NSSE national survey of student engagement

# NSSE 2022
# Multi-Year Report

University of New Hampshire at Durham

Prepared 2022-09-23

IPEDS: 183044

## 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.

# NSSE 2022 Multi-Year Report

## Administration Summaries

## University of New Hampshire at Durham

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 | 22% | +/- 3.6% | 577 | 444 | 133 | 31% | +/- 3.0% | 726 | 594 | 132 |
| 2014 | 24% | +/- 3.5% | 592 | 472 | 120 | 30% | +/- 3.2% | 661 | 562 | 99 |
| 2015 | 32% | +/- 2.8% | 864 | 660 | 204 | 33% | +/- 3.0% | 738 | 585 | 153 |
| 2016 | 28% | +/- 3.1% | 706 | 542 | 164 | 34% | +/- 2.5% | 997 | 845 | 152 |
| 2017 | 29% | +/- 3.2% | 658 | 488 | 170 | 28% | +/- 2.9% | 794 | 654 | 140 |
| 2018 | 32% | +/- 3.0% | 706 | 602 | 104 | 29% | +/- 2.8% | 862 | 751 | 111 |
| 2019 | 25% | +/- 3.6% | 574 | 482 | 92 | 23% | +/- 3.2% | 711 | 632 | 79 |
| 2020 | 28% | +/- 3.4% | 587 | 453 | 134 | 31% | +/- 2.8% | 859 | 730 | 129 |
| 2021 | 33% | +/- 3.2% | 631 | 486 | 145 | 28% | +/- 3.0% | 789 | 655 | 134 |
| 2022 | 20% | +/- 4.3% | 415 | 292 | 123 | 22% | +/- 3.5% | 601 | 471 | 130 |

### Administration Details by Participation Year

| Year | Recruitment method | Sample type | Incentives offered | Additional question sets | Report Sample identified[d] | BCSSE | FSSE |
|---|---|---|---|---|---|---|---|
| 2013 | Email | Census | Yes | Transferable Skills, Civic Engagement | No | No | No |
| 2014 | Email | Census | Yes | Academic Advising, Learning with Tech | No | No | No |
| 2015 | Email | Census | Yes | Academic Advising, Learning with Tech | No | No | No |
| 2016 | Email | Census | Yes | None | No | No | No |
| 2017 | Email | Census | Yes | Academic Advising, Learning with Tech | No | No | No |
| 2018 | Email | Census | Yes | Academic Advising, Inclusiv & Cult Div | No | No | No |
| 2019 | Email | Census | Yes | FY Experiences / Sr Transitions, Honors Consortium | No | No | No |
| 2020 | Email | Census | Yes | Writing Experiences, FY Experiences / Sr Transitions | No | No | No |
| 2021 | Email | Census | Yes | FY Experiences / Sr Transitions, Writing Experiences | No | No | No |
| 2022 | Email | Census | Yes | Writing Experiences, 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.

# NSSE 2022 Multi-Year Report

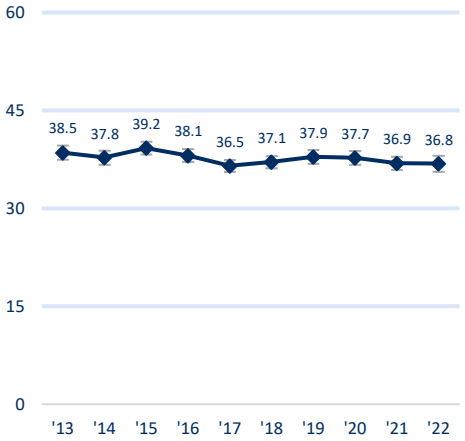
## Engagement Results by Theme

## University of New Hampshire at Durham

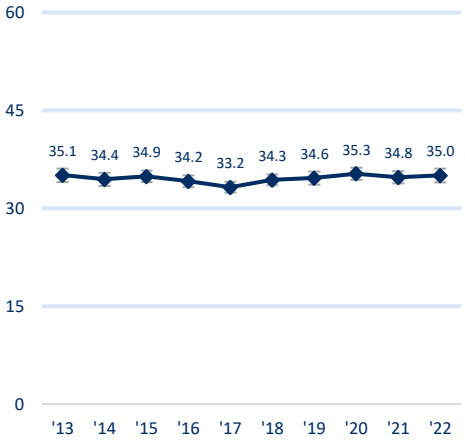
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

### Academic Challenge: First-year students

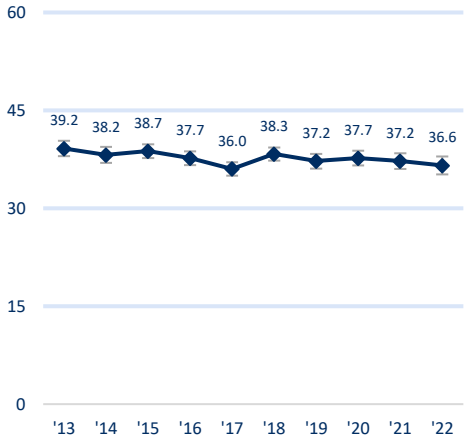
#### Higher-Order Learning



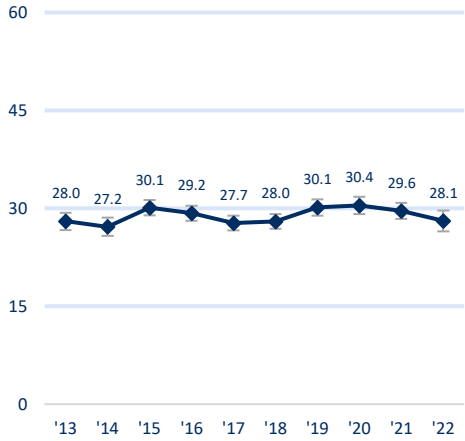

#### Reflective & Integrative Learning




#### Learning Strategies

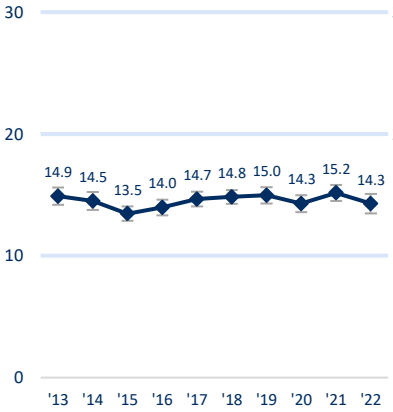



#### Quantitative Reasoning

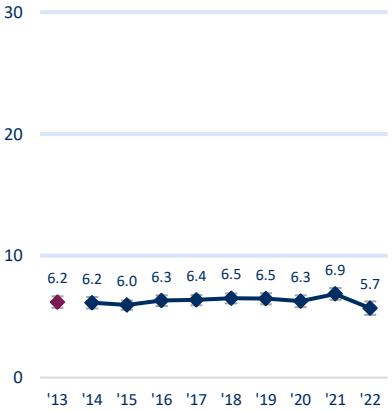



### Academic Challenge (additional items): First-year students

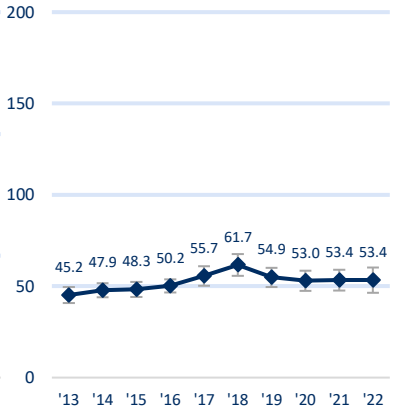
#### Preparing for Class (hrs/wk)



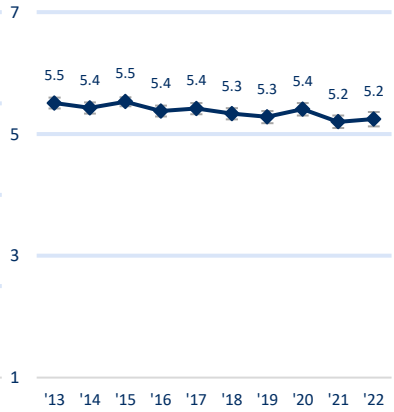

#### Course Reading (hrs/wk)[a]



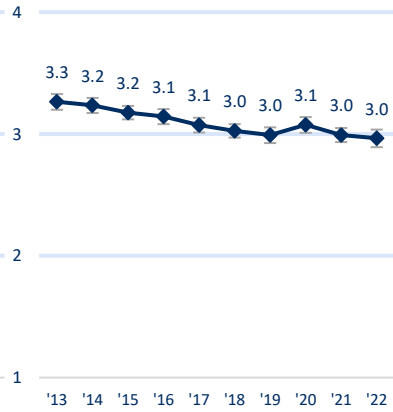

#### Assigned Writing (pages)[a]




#### Course Challenge[b]




#### Academic Emphasis[c]




a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. 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").

