NSSE 2019
Multi-Year Report
University of North Dakota

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:* **nsse.indiana.edu/links/webinar**

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.

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Administration Summaries
University of North Dakota

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	19%	+/- 4.2%	446	371	75	24%	+/- 3.3%	655	546	109
2014										
2015	19%	+/- 4.6%	362	296	66	19%	+/- 3.8%	549	455	94
2016										
2017	33%	+/- 3.2%	631	538	93	29%	+/- 2.9%	834	719	115
2018										
2019	40%	+/- 2.9%	692	605	87	27%	+/- 3.1%	746	665	81
2020										

Administration Details by Participation Year

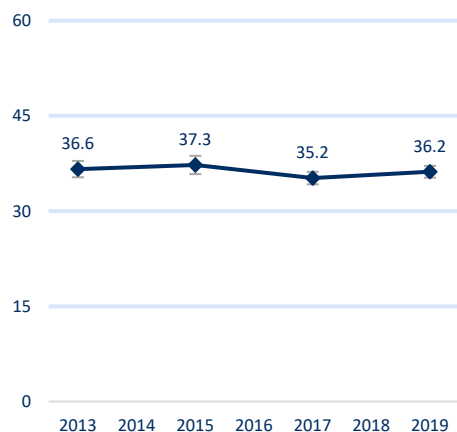| Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	Yes	Transferable Skills, Writing Experiences	No	No	No
2014							
2015	Email	Census	Yes	FY Experiences / Sr Transitions	No	No	No
2016							
2017	Email	Census	Yes	Inclusiv & Cult Div	No	No	Yes
2018							
2019	Email	Census	Yes	FY Experiences / Sr Transitions, Academic Advising (beta)	No	No	Yes
2020							

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.

NSSE 2019 Multi-Year Report
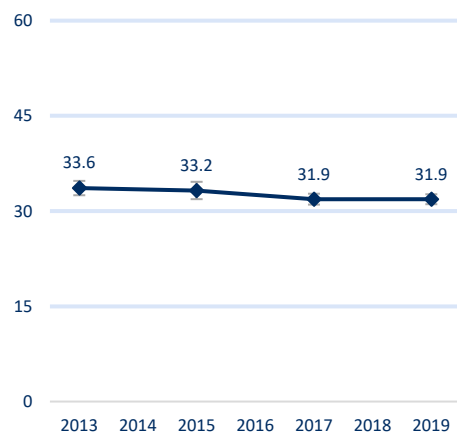## Engagement Results by Theme
University of North Dakota

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.
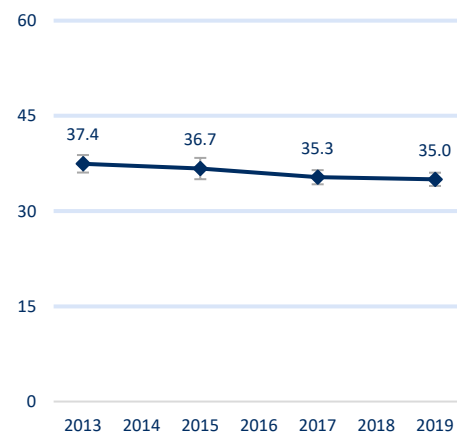
Academic Challenge: First-year students
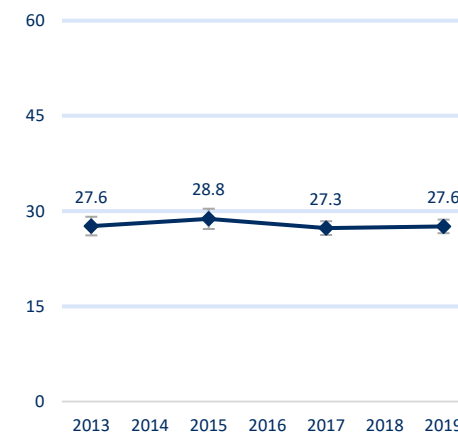
Higher-Order Learning

	2013	2014	2015	2016	2017	2018	2019
	36.6		37.3		35.2		36.2

Reflective & Integrative Learning

	2013	2014	2015	2016	2017	2018	2019
	33.6		33.2		31.9		31.9

Learning Strategies

	2013	2014	2015	2016	2017	2018	2019
	37.4		36.7		35.3		35.0

Quantitative Reasoning

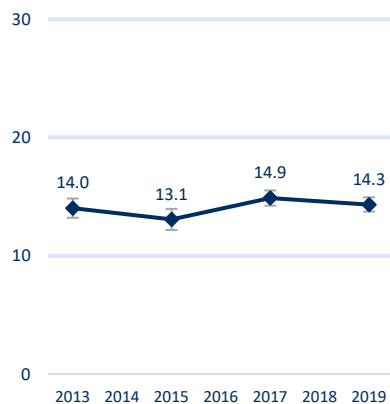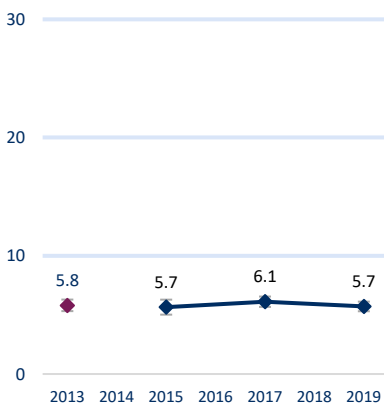|	2013	2014	2015	2016	2017	2018	2019
	27.6		28.8		27.3		27.6

