NSSE 2025

Multi-Year Report

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

Interpreting year-to-year results

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

For further investigation

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

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

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013										
2014	21%	+/- 4.9%	315	266	49	16%	+/- 4.8%	348	297	51
2015										
2016	19%	+/- 6.2%	201	173	28	19%	+/- 4.3%	419	377	42
2017										
2018	17%	+/- 4.5%	399	346	53	14%	+/- 4.5%	404	348	56
2019										
2020										
2021										
2022										
2023	7%	+/- 7.9%	142	94	48	8%	+/- 6.2%	233	165	68
2024										
2025	20%	+/- 4.7%	347	233	114	19%	+/- 4.1%	458	353	105

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	None		No	Yes
2015							
2016	Email	Census	Yes	None		No	Yes
2017							
2018	Email	Census	Yes	None	No	No	Yes
2019							
2020							
2021							
2022							
2023	Email	Census	No	Academic Advising, HIP Quality	No	No	No
2024							
2025	Email	Census	Yes	Career Preparation, HIP Quality	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. When applied, results will be unweighted.
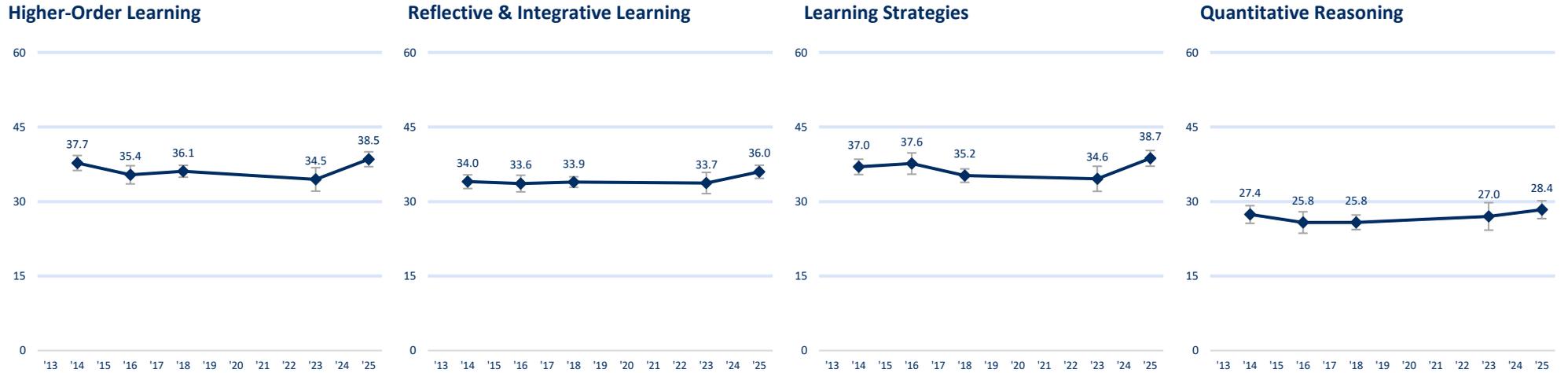
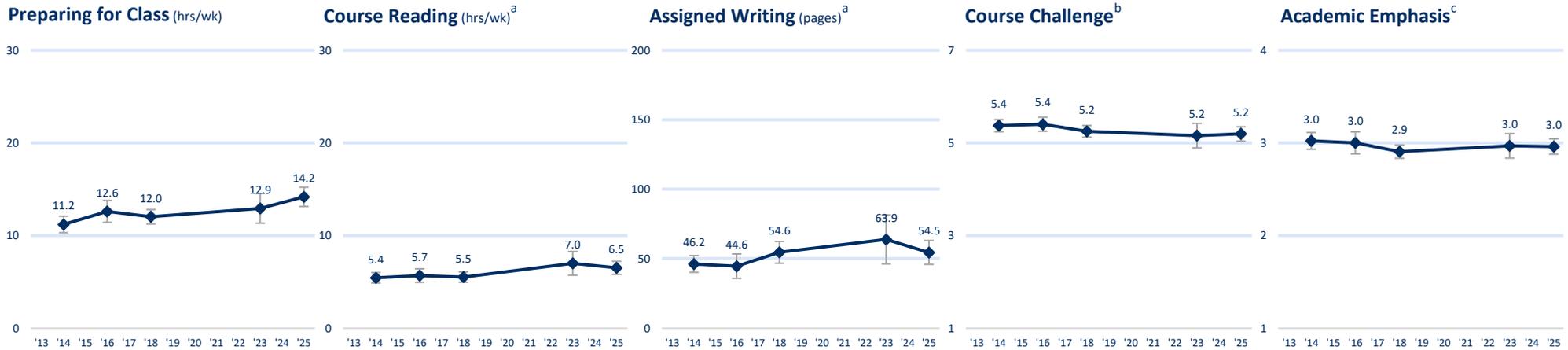# NSSE 2025 Multi-Year Report
Engagement Results by Theme
Central Washington University

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

37.7, 35.4, 36.1, 34.5, 38.5

Reflective & Integrative Learning

34.0, 33.6, 33.9, 33.7, 36.0

Learning Strategies

37.0, 37.6, 35.2, 34.6, 38.7

Quantitative Reasoning

27.4, 25.8, 25.8, 27.0, 28.4

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

11.2, 12.6, 12.0, 12.9, 14.2

Course Reading (hrs/wk)[a]

