



NSSE 2023

Multi-Year Report

Nebraska Methodist College

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.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	44%	+/- 11.8%	39	32	7	53%	+/- 8.7%	61	55	6
2015										
2016										
2017	26%	+/- 20.6%	17	15	2	47%	+/- 9.0%	63	55	8
2018										
2019										
2020	51%	+/- 8.3%	69	52	17	38%	+/- 12.2%	40	32	8
2021										
2022										
2023	56%	+/- 10.3%	40	33	7	34%	+/- 10.6%	57	41	16

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Civic Engagement	No	No	No
2015							
2016							
2017	Email	Census	Yes	Academic Advising	No	No	No
2018							
2019							
2020	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2021							
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.

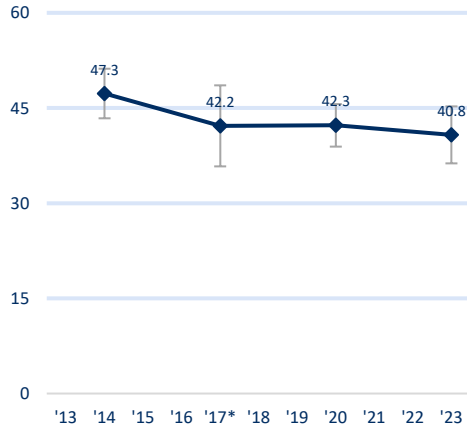
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

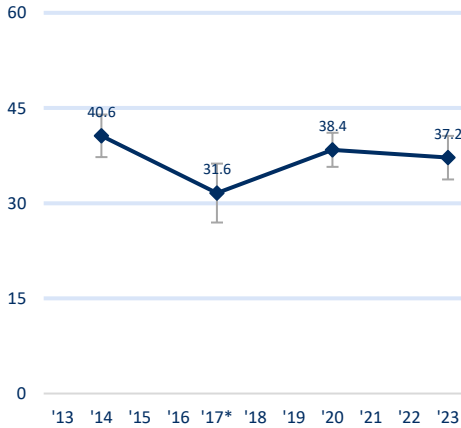
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

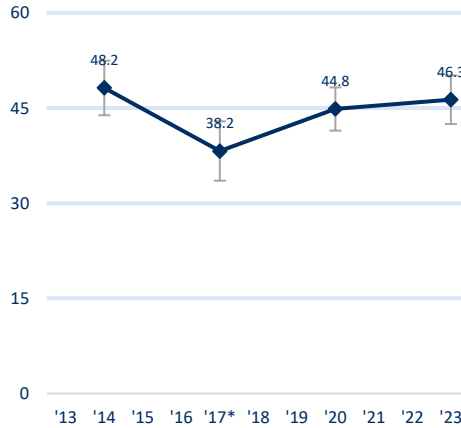
Higher-Order Learning



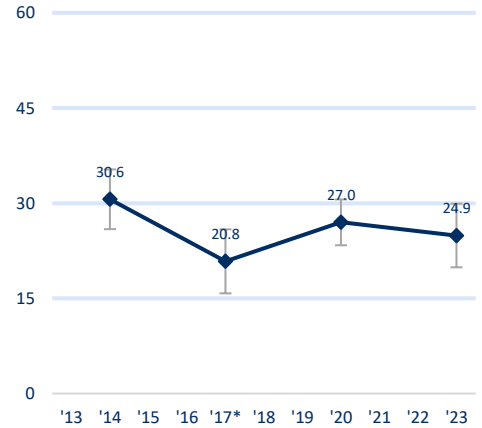
Reflective & Integrative Learning



Learning Strategies

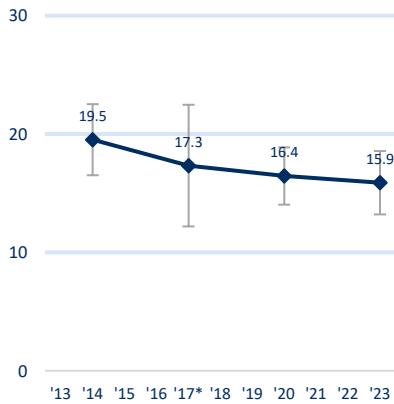


Quantitative Reasoning

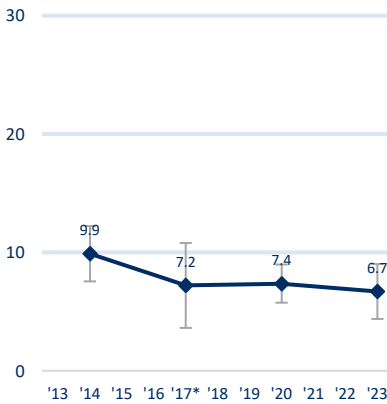


Academic Challenge (additional items): First-year students

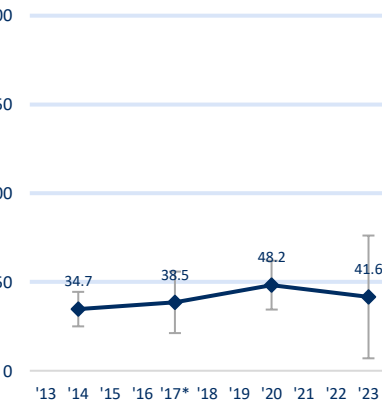
Preparing for Class (hrs/wk)