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

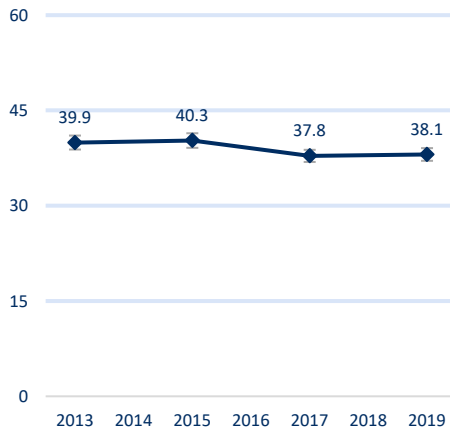|	2013	2014	2015	2016	2017	2018	2019
	14.0		13.1		14.9		14.3

Course Reading (hrs/wk)[a]

	2013	2014	2015	2016	2017	2018	2019
	5.8		5.7		6.1		5.7

Assigned Writing (pages)[a]

	2013	2014	2015	2016	2017	2018	2019
	41.2		49.8		66.6		56.0

Course Challenge[b]

	2013	2014	2015	2016	2017	2018	2019
	5.5		5.4		5.2		5.3

Academic Emphasis[c]

	2013	2014	2015	2016	2017	2018	2019
	3.0		3.1		3.0		3.0

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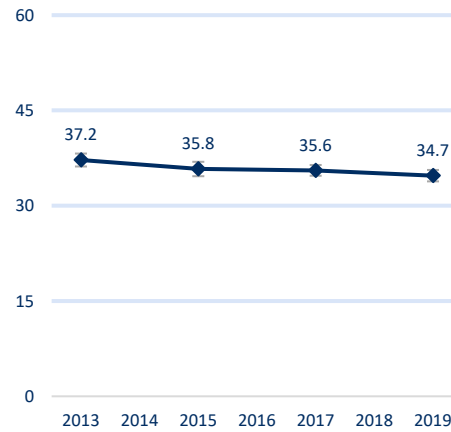
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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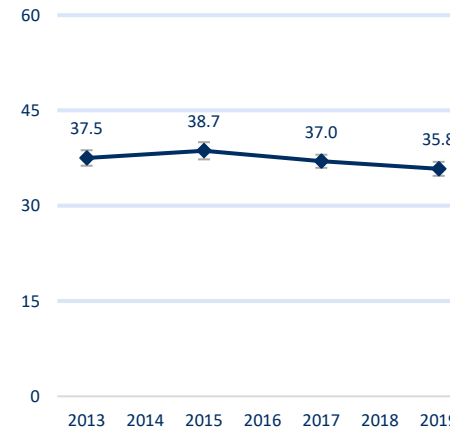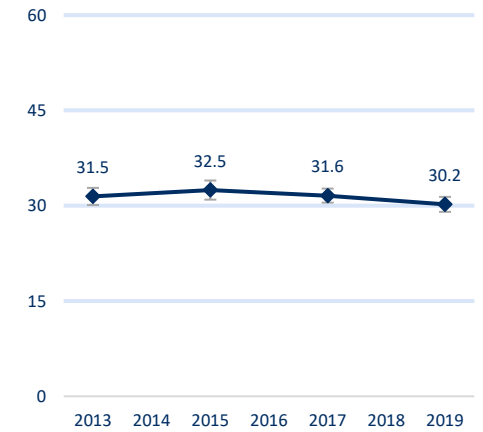
Academic Challenge: Seniors

Higher-Order Learning

39.9, 40.3, 37.8, 38.1 (2013–2019)

Reflective & Integrative Learning

37.2, 35.8, 35.6, 34.7 (2013–2019)

Learning Strategies

37.5, 38.7, 37.0, 35.8 (2013–2019)

Quantitative Reasoning

31.5, 32.5, 31.6, 30.2 (2013–2019)

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

15.8, 16.4, 15.9, 15.6 (2013–2019)

Course Reading (hrs/wk)[a]

6.9, 7.6, 7.1, 6.9 (2013–2019)

Assigned Writing (pages)[a]

75.4, 75.8, 75.7, 71.6 (2013–2019)

Course Challenge[b]

5.5, 5.7, 5.5, 5.5 (2013–2019)

Academic Emphasis[c]

3.1, 3.1, 3.1, 3.0 (2013–2019)

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 North Dakota

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.
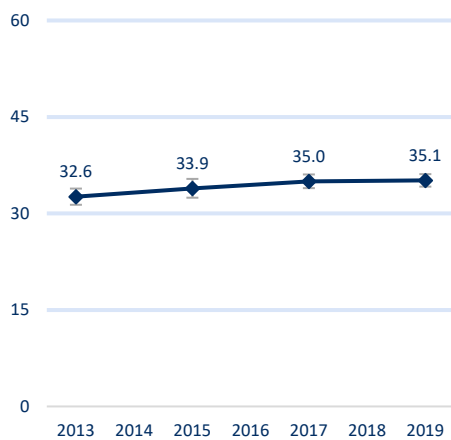
Learning with Peers: First-year students

