



NSSE 2024

Multi-Year Report

Indiana University-Purdue University Indianapolis

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										
2015	19%	+/- 3.6%	592	465	127	21%	+/- 2.8%	931	731	200
2016										
2017										
2018	27%	+/- 2.7%	973	761	212	24%	+/- 2.5%	1,181	991	190
2019										
2020										
2021	21%	+/- 3.3%	698	487	211	19%	+/- 2.9%	947	729	218
2022										
2023										
2024	15%	+/- 4.3%	435	306	129	12%	+/- 4.1%	511	406	105

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	No
2016							
2017							
2018	Email	Census	Yes	Civic Engagement, Global Learning	No	No	No
2019							
2020							
2021	Email	Census	Yes	Inclusiv & Cult Div, Coping with COVID	No	No	No
2022							
2023							
2024	Email	Census	Yes	Academic Advising	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.

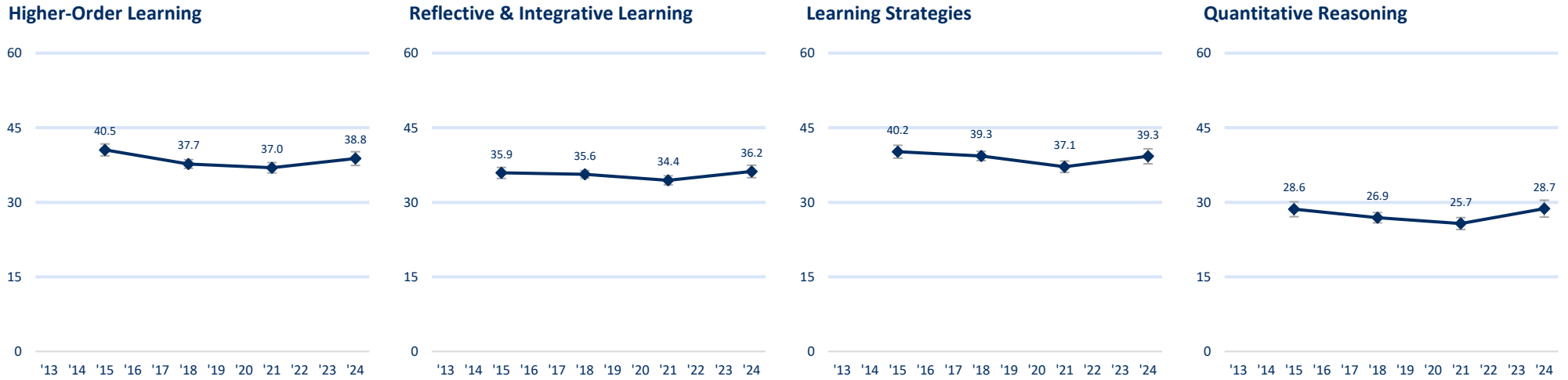
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Engagement Results by Theme

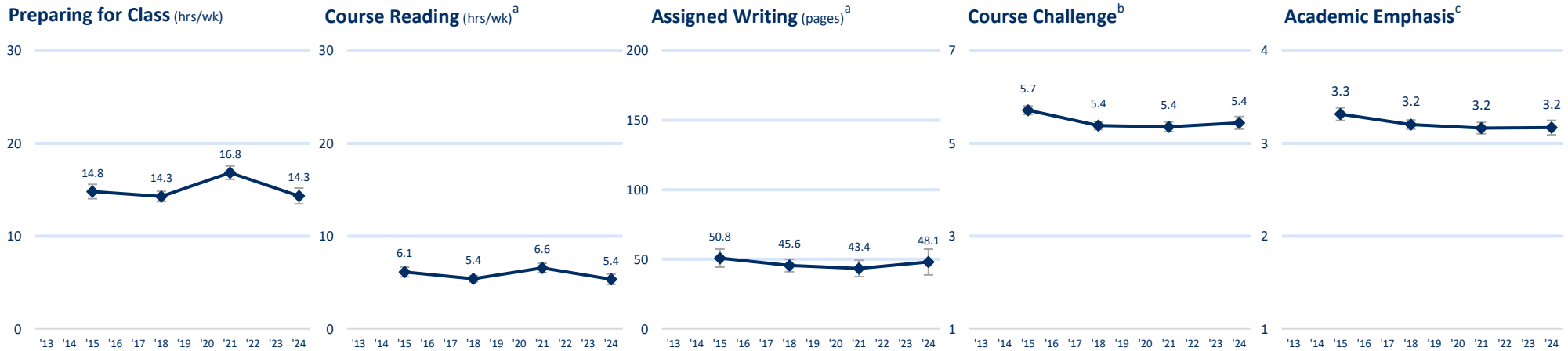
Indiana University-Purdue University Indianapolis

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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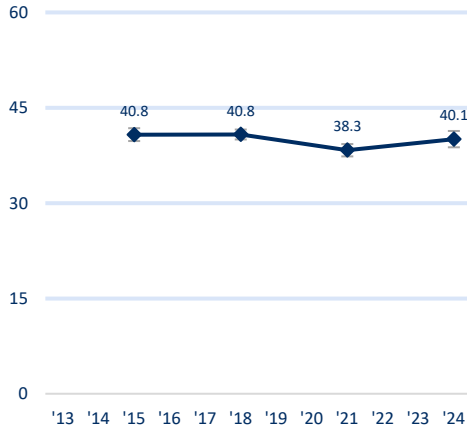
Engagement Results by Theme

