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**NSSE 2018**  
**Multi-Year Report**  
Howard University

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### About Your Multi-Year Report

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

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled the *Recommendations for Using Multiple Years of NSSE Data*: [nsse.indiana.edu/html/webinars.cfm](https://nsse.indiana.edu/html/webinars.cfm)

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

### Report sections

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

### Interpreting year-to-year results

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

### For further investigation

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

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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	18%	+/- 5.0%	310	213	97	19%	+/- 5.2%	285	215	70
2015	14%	+/- 5.9%	235	129	106	16%	+/- 4.9%	340	233	107
2016										
2017										
2018	29%	+/- 3.1%	693	511	182	14%	+/- 6.7%	185	125	60
2019										
2020										

#### 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	Email	Census	Yes	Academic Advising, Information Literacy	No	No	Yes
2015	Email	Census	No	Academic Advising, Information Literacy	No	No	No
2016							
2017							
2018	Email	Census	Yes	FY Experiences / Sr Transitions	No	No	Yes
2019							
2020							

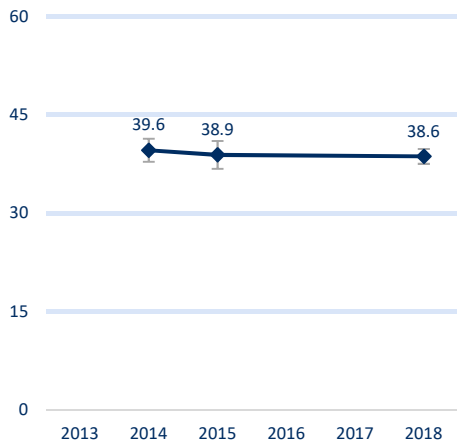
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
- d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

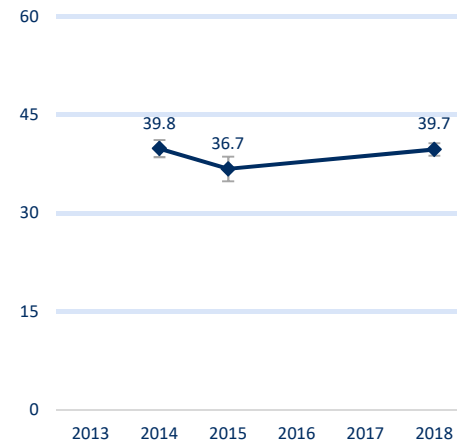
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

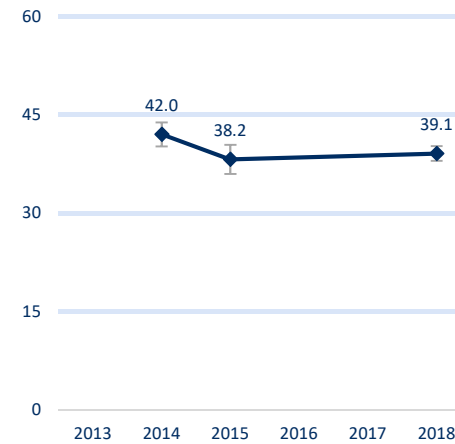
##### Higher-Order Learning



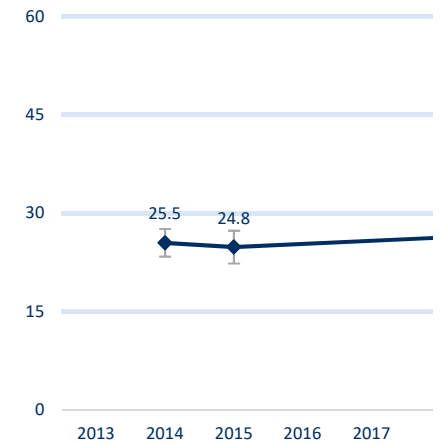
##### Reflective & Integrative Learning



##### Learning Strategies

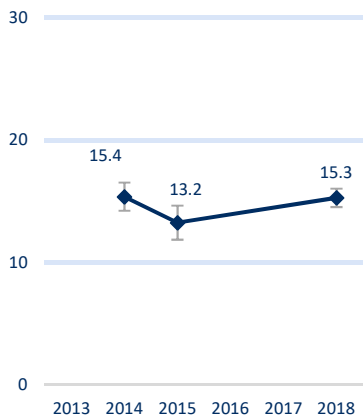


##### Quantitative Reasoning

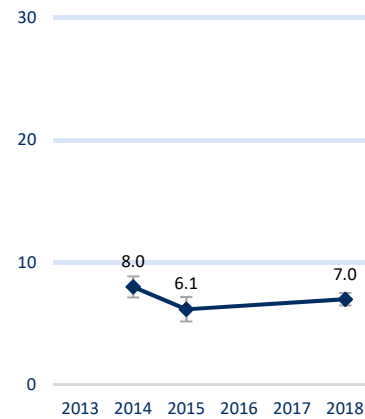


#### Academic Challenge (additional items): First-year students

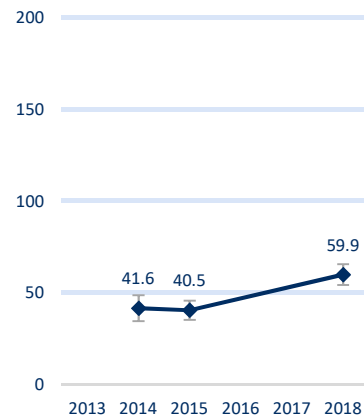
##### Preparing for Class (hrs/wk)



