NSSE national survey of student engagement

NSSE 2023
Multi-Year Report

Fitchburg State University

Prepared 2023-08-25

IPEDS: 165820

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 *planned to do* an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

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Administration Summaries

Fitchburg State University

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										
2014										
2015	22%	+/- 5.7%	236	166	70	33%	+/- 4.7%	295	240	55
2016										
2017	22%	+/- 6.7%	164	121	43	25%	+/- 5.5%	238	185	53
2018										
2019	27%	+/- 6.4%	173	125	48	33%	+/- 5.4%	222	181	41
2020										
2021	35%	+/- 5.6%	198	132	66	36%	+/- 5.1%	237	169	68
2022										
2023	31%	+/- 7.0%	135	91	44	32%	+/- 5.9%	189	135	54

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, Information Literacy	No	No	No
2016							
2017	Email	Census	Yes	Academic Advising	No	No	No
2018							
2019	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	No
2020							
2021	Email	Census	Yes	Inclusiv & Cult Div, Online Learning	No	No	No
2022							
2023	Email	Census	Yes	Academic Advising, Online Learning	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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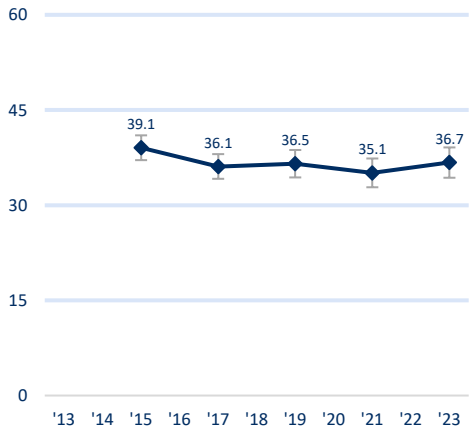
Engagement Results by Theme

Fitchburg State University

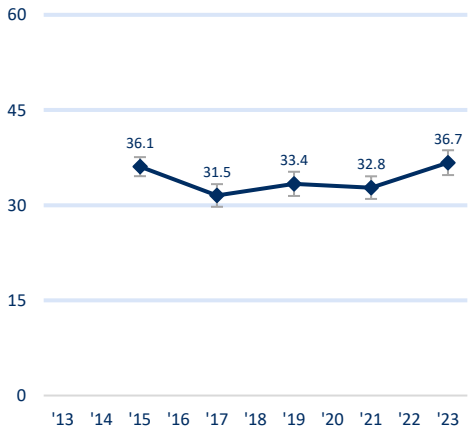
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

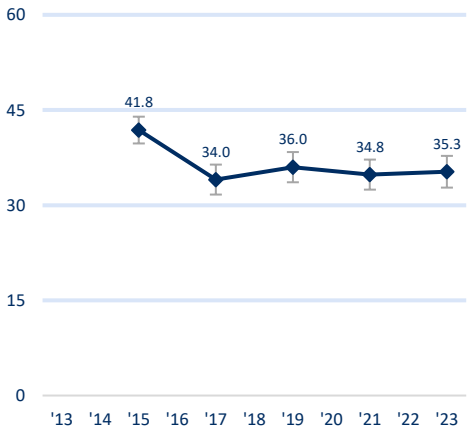
Higher-Order Learning



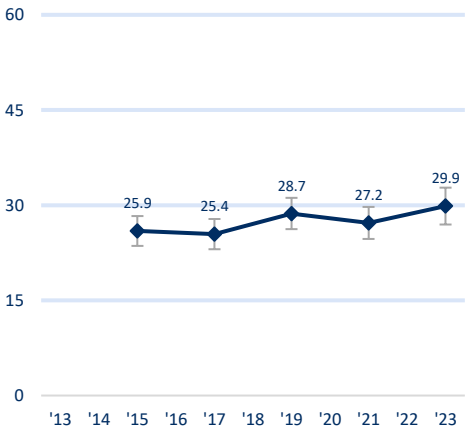
Reflective & Integrative Learning



Learning Strategies

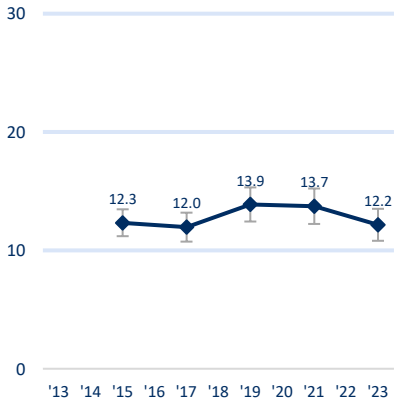


Quantitative Reasoning

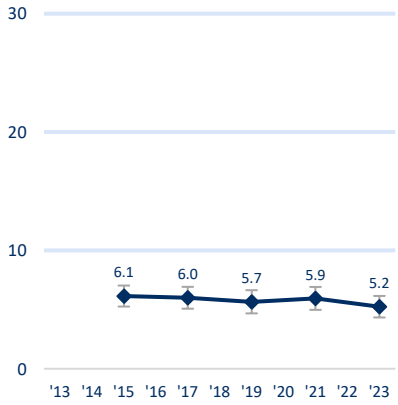


Academic Challenge (additional items): First-year students

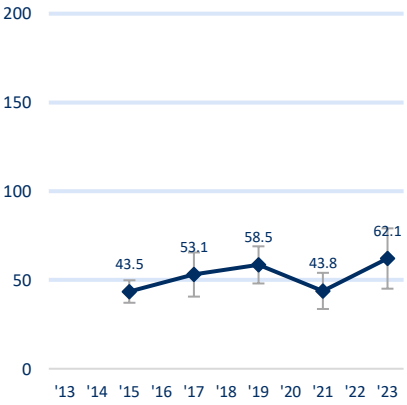
Preparing for Class (hrs/wk)



