



NSSE 2020

Multi-Year Report

University of Idaho

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 *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										
2014	26%	+/- 4.2%	412	359	53	31%	+/- 3.1%	691	585	106
2015	23%	+/- 4.6%	352	265	87	28%	+/- 3.5%	570	461	109
2016										
2017										
2018	16%	+/- 5.5%	265	191	74	21%	+/- 3.9%	489	403	86
2019										
2020	20%	+/- 5.8%	233	168	65	20%	+/- 4.5%	384	312	72

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Diverse Perspectives	No	No	No
2015	Email	Census	No	Academic Advising	No	No	No
2016							
2017							
2018	Email	Census	No	None	No	No	No
2019							
2020	Email	Census	No	Inclusiv & Cult Div	No	No	No

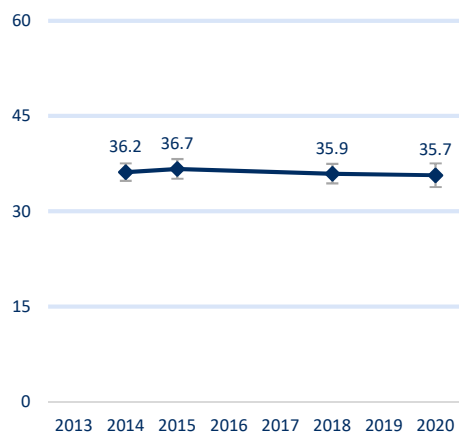
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- 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* reports.

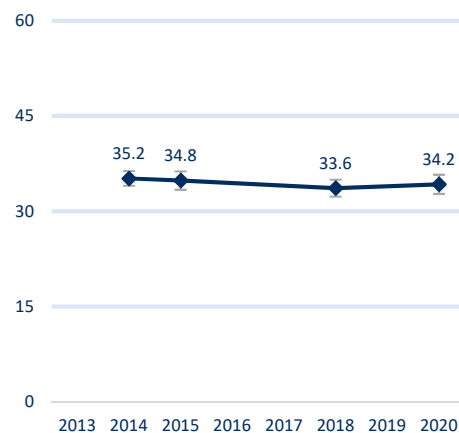
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

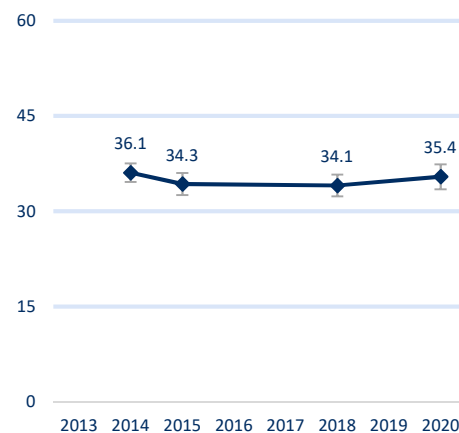
Higher-Order Learning



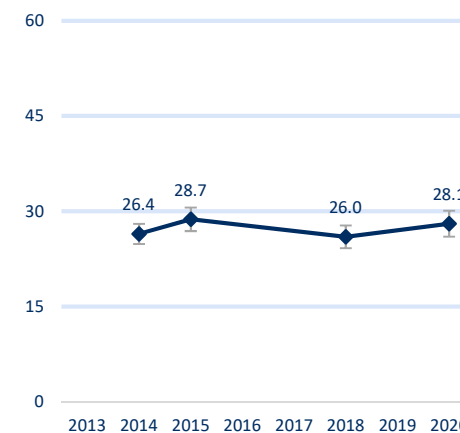
Reflective & Integrative Learning



Learning Strategies

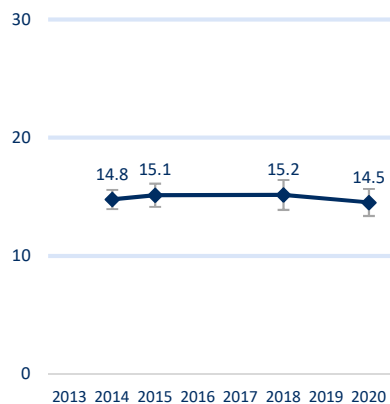


Quantitative Reasoning

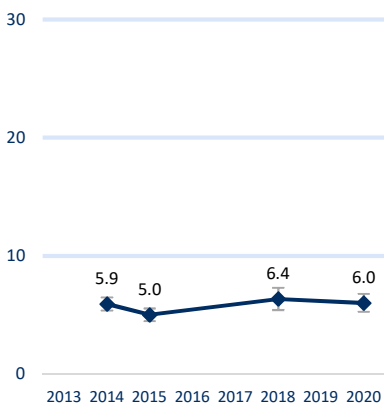


Academic Challenge (additional items): First-year students

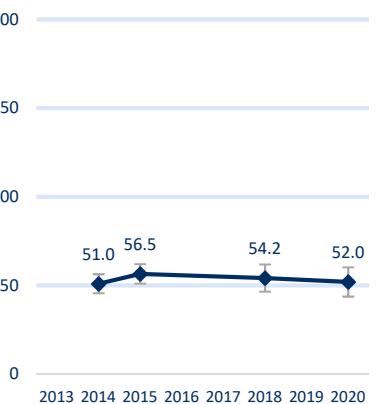
Preparing for Class (hrs/wk)