Collaborative Learning

Year	Value
2013	32.6
2015	33.9
2017	35.0
2019	35.1

Discussions with Diverse Others

Year	Value
2013	36.7
2015	36.1
2017	35.5
2019	35.3

Experiences with Faculty: First-year students

Student-Faculty Interaction

Year	Value
2013	18.0
2015	20.9
2017	19.9
2019	21.3

Effective Teaching Practices

Year	Value
2013	38.2
2015	37.4
2017	36.2
2019	35.5
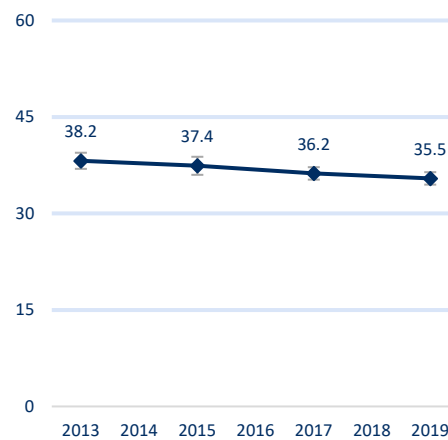
Campus Environment: First-year students

Quality of Interactions
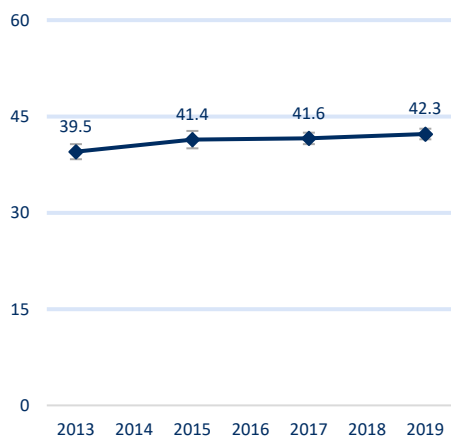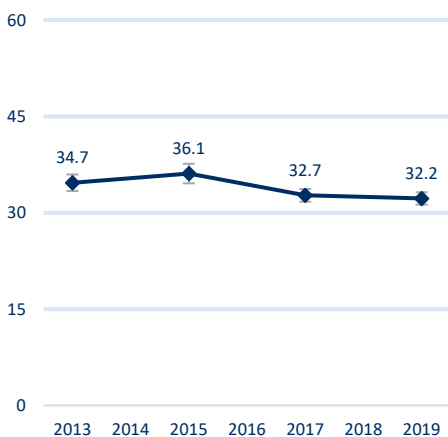
Year	Value
2013	39.5
2015	41.4
2017	41.6
2019	42.3

Supportive Environment

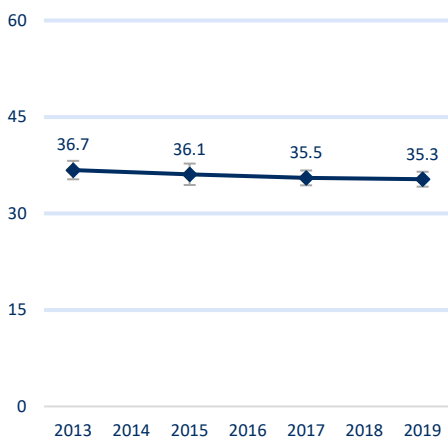| Year	Value
2013	34.7
2015	36.1
2017	32.7
2019	32.2

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.

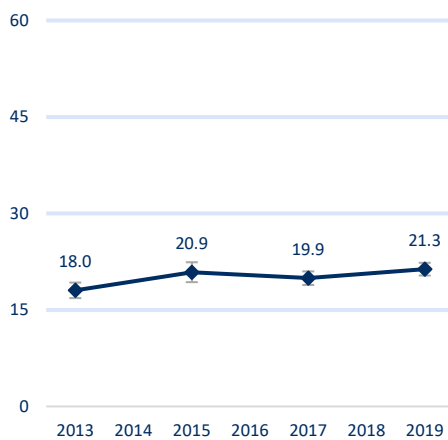## Learning with Peers: Seniors

Collaborative Learning

31.8 32.5 32.6 31.6
(2013 2014 2015 2016 2017 2018 2019)

Discussions with Diverse Others

36.8 36.5 35.6 35.0
(2013 2014 2015 2016 2017 2018 2019)
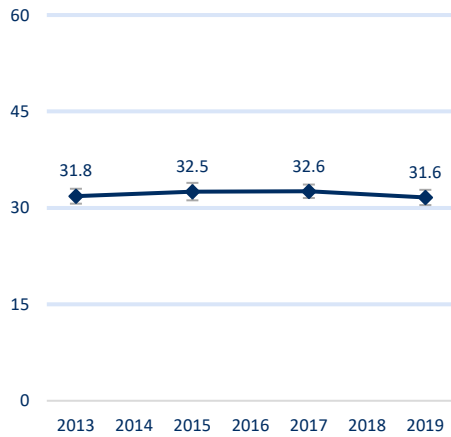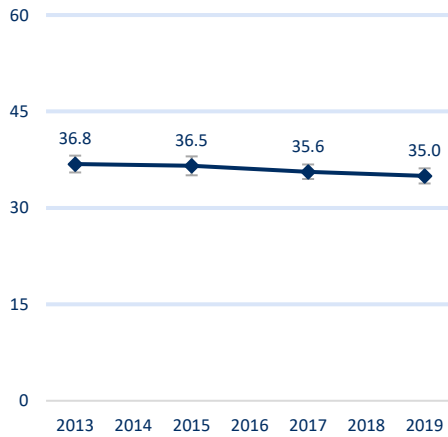
Experiences with Faculty: Seniors

