NSSE 2022
Multi-Year Report
University of Nebraska at Kearney

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	33%	+/- 3.6%	486	376	110	33%	+/- 3.7%	477	377	100
2014										
2015										
2016	36%	+/- 3.8%	422	327	95	34%	+/- 3.6%	497	401	96
2017										
2018										
2019	28%	+/- 4.6%	325	271	54	21%	+/- 5.5%	254	219	35
2020										
2021										
2022	33%	+/- 4.2%	367	271	96	24%	+/- 5.2%	276	230	46

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	No	Diverse Perspectives, Transferable Skills	No	No	No
2014							
2015							
2016	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	No
2017							
2018							
2019	Email	Census	Yes	Academic Advising, Honors Consortium	No	No	No
2020							
2021							
2022	Email	Census	Yes	Academic Advising, Honors Education Consortium	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.
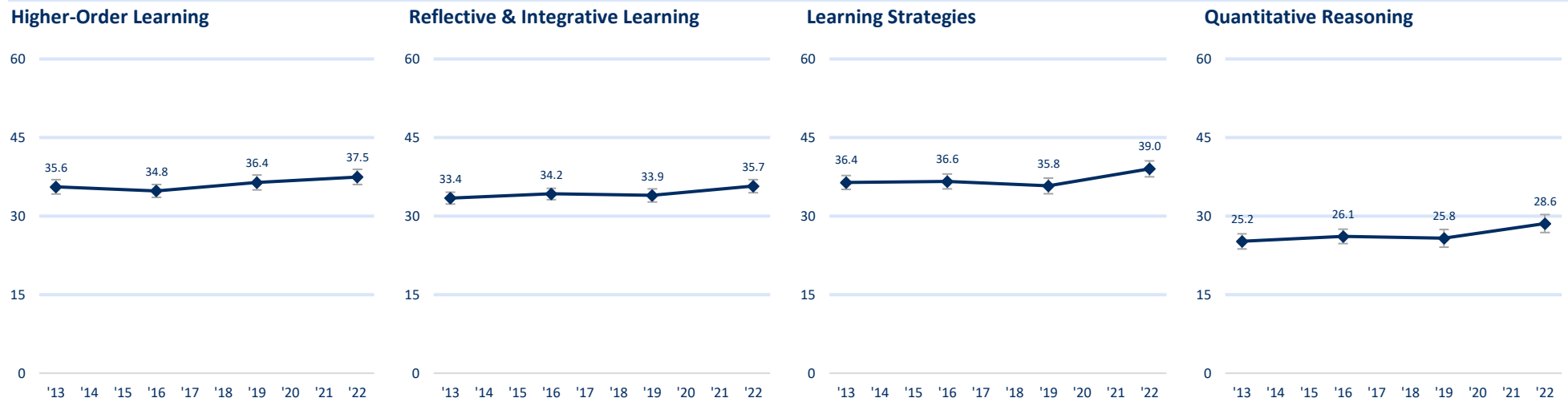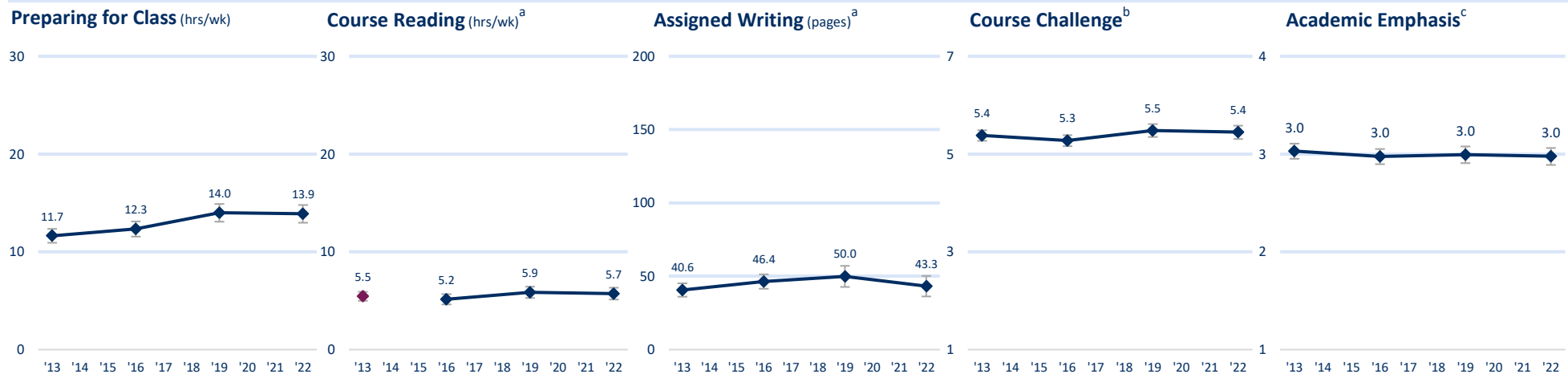
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