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## Engagement Results by Theme

## University of New Hampshire at Durham

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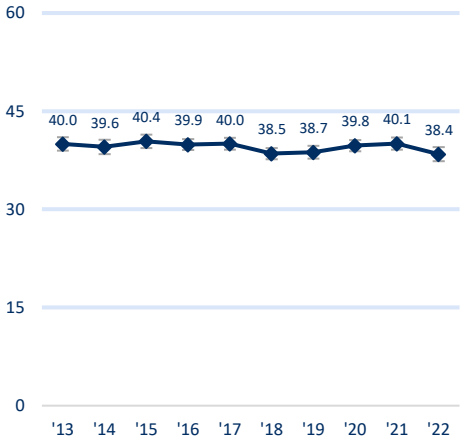
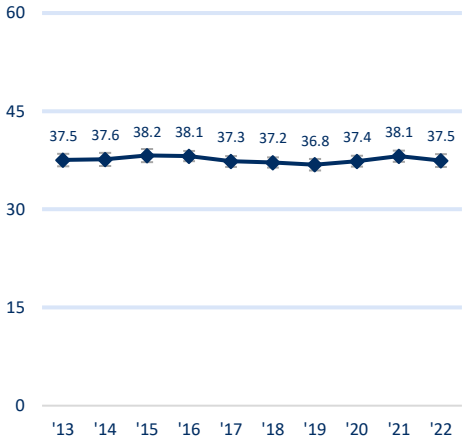
## Academic Challenge: Seniors

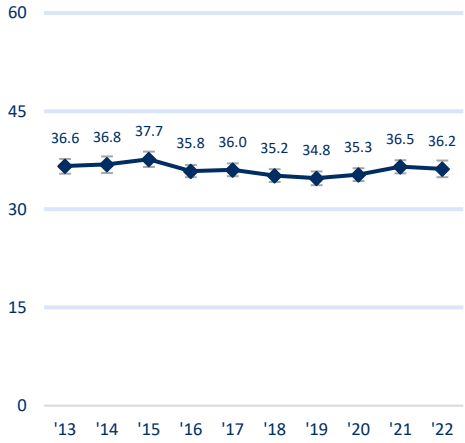
### Higher-Order Learning



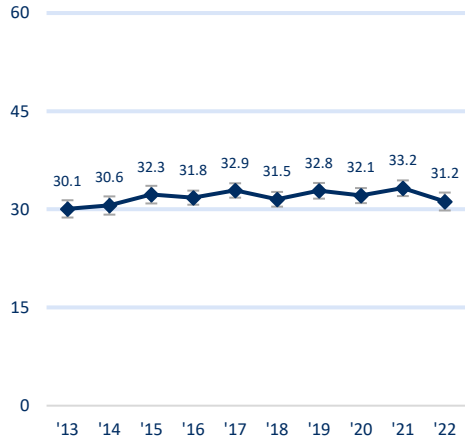

### Reflective & Integrative Learning




### Learning Strategies

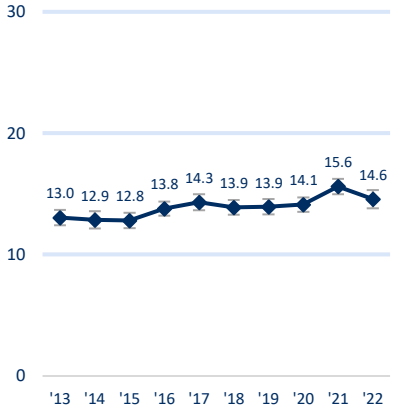



### Quantitative Reasoning

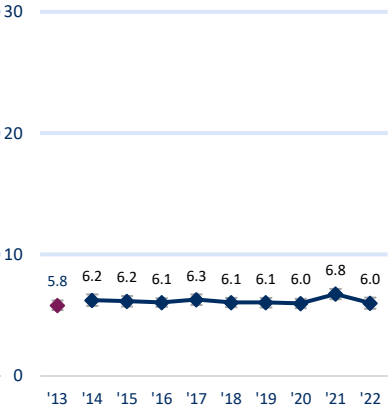



## Academic Challenge (additional items): Seniors

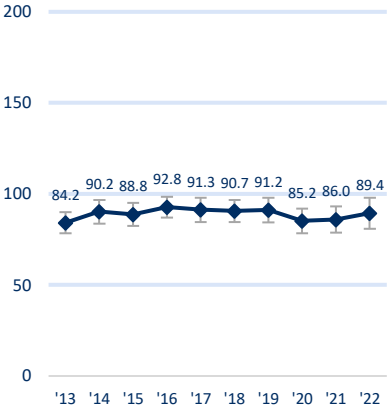
### Preparing for Class (hrs/wk)



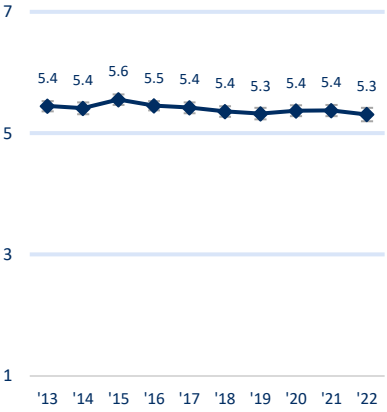

### Course Reading (hrs/wk)[a]



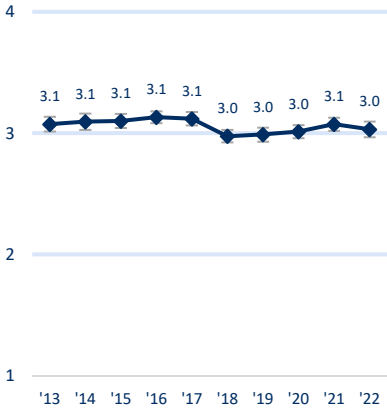

### Assigned Writing (pages)[a]




### Course Challenge[b]




### Academic Emphasis[c]

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## Engagement Results by Theme

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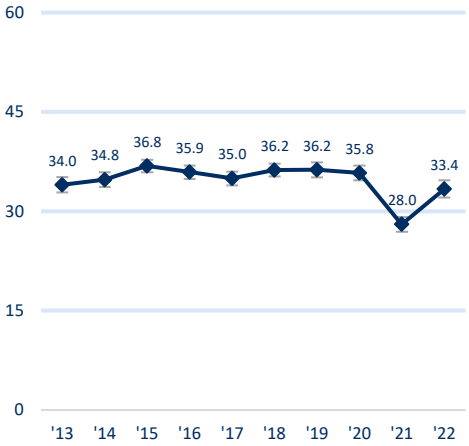
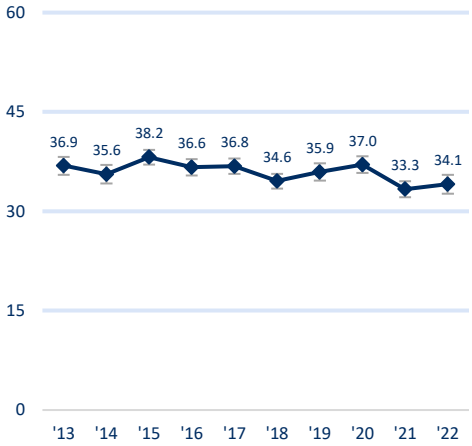
### Learning with Peers: First-year students