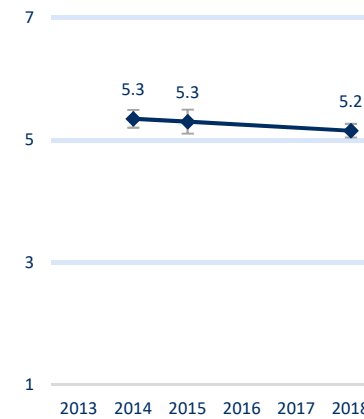
##### Course Reading (hrs/wk)<sup>a</sup>



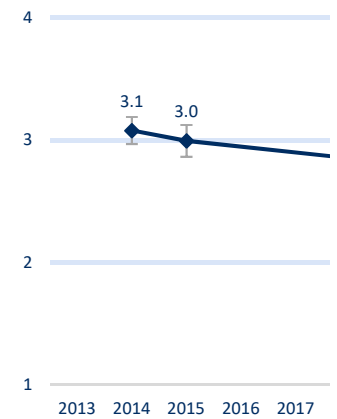
##### Assigned Writing (pages)<sup>a</sup>



##### 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").



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# NSSE 2018 Multi-Year Report

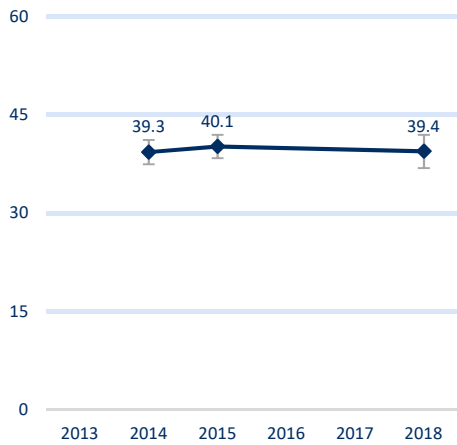
## Engagement Results by Theme

### Howard University

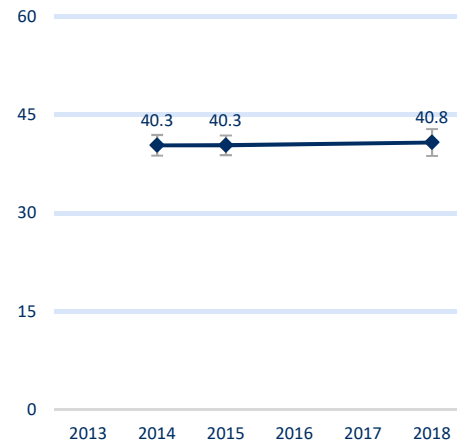
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

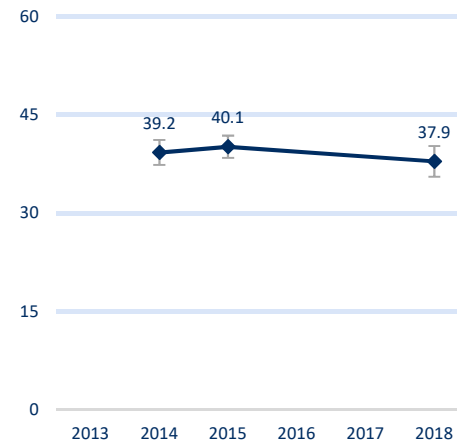
##### Higher-Order Learning



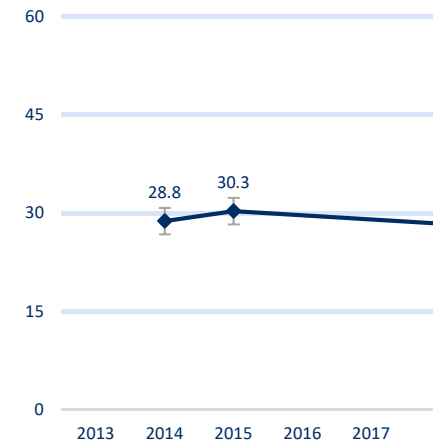
##### Reflective & Integrative Learning



##### Learning Strategies

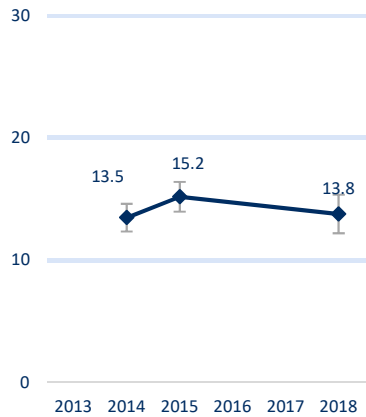


##### Quantitative Reasoning

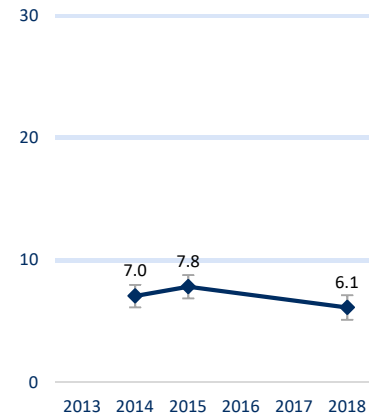


#### Academic Challenge (additional items): Seniors

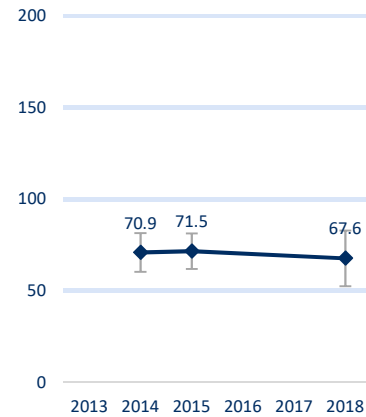
##### Preparing for Class (hrs/wk)



