



NSSE 2018
Multi-Year Report
Marshall 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 number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled the *Recommendations for Using Multiple Years of NSSE Data*: nsse.indiana.edu/html/webinars.cfm

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 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	19%	+/- 5.1%	296	235	61	22%	+/- 4.4%	390	353	37
2014	19%	+/- 4.8%	338	266	72	28%	+/- 3.6%	531	463	68
2015	20%	+/- 4.1%	456	368	88	24%	+/- 3.8%	513	435	78
2016	30%	+/- 3.8%	473	397	76	24%	+/- 4.1%	424	354	70
2017										
2018	20%	+/- 4.5%	380	295	85	20%	+/- 4.4%	394	339	55
2019										
2020										

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	Academic Advising, Civic Engagement	No	No	No
2014	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2015	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2016	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2017							
2018	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2019							
2020							

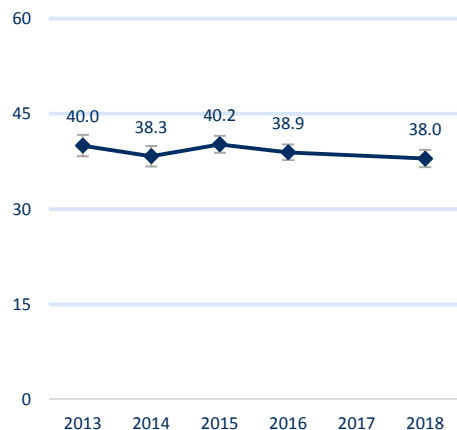
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages 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.
- 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.
- Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

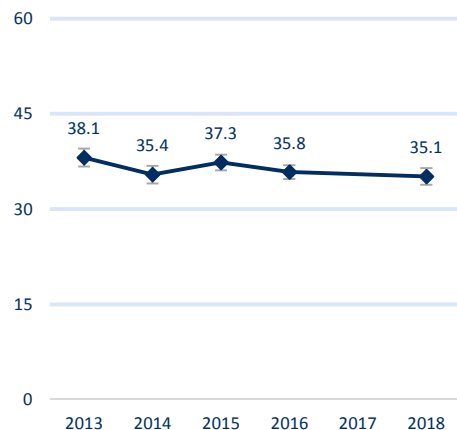
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

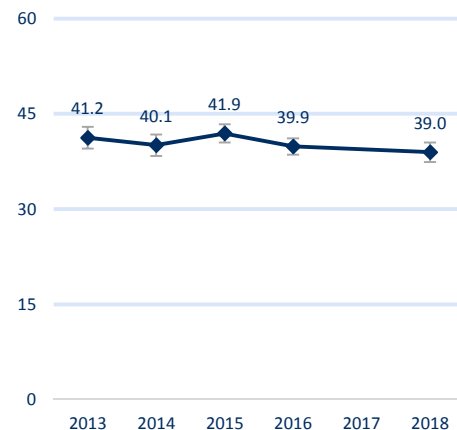
Higher-Order Learning



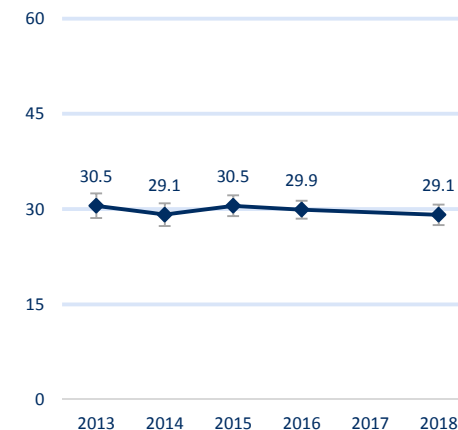
Reflective & Integrative Learning



Learning Strategies

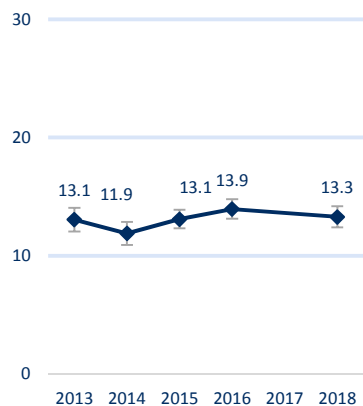


Quantitative Reasoning

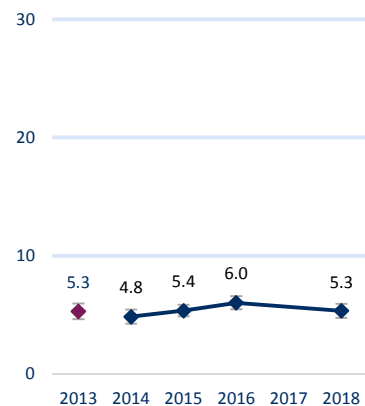


Academic Challenge (additional items): First-year students

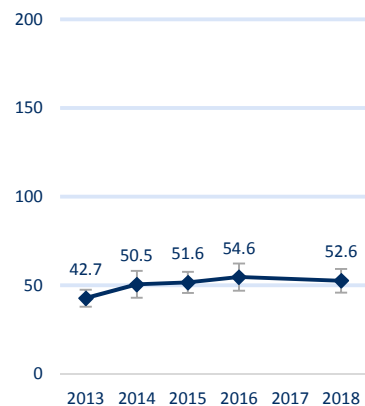
Preparing for Class (hrs/wk)