#### Collaborative Learning

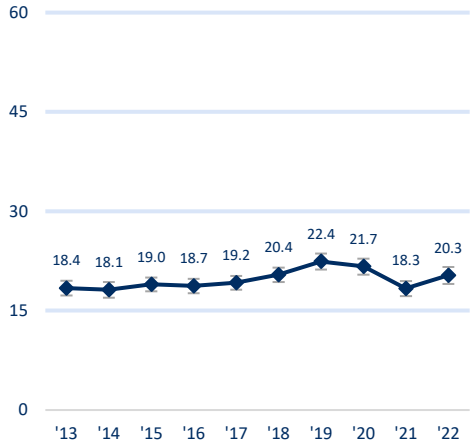



#### Discussions with Diverse Others

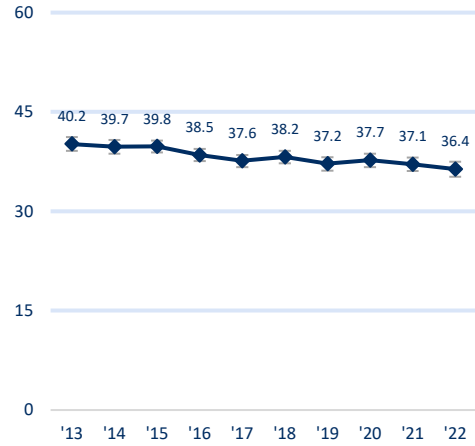



### Experiences with Faculty: First-year students

#### Student-Faculty Interaction

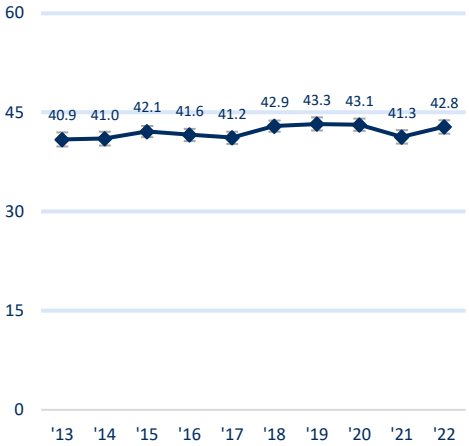



#### Effective Teaching Practices

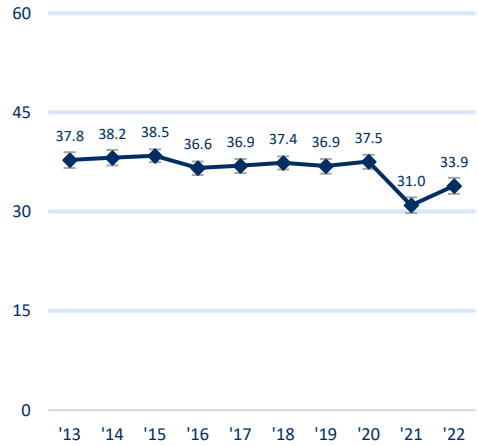



### Campus Environment: First-year students

#### Quality of Interactions




#### Supportive Environment



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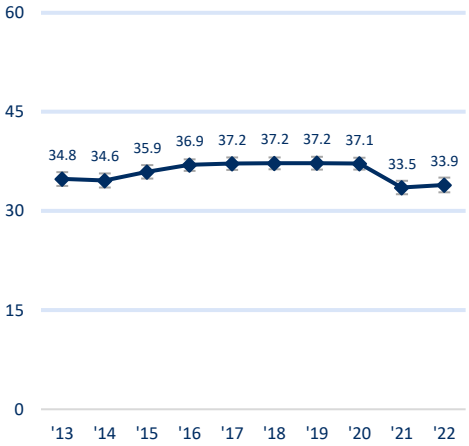
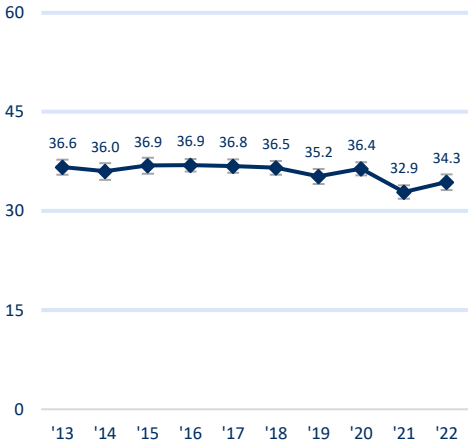
### Learning with Peers: Seniors

#### Collaborative Learning

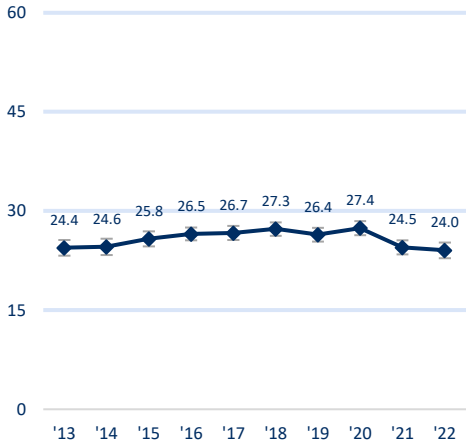



#### Discussions with Diverse Others

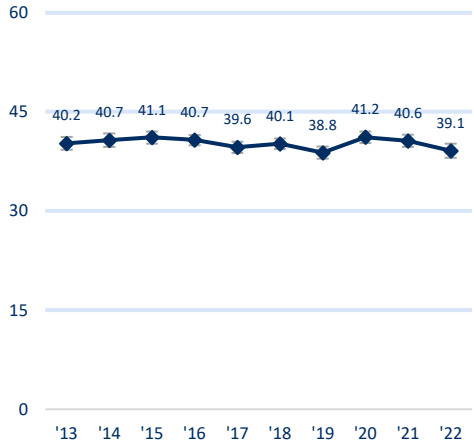



### Experiences with Faculty: Seniors

#### Student-Faculty Interaction

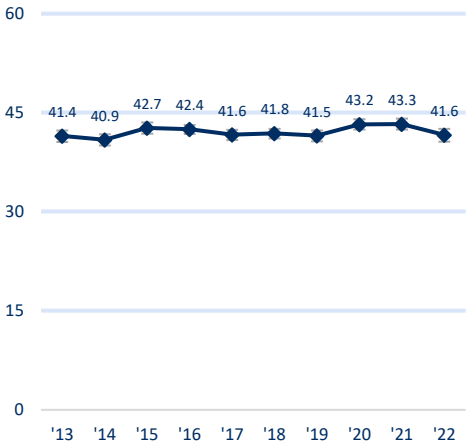



#### Effective Teaching Practices

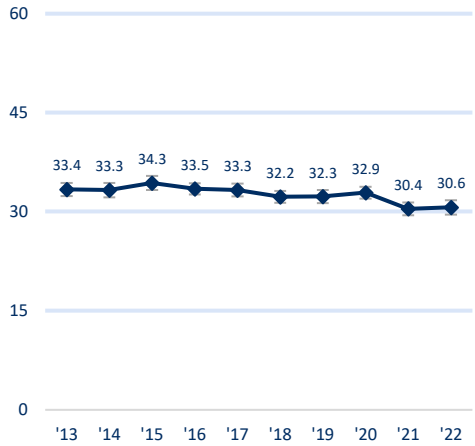



### Campus Environment: Seniors

#### Quality of Interactions




#### Supportive Environment



# NSSE 2022 Multi-Year Report

## High-Impact Practices

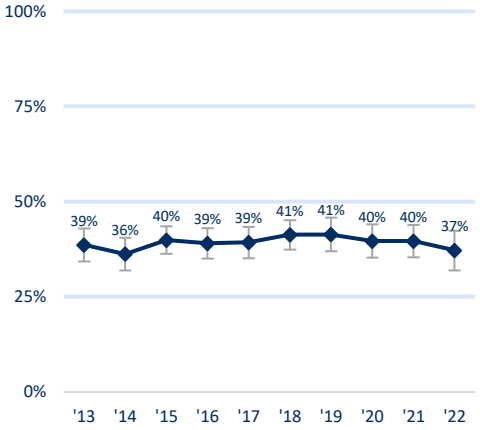
## University of New Hampshire at Durham