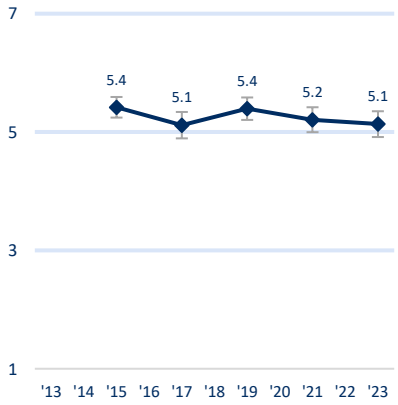
Course Reading (hrs/wk)[a]



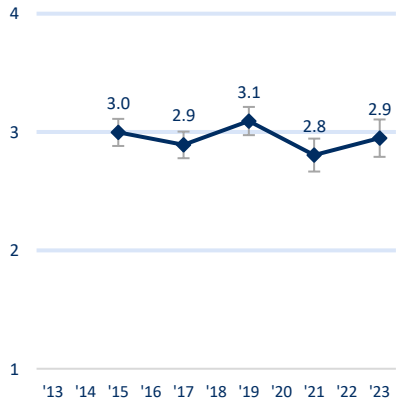
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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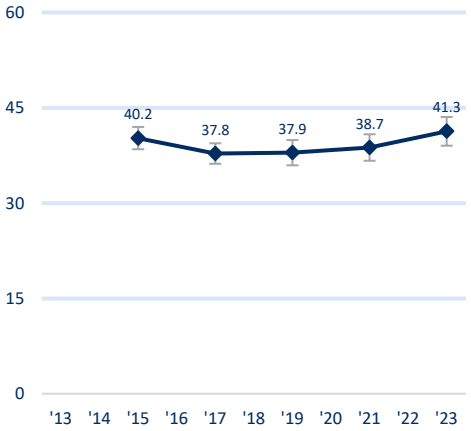
Engagement Results by Theme

Fitchburg State University

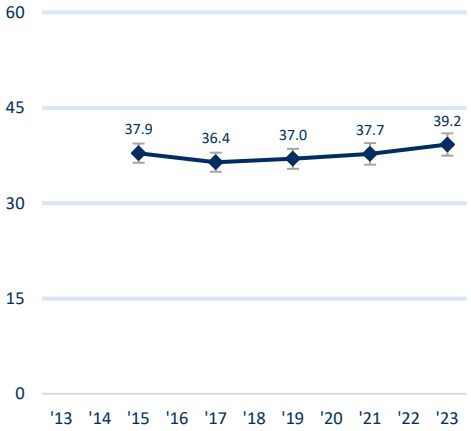
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

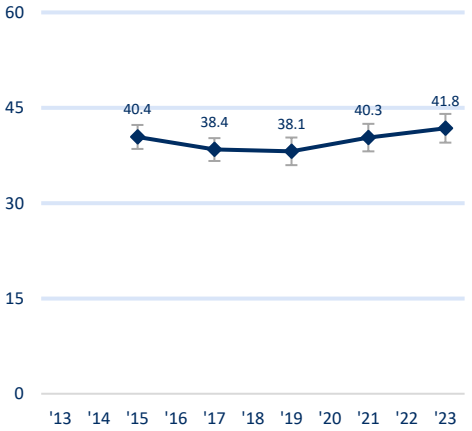
Higher-Order Learning



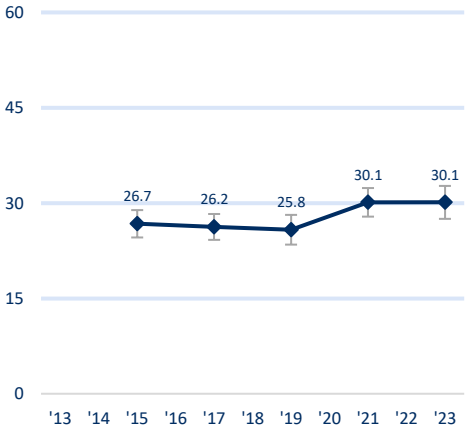
Reflective & Integrative Learning



Learning Strategies

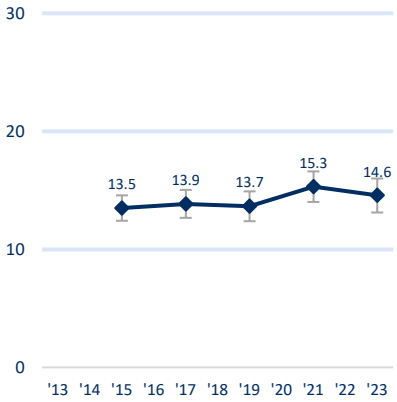


Quantitative Reasoning

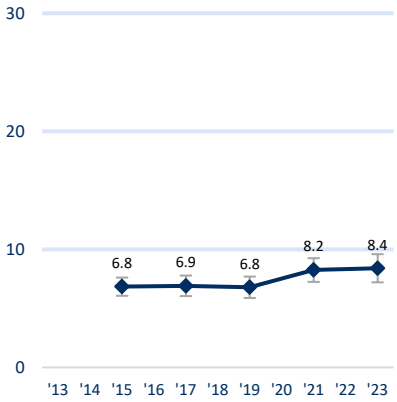


Academic Challenge (additional items): Seniors

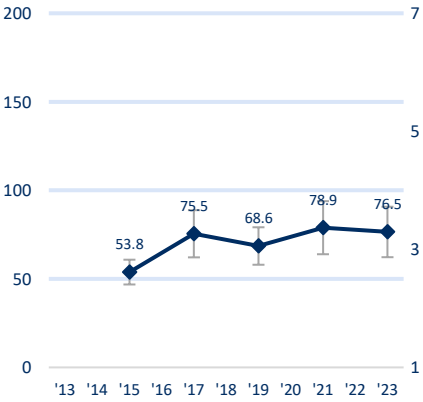
Preparing for Class (hrs/wk)