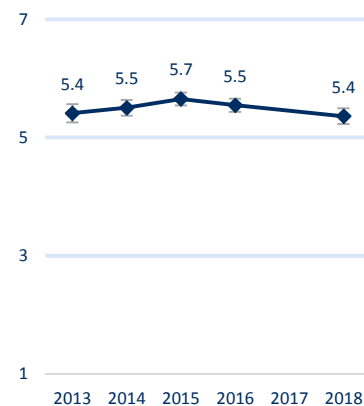
Course Reading (hrs/wk)^a



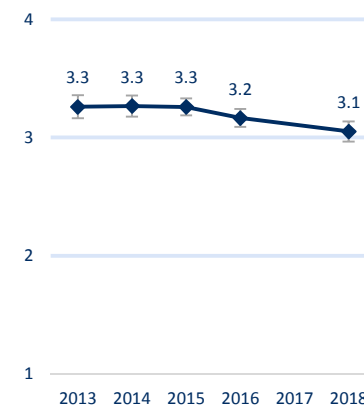
Assigned Writing (pages)^a



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").

NSSE 2018 Multi-Year Report

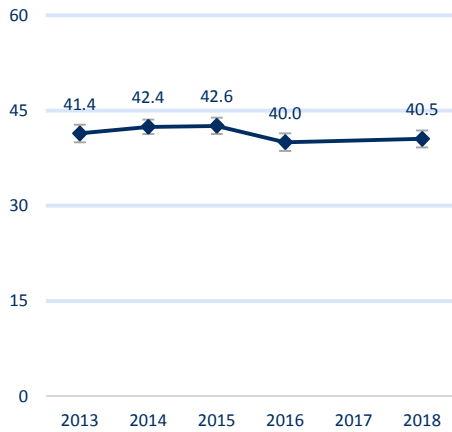
Engagement Results by Theme

Marshall University

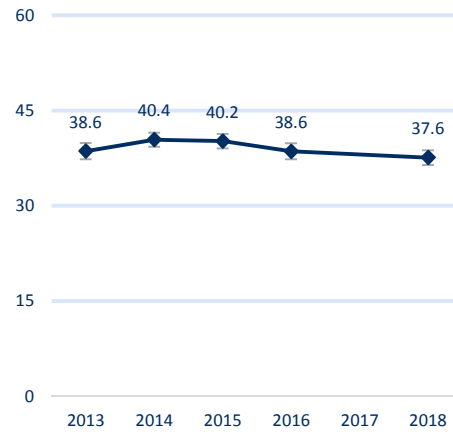
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

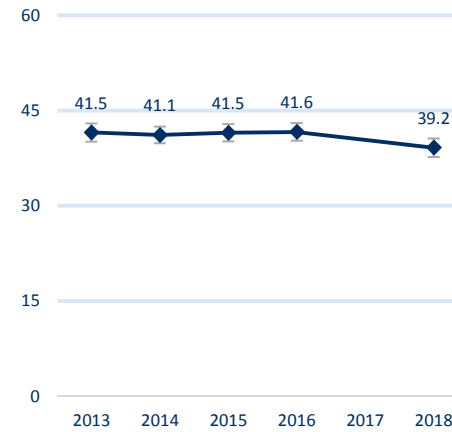
Higher-Order Learning



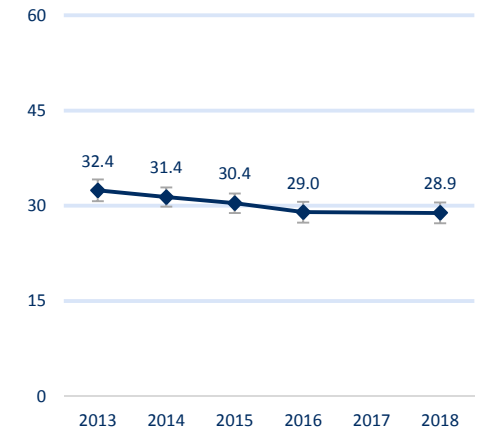
Reflective & Integrative Learning



Learning Strategies

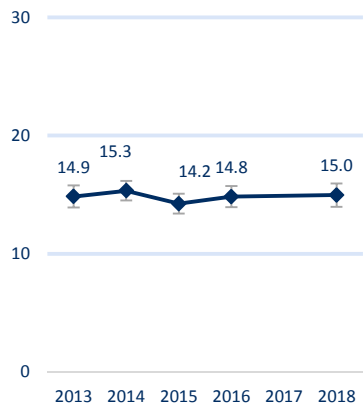


Quantitative Reasoning

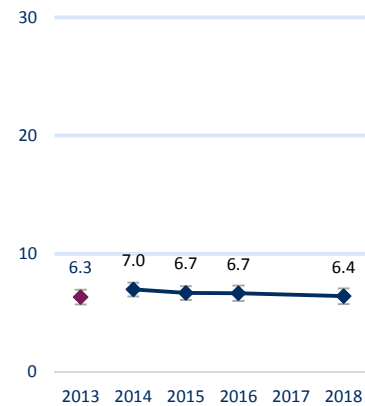


Academic Challenge (additional items): Seniors

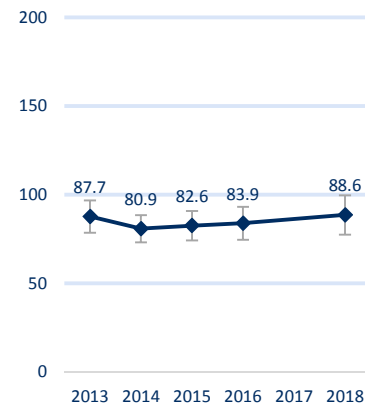
Preparing for Class (hrs/wk)



