



NSSE 2021

Multi-Year Report

University of La Verne

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 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	19%	+/- 6.8%	168	122	46	24%	+/- 3.9%	491	372	119
2014										
2015	19%	+/- 7.5%	140	94	46	19%	+/- 4.5%	385	280	105
2016										
2017	19%	+/- 7.5%	138	105	33	24%	+/- 5.0%	290	232	58
2018										
2019	27%	+/- 5.4%	236	192	44	20%	+/- 4.6%	362	273	89
2020										
2021	25%	+/- 6.1%	190	126	64	27%	+/- 4.6%	333	244	89

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	No	Transferable Skills, Civic Engagement	No	Yes	Yes
2014							
2015	Email	Census	Yes	Civic Engagement, FY Experiences / Sr Transitions	No	No	Yes
2016							
2017	Email	Census	Yes	FY Experiences / Sr Transitions, New American Colleges and Universities	No	No	Yes
2018							
2019	Email	Census	Yes	Civic Engagement, Inclusiv & Cult Div	No	No	Yes
2020							
2021	Email	Census	Yes	Civic Engagement, Inclusiv & Cult Div	No	No	Yes

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 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.

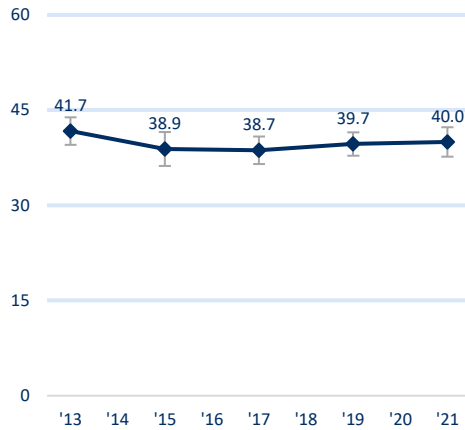
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

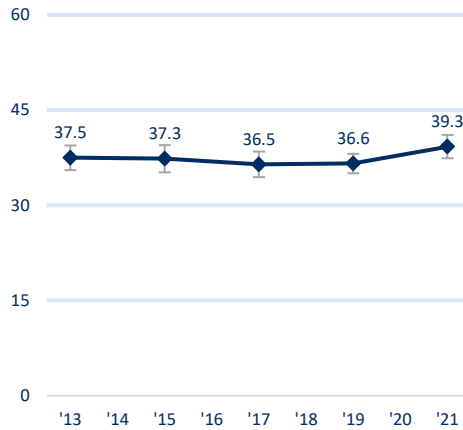
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

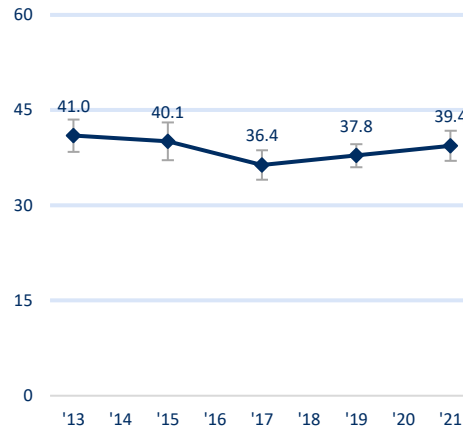
Higher-Order Learning



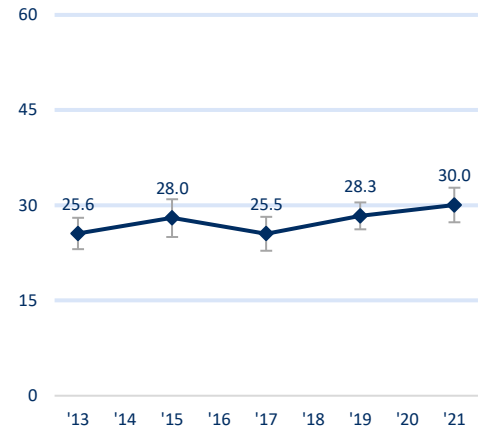
Reflective & Integrative Learning



Learning Strategies

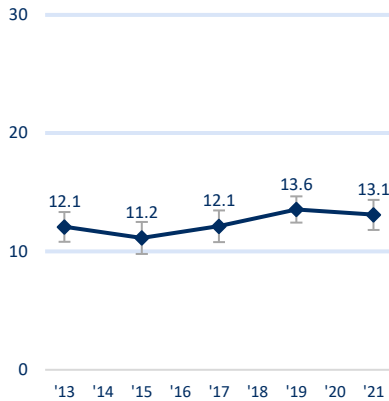


Quantitative Reasoning

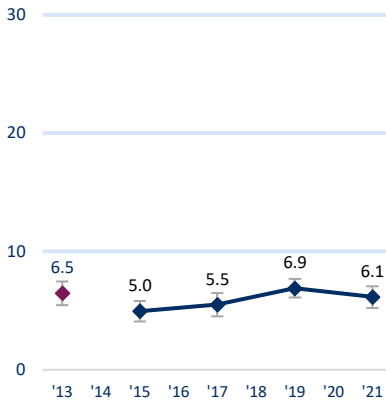


Academic Challenge (additional items): First-year students

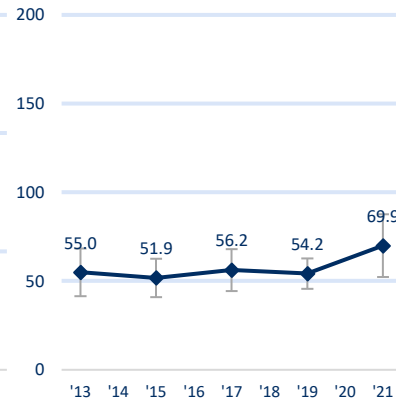
Preparing for Class (hrs/wk)