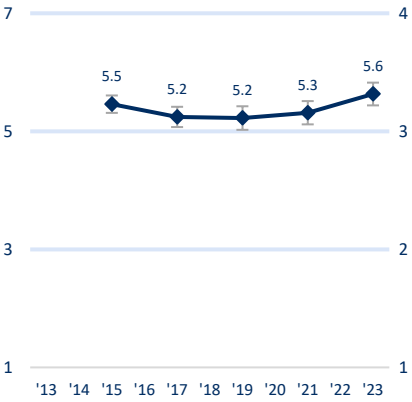
Course Reading (hrs/wk)[a]



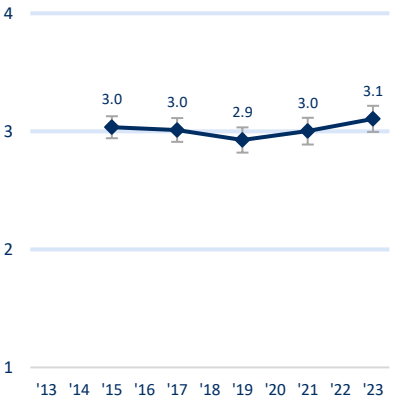
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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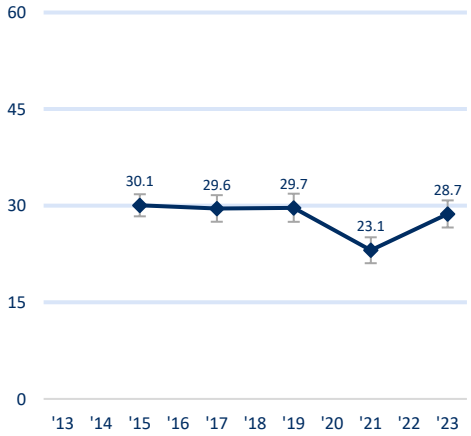
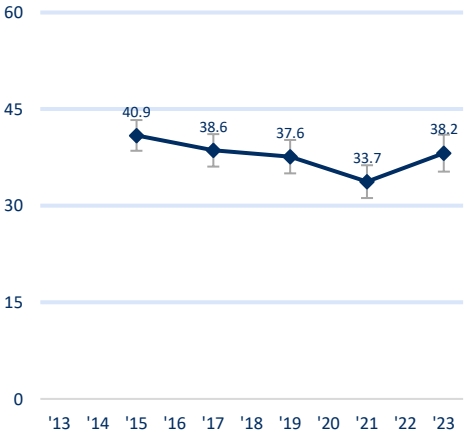
Learning with Peers: First-year students