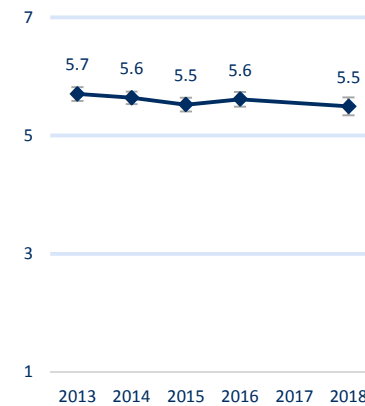
Course Reading (hrs/wk)^a



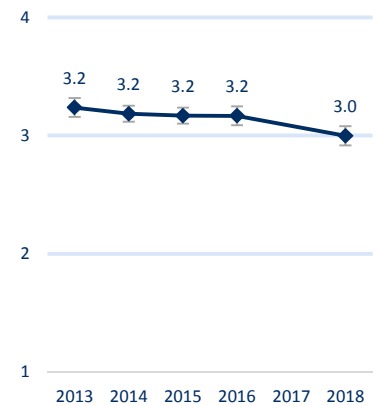
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

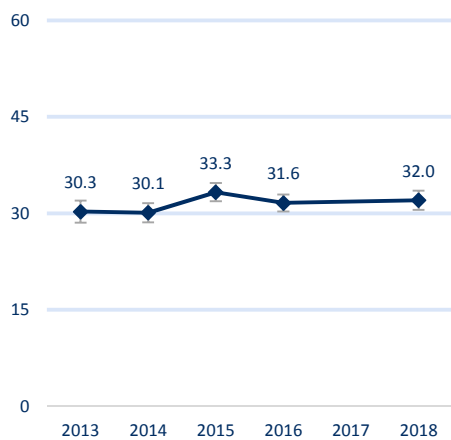
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

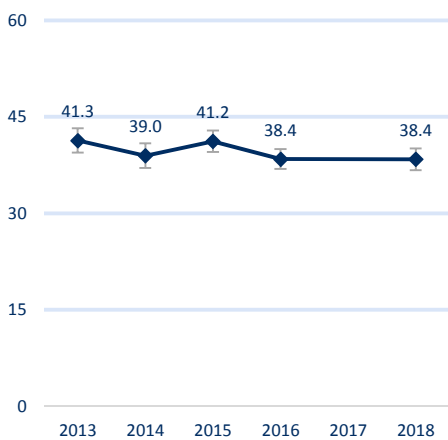
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