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

## High-Impact Practices: First-year students

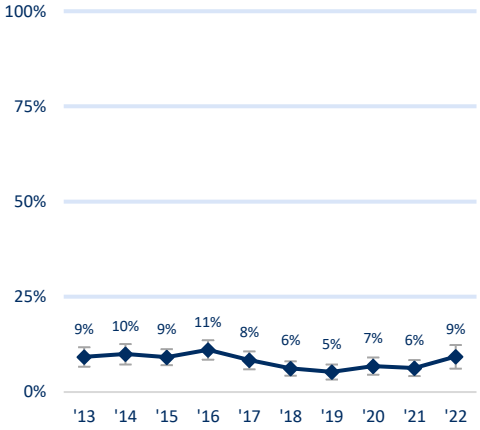
### Service-Learning

**(Some, most, or all courses)**



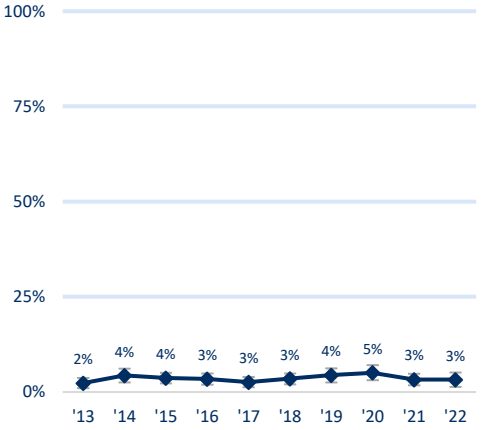

### Learning Community

**(Done or in progress)**



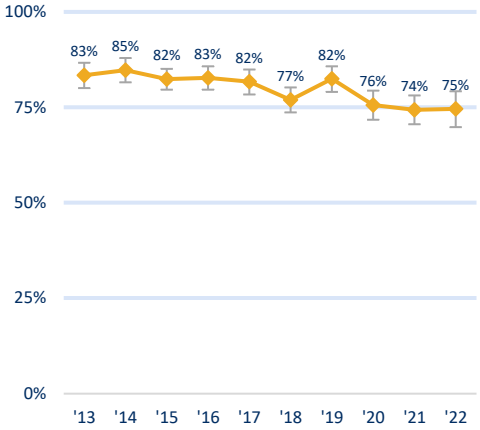

### Research with Faculty

**(Done or in progress)**



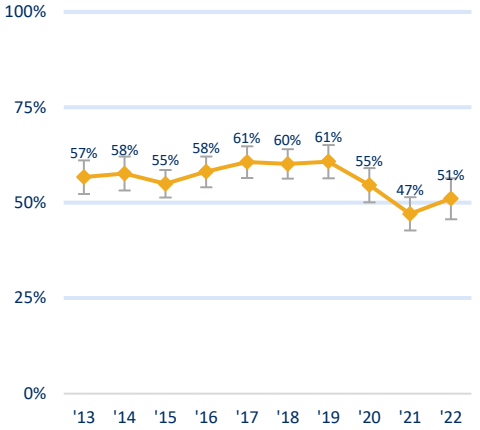

### Internship/Field Experience

**(Plan to do)**



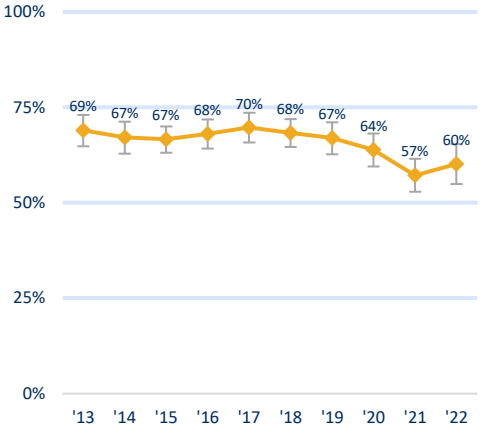

### Study Abroad

**(Plan to do)**



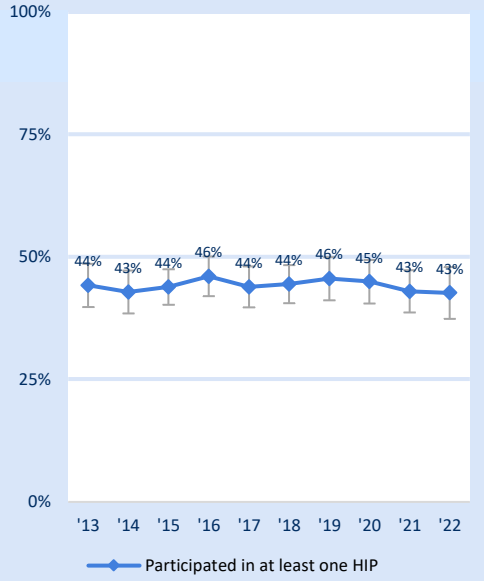

### Culminating Senior Experience

**(Plan to do)**




### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.




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

# NSSE 2022 Multi-Year Report

## High-Impact Practices

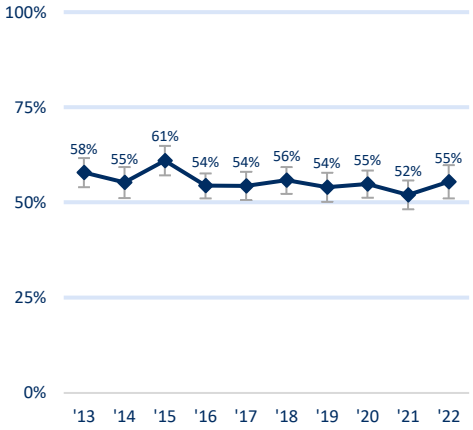
## University of New Hampshire at Durham