Collaborative Learning

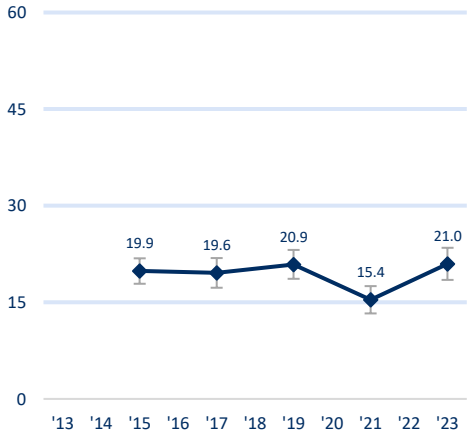


Discussions with Diverse Others

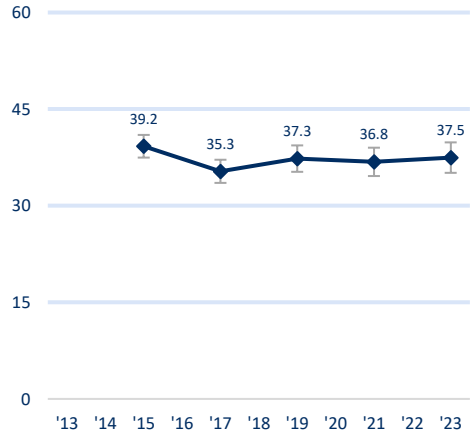


Experiences with Faculty: First-year students

Student-Faculty Interaction

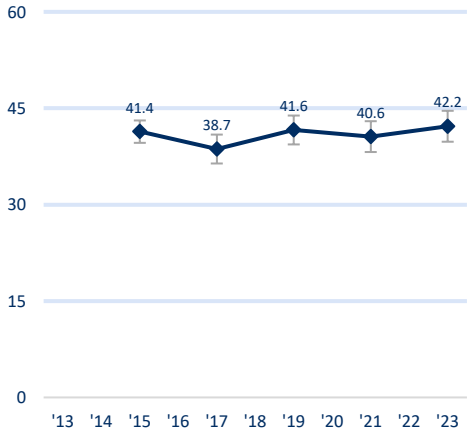


Effective Teaching Practices

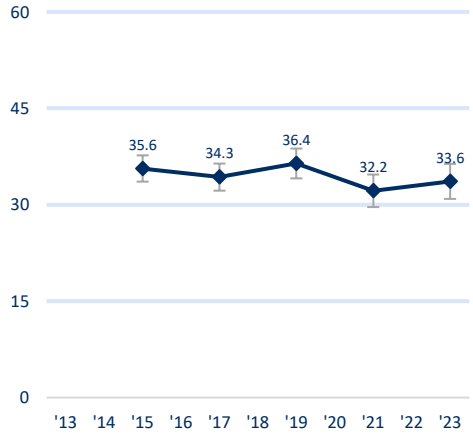


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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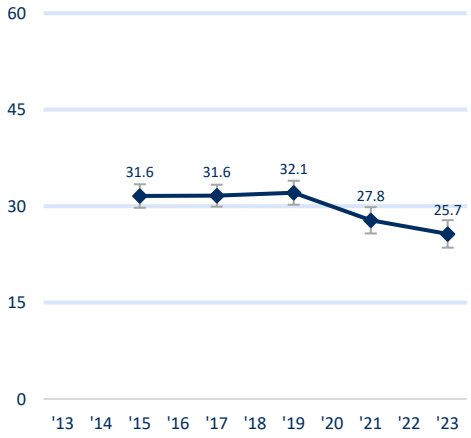
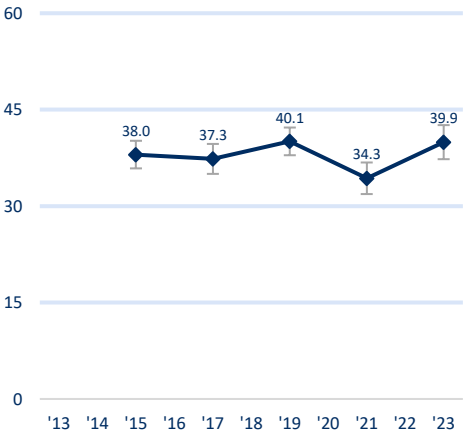
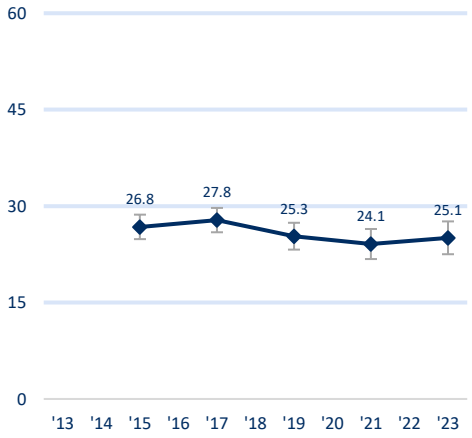


Discussions with Diverse Others

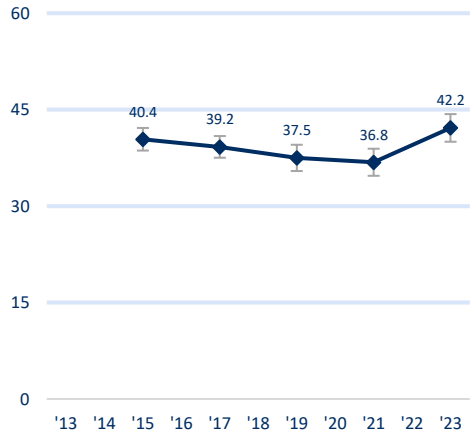


Experiences with Faculty: Seniors

Student-Faculty Interaction

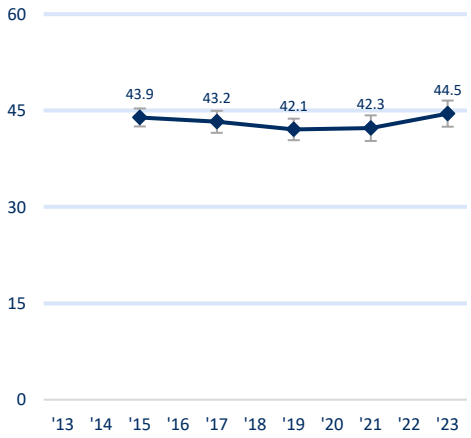


Effective Teaching Practices

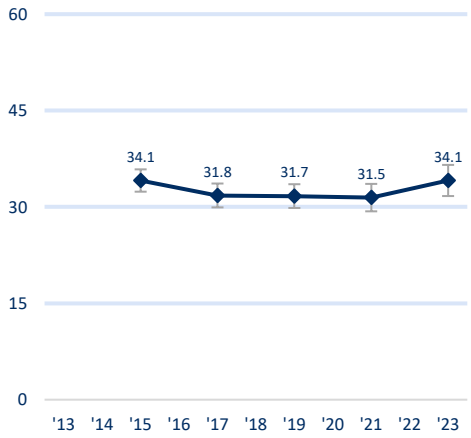


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



NSSE 2023 Multi-Year Report

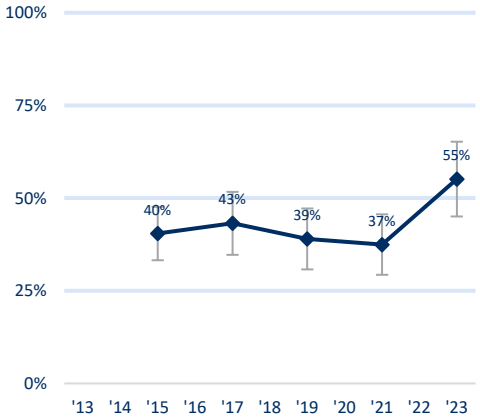
High-Impact Practices

Fitchburg State University

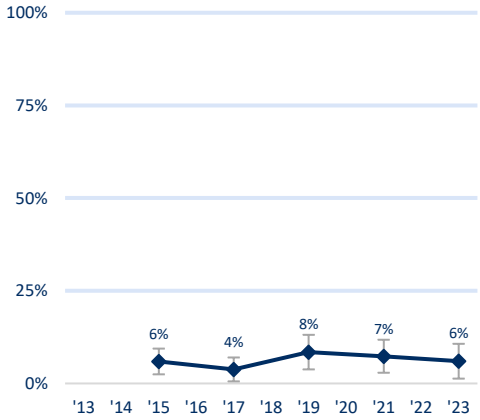
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