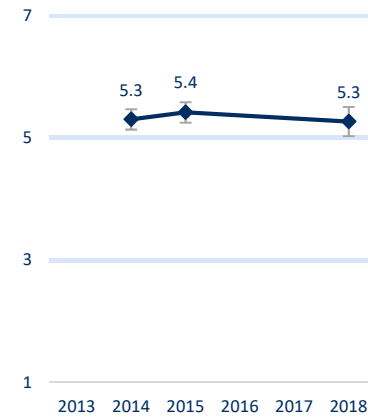
##### Course Reading (hrs/wk)<sup>a</sup>



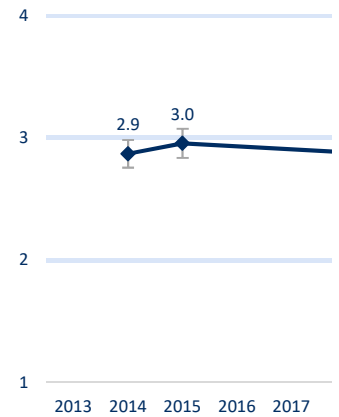
##### Assigned Writing (pages)<sup>a</sup>



##### 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").



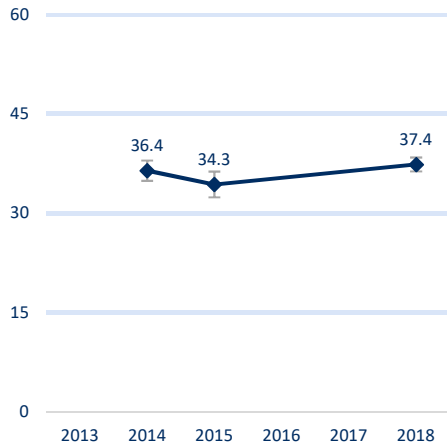




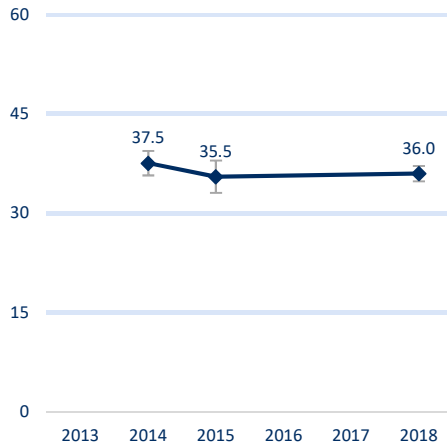
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

