
NSSE 2024

Multi-Year Report

Stephen F. Austin 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 <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

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	13%	+/- 4.6%	399	306	93	13%	+/- 5.6%	263	219	44
2014										
2015	10%	+/- 5.6%	277	206	71	11%	+/- 6.2%	221	178	43
2016										
2017	17%	+/- 4.1%	466	336	130	16%	+/- 4.9%	328	254	74
2018										
2019	12%	+/- 5.0%	333	231	102	12%	+/- 6.1%	226	178	48
2020										
2021										
2022										
2023										
2024	28%	+/- 3.7%	497	419	78	27%	+/- 4.0%	443	394	49

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	Yes
2014							
2015	Email	Census	Yes	Academic Advising	No	No	Yes
2016							
2017	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2018							
2019	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2020							
2021							
2022							
2023							
2024	Email	Census	Yes	Academic Advising, Mental Health & Well-Being	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.

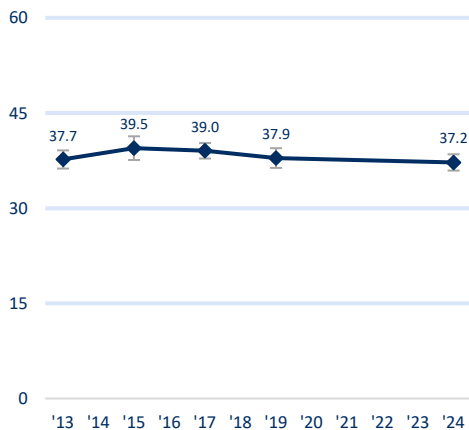
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

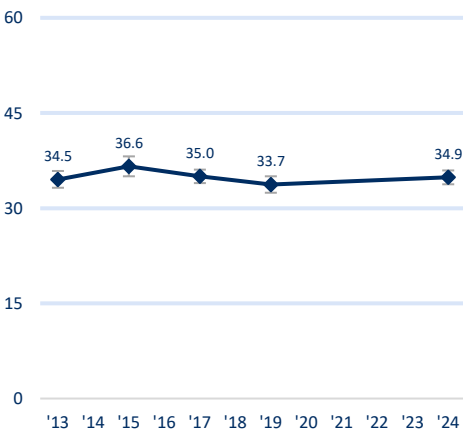
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

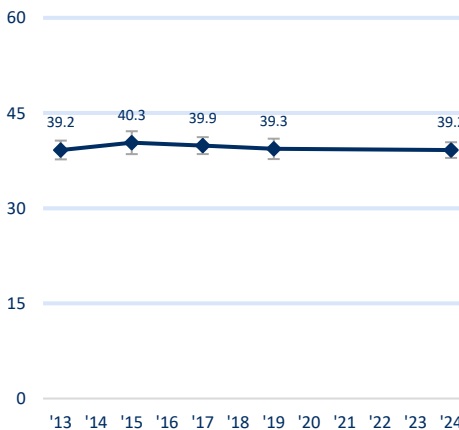
Higher-Order Learning



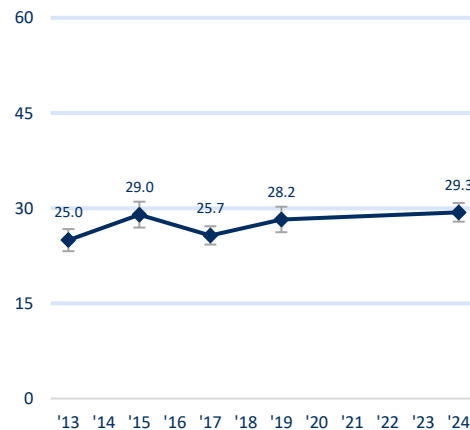
Reflective & Integrative Learning



Learning Strategies

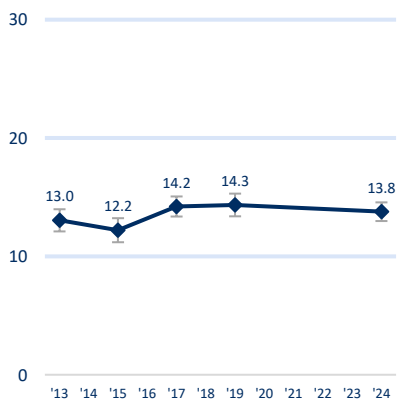


Quantitative Reasoning

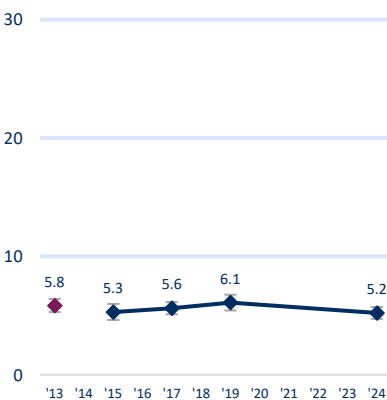


Academic Challenge (additional items): First-year students

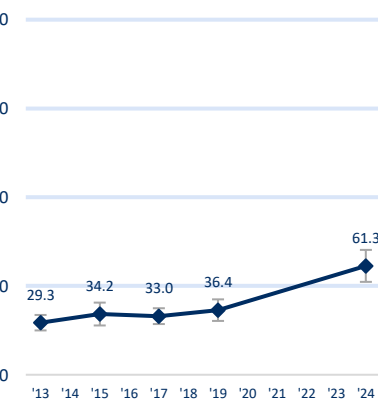
Preparing for Class (hrs/wk)