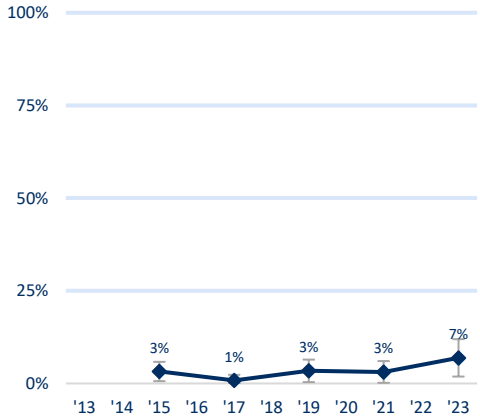
Service-Learning
(Some, most, or all courses)



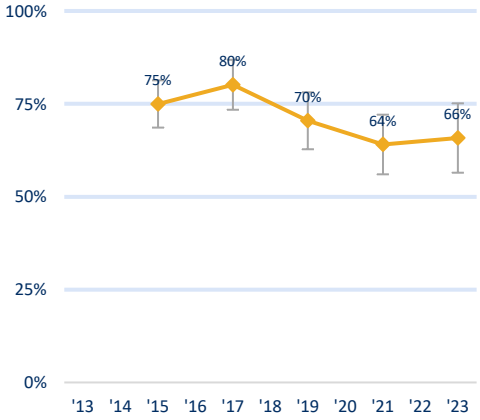
Learning Community
(Done or in progress)



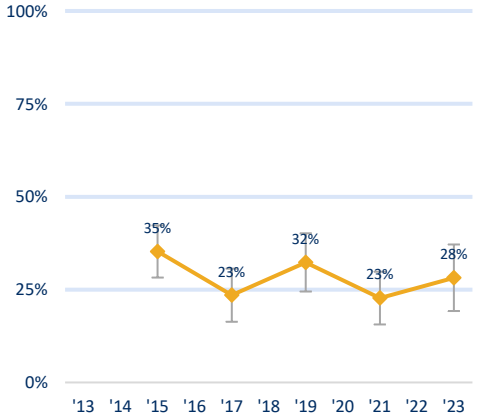
Research with Faculty
(Done or in progress)



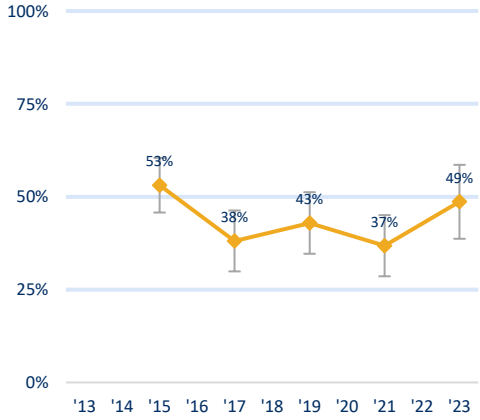
Internship/Field Experience
(Plan to do)



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.

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High-Impact Practices

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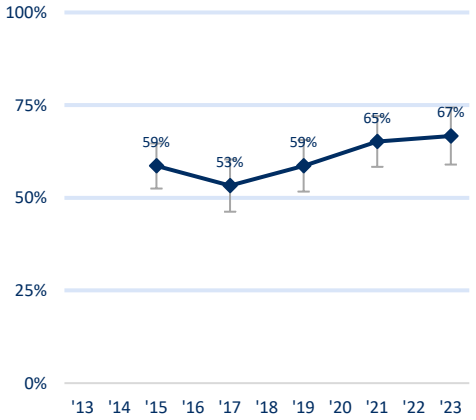
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

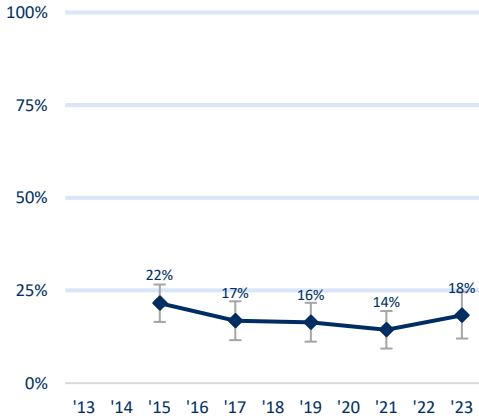
Service-Learning

(Some, most, or all courses)



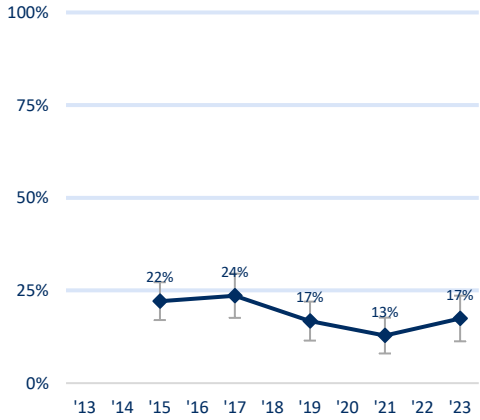
Learning Community

(Done or in progress)



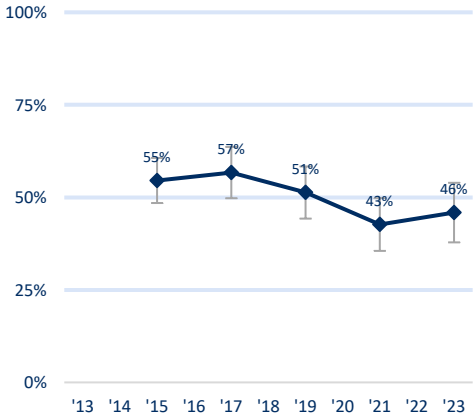
Research with Faculty

(Done or in progress)



