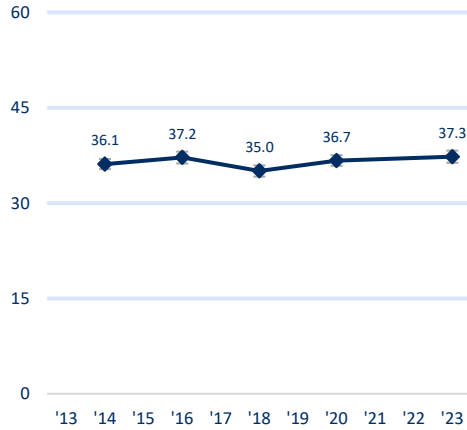
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Academic Challenge: Seniors

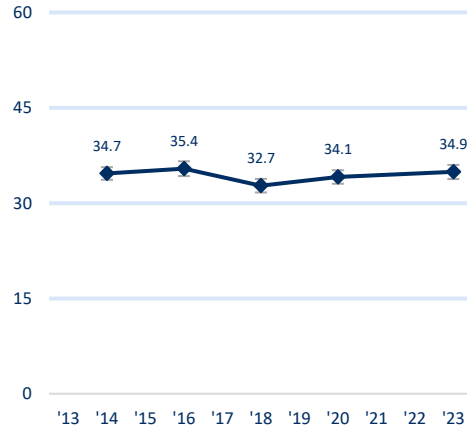
Higher-Order Learning



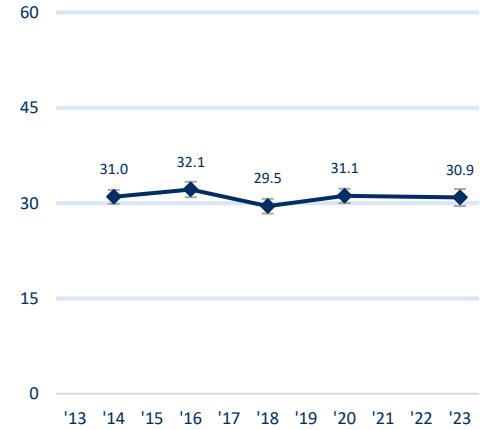
Reflective & Integrative Learning



Learning Strategies

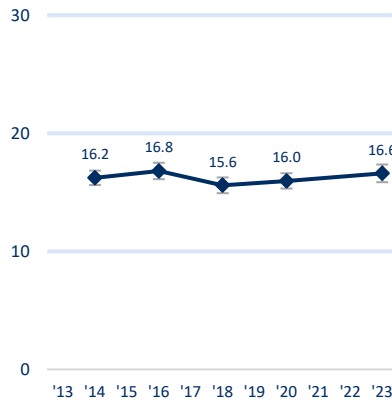


Quantitative Reasoning

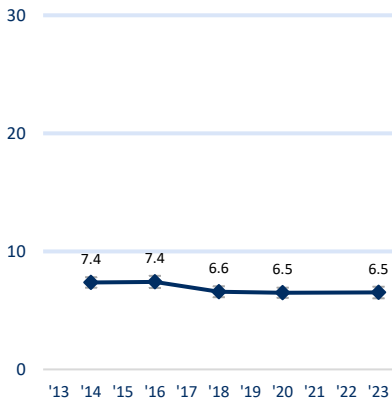


Academic Challenge (additional items): Seniors

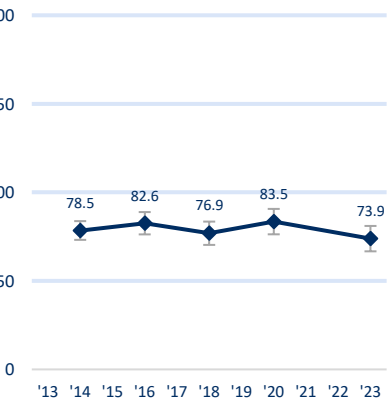
Preparing for Class (hrs/wk)



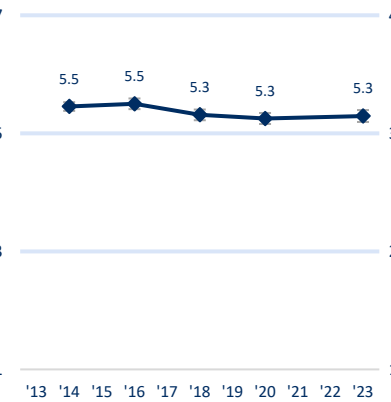
Course Reading (hrs/wk)^a



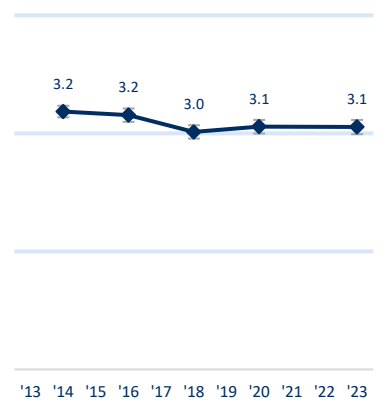
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