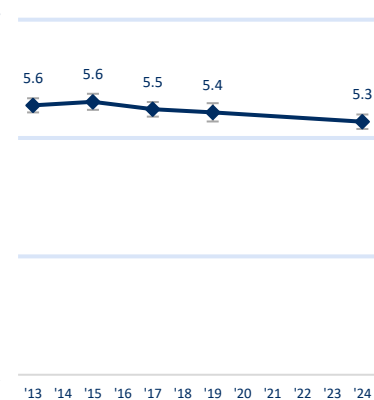
Course Reading (hrs/wk)^a



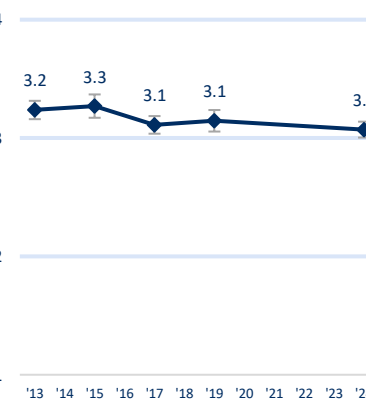
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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

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

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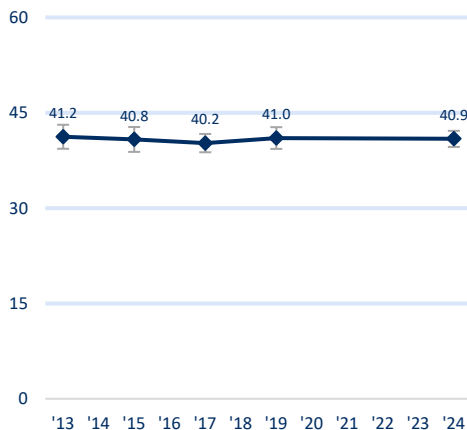
Engagement Results by Theme

Stephen F. Austin State University

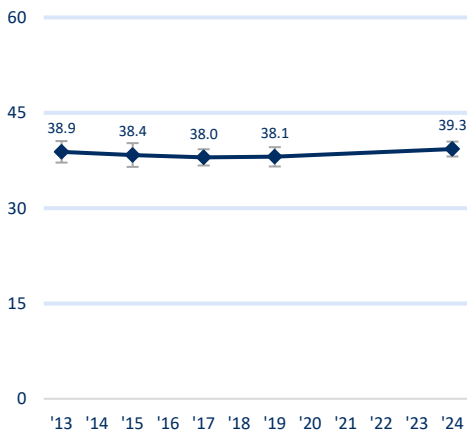
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

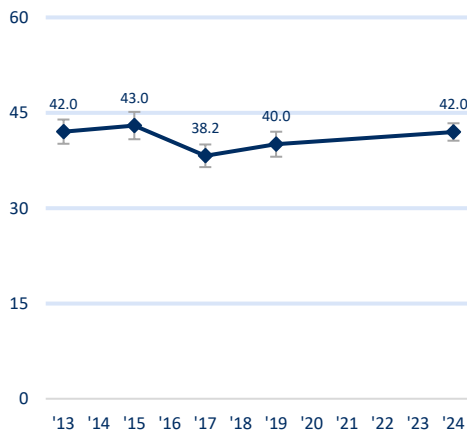
Higher-Order Learning



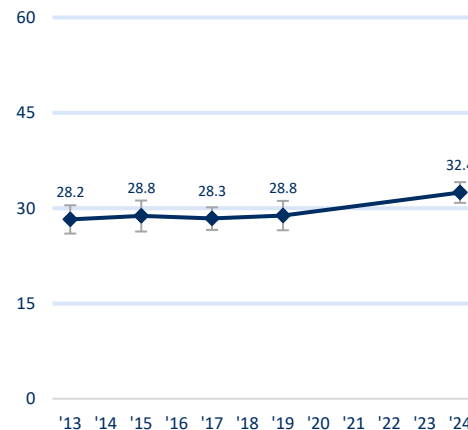
Reflective & Integrative Learning



Learning Strategies

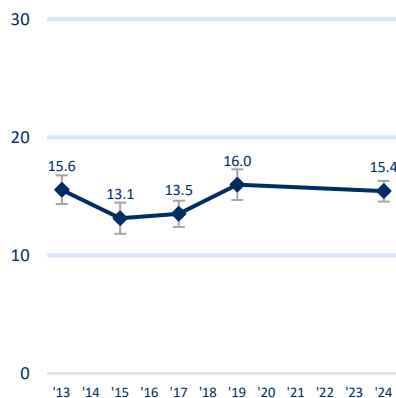


Quantitative Reasoning

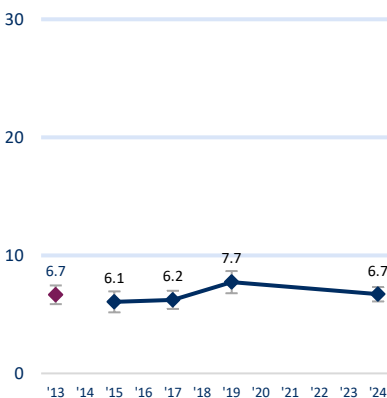


Academic Challenge (additional items): Seniors

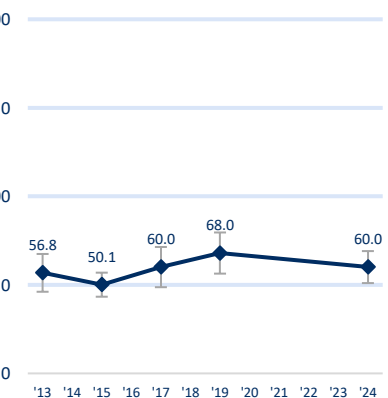
Preparing for Class (hrs/wk)