Indiana University-Purdue University Indianapolis

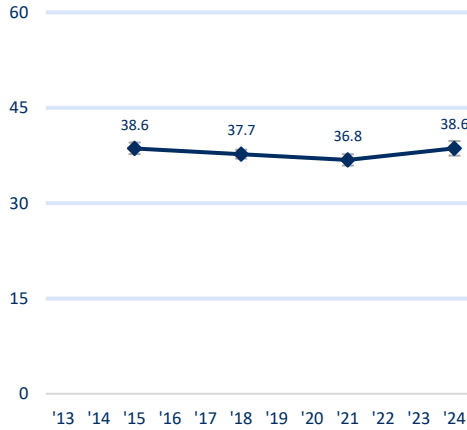
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Academic Challenge: Seniors

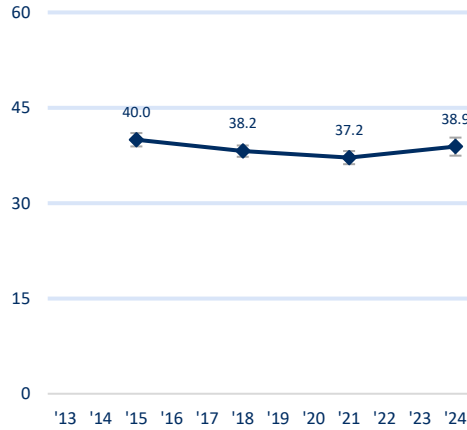
Higher-Order Learning



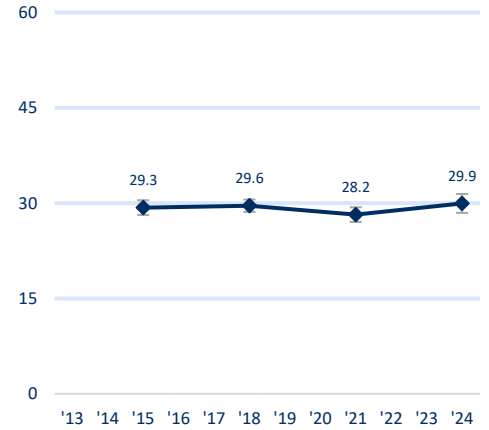
Reflective & Integrative Learning



Learning Strategies

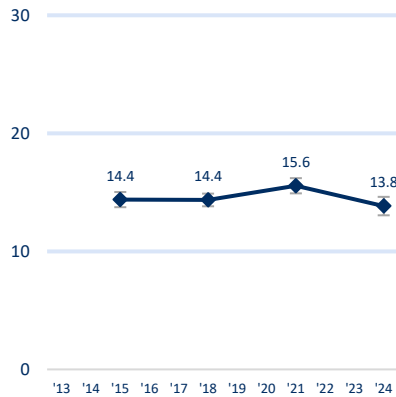


Quantitative Reasoning

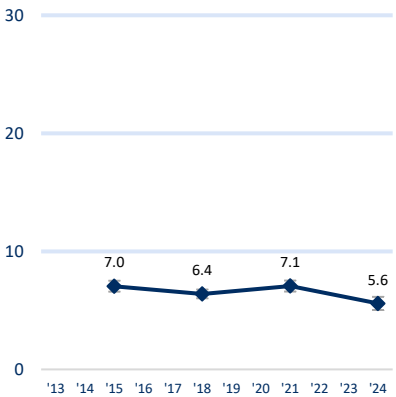


Academic Challenge (additional items): Seniors

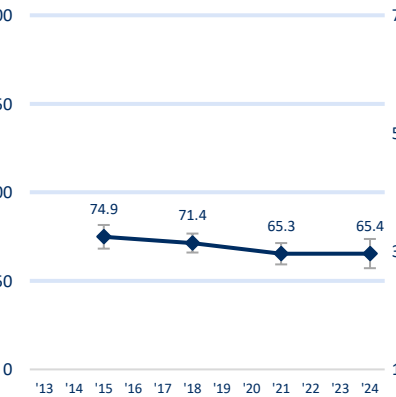
Preparing for Class (hrs/wk)



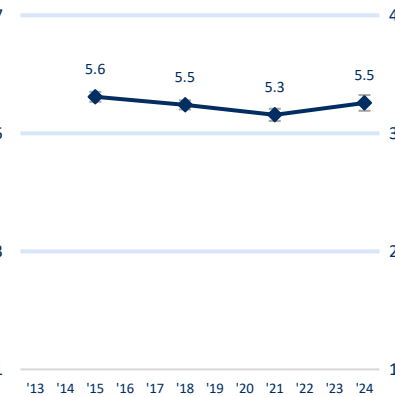
Course Reading (hrs/wk)^a



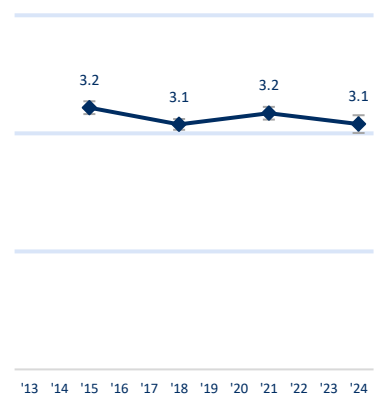
Assigned Writing (pages)^a



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").