Higher-Order Learning

35.6 34.8 36.4 37.5

Reflective & Integrative Learning

33.4 34.2 33.9 35.7

Learning Strategies

36.4 36.6 35.8 39.0

Quantitative Reasoning

25.2 26.1 25.8 28.6

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

11.7 12.3 14.0 13.9

Course Reading (hrs/wk)[a]

5.5 5.2 5.9 5.7

Assigned Writing (pages)[a]

40.6 46.4 50.0 43.3

Course Challenge[b]

5.4 5.3 5.5 5.4

Academic Emphasis[c]

3.0 3.0 3.0 3.0

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
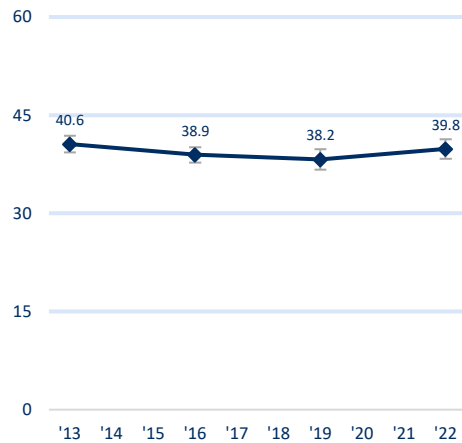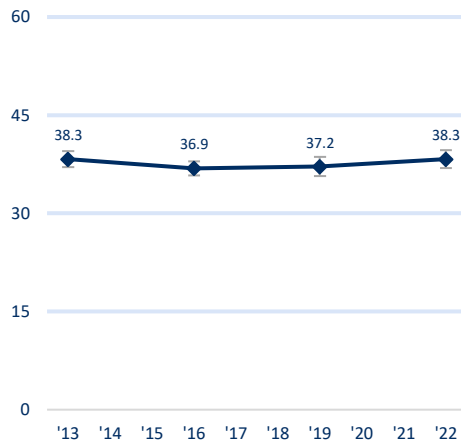
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
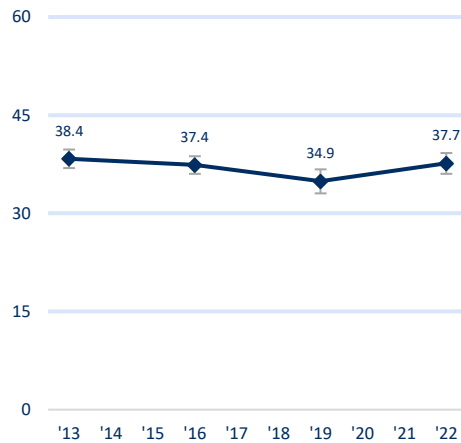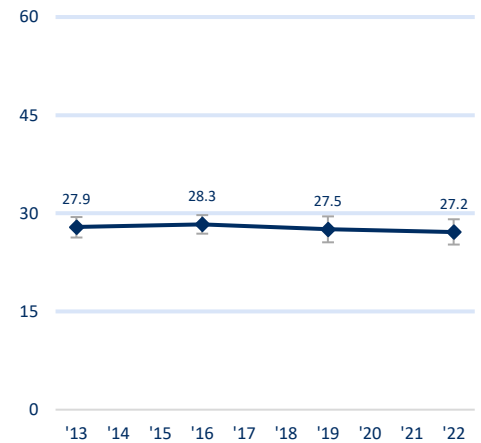
Academic Challenge: Seniors

Higher-Order Learning

40.6, 38.9, 38.2, 39.8

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Reflective & Integrative Learning

38.3, 36.9, 37.2, 38.3

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Learning Strategies

38.4, 37.4, 34.9, 37.7

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Quantitative Reasoning

27.9, 28.3, 27.5, 27.2

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

12.9, 13.1, 13.9, 14.1

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Course Reading (hrs/wk)[a]

5.8, 6.2, 6.1, 6.8

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Assigned Writing (pages)[a]

71.3, 65.5, 69.7, 53.9

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Course Challenge[b]

5.5, 5.5, 5.4, 5.4

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

Academic Emphasis[c]

3.0, 3.0, 2.9, 3.0

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
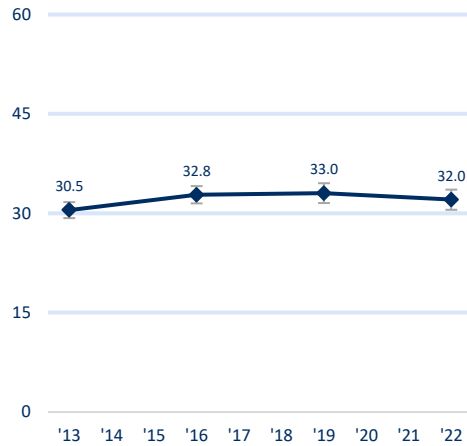b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

NSSE 2022 Multi-Year Report
Engagement Results by Theme
University of Nebraska at Kearney