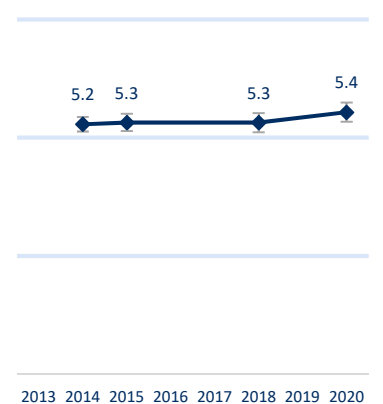
Course Reading (hrs/wk)^a



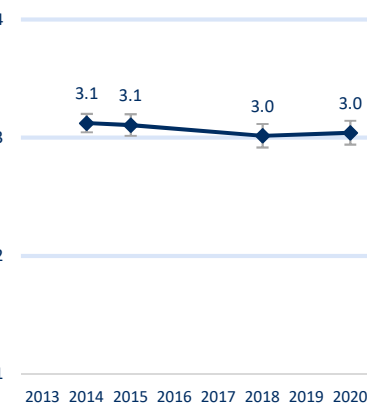
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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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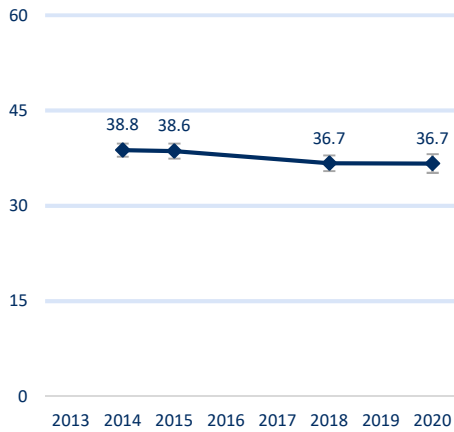
Engagement Results by Theme

University of Idaho

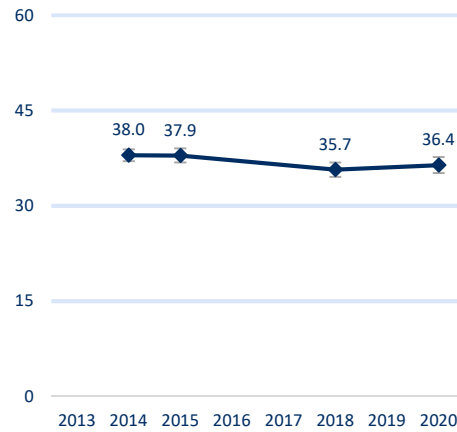
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

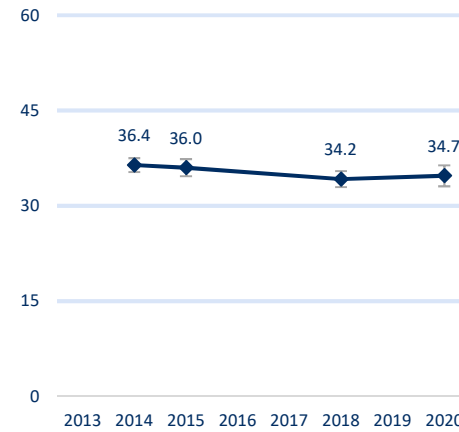
Higher-Order Learning



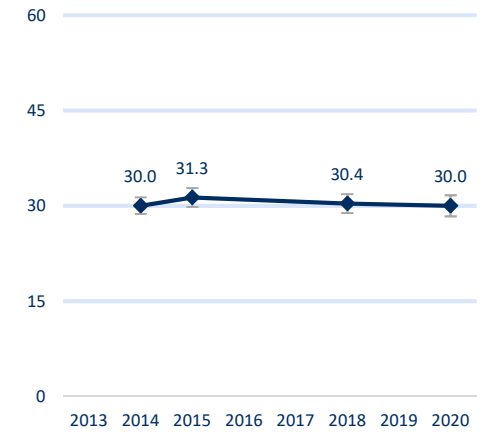
Reflective & Integrative Learning



Learning Strategies

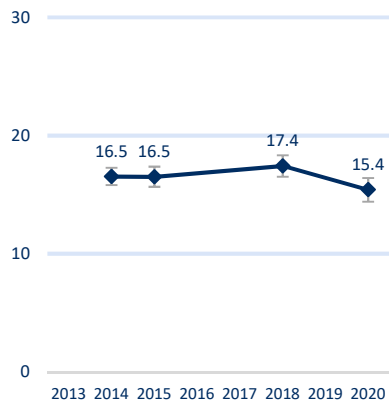


Quantitative Reasoning

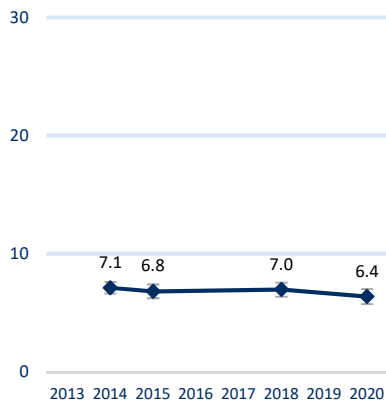


Academic Challenge (additional items): Seniors

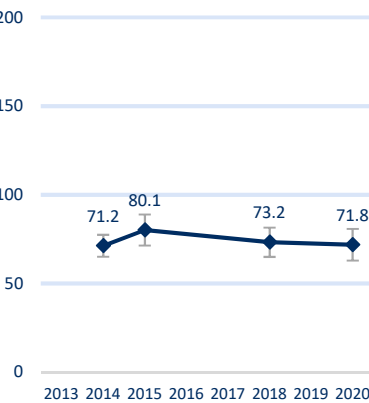
Preparing for Class (hrs/wk)