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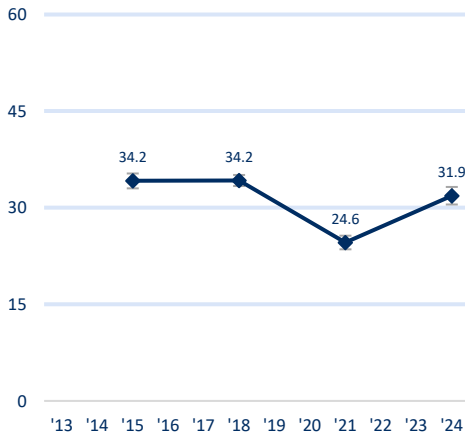
Engagement Results by Theme

Indiana University-Purdue University Indianapolis

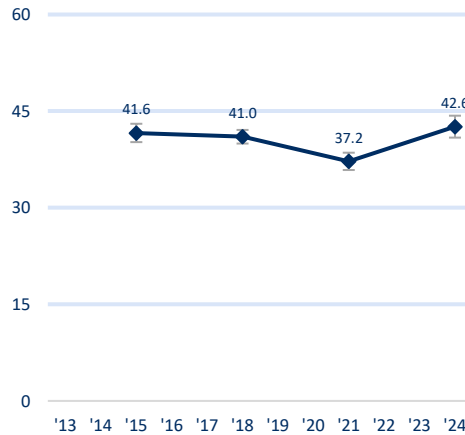
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

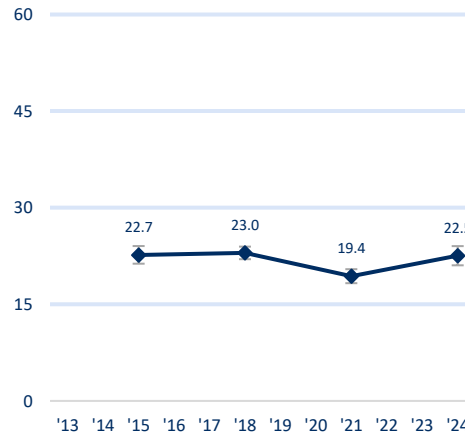


Discussions with Diverse Others

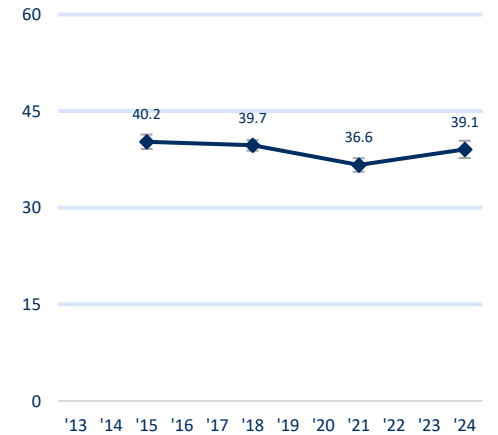


Experiences with Faculty: First-year students

Student-Faculty Interaction

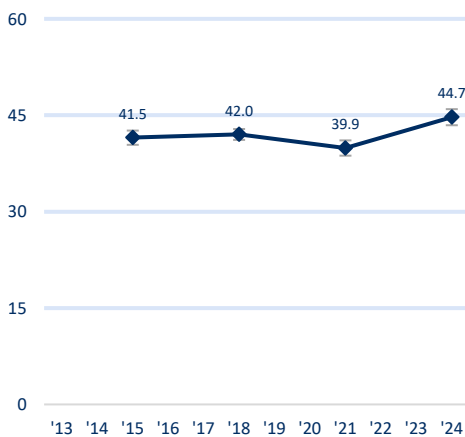


Effective Teaching Practices

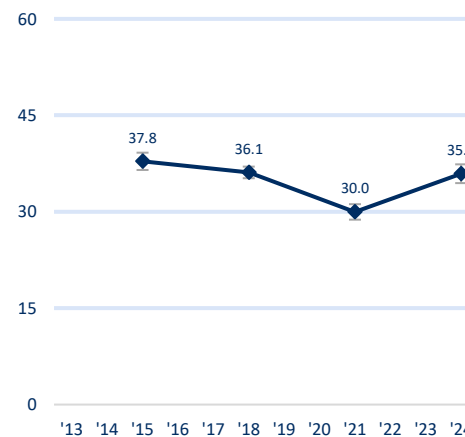


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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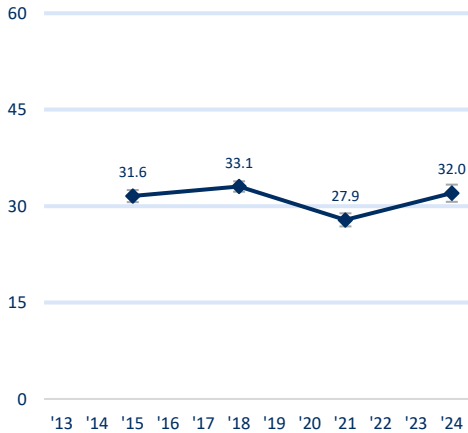
Engagement Results by Theme