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

## High-Impact Practices: Seniors

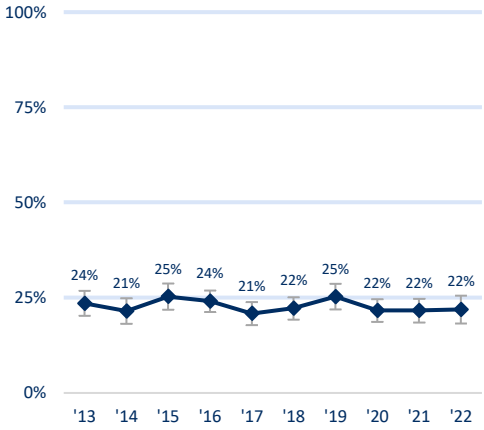
### Service-Learning

**(Some, most, or all courses)**



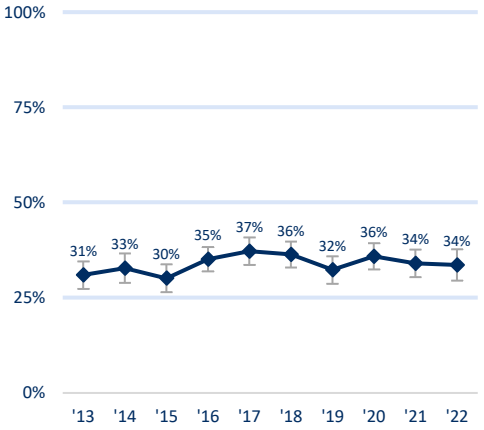

### Learning Community

**(Done or in progress)**



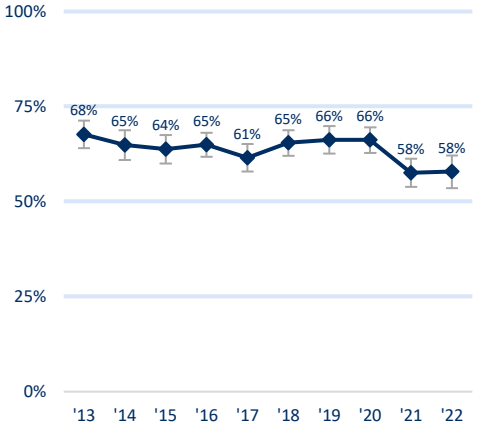

### Research with Faculty

**(Done or in progress)**



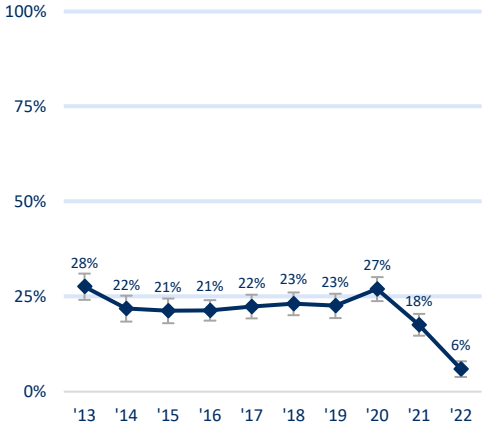

### Internship/Field Experience

**(Done or in progress)**



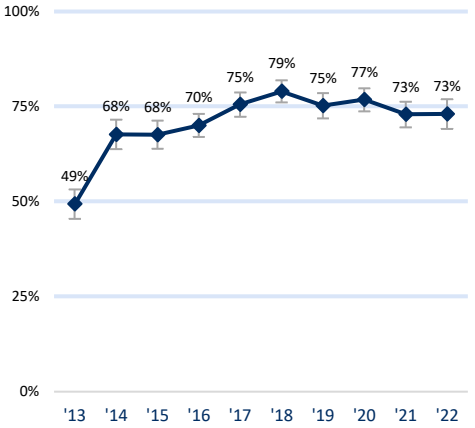

### Study Abroad

**(Done or in progress)**



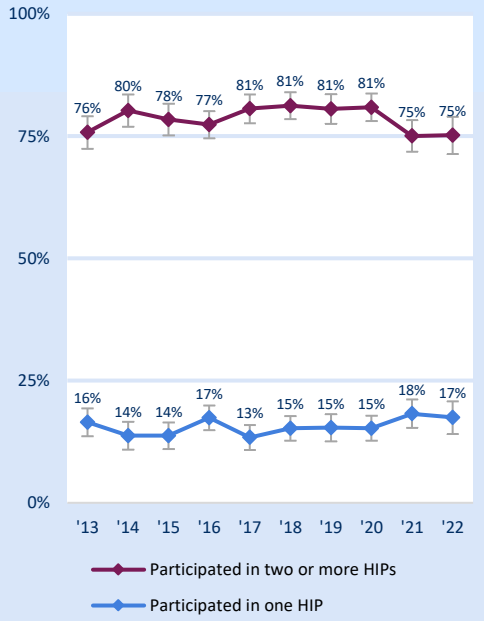

### Culminating Senior Experience

**(Done or in progress)**




### Overall senior HIP participation

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




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

NSSE national survey of student engagement

# NSSE 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

## University of New Hampshire at Durham

| | | 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* | **38.5** | **37.8** | **39.2** | **38.1** | **36.5** | **37.1** | **37.9** | **37.7** | **36.9** | **36.8** | **40.0** | **39.6** | **40.4** | **39.9** | **40.0** | **38.5** | **38.7** | **39.8** | **40.1** | **38.4** |
| | *n* | 514 | 517 | 767 | 634 | 618 | 641 | 508 | 507 | 538 | 366 | 665 | 595 | 663 | 921 | 755 | 792 | 665 | 783 | 712 | 530 |
| | *SD* | 12.5 | 12.5 | 13.6 | 12.6 | 11.4 | 12.2 | 12.2 | 12.1 | 11.8 | 12.0 | 13.6 | 13.5 | 13.4 | 12.9 | 12.5 | 12.4 | 12.6 | 12.4 | 12.8 | 12.8 |
| | *SE* | .55 | .55 | .49 | .50 | .46 | .48 | .54 | .54 | .51 | .63 | .53 | .55 | .52 | .43 | .45 | .44 | .49 | .44 | .48 | .55 |
| | *CI upper bound* | 39.6 | 38.8 | 40.2 | 39.0 | 37.4 | 38.0 | 38.9 | 38.8 | 37.9 | 38.1 | 41.0 | 40.6 | 41.4 | 40.7 | 40.9 | 39.4 | 39.7 | 40.6 | 41.0 | 39.5 |
| | *CI lower bound* | 37.4 | 36.7 | 38.3 | 37.1 | 35.6 | 36.1 | 36.8 | 36.7 | 35.9 | 35.6 | 39.0 | 38.5 | 39.4 | 39.1 | 39.1 | 37.7 | 37.8 | 38.9 | 39.1 | 37.4 |
| **Reflective & Integrative Learning** | *Mean* | **35.1** | **34.4** | **34.9** | **34.2** | **33.2** | **34.3** | **34.6** | **35.3** | **34.8** | **35.0** | **37.5** | **37.6** | **38.2** | **38.1** | **37.3** | **37.2** | **36.8** | **37.4** | **38.1** | **37.5** |
| | *n* | 538 | 529 | 795 | 658 | 632 | 659 | 537 | 543 | 577 | 382 | 691 | 629 | 683 | 959 | 773 | 824 | 681 | 813 | 745 | 561 |
| | *SD* | 12.2 | 11.8 | 12.4 | 11.8 | 10.6 | 11.0 | 11.8 | 11.2 | 11.4 | 10.5 | 12.7 | 12.7 | 13.2 | 12.2 | 11.6 | 11.1 | 11.7 | 11.9 | 12.0 | 11.9 |
| | *SE* | .53 | .51 | .44 | .46 | .42 | .43 | .51 | .48 | .47 | .54 | .48 | .51 | .50 | .39 | .42 | .39 | .45 | .42 | .44 | .50 |
| | *CI upper bound* | 36.1 | 35.4 | 35.8 | 35.1 | 34.1 | 35.2 | 35.6 | 36.2 | 35.7 | 36.1 | 38.5 | 38.6 | 39.2 | 38.9 | 38.1 | 37.9 | 37.7 | 38.2 | 39.0 | 38.5 |
| | *CI lower bound* | 34.0 | 33.4 | 34.0 | 33.3 | 32.4 | 33.5 | 33.6 | 34.4 | 33.8 | 34.0 | 36.6 | 36.7 | 37.2 | 37.4 | 36.5 | 36.4 | 36.0 | 36.5 | 37.3 | 36.5 |
| **Learning Strategies** | *Mean* | **39.2** | **38.2** | **38.7** | **37.7** | **36.0** | **38.3** | **37.2** | **37.7** | **37.2** | **36.6** | **36.6** | **36.8** | **37.7** | **35.8** | **36.0** | **35.2** | **34.8** | **35.3** | **36.5** | **36.2** |
| | *n* | 484 | 479 | 714 | 571 | 541 | 620 | 493 | 488 | 515 | 336 | 636 | 553 | 618 | 871 | 687 | 766 | 648 | 754 | 680 | 502 |
| | *SD* | 13.4 | 13.6 | 14.4 | 13.0 | 12.1 | 12.9 | 12.8 | 12.7 | 13.7 | 12.9 | 14.4 | 15.2 | 14.9 | 14.1 | 13.2 | 13.6 | 13.6 | 13.8 | 13.4 | 14.6 |
| | *SE* | .61 | .62 | .54 | .54 | .52 | .52 | .58 | .58 | .60 | .70 | .57 | .65 | .60 | .48 | .50 | .49 | .53 | .50 | .51 | .65 |
| | *CI upper bound* | 40.4 | 39.4 | 39.8 | 38.7 | 37.1 | 39.3 | 38.3 | 38.8 | 38.4 | 37.9 | 37.7 | 38.1 | 38.8 | 36.8 | 37.0 | 36.1 | 35.8 | 36.3 | 37.5 | 37.5 |
| | *CI lower bound* | 38.0 | 37.0 | 37.7 | 36.6 | 35.0 | 37.3 | 36.1 | 36.6 | 36.1 | 35.2 | 35.5 | 35.6 | 36.5 | 34.9 | 35.1 | 34.2 | 33.7 | 34.3 | 35.5 | 34.9 |
| **Quantitative Reasoning** | *Mean* | **28.0** | **27.2** | **30.1** | **29.2** | **27.7** | **28.0** | **30.1** | **30.4** | **29.6** | **28.1** | **30.1** | **30.6** | **32.3** | **31.8** | **32.9** | **31.5** | **32.8** | **32.1** | **33.2** | **31.2** |
| | *n* | 526 | 521 | 770 | 637 | 609 | 632 | 495 | 493 | 516 | 342 | 677 | 613 | 669 | 923 | 745 | 772 | 650 | 758 | 686 | 506 |
| | *SD* | 15.6 | 16.3 | 16.4 | 14.9 | 14.3 | 14.4 | 14.3 | 14.9 | 14.1 | 14.9 | 17.6 | 17.8 | 17.5 | 16.6 | 15.5 | 16.0 | 15.5 | 16.1 | 15.9 | 15.8 |
| | *SE* | .68 | .71 | .59 | .59 | .58 | .57 | .64 | .67 | .62 | .81 | .68 | .72 | .68 | .55 | .57 | .58 | .61 | .58 | .61 | .70 |
| | *CI upper bound* | 29.3 | 28.6 | 31.3 | 30.4 | 28.9 | 29.1 | 31.4 | 31.8 | 30.8 | 29.6 | 31.4 | 32.0 | 33.6 | 32.8 | 34.0 | 32.7 | 34.0 | 33.3 | 34.4 | 32.6 |
| | *CI lower bound* | 26.7 | 25.8 | 28.9 | 28.1 | 26.6 | 26.9 | 28.9 | 29.1 | 28.4 | 26.5 | 28.7 | 29.2 | 30.9 | 30.7 | 31.8 | 30.4 | 31.6 | 31.0 | 32.1 | 29.8 |
| *Academic Challenge (additional items)* | | | | | | | | | | | | | | | | | | | | | |
| **Preparing for Class** (hours/week) | *Mean* | **14.9** | **14.5** | **13.5** | **14.0** | **14.7** | **14.8** | **15.0** | **14.3** | **15.2** | **14.3** | **13.0** | **12.9** | **12.8** | **13.8** | **14.3** | **13.9** | **13.9** | **14.1** | **15.6** | **14.6** |
| | *n* | 450 | 431 | 666 | 550 | 501 | 615 | 485 | 466 | 499 | 332 | 602 | 532 | 592 | 843 | 661 | 756 | 640 | 740 | 664 | 496 |
| | *SD* | 7.7 | 7.9 | 7.7 | 7.6 | 7.0 | 7.2 | 7.6 | 7.7 | 7.5 | 7.4 | 7.9 | 8.4 | 7.8 | 8.6 | 8.6 | 8.5 | 8.1 | 8.3 | 8.3 | 8.4 |
| | *SE* | .36 | .38 | .30 | .33 | .31 | .29 | .35 | .36 | .33 | .41 | .32 | .36 | .32 | .30 | .33 | .31 | .32 | .31 | .32 | .38 |
| | *CI upper bound* | 15.6 | 15.2 | 14.1 | 14.6 | 15.3 | 15.4 | 15.6 | 15.0 | 15.8 | 15.1 | 13.7 | 13.6 | 13.4 | 14.4 | 15.0 | 14.5 | 14.6 | 14.7 | 16.2 | 15.3 |
| | *CI lower bound* | 14.2 | 13.8 | 12.9 | 13.3 | 14.1 | 14.3 | 14.3 | 13.6 | 14.5 | 13.5 | 12.4 | 12.1 | 12.2 | 13.2 | 13.7 | 13.3 | 13.3 | 13.5 | 15.0 | 13.8 |
| **Course Reading** Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited. | *Mean* | **6.2** | **6.2** | **6.0** | **6.3** | **6.4** | **6.5** | **6.5** | **6.3** | **6.9** | **5.7** | **5.8** | **6.2** | **6.2** | **6.1** | **6.3** | **6.1** | **6.1** | **6.0** | **6.8** | **6.0** |
| | *n* | 451 | 420 | 650 | 545 | 496 | 612 | 483 | 461 | 496 | 327 | 598 | 526 | 580 | 840 | 656 | 749 | 633 | 734 | 660 | 496 |
| | *SD* | 5.1 | 4.9 | 5.0 | 5.1 | 4.7 | 5.2 | 5.1 | 5.4 | 5.6 | 5.1 | 4.8 | 5.6 | 5.2 | 5.3 | 5.6 | 5.3 | 5.0 | 5.2 | 5.5 | 5.3 |
| | *SE* | .24 | .24 | .19 | .22 | .21 | .21 | .23 | .25 | .25 | .28 | .20 | .25 | .22 | .18 | .22 | .19 | .20 | .19 | .22 | .24 |
| | *CI upper bound* | 6.7 | 6.6 | 6.3 | 6.8 | 6.8 | 6.9 | 6.9 | 6.8 | 7.4 | 6.3 | 6.2 | 6.7 | 6.6 | 6.4 | 6.7 | 6.4 | 6.4 | 6.4 | 7.2 | 6.5 |
| | *CI lower bound* | 5.7 | 5.7 | 5.6 | 5.9 | 6.0 | 6.1 | 6.0 | 5.8 | 6.4 | 5.2 | 5.4 | 5.8 | 5.7 | 5.7 | 5.9 | 5.7 | 5.7 | 5.6 | 6.3 | 5.5 |