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

Values by year: 30.5 ('13), 32.8 ('16), 33.0 ('19), 32.0 ('22)

Discussions with Diverse Others

Values by year: 36.6 ('13), 38.2 ('16), 38.1 ('19), 38.1 ('22)

Experiences with Faculty: First-year students

Student-Faculty Interaction

Values by year: 20.9 ('13), 23.2 ('16), 23.5 ('19), 25.6 ('22)

Effective Teaching Practices

Values by year: 38.7 ('13), 36.5 ('16), 37.8 ('19), 38.8 ('22)
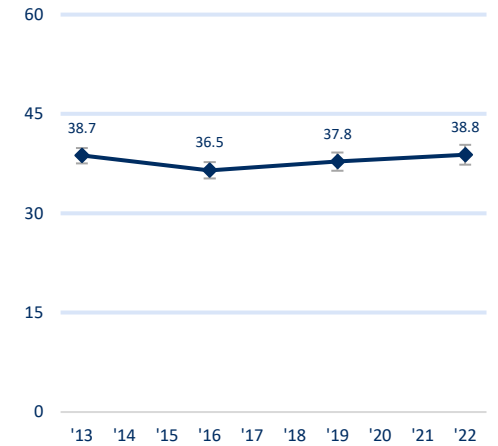
Campus Environment: First-year students

Quality of Interactions

Values by year: 40.2 ('13), 41.8 ('16), 42.5 ('19), 44.2 ('22)

Supportive Environment

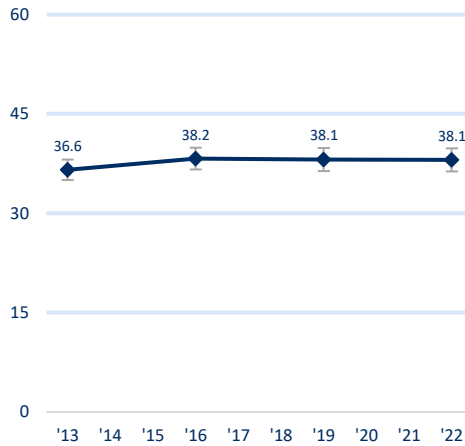Values by year: 36.8 ('13), 35.5 ('16), 34.6 ('19), 35.8 ('22)

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.

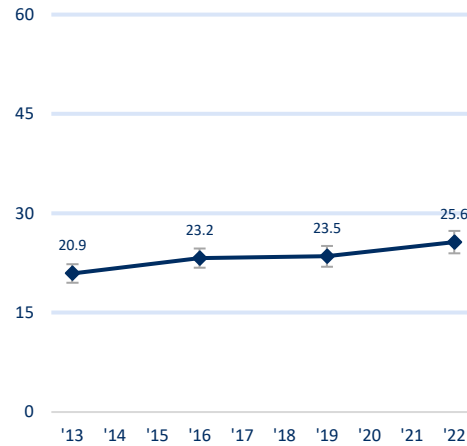## Learning with Peers: Seniors

Collaborative Learning

Values by year: 31.6 ('13), 31.9 ('16), 30.8 ('19), 27.9 ('22)

Discussions with Diverse Others

Values by year: 39.5 ('13), 38.1 ('16), 38.8 ('19), 38.8 ('22)
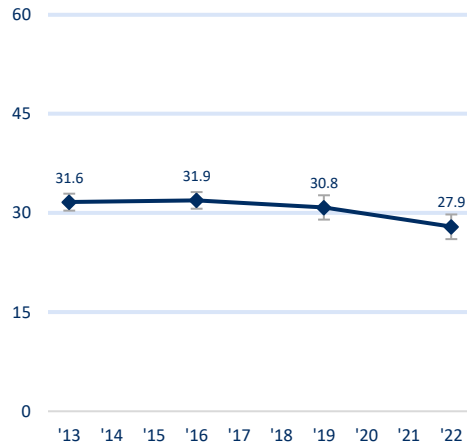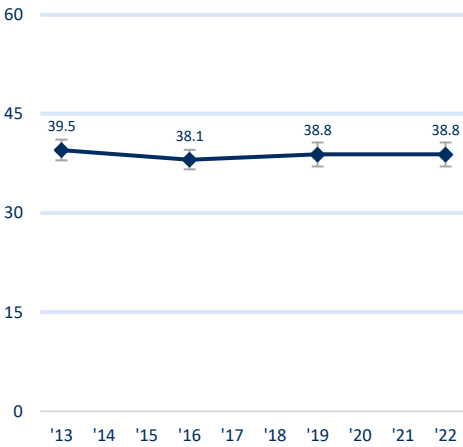
Experiences with Faculty: Seniors

Student-Faculty Interaction

Values by year: 26.6 ('13), 27.7 ('16), 26.9 ('19), 24.4 ('22)