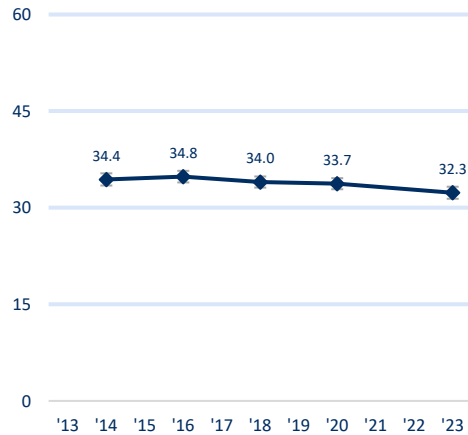
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

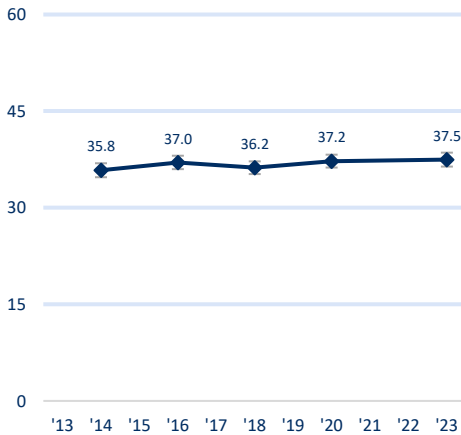
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