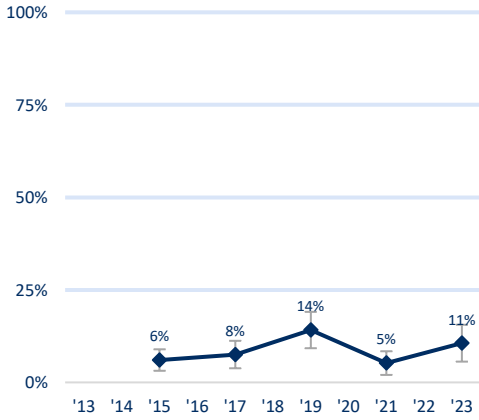
Internship/Field Experience

(Done or in progress)



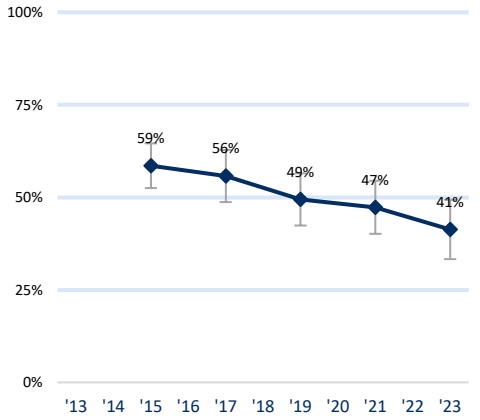
Study Abroad

(Done or in progress)



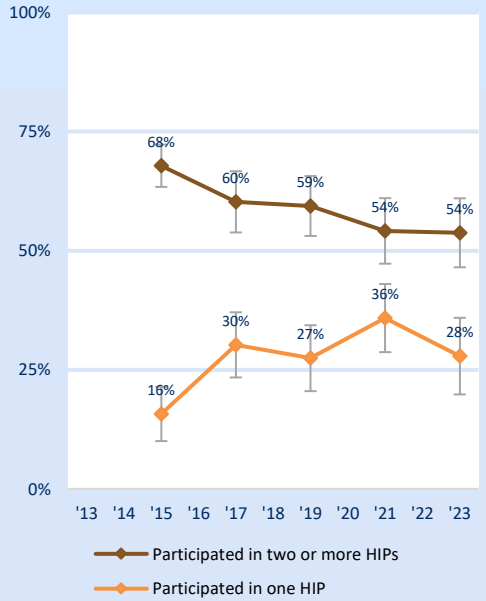
Culminating Senior Experience

(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.

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Fitchburg State University

		First-year students											Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge																							
Higher-Order Learning	*Mean*			**39.1**		**36.1**		**36.5**		**35.1**		**36.7**			**40.2**		**37.8**		**37.9**		**38.7**		**41.3**
	n			194		147		149		152		113			265		225		198		201		158
	SD			13.9		12.0		13.4		14.2		12.9			14.6		12.3		14.3		15.1		14.5
	SE			1.00		.99		1.10		1.16		1.22			.89		.82		1.01		1.06		1.15
	CI up bnd			41.0		38.1		38.7		37.4		39.1			42.0		39.4		39.9		40.8		43.5
	CI low bnd			37.1		34.2		34.4		32.8		34.3			38.5		36.2		35.9		36.7		39.0
Reflective & Integrative Learning	*Mean*			**36.1**		**31.5**		**33.4**		**32.8**		**36.7**			**37.9**		**36.4**		**37.0**		**37.7**		**39.2**
	n			208		154		160		175		120			281		228		211		215		176
	SD			11.1		11.3		12.3		12.0		10.9			12.9		11.6		11.7		12.7		11.9
	SE			.77		.91		.97		.91		1.00			.77		.77		.80		.87		.90
	CI up bnd			37.6		33.3		35.3		34.6		38.7			39.4		37.9		38.5		39.4		41.0
	CI low bnd			34.6		29.7		31.5		31.0		34.7			36.3		34.9		35.4		36.0		37.5
Learning Strategies	*Mean*			**41.8**		**34.0**		**36.0**		**34.8**		**35.3**			**40.4**		**38.4**		**38.1**		**40.3**		**41.8**
	n			174		135		138		141		102			256		198		195		188		149
	SD			14.2		14.0		14.3		14.4		12.9			15.4		12.9		15.5		15.1		14.1
	SE			1.08		1.20		1.21		1.21		1.28			.96		.92		1.11		1.10		1.15
	CI up bnd			43.9		36.4		38.4		37.2		37.8			42.3		40.2		40.3		42.5		44.0
	CI low bnd			39.7		31.7		33.6		32.4		32.8			38.5		36.6		36.0		38.1		39.5
Quantitative Reasoning	*Mean*			**25.9**		**25.4**		**28.7**		**27.2**		**29.9**			**26.7**		**26.2**		**25.8**		**30.1**		**30.1**
	n			201		146		143		143		105			269		223		197		191		153
	SD			17.0		14.7		15.0		15.4		15.2			18.0		15.5		16.8		15.9		16.4
	SE			1.20		1.22		1.26		1.29		1.48			1.10		1.04		1.19		1.15		1.32
	CI up bnd			28.3		27.8		31.2		29.7		32.8			28.9		28.3		28.1		32.4		32.7
	CI low bnd			23.6		23.1		26.2		24.7		27.0			24.6		24.2		23.5		27.9		27.5
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	*Mean*			**12.3**		**12.0**		**13.9**		**13.7**		**12.2**			**13.5**		**13.9**		**13.7**		**15.3**		**14.6**
	n			163		124		136		134		94			239		187		189		184		142
	SD			7.4		7.0		8.6		8.9		6.7			8.5		8.3		8.9		9.0		8.7
	SE			.58		.62		.74		.76		.69			.55		.60		.64		.66		.73
	CI up bnd			13.5		13.2		15.3		15.2		13.5			14.6		15.0		14.9		16.6		16.0
	CI low bnd			11.2		10.7		12.4		12.2		10.8			12.4		12.7		12.4		14.0		13.1
Course Reading Est. hrs per week calculated from two items.	*Mean*			**6.1**		**6.0**		**5.7**		**5.9**		**5.2**			**6.8**		**6.9**		**6.8**		**8.2**		**8.4**
	n			160		124		134		132		94			238		187		186		183		139
	SD			5.7		5.2		5.8		5.7		4.5			6.1		6.1		6.3		6.9		7.2
	SE			.45		.47		.50		.49		.46			.39		.44		.46		.51		.61
	CI up bnd			7.0		6.9		6.6		6.9		6.1			7.6		7.8		7.7		9.3		9.6
	CI low bnd			5.3		5.1		4.7		5.0		4.3			6.1		6.0		5.9		7.2		7.2