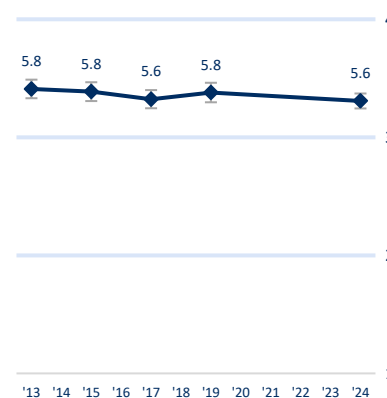
Course Reading (hrs/wk)^a



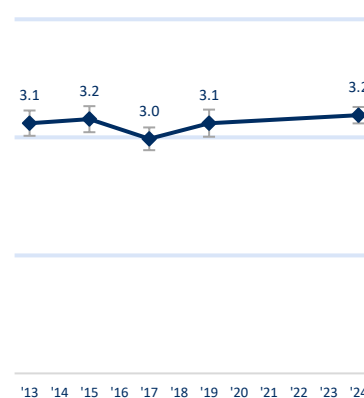
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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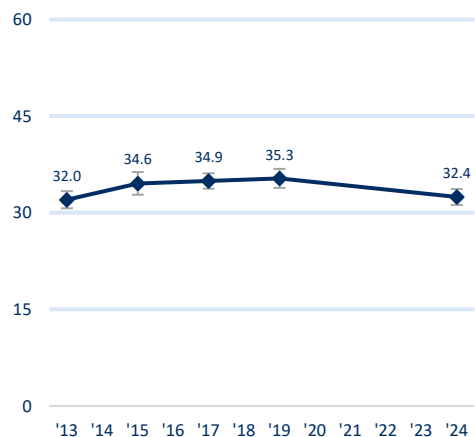
Engagement Results by Theme

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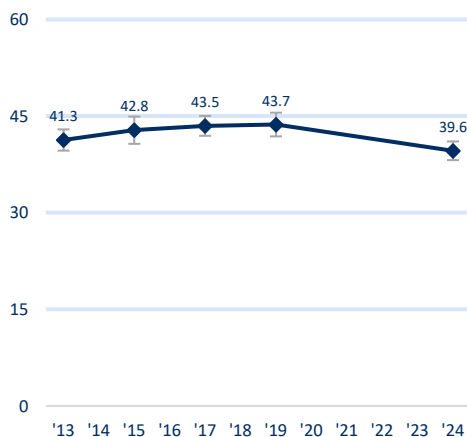
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

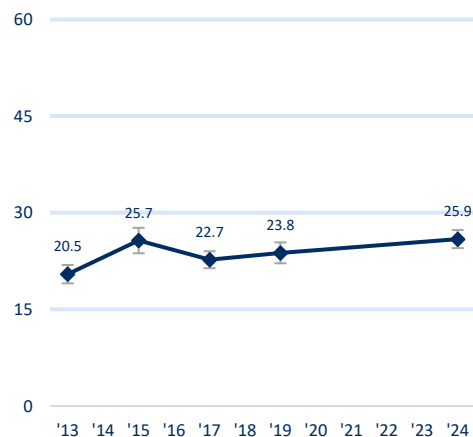


Discussions with Diverse Others

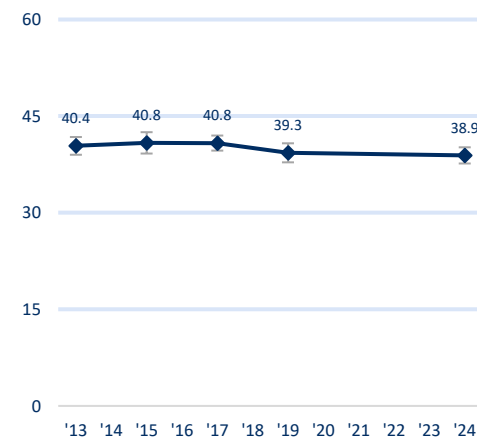


Experiences with Faculty: First-year students

Student-Faculty Interaction

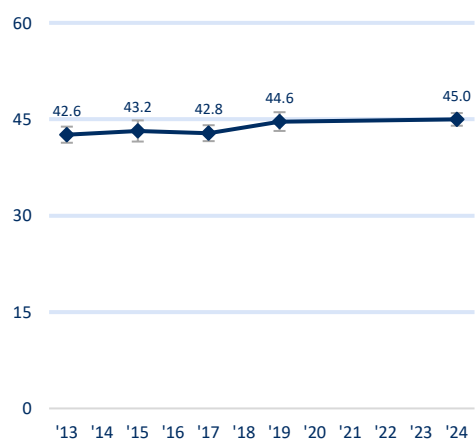


Effective Teaching Practices

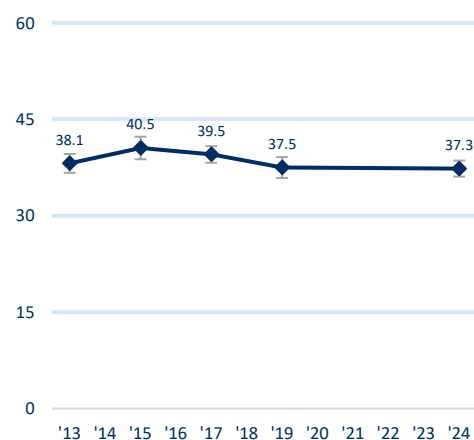


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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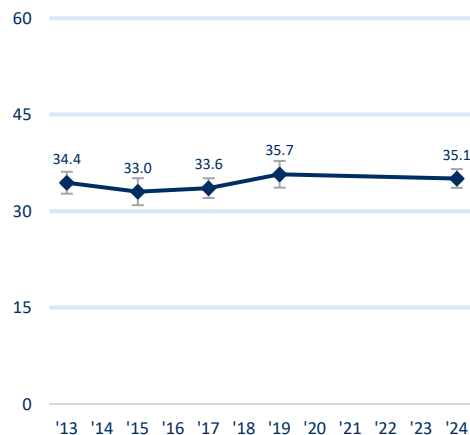
Engagement Results by Theme