5.4, 5.7, 5.5, 7.0, 6.5

Assigned Writing (pages)[a]

46.2, 44.6, 54.6, 63.9, 54.5

Course Challenge[b]

5.4, 5.4, 5.2, 5.2, 5.2

Academic Emphasis[c]

3.0, 3.0, 2.9, 3.0, 3.0

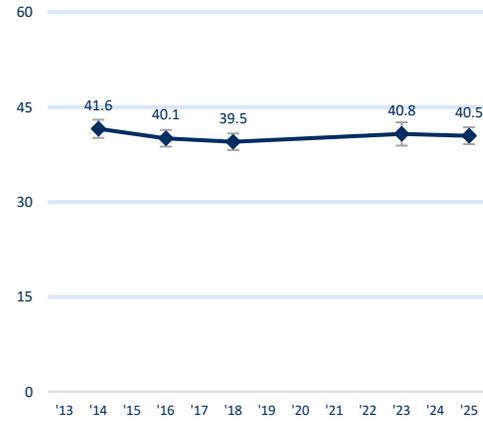a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
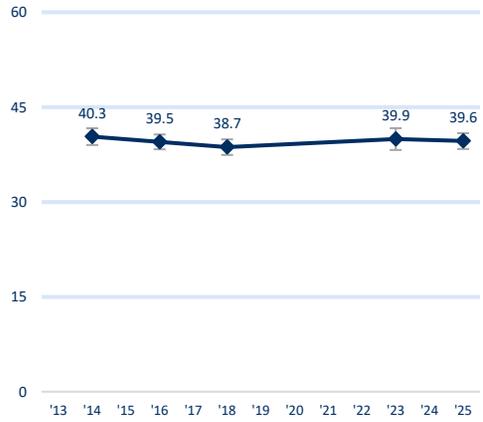
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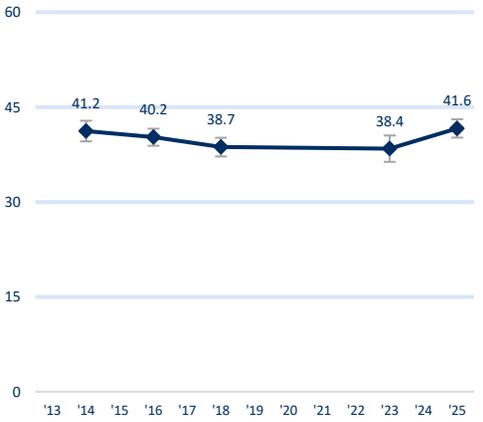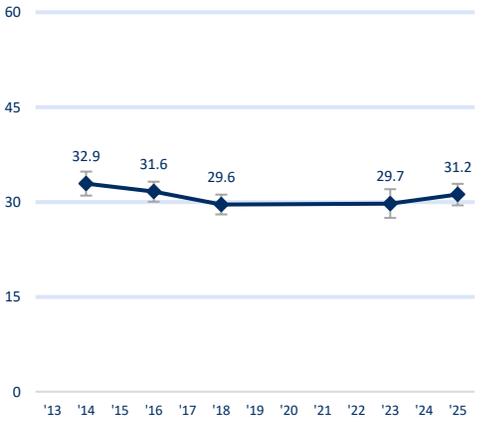
Academic Challenge: Seniors

Higher-Order Learning

41.6 40.1 39.5 40.8 40.5

Reflective & Integrative Learning

40.3 39.5 38.7 39.9 39.6

Learning Strategies

41.2 40.2 38.7 38.4 41.6
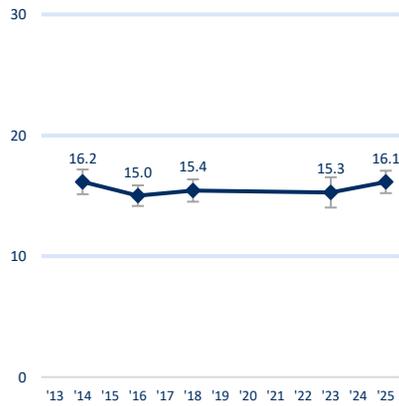
Quantitative Reasoning

32.9 31.6 29.6 29.7 31.2

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

16.2 15.0 15.4 15.3 16.1

Course Reading (hrs/wk)[a]

8.3 7.9 7.9 7.6 8.0

Assigned Writing (pages)[a]

102.3 95.8 94.3 96.5 97.5

Course Challenge[b]

5.5 5.7 5.5 5.3 5.6

Academic Emphasis[c]

3.0 3.1 3.0 2.9 3.0

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").