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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Fitchburg State University

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge (additional items, continued)																							
Assigned Writing Estimated number of pages calculated from three survey questions.	*Mean*			**43.5**		**53.1**		**58.5**		**43.8**		**62.1**			**53.8**		**75.5**		**68.6**		**78.9**		**76.5**
	n			160		137		143		144		104			234		197		194		186		153
	SD			41.0		74.1		63.7		62.3		88.4			54.6		95.4		75.3		104.2		89.9
	SE			3.24		6.34		5.34		5.20		8.67			3.57		6.80		5.40		7.64		7.27
	CI up bnd			49.8		65.5		69.0		54.0		79.1			60.8		88.8		79.1		93.9		90.7
	CI low bnd			37.2		40.6		48.0		33.7		45.1			46.8		62.2		58.0		63.9		62.2
Course Challenge Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	*Mean*			**5.4**		**5.1**		**5.4**		**5.2**		**5.1**			**5.5**		**5.2**		**5.2**		**5.3**		**5.6**
	n			178		136		136		142		101			261		196		194		187		147
	SD			1.2		1.3		1.1		1.3		1.1			1.2		1.2		1.4		1.4		1.2
	SE			.09		.11		.10		.11		.11			.08		.09		.10		.10		.10
	CI up bnd			5.6		5.3		5.6		5.4		5.4			5.6		5.4		5.4		5.5		5.8
	CI low bnd			5.2		4.9		5.2		5.0		4.9			5.3		5.1		5.0		5.1		5.4
Academic Emphasis Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	*Mean*			**3.0**		**2.9**		**3.1**		**2.8**		**2.9**			**3.0**		**3.0**		**2.9**		**3.0**		**3.1**
	n			162		125		136		136		96			237		189		189		186		143
	SD			0.7		0.6		0.7		0.8		0.8			0.7		0.7		0.7		0.8		0.7
	SE			.06		.06		.06		.07		.08			.05		.05		.05		.06		.06
	CI up bnd			3.1		3.0		3.2		2.9		3.1			3.1		3.1		3.0		3.1		3.2
	CI low bnd			2.9		2.8		3.0		2.7		2.8			2.9		2.9		2.8		2.9		3.0
Learning with Peers																							
Collaborative Learning	*Mean*			**30.1**		**29.6**		**29.7**		**23.1**		**28.7**			**31.6**		**31.6**		**32.1**		**27.8**		**25.7**
	n			219		154		169		189		130			278		231		213		230		185
	SD			13.0		13.1		14.5		14.1		12.3			15.6		13.2		13.9		15.8		14.9
	SE			.88		1.05		1.11		1.03		1.07			.93		.87		.95		1.04		1.09
	CI up bnd			31.8		31.6		31.9		25.1		30.8			33.4		33.3		33.9		29.8		27.8
	CI low bnd			28.3		27.5		27.5		21.1		26.6			29.7		29.9		30.2		25.7		23.5
Discussions with Diverse Others	*Mean*			**40.9**		**38.6**		**37.6**		**33.7**		**38.2**			**38.0**		**37.3**		**40.1**		**34.3**		**39.9**
	n			178		137		144		141		104			257		197		196		187		148
	SD			16.3		15.0		15.9		15.4		14.9			17.5		16.7		15.4		17.1		16.4
	SE			1.22		1.29		1.32		1.30		1.46			1.09		1.19		1.10		1.25		1.35
	CI up bnd			43.3		41.1		40.2		36.3		41.0			40.2		39.7		42.2		36.8		42.6
	CI low bnd			38.5		36.1		35.0		31.2		35.3			35.9		35.0		37.9		31.9		37.3

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 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Fitchburg State University

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Experiences with Faculty																							
Student-Faculty Interaction	*Mean*			**19.9**		**19.6**		**20.9**		**15.4**		**21.0**			**26.8**		**27.8**		**25.3**		**24.1**		**25.1**
	n			202		147		153		163		117			271		228		206		206		166
	SD			14.3		14.2		14.2		13.8		13.7			16.0		14.6		15.3		17.1		16.8
	SE			1.01		1.18		1.14		1.08		1.27			.97		.97		1.06		1.19		1.30
	CI up bnd			21.8		21.9		23.1		17.5		23.5			28.7		29.7		27.4		26.4		27.6
	CI low bnd			17.9		17.3		18.6		13.3		18.5			24.9		25.9		23.2		21.8		22.5
Effective Teaching Practices	*Mean*			**39.2**		**35.3**		**37.3**		**36.8**		**37.5**			**40.4**		**39.2**		**37.5**		**36.8**		**42.2**
	n			202		147		150		157		112			274		225		202		199		158
	SD			12.8		11.1		12.8		14.0		12.7			14.8		12.9		14.8		15.2		13.8
	SE			.90		.92		1.05		1.12		1.21			.90		.86		1.04		1.07		1.10
	CI up bnd			41.0		37.1		39.4		39.0		39.8			42.2		40.9		39.5		38.9		44.3
	CI low bnd			37.5		33.5		35.3		34.6		35.1			38.6		37.5		35.5		34.7		40.0
Campus Environment																							
Quality of Interactions	*Mean*			**41.4**		**38.7**		**41.6**		**40.6**		**42.2**			**43.9**		**43.2**		**42.1**		**42.3**		**44.5**
	n			172		132		134		128		89			251		190		181		170		134
	SD			11.7		13.2		13.3		13.9		11.6			11.3		12.0		11.5		13.3		12.0
	SE			.89		1.15		1.15		1.22		1.23			.71		.87		.85		1.02		1.04
	CI up bnd			43.1		40.9		43.9		43.0		44.6			45.3		45.0		43.7		44.3		46.6
	CI low bnd			39.6		36.4		39.4		38.2		39.8			42.5		41.5		40.4		40.3		42.5
Supportive Environment	*Mean*			**35.6**		**34.3**		**36.4**		**32.2**		**33.6**			**34.1**		**31.8**		**31.7**		**31.5**		**34.1**
	n			159		125		135		132		94			238		187		189		185		143
	SD			13.2		12.0		13.7		14.9		13.5			13.7		13.0		13.0		14.8		14.8
	SE			1.04		1.08		1.18		1.29		1.39			.89		.95		.94		1.09		1.24
	CI up bnd			37.7		36.4		38.7		34.7		36.4			35.8		33.6		33.5		33.6		36.5
	CI low bnd			33.6		32.2		34.1		29.6		30.9			32.4		29.9		29.8		29.3		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).