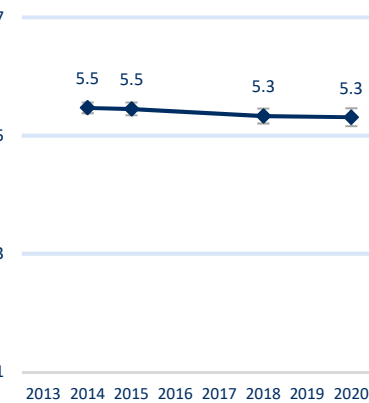
Course Reading (hrs/wk)^a



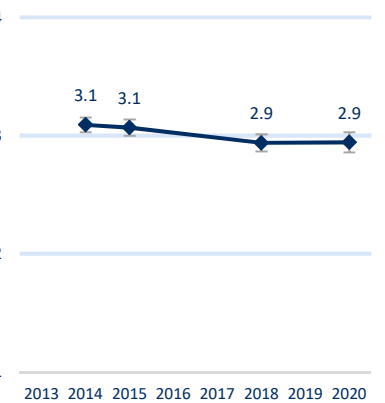
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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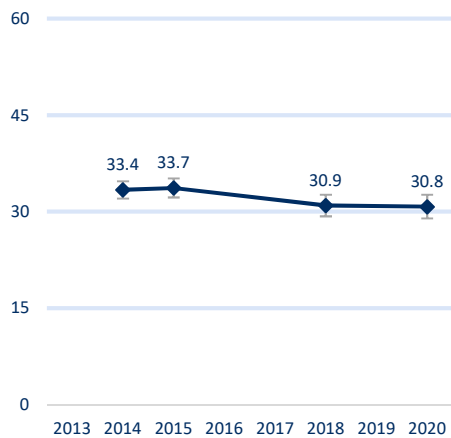
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

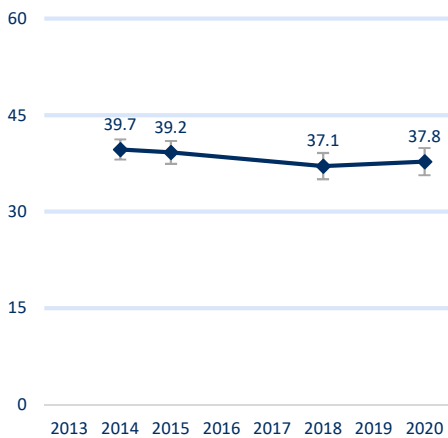
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