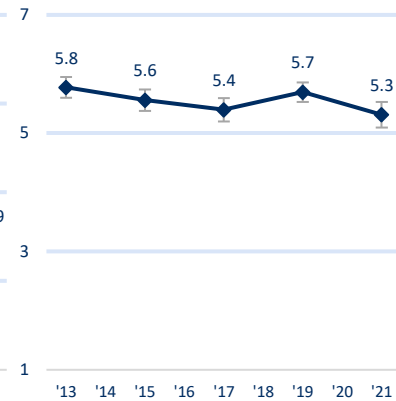
Course Reading (hrs/wk)^a



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").

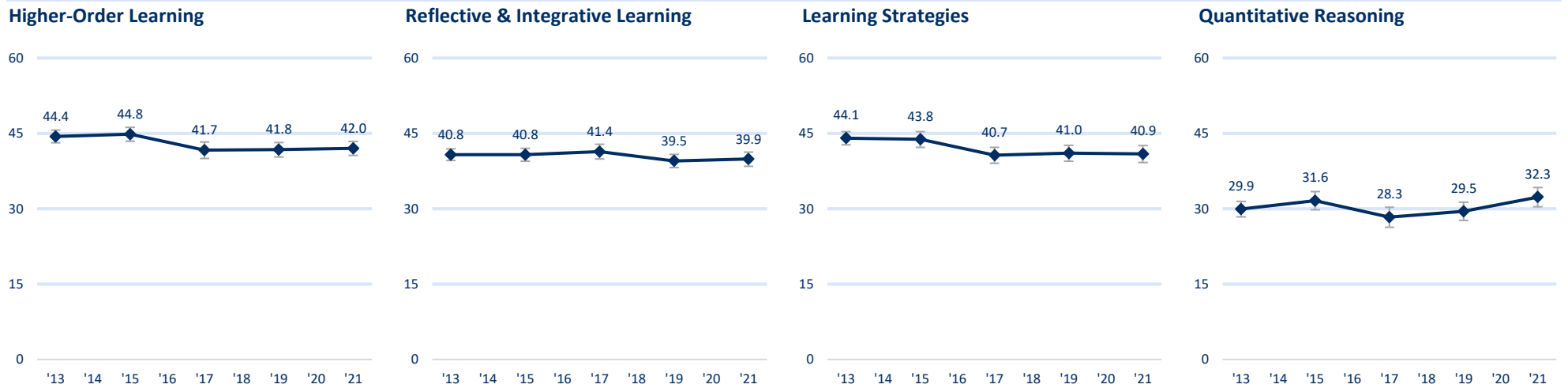
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Engagement Results by Theme

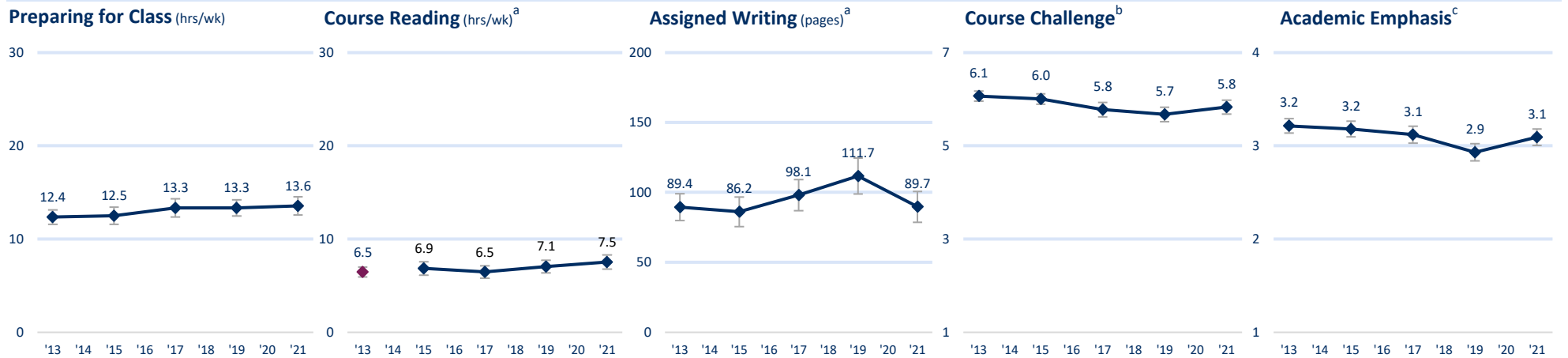
University of La Verne

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



Academic Challenge (additional items): Seniors



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.