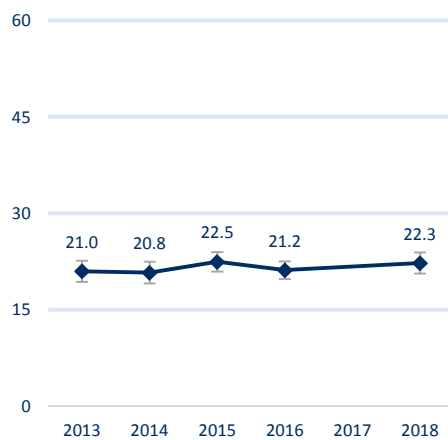


Discussions with Diverse Others

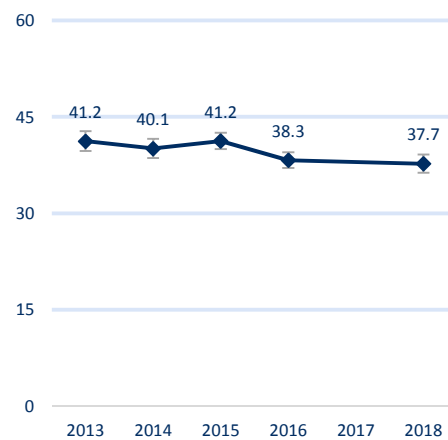


Experiences with Faculty: First-year students

Student-Faculty Interaction

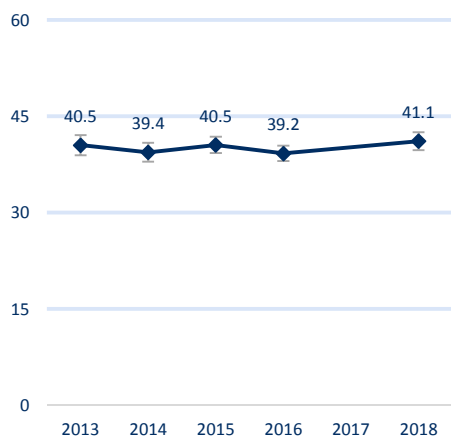


Effective Teaching Practices

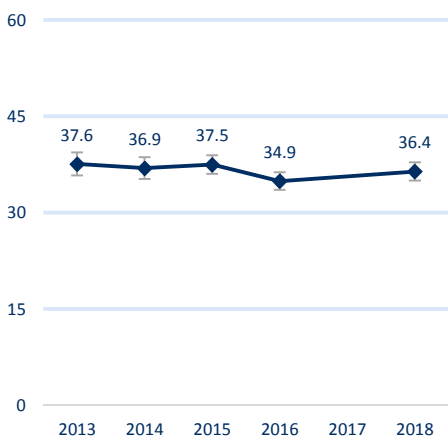


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



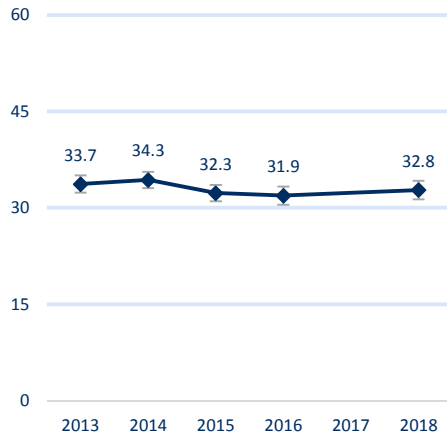
NSSE 2018 Multi-Year Report

Engagement Results by Theme Marshall University

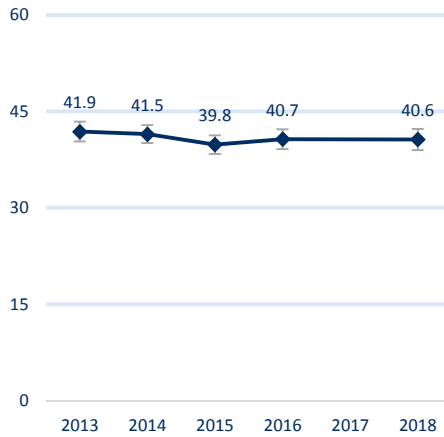
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Learning with Peers: Seniors

Collaborative Learning

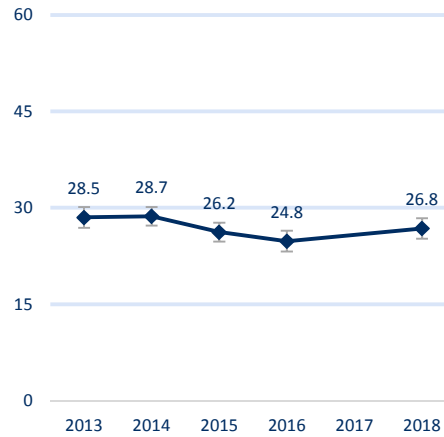


Discussions with Diverse Others

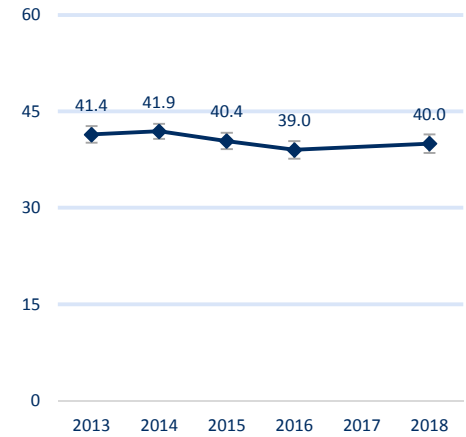


Experiences with Faculty: Seniors

Student-Faculty Interaction

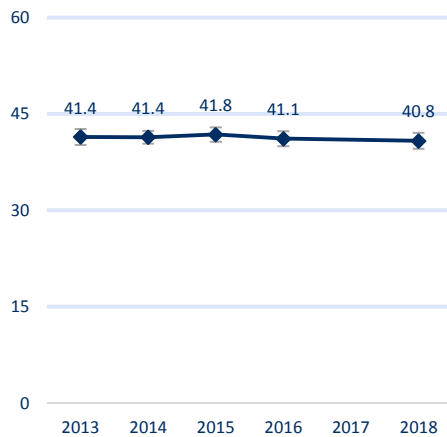


Effective Teaching Practices

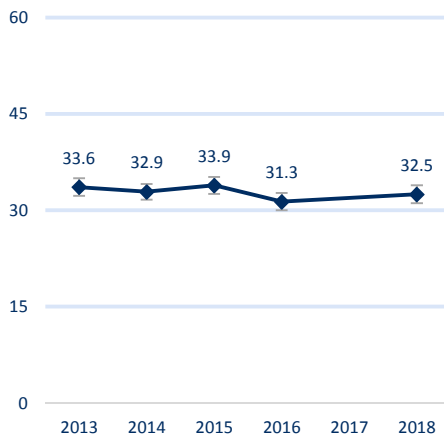


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

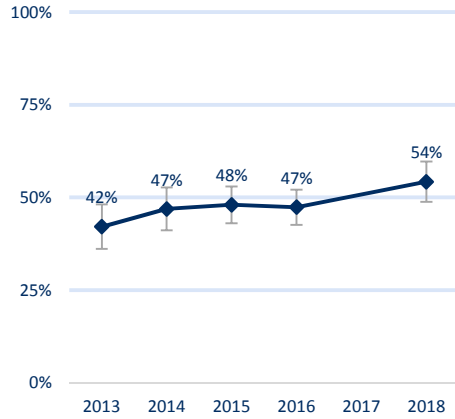


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

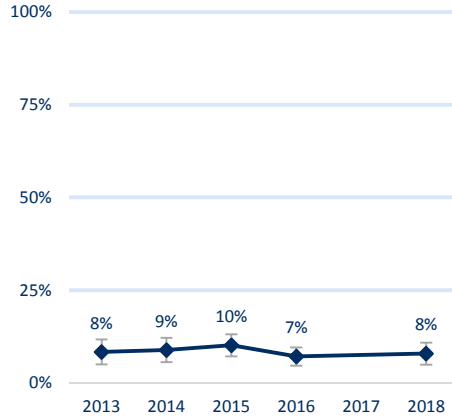
Service-Learning

(Some, most, or all courses)



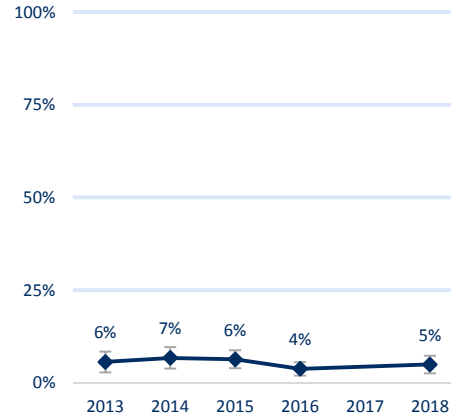
Learning Community

(Done or in progress)