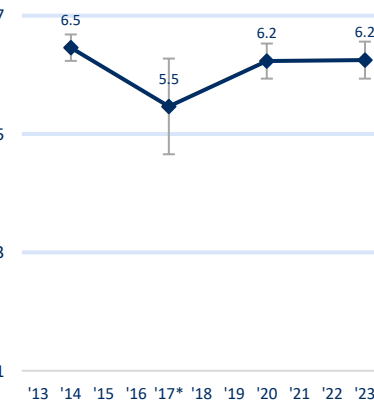
Course Reading (hrs/wk)^a



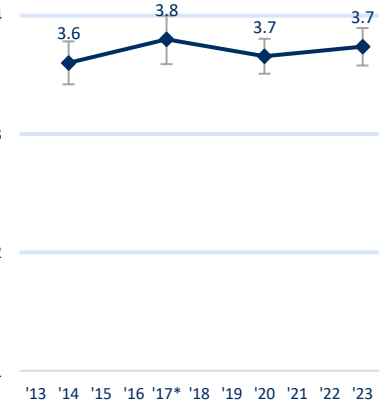
Assigned Writing (pages)^a



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").

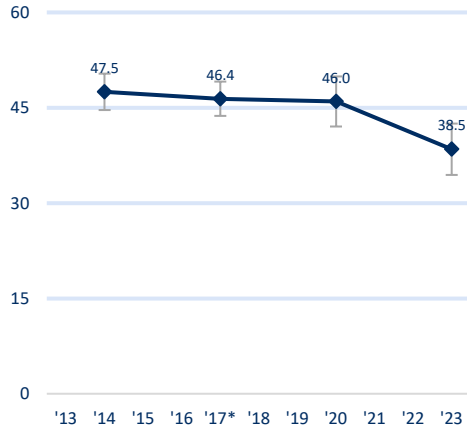
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

*Results unweighted due to nonstandard population file or survey administration.

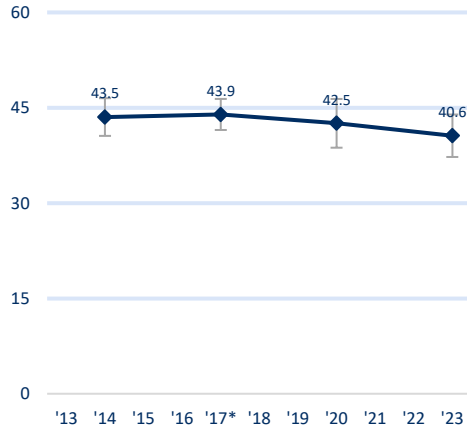
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

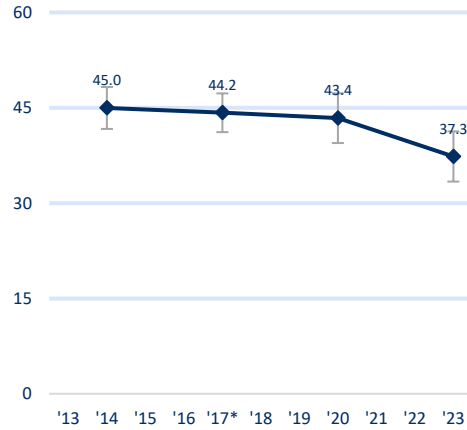
Higher-Order Learning



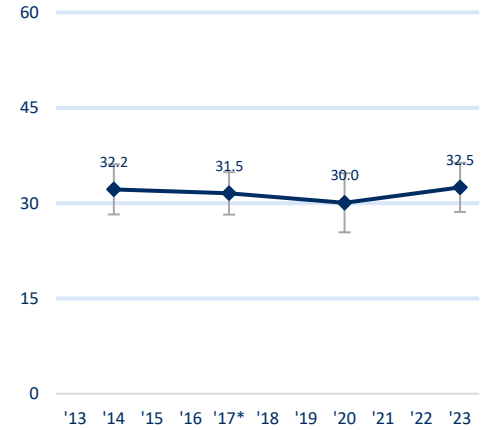
Reflective & Integrative Learning



Learning Strategies

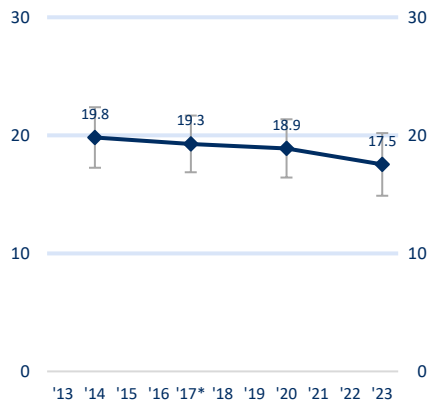


Quantitative Reasoning

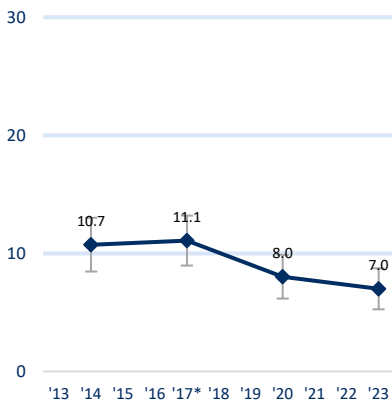


Academic Challenge (additional items): Seniors

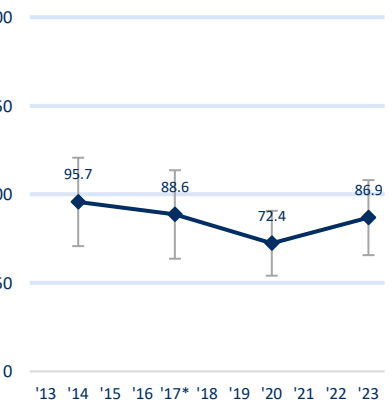
Preparing for Class (hrs/wk)



