

---

# **NSSE 2025**

## **Multi-Year Report**

Northern Kentucky University

---

### About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

### Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

### Interpreting year-to-year results

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

### For further investigation

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

# NSSE 2025 Multi-Year Report

## Administration Summaries

### Northern Kentucky 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

Year	First-year students					Seniors				
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013										
2014										
2015	18%	+/- 3.8%	551	446	105	28%	+/- 3.0%	770	674	96
2016										
2017										
2018	24%	+/- 3.8%	522	389	133	34%	+/- 3.5%	505	428	77
2019										
2020										
2021										
2022	27%	+/- 3.7%	508	375	133	20%	+/- 6.0%	210	175	35
2023										
2024										
2025	22%	+/- 4.7%	337	239	98	18%	+/- 4.5%	390	308	82

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Diverse Perspectives, Kentucky Council on Postsecondary Education		Yes	No
2016							
2017							
2018	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	Yes	No
2019							
2020							
2021							
2022	Email	Census	Yes	FY Experiences & Sr Transitions, Honors Education Consortium	No	Yes	Yes
2023							
2024							
2025	Email	Census	Yes	Academic Advising, Information Literacy	No	Yes	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. When applied, results will be unweighted.

# NSSE 2025 Multi-Year Report

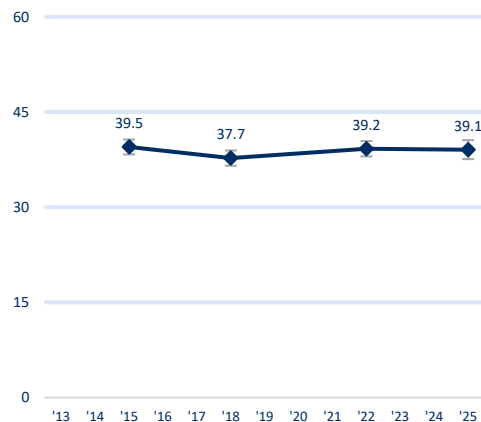
## Engagement Results by Theme

### Northern Kentucky University

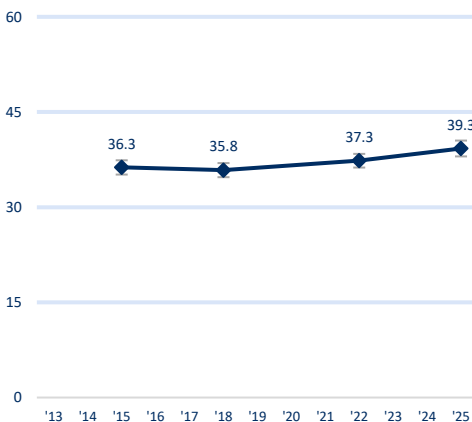
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

#### Academic Challenge: First-year students

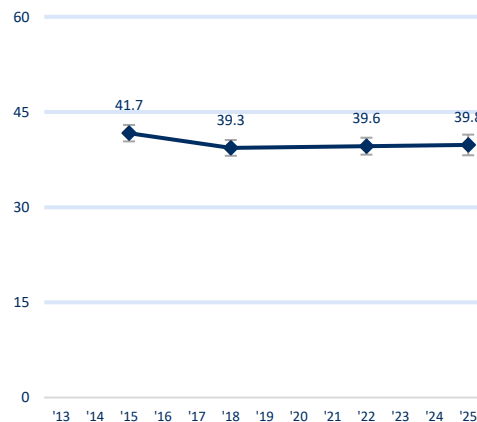
##### Higher-Order Learning



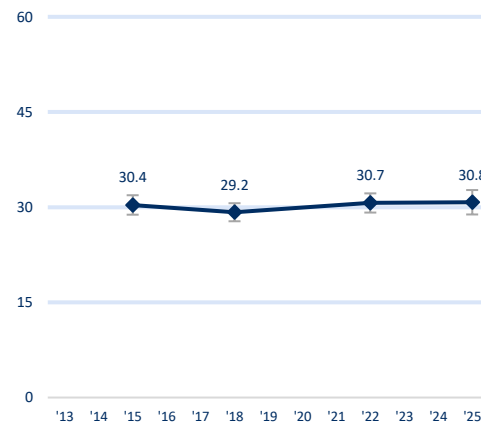
##### Reflective & Integrative Learning



##### Learning Strategies

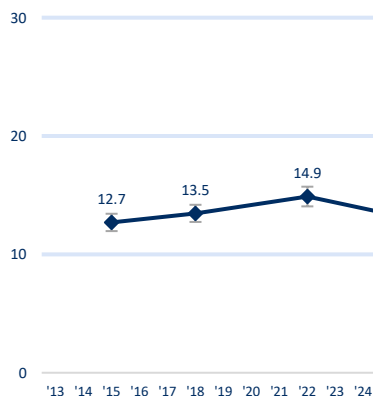


##### Quantitative Reasoning

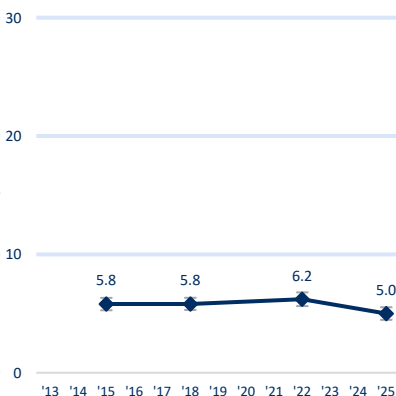


#### Academic Challenge (additional items): First-year students

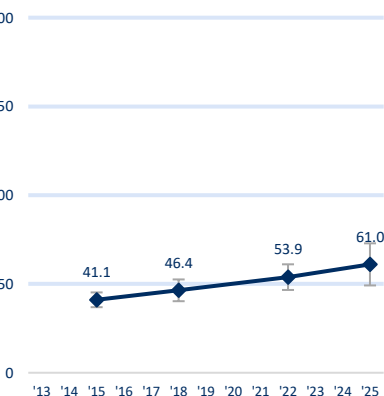
##### Preparing for Class (hrs/wk)