Stephen F. Austin State University

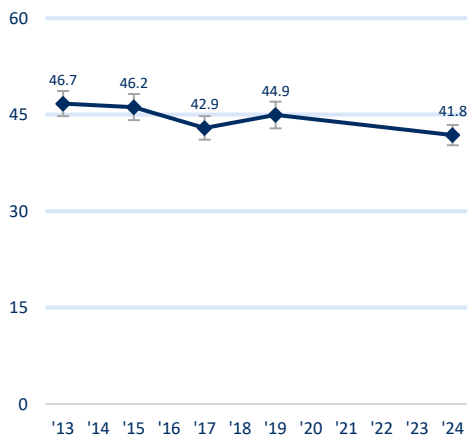
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Learning with Peers: Seniors

Collaborative Learning

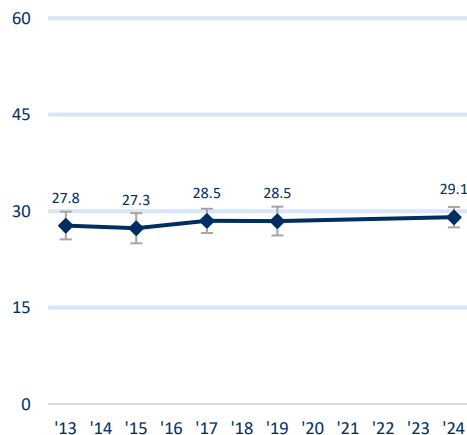


Discussions with Diverse Others

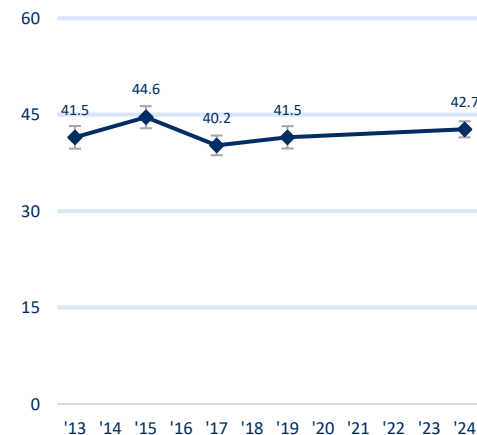


Experiences with Faculty: Seniors

Student-Faculty Interaction

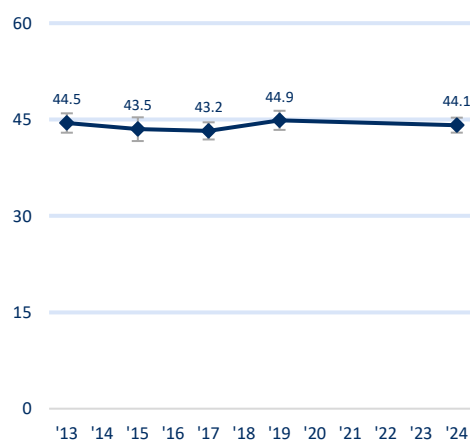


Effective Teaching Practices

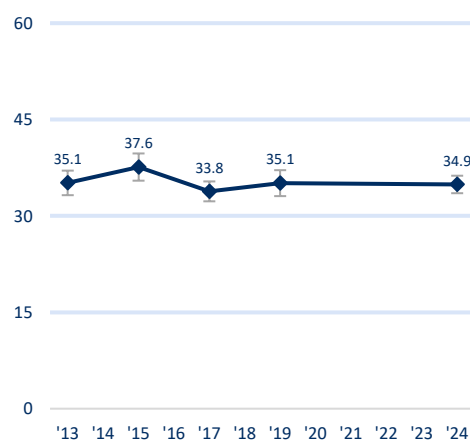


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

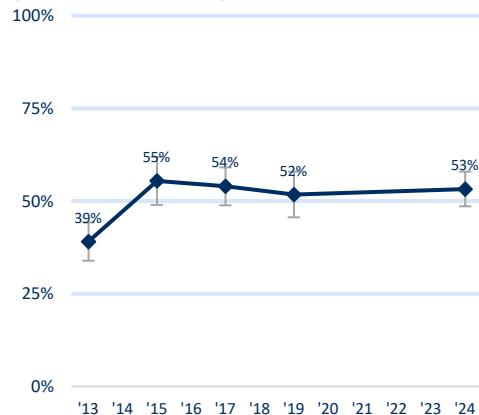


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

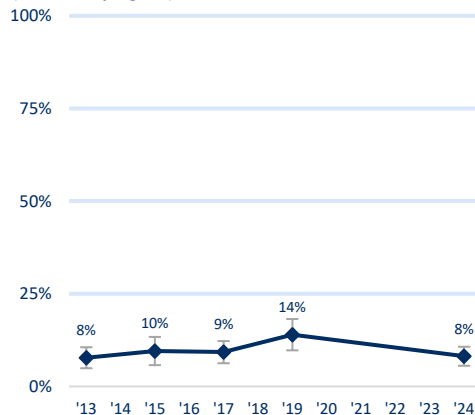
Service-Learning

(Some, most, or all courses)