Indiana University-Purdue University Indianapolis

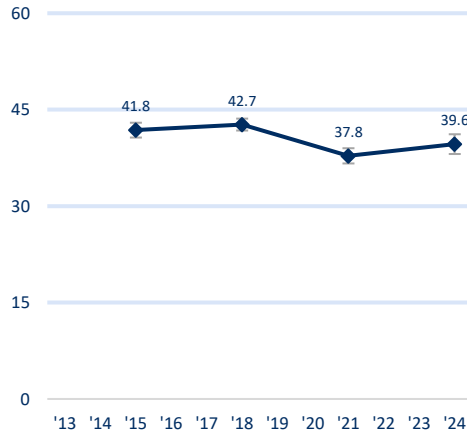
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

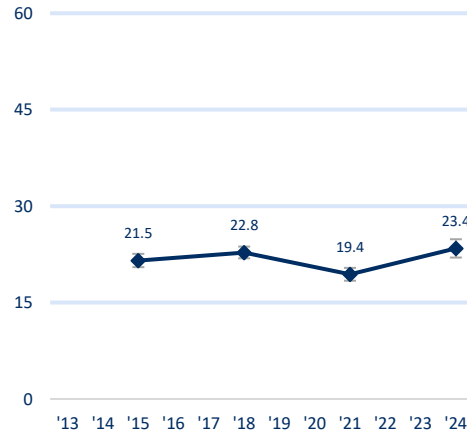


Discussions with Diverse Others

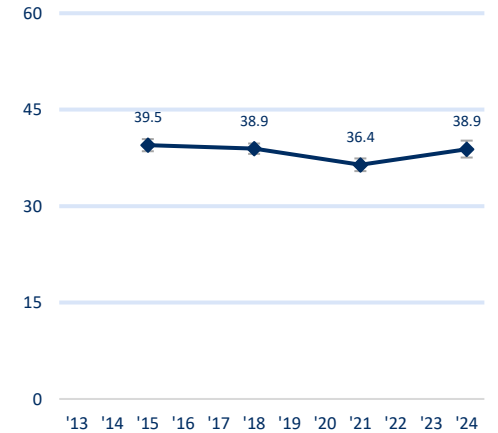


Experiences with Faculty: Seniors

Student-Faculty Interaction

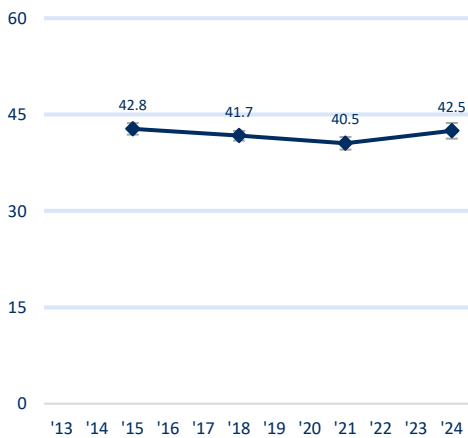


Effective Teaching Practices

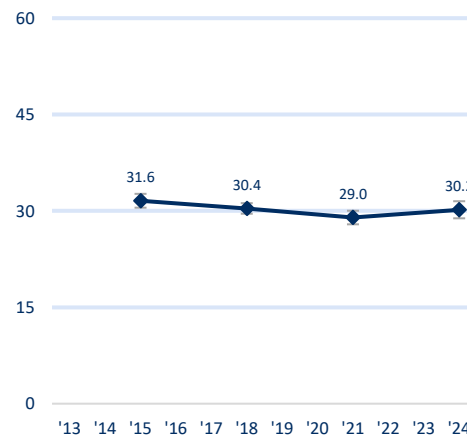


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

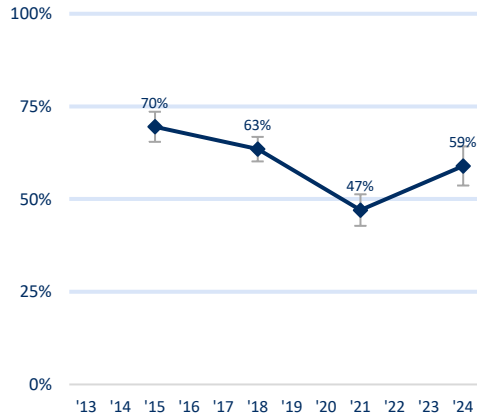


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

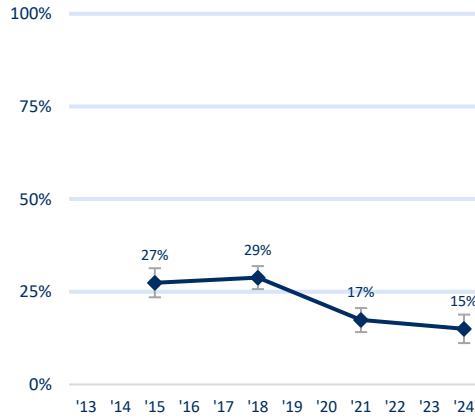
Service-Learning

(Some, most, or all courses)



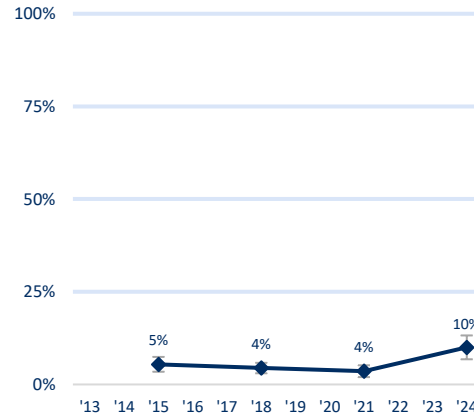
Learning Community

(Done or in progress)