Student-Faculty Interaction

22.8 22.8 22.9 22.3
(2013 2014 2015 2016 2017 2018 2019)

Effective Teaching Practices

38.8 39.6 37.2 38.1
(2013 2014 2015 2016 2017 2018 2019)
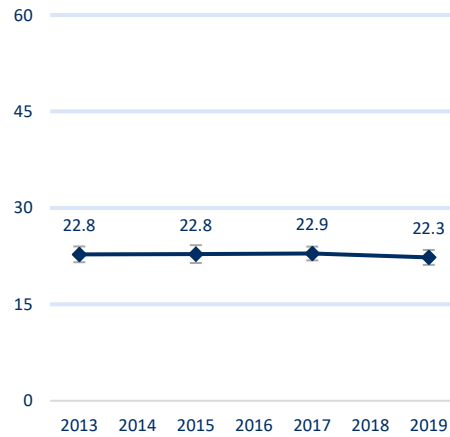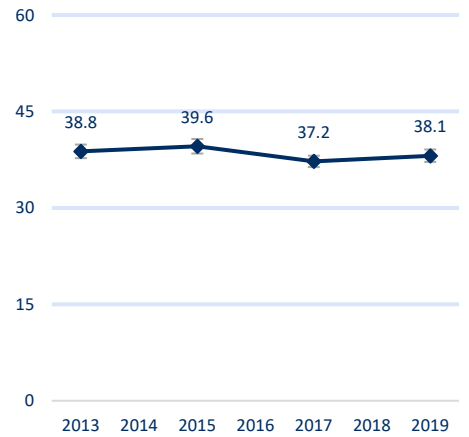
Campus Environment: Seniors

Quality of Interactions
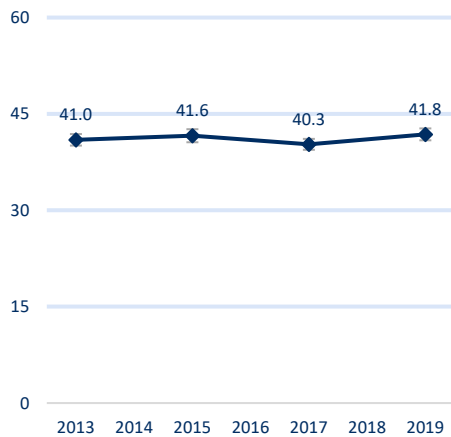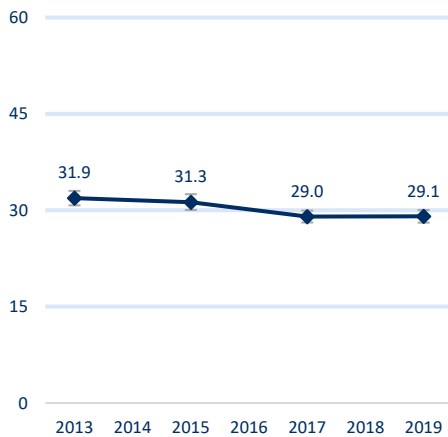
41.0 41.6 40.3 41.8
(2013 2014 2015 2016 2017 2018 2019)

Supportive Environment

31.9 31.3 29.0 29.1
(2013 2014 2015 2016 2017 2018 2019)