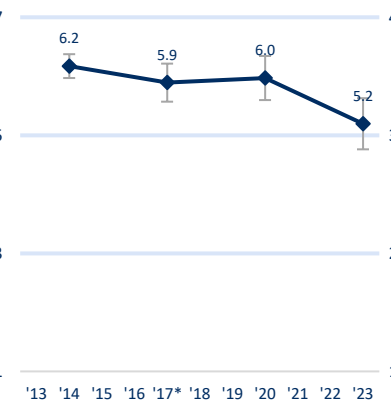
Course Reading (hrs/wk)^a



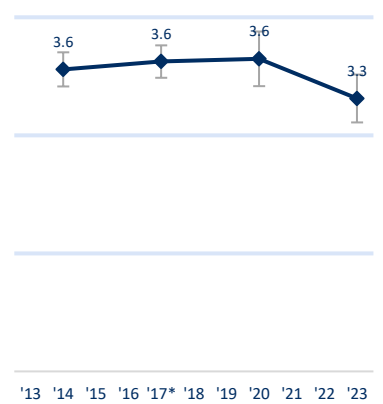
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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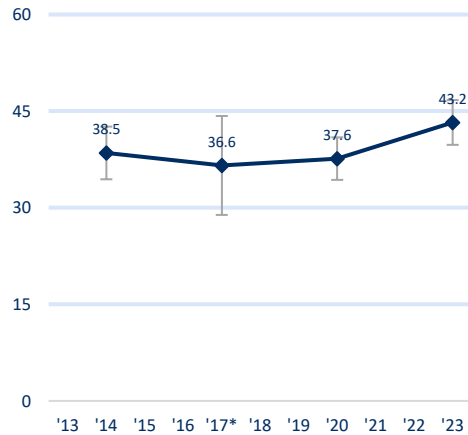
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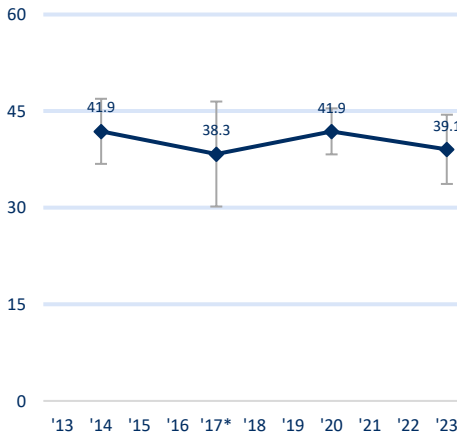
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