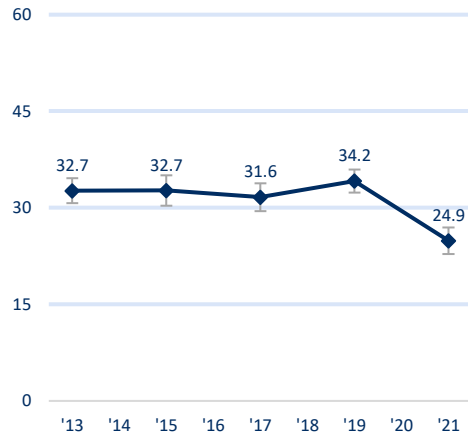
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

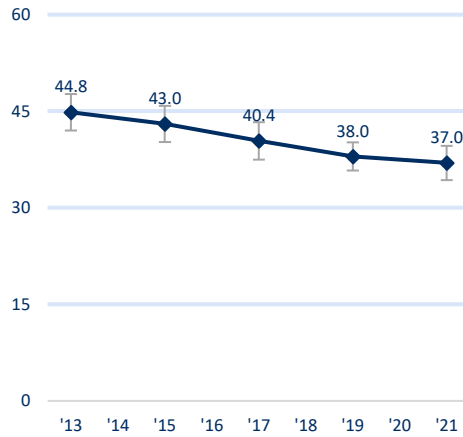
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

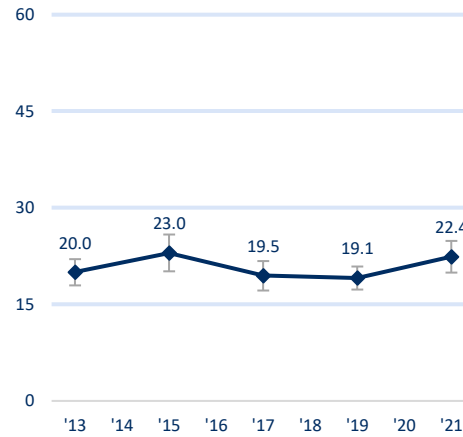


Discussions with Diverse Others

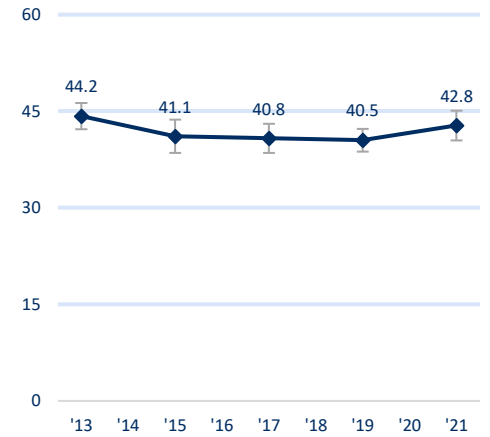


Experiences with Faculty: First-year students

Student-Faculty Interaction

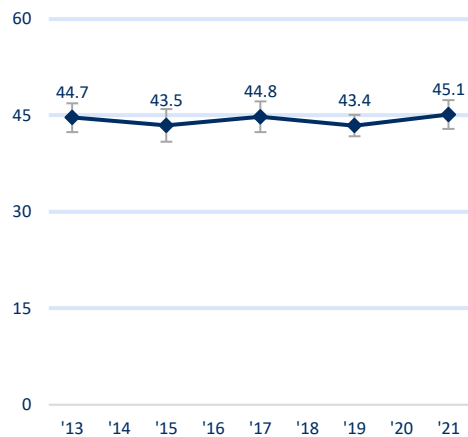


Effective Teaching Practices

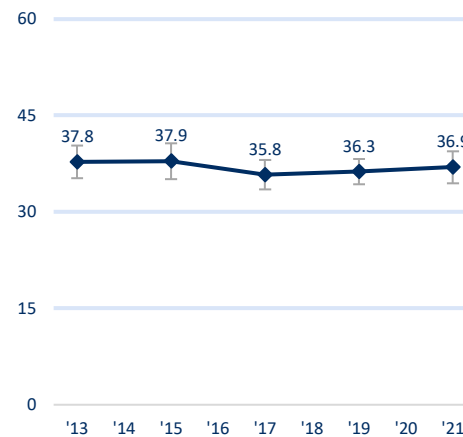


Campus Environment: First-year students

Quality of Interactions



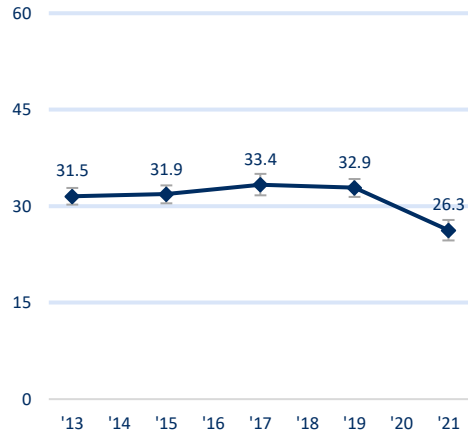
Supportive Environment



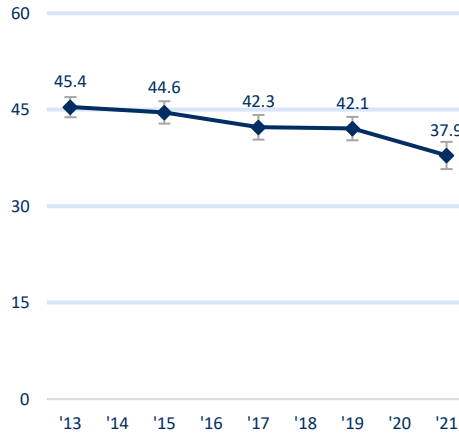
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