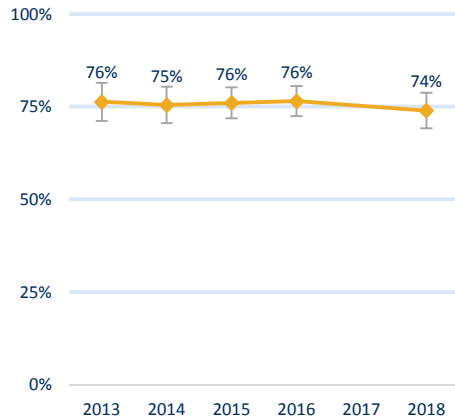
Research with Faculty

(Done or in progress)



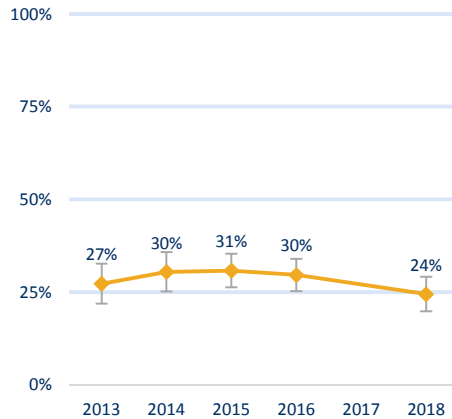
Internship/Field Experience

(Plan to do)



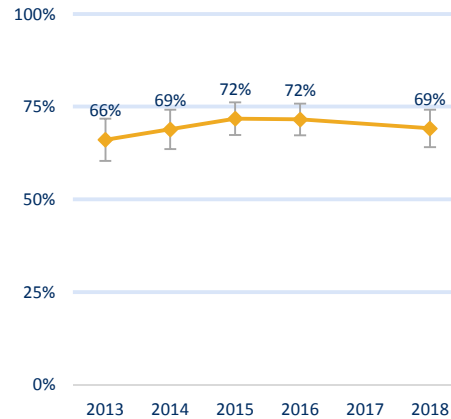
Study Abroad

(Plan to do)



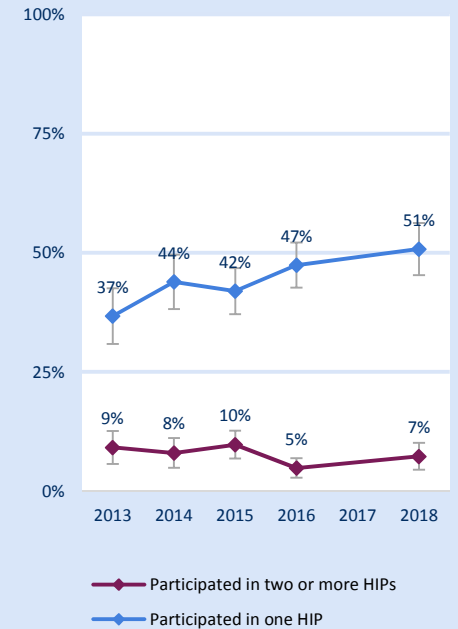
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

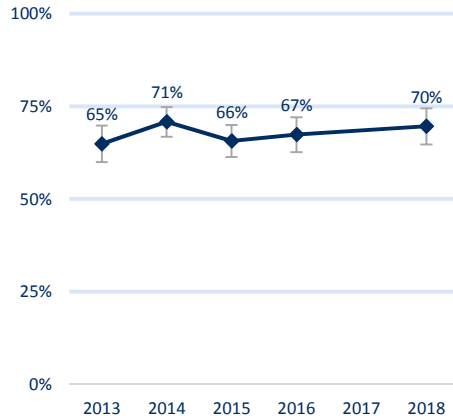


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

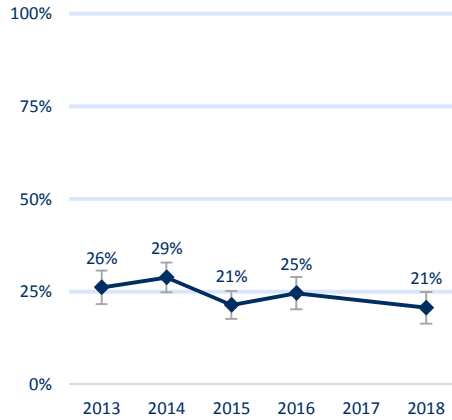
Service-Learning

(Some, most, or all courses)



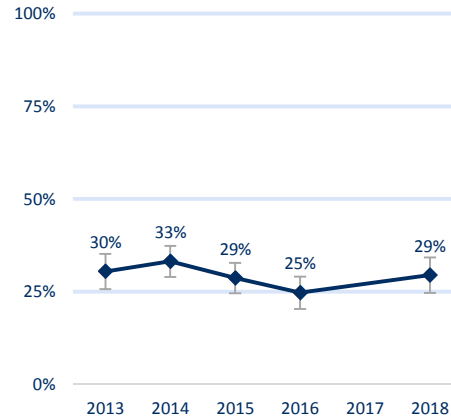
Learning Community

(Done or in progress)