Effective Teaching Practices

Values by year: 41.5 ('13), 40.8 ('16), 39.4 ('19), 38.6 ('22)
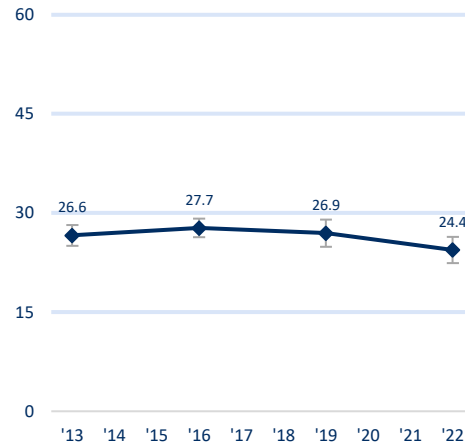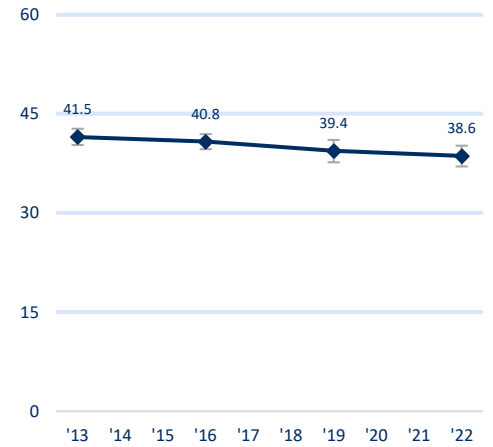
Campus Environment: Seniors

Quality of Interactions
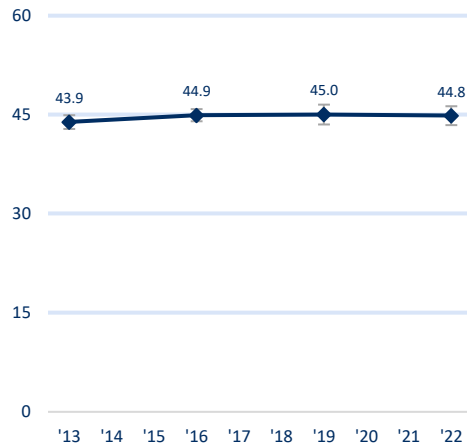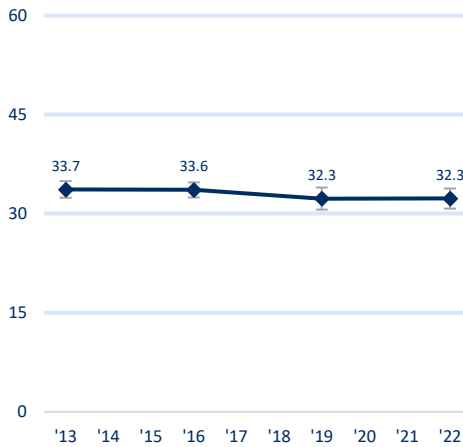
Values by year: 43.9 ('13), 44.9 ('16), 45.0 ('19), 44.8 ('22)

Supportive Environment

Values by year: 33.7 ('13), 33.6 ('16), 32.3 ('19), 32.3 ('22)

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)
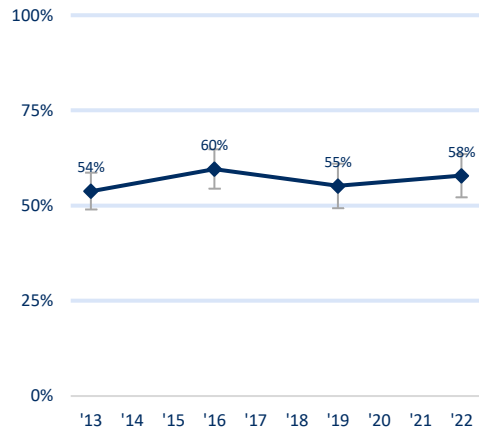
Learning Community
(Done or in progress)