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 national survey of student engagement

# NSSE 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

## University of New Hampshire at Durham

| | | 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. | *Mean* | **45.2** | **47.9** | **48.3** | **50.2** | **55.7** | **61.7** | **54.9** | **53.0** | **53.4** | **53.4** | **84.2** | **90.2** | **88.8** | **92.8** | **91.3** | **90.7** | **91.2** | **85.2** | **86.0** | **89.4** |
| | *n* | 457 | 459 | 681 | 564 | 549 | 633 | 497 | 498 | 518 | 341 | 599 | 531 | 594 | 853 | 694 | 765 | 654 | 757 | 684 | 507 |
| | *SD* | 47.6 | 42.9 | 55.3 | 43.0 | 64.1 | 76.8 | 60.0 | 62.6 | 66.1 | 65.8 | 72.0 | 76.8 | 78.8 | 84.4 | 89.0 | 85.5 | 88.4 | 94.7 | 96.8 | 98.3 |
| | *SE* | 2.23 | 2.00 | 2.12 | 1.81 | 2.74 | 3.05 | 2.69 | 2.80 | 2.90 | 3.56 | 2.94 | 3.33 | 3.23 | 2.89 | 3.38 | 3.09 | 3.46 | 3.44 | 3.70 | 4.37 |
| | *CI upper bound* | 49.6 | 51.8 | 52.4 | 53.7 | 61.0 | 67.7 | 60.2 | 58.5 | 59.1 | 60.4 | 90.0 | 96.8 | 95.1 | 98.4 | 97.9 | 96.7 | 98.0 | 91.9 | 93.2 | 97.9 |
| | *CI lower bound* | 40.9 | 44.0 | 44.1 | 46.7 | 50.3 | 55.8 | 49.6 | 47.5 | 47.7 | 46.4 | 78.4 | 83.7 | 82.4 | 87.1 | 84.7 | 84.6 | 84.5 | 78.4 | 78.7 | 80.8 |
| **Course Challenge** Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much"). | *Mean* | **5.5** | **5.4** | **5.5** | **5.4** | **5.4** | **5.3** | **5.3** | **5.4** | **5.2** | **5.2** | **5.4** | **5.4** | **5.6** | **5.5** | **5.4** | **5.4** | **5.3** | **5.4** | **5.4** | **5.3** |
| | *n* | 492 | 487 | 730 | 579 | 537 | 622 | 496 | 485 | 513 | 338 | 643 | 563 | 613 | 877 | 689 | 769 | 650 | 750 | 678 | 502 |
| | *SD* | 1.0 | 1.0 | 1.0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.2 | 1.1 | 1.1 | 1.2 | 1.1 | 1.1 | 1.2 | 1.3 | 1.3 | 1.2 | 1.2 | 1.3 |
| | *SE* | .04 | .05 | .04 | .05 | .05 | .05 | .05 | .05 | .05 | .06 | .04 | .05 | .04 | .04 | .05 | .05 | .05 | .05 | .05 | .06 |
| | *CI upper bound* | 5.6 | 5.5 | 5.6 | 5.5 | 5.5 | 5.4 | 5.4 | 5.5 | 5.3 | 5.4 | 5.5 | 5.5 | 5.6 | 5.5 | 5.5 | 5.4 | 5.4 | 5.5 | 5.5 | 5.4 |
| | *CI lower bound* | 5.4 | 5.3 | 5.5 | 5.3 | 5.3 | 5.2 | 5.2 | 5.3 | 5.1 | 5.1 | 5.4 | 5.3 | 5.5 | 5.4 | 5.3 | 5.3 | 5.2 | 5.3 | 5.3 | 5.2 |
| **Academic Emphasis** Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much"). | *Mean* | **3.3** | **3.2** | **3.2** | **3.1** | **3.1** | **3.0** | **3.0** | **3.1** | **3.0** | **3.0** | **3.1** | **3.1** | **3.1** | **3.1** | **3.1** | **3.0** | **3.0** | **3.0** | **3.1** | **3.0** |
| | *n* | 455 | 441 | 673 | 558 | 509 | 616 | 483 | 474 | 507 | 332 | 605 | 530 | 592 | 851 | 667 | 760 | 643 | 742 | 670 | 498 |
| | *SD* | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 |
| | *SE* | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .04 | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 |
| | *CI upper bound* | 3.3 | 3.3 | 3.2 | 3.2 | 3.1 | 3.1 | 3.1 | 3.1 | 3.0 | 3.0 | 3.1 | 3.2 | 3.2 | 3.2 | 3.2 | 3.0 | 3.0 | 3.1 | 3.1 | 3.1 |
| | *CI lower bound* | 3.2 | 3.2 | 3.1 | 3.1 | 3.0 | 3.0 | 2.9 | 3.0 | 2.9 | 2.9 | 3.0 | 3.0 | 3.0 | 3.1 | 3.1 | 2.9 | 2.9 | 3.0 | 3.0 | 3.0 |
| *Learning with Peers* | | | | | | | | | | | | | | | | | | | | | |
| **Collaborative Learning** | *Mean* | **34.0** | **34.8** | **36.8** | **35.9** | **35.0** | **36.2** | **36.2** | **35.8** | **28.0** | **33.4** | **34.8** | **34.6** | **35.9** | **36.9** | **37.2** | **37.2** | **37.2** | **37.1** | **33.5** | **33.9** |
| | *n* | 544 | 542 | 811 | 670 | 641 | 683 | 556 | 570 | 611 | 408 | 688 | 627 | 692 | 957 | 778 | 841 | 697 | 834 | 773 | 588 |
| | *SD* | 13.8 | 13.1 | 13.7 | 13.5 | 13.3 | 12.9 | 13.7 | 13.4 | 14.0 | 13.6 | 13.8 | 13.8 | 13.7 | 13.6 | 13.2 | 13.2 | 13.1 | 13.3 | 14.4 | 13.6 |
| | *SE* | .59 | .56 | .48 | .52 | .53 | .49 | .58 | .56 | .56 | .67 | .53 | .55 | .52 | .44 | .47 | .46 | .50 | .46 | .52 | .56 |
| | *CI upper bound* | 35.2 | 35.9 | 37.8 | 36.9 | 36.0 | 37.2 | 37.4 | 36.9 | 29.1 | 34.7 | 35.9 | 35.7 | 36.9 | 37.8 | 38.1 | 38.1 | 38.2 | 38.0 | 34.5 | 35.0 |
| | *CI lower bound* | 32.8 | 33.7 | 35.9 | 34.9 | 33.9 | 35.3 | 35.1 | 34.7 | 26.9 | 32.1 | 33.8 | 33.5 | 34.9 | 36.1 | 36.2 | 36.3 | 36.3 | 36.2 | 32.5 | 32.8 |
| **Discussions with Diverse Others** | *Mean* | **36.9** | **35.6** | **38.2** | **36.6** | **36.8** | **34.6** | **35.9** | **37.0** | **33.3** | **34.1** | **36.6** | **36.0** | **36.9** | **36.9** | **36.8** | **36.5** | **35.2** | **36.4** | **32.9** | **34.3** |
| | *n* | 487 | 485 | 727 | 578 | 539 | 628 | 498 | 490 | 517 | 337 | 642 | 564 | 620 | 876 | 691 | 763 | 654 | 757 | 683 | 503 |
| | *SD* | 15.3 | 15.5 | 15.3 | 15.0 | 13.7 | 14.1 | 14.8 | 14.2 | 14.0 | 13.3 | 14.7 | 15.1 | 15.5 | 14.4 | 13.5 | 14.6 | 14.8 | 14.1 | 13.7 | 13.7 |
| | *SE* | .69 | .71 | .57 | .63 | .59 | .56 | .66 | .64 | .62 | .73 | .58 | .64 | .62 | .49 | .51 | .53 | .58 | .51 | .52 | .61 |
| | *CI upper bound* | 38.2 | 37.0 | 39.3 | 37.9 | 38.0 | 35.7 | 37.3 | 38.3 | 34.6 | 35.5 | 37.7 | 37.2 | 38.1 | 37.9 | 37.8 | 37.6 | 36.4 | 37.4 | 33.9 | 35.5 |
| | *CI lower bound* | 35.5 | 34.2 | 37.1 | 35.4 | 35.6 | 33.4 | 34.6 | 35.8 | 32.1 | 32.7 | 35.5 | 34.7 | 35.6 | 36.0 | 35.8 | 35.5 | 34.1 | 35.4 | 31.8 | 33.1 |