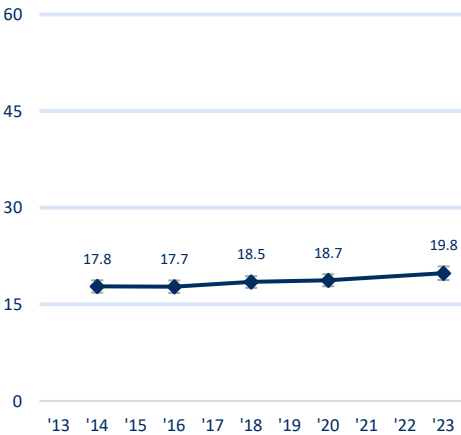


Discussions with Diverse Others

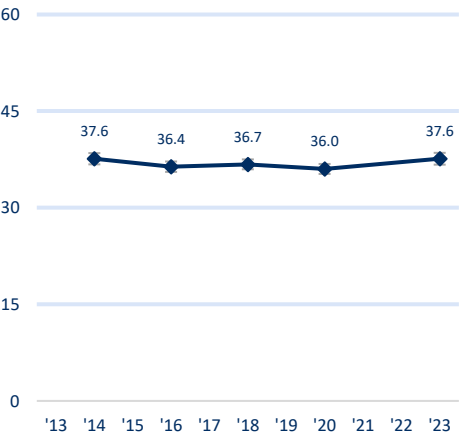


Experiences with Faculty: First-year students

Student-Faculty Interaction

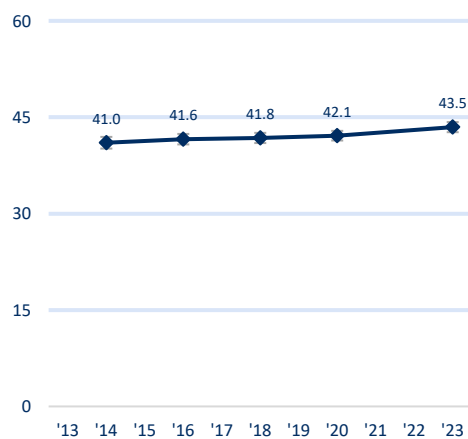


Effective Teaching Practices

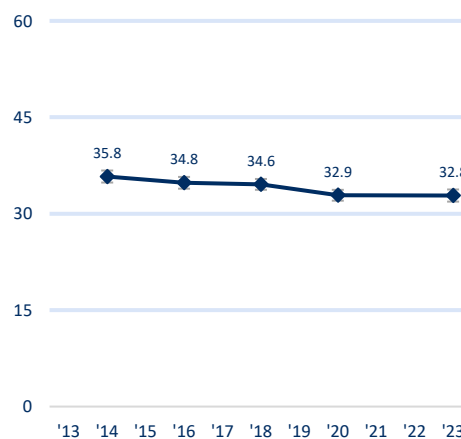


Campus Environment: First-year students

Quality of Interactions



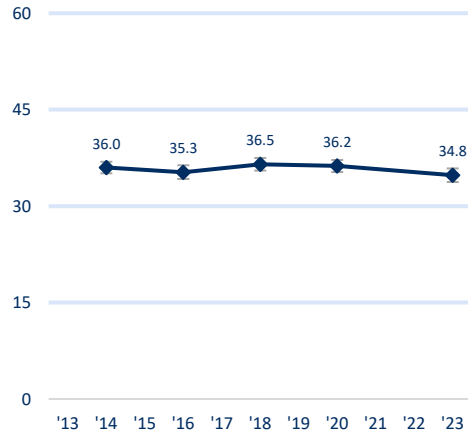
Supportive Environment



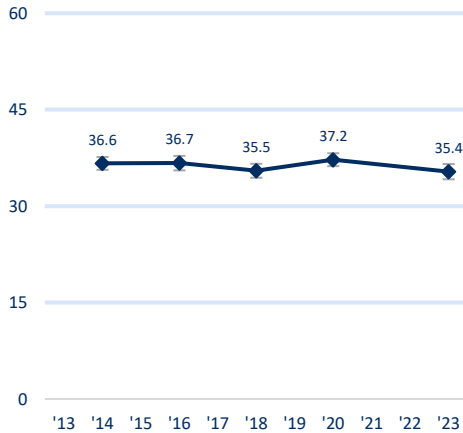
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Learning with Peers: Seniors