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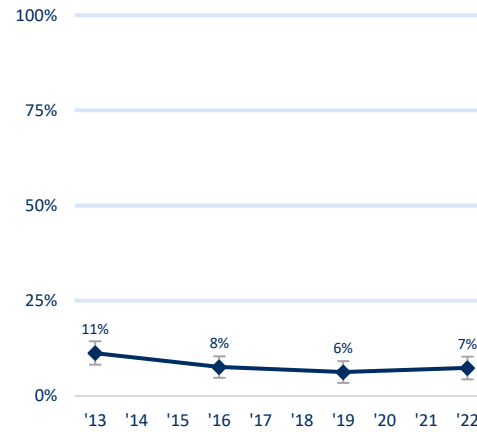
Internship/Field Experience
(Plan to do)
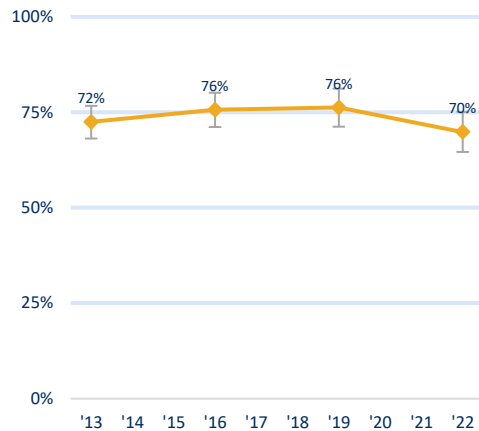
Study Abroad
(Plan to do)
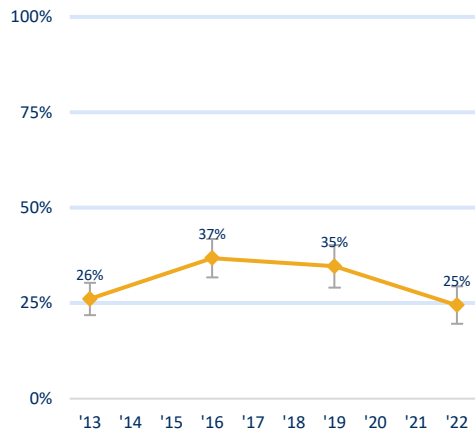
Culminating Senior Experience
(Plan to do)
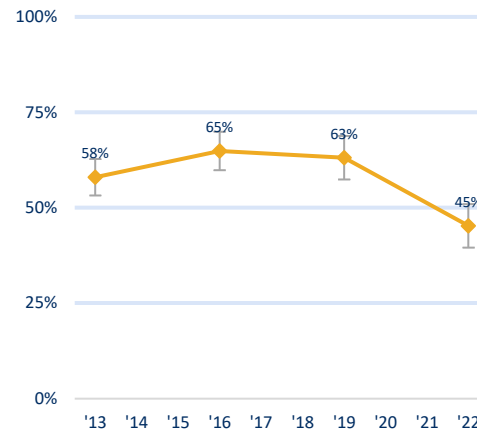
Overall first-year HIP participation

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.
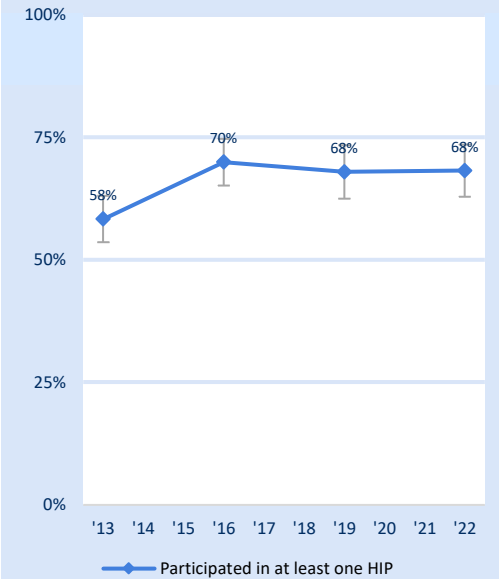
— Participated in at least one HIP

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.

NSSE 2022 Multi-Year Report

High-Impact Practices
University of Nebraska at Kearney

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.