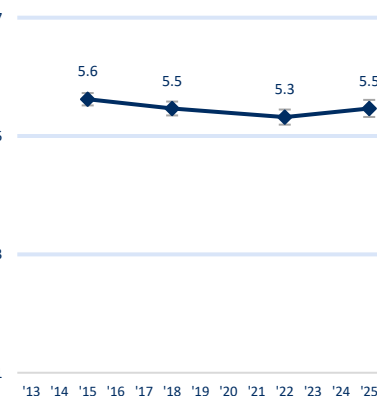
##### Course Reading (hrs/wk)<sup>a</sup>



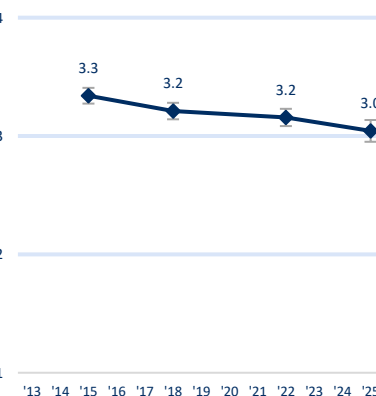
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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").

# NSSE 2025 Multi-Year Report

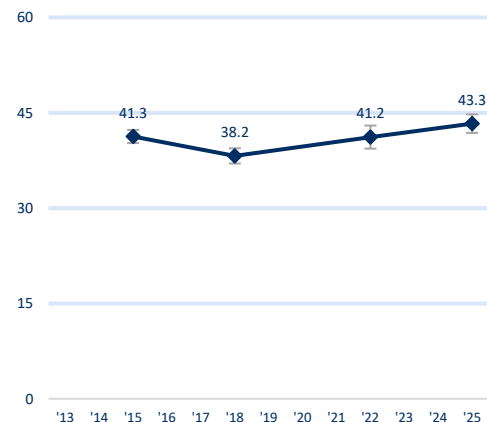
## Engagement Results by Theme

### Northern Kentucky University

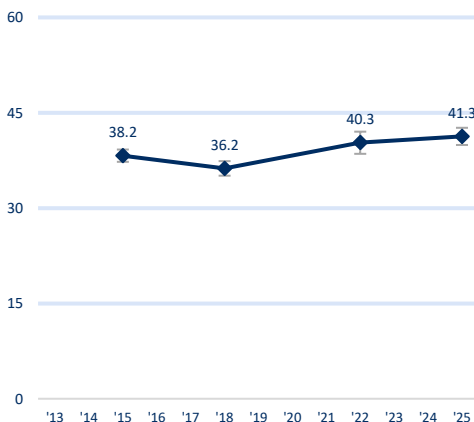
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

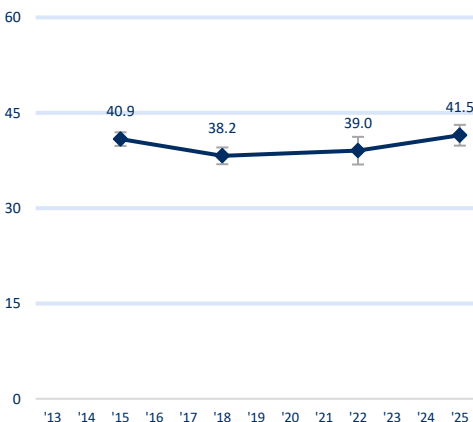
##### Higher-Order Learning



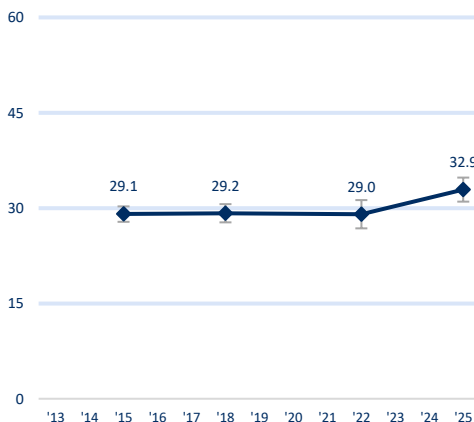
##### Reflective & Integrative Learning



##### Learning Strategies

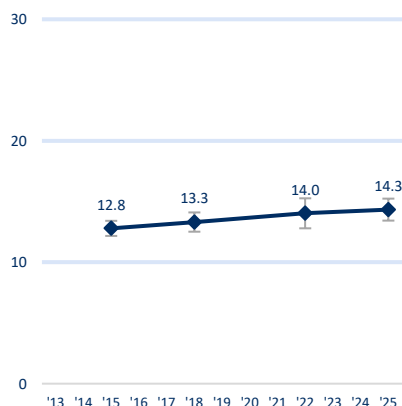


##### Quantitative Reasoning

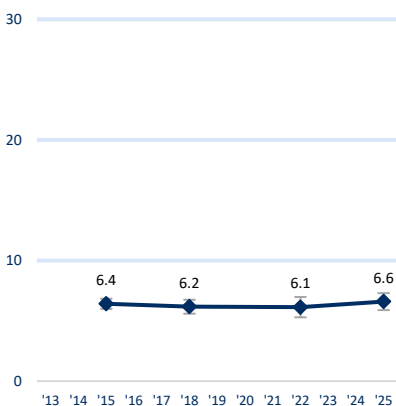


#### Academic Challenge (additional items): Seniors

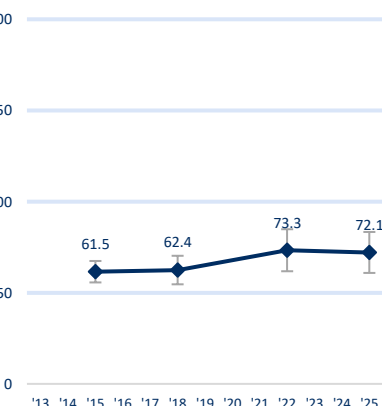
##### Preparing for Class (hrs/wk)