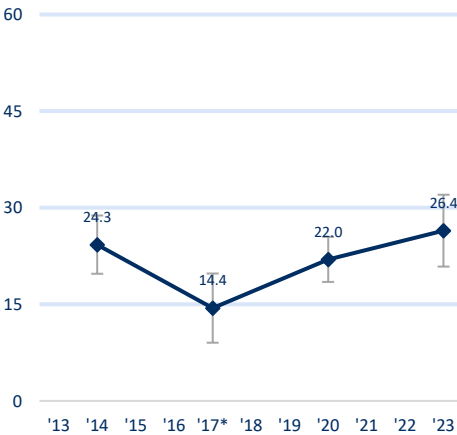


Discussions with Diverse Others

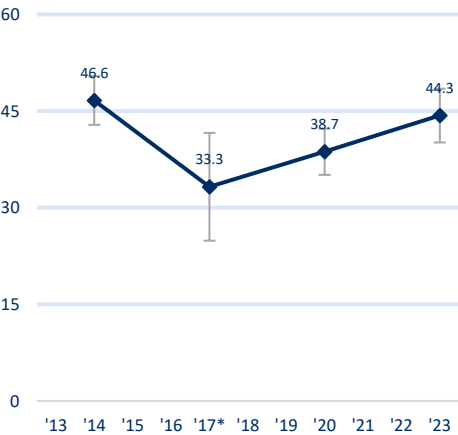


Experiences with Faculty: First-year students

Student-Faculty Interaction

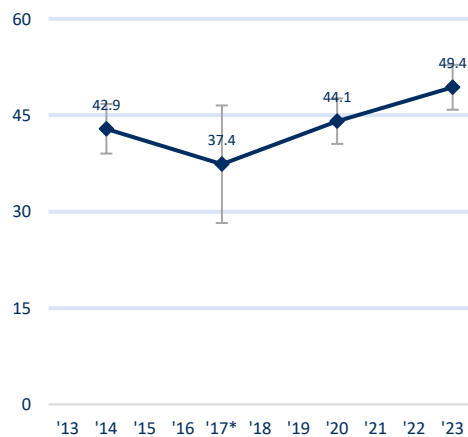


Effective Teaching Practices

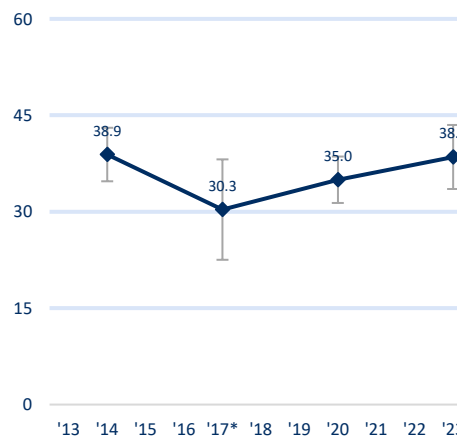


Campus Environment: First-year students

Quality of Interactions



Supportive Environment

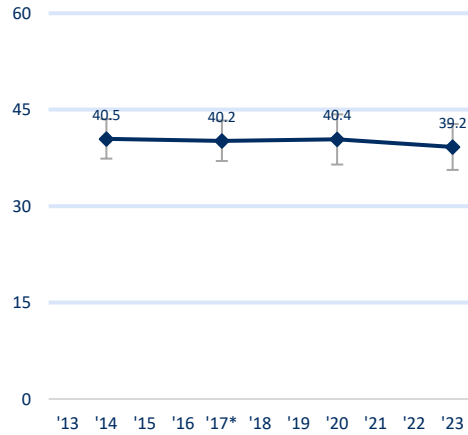


*Results unweighted due to nonstandard population file or survey administration.

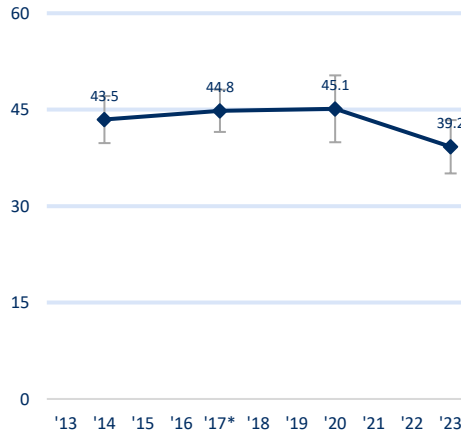
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Learning with Peers: Seniors

Collaborative Learning

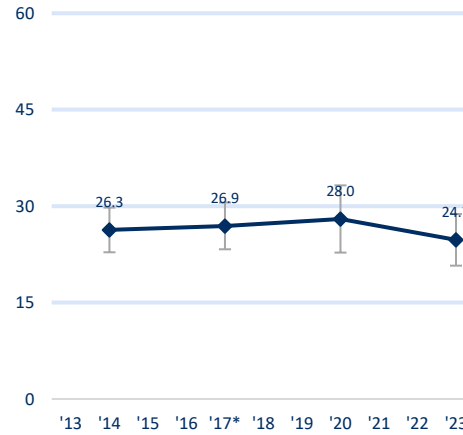


Discussions with Diverse Others

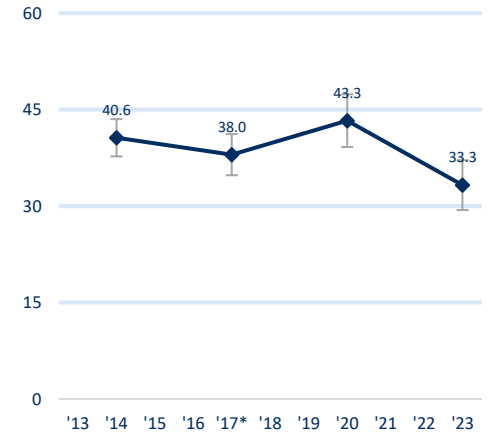


Experiences with Faculty: Seniors

Student-Faculty Interaction

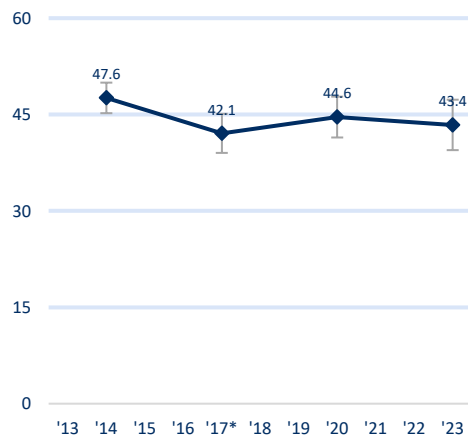


Effective Teaching Practices

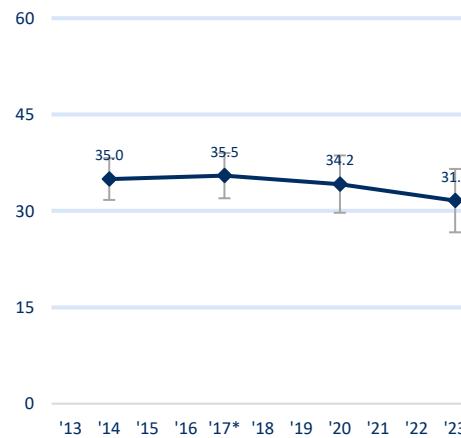


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



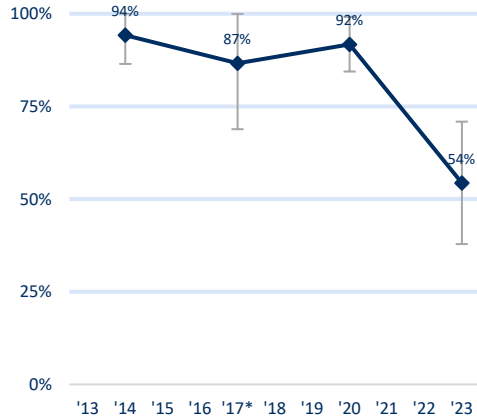
*Results unweighted due to nonstandard population file or survey administration.