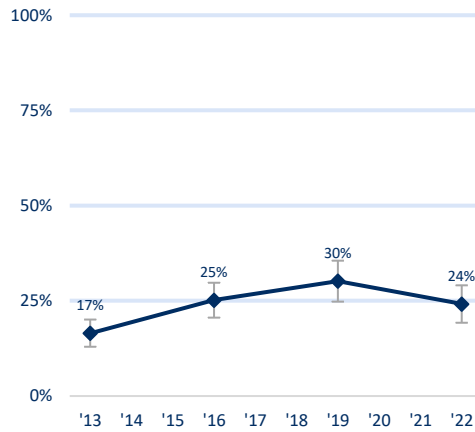## High-Impact Practices: Seniors

### Service-Learning
(Some, most, or all courses)
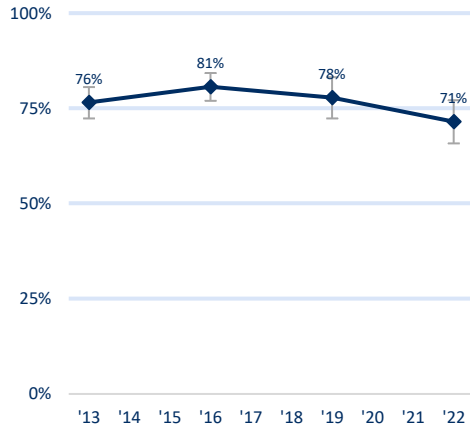
Learning Community
(Done or in progress)
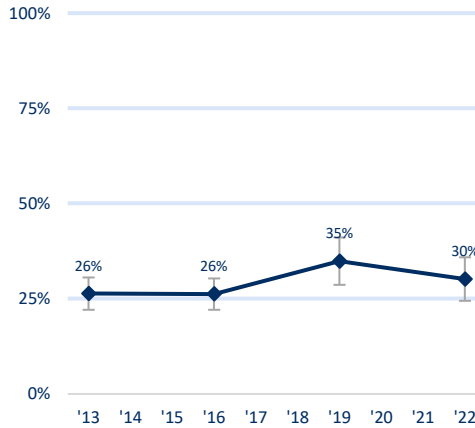
Research with Faculty
(Done or in progress)
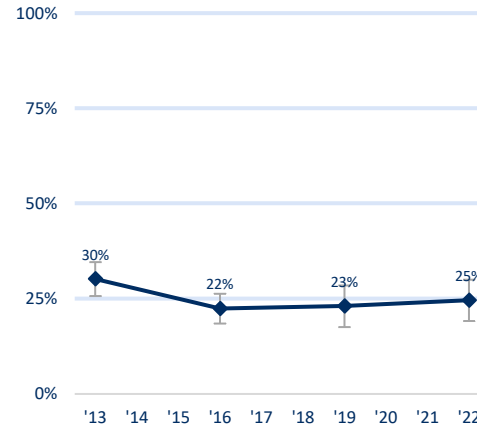
Internship/Field Experience
(Done or in progress)
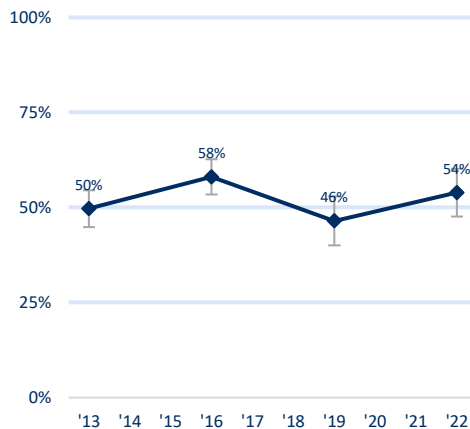
Study Abroad
(Done or in progress)
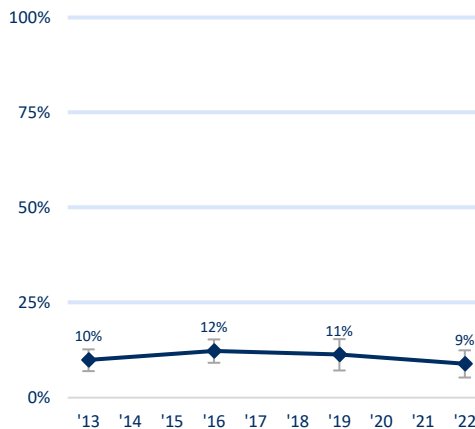
Culminating Senior Experience
(Done or in progress)
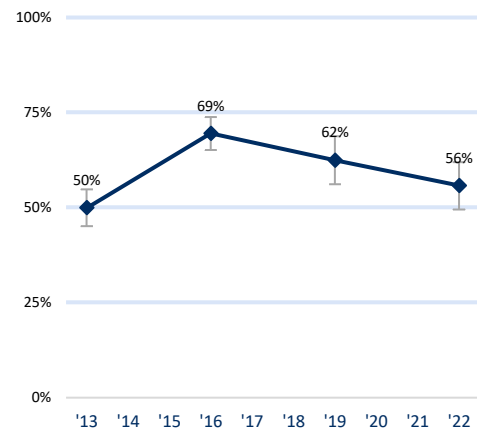
Overall senior HIP participation

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.

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

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

NSSE 2022 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
University of Nebraska at Kearney