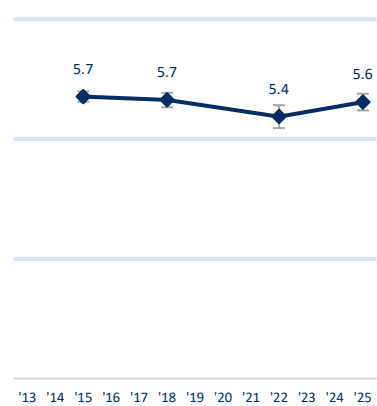
##### Course Reading (hrs/wk)<sup>a</sup>



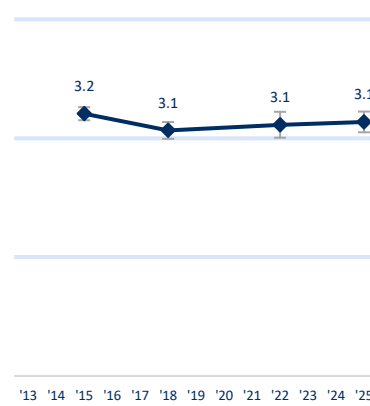
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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").

# NSSE 2025 Multi-Year Report

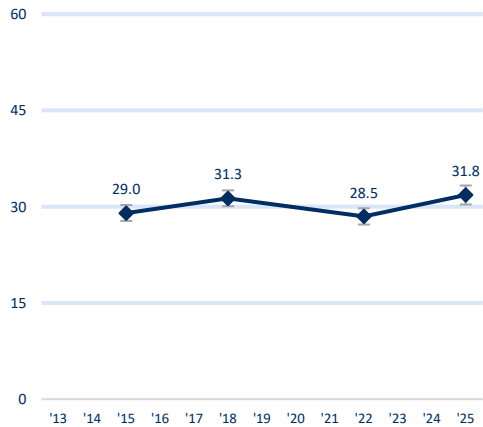
## Engagement Results by Theme

### Northern Kentucky University

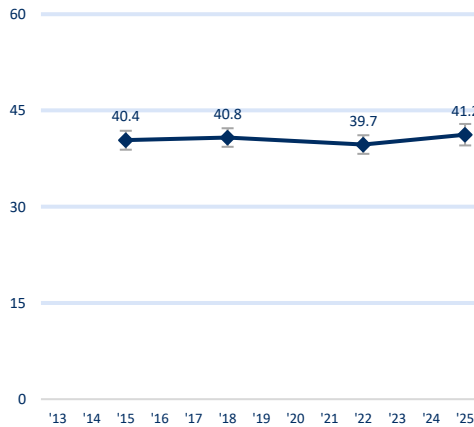
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning With Peers: First-year students