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)
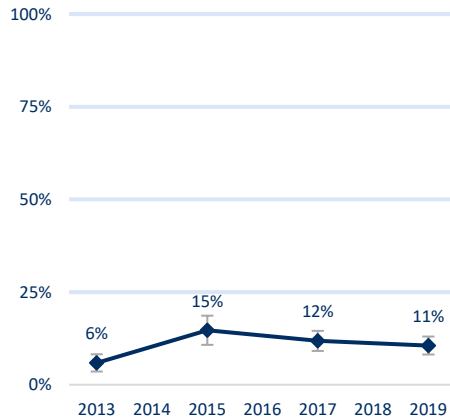
Research with Faculty
(Done or in progress)
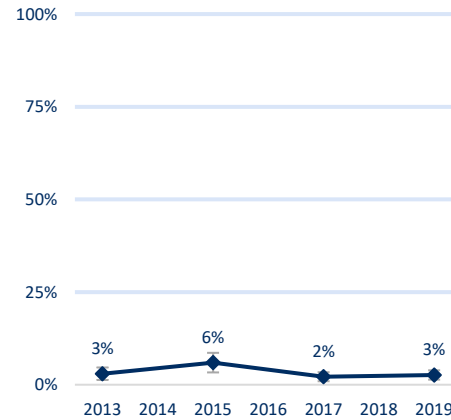
Internship/Field Experience
(Plan to do)
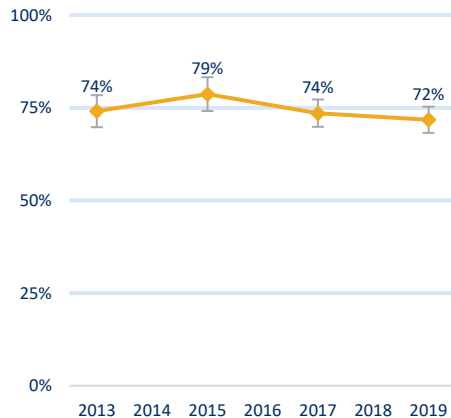
Study Abroad
(Plan to do)
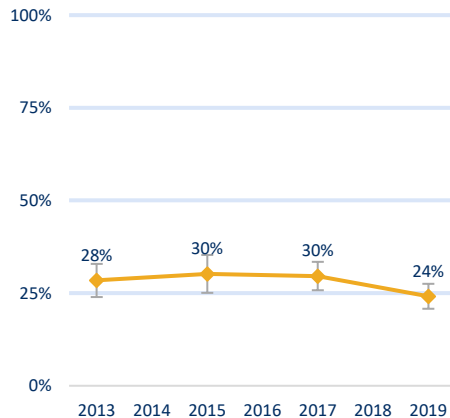
Culminating Senior Experience
(Plan to do)
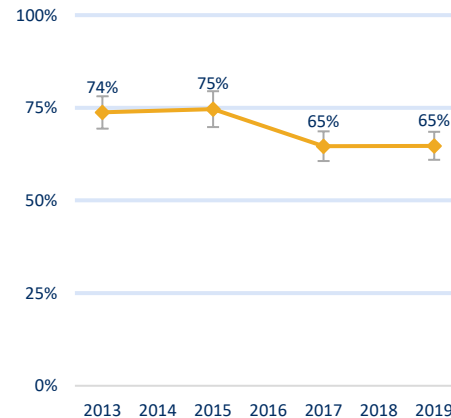
Overall first-year HIP participation

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.
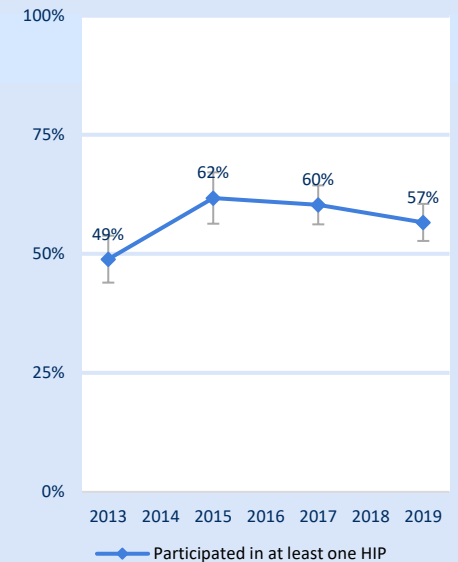
Participated in at least one HIP