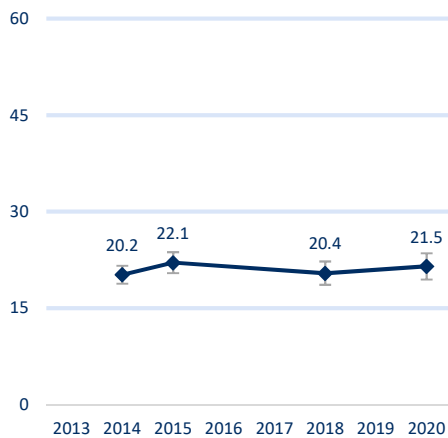


Discussions with Diverse Others

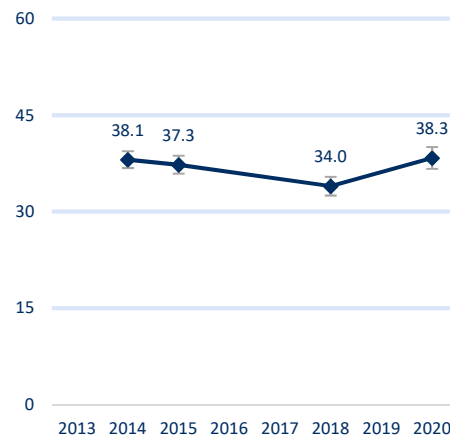


Experiences with Faculty: First-year students

Student-Faculty Interaction

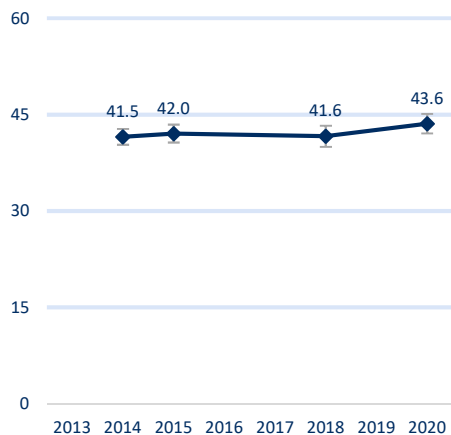


Effective Teaching Practices

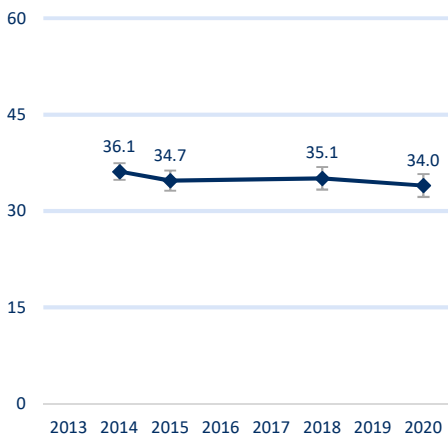


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2020 Multi-Year Report

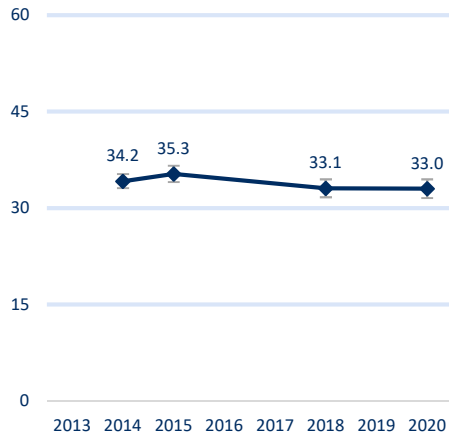
Engagement Results by Theme

University of Idaho

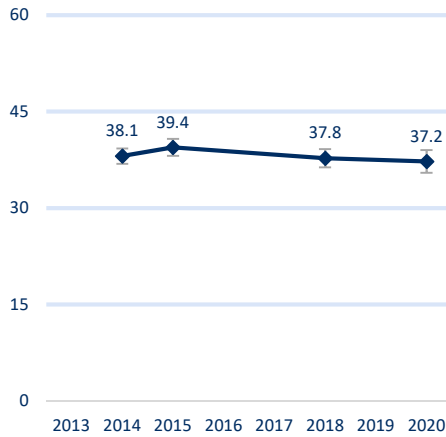
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Learning with Peers: Seniors

Collaborative Learning

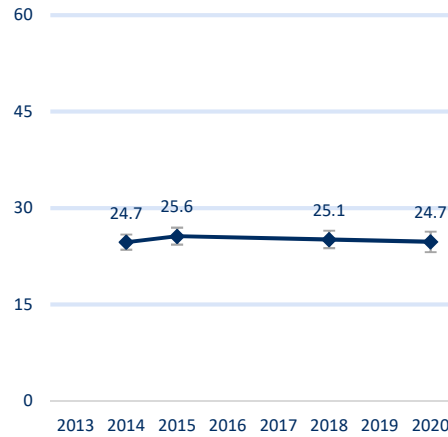


Discussions with Diverse Others

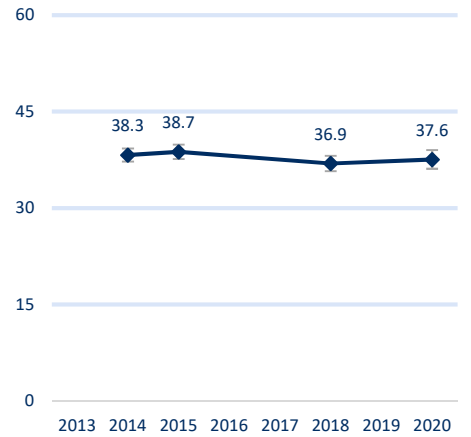


Experiences with Faculty: Seniors

Student-Faculty Interaction

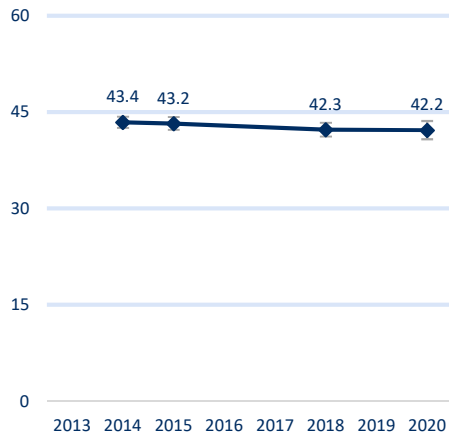


Effective Teaching Practices

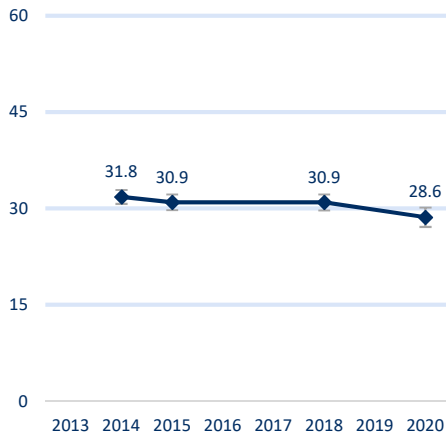


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

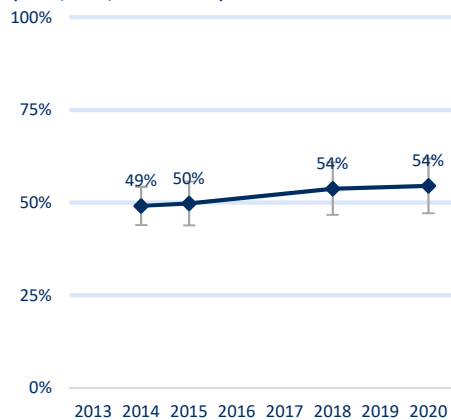


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

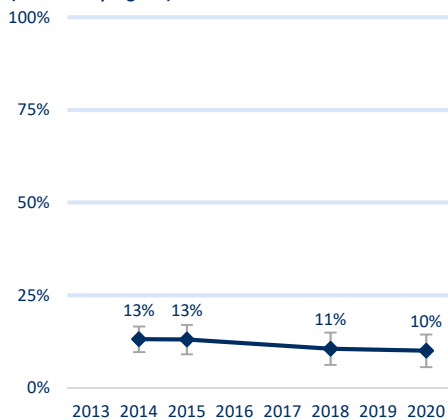
Service-Learning

(Some, most, or all courses)