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

# NSSE 2022 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

## University of New Hampshire at Durham

| | | 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* | **18.4** | **18.1** | **19.0** | **18.7** | **19.2** | **20.4** | **22.4** | **21.7** | **18.3** | **20.3** | **24.4** | **24.6** | **25.8** | **26.5** | **26.7** | **27.3** | **26.4** | **27.4** | **24.5** | **24.0** |
| | *n* | 529 | 520 | 773 | 632 | 621 | 645 | 523 | 519 | 567 | 369 | 679 | 610 | 670 | 935 | 762 | 800 | 670 | 794 | 731 | 551 |
| | *SD* | 13.0 | 13.5 | 14.6 | 13.9 | 13.2 | 14.0 | 14.3 | 14.0 | 13.8 | 12.6 | 15.8 | 15.5 | 15.1 | 15.3 | 15.0 | 14.8 | 13.8 | 15.2 | 14.6 | 14.3 |
| | *SE* | .57 | .59 | .53 | .55 | .53 | .55 | .63 | .61 | .58 | .65 | .61 | .63 | .58 | .50 | .54 | .52 | .53 | .54 | .54 | .61 |
| | *CI upper bound* | 19.5 | 19.3 | 20.0 | 19.8 | 20.2 | 21.5 | 23.6 | 22.9 | 19.5 | 21.6 | 25.6 | 25.8 | 26.9 | 27.5 | 27.7 | 28.3 | 27.5 | 28.5 | 25.6 | 25.2 |
| | *CI lower bound* | 17.3 | 17.0 | 17.9 | 17.6 | 18.2 | 19.3 | 21.2 | 20.4 | 17.2 | 19.0 | 23.2 | 23.3 | 24.6 | 25.5 | 25.6 | 26.2 | 25.4 | 26.3 | 23.4 | 22.9 |
| **Effective Teaching Practices** | *Mean* | **40.2** | **39.7** | **39.8** | **38.5** | **37.6** | **38.2** | **37.2** | **37.7** | **37.1** | **36.4** | **40.2** | **40.7** | **41.1** | **40.7** | **39.6** | **40.1** | **38.8** | **41.2** | **40.6** | **39.1** |
| | *n* | 530 | 526 | 782 | 644 | 618 | 644 | 508 | 511 | 544 | 366 | 684 | 614 | 676 | 935 | 760 | 792 | 666 | 779 | 710 | 529 |
| | *SD* | 12.2 | 12.1 | 12.9 | 12.1 | 11.6 | 12.1 | 11.8 | 11.7 | 12.1 | 11.2 | 12.8 | 13.1 | 12.3 | 12.0 | 11.8 | 11.6 | 12.1 | 12.4 | 12.4 | 12.4 |
| | *SE* | .53 | .53 | .46 | .48 | .47 | .48 | .52 | .52 | .52 | .59 | .49 | .53 | .47 | .39 | .43 | .41 | .47 | .44 | .47 | .54 |
| | *CI upper bound* | 41.2 | 40.8 | 40.7 | 39.4 | 38.5 | 39.1 | 38.2 | 38.7 | 38.1 | 37.5 | 41.2 | 41.8 | 42.0 | 41.5 | 40.5 | 41.0 | 39.7 | 42.0 | 41.5 | 40.2 |
| | *CI lower bound* | 39.1 | 38.7 | 38.9 | 37.6 | 36.7 | 37.3 | 36.1 | 36.7 | 36.1 | 35.2 | 39.3 | 39.7 | 40.2 | 40.0 | 38.8 | 39.3 | 37.9 | 40.3 | 39.7 | 38.1 |
| *Campus Environment* | | | | | | | | | | | | | | | | | | | | | |
| **Quality of Interactions** | *Mean* | **40.9** | **41.0** | **42.1** | **41.6** | **41.2** | **42.9** | **43.3** | **43.1** | **41.3** | **42.8** | **41.4** | **40.9** | **42.7** | **42.4** | **41.6** | **41.8** | **41.5** | **43.2** | **43.3** | **41.6** |
| | *n* | 472 | 458 | 702 | 557 | 514 | 604 | 473 | 468 | 493 | 326 | 630 | 553 | 607 | 861 | 677 | 753 | 633 | 731 | 653 | 486 |
| | *SD* | 11.6 | 11.5 | 11.3 | 11.2 | 10.8 | 10.7 | 10.8 | 10.2 | 11.4 | 9.3 | 11.1 | 10.2 | 10.7 | 10.4 | 10.3 | 10.1 | 10.4 | 10.6 | 10.8 | 10.9 |
| | *SE* | .53 | .54 | .43 | .48 | .47 | .44 | .50 | .47 | .51 | .51 | .44 | .43 | .43 | .35 | .39 | .37 | .41 | .39 | .42 | .50 |
| | *CI upper bound* | 42.0 | 42.1 | 43.0 | 42.5 | 42.1 | 43.8 | 44.2 | 44.1 | 42.3 | 43.8 | 42.3 | 41.7 | 43.5 | 43.1 | 42.4 | 42.6 | 42.3 | 44.0 | 44.1 | 42.5 |
| | *CI lower bound* | 39.9 | 40.0 | 41.3 | 40.7 | 40.2 | 42.1 | 42.3 | 42.2 | 40.3 | 41.8 | 40.6 | 40.0 | 41.8 | 41.8 | 40.9 | 41.1 | 40.7 | 42.4 | 42.4 | 40.6 |
| **Supportive Environment** | *Mean* | **37.8** | **38.2** | **38.5** | **36.6** | **36.9** | **37.4** | **36.9** | **37.5** | **31.0** | **33.9** | **33.4** | **33.3** | **34.3** | **33.5** | **33.3** | **32.2** | **32.3** | **32.9** | **30.4** | **30.6** |
| | *n* | 454 | 433 | 667 | 550 | 504 | 616 | 482 | 471 | 501 | 332 | 599 | 529 | 589 | 847 | 658 | 762 | 640 | 742 | 669 | 496 |
| | *SD* | 12.9 | 12.4 | 12.7 | 12.2 | 12.2 | 12.5 | 12.5 | 11.6 | 13.5 | 11.1 | 12.6 | 12.7 | 13.3 | 12.5 | 12.6 | 12.4 | 12.9 | 12.5 | 12.8 | 12.4 |
| | *SE* | .60 | .59 | .49 | .52 | .54 | .50 | .57 | .54 | .60 | .61 | .52 | .55 | .55 | .43 | .49 | .45 | .51 | .46 | .49 | .56 |
| | *CI upper bound* | 39.0 | 39.3 | 39.4 | 37.6 | 38.0 | 38.4 | 38.0 | 38.6 | 32.1 | 35.1 | 34.4 | 34.3 | 35.4 | 34.3 | 34.2 | 33.1 | 33.3 | 33.8 | 31.4 | 31.7 |
| | *CI lower bound* | 36.6 | 37.0 | 37.5 | 35.6 | 35.9 | 36.4 | 35.8 | 36.5 | 29.8 | 32.7 | 32.3 | 32.2 | 33.3 | 32.6 | 32.3 | 31.4 | 31.3 | 32.0 | 29.5 | 29.6 |