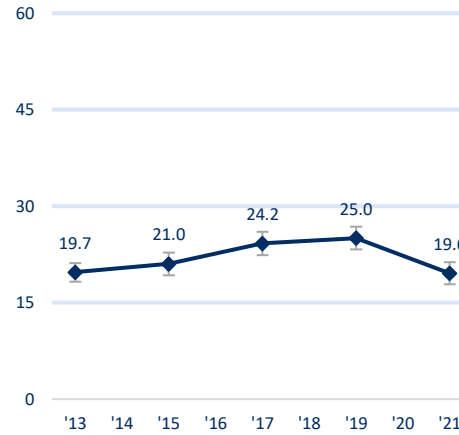


Discussions with Diverse Others

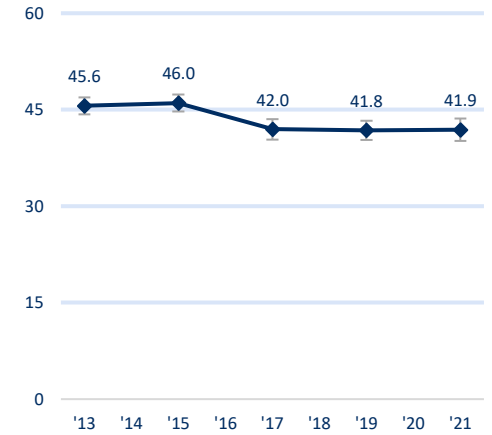


Experiences with Faculty: Seniors

Student-Faculty Interaction

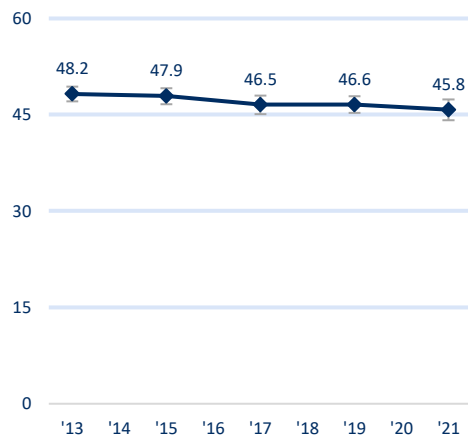


Effective Teaching Practices

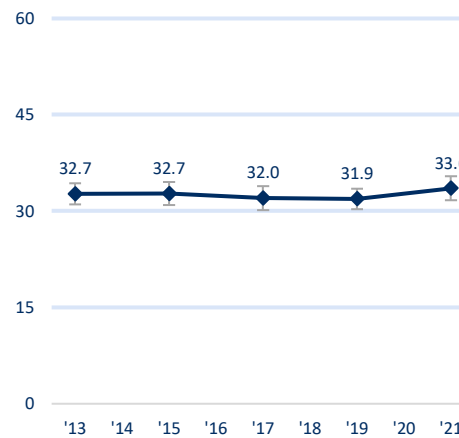


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

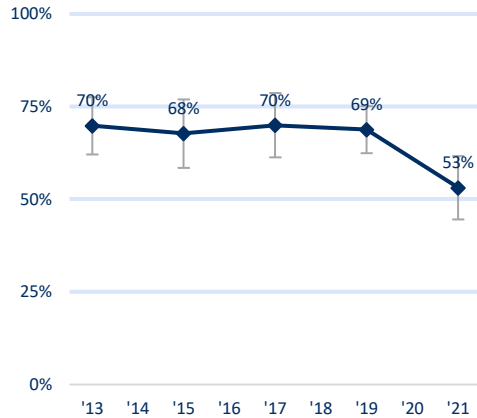


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

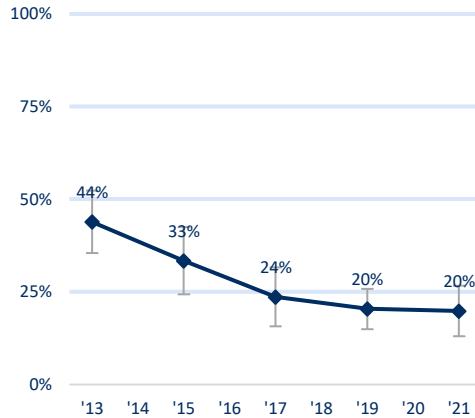
Service-Learning

(Some, most, or all courses)



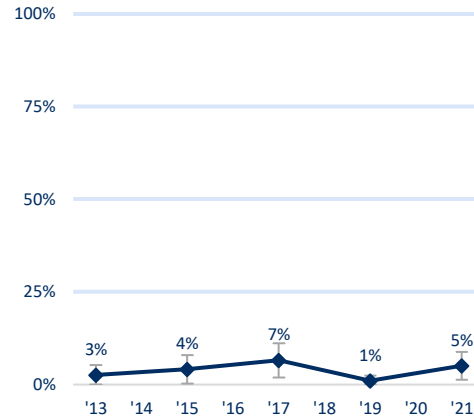
Learning Community

(Done or in progress)



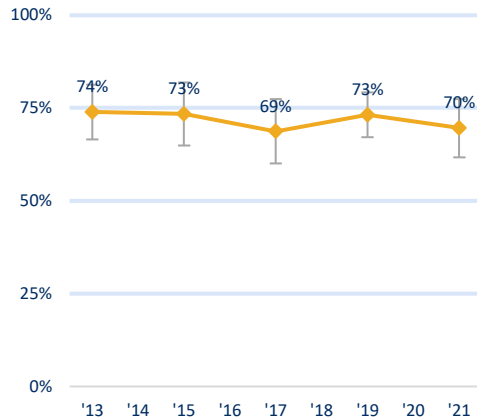
Research with Faculty

(Done or in progress)