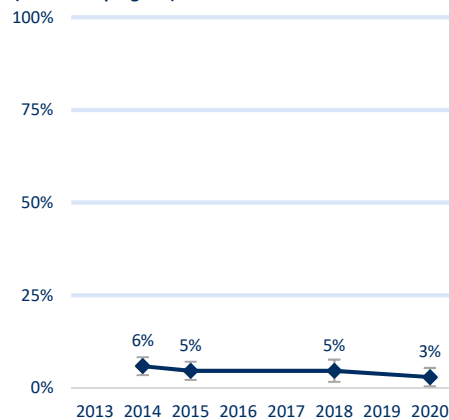
Learning Community

(Done or in progress)



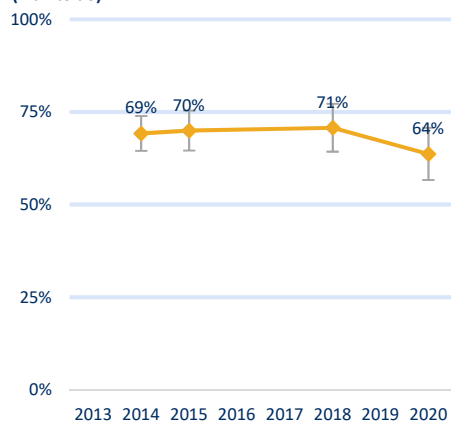
Research with Faculty

(Done or in progress)



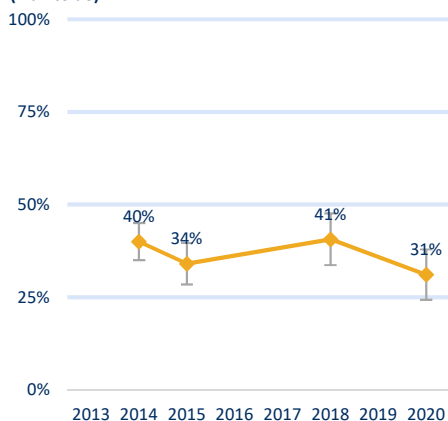
Internship/Field Experience

(Plan to do)



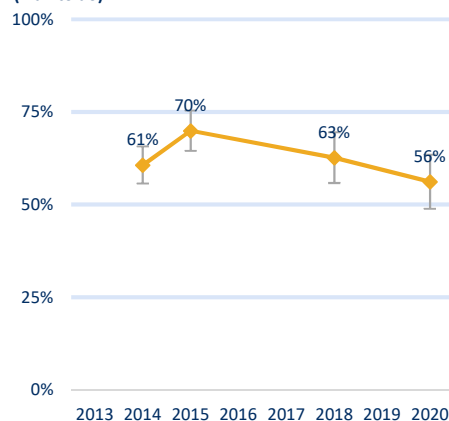
Study Abroad

(Plan to do)



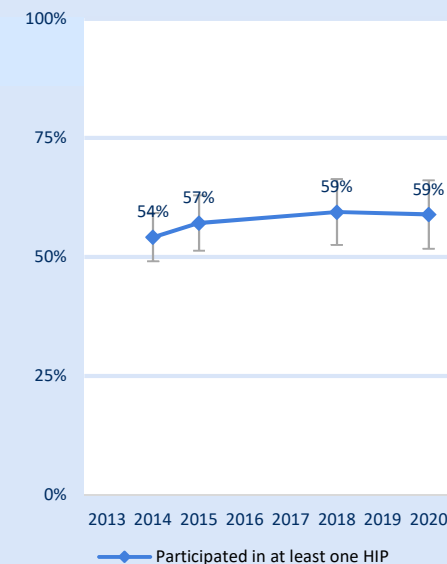
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

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



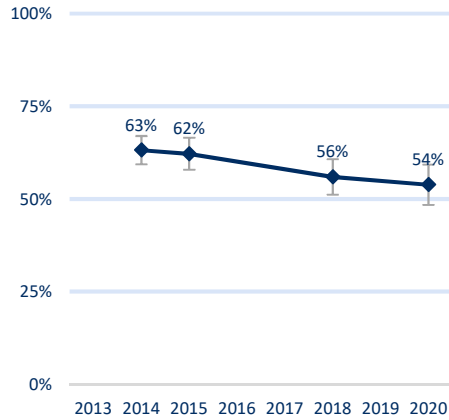
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

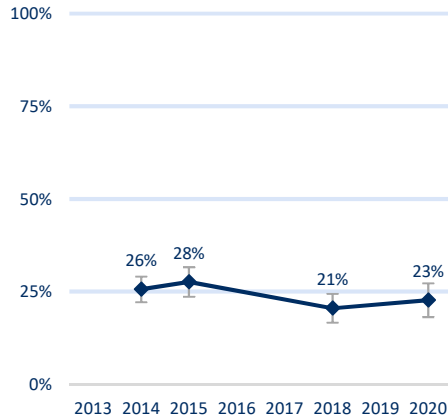
Service-Learning

(Some, most, or all courses)