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

30.3, 31.1, 29.3, 25.1, 28.1

Discussions With Diverse Others

38.3, 39.3, 38.2, 35.0, 37.4
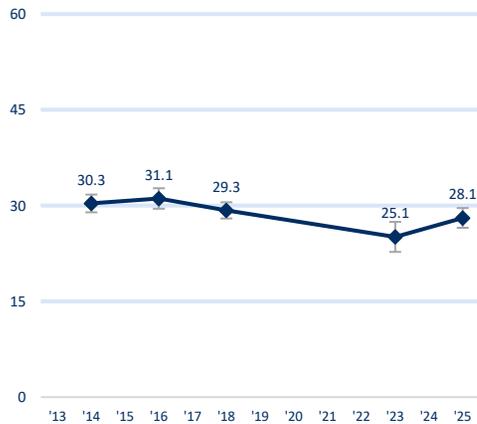
Experiences With Faculty: First-year students

Student-Faculty Interaction

21.3, 23.1, 22.7, 21.4, 23.2

Effective Teaching Practices

37.9, 36.3, 37.1, 36.8, 39.5
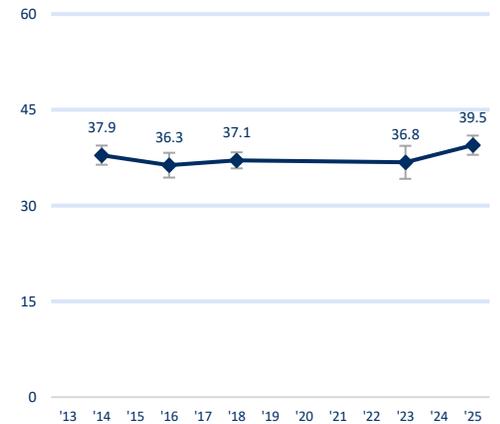
Campus Environment: First-year students

Quality of Interactions
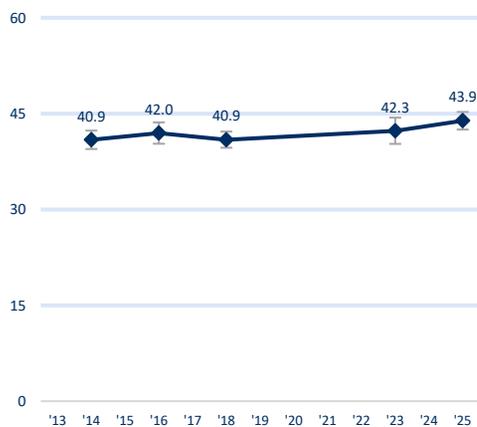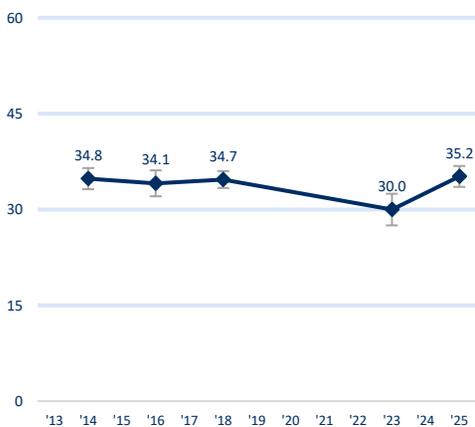
40.9, 42.0, 40.9, 42.3, 43.9

Supportive Environment
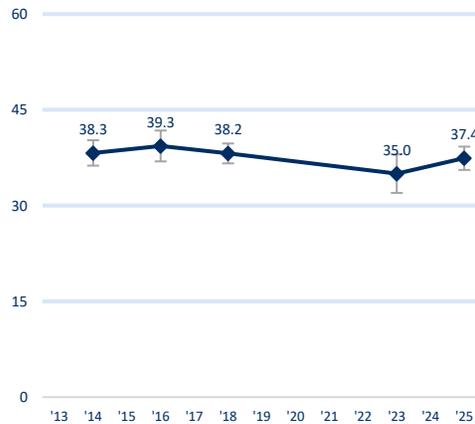

34.8, 34.1, 34.7, 30.0, 35.2

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.