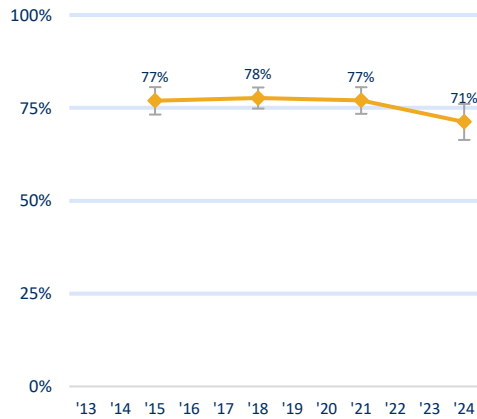
Research with Faculty

(Done or in progress)



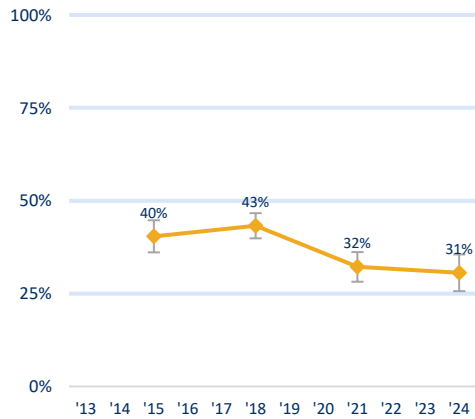
Internship/Field Experience

(Plan to do)



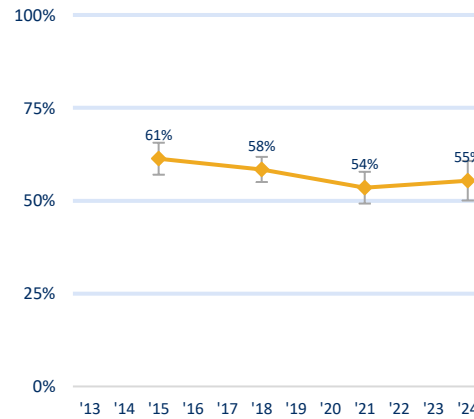
Study Abroad

(Plan to do)



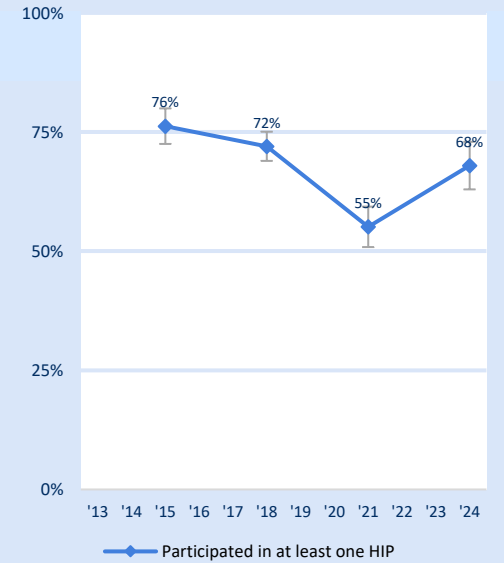
Culminating Senior Experience

(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.



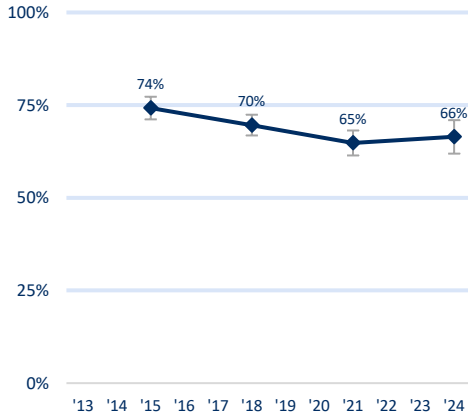
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

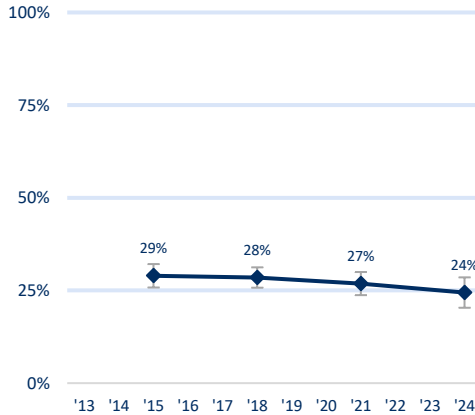
Service-Learning

(Some, most, or all courses)



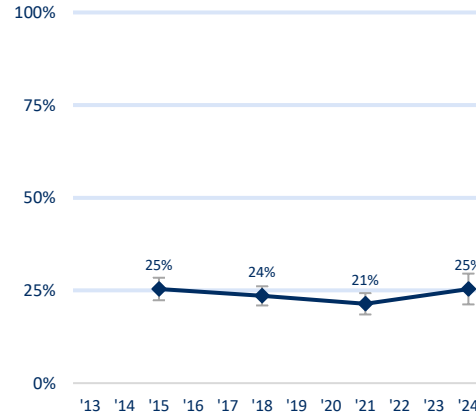
Learning Community

(Done or in progress)