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)
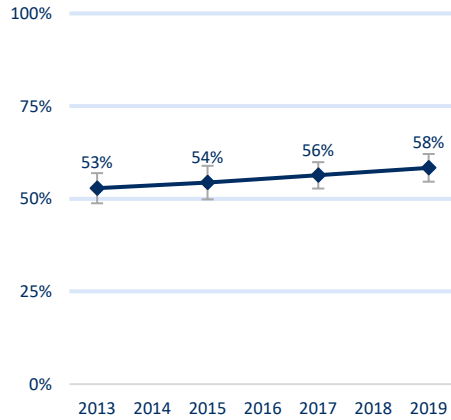
Learning Community
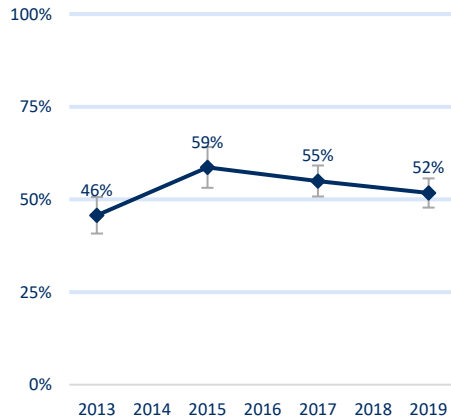**(Done or in progress)**
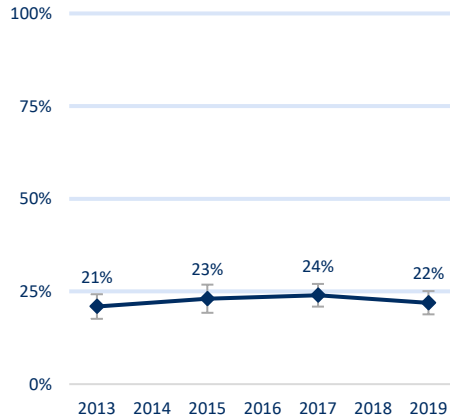
Research with Faculty
(Done or in progress)
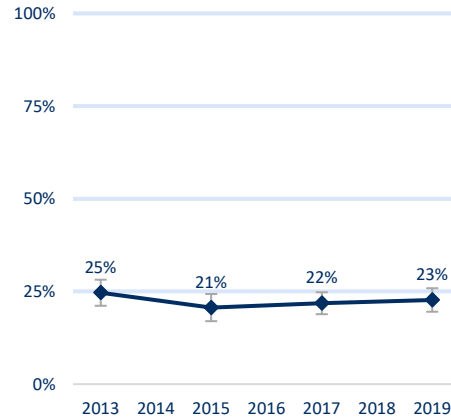
Internship/Field Experience
(Done or in progress)
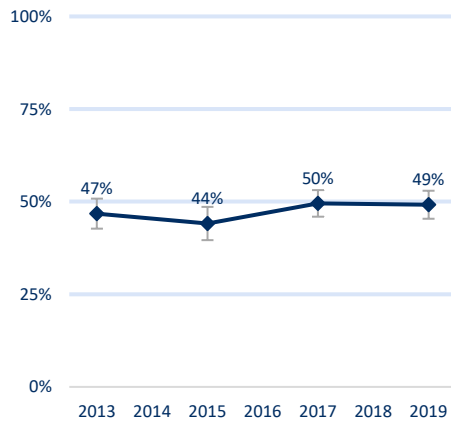
Study Abroad
(Done or in progress)
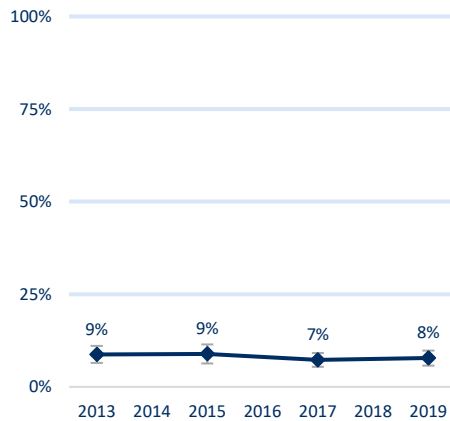
Culminating Senior Experience
(Done or in progress)
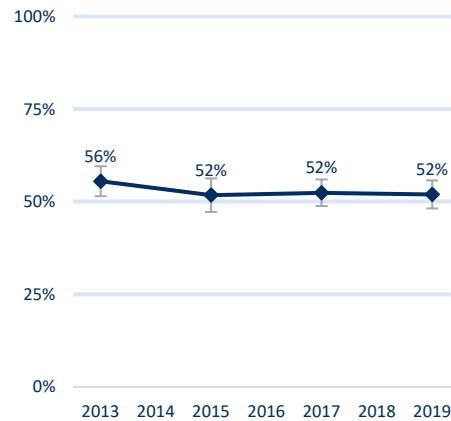
Overall senior HIP participation

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.
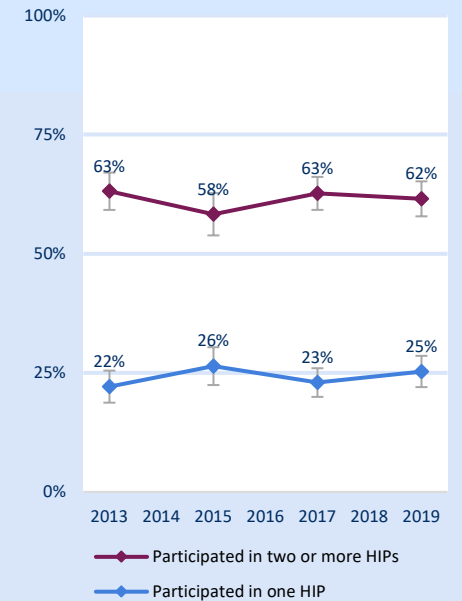
— Participated in two or more HIPs
— Participated in one HIP

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 2019 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
University of North Dakota