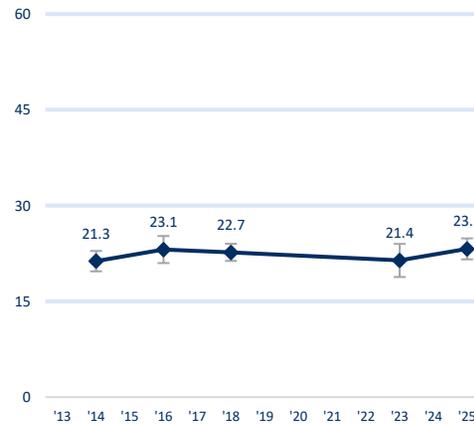## Learning With Peers: Seniors

Collaborative Learning

Values by year: '14: 34.6, '16: 33.9, '18: 32.7, '23: 28.2, '25: 27.9

Discussions With Diverse Others

Values by year: '14: 43.5, '16: 41.3, '18: 40.4, '23: 39.1, '25: 39.5
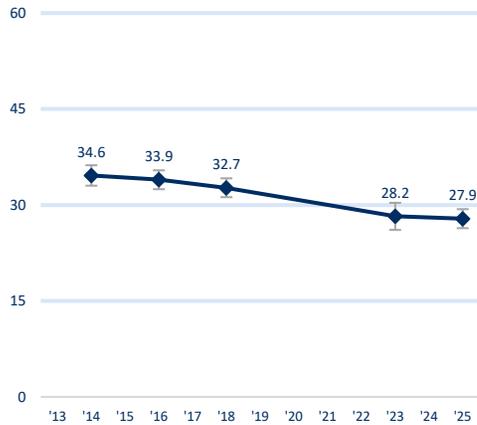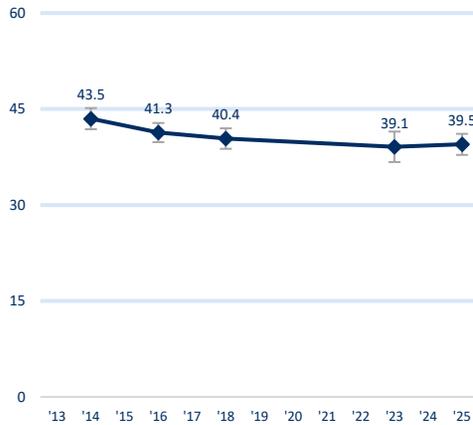
Experiences With Faculty: Seniors

Student-Faculty Interaction

Values by year: '14: 25.4, '16: 26.3, '18: 27.2, '23: 24.2, '25: 25.4

Effective Teaching Practices

Values by year: '14: 39.9, '16: 39.1, '18: 38.7, '23: 39.6, '25: 42.8
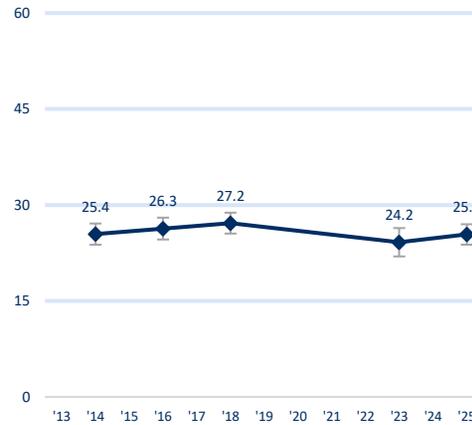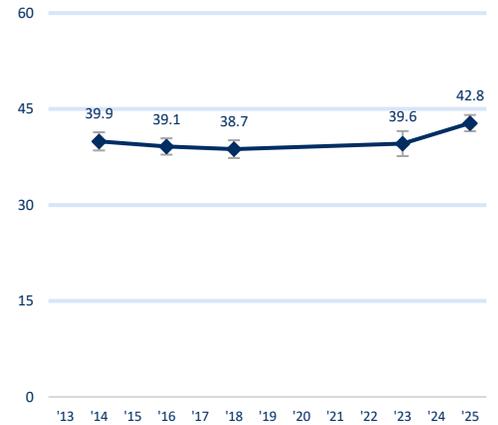
Campus Environment: Seniors

Quality of Interactions
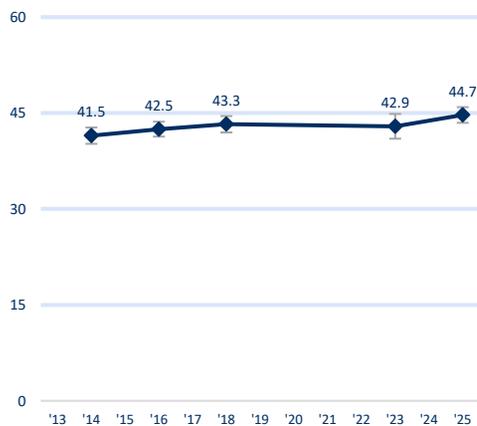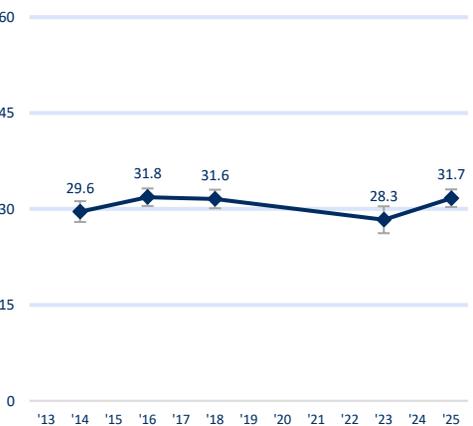
Values by year: '14: 41.5, '16: 42.5, '18: 43.3, '23: 42.9, '25: 44.7