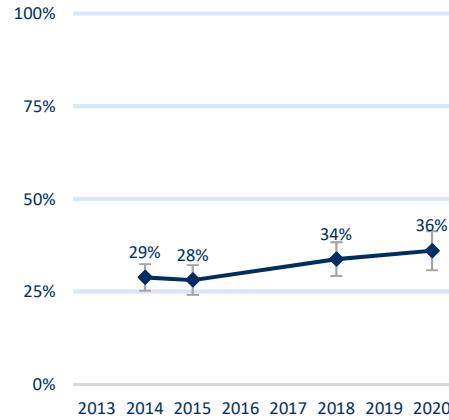
Learning Community

(Done or in progress)



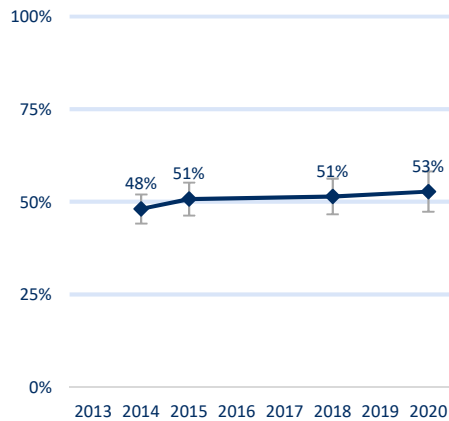
Research with Faculty

(Done or in progress)



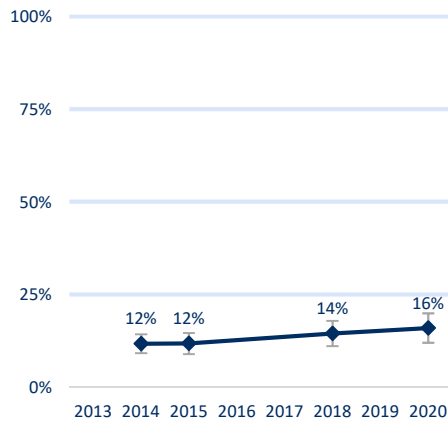
Internship/Field Experience

(Done or in progress)



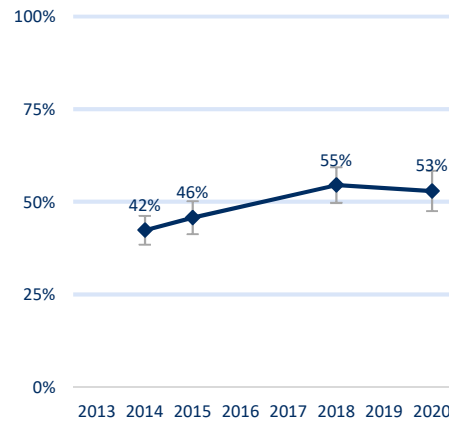
Study Abroad

(Done or in progress)



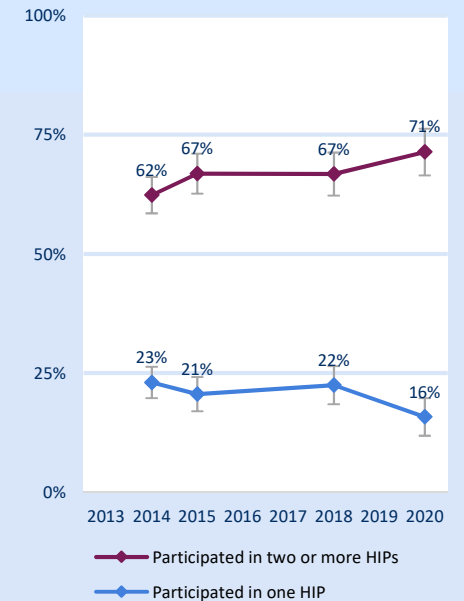
Culminating Senior Experience

(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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Idaho