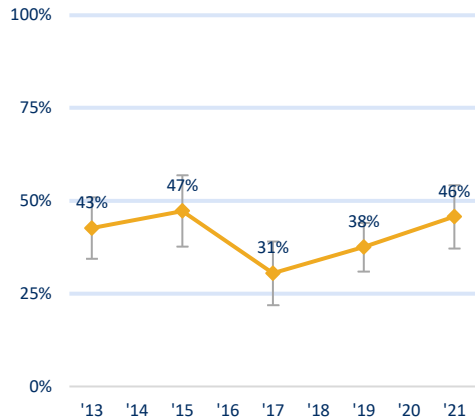
Internship/Field Experience

(Plan to do)



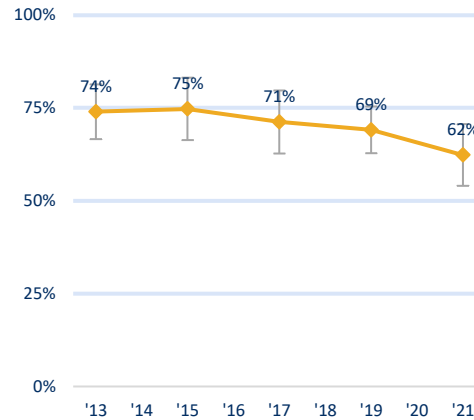
Study Abroad

(Plan to do)



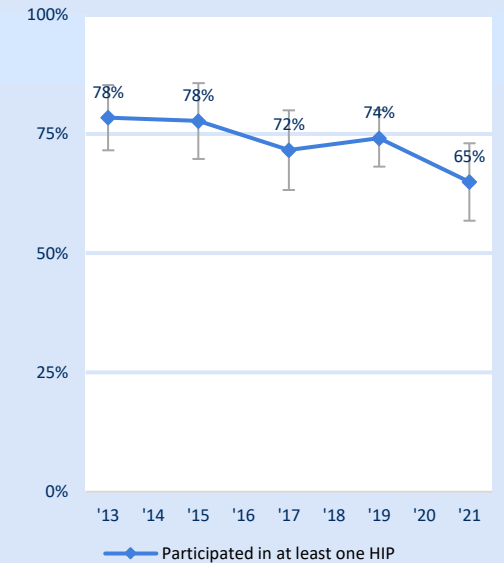
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.

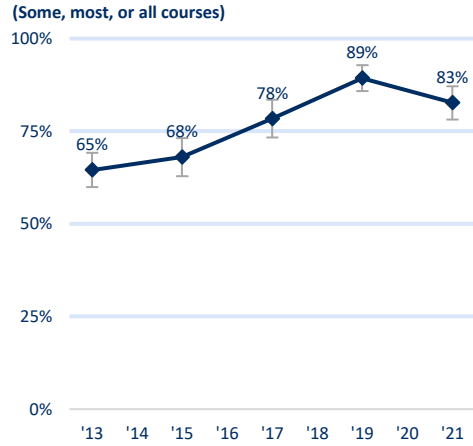


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

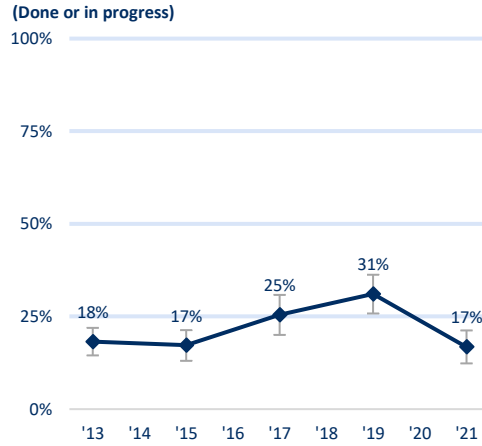
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

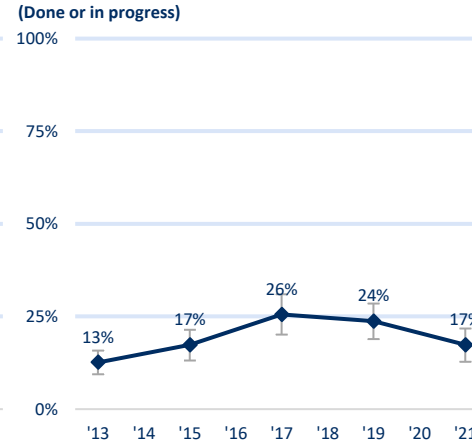
Service-Learning (Some, most, or all courses)



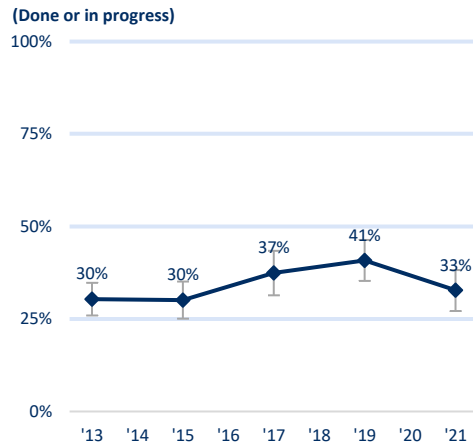
Learning Community (Done or in progress)