Supportive Environment

Values by year: '14: 29.6, '16: 31.8, '18: 31.6, '23: 28.3, '25: 31.7

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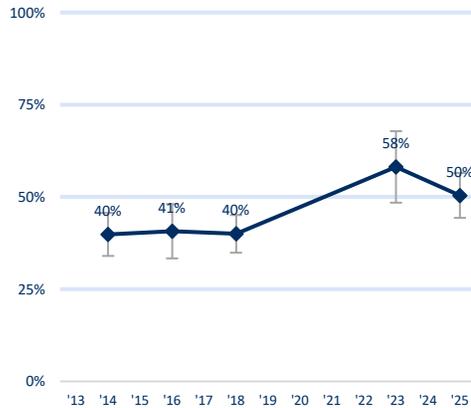
Learning Community
(Done or in progress)
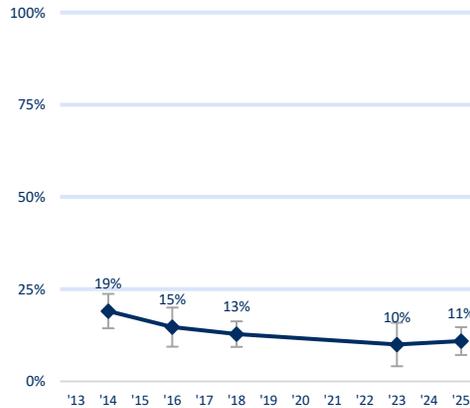
Research With Faculty
(Done or in progress)
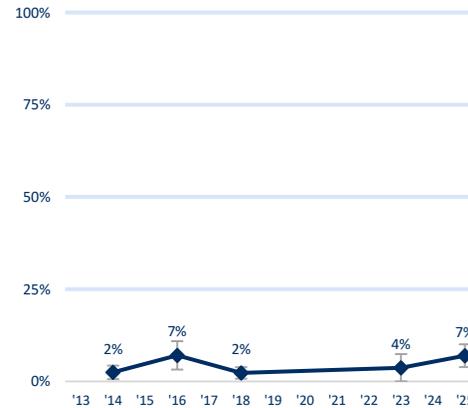
Internship/Field Experience
(Plan to do)
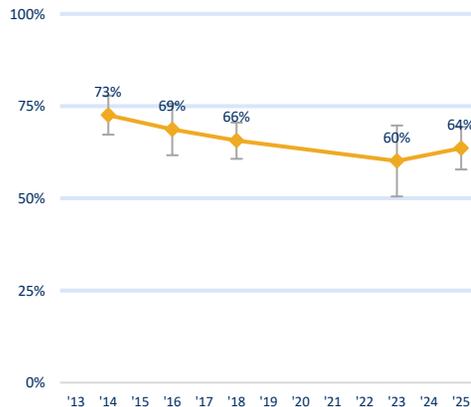
Study Abroad
(Plan to do)
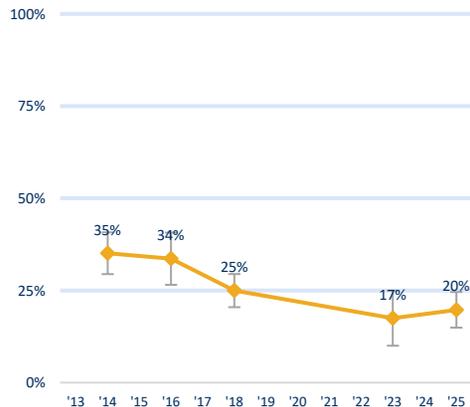
Culminating Senior Experience
(Plan to do)
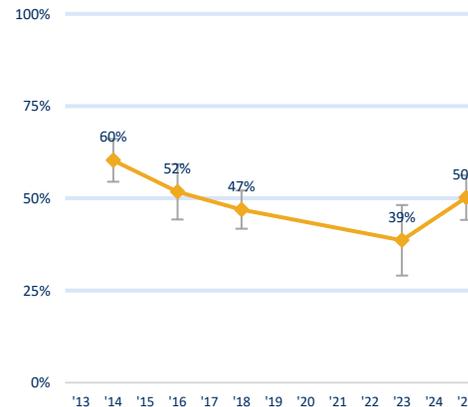
Overall first-year HIP participation

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.
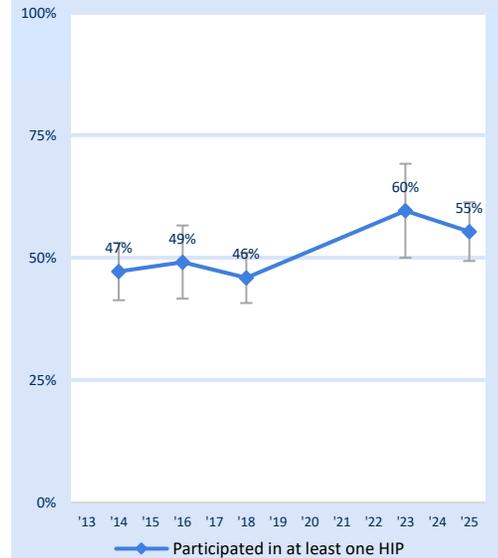
Participated in at least one HIP

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, 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)

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.
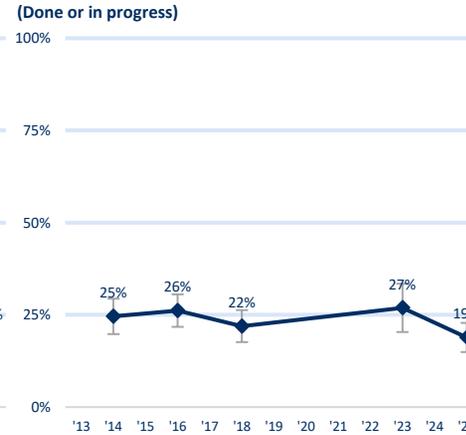
Internship/Field Experience
(Done or in progress)

Study Abroad
(Done or in progress)

Culminating Senior Experience
(Done or in progress)

NSSE 2025 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
Central Washington University