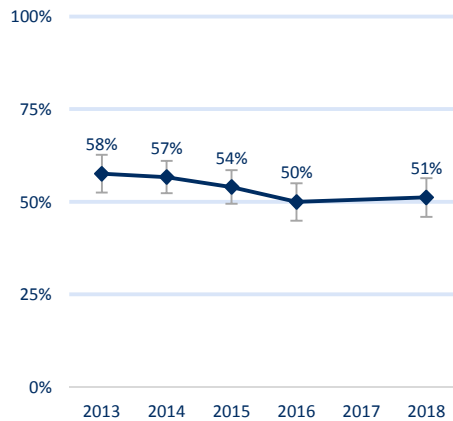
Research with Faculty

(Done or in progress)



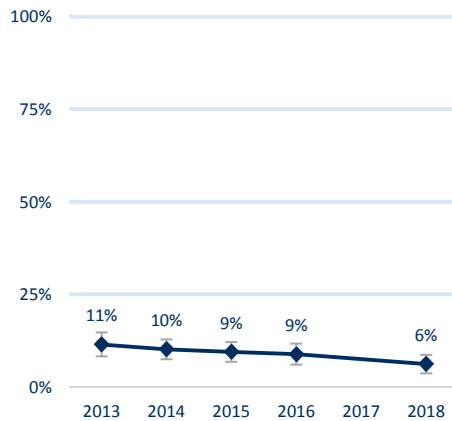
Internship/Field Experience

(Done or in progress)



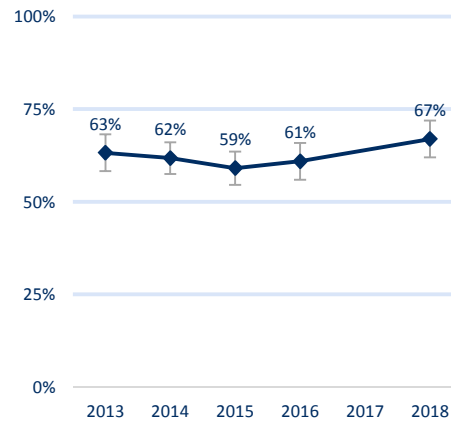
Study Abroad

(Done or in progress)



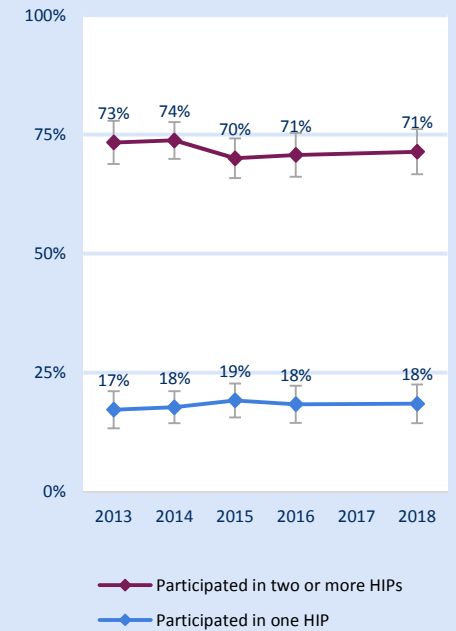
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



NSSE 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Marshall University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	Mean	40.0	38.3	40.2	38.9		38.0			41.4	42.4	42.6	40.0		40.5		
	n	273	300	417	447		336			362	505	470	394		362		
	SD	14.3	14.2	13.9	13.3		12.8			13.6	13.0	14.3	14.0		13.2		
	SE	.87	.82	.68	.63		.70			.71	.58	.66	.70		.69		
	CI upper bound	41.7	39.9	41.5	40.2		39.3			42.8	43.6	43.9	41.4		41.9		
	CI lower bound	38.3	36.7	38.9	37.7		36.6			40.0	41.3	41.3	38.6		39.2		
Reflective & Integrative Learning	Mean	38.1	35.4	37.3	35.8		35.1			38.6	40.4	40.2	38.6		37.6		
	n	283	316	431	456		354			379	511	488	406		383		
	SD	12.2	12.4	13.1	11.9		12.6			12.7	12.7	12.8	13.0		11.4		
	SE	.73	.70	.63	.56		.67			.65	.56	.58	.64		.58		
	CI upper bound	39.5	36.8	38.6	36.9		36.5			39.9	41.5	41.3	39.8		38.7		
	CI lower bound	36.7	34.1	36.1	34.7		33.8			37.3	39.3	39.1	37.3		36.4		
Learning Strategies	Mean	41.2	40.1	41.9	39.9		39.0			41.5	41.1	41.5	41.6		39.2		
	n	256	282	393	424		324			359	486	454	376		347		
	SD	14.0	14.4	14.5	13.5		14.2			13.8	14.7	14.9	13.6		13.9		
	SE	.87	.86	.73	.66		.79			.73	.67	.70	.70		.75		
	CI upper bound	43.0	41.7	43.3	41.2		40.5			43.0	42.5	42.9	43.0		40.6		
	CI lower bound	39.5	38.4	40.5	38.6		37.4			40.1	39.8	40.1	40.3		37.7		
Quantitative Reasoning	Mean	30.5	29.1	30.5	29.9		29.1			32.4	31.4	30.4	29.0		28.9		
	n	280	304	425	452		327			375	509	477	399		349		
	SD	16.6	15.9	17.2	15.2		15.0			17.1	17.5	17.1	16.7		15.6		
	SE	.99	.91	.83	.71		.83			.88	.77	.78	.84		.83		
	CI upper bound	32.5	30.9	32.1	31.3		30.7			34.2	32.9	32.0	30.6		30.5		
	CI lower bound	28.6	27.3	28.9	28.5		27.5			30.7	29.9	28.9	27.4		27.2		
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	Mean	13.1	11.9	13.1	13.9		13.3			14.9	15.3	14.2	14.8		15.0		
	n	236	268	368	405		312			350	477	443	359		344		
	SD	7.8	8.1	7.7	8.5		8.1			8.9	9.2	8.9	8.7		9.3		
	SE	.51	.49	.40	.42		.46			.48	.42	.43	.46		.50		
	CI upper bound	14.1	12.9	13.9	14.8		14.2			15.8	16.2	15.1	15.7		16.0		
	CI lower bound	12.0	10.9	12.3	13.1		12.4			13.9	14.5	13.4	13.9		14.0		
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	Mean	5.3	4.8	5.4	6.0		5.3			6.3	7.0	6.7	6.7		6.4		
	n	236	266	362	403		309			350	468	435	359		342		
	SD	5.2	4.9	4.7	5.6		5.4			5.9	6.4	6.2	6.3		6.3		
	SE	.34	.30	.25	.28		.31			.32	.30	.30	.33		.34		
	CI upper bound	5.9	5.4	5.8	6.6		5.9			7.0	7.6	7.3	7.3		7.1		
	CI lower bound	4.6	4.3	4.9	5.5		4.7			5.7	6.4	6.1	6.0		5.7		