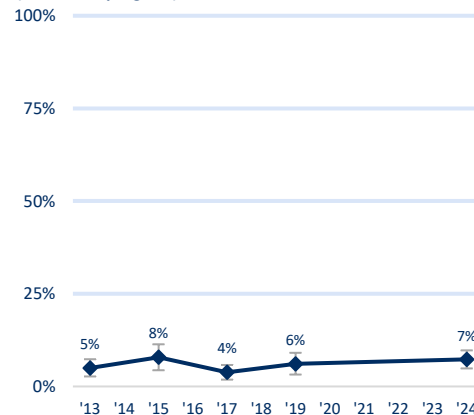
Learning Community

(Done or in progress)



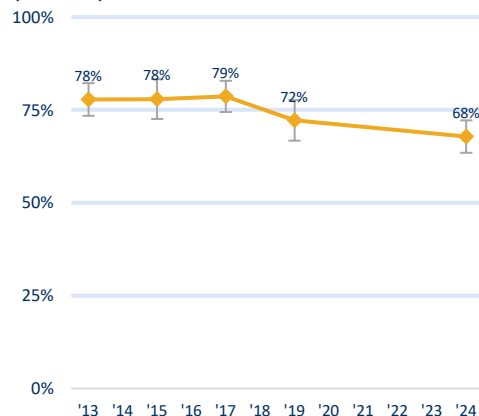
Research with Faculty

(Done or in progress)



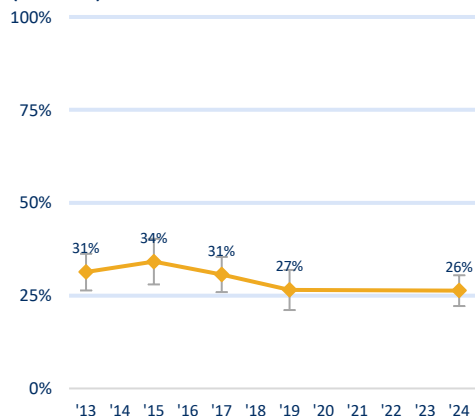
Internship/Field Experience

(Plan to do)



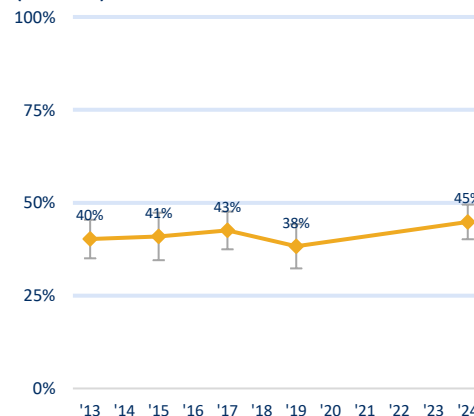
Study Abroad

(Plan to do)



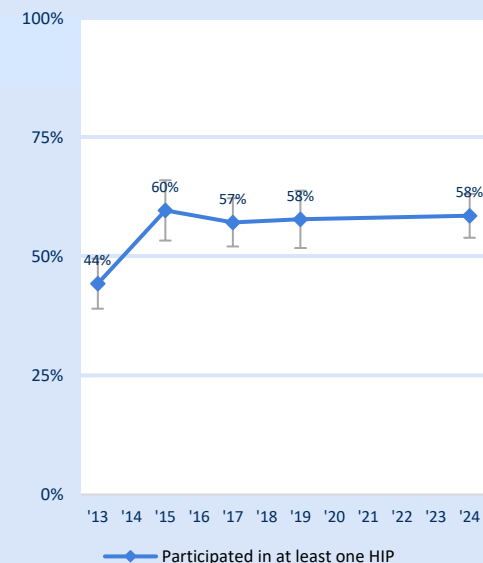
Culminating Senior Experience

(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.



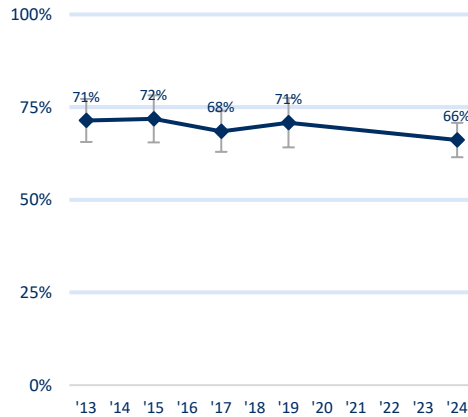
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

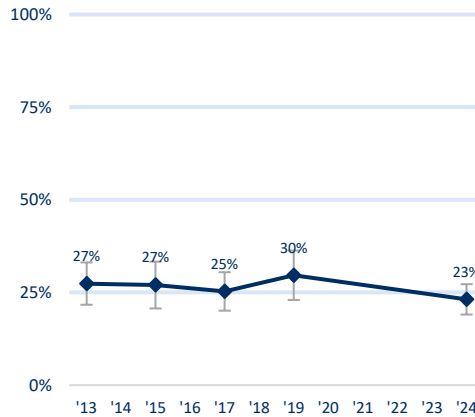
Service-Learning

(Some, most, or all courses)