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

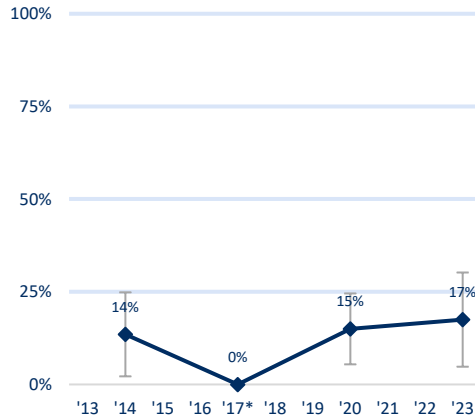
Service-Learning

(Some, most, or all courses)



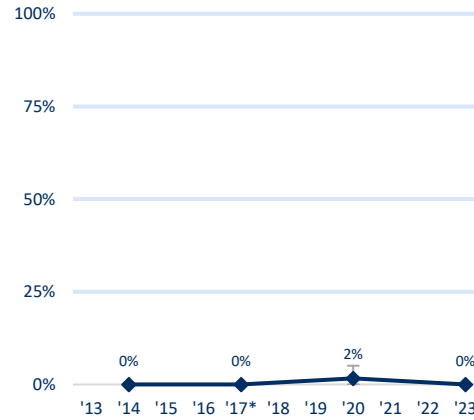
Learning Community

(Done or in progress)



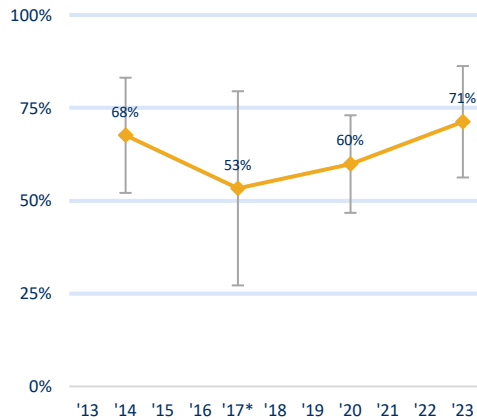
Research with Faculty

(Done or in progress)



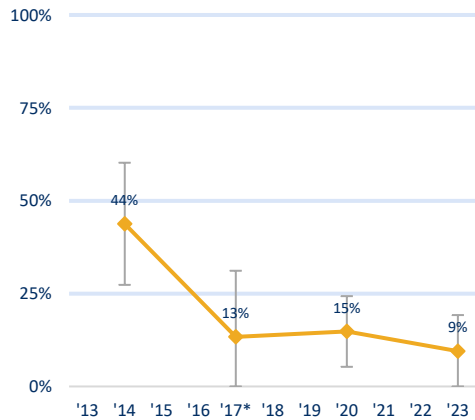
Internship/Field Experience

(Plan to do)



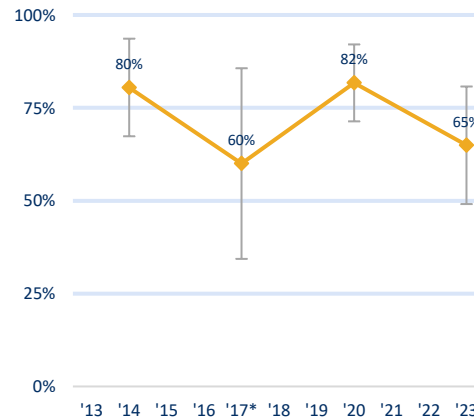
Study Abroad

(Plan to do)



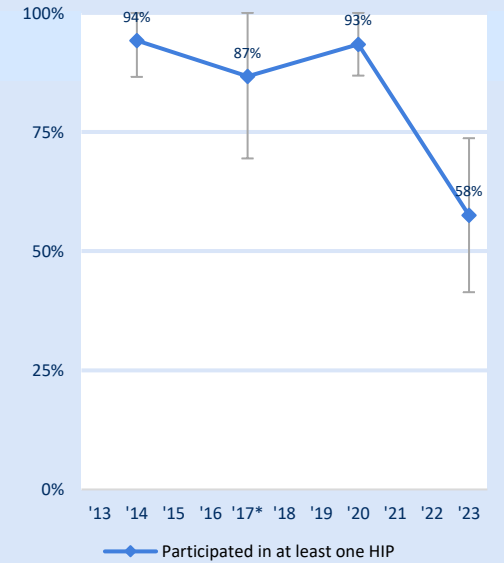
Culminating Senior Experience

(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.



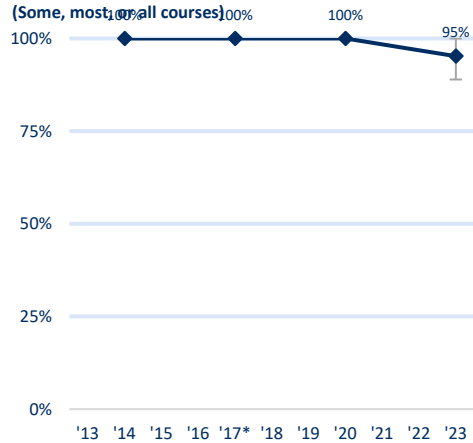
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

*Results unweighted due to nonstandard population file or survey administration.