##### Collaborative Learning

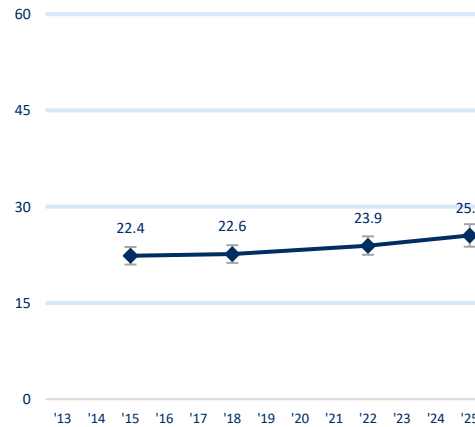


##### Discussions With Diverse Others

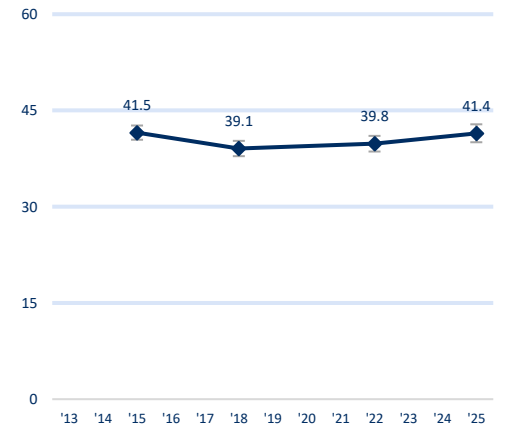


#### Experiences With Faculty: First-year students

##### Student-Faculty Interaction

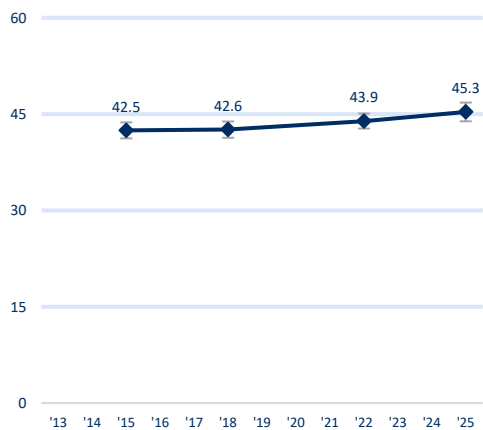


##### Effective Teaching Practices

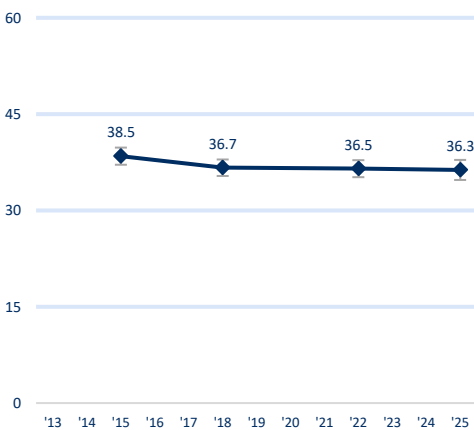


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



# NSSE 2025 Multi-Year Report

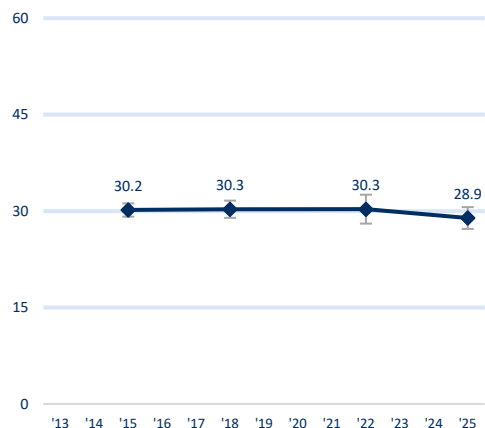
## Engagement Results by Theme

### Northern Kentucky University

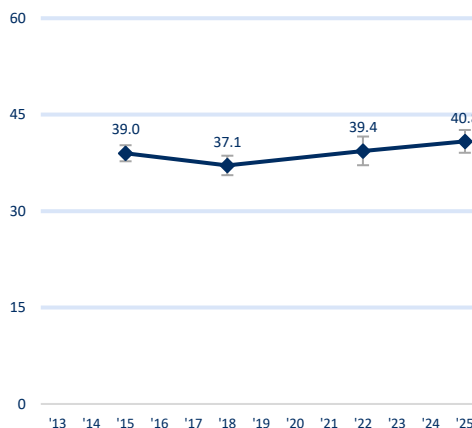
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning With Peers: Seniors