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 New Hampshire at Durham

| | | 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] | % | **39** | **36** | **40** | **39** | **39** | **41** | **41** | **40** | **40** | **37** | **58** | **55** | **61** | **54** | **54** | **56** | **54** | **55** | **52** | **55** |
| | *n* | 488 | 482 | 699 | 573 | 533 | 622 | 487 | 479 | 506 | 335 | 640 | 564 | 606 | 877 | 689 | 767 | 649 | 743 | 675 | 497 |
| | *SE* | 2.2 | 2.2 | 1.9 | 2.0 | 2.1 | 2.0 | 2.2 | 2.2 | 2.2 | 2.6 | 2.0 | 2.1 | 2.0 | 1.7 | 1.9 | 1.8 | 2.0 | 1.8 | 1.9 | 2.2 |
| | *CI upper bound (%)* | 43 | 41 | 44 | 43 | 43 | 45 | 46 | 44 | 44 | 42 | 62 | 59 | 65 | 58 | 58 | 59 | 58 | 58 | 56 | 60 |
| | *CI lower bound (%)* | 34 | 32 | 36 | 35 | 35 | 37 | 37 | 35 | 35 | 32 | 54 | 51 | 57 | 51 | 51 | 52 | 50 | 51 | 48 | 51 |
| **Learning Community**[a] | % | **9** | **10** | **9** | **11** | **8** | **6** | **5** | **7** | **6** | **9** | **24** | **21** | **25** | **24** | **21** | **22** | **25** | **22** | **22** | **22** |
| | *n* | 490 | 479 | 722 | 576 | 533 | 622 | 488 | 480 | 509 | 334 | 639 | 565 | 613 | 876 | 687 | 767 | 646 | 749 | 673 | 499 |
| | *SE* | 1.3 | 1.4 | 1.1 | 1.3 | 1.2 | 1.0 | 1.0 | 1.1 | 1.1 | 1.6 | 1.7 | 1.7 | 1.8 | 1.4 | 1.6 | 1.5 | 1.7 | 1.5 | 1.6 | 1.9 |
| | *CI upper bound (%)* | 12 | 13 | 11 | 14 | 11 | 8 | 7 | 9 | 8 | 12 | 27 | 25 | 29 | 27 | 24 | 25 | 29 | 25 | 25 | 26 |
| | *CI lower bound (%)* | 7 | 7 | 7 | 9 | 6 | 4 | 3 | 5 | 4 | 6 | 20 | 18 | 22 | 21 | 18 | 19 | 22 | 19 | 18 | 18 |
| **Research with Faculty**[a] | % | **2** | **4** | **4** | **3** | **3** | **3** | **4** | **5** | **3** | **3** | **31** | **33** | **30** | **35** | **37** | **36** | **32** | **36** | **34** | **34** |
| | *n* | 485 | 479 | 724 | 574 | 532 | 624 | 486 | 481 | 510 | 334 | 639 | 560 | 611 | 873 | 689 | 765 | 648 | 747 | 675 | 499 |
| | *SE* | 0.7 | 0.9 | 0.7 | 0.8 | 0.7 | 0.7 | 0.9 | 1.0 | 0.8 | 1.0 | 1.8 | 2.0 | 1.9 | 1.6 | 1.8 | 1.7 | 1.8 | 1.8 | 1.8 | 2.1 |
| | *CI upper bound (%)* | 4 | 6 | 5 | 5 | 4 | 5 | 6 | 7 | 5 | 5 | 35 | 37 | 34 | 38 | 41 | 40 | 36 | 39 | 38 | 38 |
| | *CI lower bound (%)* | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 1 | 27 | 29 | 26 | 32 | 34 | 33 | 29 | 32 | 30 | 29 |
| **Internship or Field Experience**[b] (First-year results: Plan to do) | % | **83** | **85** | **82** | **83** | **82** | **77** | **82** | **76** | **74** | **75** | **68** | **65** | **64** | **65** | **61** | **65** | **66** | **66** | **58** | **58** |
| | *n* | 491 | 487 | 732 | 578 | 538 | 626 | 493 | 486 | 513 | 335 | 644 | 565 | 621 | 882 | 691 | 768 | 649 | 751 | 678 | 501 |
| | *SE* | 1.7 | 1.6 | 1.4 | 1.6 | 1.7 | 1.7 | 1.7 | 2.0 | 1.9 | 2.4 | 1.8 | 2.0 | 1.9 | 1.6 | 1.9 | 1.7 | 1.9 | 1.7 | 1.9 | 2.2 |
| | *CI upper bound (%)* | 87 | 88 | 85 | 86 | 85 | 80 | 86 | 79 | 78 | 79 | 71 | 69 | 68 | 68 | 65 | 69 | 70 | 70 | 61 | 62 |
| | *CI lower bound (%)* | 80 | 82 | 80 | 80 | 78 | 74 | 79 | 72 | 71 | 70 | 64 | 61 | 60 | 62 | 58 | 62 | 63 | 63 | 54 | 53 |
| **Study Abroad**[b] (First-year results: Plan to do) | % | **57** | **58** | **55** | **58** | **61** | **60** | **61** | **55** | **47** | **51** | **28** | **22** | **21** | **21** | **22** | **23** | **23** | **27** | **18** | **6** |
| | *n* | 490 | 481 | 725 | 573 | 535 | 619 | 487 | 482 | 510 | 336 | 638 | 563 | 617 | 876 | 687 | 766 | 648 | 745 | 674 | 498 |
| | *SE* | 2.2 | 2.3 | 1.8 | 2.1 | 2.1 | 2.0 | 2.2 | 2.3 | 2.2 | 2.7 | 1.8 | 1.7 | 1.6 | 1.4 | 1.6 | 1.5 | 1.6 | 1.6 | 1.5 | 1.1 |
| | *CI upper bound (%)* | 61 | 62 | 59 | 62 | 65 | 64 | 65 | 59 | 51 | 56 | 31 | 25 | 24 | 24 | 25 | 26 | 26 | 30 | 20 | 8 |
| | *CI lower bound (%)* | 52 | 53 | 51 | 54 | 57 | 56 | 56 | 50 | 43 | 46 | 24 | 18 | 18 | 19 | 19 | 20 | 19 | 24 | 15 | 4 |
| **Culminating Senior Experience**[b] (First-year results: Plan to do) | % | **69** | **67** | **67** | **68** | **70** | **68** | **67** | **64** | **57** | **60** | **49** | **68** | **68** | **70** | **75** | **79** | **75** | **77** | **73** | **73** |
| | *n* | 490 | 482 | 719 | 576 | 532 | 622 | 488 | 481 | 510 | 336 | 639 | 564 | 613 | 878 | 689 | 767 | 648 | 749 | 673 | 499 |
| | *SE* | 2.1 | 2.1 | 1.8 | 1.9 | 2.0 | 1.9 | 2.1 | 2.2 | 2.2 | 2.7 | 2.0 | 2.0 | 1.9 | 1.5 | 1.6 | 1.5 | 1.7 | 1.5 | 1.7 | 2.0 |
| | *CI upper bound (%)* | 73 | 71 | 70 | 72 | 74 | 72 | 71 | 68 | 62 | 65 | 53 | 72 | 71 | 73 | 79 | 82 | 79 | 80 | 76 | 77 |
| | *CI lower bound (%)* | 65 | 63 | 63 | 64 | 66 | 65 | 63 | 60 | 53 | 55 | 45 | 64 | 64 | 67 | 72 | 76 | 72 | 74 | 70 | 69 |
| **Overall HIP Participation**[c] | | | | | | | | | | | | | | | | | | | | | |
| **Participated in one HIP** | % | **39** | **36** | **38** | **39** | **38** | **39** | **41** | **39** | **38** | **36** | **16** | **14** | **14** | **17** | **13** | **15** | **15** | **15** | **18** | **17** |
| | *n* | 492 | 486 | 727 | 579 | 535 | 626 | 489 | 482 | 511 | 336 | 645 | 566 | 623 | 882 | 691 | 771 | 649 | 754 | 678 | 501 |
| | *SE* | 2.2 | 2.2 | 1.8 | 2.0 | 2.1 | 2.0 | 2.2 | 2.2 | 2.1 | 2.6 | 1.5 | 1.4 | 1.4 | 1.3 | 1.3 | 1.3 | 1.4 | 1.3 | 1.5 | 1.7 |
| | *CI upper bound (%)* | 43 | 41 | 41 | 43 | 43 | 43 | 45 | 44 | 42 | 41 | 19 | 17 | 16 | 20 | 16 | 18 | 18 | 18 | 21 | 21 |
| | *CI lower bound (%)* | 35 | 32 | 34 | 35 | 34 | 36 | 37 | 35 | 34 | 31 | 14 | 11 | 11 | 15 | 11 | 13 | 13 | 13 | 15 | 14 |
| **Participated in two or more HIPs** | % | **5** | **7** | **6** | **7** | **5** | **5** | **5** | **6** | **5** | **6** | **76** | **80** | **78** | **77** | **81** | **81** | **81** | **81** | **75** | **75** |
| | *n* | 492 | 486 | 727 | 579 | 535 | 626 | 489 | 482 | 511 | 336 | 645 | 566 | 623 | 882 | 691 | 771 | 649 | 754 | 678 | 501 |
| | *SE* | 1.0 | 1.1 | 0.9 | 1.0 | 1.0 | 0.9 | 1.0 | 1.1 | 1.0 | 1.3 | 1.7 | 1.7 | 1.7 | 1.4 | 1.5 | 1.4 | 1.6 | 1.4 | 1.7 | 1.9 |
| | *CI upper bound (%)* | 7 | 9 | 8 | 9 | 7 | 7 | 6 | 8 | 7 | 9 | 79 | 83 | 82 | 80 | 84 | 84 | 84 | 84 | 78 | 79 |
| | *CI lower bound (%)* | 3 | 4 | 4 | 5 | 4 | 3 | 3 | 4 | 3 | 4 | 72 | 77 | 75 | 75 | 78 | 78 | 77 | 78 | 72 | 71 |

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.