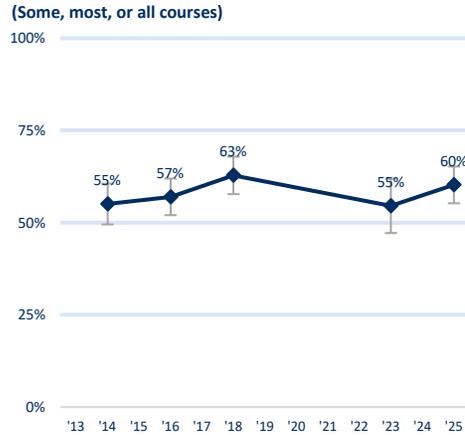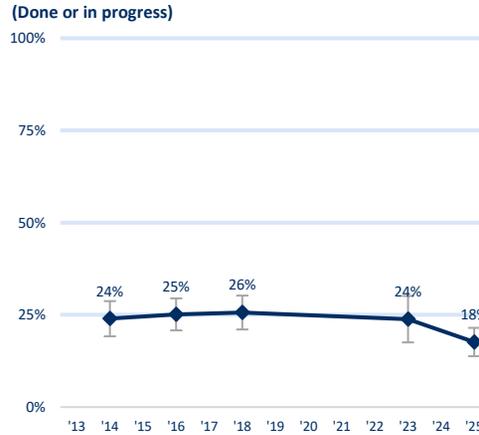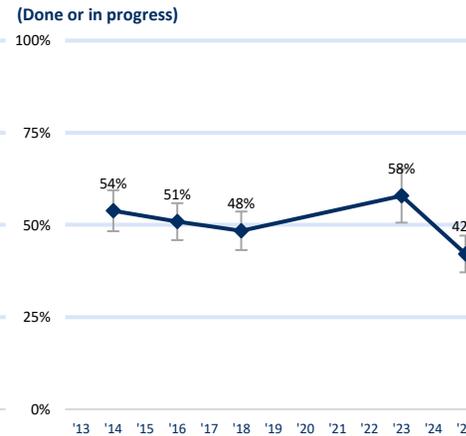|		First-year students													Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge																											
Higher-Order Learning	Mean		37.7		35.4		36.1					34.5		38.5		41.6		40.1		39.5					40.8		40.5
	n		285		182		374					107		294		317		394		370					196		401
	SD		13.0		12.6		11.8					12.5		13.1		13.1		13.4		12.9					13.2		13.6
	SE		.77		.93		.61					1.21		.76		.74		.68		.67					.94		.68
	CI up bnd		39.3		37.2		37.3					36.8		40.0		43.0		41.4		40.8					42.6		41.8
	CI low bnd		36.2		33.5		34.9					32.1		37.0		40.1		38.8		38.2					38.9		39.1
Reflective & Integrative Learning	Mean		34.0		33.6		33.9					33.7		36.0		40.3		39.5		38.7					39.9		39.6
	n		299		188		386					126		322		327		409		381					207		432
	SD		12.1		11.7		10.7					12.2		12.1		12.2		12.0		12.2					12.6		13.3
	SE		.70		.85		.54					1.09		.67		.68		.60		.63					.88		.64
	CI up bnd		35.4		35.3		35.0					35.8		37.3		41.7		40.7		39.9					41.7		40.9
	CI low bnd		32.6		31.9		32.8					31.6		34.7		39.0		38.3		37.4					38.2		38.4
Learning Strategies	Mean		37.0		37.6		35.2					34.6		38.7		41.2		40.2		38.7					38.4		41.6
	n		271		166		356					101		271		302		383		355					181		387
	SD		12.9		14.1		13.0					13.0		13.2		14.5		13.4		14.2					14.3		14.5
	SE		.79		1.09		.69					1.29		.80		.83		.69		.75					1.06		.74
	CI up bnd		38.5		39.8		36.6					37.1		40.3		42.8		41.6		40.2					40.5		43.1
	CI low bnd		35.4		35.5		33.9					32.0		37.1		39.6		38.9		37.2					36.3		40.2
Quantitative Reasoning	Mean		27.4		25.8		25.8					27.0		28.4		32.9		31.6		29.6					29.7		31.2
	n		290		182		360					104		277		324		403		357					183		392
	SD		15.4		14.8		14.2					14.4		15.2		17.4		16.2		15.1					15.7		17.2
	SE		.91		1.10		.75					1.41		.92		.97		.81		.80					1.16		.87
	CI up bnd		29.2		27.9		27.3					29.8		30.1		34.8		33.2		31.2					32.0		32.9
	CI low bnd		25.6		23.6		24.3					24.2		26.6		31.0		30.0		28.0					27.5		29.5
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	Mean		11.2		12.6		12.0					12.9		14.2		16.2		15.0		15.4					15.3		16.1
	n		262		166		349					99		257		292		379		344					172		368
	SD		7.3		7.8		7.4					8.1		8.5		8.9		8.5		8.7					8.4		9.1
	SE		.45		.60		.39					.81		.53		.52		.44		.47					.64		.47
	CI up bnd		12.1		13.8		12.8					14.5		15.2		17.2		15.9		16.4					16.5		17.1
	CI low bnd		10.3		11.4		11.2					11.3		13.1		15.1		14.2		14.5					14.0		15.2
Course Est. hrs per week calculated from two items.	Mean		5.4		5.7		5.5					7.0		6.5		8.3		7.9		7.9					7.6		8.0
	n		257		163		348					99		255		290		378		340					169		366
	SD		4.7		4.8		5.3					6.5		5.7		6.7		6.6		6.7					6.5		6.7
	SE		.29		.37		.28					.66		.36		.39		.34		.36					.50		.35
	CI up bnd		6.0		6.4		6.1					8.3		7.2		9.1		8.5		8.6					8.6		8.7
	CI low bnd		4.9		4.9		4.9					5.7		5.8		7.6		7.2		7.2					6.7		7.3

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).