##### Collaborative Learning

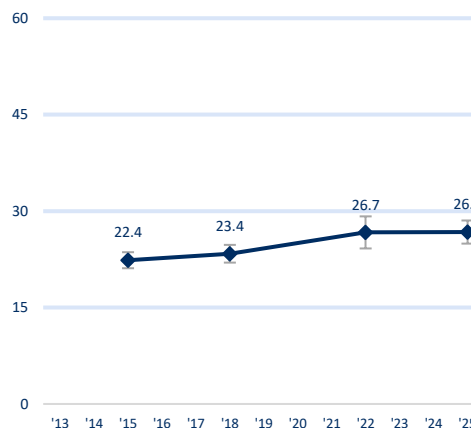


##### Discussions With Diverse Others

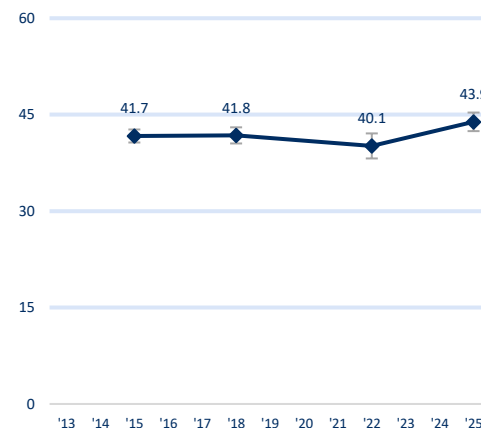


#### Experiences With Faculty: Seniors

##### Student-Faculty Interaction

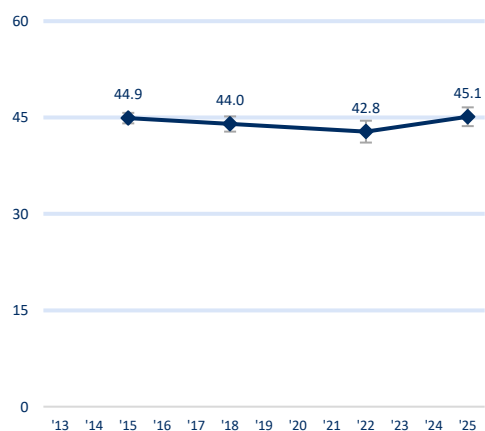


##### Effective Teaching Practices

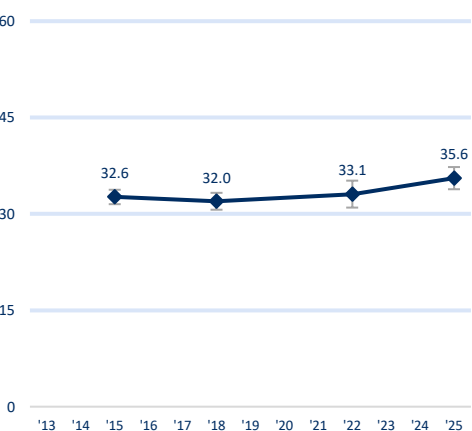


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment



# NSSE 2025 Multi-Year Report

## High-Impact Practices

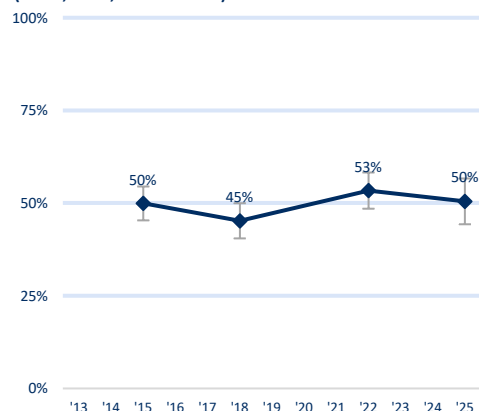
### Northern Kentucky University

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

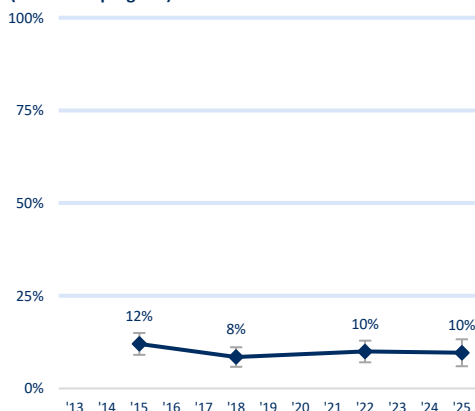
##### Service-Learning

(Some, most, or all courses)



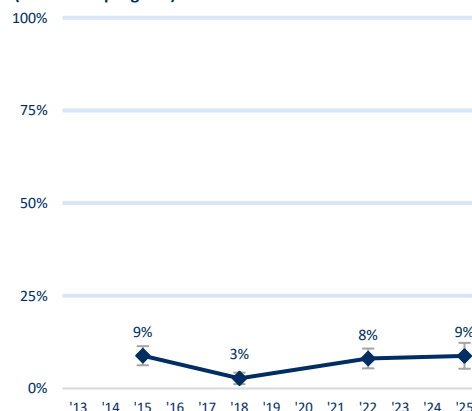
##### Learning Community

(Done or in progress)



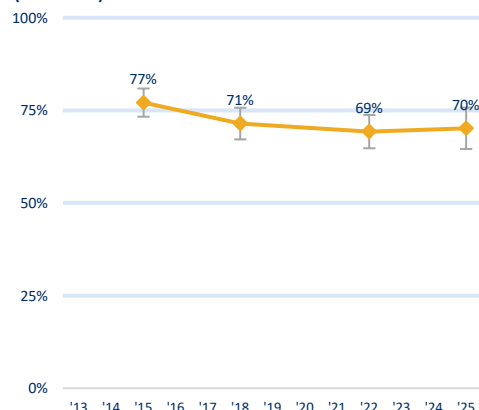
##### Research With Faculty

(Done or in progress)



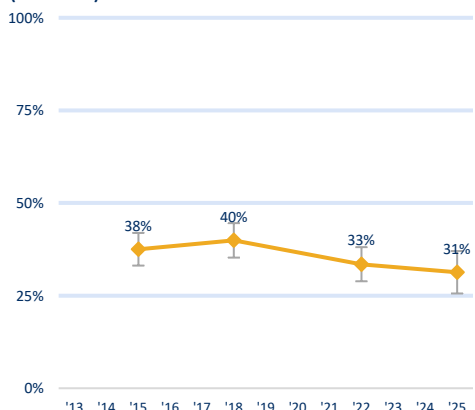
##### Internship/Field Experience

(Plan to do)



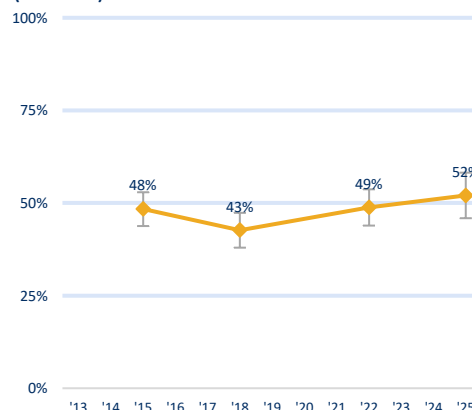
##### Study Abroad

(Plan to do)



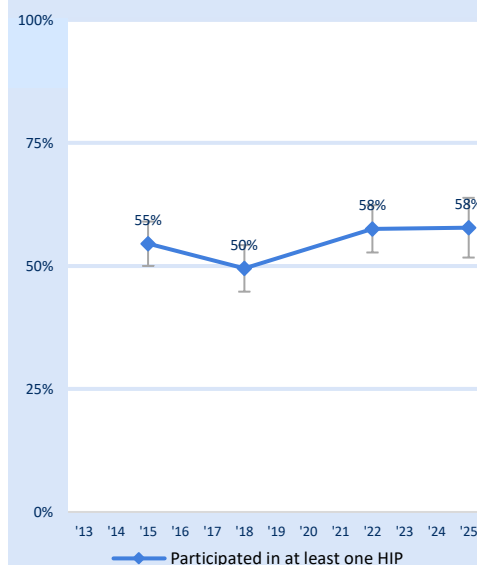
##### Culminating Senior Experience

(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.