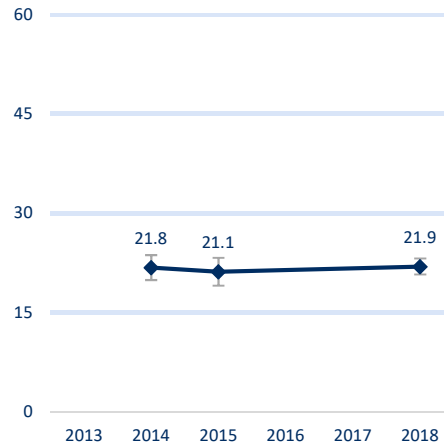


##### Discussions with Diverse Others

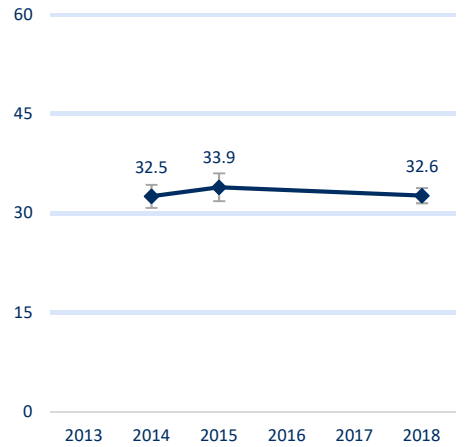


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

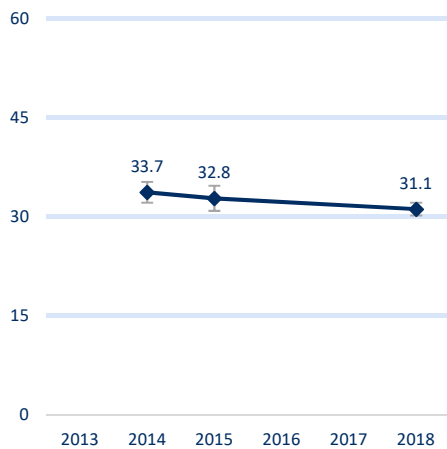


##### Effective Teaching Practices

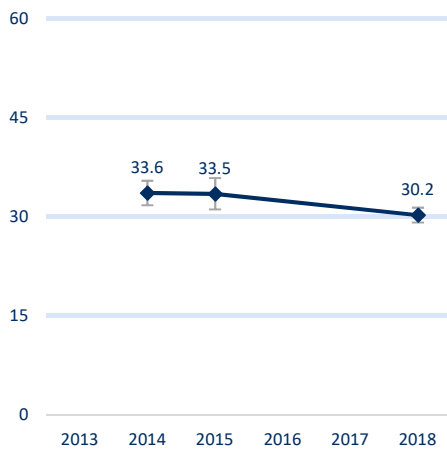


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment





# NSSE 2018 Multi-Year Report

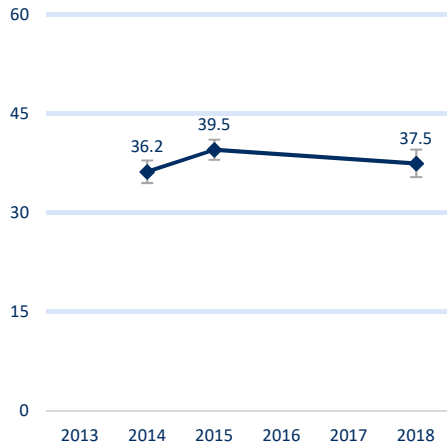
## Engagement Results by Theme

### Howard University

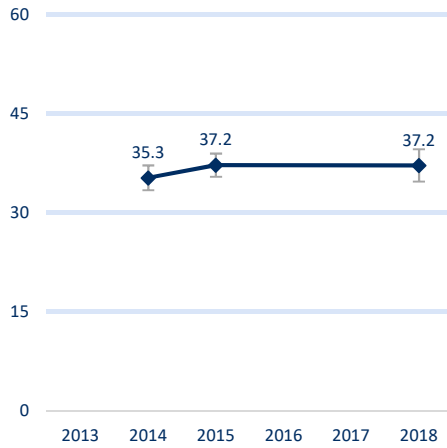
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

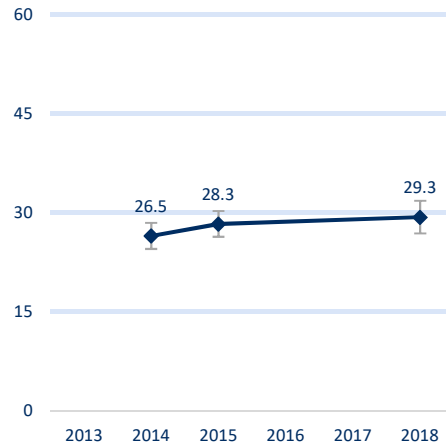


##### Discussions with Diverse Others

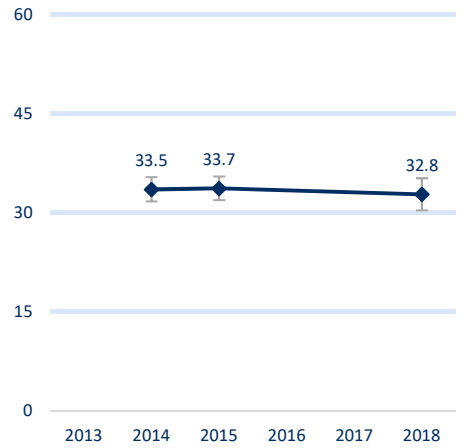


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

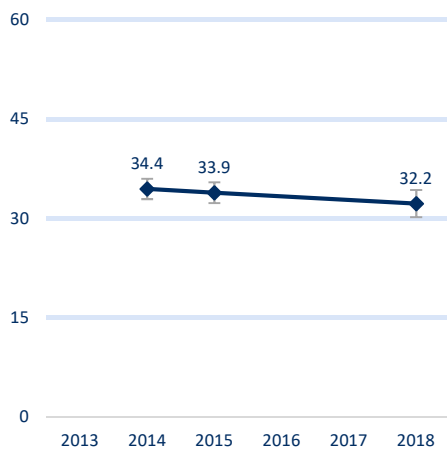


##### Effective Teaching Practices

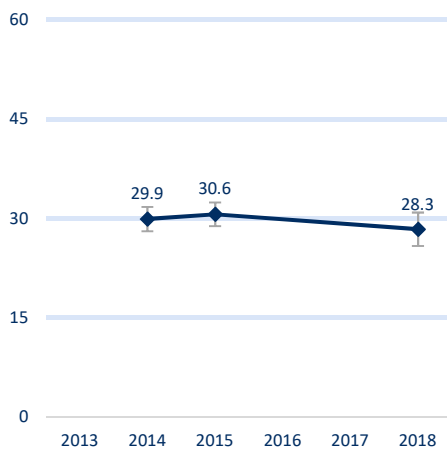


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment





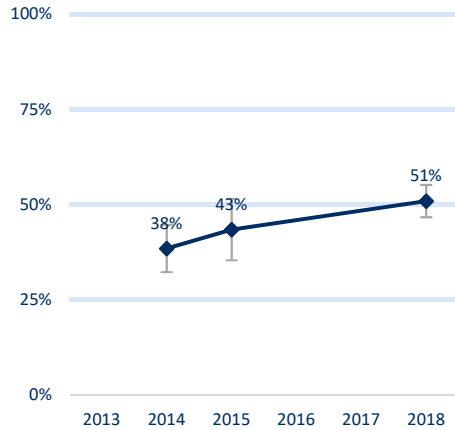


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

### High-Impact Practices: First-year students

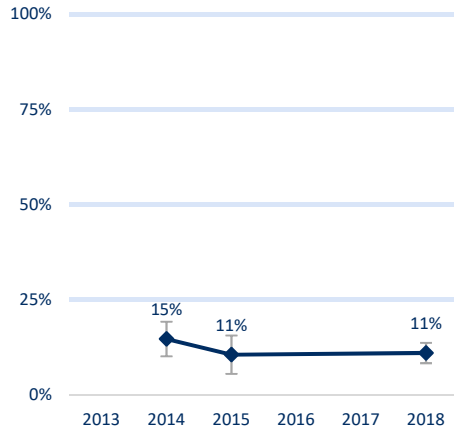
#### Service-Learning

(Some, most, or all courses)



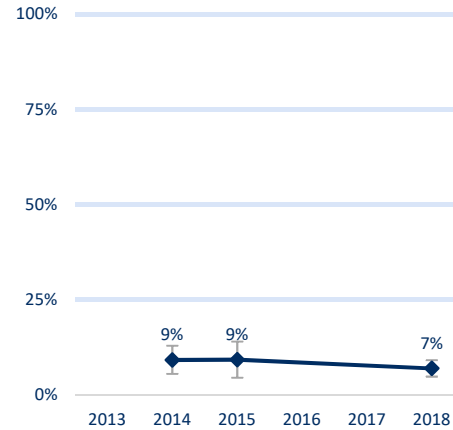
#### Learning Community

(Done or in progress)