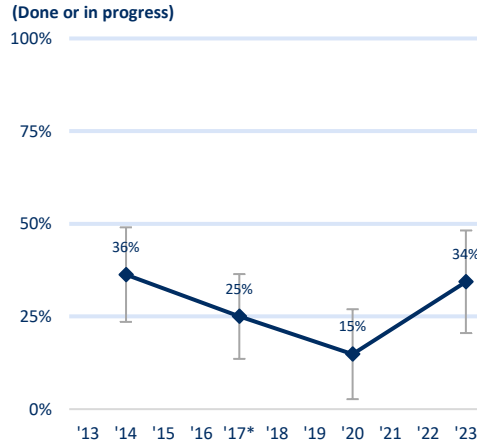
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

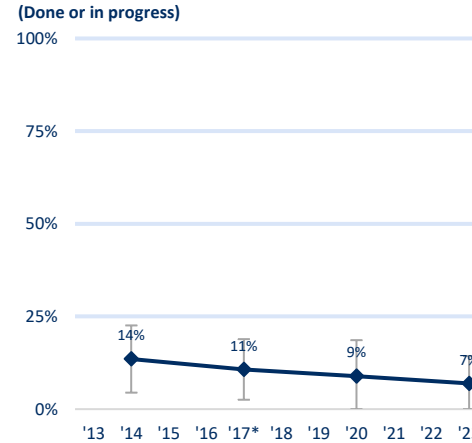
Service-Learning (Some, most, or all courses)



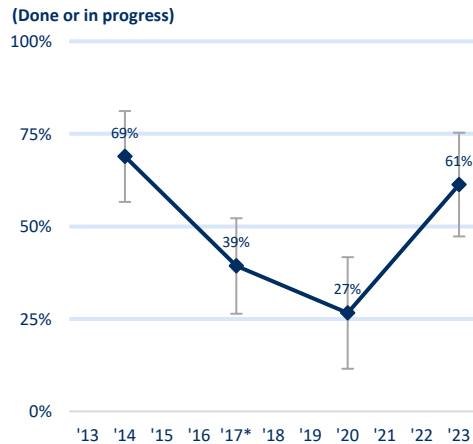
Learning Community (Done or in progress)



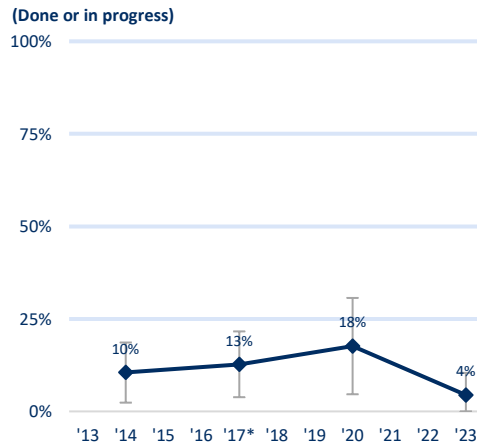
Research with Faculty (Done or in progress)



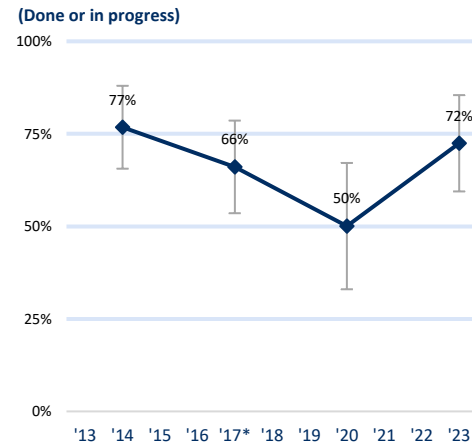
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

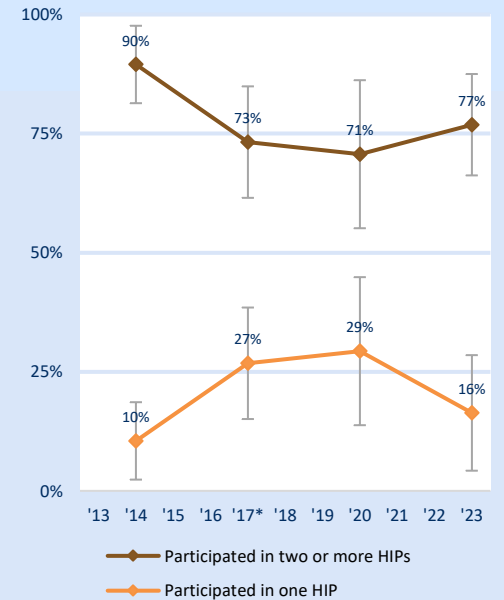


Culminating Senior Experience (Done or in progress)



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.

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NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Nebraska Methodist College