# NSSE 2025 Multi-Year Report

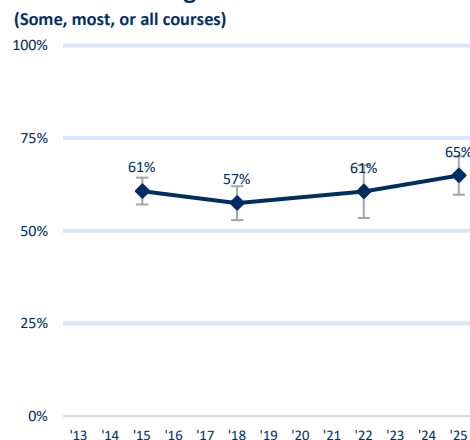
## High-Impact Practices

### Northern Kentucky University

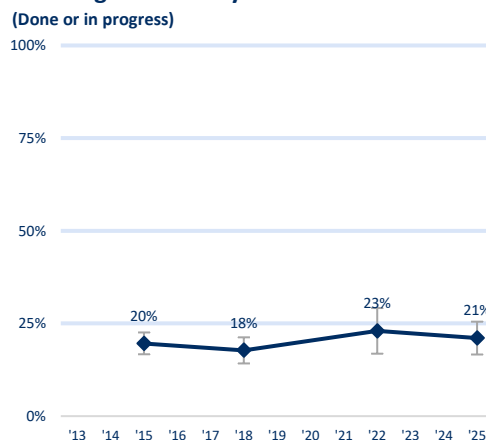
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

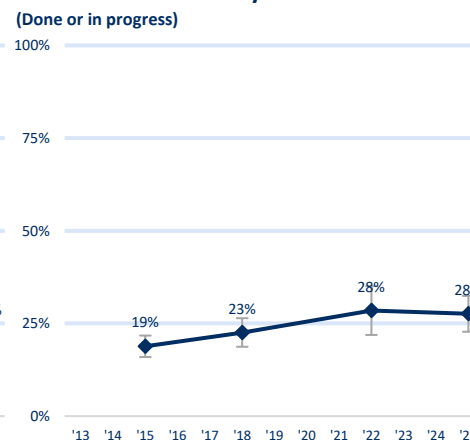
##### Service-Learning (Some, most, or all courses)



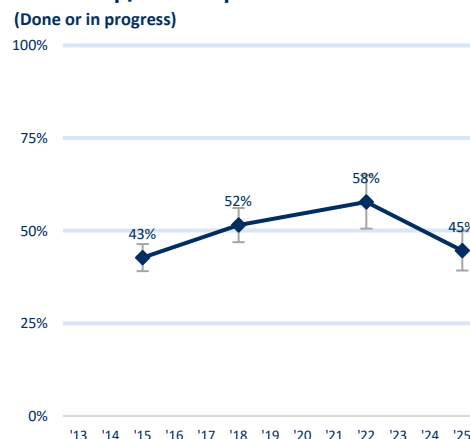
##### Learning Community (Done or in progress)



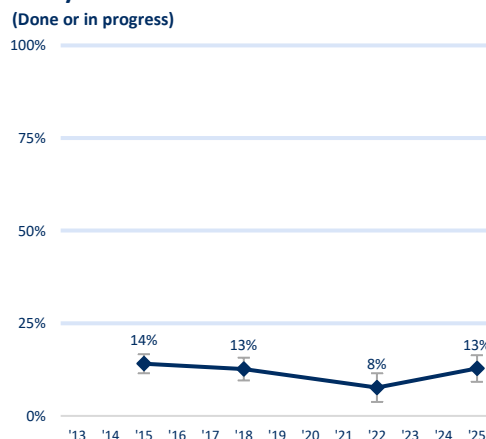
##### Research With Faculty (Done or in progress)



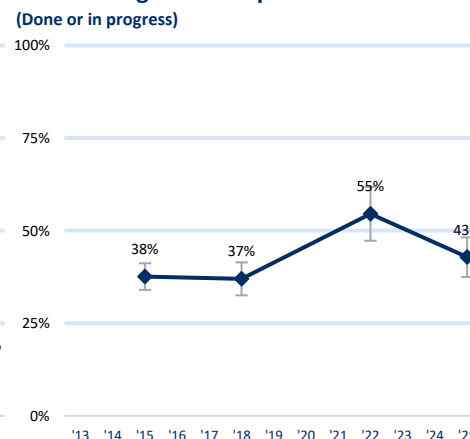
##### Internship/Field Experience (Done or in progress)



##### Study Abroad (Done or in progress)

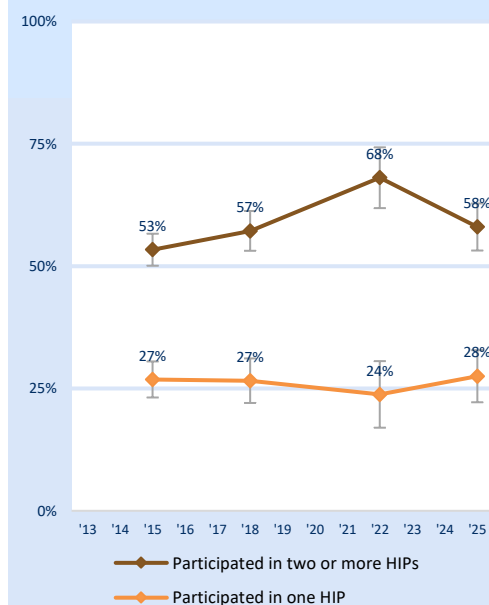


##### Culminating Senior Experience (Done or in progress)



#### 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 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Northern Kentucky University