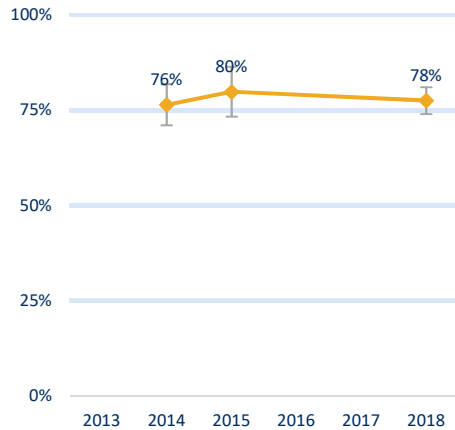
#### Research with Faculty

(Done or in progress)



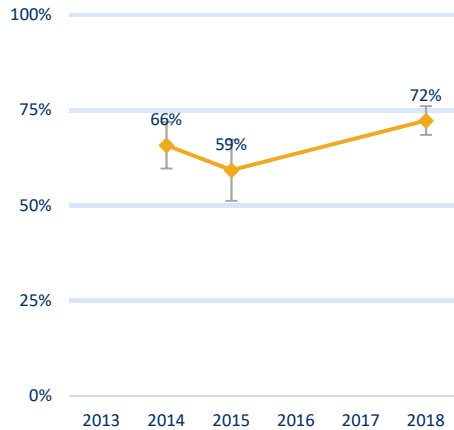
#### Internship/Field Experience

(Plan to do)



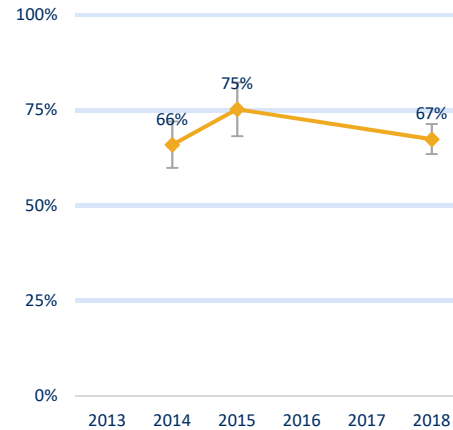
#### Study Abroad

(Plan to do)



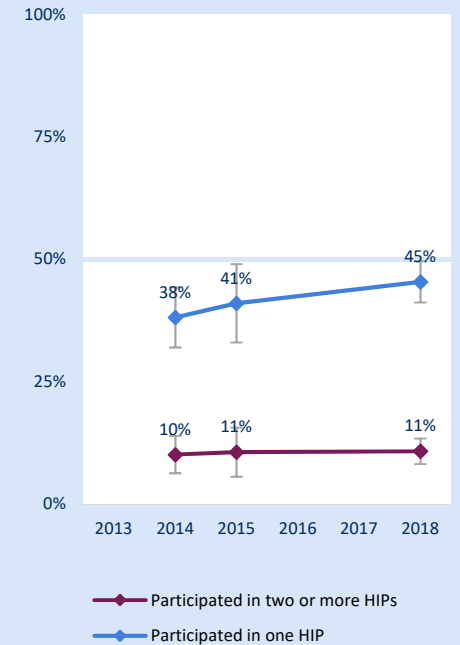
#### Culminating Senior Experience

(Plan to do)



### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



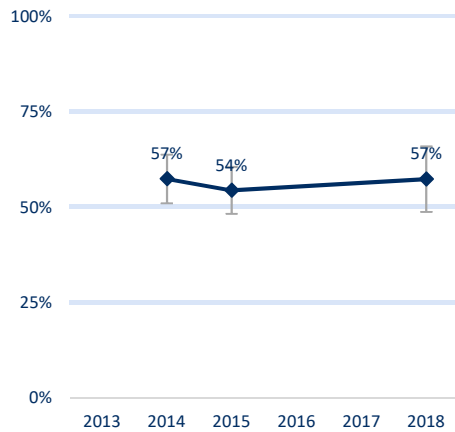


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

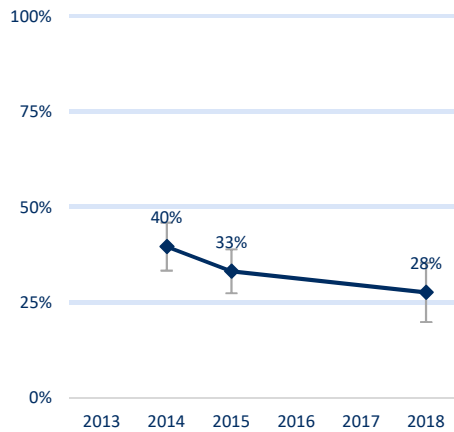
#### Service-Learning

(Some, most, or all courses)



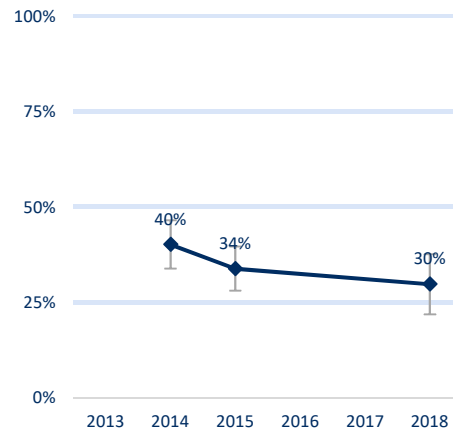
#### Learning Community

(Done or in progress)