		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
<i>Academic Challenge</i>																							
Higher-Order Learning	Mean		47.3		42.2				42.3			40.8		47.5			46.4		46.0			38.5	
	n		35		16				62			35		57			60		36			52	
	SD		11.8		13.0				13.4			13.6		11.0			10.7		12.1			14.8	
	SE		1.99		3.26				1.71			2.29		1.46			1.38		2.01			2.06	
	CI up bnd		51.2		48.6				45.6			45.3		50.4			49.1		49.9			42.5	
	CI low bnd		43.4		35.8				38.9			36.3		44.6			43.7		42.0			34.4	
Reflective & Integrative Learning	Mean		40.6		31.6				38.4			37.2		43.5			43.9		42.5			40.6	
	n		37		17				65			40		61			60		38			56	
	SD		10.4		9.8				11.0			11.1		11.8			9.7		12.1			12.8	
	SE		1.71		2.37				1.37			1.75		1.51			1.25		1.96			1.70	
	CI up bnd		44.0		36.2				41.1			40.6		46.5			46.4		46.4			43.9	
	CI low bnd		37.3		27.0				35.7			33.7		40.6			41.5		38.7			37.3	
Learning Strategies	Mean		48.2		38.2				44.8			46.3		45.0			44.2		43.4			37.3	
	n		34		15				55			36		54			57		34			47	
	SD		12.8		9.2				12.8			11.7		12.4			11.7		11.6			13.9	
	SE		2.20		2.39				1.74			1.95		1.68			1.55		1.99			2.02	
	CI up bnd		52.5		42.9				48.2			50.1		48.3			47.3		47.3			41.3	
	CI low bnd		43.9		33.5				41.4			42.5		41.7			41.2		39.5			33.4	
Quantitative Reasoning	Mean		30.6		20.8				27.0			24.9		32.2			31.5		30.0			32.5	
	n		37		16				57			36		61			59		34			49	
	SD		14.6		10.3				13.9			15.3		15.7			13.1		13.8			13.8	
	SE		2.40		2.57				1.84			2.56		2.01			1.70		2.37			1.97	
	CI up bnd		35.3		25.9				30.6			29.9		36.1			34.9		34.7			36.3	
	CI low bnd		25.9		15.8				23.4			19.9		28.2			28.2		25.4			28.6	
<i>Academic Challenge (additional items)</i>																							
Preparing for Class (hours/week)	Mean		19.5		17.3				16.4			15.9		19.8			19.3		18.9			17.5	
	n		35		15				53			36		53			55		34			42	
	SD		9.1		10.2				9.0			8.2		9.5			9.1		7.3			8.8	
	SE		1.53		2.62				1.23			1.36		1.31			1.23		1.26			1.35	
	CI up bnd		22.5		22.5				18.9			18.6		22.4			21.7		21.4			20.2	
	CI low bnd		16.5		12.2				14.0			13.2		17.3			16.9		16.4			14.9	
Course Reading Est. hrs per week calculated from two items.	Mean		9.9		7.2				7.4			6.7		10.7			11.1		8.0			7.0	
	n		35		15				53			36		52			55		33			42	
	SD		7.1		7.1				6.0			7.1		8.3			8.0		5.4			5.8	
	SE		1.19		1.83				.82			1.18		1.16			1.08		.95			.89	
	CI up bnd		12.2		10.8				9.0			9.0		13.0			13.2		9.9			8.7	
	CI low bnd		7.5		3.6				5.7			4.4		8.5			9.0		6.2			5.3	

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).

*Results unweighted due to nonstandard population file or survey administration.

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Nebraska Methodist College

		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
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>		34.7			38.5			48.2			41.6				95.7			88.6			72.4	86.9
Estimated number of pages calculated from three survey questions.	<i>n</i>		32			15			56			34				50			56			34	48
	<i>SD</i>		27.9			34.2			52.7			103.3				90.4			95.4			54.5	74.9
	<i>SE</i>		4.96			8.84			7.02			17.64				12.74			12.75			9.34	10.81
	<i>CI up bnd</i>		44.4			55.9			62.0			76.2				120.7			113.6			90.7	108.0
	<i>CI low bnd</i>		25.0			21.2			34.5			7.0				70.7			63.6			54.1	65.7
Course Challenge	<i>Mean</i>		6.5			5.5			6.2			6.2				6.2			5.9			6.0	5.2
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>		36			15			53			36				56			56			34	47
	<i>SD</i>		0.7			1.6			1.1			1.0				0.8			1.2			1.1	1.5
	<i>SE</i>		.11			.41			.15			.16				.10			.16			.19	.22
	<i>CI up bnd</i>		6.7			6.3			6.5			6.6				6.4			6.2			6.3	5.6
	<i>CI low bnd</i>		6.2			4.7			5.9			5.9				6.0			5.6			5.6	4.8
Academic Emphasis	<i>Mean</i>		3.6			3.8			3.7			3.7				3.6			3.6			3.6	3.3
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>		35			15			53			36				53			56			34	43
	<i>SD</i>		0.5			0.4			0.5			0.5				0.5			0.5			0.7	0.7
	<i>SE</i>		.09			.11			.08			.08				.07			.07			.12	.10
	<i>CI up bnd</i>		3.8			4.0			3.8			3.9				3.7			3.8			3.9	3.5
	<i>CI low bnd</i>		3.4			3.6			3.5			3.6				3.4			3.5			3.4	3.1
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>		38.5			36.6			37.6			43.2				40.5			40.2			40.4	39.2
	<i>n</i>		35			16			69			38				60			61			40	58
	<i>SD</i>		12.4			15.7			14.0			11.0				12.2			12.5			12.6	13.9
	<i>SE</i>		2.09			3.92			1.68			1.77				1.57			1.61			1.99	1.82
	<i>CI up bnd</i>		42.6			44.2			40.9			46.7				43.5			43.3			44.3	42.8
	<i>CI low bnd</i>		34.4			28.9			34.3			39.8				37.4			37.0			36.5	35.6
Discussions with Diverse Others	<i>Mean</i>		41.9			38.3			41.9			39.1				43.5			44.8			45.1	39.2
	<i>n</i>		37			15			55			36				56			56			34	48
	<i>SD</i>		15.7			16.1			13.5			16.4				13.9			12.5			15.5	14.7
	<i>SE</i>		2.58			4.16			1.82			2.74				1.87			1.68			2.65	2.12
	<i>CI up bnd</i>		46.9			46.5			45.4			44.4				47.1			48.1			50.3	43.4
	<i>CI low bnd</i>		36.8			30.2			38.3			33.7				39.8			41.5			39.9	35.1

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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NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Nebraska Methodist College