NSSE 2023 Multi-Year Report

Detailed Statistics: High-Impact Practices

Fitchburg State University

First-year students

		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning[a]	%			**40**		**43**		**39**		**37**		**55**
	n			180		132		136		136		94
	SE			3.7		4.3		4.2		4.2		5.1
	CI up bnd			48		52		47		46		65
	CI low bnd			33		35		31		29		45
Learning Community[a]	%			**6**		**4**		**8**		**7**		**6**
	n			179		136		138		133		99
	SE			1.8		1.6		2.4		2.3		2.4
	CI up bnd			9		7		13		12		11
	CI low bnd			2		1		4		3		1
Research with Faculty[a]	%			**3**		**1**		**3**		**3**		**7**
	n			178		136		138		135		98
	SE			1.3		0.8		1.5		1.5		2.6
	CI up bnd			6		2		6		6		12
	CI low bnd			1		0		0		0		2
Internship or Field Experience[b] (First-year results: Plan to do)	%			**75**		**80**		**70**		**64**		**66**
	n			179		136		137		138		100
	SE			3.2		3.4		3.9		4.1		4.8
	CI up bnd			81		87		78		72		75
	CI low bnd			69		73		63		56		56
Study Abroad[b] (First-year results: Plan to do)	%			**35**		**23**		**32**		**23**		**28**
	n			179		136		138		135		98
	SE			3.6		3.6		4.0		3.6		4.6
	CI up bnd			42		31		40		30		37
	CI low bnd			28		16		24		16		19
Culminating Senior Experience[b] (First-year results: Plan to do)	%			**53**		**38**		**43**		**37**		**49**
	n			178		136		138		133		98
	SE			3.8		4.2		4.2		4.2		5.1
	CI up bnd			60		46		51		45		59
	CI low bnd			46		30		35		29		39
Overall HIP Participation[c]												
Participated in one HIP	%			**39**		**42**		**36**		**37**		**52**
	n			180		136		138		136		99
	SE			3.6		4.2		4.1		4.2		5.0
	CI up bnd			46		50		44		45		62
	CI low bnd			32		34		28		29		42
Participated in two or more HIPs	%			**5**		**2**		**7**		**5**		**7**
	n			180		136		138		136		99
	SE			1.6		1.3		2.2		1.9		2.5
	CI up bnd			8		5		12		9		12
	CI low bnd			2		0		3		1		2

Seniors

		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning[a]	%			**59**		**53**		**59**		**65**		**67**
	n			253		193		194		186		145
	SE			3.1		3.6		3.5		3.5		3.9
	CI up bnd			65		60		66		72		74
	CI low bnd			52		46		52		58		59
Learning Community[a]	%			**22**		**17**		**16**		**14**		**18**
	n			256		197		194		186		146
	SE			2.6		2.7		2.7		2.6		3.2
	CI up bnd			27		22		22		19		25
	CI low bnd			17		12		11		9		12
Research with Faculty[a]	%			**22**		**24**		**17**		**13**		**17**
	n			256		196		194		185		147
	SE			2.6		3.0		2.7		2.5		3.1
	CI up bnd			27		30		22		18		24
	CI low bnd			17		18		11		8		11
Internship or Field Experience[b]	%			**55**		**57**		**51**		**43**		**46**
	n			258		198		194		186		148
	SE			3.1		3.5		3.6		3.6		4.1
	CI up bnd			61		64		58		50		54
	CI low bnd			48		50		44		36		38
Study Abroad[b]	%			**6**		**8**		**14**		**5**		**11**
	n			259		196		194		186		148
	SE			1.5		1.9		2.5		1.6		2.5
	CI up bnd			9		11		19		8		16
	CI low bnd			3		4		9		2		6
Culminating Senior Experience[b]	%			**59**		**56**		**49**		**47**		**41**
	n			256		192		194		187		146
	SE			3.1		3.6		3.6		3.7		4.1
	CI up bnd			65		63		56		54		49
	CI low bnd			53		49		42		40		33
Overall HIP Participation[c]												
Participated in one HIP	%			**16**		**30**		**27**		**36**		**28**
	n			259		198		194		187		148
	SE			2.3		3.3		3.2		3.5		3.7
	CI up bnd			20		37		34		43		35
	CI low bnd			11		24		21		29		21
Participated in two or more HIPs	%			**68**		**60**		**59**		**54**		**54**
	n			259		198		194		187		148
	SE			2.9		3.5		3.5		3.6		4.1
	CI up bnd			74		67		66		61		62
	CI low bnd			62		53		52		47		46

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 +/- 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.

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