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		First-year students '13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	Seniors '13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge (additional items, continued)																											
Assigned Writing	Mean		46.2		54.6							63.9		54.5		102.3		95.8		94.3					96.5		97.5
Est. no. of pages	n		247		164		361					101		272		279		360		361					180		390
calculated from three	SD		48.4		57.4		75.8					90.3		72.5		96.9		86.5		101.1					103.4		111.9
survey questions.	SE		3.08		4.48		3.99					8.99		4.40		5.80		4.56		5.33					7.71		5.67
	CI up bnd		52.2		53.4		62.4					81.5		63.1		113.6		104.7		104.7					111.6		108.7
	CI low bnd		40.2		35.8		46.7					46.2		45.9		90.9		86.8		83.9					81.3		86.4
Course Challenge	Mean		5.4		5.4		5.2					5.2		5.2		5.5		5.7		5.5					5.3		5.6
Extent courses	n		277		171		359					100		265		313		386		351					180		381
challenged students to	SD		1.1		1.0		1.2					1.4		1.3		1.3		1.0		1.3					1.5		1.3
do best work (1="Not at	SE		.07		.08		.06					.14		.08		.07		.05		.07					.11		.07
all" to 7="Very much").	CI up bnd		5.5		5.6		5.4					5.4		5.3		5.7		5.8		5.6					5.5		5.7
	CI low bnd		5.2		5.2		5.1					4.9		5.0		5.4		5.6		5.4					5.1		5.5
Academic Emphasis	Mean		3.0		3.0		2.9					3.0		3.0		3.0		3.1		3.0					2.9		3.0
Perceived inst. emphasis	n		266		167		354					100		257		299		378		342					176		375
on spending time	SD		0.8		0.8		0.7					0.7		0.7		0.8		0.8		0.7					0.8		0.7
studying and on acad.	SE		.05		.06		.04					.07		.04		.04		.04		.04					.06		.04
work (1 = "Very little" to	CI up bnd		3.1		3.1		3.0					3.1		3.0		3.1		3.1		3.1					3.1		3.1
4 = "Very much").	CI low bnd		2.9		2.9		2.8					2.8		2.9		2.9		3.0		2.9					2.8		3.0
Learning With Peers																											
Collaborative Learning	Mean		30.3		31.1		29.3					25.1		28.1		34.6		33.9		32.7					28.2		27.9
	n		302		190		395					139		343		322		407		395					221		447
	SD		12.3		11.3		12.8					14.2		14.6		14.6		15.2		14.9					16.0		16.0
	SE		.71		.82		.65					1.20		.79		.81		.75		.75					1.08		.76
	CI up bnd		31.7		32.7		30.5					27.4		29.6		36.2		35.4		34.2					30.3		29.3
	CI low bnd		29.0		29.5		28.0					22.7		26.5		33.0		32.5		31.2					26.1		26.4
Discussions With Diverse Others	Mean		38.3		39.3		38.2					35.0		37.4		43.5		41.3		40.4					39.1		39.5
	n		273		165		361					103		273		308		381		357					179		391
	SD		16.8		15.8		15.1					15.6		15.4		14.8		14.9		15.4					16.2		16.6
	SE		1.02		1.23		.79					1.54		.93		.84		.76		.82					1.21		.84
	CI up bnd		40.2		41.8		39.7					38.0		39.2		45.1		42.8		42.0					41.5		41.1
	CI low bnd		36.3		36.9		36.6					32.0		35.6		41.8		39.8		38.8					36.7		37.8

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).

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Data are shown only for the administration years that contain values ('14, '16, '18, '23, '25 for both groups); all other year columns ('13, '15, '17, '19, '20, '21, '22, '24) were blank.