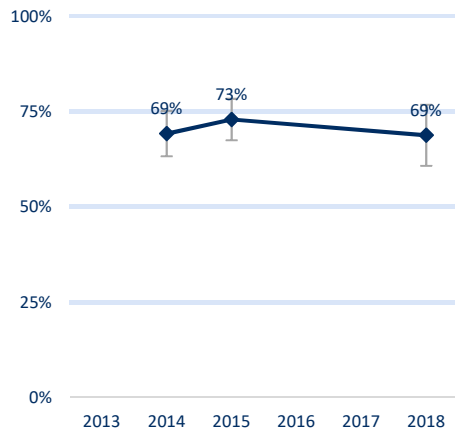
#### Research with Faculty

(Done or in progress)



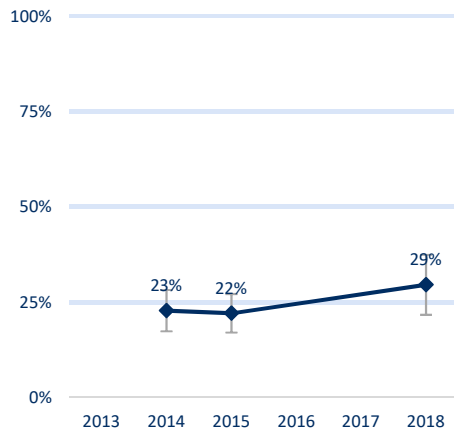
#### Internship/Field Experience

(Done or in progress)



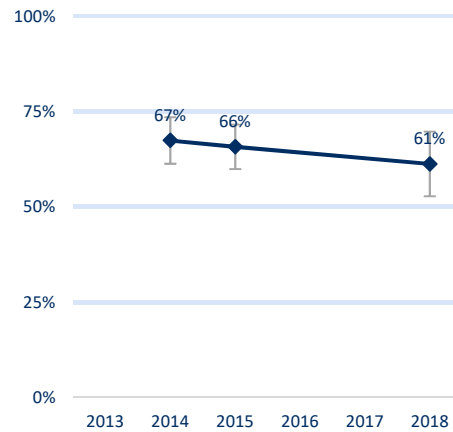
#### Study Abroad

(Done or in progress)



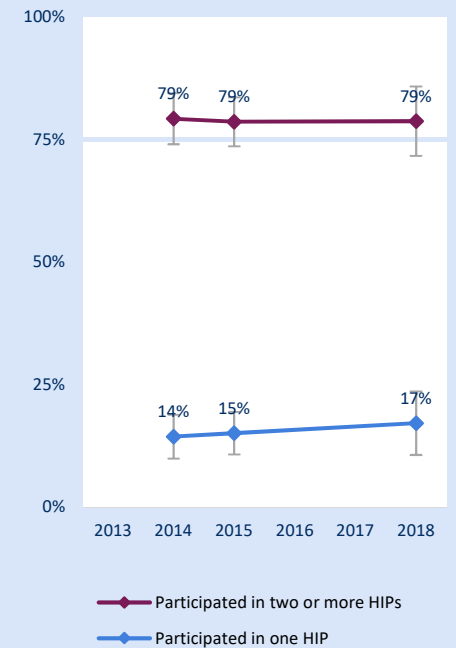
#### Culminating Senior Experience

(Done or in progress)



### Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.





## NSSE 2018 Multi-Year Report

### Detailed Statistics: Engagement Indicators and Additional Items

#### Howard University

		First-year students								Seniors						
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
<i>Academic Challenge</i>																
<b>Higher-Order Learning</b>	<i>Mean</i>		<b>39.6</b>	<b>38.9</b>			<b>38.6</b>				<b>39.3</b>	<b>40.1</b>			<b>39.4</b>	
	<i>n</i>		258	176			562				248	290			133	
	<i>SD</i>		14.3	14.4			13.8				14.8	15.4			14.9	
	<i>SE</i>		.89	1.09			.58				.94	.90			1.29	
	<i>CI upper bound</i>		41.3	41.0			39.8				41.1	41.9			41.9	
	<i>CI lower bound</i>		37.8	36.7			37.5				37.4	38.4			36.9	
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>		<b>39.8</b>	<b>36.7</b>			<b>39.7</b>				<b>40.3</b>	<b>40.3</b>			<b>40.8</b>	
	<i>n</i>		279	193			612				260	298			155	
	<i>SD</i>		11.2	13.4			12.1				12.9	13.2			13.0	
	<i>SE</i>		.67	.96			.49				.80	.77			1.05	
	<i>CI upper bound</i>		41.1	38.6			40.7				41.9	41.8			42.8	
	<i>CI lower bound</i>		38.5	34.8			38.7				38.8	38.8			38.7	
<b>Learning Strategies</b>	<i>Mean</i>		<b>42.0</b>	<b>38.2</b>			<b>39.1</b>				<b>39.2</b>	<b>40.1</b>			<b>37.9</b>	
	<i>n</i>		234	144			543				231	254			129	
	<i>SD</i>		14.3	13.5			13.3				14.7	13.8			13.5	
	<i>SE</i>		.94	1.13			.57				.97	.87			1.19	
	<i>CI upper bound</i>		43.8	40.4			40.2				41.1	41.8			40.2	
	<i>CI lower bound</i>		40.2	36.0			38.0				37.3	38.4			35.5	
<b>Quantitative Reasoning</b>	<i>Mean</i>		<b>25.5</b>	<b>24.8</b>			<b>26.2</b>				<b>28.8</b>	<b>30.3</b>			<b>28.4</b>	
	<i>n</i>		266	177			544				253	291			129	
	<i>SD</i>		17.6	16.9			16.2				16.3	17.6			15.8	
	<i>SE</i>		1.08	1.27			.69				1.03	1.03			1.40	
	<i>CI upper bound</i>		27.6	27.3			27.6				30.8	32.3			31.1	
	<i>CI lower bound</i>		23.3	22.3			24.9				26.8	28.3			25.6	
<i>Academic Challenge (additional items)</i>																
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>		<b>15.4</b>	<b>13.2</b>			<b>15.3</b>				<b>13.5</b>	<b>15.2</b>			<b>13.8</b>	
	<i>n</i>		217	125			524				217	232			127	
	<i>SD</i>		8.7	8.0			8.9				8.6	9.5			9.1	
	<i>SE</i>		.59	.71			.39				.58	.62			.81	
	<i>CI upper bound</i>		16.5	14.6			16.0				14.6	16.4			15.4	
	<i>CI lower bound</i>		14.2	11.8			14.5				12.3	14.0			12.2	
<b>Course Reading</b> Estimated hours per week calculated from two survey questions.	<i>Mean</i>		<b>8.0</b>	<b>6.1</b>			<b>7.0</b>				<b>7.0</b>	<b>7.8</b>			<b>6.1</b>	
	<i>n</i>		211	124			518				214	228			126	
	<i>SD</i>		6.4	5.7			6.0				6.8	7.3			5.8	
	<i>SE</i>		.44	.51			.26				.46	.48			.52	
	<i>CI upper bound</i>		8.8	7.2			7.5				8.0	8.8			7.1	
	<i>CI lower bound</i>		7.1	5.1			6.4				6.1	6.9			5.1	