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25		
Academic Challenge																													
Higher-Order Learning	Mean			39.5			37.7				39.2			39.1			41.3			38.2			41.2			43.3			
	n			480			452				426			272			710			459			191			342			
	SD			13.2			13.0				12.8			12.6			14.0			13.1			12.8			13.8			
	SE			.60			.61				.62			.76			.53			.61			.93			.75			
	CI up bnd			40.7			38.9				40.4			40.6			42.3			39.4			43.0			44.8			
	CI low bnd			38.3			36.5				38.0			37.6			40.2			37.0			39.4			41.8			
Reflective & Integrative Learning	Mean			36.3			35.8				37.3			39.3			38.2			36.2			40.3			41.3			
	n			499			476				455			305			730			476			201			369			
	SD			12.8			12.4				11.7			11.1			13.3			12.7			12.6			13.2			
	SE			.58			.57				.55			.64			.49			.58			.89			.69			
	CI up bnd			37.4			37.0				38.4			40.5			39.2			37.4			42.0			42.6			
	CI low bnd			35.1			34.7				36.2			38.0			37.3			35.1			38.5			39.9			
Learning Strategies	Mean			41.7			39.3				39.6			39.8			40.9			38.2			39.0			41.5			
	n			461			428				403			263			685			454			182			329			
	SD			14.2			13.1				13.7			13.5			14.3			14.3			15.0			15.2			
	SE			.66			.63				.68			.83			.55			.67			1.11			.84			
	CI up bnd			43.0			40.6				40.9			41.4			41.9			39.5			41.2			43.1			
	CI low bnd			40.4			38.1				38.3			38.2			39.8			36.9			36.9			39.8			
Quantitative Reasoning	Mean			30.4			29.2				30.7			30.8			29.1			29.2			29.0			32.9			
	n			485			434				413			266			724			458			188			332			
	SD			17.2			15.1				15.7			16.0			16.7			15.7			15.6			17.6			
	SE			.78			.73				.77			.98			.62			.73			1.13			.97			
	CI up bnd			31.9			30.6				32.2			32.7			30.3			30.6			31.3			34.8			
	CI low bnd			28.8			27.8				29.1			28.9			27.8			27.8			26.8			31.0			
Academic Challenge (additional items)																													
Preparing for Class (hours/week)	Mean			12.7			13.5				14.9			13.4			12.8			13.3			14.0			14.3			
	n			440			416				400			251			673			444			181			323			
	SD			7.8			7.5				8.5			7.4			8.2			8.5			8.5			8.3			
	SE			.37			.37				.42			.47			.32			.40			.63			.46			
	CI up bnd			13.4			14.2				15.7			14.3			13.4			14.1			15.3			15.2			
	CI low bnd			12.0			12.7				14.1			12.5			12.2			12.5			12.8			13.4			
Course Est. hrs per week calculated from two items.	Mean			5.8			5.8				6.2			5.0			6.4			6.2			6.1			6.6			
	n			433			414				395			248			660			441			181			320			
	SD			5.6			5.3				5.8			4.3			5.5			6.2			5.8			6.4			
	SE			.27			.26				.29			.27			.21			.29			.43			.36			
	CI up bnd			6.3			6.3				6.8			5.5			6.8			6.7			7.0			7.3			
	CI low bnd			5.3			5.3				5.6			4.5			6.0			5.6			5.3			5.9			

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 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Northern Kentucky University

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge (additional items, continued)																											
Assigned Writing	Mean			41.1		46.4					53.9			61.0				61.5		62.4			73.3			72.1	
Est. no. of pages calculated from three survey questions.	n			446		439					408			264				644		456			184			332	
	SD			44.8		65.5					74.4			98.2				76.2		85.3			79.8			104.5	
	SE			2.12		3.13					3.69			6.05				3.00		3.99			5.88			5.73	
	CI up bnd			45.3		52.6					61.1			72.9				67.4		70.3			84.8			83.3	
	CI low bnd			36.9		40.3					46.6			49.2				55.7		54.6			61.8			60.9	
Course Challenge	Mean			5.6		5.5					5.3			5.5				5.7		5.7			5.4			5.6	
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	n			468		431					403			259				703		453			181			332	
	SD			1.2		1.2					1.3			1.2				1.2		1.3			1.3			1.3	
	SE			.05		.06					.07			.07				.04		.06			.10			.07	
	CI up bnd			5.7		5.6					5.4			5.6				5.8		5.8			5.6			5.8	
	CI low bnd			5.5		5.3					5.2			5.3				5.6		5.5			5.2			5.5	
Academic Emphasis	Mean			3.3		3.2					3.2			3.0				3.2		3.1			3.1			3.1	
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	n			443		417					401			252				677		451			181			323	
	SD			0.7		0.7					0.7			0.7				0.7		0.8			0.7			0.8	
	SE			.03		.04					.04			.05				.03		.04			.06			.04	
	CI up bnd			3.4		3.3					3.2			3.1				3.3		3.1			3.2			3.2	
	CI low bnd			3.3		3.1					3.1			3.0				3.2		3.0			3.0			3.0	
Learning With Peers																											
Collaborative Learning	Mean			29.0		31.3					28.5			31.8				30.2		30.3			30.3			28.9	
	n			515		506					481			329				744		493			204			378	
	SD			14.4		14.2					14.2			13.7				14.3		15.2			16.4			16.8	
	SE			.63		.63					.65			.76				.53		.68			1.15			.86	
	CI up bnd			30.3		32.5					29.8			33.3				31.2		31.6			32.6			30.6	
	CI low bnd			27.8		30.1					27.2			30.3				29.1		29.0			28.1			27.2	
Discussions With Diverse Others	Mean			40.4		40.8					39.7			41.2				39.0		37.1			39.4			40.8	
	n			467		434					410			266				687		456			183			333	
	SD			16.3		15.4					15.0			13.9				16.7		16.5			15.4			16.5	
	SE			.75		.74					.74			.85				.64		.77			1.14			.90	
	CI up bnd			41.8		42.2					41.1			42.9				40.2		38.6			41.6			42.6	
	CI low bnd			38.9		39.3					38.2			39.6				37.8		35.6			37.1			39.1	