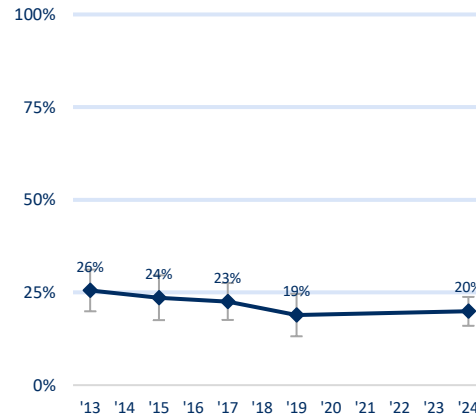
Learning Community

(Done or in progress)



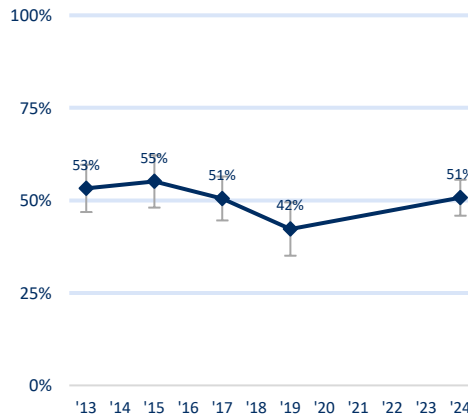
Research with Faculty

(Done or in progress)



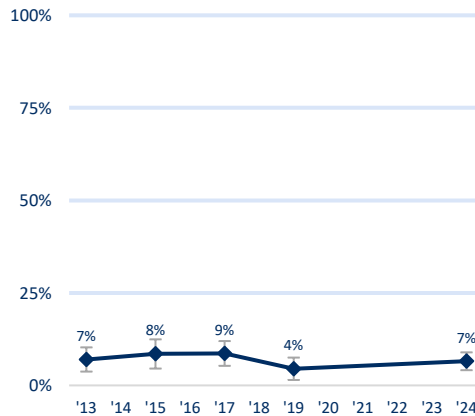
Internship/Field Experience

(Done or in progress)



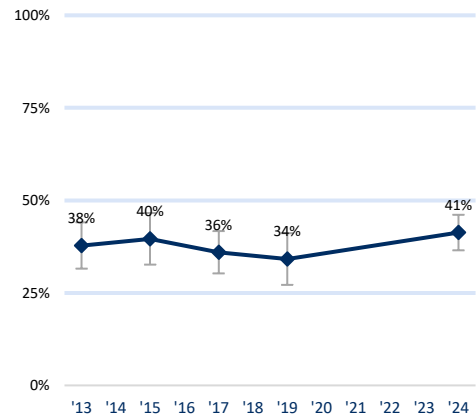
Study Abroad

(Done or in progress)



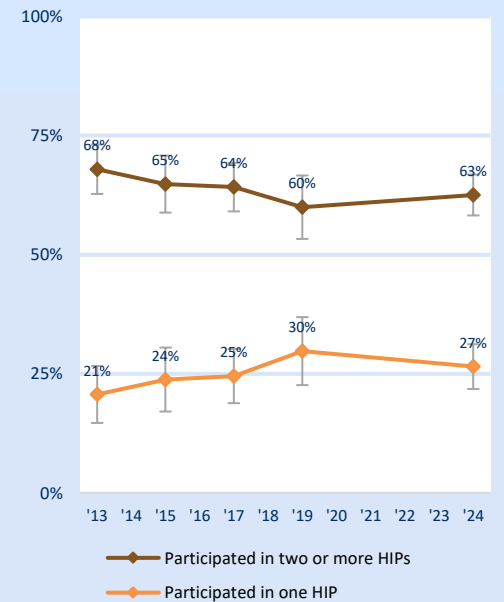
Culminating Senior Experience

(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.

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Stephen F. Austin State University

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge																										
Higher-Order Learning	Mean	37.7		39.5		39.0		37.9					37.2	41.2		40.8		40.2		41.0					40.9	
	n	365		232		417		282					455	242		207		309		189					413	
	SD	14.0		14.5		12.7		13.3					14.0	15.0		14.4		12.9		12.0					13.1	
	SE	.73		.95		.62		.79					.66	.96		1.00		.74		.87					.65	
	CI up bnd	39.1		41.3		40.3		39.5					38.5	43.1		42.8		41.7		42.7					42.2	
	CI low bnd	36.2		37.6		37.8		36.4					35.9	39.3		38.8		38.8		39.3					39.6	
Reflective & Integrative Learning	Mean	34.5		36.6		35.0		33.7					34.9	38.9		38.4		38.0		38.1					39.3	
	n	372		255		436		309					469	249		208		314		207					426	
	SD	13.0		12.8		11.3		11.6					12.1	13.6		13.8		11.5		11.2					12.3	
	SE	.67		.80		.54		.66					.56	.86		.95		.65		.77					.60	
	CI up bnd	35.9		38.2		36.1		35.0					36.0	40.5		40.2		39.3		39.6					40.5	
	CI low bnd	33.2		35.0		34.0		32.4					33.8	37.2		36.5		36.7		36.5					38.1	
Learning Strategies	Mean	39.2		40.3		39.9		39.3					39.2	42.0		43.0		38.2		40.0					42.0	
	n	343		228		369		260					435	235		185		271		185					407	
	SD	14.0		13.9		13.1		13.2					13.1	14.9		14.9		15.0		13.6					14.1	
	SE	.75		.92		.68		.82					.63	.97		1.10		.91		1.00					.70	
	CI up bnd	40.7		42.1		41.2		41.0					40.4	43.9		45.1		40.0		42.0					43.3	
	CI low bnd	37.7		38.5		38.5		37.7					37.9	40.1		40.8		36.4		38.1					40.6	
Quantitative Reasoning	Mean	25.0		29.0		25.7		28.2					29.3	28.2		28.8		28.3		28.8					32.4	
	n	364		247		418		261					440	245		205		309		182					406	
	SD	17.0		16.4		15.1		16.6					15.7	17.8		17.8		15.9		15.9					16.8	
	SE	.89		1.04		.74		1.03					.75	1.14		1.25		.91		1.18					.83	
	CI up bnd	26.7		31.0		27.2		30.2					30.8	30.4		31.2		30.1		31.1					34.1	
	CI low bnd	23.2		26.9		24.3		26.2					27.9	26.0		26.3		26.6		26.5					30.8	
Academic Challenge (additional items)																										
Preparing for Class (hours/week)	Mean	13.0		12.2		14.2		14.3					13.8	15.6		13.1		13.5		16.0					15.4	
	n	316		214		342		246					434	225		181		259		179					404	
	SD	8.5		7.6		8.0		7.7					8.4	9.3		9.1		9.2		8.9					9.0	
	SE	.48		.52		.43		.49					.40	.62		.67		.57		.66					.45	
	CI up bnd	14.0		13.2		15.1		15.3					14.6	16.8		14.5		14.6		17.3					16.3	
	CI low bnd	12.1		11.2		13.4		13.4					13.0	14.4		11.8		12.4		14.7					14.6	
Course Reading <small>Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</small>	Mean	5.8		5.3		5.6		6.1					5.2	6.7		6.1		6.2		7.7					6.7	
	n	316		211		341		244					430	223		177		257		177					402	
	SD	5.0		5.0		4.8		5.3					5.3	6.0		6.0		6.3		6.4					6.3	
	SE	.28		.34		.26		.34					.26	.40		.45		.39		.48					.31	
	CI up bnd	6.4		6.0		6.1		6.8					5.7	7.5		6.9		7.0		8.7					7.3	
	CI low bnd	5.3		4.6		5.1		5.4					4.7	5.9		5.2		5.5		6.8					6.1	