Collaborative Learning

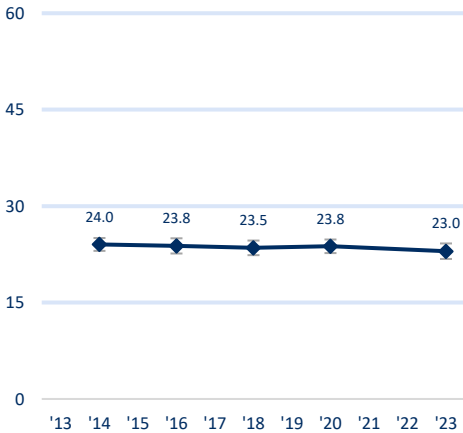


Discussions with Diverse Others

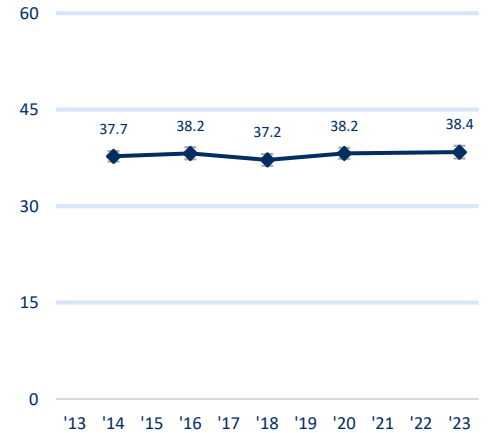


Experiences with Faculty: Seniors

Student-Faculty Interaction

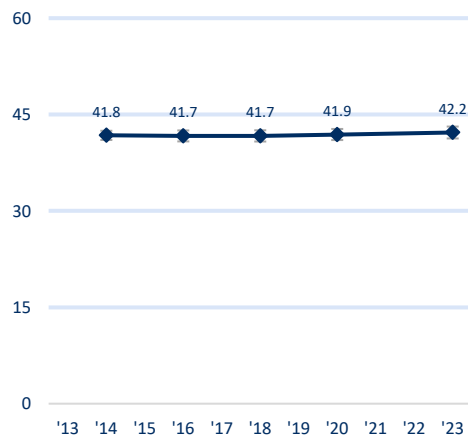


Effective Teaching Practices

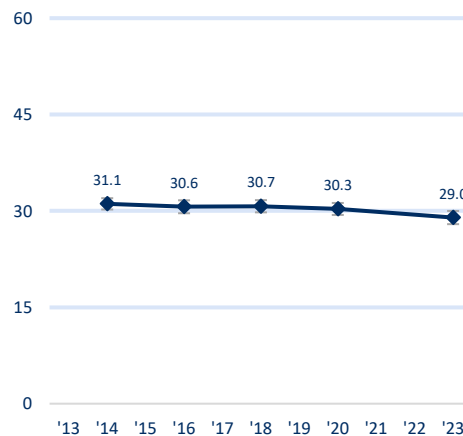


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

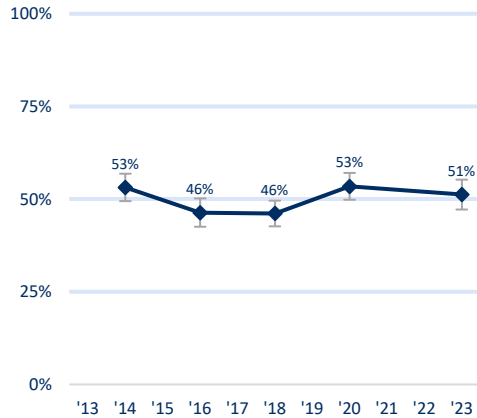


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

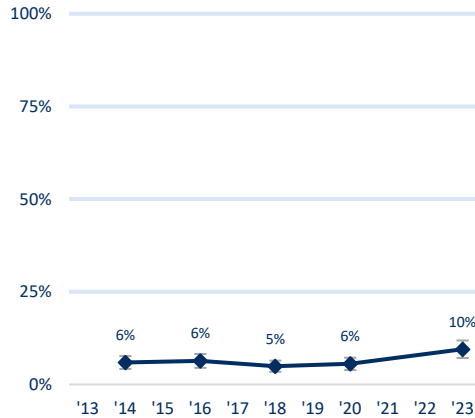
Service-Learning

(Some, most, or all courses)



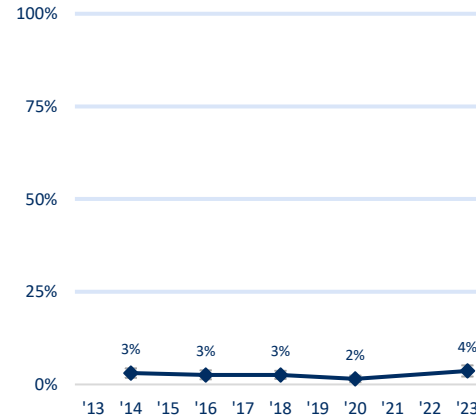
Learning Community

(Done or in progress)



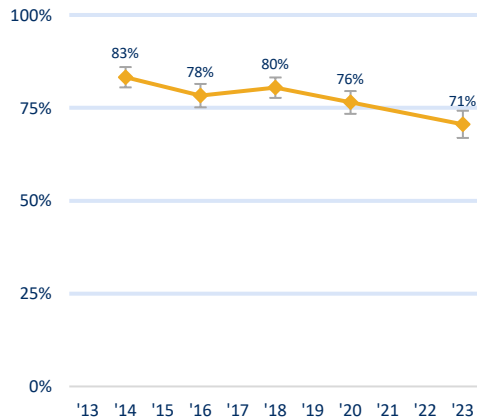
Research with Faculty

(Done or in progress)



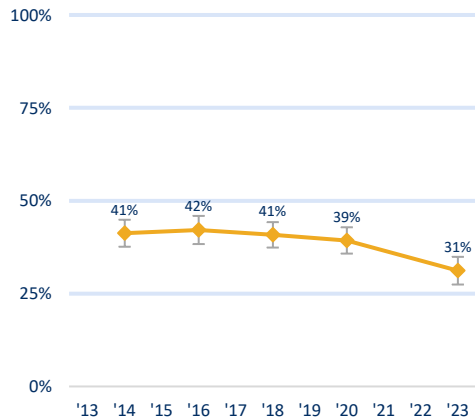
Internship/Field Experience

(Plan to do)



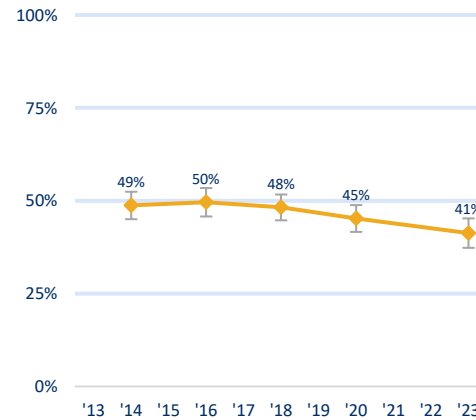
Study Abroad

(Plan to do)



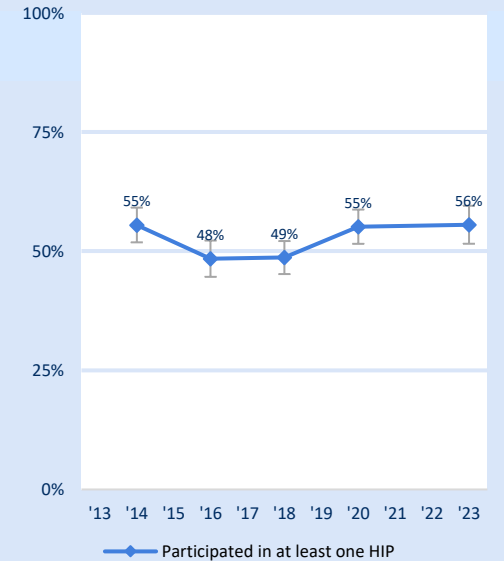
Culminating Senior Experience

(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.