|		**First-year students**										**Seniors**									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Academic Challenge																					
Higher-Order Learning	Mean	35.6			34.8			36.4			37.5	40.6			38.9			38.2			39.8
	n	424			381			289			311	429			466			232			255
	SD	14.4			12.2			12.3			13.0	13.6			12.9			12.2			12.3
	SE	.70			.63			.72			.74	.66			.60			.80			.77
	CI upper bound	37.0			36.0			37.8			38.9	41.9			40.1			39.8			41.3
	CI lower bound	34.2			33.6			35.0			36.0	39.3			37.8			36.7			38.3
Reflective & Integrative Learning	Mean	33.4			34.2			33.9			35.7	38.3			36.9			37.2			38.3
	n	457			399			303			340	446			478			242			263
	SD	12.3			11.1			11.0			11.6	13.1			11.8			11.7			11.3
	SE	.58			.56			.63			.63	.62			.54			.75			.70
	CI upper bound	34.6			35.3			35.2			36.9	39.5			37.9			38.6			39.7
	CI lower bound	32.3			33.1			32.7			34.5	37.1			35.8			35.7			36.9
Learning Strategies	Mean	36.4			36.6			35.8			39.0	38.4			37.4			34.9			37.7
	n	413			346			282			298	410			435			226			249
	SD	13.8			13.5			12.7			13.4	14.6			14.2			14.1			12.8
	SE	.68			.72			.75			.78	.72			.68			.94			.81
	CI upper bound	37.7			38.0			37.2			40.5	39.8			38.7			36.8			39.2
	CI lower bound	35.1			35.2			34.3			37.5	36.9			36.1			33.1			36.1
Quantitative Reasoning	Mean	25.2			26.1			25.8			28.6	27.9			28.3			27.5			27.2
	n	449			382			278			304	433			469			228			246
	SD	15.4			13.6			14.4			15.3	16.7			15.8			15.3			15.4
	SE	.73			.70			.86			.88	.80			.73			1.01			.98
	CI upper bound	26.6			27.5			27.5			30.3	29.5			29.8			29.5			29.1
	CI lower bound	23.7			24.8			24.1			26.8	26.3			26.9			25.6			25.2
Academic Challenge (additional items)																					
Preparing for Class (hours/week)	Mean	11.7			12.3			14.0			13.9	12.9			13.1			13.9			14.1
	n	376			330			277			288	380			409			223			243
	SD	7.1			7.2			7.8			7.8	8.5			8.2			8.2			7.9
	SE	.37			.39			.47			.46	.43			.41			.55			.51
	CI upper bound	12.4			13.1			14.9			14.8	13.8			13.9			14.9			15.1
	CI lower bound	10.9			11.6			13.1			13.0	12.1			12.3			12.8			13.1
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	5.5			5.2			5.9			5.7	5.8			6.2			6.1			6.8
	n	377			327			276			287	380			407			222			243
	SD	4.5			4.8			5.0			5.2	5.2			5.6			5.1			5.9
	SE	.23			.27			.30			.31	.26			.28			.34			.38
	CI upper bound	5.9			5.7			6.4			6.3	6.4			6.7			6.7			7.5
	CI lower bound	5.0			4.6			5.3			5.1	5.3			5.7			5.4			6.0

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									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22

Academic Challenge (additional items, continued)

Assigned Writing
Estimated number of pages calculated from three survey questions.

		'13	'16	'19	'22	'13	'16	'19	'22
Assigned Writing	Mean	40.6	46.4	50.0	43.3	71.3	65.5	69.7	53.9
	n	381	338	285	298	388	430	232	246
	SD	45.4	46.0	61.5	61.8	71.3	70.5	78.7	57.6
	SE	2.33	2.50	3.64	3.58	3.62	3.40	5.17	3.67
	CI upper bound	45.2	51.3	57.1	50.3	78.4	72.2	79.9	61.1
	CI lower bound	36.1	41.5	42.8	36.2	64.2	58.8	59.6	46.7
Course Challenge	Mean	5.4	5.3	5.5	5.4	5.5	5.5	5.4	5.4
	n	416	352	283	298	414	446	226	248
	SD	1.1	1.1	1.1	1.2	1.1	1.1	1.2	1.2
	SE	.05	.06	.07	.07	.05	.05	.08	.08
	CI upper bound	5.5	5.4	5.6	5.6	5.7	5.6	5.5	5.6
	CI lower bound	5.3	5.2	5.4	5.3	5.4	5.4	5.2	5.3
Academic Emphasis	Mean	3.0	3.0	3.0	3.0	3.0	3.0	2.9	3.0
	n	381	333	275	293	383	419	222	244
	SD	0.8	0.7	0.7	0.8	0.8	0.7	0.7	0.7
	SE	.04	.04	.04	.04	.04	.04	.05	.04
	CI upper bound	3.1	3.1	3.1	3.1	3.1	3.1	3.0	3.1
	CI lower bound	3.0	2.9	2.9	2.9	2.9	3.0	2.8	2.9

Course Challenge — Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").

Academic Emphasis — Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").

Learning with Peers

		'13	'16	'19	'22	'13	'16	'19	'22
Collaborative Learning	Mean	30.5	32.8	33.0	32.0	31.6	31.9	30.8	27.9
	n	462	410	314	357	452	483	251	271
	SD	13.2	13.3	13.7	14.6	14.0	14.0	14.8	15.6
	SE	.62	.66	.77	.77	.66	.64	.94	.95
	CI upper bound	31.7	34.1	34.6	33.6	32.9	33.2	32.7	29.8
	CI lower bound	29.3	31.5	31.5	30.5	30.3	30.7	29.0	26.1
Discussions with Diverse Others	Mean	36.6	38.2	38.1	38.1	39.5	38.1	38.8	38.8
	n	416	347	276	295	408	437	232	250
	SD	16.0	15.6	14.8	15.2	16.2	15.6	14.0	14.8
	SE	.79	.84	.89	.88	.80	.75	.92	.93
	CI upper bound	38.1	39.9	39.9	39.8	41.1	39.5	40.7	40.7
	CI lower bound	35.0	36.6	36.4	36.3	38.0	36.6	37.0	37.0

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 2022 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
University of Nebraska at Kearney