		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
<i>Experiences with Faculty</i>																							
Student-Faculty Interaction	<i>Mean</i>		24.3		14.4				22.0			26.4		26.3			26.9		28.0			24.7	
	<i>n</i>		37		17				62			40		61			60		37			53	
	<i>SD</i>		14.0		11.3				14.0			18.0		13.8			14.4		16.2			14.9	
	<i>SE</i>		2.31		2.74				1.78			2.85		1.77			1.85		2.67			2.05	
	<i>CI up bnd</i>		28.8		19.8				25.5			32.0		29.8			30.5		33.2			28.8	
<i>CI low bnd</i>		19.7		9.0				18.5			20.9		22.8			23.3		22.8			20.7		
Effective Teaching Practices	<i>Mean</i>		46.6		33.3				38.7			44.3		40.6			38.0		43.3			33.3	
	<i>n</i>		37		16				59			38		61			60		36			52	
	<i>SD</i>		11.7		17.1				14.1			13.1		11.5			12.7		12.5			14.2	
	<i>SE</i>		1.93		4.27				1.83			2.13		1.48			1.63		2.09			1.98	
	<i>CI up bnd</i>		50.4		41.6				42.3			48.5		43.5			41.2		47.4			37.1	
<i>CI low bnd</i>		42.9		24.9				35.1			40.1		37.7			34.8		39.2			29.4		
<i>Campus Environment</i>																							
Quality of Interactions	<i>Mean</i>		42.9		37.4				44.1			49.4		47.6			42.1		44.6			43.4	
	<i>n</i>		36		13				52			34		55			54		30			40	
	<i>SD</i>		11.8		16.8				13.0			10.4		9.0			11.4		8.9			12.7	
	<i>SE</i>		1.97		4.67				1.81			1.79		1.21			1.55		1.62			2.00	
	<i>CI up bnd</i>		46.8		46.5				47.6			52.9		50.0			45.1		47.8			47.3	
<i>CI low bnd</i>		39.0		28.2				40.5			45.9		45.2			39.0		41.4			39.5		
Supportive Environment	<i>Mean</i>		38.9		30.3				35.0			38.5		35.0			35.5		34.2			31.6	
	<i>n</i>		35		15				53			35		53			55		34			42	
	<i>SD</i>		12.6		15.4				13.4			15.0		12.0			13.3		13.3			16.3	
	<i>SE</i>		2.12		3.99				1.84			2.54		1.66			1.80		2.28			2.52	
	<i>CI up bnd</i>		43.1		38.1				38.6			43.5		38.2			39.0		38.6			36.5	
<i>CI low bnd</i>		34.7		22.5				31.4			33.5		31.7			32.0		29.7			26.7		

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).

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NSSE 2023 Multi-Year Report

Detailed Statistics: High-Impact Practices Nebraska Methodist College

		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
Service-Learning^a	%		94			87			92		54		100			100			100		95		
	n		36			15			55		36		56			56			34		45		
	SE		3.9			9.1			3.8		8.4		0.0			0.0			0.0		3.2		
	CI up bnd		100			100			99		71		100			100			100		100		
	CI low bnd		86			69			84		38		100			100			100		89		
Learning Community^a	%		14			0			15		17		36			25			15		34		
	n		36			15			55		35		56			56			34		46		
	SE		5.8			0.0			4.9		6.5		6.5			5.8			6.2		7.1		
	CI up bnd		25			0			25		30		49			36			27		48		
	CI low bnd		2			0			5		5		24			14			3		21		
Research with Faculty^a	%		0			0			2		0		14			11			9		7		
	n		36			15			55		35		56			56			34		46		
	SE		0.0			0.0			1.7		0.0		4.6			4.2			5.0		3.8		
	CI up bnd		0			0			5		0		23			19			19		14		
	CI low bnd		0			0			0		0		4			3			0		0		
Internship or Field Experience^b	%		68			53			60		71		69			39			27		61		
	n		36			15			55		36		56			56			34		47		
	SE		7.9			13.3			6.7		7.7		6.3			6.6			7.7		7.1		
	(First-year results: Plan to do)	CI up bnd		83			79			73		86		81			52			42		75	
	CI low bnd		52			27			47		56		57			26			12		47		
Study Abroad^b	%		44			13			15		9		10			13			18		4		
	n		36			15			55		36		56			55			34		46		
	SE		8.4			9.1			4.9		5.0		4.1			4.5			6.6		3.1		
	(First-year results: Plan to do)	CI up bnd		60			31			24		19		19			22			31		10	
	CI low bnd		27			0			5		0		2			4			5		0		
Culminating Senior Experience^b	%		80			60			82		65		77			66			50		72		
	n		36			15			55		36		56			56			34		46		
	SE		6.7			13.1			5.3		8.1		5.7			6.4			8.7		6.6		
	(First-year results: Plan to do)	CI up bnd		94			86			92		81		88			79			67		85	
	CI low bnd		67			34			71		49		66			54			33		59		
Overall HIP Participation^c																							
Participated in one HIP	%		81			87			80		44		10			27			29		16		
	n		36			15			55		36		56			56			34		47		
	SE		6.7			9.1			5.5		8.4		4.1			6.0			7.9		5.4		
	CI up bnd		94			100			91		60		19			38			45		27		
	CI low bnd		68			69			69		27		2			15			14		6		
Participated in two or more HIPs	%		14			0			13		14		90			73			71		77		
	n		36			15			55		36		56			56			34		47		
	SE		5.8			0.0			4.6		5.9		4.1			6.0			7.9		6.2		
	CI up bnd		25			0			22		26		98			85			86		89		
	CI low bnd		2			0			4		3		81			62			55		65		

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.

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