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).

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Stephen F. Austin State University

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge (additional items, continued)																										
Assigned Writing Est. no. of pages calculated from three survey questions.	Mean	29.3		34.2		33.0		36.4					61.3		56.8		50.1		60.0		68.0					60.0
	n	325		210		370		263					444		210		179		271		185					404
	SD	40.0		47.6		43.7		50.3					96.8		79.0		46.4		95.3		80.7					92.6
	SE	2.22		3.29		2.27		3.10					4.59		5.45		3.47		5.79		5.93					4.61
	CI up bnd	33.7		40.6		37.5		42.5					70.3		67.5		56.9		71.4		79.6					69.1
	CI low bnd	25.0		27.8		28.6		30.3					52.3		46.1		43.3		48.7		56.4					51.0
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.6		5.6		5.5		5.4					5.3		5.8		5.8		5.6		5.8					5.6
	n	342		230		369		260					439		234		194		272		183					405
	SD	1.1		1.0		1.2		1.3					1.3		1.2		1.1		1.3		1.1					1.3
	SE	.06		.07		.06		.08					.06		.08		.08		.08		.08					.06
	CI up bnd	5.7		5.7		5.6		5.6					5.4		6.0		5.9		5.8		5.9					5.7
	CI low bnd	5.4		5.5		5.4		5.3					5.2		5.7		5.6		5.5		5.6					5.5
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	Mean	3.2		3.3		3.1		3.1					3.1		3.1		3.2		3.0		3.1					3.2
	n	318		214		346		252					436		222		181		261		181					402
	SD	0.7		0.7		0.7		0.7					0.7		0.8		0.8		0.8		0.8					0.7
	SE	.04		.05		.04		.05					.03		.05		.06		.05		.06					.04
	CI up bnd	3.3		3.4		3.2		3.2					3.1		3.2		3.3		3.1		3.2					3.3
	CI low bnd	3.2		3.2		3.0		3.1					3.0		3.0		3.0		2.9		3.0					3.1
Learning with Peers																										
Collaborative Learning	Mean	32.0		34.6		34.9		35.3					32.4		34.4		33.0		33.6		35.7					35.1
	n	383		261		453		322					480		254		204		322		218					432
	SD	13.3		14.5		13.0		13.5					13.8		13.9		15.3		14.0		15.6					15.4
	SE	.68		.90		.61		.75					.63		.87		1.07		.78		1.06					.74
	CI up bnd	33.3		36.3		36.1		36.8					33.7		36.1		35.1		35.1		37.8					36.5
	CI low bnd	30.7		32.8		33.7		33.8					31.2		32.7		30.9		32.0		33.6					33.6
Discussions with Diverse Others	Mean	41.3		42.8		43.5		43.7					39.6		46.7		46.2		42.9		44.9					41.8
	n	343		232		369		261					445		235		195		275		185					403
	SD	15.6		16.4		15.2		15.2					15.6		15.3		14.5		15.5		14.4					16.1
	SE	.84		1.08		.79		.94					.74		1.00		1.04		.93		1.06					.80
	CI up bnd	42.9		44.9		45.0		45.5					41.1		48.7		48.2		44.8		47.0					43.4
	CI low bnd	39.6		40.7		41.9		41.9					38.2		44.8		44.1		41.1		42.9					40.2

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 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Stephen F. Austin State University