# NSSE 2018 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Howard University

**First-year students**

**Seniors**

	2013	2014	2015	2016	2017	2018	2019	2020		2013	2014	2015	2016	2017	2018	2019
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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 2018 Multi-Year Report

### Detailed Statistics: Engagement Indicators and Additional Items

#### Howard University

		First-year students								Seniors						
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
<i>Academic Challenge (additional items, continued)</i>																
<b>Assigned Writing</b>	<i>Mean</i>		<b>41.6</b>	<b>40.5</b>			<b>59.9</b>				<b>70.9</b>	<b>71.5</b>			<b>67.6</b>	
Estimated number of pages	<i>n</i>		214	137			549				208	231			131	
calculated from three survey questions.	<i>SD</i>		52.6	31.4			68.3				77.5	74.8			88.8	
	<i>SE</i>		3.59	2.68			2.91				5.38	4.92			7.75	
	<i>CI upper bound</i>		48.6	45.7			65.6				81.4	81.2			82.8	
	<i>CI lower bound</i>		34.5	35.2			54.2				60.3	61.9			52.4	
<b>Course Challenge</b>	<i>Mean</i>		<b>5.3</b>	<b>5.3</b>			<b>5.2</b>				<b>5.3</b>	<b>5.4</b>			<b>5.3</b>	
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>		240	148			544				235	257			129	
	<i>SD</i>		1.2	1.2			1.3				1.3	1.4			1.4	
	<i>SE</i>		.07	.10			.06				.08	.09			.12	
	<i>CI upper bound</i>		5.5	5.5			5.3				5.5	5.6			5.5	
	<i>CI lower bound</i>		5.2	5.1			5.0				5.1	5.3			5.0	
<b>Academic Emphasis</b>	<i>Mean</i>		<b>3.1</b>	<b>3.0</b>			<b>2.9</b>				<b>2.9</b>	<b>3.0</b>			<b>2.9</b>	
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>		220	131			531				221	236			128	
	<i>SD</i>		0.8	0.8			0.8				0.9	0.9			0.8	
	<i>SE</i>		.06	.07			.04				.06	.06			.07	
	<i>CI upper bound</i>		3.2	3.1			2.9				3.0	3.1			3.0	
	<i>CI lower bound</i>		3.0	2.9			2.8				2.8	2.8			2.7	
<i>Learning with Peers</i>																
<b>Collaborative Learning</b>	<i>Mean</i>		<b>36.4</b>	<b>34.3</b>			<b>37.4</b>				<b>36.2</b>	<b>39.5</b>			<b>37.5</b>	
	<i>n</i>		284	209			658				265	317			177	
	<i>SD</i>		13.1	14.3			13.7				14.1	14.0			14.2	
	<i>SE</i>		.78	.99			.53				.87	.79			1.07	
	<i>CI upper bound</i>		37.9	36.3			38.4				37.9	41.1			39.6	
	<i>CI lower bound</i>		34.9	32.4			36.3				34.5	38.0			35.4	
<b>Discussions with Diverse Others</b>	<i>Mean</i>		<b>37.5</b>	<b>35.5</b>			<b>36.0</b>				<b>35.3</b>	<b>37.2</b>			<b>37.2</b>	
	<i>n</i>		240	150			540				233	261			130	
	<i>SD</i>		14.6	15.3			13.6				14.6	14.4			14.3	
	<i>SE</i>		.94	1.25			.58				.95	.89			1.25	
	<i>CI upper bound</i>		39.4	38.0			37.1				37.2	39.0			39.6	
	<i>CI lower bound</i>		35.7	33.0			34.8				33.4	35.5			34.7	



# NSSE 2018 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Howard University

**First-year students**

**Seniors**

	2013	2014	2015	2016	2017	2018	2019	2020		2013	2014	2015	2016	2017	2018	2019
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Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