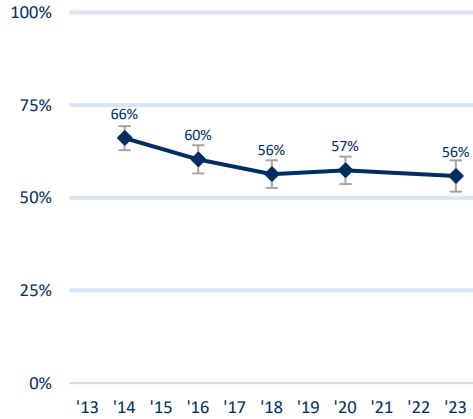
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

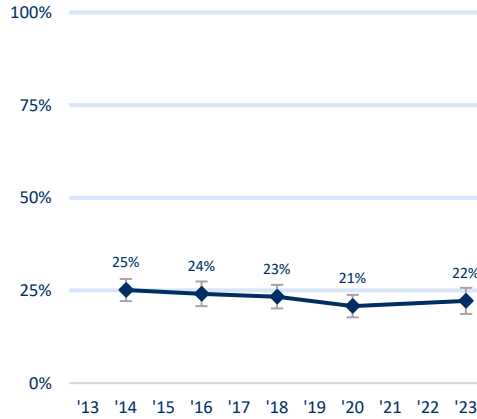
Service-Learning

(Some, most, or all courses)



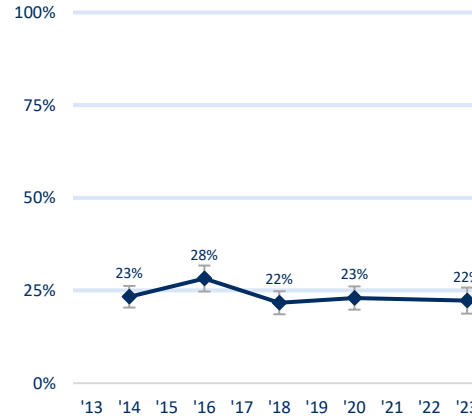
Learning Community

(Done or in progress)



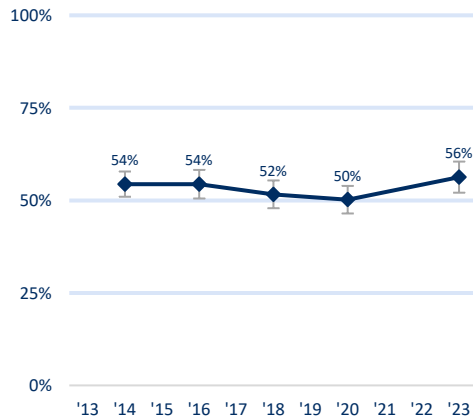
Research with Faculty

(Done or in progress)



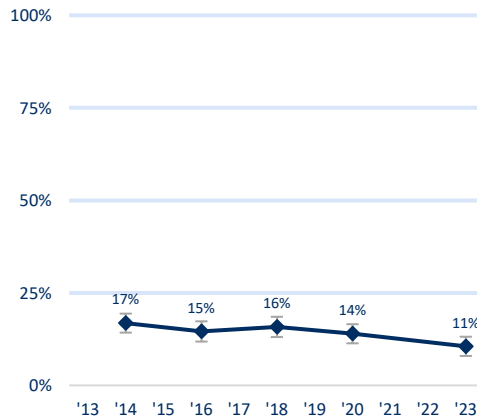
Internship/Field Experience

(Done or in progress)



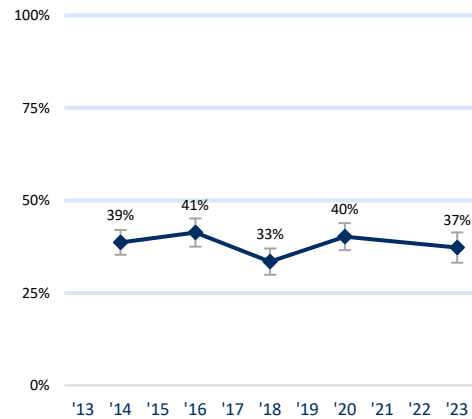
Study Abroad

(Done or in progress)



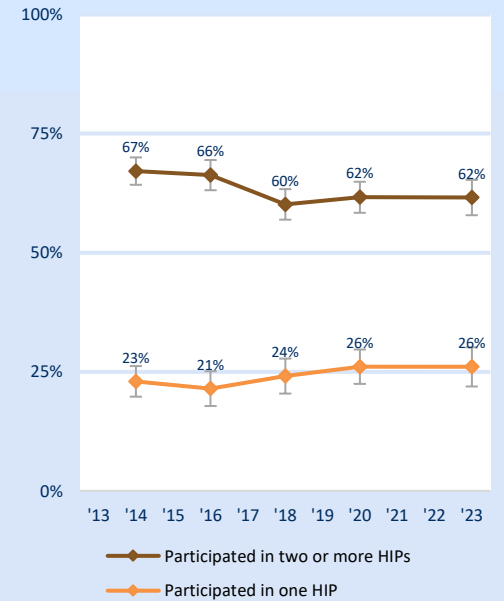
Culminating Senior Experience

(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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Minnesota Duluth