		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Experiences with Faculty																									
Student-Faculty Interaction	Mean	20.5		25.7		22.7		23.8					25.9	27.8		27.3		28.5		28.5					29.1
	n	372		251		425		297					457	248		207		312		199					418
	SD	14.0		16.0		13.8		14.3					15.3	17.3		17.2		17.0		16.1					16.6
	SE	.73		1.01		.67		.83					.72	1.10		1.19		.96		1.14					.81
	CI up bnd	21.9		27.7		24.0		25.4					27.3	29.9		29.7		30.4		30.7					30.6
	CI low bnd	19.0		23.7		21.4		22.1					24.5	25.6		25.0		26.6		26.2					27.5
Effective Teaching Practices	Mean	40.4		40.8		40.8		39.3					38.9	41.5		44.6		40.2		41.5					42.7
	n	371		241		421		275					455	249		207		311		194					413
	SD	13.6		13.1		12.3		12.5					13.7	14.2		12.6		13.8		12.4					13.0
	SE	.70		.85		.60		.75					.64	.90		.88		.78		.89					.64
	CI up bnd	41.8		42.5		42.0		40.8					40.2	43.2		46.3		41.8		43.2					44.0
	CI low bnd	39.0		39.2		39.6		37.8					37.6	39.7		42.9		38.7		39.7					41.5
Campus Environment																									
Quality of Interactions	Mean	42.6		43.2		42.8		44.6					45.0	44.5		43.5		43.2		44.9					44.1
	n	327		225		362		252					432	227		188		261		177					378
	SD	11.6		12.6		12.0		11.8					10.5	11.6		12.9		11.0		10.1					11.6
	SE	.64		.84		.63		.74					.50	.77		.94		.68		.76					.60
	CI up bnd	43.9		44.8		44.1		46.1					46.0	46.0		45.3		44.6		46.4					45.3
	CI low bnd	41.3		41.5		41.6		43.2					44.0	43.0		41.7		41.9		43.4					43.0
Supportive Environment	Mean	38.1		40.5		39.5		37.5					37.3	35.1		37.6		33.8		35.1					34.9
	n	313		215		343		246					433	223		178		259		178					402
	SD	13.2		13.1		12.2		13.0					13.3	14.6		14.4		12.7		13.8					13.9
	SE	.75		.89		.66		.83					.64	.98		1.08		.79		1.03					.69
	CI up bnd	39.6		42.3		40.8		39.1					38.6	37.1		39.7		35.4		37.1					36.3
	CI low bnd	36.7		38.8		38.2		35.9					36.1	33.2		35.5		32.3		33.1					33.5

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 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

Stephen F. Austin State University

First-year students														Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Service-Learning ^a	%	39		55		54		52					53	71		72		68		71					66
	n	342		228		365		255					438	234		194		269		181					402
	SE	2.6		3.3		2.6		3.1					2.4	3.0		3.2		2.8		3.4					2.4
	CI up bnd	44		62		59		58					58	77		78		74		77					71
	CI low bnd	34		49		49		46					49	66		65		63		64					61
Learning Community ^a	%	8		10		9		14					8	27		27		25		30					23
	n	344		230		362		259					438	235		191		271		181					407
	SE	1.4		1.9		1.5		2.2					1.3	2.9		3.2		2.6		3.4					2.1
	CI up bnd	11		13		12		18					11	33		33		30		36					27
	CI low bnd	5		6		6		10					6	22		21		20		23					19
Research with Faculty ^a	%	5		8		4		6					7	26		24		23		19					20
	n	340		228		363		259					439	233		191		272		181					405
	SE	1.2		1.8		1.0		1.5					1.2	2.9		3.1		2.5		2.9					2.0
	CI up bnd	7		11		6		9					10	31		30		28		25					24
	CI low bnd	3		4		2		3					5	20		18		18		13					16
Internship or Field Experience ^b (First-year results: Plan to do)	%	78		78		79		72					68	53		55		51		42					51
	n	344		231		368		259					440	235		191		273		181					408
	SE	2.2		2.7		2.1		2.8					2.2	3.3		3.6		3.0		3.7					2.5
	CI up bnd	82		83		83		78					72	60		62		56		49					56
	CI low bnd	73		73		74		67					63	47		48		45		35					46
Study Abroad ^b (First-year results: Plan to do)	%	31		34		31		27					26	7		8		9		4					7
	n	342		230		366		258					435	235		193		271		181					405
	SE	2.5		3.1		2.4		2.8					2.1	1.7		2.0		1.7		1.5					1.2
	CI up bnd	36		40		35		32					30	10		12		12		8					9
	CI low bnd	26		28		26		21					22	4		5		5		1					4
Culminating Senior Experience ^b (First-year results: Plan to do)	%	40		41		43		38					45	38		40		36		34					41
	n	344		228		365		256					438	232		190		272		178					406
	SE	2.6		3.3		2.6		3.0					2.4	3.2		3.6		2.9		3.6					2.4
	CI up bnd	45		47		48		44					49	44		47		42		41					46
	CI low bnd	35		35		37		32					40	32		33		30		27					37
Overall HIP Participation ^c																									
Participated in one HIP	%	38		50		48		47					50	21		24		25		30					27
	n	344		231		367		259					440	235		195		275		182					408
	SE	2.6		3.3		2.6		3.1					2.4	2.6		3.1		2.6		3.4					2.2
	CI up bnd	43		57		53		53					55	26		30		30		36					31
	CI low bnd	33		44		43		41					45	15		18		19		23					22
Participated in two or more HIPs	%	6		10		9		11					8	68		65		64		60					63
	n	344		231		367		259					440	235		195		275		182					408
	SE	1.3		1.9		1.5		2.0					1.3	3.0		3.4		2.9		3.6					2.4
	CI up bnd	8		13		12		15					11	74		72		70		67					67
	CI low bnd	3		6		6		7					6	62		58		59		53					58

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.