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

NSSE 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Marshall University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
Assigned Writing	<i>Mean</i>	42.7	50.5	51.6	54.6		52.6			87.7	80.9	82.6	83.9		88.6		
Estimated number of pages calculated from three survey questions.	<i>n</i>	247	274	375	409		329			332	458	435	366		350		
	<i>SD</i>	38.2	64.0	58.1	78.8		61.6			84.9	83.9	88.1	90.0		106.5		
	<i>SE</i>	2.43	3.87	3.00	3.89		3.40			4.66	3.92	4.22	4.71		5.69		
	<i>CI upper bound</i>	47.5	58.1	57.5	62.2		59.2			96.8	88.5	90.9	93.1		99.7		
	<i>CI lower bound</i>	38.0	42.9	45.7	47.0		45.9			78.5	73.2	74.3	74.7		77.4		
Course Challenge	<i>Mean</i>	5.4	5.5	5.7	5.5		5.4			5.7	5.6	5.5	5.6		5.5		
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>	263	293	405	429		324			366	493	461	378		347		
	<i>SD</i>	1.3	1.2	1.1	1.2		1.2			1.1	1.2	1.3	1.2		1.4		
	<i>SE</i>	.08	.07	.06	.06		.07			.06	.05	.06	.06		.08		
	<i>CI upper bound</i>	5.6	5.6	5.8	5.7		5.5			5.8	5.7	5.6	5.7		5.6		
	<i>CI lower bound</i>	5.3	5.4	5.5	5.4		5.2			5.6	5.5	5.4	5.5		5.3		
Academic Emphasis	<i>Mean</i>	3.3	3.3	3.3	3.2		3.1			3.2	3.2	3.2	3.2		3.0		
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>	236	266	368	412		315			354	476	453	365		344		
	<i>SD</i>	0.8	0.8	0.7	0.8		0.8			0.8	0.8	0.7	0.8		0.8		
	<i>SE</i>	.05	.05	.04	.04		.04			.04	.03	.03	.04		.04		
	<i>CI upper bound</i>	3.4	3.4	3.3	3.2		3.1			3.3	3.3	3.2	3.2		3.1		
	<i>CI lower bound</i>	3.2	3.2	3.2	3.1		3.0			3.2	3.1	3.1	3.1		2.9		
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>	30.3	30.1	33.3	31.6		32.0			33.7	34.3	32.3	31.9		32.8		
	<i>n</i>	277	317	440	463		364			370	502	487	412		384		
	<i>SD</i>	14.4	13.5	15.1	14.4		14.5			13.4	14.5	14.4	14.8		14.3		
	<i>SE</i>	.87	.76	.72	.67		.76			.70	.65	.65	.73		.73		
	<i>CI upper bound</i>	32.0	31.6	34.7	32.9		33.5			35.1	35.6	33.6	33.3		34.2		
	<i>CI lower bound</i>	28.6	28.6	31.9	30.3		30.6			32.3	33.1	31.0	30.5		31.3		
Discussions with Diverse Others	<i>Mean</i>	41.3	39.0	41.2	38.4		38.4			41.9	41.5	39.8	40.7		40.6		
	<i>n</i>	259	286	400	427		325			363	493	461	379		352		
	<i>SD</i>	15.5	16.4	17.0	16.2		15.4			14.9	15.9	15.9	15.5		15.9		
	<i>SE</i>	.96	.97	.85	.79		.86			.78	.72	.74	.80		.85		
	<i>CI upper bound</i>	43.2	40.9	42.9	40.0		40.1			43.4	42.9	41.3	42.2		42.3		
	<i>CI lower bound</i>	39.4	37.1	39.5	36.9		36.7			40.3	40.1	38.4	39.1		39.0		

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).