		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
<i>Academic Challenge</i>																							
Higher-Order Learning	Mean		37.0		35.8		35.9		34.9		36.4		38.1		38.8		36.9		37.8		38.2		
	n		722		689		821		768		644		828		668		706		725		575		
	SD		12.9		12.3		11.7		11.9		11.8		13.1		13.6		12.9		12.7		12.0		
	SE		.48		.47		.41		.43		.46		.46		.53		.49		.47		.50		
	CI up bnd		37.9		36.7		36.7		35.8		37.3		39.0		39.8		37.8		38.7		39.1		
	CI low bnd		36.0		34.8		35.1		34.1		35.5		37.2		37.7		35.9		36.8		37.2		
Reflective & Integrative Learning	Mean		32.5		33.3		33.6		32.7		35.0		36.1		37.2		35.0		36.7		37.3		
	n		747		717		851		818		685		868		686		723		772		607		
	SD		11.7		10.9		10.9		10.7		11.4		12.0		12.4		12.1		11.9		12.0		
	SE		.43		.41		.37		.37		.44		.41		.47		.45		.43		.49		
	CI up bnd		33.3		34.1		34.4		33.4		35.8		36.9		38.1		35.9		37.5		38.3		
	CI low bnd		31.6		32.5		32.9		32.0		34.1		35.3		36.2		34.2		35.9		36.3		
Learning Strategies	Mean		36.6		35.6		35.1		35.0		36.0		34.7		35.4		32.7		34.1		34.9		
	n		700		650		796		740		602		811		635		683		697		538		
	SD		14.0		13.1		13.3		12.6		13.0		14.3		14.9		14.2		14.3		13.2		
	SE		.53		.51		.47		.46		.53		.50		.59		.54		.54		.57		
	CI up bnd		37.6		36.6		36.0		35.9		37.1		35.6		36.6		33.8		35.2		36.0		
	CI low bnd		35.5		34.6		34.2		34.1		35.0		33.7		34.3		31.7		33.0		33.8		
Quantitative Reasoning	Mean		28.8		28.0		27.6		28.0		29.8		31.0		32.1		29.5		31.1		30.9		
	n		735		697		805		746		610		848		675		684		707		540		
	SD		15.6		14.3		14.4		14.1		14.4		16.3		16.1		15.4		15.2		15.9		
	SE		.58		.54		.51		.52		.58		.56		.62		.59		.57		.68		
	CI up bnd		29.9		29.0		28.6		29.0		30.9		32.1		33.4		30.7		32.3		32.2		
	CI low bnd		27.7		26.9		26.6		27.0		28.6		29.9		30.9		28.4		30.0		29.5		
<i>Academic Challenge (additional items)</i>																							
Preparing for Class (hours/week)	Mean		15.1		15.7		15.4		14.6		15.4		16.2		16.8		15.6		16.0		16.6		
	n		676		627		785		717		586		791		624		666		681		534		
	SD		7.7		7.5		7.5		7.0		7.7		8.7		8.9		8.8		8.6		8.8		
	SE		.30		.30		.27		.26		.32		.31		.35		.34		.33		.38		
	CI up bnd		15.7		16.3		15.9		15.1		16.1		16.8		17.5		16.3		16.6		17.4		
	CI low bnd		14.5		15.1		14.9		14.1		14.8		15.6		16.1		14.9		15.3		15.9		
Course Reading Est. hrs per week calculated from two items.	Mean		6.6		6.9		6.6		5.8		5.7		7.4		7.4		6.6		6.5		6.5		
	n		669		622		781		713		582		783		620		663		678		531		
	SD		5.5		5.5		5.2		4.9		5.4		6.4		6.5		6.1		5.7		5.8		
	SE		.21		.22		.19		.18		.23		.23		.26		.24		.22		.25		
	CI up bnd		7.0		7.3		6.9		6.1		6.2		7.8		7.9		7.0		6.9		7.0		
	CI low bnd		6.2		6.4		6.2		5.4		5.3		6.9		6.9		6.1		6.1		6.0		

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).