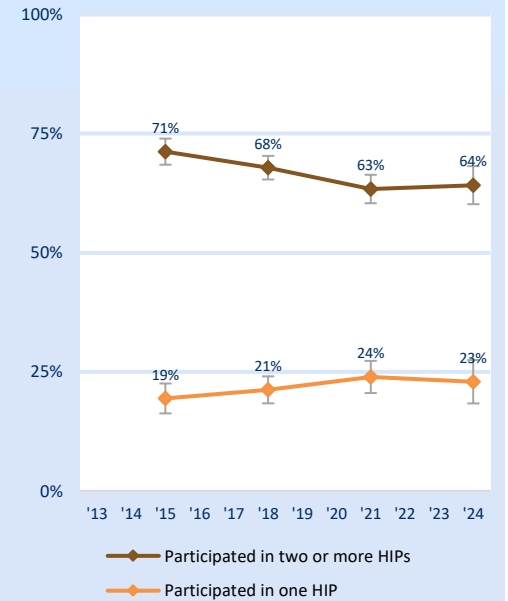
Research with Faculty

(Done or in progress)



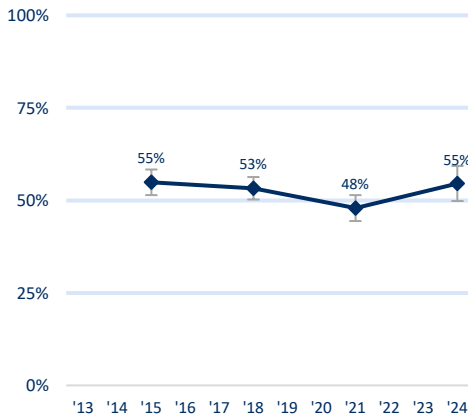
Overall senior HIP participation

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.



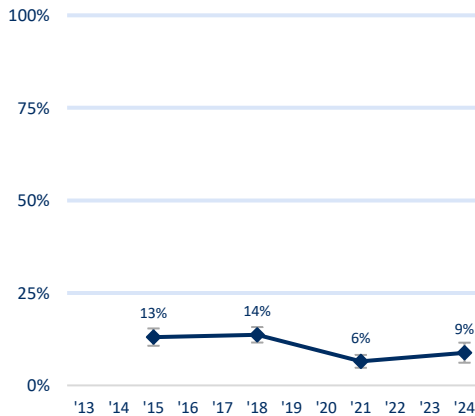
Internship/Field Experience

(Done or in progress)



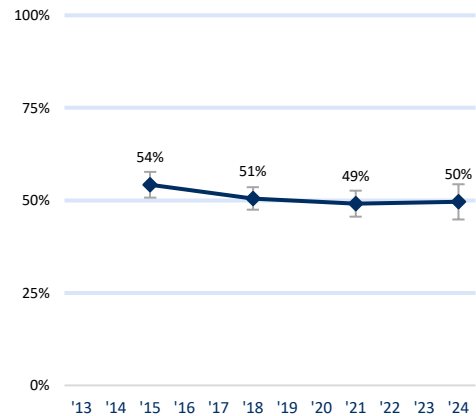
Study Abroad

(Done or in progress)



Culminating Senior Experience

(Done or in progress)



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

Indiana University-Purdue University Indianapolis

		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
<i>Academic Challenge</i>																									
Higher-Order Learning	Mean			40.5		37.7			37.0			38.8			40.8			40.8			38.3			40.1	
	n			513		855			566			354			823			1,075			832			454	
	SD			13.9		12.9			12.6			13.3			14.8			13.1			14.3			14.0	
	SE			.61		.44			.53			.70			.52			.40			.50			.66	
	CI up bnd			41.7		38.6			38.0			40.2			41.8			41.6			39.3			41.3	
	CI low bnd			39.3		36.8			35.9			37.4			39.8			40.0			37.3			38.8	
Reflective & Integrative Learning	Mean			35.9		35.6			34.4			36.2			38.6			37.7			36.8			38.6	
	n			536		907			610			384			860			1,126			866			479	
	SD			13.1		11.8			11.4			12.5			13.7			12.0			13.3			12.8	
	SE			.56		.39			.46			.64			.47			.36			.45			.58	
	CI up bnd			37.0		36.4			35.3			37.5			39.5			38.4			37.7			39.8	
	CI low bnd			34.8		34.8			33.5			35.0			37.7			37.0			35.9			37.5	
Learning Strategies	Mean			40.2		39.3			37.1			39.3			40.0			38.2			37.2			38.9	
	n			489		828			527			334			781			1,035			777			423	
	SD			14.6		13.5			13.5			14.0			15.0			14.6			14.7			14.9	
	SE			.66		.47			.59			.77			.54			.46			.53			.73	
	CI up bnd			41.5		40.2			38.3			40.8			41.0			39.1			38.2			40.3	
	CI low bnd			38.9		38.4			36.0			37.7			38.9			37.3			36.1			37.5	
Quantitative Reasoning	Mean			28.6		26.9			25.7			28.7			29.3			29.6			28.2			29.9	
	n			518		834			536			341			840			1,034			787			436	
	SD			17.5		15.2			14.2			16.0			17.1			15.9			16.5			15.8	
	SE			.77		.53			.61			.87			.59			.49			.59			.76	
	CI up bnd			30.1		27.9			26.9			30.4			30.5			30.6			29.3			31.4	
	CI low bnd			27.1		25.9			24.5			27.0			28.1			28.6			27.0			28.5	
<i>Academic Challenge (additional items)</i>																									
Preparing for Class (hours/week)	Mean			14.8		14.3			16.8			14.3			14.4			14.4			15.6			13.8	
	n			464		801			513			325			730			1,021			758			417	
	SD			8.5		8.0			8.3			7.9			8.9			8.8			9.0			8.1	
	SE			.39		.28			.37			.44			.33			.27			.33			.40	
	CI up bnd			15.6		14.8			17.6			15.2			15.0			14.9			16.2			14.6	
	CI low bnd			14.0		13.7			16.1			13.5			13.7			13.8			14.9			13.1	
Course Reading <small>Est. hrs per week calculated from two items.</small>	Mean			6.1		5.4			6.6			5.4			7.0			6.4			7.1			5.6	
	n			458		794			507			323			726			1,006			754			410	
	SD			5.7		4.7			5.7			5.0			6.4			6.0			6.5			5.7	
	SE			.26		.17			.26			.28			.24			.19			.24			.28	
	CI up bnd			6.6		5.7			7.1			5.9			7.5			6.8			7.5			6.1	
	CI low bnd			5.6		5.1			6.1			4.8			6.6			6.0			6.6			5.0	