		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	<i>Mean</i>		36.2	36.7			35.9		35.7		38.8	38.6		36.7		36.7	
	<i>n</i>		375	301			206		189		642	507		438		340	
	<i>SD</i>		13.6	13.7			11.3		13.0		13.4	13.6		13.1		13.9	
	<i>SE</i>		.70	.79			.79		.95		.53	.60		.63		.75	
	<i>CI upper bound</i>		37.5	38.2			37.5		37.5		39.8	39.8		37.9		38.1	
	<i>CI lower bound</i>		34.8	35.1			34.4		33.8		37.7	37.4		35.5		35.2	
Reflective & Integrative Learning	<i>Mean</i>		35.2	34.8			33.6		34.2		38.0	37.9		35.7		36.4	
	<i>n</i>		389	317			230		209		654	529		460		363	
	<i>SD</i>		11.8	13.2			10.4		11.2		12.1	13.0		12.4		12.2	
	<i>SE</i>		.60	.74			.69		.77		.47	.56		.58		.64	
	<i>CI upper bound</i>		36.3	36.3			35.0		35.7		38.9	39.0		36.8		37.7	
	<i>CI lower bound</i>		34.0	33.4			32.3		32.7		37.1	36.8		34.6		35.2	
Learning Strategies	<i>Mean</i>		36.1	34.3			34.1		35.4		36.4	36.0		34.2		34.7	
	<i>n</i>		361	276			192		181		611	478		414		327	
	<i>SD</i>		14.3	14.8			12.0		13.4		13.8	15.1		13.1		15.2	
	<i>SE</i>		.75	.89			.87		1.00		.56	.69		.64		.84	
	<i>CI upper bound</i>		37.5	36.0			35.8		37.4		37.5	37.4		35.5		36.4	
	<i>CI lower bound</i>		34.6	32.5			32.4		33.5		35.3	34.7		32.9		33.1	
Quantitative Reasoning	<i>Mean</i>		26.4	28.7			26.0		28.1		30.0	31.3		30.4		30.0	
	<i>n</i>		382	313			195		183		650	514		422		334	
	<i>SD</i>		15.8	16.8			12.9		14.1		16.8	17.3		15.6		15.5	
	<i>SE</i>		.81	.95			.92		1.04		.66	.76		.76		.85	
	<i>CI upper bound</i>		28.0	30.6			27.8		30.1		31.3	32.8		31.8		31.7	
	<i>CI lower bound</i>		24.8	26.9			24.2		26.0		28.7	29.8		28.9		28.4	
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>		14.8	15.1			15.2		14.5		16.5	16.5		17.4		15.4	
	<i>n</i>		355	261			180		174		585	452		408		318	
	<i>SD</i>		7.8	8.1			8.6		7.7		9.0	9.2		9.4		9.1	
	<i>SE</i>		.41	.50			.64		.59		.37	.43		.46		.51	
	<i>CI upper bound</i>		15.6	16.1			16.4		15.7		17.3	17.4		18.3		16.4	
	<i>CI lower bound</i>		14.0	14.2			13.9		13.4		15.8	15.7		16.5		14.4	
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>		5.9	5.0			6.4		6.0		7.1	6.8		7.0		6.4	
	<i>n</i>		345	257			178		174		577	449		402		317	
	<i>SD</i>		5.3	4.4			6.4		5.2		5.9	6.3		6.1		5.8	
	<i>SE</i>		.28	.27			.48		.39		.25	.30		.31		.32	
	<i>CI upper bound</i>		6.5	5.6			7.3		6.8		7.6	7.4		7.6		7.0	
	<i>CI lower bound</i>		5.4	4.5			5.4		5.3		6.6	6.3		6.4		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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Idaho

		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>		51.0	56.5			54.2		52.0		71.2	80.1		73.2		71.8	
	<i>n</i>		331	258			198		183		574	449		420		332	
	Estimated number of pages calculated from three survey questions.	<i>SD</i>		49.8	44.7			55.1		56.8		75.4	94.7		85.8		82.5
		<i>SE</i>		2.73	2.78			3.92		4.20		3.15	4.47		4.19		4.53
		<i>CI upper bound</i>		56.3	62.0			61.9		60.2		77.4	88.8		81.4		80.7
		<i>CI lower bound</i>		45.6	51.1			46.5		43.7		65.1	71.3		65.0		62.9
Course Challenge	<i>Mean</i>		5.2	5.3			5.3		5.4		5.5	5.5		5.3		5.3	
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>		369	277			193		181		620	485		416		327
		<i>SD</i>		1.2	1.3			1.1		1.1		1.1	1.2		1.3		1.4
		<i>SE</i>		.06	.08			.08		.08		.05	.06		.06		.08
		<i>CI upper bound</i>		5.4	5.4			5.4		5.6		5.6	5.6		5.5		5.5
		<i>CI lower bound</i>		5.1	5.1			5.1		5.3		5.4	5.3		5.2		5.2
Academic Emphasis	<i>Mean</i>		3.1	3.1			3.0		3.0		3.1	3.1		2.9		2.9	
	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>		353	261			188		177		591	463		413		323
		<i>SD</i>		0.7	0.8			0.7		0.7		0.8	0.8		0.8		0.8
		<i>SE</i>		.04	.05			.05		.05		.03	.04		.04		.04
		<i>CI upper bound</i>		3.2	3.2			3.1		3.1		3.2	3.1		3.0		3.0
		<i>CI lower bound</i>		3.0	3.0			2.9		2.9		3.0	3.0		2.9		2.9
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>		33.4	33.7			30.9		30.8		34.2	35.3		33.1		33.0	
	Extent to which students collaborated with peers in class (1 = "Not at all" to 7 = "Very much").	<i>n</i>		394	333			255		227		664	549		467		376
		<i>SD</i>		13.6	13.8			13.6		14.2		14.5	15.0		15.4		14.4
		<i>SE</i>		.69	.76			.85		.94		.56	.64		.71		.74
		<i>CI upper bound</i>		34.7	35.2			32.6		32.6		35.3	36.6		34.5		34.5
		<i>CI lower bound</i>		32.0	32.2			29.3		28.9		33.1	34.1		31.7		31.6
Discussions with Diverse Others	<i>Mean</i>		39.7	39.2			37.1		37.8		38.1	39.4		37.8		37.2	
	Extent to which students discussed with diverse others (1 = "Not at all" to 7 = "Very much").	<i>n</i>		370	274			197		180		611	480		420		329
		<i>SD</i>		15.5	15.1			14.6		14.4		14.9	14.9		14.8		16.4
		<i>SE</i>		.80	.91			1.04		1.08		.60	.68		.72		.91
		<i>CI upper bound</i>		41.2	41.0			39.1		39.9		39.3	40.8		39.2		39.0
		<i>CI lower bound</i>		38.1	37.4			35.0		35.7		36.9	38.1		36.3		35.5

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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Idaho