		First-year students								Seniors						
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
<i>Experiences with Faculty</i>																
<b>Student-Faculty Interaction</b>	Mean		21.8	21.1			21.9				26.5	28.3			29.3	
	n		272	182			588				253	291			145	
	SD		15.9	14.5			14.9				16.0	17.0			15.2	
	SE		.96	1.07			.62				1.01	1.00			1.26	
	CI upper bound		23.7	23.2			23.1				28.5	30.3			31.8	
	CI lower bound		19.9	19.0			20.7				24.5	26.4			26.9	
<hr/>																
<b>Effective Teaching Practices</b>	Mean		32.5	33.9			32.6				33.5	33.7			32.8	
	n		270	177			565				256	294			137	
	SD		14.6	14.3			14.0				15.0	15.8			14.6	
	SE		.89	1.07			.59				.94	.92			1.25	
	CI upper bound		34.3	36.0			33.8				35.4	35.5			35.2	
	CI lower bound		30.8	31.8			31.5				31.7	31.9			30.3	
<hr/>																
<i>Campus Environment</i>																
<b>Quality of Interactions</b>	Mean		33.7	32.8			31.1				34.4	33.9			32.2	
	n		238	143			527				232	257			127	
	SD		12.3	11.6			11.3				12.0	12.8			11.9	
	SE		.80	.97			.49				.79	.80			1.05	
	CI upper bound		35.3	34.7			32.1				36.0	35.4			34.3	
	CI lower bound		32.1	30.9			30.2				32.9	32.3			30.2	
<hr/>																
<b>Supportive Environment</b>	Mean		33.6	33.5			30.2				29.9	30.6			28.3	
	n		219	128			527				217	230			127	
	SD		13.9	13.8			13.3				13.8	13.9			14.5	
	SE		.94	1.22			.58				.94	.92			1.29	
	CI upper bound		35.4	35.9			31.4				31.7	32.4			30.9	
	CI lower bound		31.8	31.1			29.1				28.0	28.8			25.8	

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 2018 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Howard University

#### First-year students

#### Seniors

2013

2014

2015

2016

2017

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2020

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		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<b>Service-Learning<sup>a</sup></b>	%		<b>38</b>	<b>43</b>			<b>51</b>				<b>57</b>	<b>54</b>			<b>57</b>		
	<i>n</i>		237	146			535				231	253			129		
	<i>SE</i>		3.2	4.1			2.2				3.3	3.1			4.4		
	<i>CI upper bound (%)</i>		45	52			55				64	60			66		
	<i>CI lower bound (%)</i>		32	35			47				51	48			49		
<b>Learning Community<sup>a</sup></b>	%		<b>15</b>	<b>11</b>			<b>11</b>				<b>40</b>	<b>33</b>			<b>28</b>		
	<i>n</i>		235	145			538				233	258			129		
	<i>SE</i>		2.3	2.6			1.4				3.2	2.9			4.0		
	<i>CI upper bound (%)</i>		19	16			14				46	39			35		
	<i>CI lower bound (%)</i>		10	6			8				33	27			20		
<b>Research with Faculty<sup>a</sup></b>	%		<b>9</b>	<b>9</b>			<b>7</b>				<b>40</b>	<b>34</b>			<b>30</b>		
	<i>n</i>		237	146			539				230	258			129		
	<i>SE</i>		1.9	2.4			1.1				3.2	3.0			4.0		
	<i>CI upper bound (%)</i>		13	14			9				47	40			38		
	<i>CI lower bound (%)</i>		6	5			5				34	28			22		
<b>Internship or Field Experience<sup>b</sup></b>	%		<b>76</b>	<b>80</b>			<b>78</b>				<b>69</b>	<b>73</b>			<b>69</b>		
	<i>n</i>		239	146			542				233	258			129		
	<i>SE</i>		2.8	3.3			1.8				3.0	2.8			4.1		
	(First-year results: Plan to do) <i>CI upper bound (%)</i>		82	86			81				75	78			77		
	<i>CI lower bound (%)</i>		71	73			74				63	67			61		
<b>Study Abroad<sup>b</sup></b>	%		<b>66</b>	<b>59</b>			<b>72</b>				<b>23</b>	<b>22</b>			<b>29</b>		
	<i>n</i>		234	146			541				232	260			129		
	<i>SE</i>		3.1	4.1			1.9				2.8	2.6			4.0		
	<i>CI upper bound (%)</i>		72	67			76				28	27			37		
	<i>CI lower bound (%)</i>		60	51			68				17	17			22		
<b>Culminating Senior Experience<sup>b</sup></b>	%		<b>66</b>	<b>75</b>			<b>67</b>				<b>67</b>	<b>66</b>			<b>61</b>		
	<i>n</i>		235	145			540				228	256			127		
	<i>SE</i>		3.1	3.6			2.0				3.1	3.0			4.3		
	(First-year results: Plan to do) <i>CI upper bound (%)</i>		72	82			71				73	72			70		
	<i>CI lower bound (%)</i>		60	68			63				61	60			53		
<b>Overall HIP Participation<sup>c</sup></b>																	
<b>Participated in one HIP</b>	%		<b>38</b>	<b>41</b>			<b>45</b>				<b>14</b>	<b>15</b>			<b>17</b>		
	<i>n</i>		241	146			541				235	261			129		
	<i>SE</i>		3.1	4.1			2.1				2.3	2.2			3.3		
	<i>CI upper bound (%)</i>		44	49			50				19	19			24		
	<i>CI lower bound (%)</i>		32	33			41				10	11			11		
<b>Participated in two or more HIPs</b>	%		<b>10</b>	<b>11</b>			<b>11</b>				<b>79</b>	<b>79</b>			<b>79</b>		
	<i>n</i>		241	146			541				235	261			129		
	<i>SE</i>		1.9	2.6			1.3				2.7	2.5			3.6		
	<i>CI upper bound (%)</i>		14	16			13				84	84			86		
	<i>CI lower bound (%)</i>		6	6			8				74	74			72		

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.