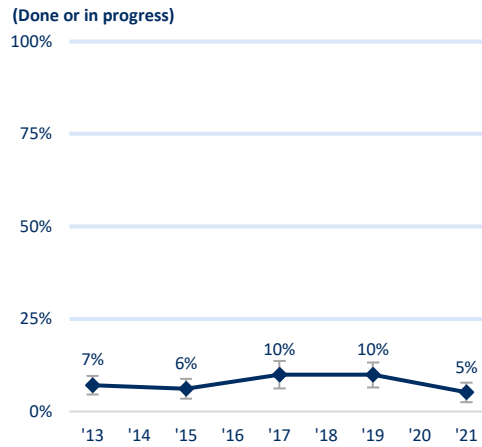
Research with Faculty (Done or in progress)



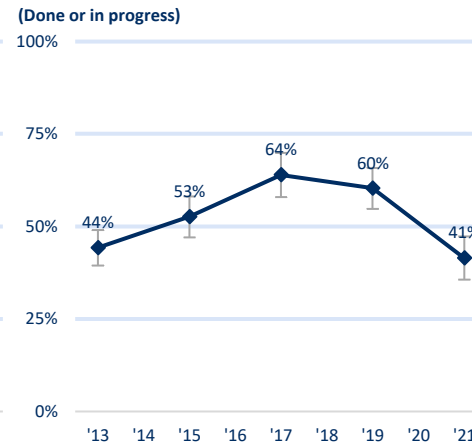
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

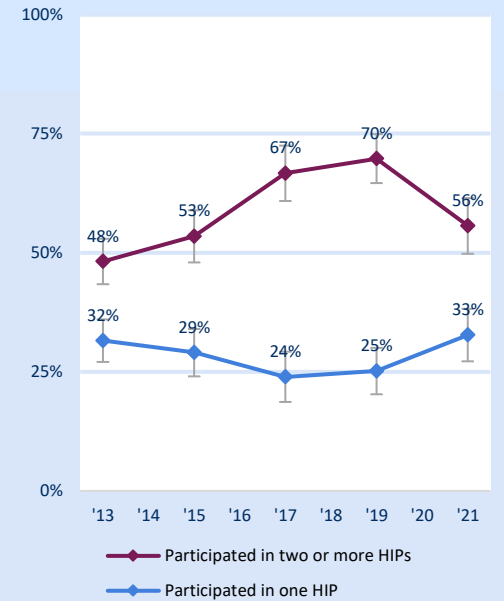


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, 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 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of La Verne

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge</i>																			
Higher-Order Learning	Mean	41.7	38.9	38.7	39.7	40.0	44.4	44.8	41.7	41.8	42.0								
	n	150	110	127	210	146	442	342	274	323	295								
	SD	13.5	14.2	12.5	13.7	14.3	13.4	13.1	13.7	13.2	12.2								
	SE	1.10	1.36	1.11	.94	1.19	.64	.71	.83	.74	.71								
	CI upper bound	43.9	41.5	40.9	41.5	42.3	45.6	46.2	43.3	43.2	43.4								
	CI lower bound	39.5	36.2	36.5	37.8	37.7	43.2	43.5	40.0	40.3	40.6								
Reflective & Integrative Learning	Mean	37.5	37.3	36.5	36.6	39.3	40.8	40.8	41.4	39.5	39.9								
	n	156	123	133	223	165	455	352	280	342	309								
	SD	12.3	12.1	11.8	11.6	12.0	12.6	12.2	12.4	12.3	12.5								
	SE	.98	1.09	1.02	.78	.93	.59	.65	.74	.67	.71								
	CI upper bound	39.4	39.5	38.5	38.1	41.1	41.9	42.0	42.8	40.8	41.3								
	CI lower bound	35.6	35.2	34.4	35.1	37.4	39.6	39.5	39.9	38.2	38.5								
Learning Strategies	Mean	41.0	40.1	36.4	37.8	39.4	44.1	43.8	40.7	41.0	40.9								
	n	137	102	112	207	134	415	313	253	306	276								
	SD	15.2	15.4	12.6	13.2	14.0	13.5	14.2	13.0	14.3	14.3								
	SE	1.30	1.52	1.19	.92	1.21	.66	.80	.82	.82	.86								
	CI upper bound	43.5	43.1	38.7	39.6	41.7	45.4	45.4	42.3	42.6	42.6								
	CI lower bound	38.4	37.1	34.0	36.0	37.0	42.8	42.2	39.1	39.4	39.2								
Quantitative Reasoning	Mean	25.6	28.0	25.5	28.3	30.0	29.9	31.6	28.3	29.5	32.3								
	n	153	116	125	205	137	453	343	276	316	284								
	SD	15.7	16.3	15.2	15.5	16.3	16.7	17.3	16.9	16.6	16.4								
	SE	1.27	1.51	1.36	1.08	1.39	.78	.93	1.02	.93	.97								
	CI upper bound	28.1	31.0	28.2	30.4	32.8	31.5	33.4	30.3	31.3	34.2								
	CI lower bound	23.1	25.0	22.9	26.2	27.3	28.4	29.8	26.3	27.7	30.4								
<i>Academic Challenge (additional items)</i>																			
Preparing for Class (hours/week)	Mean	12.1	11.2	12.1	13.6	13.1	12.4	12.5	13.3	13.3	13.6								
	n	125	96	106	200	131	381	288	239	293	268								
	SD	7.2	6.8	7.1	8.0	7.4	7.7	8.0	7.7	7.6	8.3								
	SE	.64	.69	.69	.57	.65	.40	.47	.50	.44	.50								
	CI upper bound	13.3	12.5	13.5	14.7	14.4	13.1	13.4	14.3	14.2	14.5								
	CI lower bound	10.8	9.8	10.8	12.4	11.8	11.6	11.6	12.4	12.5	12.6								
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	6.5	5.0	5.5	6.9	6.1	6.5	6.9	6.5	7.1	7.5								
	n	125	95	106	198	131	378	288	237	291	267								
	SD	5.8	4.3	5.2	5.7	5.3	5.3	6.2	5.2	5.8	6.3								
	SE	.52	.44	.50	.40	.47	.27	.36	.34	.34	.39								
	CI upper bound	7.5	5.8	6.5	7.7	7.1	7.0	7.6	7.1	7.7	8.3								
	CI lower bound	5.5	4.1	4.5	6.1	5.2	5.9	6.1	5.8	6.4	6.8								