		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>		20.2	22.1			20.4		21.5		24.7	25.6		25.1		24.7	
	<i>n</i>		380	306			214		201		642	519		453		350	
	<i>SD</i>		13.9	14.5			13.5		14.7		15.2	15.4		14.8		15.2	
	<i>SE</i>		.71	.83			.93		1.04		.60	.68		.69		.81	
	<i>CI upper bound</i>		21.6	23.7			22.2		23.5		25.9	27.0		26.5		26.3	
	<i>CI lower bound</i>		18.8	20.4			18.6		19.5		23.5	24.3		23.8		23.1	
Effective Teaching Practices	<i>Mean</i>		38.1	37.3			34.0		38.3		38.3	38.7		36.9		37.6	
	<i>n</i>		384	314			203		186		651	519		434		339	
	<i>SD</i>		13.0	12.7			10.6		11.8		13.2	13.0		12.7		13.6	
	<i>SE</i>		.67	.71			.74		.86		.52	.57		.61		.74	
	<i>CI upper bound</i>		39.4	38.7			35.4		40.0		39.3	39.9		38.1		39.0	
	<i>CI lower bound</i>		36.8	35.9			32.5		36.6		37.2	37.6		35.7		36.1	
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>		41.5	42.0			41.6		43.6		43.4	43.2		42.3		42.2	
	<i>n</i>		361	270			178		167		606	471		394		309	
	<i>SD</i>		12.0	11.7			11.3		10.1		11.1	11.1		10.8		12.8	
	<i>SE</i>		.63	.71			.84		.78		.45	.51		.54		.73	
	<i>CI upper bound</i>		42.8	43.4			43.3		45.1		44.3	44.2		43.3		43.6	
	<i>CI lower bound</i>		40.3	40.6			40.0		42.0		42.5	42.2		41.2		40.8	
Supportive Environment	<i>Mean</i>		36.1	34.7			35.1		34.0		31.8	30.9		30.9		28.6	
	<i>n</i>		350	259			184		175		588	456		409		316	
	<i>SD</i>		12.4	12.9			12.2		12.0		13.4	13.2		12.9		13.7	
	<i>SE</i>		.66	.80			.90		.91		.55	.62		.64		.77	
	<i>CI upper bound</i>		37.4	36.3			36.8		35.7		32.9	32.2		32.2		30.1	
	<i>CI lower bound</i>		34.8	33.1			33.3		32.2		30.7	29.7		29.7		27.1	

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	%		49	50			54		54		63	62		56		54	
	<i>n</i>		361	275			192		177		612	488		414		323	
	<i>SE</i>		2.6	3.0			3.6		3.8		2.0	2.2		2.4		2.8	
	<i>CI upper bound (%)</i>		54	56			61		62		67	66		61		59	
	<i>CI lower bound (%)</i>		44	44			47		47		59	58		51		48	
Learning Community^a	%		13	13			11		10		26	28		21		23	
	<i>n</i>		368	277			193		180		615	484		412		325	
	<i>SE</i>		1.8	2.0			2.2		2.2		1.8	2.0		2.0		2.3	
	<i>CI upper bound (%)</i>		17	17			15		14		29	32		24		27	
	<i>CI lower bound (%)</i>		10	9			6		6		22	24		17		18	
Research with Faculty^a	%		6	5			5		3		29	28		34		36	
	<i>n</i>		367	277			190		178		617	483		412		321	
	<i>SE</i>		1.2	1.3			1.5		1.3		1.8	2.0		2.3		2.7	
	<i>CI upper bound (%)</i>		8	7			8		5		32	32		38		41	
	<i>CI lower bound (%)</i>		3	2			2		0		25	24		29		31	
Internship or Field Experience^b	%		69	70			71		64		48	51		51		53	
	<i>n</i>		370	278			193		181		620	486		414		327	
	<i>SE</i>		2.4	2.8			3.3		3.6		2.0	2.3		2.5		2.8	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>		74	75			77		71		52	55		56		58	
	<i>CI lower bound (%)</i>		65	65			64		57		44	46		47		47	
Study Abroad^b	%		40	34			41		31		12	12		14		16	
	<i>n</i>		369	277			192		180		620	485		411		326	
	<i>SE</i>		2.6	2.9			3.6		3.5		1.3	1.5		1.7		2.0	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>		45	40			48		38		14	15		18		20	
	<i>CI lower bound (%)</i>		35	28			34		24		9	9		11		12	
Culminating Senior Experience^b	%		61	70			63		56		42	46		55		53	
	<i>n</i>		367	275			193		180		618	484		412		321	
	<i>SE</i>		2.6	2.8			3.5		3.7		2.0	2.3		2.5		2.8	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>		66	75			70		63		46	50		59		58	
	<i>CI lower bound (%)</i>		56	64			56		49		38	41		50		47	
Overall HIP Participation^c																	
Participated in one HIP	%		43	49			51		51		23	21		22		16	
	<i>n</i>		369	279			193		180		622	488		417		327	
	<i>SE</i>		2.6	3.0			3.6		3.7		1.7	1.8		2.0		2.0	
	<i>CI upper bound (%)</i>		48	55			58		59		26	24		26		20	
	<i>CI lower bound (%)</i>		38	43			44		44		20	17		18		12	
Participated in two or more HIPs	%		11	8			9		8		62	67		67		71	
	<i>n</i>		369	279			193		180		622	488		417		327	
	<i>SE</i>		1.6	1.6			2.0		2.0		1.9	2.1		2.3		2.5	
	<i>CI upper bound (%)</i>		14	11			13		11		66	71		71		76	
	<i>CI lower bound (%)</i>		8	5			5		4		58	63		62		66	

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.