|		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	Mean	**36.6**		**37.3**		**35.2**		**36.2**		**39.9**		**40.3**		**37.8**		**38.1**	
	n	418		330		588		642		593		480		794		682	
	SD	13.4		13.3		12.2		11.9		13.7		12.8		13.7		13.3	
	SE	.66		.73		.50		.47		.56		.59		.49		.51	
	CI upper bound	37.9		38.7		36.2		37.1		41.0		41.4		38.8		39.1	
	CI lower bound	35.3		35.8		34.2		35.3		38.8		39.1		36.9		37.1	
Reflective & Integrative Learning	Mean	**33.6**		**33.2**		**31.9**		**31.9**		**37.2**		**35.8**		**35.6**		**34.7**	
	n	425		339		606		663		617		498		803		707	
	SD	11.9		12.8		10.8		10.3		12.9		12.9		12.3		12.2	
	SE	.58		.70		.44		.40		.52		.58		.43		.46	
	CI upper bound	34.8		34.6		32.7		32.7		38.2		36.9		36.4		35.6	
	CI lower bound	32.5		31.9		31.0		31.1		36.2		34.6		34.7		33.8	
Learning Strategies	Mean	**37.4**		**36.7**		**35.3**		**35.0**		**37.5**		**38.7**		**37.0**		**35.8**	
	n	389		309		545		626		578		464		747		672	
	SD	13.9		15.0		13.3		13.3		14.9		14.9		14.4		14.5	
	SE	.70		.86		.57		.53		.62		.69		.53		.56	
	CI upper bound	38.8		38.4		36.5		36.0		38.7		40.0		38.0		36.9	
	CI lower bound	36.1		35.0		34.2		34.0		36.3		37.3		36.0		34.7	
Quantitative Reasoning	Mean	**27.6**		**28.8**		**27.3**		**27.6**		**31.5**		**32.5**		**31.6**		**30.2**	
	n	416		334		588		632		603		491		780		679	
	SD	15.3		14.9		13.4		13.7		16.9		17.0		15.7		15.7	
	SE	.75		.82		.55		.54		.69		.77		.56		.60	
	CI upper bound	29.1		30.4		28.4		28.7		32.8		34.0		32.7		31.4	
	CI lower bound	26.2		27.2		26.2		26.5		30.1		31.0		30.5		29.0	
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean	**14.0**		**13.1**		**14.9**		**14.3**		**15.8**		**16.4**		**15.9**		**15.6**	
	n	376		291		536		612		556		450		719		665	
	SD	8.1		7.8		7.6		7.7		9.1		9.1		9.2		9.0	
	SE	.42		.46		.33		.31		.39		.43		.34		.35	
	CI upper bound	14.8		14.0		15.5		14.9		16.6		17.3		16.6		16.3	
	CI lower bound	13.2		12.2		14.2		13.7		15.1		15.6		15.2		14.9	
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	Mean	**5.8**		**5.7**		**6.1**		**5.7**		**6.9**		**7.6**		**7.1**		**6.9**	
	n	372		285		528		610		552		446		713		657	
	SD	4.8		5.5		5.1		5.1		6.0		6.5		6.4		6.2	
	SE	.25		.32		.22		.21		.25		.31		.24		.24	
	CI upper bound	6.3		6.3		6.6		6.1		7.4		8.2		7.5		7.3	
	CI lower bound	5.3		5.0		5.7		5.3		6.4		7.0		6.6		6.4	

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
Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*	**41.2**		**49.8**		**66.6**		**56.0**		**75.4**		**75.8**		**75.7**		**71.6**	
Estimated number of pages	*n*	355		289		551		631		528		438		739		667	
calculated from three survey	*SD*	44.4		54.6		69.9		67.2		81.1		74.5		86.9		89.6	
questions.	*SE*	2.35		3.21		2.98		2.68		3.53		3.56		3.20		3.47	
	CI upper bound	45.8		56.1		72.4		61.2		82.3		82.7		82.0		78.4	
	CI lower bound	36.6		43.5		60.7		50.7		68.5		68.8		69.4		64.8	
Course Challenge	*Mean*	**5.5**		**5.4**		**5.2**		**5.3**		**5.5**		**5.7**		**5.5**		**5.5**	
Extent to which courses challenged	*n*	396		311		550		626		583		476		748		672	
students to do their best work (1 =	*SD*	1.1		1.1		1.3		1.2		1.2		1.1		1.2		1.2	
"Not at all" to 7 = "Very much").	*SE*	.06		.06		.05		.05		.05		.05		.05		.05	
	CI upper bound	5.6		5.5		5.3		5.4		5.6		5.8		5.6		5.6	
	CI lower bound	5.4		5.3		5.1		5.2		5.4		5.6		5.4		5.4	
Academic Emphasis	*Mean*	**3.0**		**3.1**		**3.0**		**3.0**		**3.1**		**3.1**		**3.1**		**3.0**	
Perceived institutional emphasis on	*n*	375		295		540		617		561		458		730		668	
spending significant time studying	*SD*	0.7		0.8		0.7		0.7		0.8		0.8		0.8		0.8	
and on academic work (1 = "Very	*SE*	.04		.05		.03		.03		.03		.04		.03		.03	
little," 2 = "Some," 3 = "Quite a bit,"	*CI upper bound*	3.1		3.2		3.0		3.0		3.2		3.2		3.1		3.0	
and 4 = "Very much").	*CI lower bound*	3.0		3.0		2.9		2.9		3.0		3.1		3.0		2.9	
Learning with Peers																	
Collaborative Learning	*Mean*	**32.6**		**33.9**		**35.0**		**35.1**		**31.8**		**32.5**		**32.6**		**31.6**	
	n	426		350		611		679		622		510		820		724	
	SD	13.3		14.0		13.4		12.9		14.8		15.6		15.3		16.3	
	SE	.64		.75		.54		.50		.59		.69		.53		.60	
	CI upper bound	33.9		35.4		36.1		36.1		33.0		33.9		33.6		32.8	
	CI lower bound	31.3		32.4		33.9		34.2		30.7		31.2		31.5		30.4	
Discussions with Diverse Others	*Mean*	**36.7**		**36.1**		**35.5**		**35.3**		**36.8**		**36.5**		**35.6**		**35.0**	
	n	393		311		548		626		580		468		751		670	
	SD	14.5		15.0		13.8		14.8		16.1		16.2		15.8		15.5	
	SE	.73		.85		.59		.59		.67		.75		.58		.60	
	CI upper bound	38.2		37.8		36.7		36.5		38.1		38.0		36.8		36.2	
	CI lower bound	35.3		34.4		34.4		34.2		35.5		35.1		34.5		33.8	

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).