		First-year '14	First-year '16	First-year '18	First-year '23	First-year '25	Seniors '14	Seniors '16	Seniors '18	Seniors '23	Seniors '25
Experiences with Faculty											
Student-Faculty Interaction	Mean	**21.3**	**23.1**	**22.7**	**21.4**	**23.2**	**25.4**	**26.3**	**27.2**	**24.2**	**25.4**
	n	293	183	380	116	304	314	399	376	200	413
	SD	13.9	14.6	13.3	14.2	14.6	15.0	17.4	16.2	16.0	16.6
	SE	.81	1.08	.68	1.32	.84	.85	.87	.83	1.13	.81
	CI up bnd	22.9	25.2	24.0	24.0	24.9	27.1	28.0	28.8	26.4	27.0
	CI low bnd	19.7	21.0	21.3	18.8	21.6	23.8	24.6	25.5	22.0	23.8
Effective Teaching Practices	Mean	**37.9**	**36.3**	**37.1**	**36.8**	**39.5**	**39.9**	**39.1**	**38.7**	**39.6**	**42.8**
	n	294	183	370	106	292	325	406	370	194	407
	SD	13.2	13.4	12.4	13.6	13.2	13.1	13.1	13.6	13.9	13.0
	SE	.77	.99	.64	1.32	.77	.73	.65	.71	1.00	.65
	CI up bnd	39.4	38.3	38.4	39.4	41.0	41.4	40.4	40.1	41.6	44.1
	CI low bnd	36.4	34.4	35.8	34.2	38.0	38.5	37.9	37.3	37.6	41.5
Campus Environment											
Quality of Interactions	Mean	**40.9**	**42.0**	**40.9**	**42.3**	**43.9**	**41.5**	**42.5**	**43.3**	**42.9**	**44.7**
	n	269	167	346	96	248	304	369	333	168	359
	SD	12.0	11.0	12.0	10.3	11.1	11.4	11.4	11.9	12.8	11.8
	SE	.73	.85	.64	1.05	.70	.65	.59	.65	.99	.63
	CI up bnd	42.3	43.6	42.2	44.4	45.3	42.7	43.7	44.5	44.9	45.9
	CI low bnd	39.5	40.3	39.7	40.3	42.5	40.2	41.3	42.0	41.0	43.5
Supportive Environment	Mean	**34.8**	**34.1**	**34.7**	**30.0**	**35.2**	**29.6**	**31.8**	**31.6**	**28.3**	**31.7**
	n	262	164	351	100	256	295	379	343	173	372
	SD	13.7	13.2	12.6	12.6	13.3	14.3	13.6	13.8	14.1	13.6
	SE	.85	1.04	.67	1.26	.83	.83	.70	.74	1.07	.70
	CI up bnd	36.5	36.1	36.0	32.5	36.8	31.2	33.2	33.0	30.4	33.1
	CI low bnd	33.2	32.1	33.4	27.5	33.5	28.0	30.5	30.1	26.2	30.3

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).

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		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[a]	%		40	41	40							58		50	55	57	63							55		60
	n		272	172	354							100		260	312	383	349							176		371
	SE		3.0	3.8	2.6							4.9		3.1	2.8	2.5	2.6							3.8		2.5
	CI up bnd		46	48	45							68		57	61	62	68							62		65
	CI low bnd		34	33	35							48		44	50	52	58							47		55
Learning Community[a]	%		19	15	13							10		11	24	25	26							24		18
	n		274	172	359							100		265	309	385	348							177		378
	SE		2.4	2.7	1.8							3.0		1.9	2.4	2.2	2.3							3.2		2.0
	CI up bnd		24	20	16							16		15	29	29	30							30		21
	CI low bnd		14	9	9							4		7	19	21	21							18		14
Research With Faculty[a]	%		2	7	2							4		7	25	26	22							27		19
	n		274	171	357							98		262	310	382	351							177		379
	SE		0.9	2.0	0.8							1.9		1.6	2.4	2.3	2.2							3.3		2.0
	CI up bnd		4	11	4							7		10	29	31	26							33		23
	CI low bnd		1	3	1							0		4	20	22	18							20		15
Internship or Field Experience[b] (FY results: Plan to do)	%		73	69	66							60		64	54	47	40							49		41
	n		275	171	360							100		268	312	385	353							178		379
	SE		2.7	3.6	2.5							4.9		2.9	2.8	2.5	2.6							3.8		2.5
	CI up bnd		78	76	71							70		69	59	52	45							56		46
	CI low bnd		67	62	61							50		58	48	42	35							42		36
Study Abroad[b] (FY results: Plan to do)	%		35	34	25							17		20	7	10	9							4		2
	n		274	172	357							100		262	307	385	350							178		379
	SE		2.9	3.6	2.3							3.8		2.5	1.5	1.5	1.5							1.4		0.8
	CI up bnd		41	41	29							25		25	10	13	12							6		4
	CI low bnd		29	27	20							10		15	4	7	6							1		1
Culminating Senior Experience[b] (FY results: Plan to do)	%		60	52	47							39		50	54	51	48							58		42
	n		275	171	357							100		262	310	383	351							178		379
	SE		3.0	3.8	2.6							4.9		3.1	2.8	2.6	2.7							3.7		2.5
	CI up bnd		66	59	52							48		56	59	56	54							65		47
	CI low bnd		54	44	42							29		44	48	46	43							51		37

Overall HIP Participation[c]

		'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
Participated in one HIP	%		35	38	37							48		46	25	21	30							25		29
	n		276	172	360							100		265	314	387	353							179		380
	SE		2.9	3.7	2.6							5.0		3.1	2.4	2.1	2.4							3.2		2.3
	CI up bnd		41	45	42							58		52	29	25	35							31		34
	CI low bnd		30	31	32							38		40	20	17	25							18		25
Participated in two or more HIPs	%		12	11	8							11		9	64	64	59							63		53
	n		276	172	360							100		265	314	387	353							179		380
	SE		1.9	2.4	1.5							3.2		1.8	2.7	2.4	2.6							3.6		2.6
	CI up bnd		16	16	11							18		13	69	69	64							70		58
	CI low bnd		8	6	6							5		6	59	60	54							56		48

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p * (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 1.96 * SE).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.

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