		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
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>	45.2	44.8	44.1	44.1	43.4	43.4	47.1	47.1	78.5	82.6	76.9	83.5	83.5	73.9								
Estimated number of pages calculated from three survey questions.	<i>n</i>	671	634	807	744	615	615	772	613	687	712	543											
	<i>SD</i>	56.8	57.3	59.1	52.8	69.1	75.1	79.7	88.0	97.7	85.2												
	<i>SE</i>	2.19	2.27	2.08	1.93	2.79	2.70	3.22	3.36	3.66	3.66												
	<i>CI up bnd</i>	49.5	49.3	48.1	47.1	52.5	83.8	88.9	83.5	90.7	81.0												
	<i>CI low bnd</i>	40.9	40.4	40.0	39.6	41.6	73.2	76.2	70.3	76.3	66.7												
Course Challenge	<i>Mean</i>	5.5	5.5	5.3	5.2	5.2	5.5	5.5	5.3	5.3	5.3												
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	712	663	801	737	600	820	641	684	703	538												
	<i>SD</i>	1.1	1.0	1.1	1.2	1.1	1.1	1.2	1.2	1.3	1.2												
	<i>SE</i>	.04	.04	.04	.04	.05	.04	.05	.05	.05	.05												
	<i>CI up bnd</i>	5.6	5.6	5.4	5.3	5.3	5.5	5.6	5.4	5.3	5.4												
	<i>CI low bnd</i>	5.4	5.4	5.3	5.1	5.1	5.4	5.4	5.2	5.2	5.2												
Academic Emphasis	<i>Mean</i>	3.2	3.2	3.0	3.0	3.0	3.2	3.2	3.0	3.1	3.1												
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	681	633	790	724	591	795	630	673	685	537												
	<i>SD</i>	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.8	0.7												
	<i>SE</i>	.03	.03	.02	.03	.03	.03	.03	.03	.03	.03												
	<i>CI up bnd</i>	3.3	3.2	3.1	3.0	3.0	3.2	3.2	3.1	3.1	3.1												
	<i>CI low bnd</i>	3.2	3.1	3.0	2.9	2.9	3.1	3.1	3.0	3.0	3.0												
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>	34.4	34.8	34.0	33.7	32.3	36.0	35.3	36.5	36.2	34.8												
	<i>n</i>	763	736	880	870	723	868	698	741	808	621												
	<i>SD</i>	13.3	12.4	13.1	12.9	12.8	13.5	14.4	13.5	13.5	13.4												
	<i>SE</i>	.48	.46	.44	.44	.48	.46	.55	.50	.48	.54												
	<i>CI up bnd</i>	35.3	35.7	34.9	34.6	33.3	36.9	36.4	37.5	37.2	35.9												
	<i>CI low bnd</i>	33.4	33.9	33.1	32.9	31.4	35.1	34.2	35.5	35.3	33.7												
Discussions with Diverse Others	<i>Mean</i>	35.8	37.0	36.2	37.2	37.5	36.6	36.7	35.5	37.2	35.4												
	<i>n</i>	703	662	803	739	605	820	646	684	705	540												
	<i>SD</i>	14.7	13.7	14.2	13.9	13.5	14.6	14.6	14.5	13.6	14.1												
	<i>SE</i>	.55	.53	.50	.51	.55	.51	.57	.55	.51	.61												
	<i>CI up bnd</i>	36.9	38.1	37.2	38.2	38.5	37.6	37.8	36.6	38.2	36.5												
	<i>CI low bnd</i>	34.7	36.0	35.2	36.2	36.4	35.6	35.6	34.4	36.2	34.2												

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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Minnesota Duluth

		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
<i>Experiences with Faculty</i>																							
Student-Faculty Interaction	<i>Mean</i>		17.8		17.7		18.5		18.7		19.8		24.0		23.8		23.5		23.8		23.0		
	<i>n</i>		731		699		826		788		656		847		672		707		748		586		
	<i>SD</i>		13.1		13.0		13.3		13.3		13.8		14.8		15.6		15.4		14.7		14.9		
	<i>SE</i>		.49		.49		.46		.47		.54		.51		.60		.58		.54		.61		
	<i>CI up bnd</i>		18.7		18.7		19.4		19.7		20.9		25.0		25.0		24.6		24.8		24.2		
	<i>CI low bnd</i>		16.8		16.8		17.6		17.8		18.8		23.0		22.6		22.4		22.7		21.8		
Effective Teaching Practices	<i>Mean</i>		37.6		36.4		36.7		36.0		37.6		37.7		38.2		37.2		38.2		38.4		
	<i>n</i>		741		704		828		770		639		858		678		707		725		565		
	<i>SD</i>		12.1		11.0		11.3		11.0		11.8		12.3		12.5		12.2		11.9		12.0		
	<i>SE</i>		.45		.41		.39		.39		.47		.42		.48		.46		.44		.51		
	<i>CI up bnd</i>		38.5		37.2		37.5		36.8		38.5		38.6		39.2		38.1		39.1		39.4		
	<i>CI low bnd</i>		36.7		35.6		36.0		35.2		36.7		36.9		37.3		36.3		37.4		37.4		
<i>Campus Environment</i>																							
Quality of Interactions	<i>Mean</i>		41.0		41.6		41.8		42.1		43.5		41.8		41.7		41.7		41.9		42.2		
	<i>n</i>		688		643		762		709		568		793		620		646		665		500		
	<i>SD</i>		12.2		10.6		11.2		10.2		9.6		10.3		10.9		11.4		11.4		10.6		
	<i>SE</i>		.46		.42		.40		.38		.40		.37		.44		.45		.44		.47		
	<i>CI up bnd</i>		41.9		42.4		42.6		42.9		44.3		42.5		42.5		42.6		42.8		43.1		
	<i>CI low bnd</i>		40.1		40.8		41.0		41.4		42.7		41.0		40.8		40.8		41.0		41.3		
Supportive Environment	<i>Mean</i>		35.8		34.8		34.6		32.9		32.8		31.1		30.6		30.7		30.3		29.0		
	<i>n</i>		674		628		784		717		587		790		625		667		681		534		
	<i>SD</i>		12.4		11.7		12.0		11.5		11.7		12.6		12.8		12.5		12.4		12.1		
	<i>SE</i>		.48		.47		.43		.43		.48		.45		.51		.48		.48		.52		
	<i>CI up bnd</i>		36.7		35.7		35.4		33.7		33.8		32.0		31.7		31.7		31.2		30.0		
	<i>CI low bnd</i>		34.9		33.9		33.7		32.0		31.9		30.2		29.6		29.8		29.4		27.9		