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 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of La Verne

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge (additional items, continued)</i>																			
Assigned Writing	<i>Mean</i>	55.0		51.9		56.2		54.2		69.9	89.4		86.2		98.1		111.7		89.7
Estimated number of pages calculated from three survey questions.	<i>n</i>	122		91		113		210		132	355		269		250		313		281
	<i>SD</i>	76.1		52.6		64.2		62.9		103.6	91.7		88.8		89.5		115.7		93.9
	<i>SE</i>	6.88		5.52		6.04		4.34		9.01	4.87		5.41		5.66		6.54		5.61
	<i>CI upper bound</i>	68.4		62.7		68.0		62.7		87.6	99.0		96.8		109.2		124.5		100.7
	<i>CI lower bound</i>	41.5		41.1		44.4		45.7		52.2	79.9		75.5		87.0		98.8		78.7
Course Challenge	<i>Mean</i>	5.8		5.6		5.4		5.7		5.3	6.1		6.0		5.8		5.7		5.8
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	137		105		111		206		134	417		318		252		305		277
	<i>SD</i>	1.1		0.9		1.1		1.2		1.3	1.1		1.0		1.3		1.4		1.3
	<i>SE</i>	.09		.09		.10		.08		.11	.05		.06		.08		.08		.08
	<i>CI upper bound</i>	6.0		5.7		5.6		5.9		5.5	6.2		6.1		5.9		5.8		6.0
	<i>CI lower bound</i>	5.6		5.4		5.2		5.5		5.1	6.0		5.9		5.6		5.5		5.7
Academic Emphasis	<i>Mean</i>	3.2		3.1		2.9		3.0		3.0	3.2		3.2		3.1		2.9		3.1
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	125		99		108		205		133	387		292		242		300		270
	<i>SD</i>	0.7		0.7		0.7		0.7		0.7	0.8		0.7		0.7		0.8		0.7
	<i>SE</i>	.06		.07		.07		.05		.06	.04		.04		.05		.05		.04
	<i>CI upper bound</i>	3.3		3.3		3.0		3.1		3.2	3.3		3.3		3.2		3.0		3.2
	<i>CI lower bound</i>	3.1		3.0		2.7		2.9		2.9	3.1		3.1		3.0		2.8		3.0
<i>Learning with Peers</i>																			
Collaborative Learning	<i>Mean</i>	32.7		32.7		31.6		34.2		24.9	31.5		31.9		33.4		32.9		26.3
	<i>n</i>	156		124		137		227		187	466		361		284		353		322
	<i>SD</i>	12.5		13.5		12.9		13.8		14.4	14.3		13.6		14.4		13.2		14.4
	<i>SE</i>	1.00		1.21		1.10		.91		1.06	.66		.71		.85		.70		.80
	<i>CI upper bound</i>	34.6		35.1		33.8		36.0		27.0	32.8		33.3		35.0		34.2		27.8
	<i>CI lower bound</i>	30.7		30.3		29.5		32.4		22.8	30.2		30.5		31.7		31.5		24.7
Discussions with Diverse Others	<i>Mean</i>	44.8		43.0		40.4		38.0		37.0	45.4		44.6		42.3		42.1		37.9
	<i>n</i>	137		102		112		209		134	411		319		250		307		279
	<i>SD</i>	16.9		14.5		15.6		16.1		15.7	16.0		15.9		15.5		16.1		17.9
	<i>SE</i>	1.44		1.44		1.48		1.12		1.36	.79		.89		.98		.92		1.07
	<i>CI upper bound</i>	47.7		45.8		43.3		40.2		39.6	47.0		46.3		44.2		43.9		40.0
	<i>CI lower bound</i>	42.0		40.2		37.5		35.8		34.3	43.9		42.9		40.4		40.3		35.8

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 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of La Verne