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*	**18.0**		**20.9**		**19.9**		**21.3**		**22.8**		**22.8**		**22.9**		**22.3**	
	n	419		338		595		651		608		488		795		694	
	SD	12.6		14.5		13.1		12.9		15.5		15.6		15.4		15.6	
	SE	.62		.79		.54		.51		.63		.71		.55		.59	
	CI upper bound	19.3		22.4		21.0		22.3		24.0		24.2		24.0		23.5	
	CI lower bound	16.8		19.3		18.9		20.4		21.5		21.4		21.8		21.1	
Effective Teaching Practices	*Mean*	**38.2**		**37.4**		**36.2**		**35.5**		**38.8**		**39.6**		**37.2**		**38.1**	
	n	423		337		594		644		605		493		794		686	
	SD	13.1		13.1		12.0		12.5		13.3		12.8		12.7		12.9	
	SE	.64		.72		.49		.49		.54		.58		.45		.49	
	CI upper bound	39.4		38.8		37.2		36.4		39.9		40.7		38.1		39.1	
	CI lower bound	36.9		36.0		35.3		34.5		37.7		38.5		36.4		37.2	
Campus Environment																	
Quality of Interactions	*Mean*	**39.5**		**41.4**		**41.6**		**42.3**		**41.0**		**41.6**		**40.3**		**41.8**	
	n	380		305		528		599		549		447		692		618	
	SD	11.7		12.1		10.5		10.3		10.7		11.0		11.4		11.7	
	SE	.60		.69		.46		.42		.46		.52		.43		.47	
	CI upper bound	40.7		42.7		42.5		43.1		41.9		42.6		41.1		42.7	
	CI lower bound	38.3		40.0		40.7		41.4		40.1		40.6		39.4		40.9	
Supportive Environment	*Mean*	**34.7**		**36.1**		**32.7**		**32.2**		**31.9**		**31.3**		**29.0**		**29.1**	
	n	372		291		537		615		550		450		720		664	
	SD	12.7		13.3		11.7		12.1		13.5		13.3		12.7		12.9	
	SE	.66		.78		.50		.49		.58		.63		.47		.50	
	CI upper bound	36.0		37.6		33.7		33.2		33.0		32.5		30.0		30.0	
	CI lower bound	33.4		34.6		31.7		31.3		30.8		30.1		28.1		28.1	

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

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		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%	46		59		55		52		53		54		56		58	
	n	394		307		545		619		580		466		747		669	
	SE	2.5		2.8		2.1		2.0		2.1		2.3		1.8		1.9	
	CI upper bound (%)	51		64		59		56		57		59		60		62	
	CI lower bound (%)	41		53		51		48		49		50		53		55	
Learning Community[a]	%	6		15		12		11		21		23		24		22	
	n	393		312		547		619		579		473		749		670	
	SE	1.2		2.0		1.4		1.2		1.7		1.9		1.6		1.6	
	CI upper bound (%)	8		19		15		13		24		27		27		25	
	CI lower bound (%)	4		11		9		8		18		19		21		19	
Research with Faculty[a]	%	3		6		2		3		25		21		22		23	
	n	389		309		549		622		578		469		747		670	
	SE	0.9		1.3		0.6		0.6		1.8		1.9		1.5		1.6	
	CI upper bound (%)	5		9		3		4		28		24		25		26	
	CI lower bound (%)	1		3		1		1		21		17		19		20	
Internship or Field Experience[b] (First-year results: Plan to do)	%	74		79		74		72		47		44		50		49	
	n	395		311		550		622		583		471		746		672	
	SE	2.2		2.3		1.9		1.8		2.1		2.3		1.8		1.9	
	CI upper bound (%)	78		83		77		75		51		49		53		53	
	CI lower bound (%)	70		74		70		68		43		40		46		45	
Study Abroad[b] (First-year results: Plan to do)	%	28		30		30		24		9		9		7		8	
	n	391		311		546		622		583		471		749		672	
	SE	2.3		2.6		2.0		1.7		1.2		1.3		1.0		1.0	
	CI upper bound (%)	33		35		33		28		11		11		9		10	
	CI lower bound (%)	24		25		26		21		6		6		5		6	
Culminating Senior Experience[b] (First-year results: Plan to do)	%	74		75		65		65		56		52		52		52	
	n	391		312		548		615		581		471		745		671	
	SE	2.2		2.5		2.0		1.9		2.1		2.3		1.8		1.9	
	CI upper bound (%)	78		79		69		69		60		56		56		56	
	CI lower bound (%)	69		70		61		61		51		47		49		48	
Overall HIP Participation[c]																	
Participated in one HIP	%	44		48		53		50		22		26		23		25	
	n	396		312		550		623		585		474		751		675	
	SE	2.5		2.8		2.1		2.0		1.7		2.0		1.5		1.7	
	CI upper bound (%)	49		54		57		54		25		30		26		29	
	CI lower bound (%)	39		43		49		46		19		22		20		22	
Participated in two or more HIPs	%	5		13		7		7		63		58		63		62	
	n	396		312		550		623		585		474		751		675	
	SE	1.1		1.9		1.1		1.0		2.0		2.3		1.8		1.9	
	CI upper bound (%)	7		17		10		9		67		63		66		65	
	CI lower bound (%)	3		9		5		5		59		54		59		58	

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p * (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 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.