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).

		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		46		46		53		51		66		60		56		57		57		56
	n		700		654		798		732		593		820		639		675		689		532		
	SE		1.9		2.0		1.8		1.8		2.1		1.7		1.9		1.9		1.9		2.2		
	CI up bnd		57		50		50		57		55		69		64		60		61		60		
	CI low bnd		49		43		43		50		47		63		57		53		54		52		
Learning Community^a	%		6		6		5		6		10		25		24		23		21		22		
	n		712		657		796		734		596		813		637		680		693		536		
	SE		0.9		1.0		0.8		0.8		1.2		1.5		1.7		1.6		1.5		1.8		
	CI up bnd		8		8		6		7		12		28		27		27		24		26		
	CI low bnd		4		4		3		4		7		22		21		20		18		19		
Research with Faculty^a	%		3		3		3		2		4		23		28		22		23		22		
	n		705		657		797		730		596		811		634		675		691		537		
	SE		0.6		0.6		0.6		0.5		0.8		1.5		1.8		1.6		1.6		1.8		
	CI up bnd		4		4		4		2		5		26		32		25		26		26		
	CI low bnd		2		1		1		1		2		20		25		19		20		19		
Internship or Field Experience^b	%		83		78		80		76		71		54		54		52		50		56		
	n		716		661		799		732		597		819		641		683		695		536		
	SE		1.4		1.6		1.4		1.6		1.9		1.7		2.0		1.9		1.9		2.1		
	(First-year results: Plan to do)		86		81		83		80		74		58		58		55		54		60		
	CI low bnd		81		75		78		73		67		51		51		48		46		52		
Study Abroad^b	%		41		42		41		39		31		17		15		16		14		11		
	n		707		654		793		732		595		816		639		682		692		538		
	SE		1.9		1.9		1.7		1.8		1.9		1.3		1.4		1.4		1.3		1.3		
	(First-year results: Plan to do)		45		46		44		43		35		19		17		19		17		13		
	CI low bnd		38		38		37		36		27		14		12		13		11		8		
Culminating Senior Experience^b	%		49		50		48		45		41		39		41		33		40		37		
	n		704		657		795		731		593		813		639		678		693		538		
	SE		1.9		2.0		1.8		1.8		2.0		1.7		1.9		1.8		1.9		2.1		
	(First-year results: Plan to do)		52		53		52		49		45		42		45		37		44		41		
	CI low bnd		45		46		45		42		37		35		37		30		37		33		
Overall HIP Participation^c																							
Participated in one HIP	%		51		43		44		50		48		23		21		24		26		26		
	n		714		662		800		735		597		822		644		684		698		538		
	SE		1.9		1.9		1.8		1.8		2.0		1.5		1.6		1.6		1.7		1.9		
	CI up bnd		54		47		48		54		52		26		25		27		29		30		
	CI low bnd		47		39		41		47		44		20		18		21		23		22		
Participated in two or more HIPs	%		5		6		4		5		8		67		66		60		62		62		
	n		714		662		800		735		597		822		644		684		698		538		
	SE		0.8		0.9		0.7		0.8		1.1		1.6		1.9		1.9		1.8		2.1		
	CI up bnd		6		7		6		6		10		70		70		64		65		66		
	CI low bnd		3		4		3		3		6		64		63		56		58		57		

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.