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Experiences with Faculty</i>																			
Student-Faculty Interaction	<i>Mean</i>	20.0	23.0	19.5	19.1	22.4	19.7	21.0	24.2	25.0	19.6								
	<i>n</i>	154	119	128	128	210	157	450	344	279	304								
	<i>SD</i>	12.9	16.0	13.1	13.2	15.7	15.5	16.6	15.7	16.5	15.4								
	<i>SE</i>	1.04	1.46	1.16	.91	1.25	.73	.90	.94	.91	.88								
	<i>CI upper bound</i>	22.0	25.9	21.7	20.9	24.9	21.1	22.8	26.1	26.8	21.3								
	<i>CI lower bound</i>	18.0	20.1	17.2	17.3	19.9	18.3	19.3	22.4	23.3	17.8								
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Effective Teaching Practices	<i>Mean</i>	44.2	41.1	40.8	40.5	42.8	45.6	46.0	42.0	41.8	41.9								
	<i>n</i>	154	118	127	211	147	456	347	277	325	294								
	<i>SD</i>	13.0	14.3	12.9	13.1	14.4	14.3	12.5	13.3	13.9	15.2								
	<i>SE</i>	1.05	1.31	1.15	.90	1.18	.67	.67	.80	.77	.89								
	<i>CI upper bound</i>	46.3	43.7	43.0	42.3	45.1	46.9	47.4	43.5	43.3	43.6								
	<i>CI lower bound</i>	42.2	38.5	38.5	38.7	40.5	44.3	44.7	40.4	40.3	40.2								
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<i>Campus Environment</i>																			
Quality of Interactions	<i>Mean</i>	44.7	43.5	44.8	43.4	45.1	48.2	47.9	46.5	46.6	45.8								
	<i>n</i>	132	103	102	199	125	393	299	236	284	249								
	<i>SD</i>	13.1	13.1	12.4	12.0	12.8	11.6	11.0	11.3	11.3	13.2								
	<i>SE</i>	1.14	1.29	1.23	.85	1.14	.58	.63	.73	.67	.84								
	<i>CI upper bound</i>	46.9	46.0	47.2	45.1	47.4	49.4	49.1	48.0	47.9	47.4								
	<i>CI lower bound</i>	42.4	40.9	42.4	41.7	42.9	47.1	46.6	45.1	45.3	44.1								
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Supportive Environment	<i>Mean</i>	37.8	37.9	35.8	36.3	36.9	32.7	32.7	32.0	31.9	33.6								
	<i>n</i>	127	97	107	200	131	380	288	240	295	269								
	<i>SD</i>	14.6	14.0	12.2	14.3	14.5	16.2	15.5	14.7	14.0	15.5								
	<i>SE</i>	1.30	1.42	1.18	1.01	1.27	.83	.91	.95	.81	.94								
	<i>CI upper bound</i>	40.3	40.7	38.1	38.2	39.4	34.3	34.5	33.9	33.5	35.4								
	<i>CI lower bound</i>	35.2	35.1	33.5	34.3	34.5	31.1	30.9	30.1	30.3	31.7								

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).

		First-year students								Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21	
Service-Learning^a	%	70		68		70		69		53	65		68		78		89		83	
	n	137		100		108		207		132	411		316		249		301		273	
	SE	3.9		4.7		4.4		3.2		4.4	2.4		2.6		2.6		1.8		2.3	
	CI upper bound (%)	78		77		79		75		62	69		73		84		93		87	
	CI lower bound (%)	62		58		61		62		45	60		63		73		86		78	
Learning Community^a	%	44		33		24		20		20	18		17		25		31		17	
	n	135		105		111		209		132	413		318		251		302		275	
	SE	4.3		4.6		4.0		2.8		3.5	1.9		2.1		2.8		2.7		2.3	
	CI upper bound (%)	52		42		32		26		27	22		21		31		36		21	
	CI lower bound (%)	35		24		16		15		13	15		13		20		26		12	
Research with Faculty^a	%	3		4		7		1		5	13		17		26		24		17	
	n	139		105		111		207		132	408		318		250		299		275	
	SE	1.4		2.0		2.4		0.7		1.9	1.6		2.1		2.8		2.5		2.3	
	CI upper bound (%)	5		8		11		2		9	16		21		31		29		22	
	CI lower bound (%)	0		0		2		0		1	9		13		20		19		13	
Internship or Field Experience^b	%	74		73		69		73		70	30		30		37		41		33	
	n	139		105		111		209		134	417		319		252		306		278	
	SE	3.7		4.3		4.4		3.1		4.0	2.3		2.6		3.1		2.8		2.8	
	(First-year results: Plan to do)	CI upper bound (%)	81		82		77		79		77	35		35		43		46		38
	CI lower bound (%)	67		65		60		67		62	26		25		31		35		27	
Study Abroad^b	%	43		47		31		38		46	7		6		10		10		5	
	n	137		105		111		209		132	411		318		251		303		275	
	(First-year results: Plan to do)	SE	4.2		4.9		4.4		3.4		4.3	1.3		1.3		1.9		1.7		1.3
	CI upper bound (%)	51		57		39		44		54	10		9		14		13		8	
	CI lower bound (%)	34		38		22		31		37	5		4		6		7		3	
Culminating Senior Experience^b	%	74		75		71		69		62	44		53		64		60		41	
	n	137		103		110		207		132	412		317		249		303		275	
	SE	3.8		4.3		4.3		3.2		4.2	2.5		2.8		3.0		2.8		3.0	
	(First-year results: Plan to do)	CI upper bound (%)	81		83		80		75		71	49		58		70		66		47
	CI lower bound (%)	67		66		63		63		54	39		47		58		55		36	
Overall HIP Participation^c																				
Participated in one HIP	%	45		54		47		59		53	32		29		24		25		33	
	n	139		105		111		209		132	418		320		252		307		278	
	SE	4.2		4.9		4.8		3.4		4.4	2.3		2.5		2.7		2.5		2.8	
	CI upper bound (%)	53		64		57		66		62	36		34		29		30		38	
	CI lower bound (%)	37		45		38		53		45	27		24		19		20		27	
Participated in two or more HIPs	%	34		24		24		15		12	48		53		67		70		56	
	n	139		105		111		209		132	418		320		252		307		278	
	SE	4.0		4.2		4.1		2.5		2.8	2.4		2.8		3.0		2.6		3.0	
	CI upper bound (%)	41		32		32		20		17	53		59		73		75		61	
	CI lower bound (%)	26		16		16		10		6	43		48		61		65		50	

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.