NSSE 2018 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items Marshall University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>	21.0	20.8	22.5	21.2		22.3			28.5	28.7	26.2	24.8		26.8		
	<i>n</i>	279	305	416	449		347			375	504	479	401		374		
	<i>SD</i>	14.1	15.0	15.8	14.8		15.6			16.0	16.5	16.5	16.6		15.8		
	<i>SE</i>	.84	.86	.77	.70		.84			.83	.74	.76	.83		.82		
	<i>CI upper bound</i>	22.6	22.5	24.0	22.5		23.9			30.1	30.1	27.7	26.4		28.4		
	<i>CI lower bound</i>	19.3	19.1	21.0	19.8		20.6			26.9	27.2	24.7	23.2		25.2		
Effective Teaching Practices	<i>Mean</i>	41.2	40.1	41.2	38.3		37.7			41.4	41.9	40.4	39.0		40.0		
	<i>n</i>	279	311	428	453		338			372	509	483	399		364		
	<i>SD</i>	13.1	13.3	13.3	13.2		13.3			12.8	13.5	14.4	13.9		13.9		
	<i>SE</i>	.79	.76	.64	.62		.72			.66	.60	.65	.70		.73		
	<i>CI upper bound</i>	42.8	41.6	42.5	39.5		39.1			42.7	43.1	41.7	40.4		41.4		
	<i>CI lower bound</i>	39.7	38.6	40.0	37.1		36.3			40.1	40.7	39.1	37.6		38.5		
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>	40.5	39.4	40.5	39.2		41.1			41.4	41.4	41.8	41.1		40.8		
	<i>n</i>	255	280	393	416		305			363	485	446	363		333		
	<i>SD</i>	13.0	12.4	12.8	12.3		12.5			12.1	11.4	12.0	11.5		11.6		
	<i>SE</i>	.81	.74	.65	.61		.72			.63	.52	.57	.60		.63		
	<i>CI upper bound</i>	42.1	40.9	41.8	40.4		42.5			42.6	42.4	42.9	42.3		42.0		
	<i>CI lower bound</i>	38.9	38.0	39.3	38.0		39.7			40.2	40.3	40.7	39.9		39.5		
Supportive Environment	<i>Mean</i>	37.6	36.9	37.5	34.9		36.4			33.6	32.9	33.9	31.3		32.5		
	<i>n</i>	234	265	364	405		315			353	474	449	359		343		
	<i>SD</i>	14.1	14.0	14.1	14.1		13.0			13.2	13.5	14.1	12.9		13.1		
	<i>SE</i>	.92	.86	.74	.70		.73			.70	.62	.66	.68		.71		
	<i>CI upper bound</i>	39.4	38.6	38.9	36.3		37.9			35.0	34.1	35.2	32.7		33.9		
	<i>CI lower bound</i>	35.8	35.3	36.0	33.5		35.0			32.2	31.6	32.6	30.0		31.1		

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							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning^a	%	42	47	48	47		54			65	71	66	67		70		
	n	261	285	392	424		322			364	489	461	380		347		
	SE	3.1	3.0	2.5	2.4		2.8			2.5	2.1	2.2	2.4		2.5		
	CI upper bound (%)	48	53	53	52		60			70	75	70	72		74		
	CI lower bound (%)	36	41	43	43		49			60	67	61	63		65		
Learning Community^a	%	8	9	10	7		8			26	29	21	25		21		
	n	261	290	399	425		321			364	493	460	380		348		
	SE	1.7	1.7	1.5	1.2		1.5			2.3	2.0	1.9	2.2		2.2		
	CI upper bound (%)	12	12	13	10		11			31	33	25	29		25		
	CI lower bound (%)	5	6	7	5		5			22	25	18	20		16		
Research with Faculty^a	%	6	7	6	4		5			30	33	29	25		29		
	n	263	289	393	425		321			363	491	462	379		347		
	SE	1.4	1.5	1.2	0.9		1.2			2.4	2.1	2.1	2.2		2.5		
	CI upper bound (%)	8	10	9	6		7			35	37	33	29		34		
	CI lower bound (%)	3	4	4	2		3			26	29	25	20		25		
Internship or Field Experience^b (First-year results: Plan to do)	%	76	75	76	76		74			58	57	54	50		51		
	n	263	290	400	425		324			365	496	463	379		349		
	SE	2.6	2.5	2.1	2.1		2.4			2.6	2.2	2.3	2.6		2.7		
	CI upper bound (%)	81	80	80	81		79			63	61	59	55		56		
	CI lower bound (%)	71	71	72	72		69			52	52	49	45		46		
Study Abroad^b (First-year results: Plan to do)	%	27	30	31	30		24			11	10	9	9		6		
	n	263	290	399	426		325			366	491	456	379		347		
	SE	2.8	2.7	2.3	2.2		2.4			1.7	1.4	1.4	1.5		1.3		
	CI upper bound (%)	33	36	35	34		29			15	13	12	12		9		
	CI lower bound (%)	22	25	26	25		20			8	7	7	6		4		
Culminating Senior Experience^b (First-year results: Plan to do)	%	66	69	72	72		69			63	62	59	61		67		
	n	263	290	400	427		323			366	494	461	375		348		
	SE	2.9	2.7	2.3	2.2		2.6			2.5	2.2	2.3	2.5		2.5		
	CI upper bound (%)	72	74	76	76		74			68	66	64	66		72		
	CI lower bound (%)	60	64	67	67		64			58	57	55	56		62		
Overall HIP Participation^c																	
Participated in one HIP	%	37	44	42	47		51			17	18	19	18		18		
	n	263	292	401	428		324			366	496	466	382		351		
	SE	3.0	2.9	2.5	2.4		2.8			2.0	1.7	1.8	2.0		2.1		
	CI upper bound (%)	43	50	47	52		56			21	21	23	22		23		
	CI lower bound (%)	31	38	37	43		45			13	14	16	14		14		
Participated in two or more HIPs	%	9	8	10	5		7			73	74	70	71		71		
	n	263	292	401	428		324			366	496	466	382		351		
	SE	1.8	1.6	1.5	1.0		1.4			2.3	2.0	2.1	2.3		2.4		
	CI upper bound (%)	13	11	13	7		10			78	78	74	75		76		
	CI lower bound (%)	6	5	7	3		4			69	70	66	66		67		

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.