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Experiences with Faculty																					
Student-Faculty Interaction	*Mean*	20.9			23.2			23.5			25.6	26.6			27.7			26.9			24.4
	n	449			384			290			324	435			466			235			260
	SD	15.0			14.5			13.8			15.6	16.7			15.5			16.0			16.3
	SE	.71			.74			.81			.86	.80			.72			1.04			1.01
	CI upper bound	22.3			24.7			25.1			27.3	28.2			29.1			29.0			26.4
	CI lower bound	19.5			21.8			21.9			23.9	25.0			26.3			24.9			22.4
Effective Teaching Practices	*Mean*	38.7			36.5			37.8			38.8	41.5			40.8			39.4			38.6
	n	451			389			291			312	439			475			238			253
	SD	12.6			12.3			11.9			13.5	13.0			12.5			13.4			12.7
	SE	.59			.62			.70			.77	.62			.58			.87			.80
	CI upper bound	39.9			37.7			39.2			40.3	42.7			41.9			41.1			40.2
	CI lower bound	37.5			35.3			36.4			37.3	40.3			39.7			37.7			37.1
Campus Environment																					
Quality of Interactions	*Mean*	40.2			41.8			42.5			44.2	43.9			44.9			45.0			44.8
	n	412			343			268			282	404			433			214			229
	SD	13.0			11.3			11.5			11.8	10.6			9.8			11.2			11.1
	SE	.64			.61			.70			.70	.53			.47			.77			.73
	CI upper bound	41.4			43.0			43.9			45.5	44.9			45.8			46.5			46.3
	CI lower bound	38.9			40.6			41.1			42.8	42.8			44.0			43.5			43.4
Supportive Environment	*Mean*	36.8			35.5			34.6			35.8	33.7			33.6			32.3			32.3
	n	375			330			273			289	381			414			222			242
	SD	13.5			12.6			13.0			12.5	12.6			12.0			12.6			12.0
	SE	.70			.69			.79			.74	.65			.59			.85			.77
	CI upper bound	38.1			36.8			36.1			37.2	34.9			34.8			34.0			33.8
	CI lower bound	35.4			34.1			33.0			34.4	32.4			32.4			30.6			30.8

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 2022 Multi-Year Report
Detailed Statistics: High-Impact Practices
University of Nebraska at Kearney

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Service-Learning[a]	%	54			60			55			58	76			81			78			71
	n	413			352			277			293	411			443			228			245
	SE	2.5			2.6			3.0			2.9	2.1			1.9			2.8			2.9
	CI upper bound (%)	59			65			61			64	81			84			83			77
	CI lower bound (%)	49			54			49			52	72			77			72			66
Learning Community[a]	%	17			25			30			24	26			26			35			30
	n	415			347			280			293	410			441			227			246
	SE	1.8			2.3			2.7			2.5	2.2			2.1			3.2			2.9
	CI upper bound (%)	20			30			36			29	31			30			41			36
	CI lower bound (%)	13			21			25			19	22			22			29			24
Research with Faculty[a]	%	11			8			6			7	30			22			23			25
	n	412			349			281			295	412			441			227			244
	SE	1.6			1.4			1.5			1.5	2.3			2.0			2.8			2.8
	CI upper bound (%)	14			10			9			10	35			26			29			30
	CI lower bound (%)	8			5			3			4	26			18			18			19
Internship or Field Experience[b] (First-year results: Plan to do)	%	72			76			76			70	50			58			46			54
	n	418			352			282			296	415			444			230			246
	SE	2.2			2.3			2.5			2.7	2.5			2.3			3.3			3.2
	CI upper bound (%)	77			80			81			75	54			63			53			60
	CI lower bound (%)	68			71			71			65	45			53			40			48
Study Abroad[b] (First-year results: Plan to do)	%	26			37			35			25	10			12			11			9
	n	416			351			281			294	410			443			228			246
	SE	2.2			2.6			2.8			2.5	1.5			1.6			2.1			1.8
	CI upper bound (%)	30			42			40			29	13			15			15			12
	CI lower bound (%)	22			32			29			20	7			9			7			5
Culminating Senior Experience[b] (First-year results: Plan to do)	%	58			65			63			45	50			69			62			56
	n	415			345			280			294	411			439			227			245
	SE	2.4			2.6			2.9			2.9	2.5			2.2			3.2			3.2
	CI upper bound (%)	63			70			69			51	55			74			69			62
	CI lower bound (%)	53			60			57			40	45			65			56			49

Overall HIP Participation[c]

		First-year students										Seniors									
Participated in one HIP	%	43			50			47			49	22			16			20			19
	n	418			352			281			295	415			445			230			246
	SE	2.4			2.7			3.0			2.9	2.0			1.7			2.6			2.5
	CI upper bound (%)	47			55			52			55	26			20			25			23
	CI lower bound (%)	38			45			41			43	18			13			15			14
Participated in two or more HIPs	%	16			20			21			19	72			80			72			74
	n	418			352			281			295	415			445			230			246
	SE	1.8			2.1			2.5			2.3	2.2			1.9			3.0			2.8
	CI upper bound (%)	19			24			26			24	76			84			78			80
	CI lower bound (%)	12			16			17			15	67			76			66			69

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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