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

# NSSE 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Northern Kentucky University

		First-year students													Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Experiences with Faculty																											
Student-Faculty Interaction	Mean			22.4			22.6				23.9			25.5			22.4			23.4			26.7			26.7	
	n			488			469				435			290			713			467			195			353	
	SD			15.5			15.3				15.3			15.3			17.0			15.2			17.8			17.3	
	SE			.70			.71				.73			.90			.64			.70			1.27			.92	
	CI up bnd			23.7			24.0				25.4			27.3			23.6			24.7			29.2			28.5	
	CI low bnd			21.0			21.2				22.5			23.8			21.1			22.0			24.2			24.9	
Effective Teaching Practices	Mean			41.5			39.1				39.8			41.4			41.7			41.8			40.1			43.9	
	n			493			447				427			273			730			463			190			345	
	SD			12.6			12.9				12.9			11.8			13.9			13.8			13.7			13.7	
	SE			.57			.61				.62			.71			.52			.64			.99			.74	
	CI up bnd			42.7			40.3				41.0			42.8			42.7			43.0			42.1			45.3	
	CI low bnd			40.4			37.9				38.6			40.0			40.7			40.5			38.2			42.4	
Campus Environment																											
Quality of Interactions	Mean			42.5			42.6				43.9			45.3			44.9			44.0			42.8			45.1	
	n			429			392				365			236			651			414			168			287	
	SD			13.1			12.8				11.4			11.4			10.6			12.3			11.3			12.6	
	SE			.63			.65				.60			.74			.42			.60			.87			.74	
	CI up bnd			43.7			43.8				45.1			46.8			45.7			45.2			44.5			46.6	
	CI low bnd			41.2			41.3				42.8			43.9			44.1			42.8			41.1			43.7	
Supportive Environment	Mean			38.5			36.7				36.5			36.3			32.6			32.0			33.1			35.6	
	n			442			420				400			249			664			442			180			323	
	SD			14.3			13.4				13.5			12.6			14.7			14.1			14.3			15.8	
	SE			.68			.65				.67			.80			.57			.67			1.07			.88	
	CI up bnd			39.8			37.9				37.8			37.9			33.8			33.3			35.2			37.3	
	CI low bnd			37.1			35.4				35.2			34.7			31.5			30.7			31.0			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).

# NSSE 2025 Multi-Year Report

## Detailed Statistics: High-Impact Practices

### Northern Kentucky University

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Service-Learning <sup>a</sup>	%			50			45				53			50			61			57			61			65	
	<i>n</i>			461			423				402			252			699			451			181			327	
	<i>SE</i>			2.3			2.4				2.5			3.2			1.8			2.3			3.6			2.6	
	<i>CI up bnd</i>			54			50				58			57			64			62			68			70	
	<i>CI low bnd</i>			45			40				48			44			57			53			53			60	
Learning Community <sup>a</sup>	%			12			8				10			10			20			18			23			21	
	<i>n</i>			468			429				405			254			701			452			180			327	
	<i>SE</i>			1.5			1.3				1.5			1.9			1.5			1.8			3.1			2.3	
	<i>CI up bnd</i>			15			11				13			13			23			21			29			25	
	<i>CI low bnd</i>			9			6				7			6			17			14			17			17	
Research With Faculty <sup>a</sup>	%			9			3				8			9			19			23			28			28	
	<i>n</i>			466			425				403			255			699			453			181			329	
	<i>SE</i>			1.3			0.8				1.4			1.8			1.5			2.0			3.4			2.5	
	<i>CI up bnd</i>			11			4				11			12			22			26			35			32	
	<i>CI low bnd</i>			6			1				5			5			16			19			22			23	
Internship or Field Experience <sup>b</sup> (FY results: Plan to do)	%			77			71				69			70			43			52			58			45	
	<i>n</i>			468			431				406			259			704			453			181			329	
	<i>SE</i>			1.9			2.2				2.3			2.8			1.9			2.4			3.7			2.7	
	<i>CI up bnd</i>			81			76				74			76			46			56			65			50	
	<i>CI low bnd</i>			73			67				65			65			39			47			51			39	
Study Abroad <sup>b</sup> (FY results: Plan to do)	%			38			40				33			31			14			13			8			13	
	<i>n</i>			466			426				405			253			703			453			181			332	
	<i>SE</i>			2.2			2.4				2.3			2.9			1.3			1.6			2.0			1.8	
	<i>CI up bnd</i>			42			45				38			37			17			16			12			16	
	<i>CI low bnd</i>			33			35				29			26			12			10			4			9	
Culminating Senior Experience <sup>b</sup> (FY results: Plan to do)	%			48			43				49			52			38			37			55			43	
	<i>n</i>			463			426				402			255			698			453			181			330	
	<i>SE</i>			2.3			2.4				2.5			3.1			1.8			2.3			3.7			2.7	
	<i>CI up bnd</i>			53			47				54			58			41			41			62			48	
	<i>CI low bnd</i>			44			38				44			46			34			33			47			37	
Overall HIP Participation <sup>c</sup>																											
Participated in one HIP	%			42			44				47			48			27			27			24			28	
	<i>n</i>			468			429				406			255			705			454			181			332	
	<i>SE</i>			2.3			2.4				2.5			3.1			1.7			2.1			3.2			2.5	
	<i>CI up bnd</i>			46			49				52			54			30			31			30			32	
	<i>CI low bnd</i>			37			40				42			42			24			23			18			23	
Participated in two or more HIPs	%			13			5				11			9			53			57			68			58	
	<i>n</i>			468			429				406			255			705			454			181			332	
	<i>SE</i>			1.5			1.1				1.5			1.8			1.9			2.3			3.5			2.7	
	<i>CI up bnd</i>			16			7				14			13			57			62			75			63	
	<i>CI low bnd</i>			10			3				8			6			50			53			61			53	

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.