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

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Indiana University-Purdue University Indianapolis

		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
<i>Academic Challenge (additional items, continued)</i>																									
Assigned	<i>Mean</i>			50.8		45.6			43.4			48.1			74.9			71.4			65.3			65.4	
Writing	<i>n</i>		452			833			529			337			730			1,036			787			432	
Est. no. of pages calculated from three survey questions.	<i>SD</i>		70.6			65.8			68.7			86.8			92.0			88.0			86.3			87.4	
	<i>SE</i>		3.32			2.28			2.99			4.73			3.41			2.73			3.08			4.21	
	<i>CI up bnd</i>		57.4			50.0			49.3			57.3			81.6			76.7			71.4			73.7	
	<i>CI low bnd</i>		44.3			41.1			37.6			38.8			68.2			66.0			59.3			57.2	
Course Challenge	<i>Mean</i>		5.7			5.4			5.4			5.4			5.6			5.5			5.3			5.5	
	<i>n</i>		497			829			529			334			797			1,039			783			426	
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>SD</i>		1.0			1.3			1.2			1.3			1.2			1.3			1.5			1.4	
	<i>SE</i>		.05			.04			.05			.07			.04			.04			.05			.07	
	<i>CI up bnd</i>		5.8			5.5			5.5			5.6			5.7			5.6			5.4			5.6	
	<i>CI low bnd</i>		5.6			5.3			5.3			5.3			5.5			5.4			5.2			5.4	
Academic Emphasis	<i>Mean</i>		3.3			3.2			3.2			3.2			3.2			3.1			3.2			3.1	
	<i>n</i>		464			813			526			333			741			1,033			770			418	
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	<i>SD</i>		0.7			0.7			0.7			0.7			0.8			0.7			0.8			0.8	
	<i>SE</i>		.03			.03			.03			.04			.03			.02			.03			.04	
	<i>CI up bnd</i>		3.4			3.3			3.2			3.2			3.3			3.1			3.2			3.2	
	<i>CI low bnd</i>		3.2			3.2			3.1			3.1			3.2			3.0			3.1			3.0	
<i>Learning with Peers</i>																									
Collaborative Learning	<i>Mean</i>		34.2			34.2			24.6			31.9			31.6			33.1			27.9			32.0	
	<i>n</i>		549			945			679			420			885			1,146			916			498	
	<i>SD</i>		13.8			13.4			14.1			14.2			14.3			14.0			15.7			15.2	
	<i>SE</i>		.59			.44			.54			.70			.48			.41			.52			.68	
	<i>CI up bnd</i>		35.3			35.1			25.7			33.2			32.5			33.9			28.9			33.3	
	<i>CI low bnd</i>		33.0			33.4			23.5			30.5			30.6			32.2			26.8			30.7	
Discussions with Diverse Others	<i>Mean</i>		41.6			41.0			37.2			42.6			41.8			42.7			37.8			39.6	
	<i>n</i>		496			827			532			339			787			1,036			784			431	
	<i>SD</i>		16.2			15.5			15.8			16.0			16.5			15.2			16.9			16.3	
	<i>SE</i>		.73			.54			.69			.87			.59			.47			.60			.78	
	<i>CI up bnd</i>		43.0			42.1			38.5			44.3			43.0			43.6			39.0			41.2	
	<i>CI low bnd</i>		40.2			40.0			35.9			40.9			40.7			41.8			36.6			38.1	

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).

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Indiana University-Purdue University Indianapolis

		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
<i>Experiences with Faculty</i>																									
Student-Faculty Interaction	<i>Mean</i>			22.7		23.0		19.4		22.5		21.5		22.8		19.4		23.4							
	<i>n</i>			525		882		587		368		839		1,093		846		469							
	<i>SD</i>			16.0		14.8		13.4		14.6		15.3		15.4		14.8		15.7							
	<i>SE</i>			.70		.50		.55		.76		.53		.46		.51		.73							
	<i>CI up bnd</i>			24.0		24.0		20.5		24.0		22.6		23.7		20.4		24.8							
<i>CI low bnd</i>			21.3		22.0		18.3		21.1		20.5		21.9		18.4		22.0								
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Effective Teaching Practices	<i>Mean</i>			40.2		39.7		36.6		39.1		39.5		38.9		36.4		38.9							
	<i>n</i>			524		859		565		356		847		1,076		827		455							
	<i>SD</i>			13.2		12.4		12.8		12.9		14.0		13.5		14.5		14.3							
	<i>SE</i>			.57		.42		.54		.68		.48		.41		.50		.67							
	<i>CI up bnd</i>			41.4		40.5		37.7		40.4		40.4		39.7		37.4		40.2							
<i>CI low bnd</i>			39.1		38.9		35.6		37.7		38.5		38.1		35.4		37.6								
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<i>Campus Environment</i>																									
Quality of Interactions	<i>Mean</i>			41.5		42.0		39.9		44.7		42.8		41.7		40.5		42.5							
	<i>n</i>			476		771		456		312		735		943		662		372							
	<i>SD</i>			12.3		12.0		13.0		11.3		12.4		11.8		12.9		12.0							
	<i>SE</i>			.56		.43		.61		.64		.46		.38		.50		.62							
	<i>CI up bnd</i>			42.6		42.9		41.1		46.0		43.7		42.5		41.5		43.7							
<i>CI low bnd</i>			40.4		41.2		38.7		43.4		41.9		41.0		39.5		41.2								
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Supportive Environment	<i>Mean</i>			37.8		36.1		30.0		35.9		31.6		30.4		29.0		30.2							
	<i>n</i>			463		801		520		330		730		1,022		765		414							
	<i>SD</i>			14.8		13.0		14.0		13.5		14.9		13.4		14.9		13.8							
	<i>SE</i>			.69		.46		.61		.75		.55		.42		.54		.68							
	<i>CI up bnd</i>			39.2		37.0		31.2		37.4		32.7		31.2		30.0		31.5							
<i>CI low bnd</i>			36.5		35.2		28.8		34.5		30.5		29.6		27.9		28.8								

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

Indiana University-Purdue University Indianapolis

		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	%			70			63			47		59			74			70			65		66		
	<i>n</i>			496			817			528		334			792			1,040			774		421		
	<i>SE</i>			2.1			1.7			2.2		2.7			1.6			1.4			1.7		2.3		
	<i>CI up bnd</i>			74			67			51		64			77			72			68		71		
	<i>CI low bnd</i>			65			60			43		54			71			67			61		62		
Learning Community^a	%			27			29			17		15			29			28			27		24		
	<i>n</i>			498			818			526		332			792			1,036			777		423		
	<i>SE</i>			2.0			1.6			1.7		2.0			1.6			1.4			1.6		2.1		
	<i>CI up bnd</i>			31			32			21		19			32			31			30		29		
	<i>CI low bnd</i>			24			26			14		11			26			26			24		20		
Research with Faculty^a	%			5			4			4		10			25			24			21		25		
	<i>n</i>			494			823			525		336			791			1,037			779		423		
	<i>SE</i>			1.0			0.7			0.8		1.6			1.5			1.3			1.5		2.1		
	<i>CI up bnd</i>			7			6			5		13			28			26			24		30		
	<i>CI low bnd</i>			3			3			2		7			22			21			19		21		
Internship or Field Experience^b	%			77			78			77		71			55			53			48		55		
	<i>n</i>			502			828			531		337			796			1,039			783		425		
	<i>SE</i>			1.9			1.4			1.8		2.5			1.8			1.5			1.8		2.4		
	<i>CI up bnd</i>			81			80			81		76			58			56			51		59		
	<i>CI low bnd</i>			73			75			73		66			51			50			44		50		
Study Abroad^b	%			40			43			32		31			13			14			6		9		
	<i>n</i>			497			823			527		335			793			1,035			778		422		
	<i>SE</i>			2.2			1.7			2.0		2.5			1.2			1.1			0.9		1.4		
	<i>CI up bnd</i>			45			47			36		36			15			16			8		12		
	<i>CI low bnd</i>			36			40			28		26			11			12			5		6		
Culminating Senior Experience^b	%			61			58			54		55			54			51			49		50		
	<i>n</i>			494			819			525		335			790			1,038			778		425		
	<i>SE</i>			2.2			1.7			2.2		2.7			1.8			1.6			1.8		2.4		
	<i>CI up bnd</i>			66			62			58		61			58			54			53		54		
	<i>CI low bnd</i>			57			55			49		50			51			47			46		45		
Overall HIP Participation^c																									
Participated in one HIP	%			53			50			44		56			19			21			24		23		
	<i>n</i>			501			825			528		337			800			1,044			783		427		
	<i>SE</i>			2.2			1.7			2.2		2.7			1.4			1.3			1.5		2.0		
	<i>CI up bnd</i>			57			54			48		61			22			24			27		27		
	<i>CI low bnd</i>			49			47			39		51			17			19			21		19		
Participated in two or more HIPs	%			23			22			11		12			71			68			63		64		
	<i>n</i>			501			825			528		337			800			1,044			783		427		
	<i>SE</i>			1.9			1.4			1.4		1.8			1.6			1.4			1.7		2.3		
	<i>CI up bnd</i>			27			25			14		16			74			71			67		69		
	<i>CI low bnd</i>			19			19			9		9			68			65			60		60		

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.