



NSSE 2020
Multi-Year Report
California State University, Chico

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 *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

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

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	13%	+/- 4.2%	474	331	143	19%	+/- 2.7%	1,045	819	226
2015										
2016	9%	+/- 4.8%	378	244	134	15%	+/- 3.1%	854	604	250
2017										
2018	17%	+/- 3.4%	687	507	180	22%	+/- 2.5%	1,250	1,010	240
2019										
2020	11%	+/- 4.9%	357	193	164	13%	+/- 3.4%	731	494	237

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	No	Academic Advising, California State University	No	No	Yes
2015							
2016	Email	Census	No	FY Experiences / Sr Transitions	No	No	Yes
2017							
2018	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	Yes
2019							
2020	Email	Census	No	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	Yes

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.

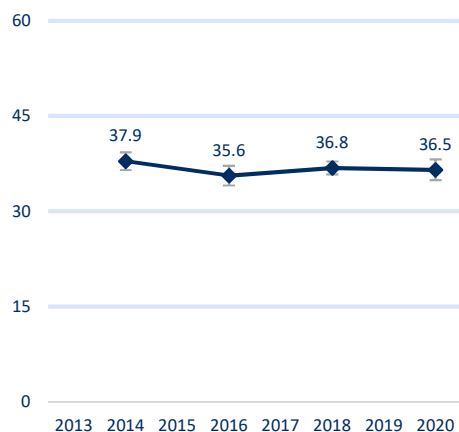
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

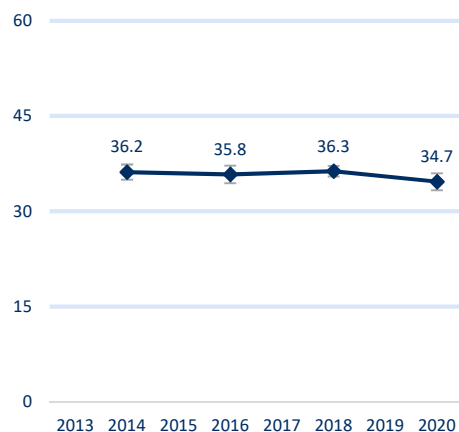
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

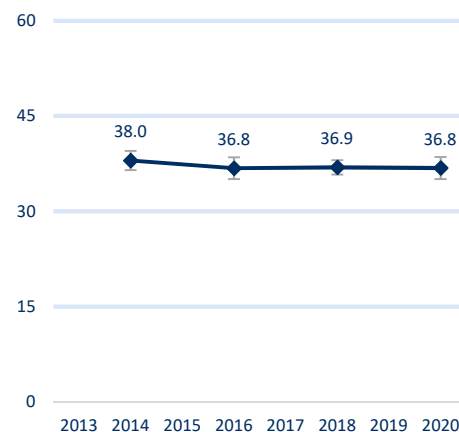
Higher-Order Learning



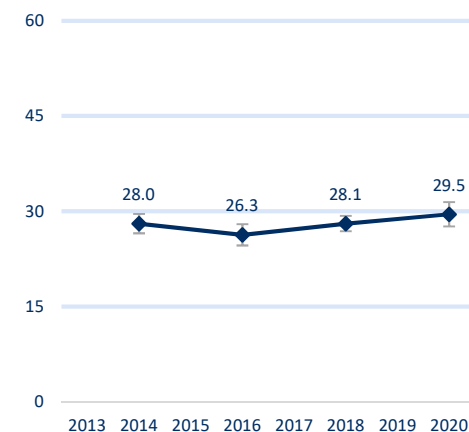
Reflective & Integrative Learning



Learning Strategies

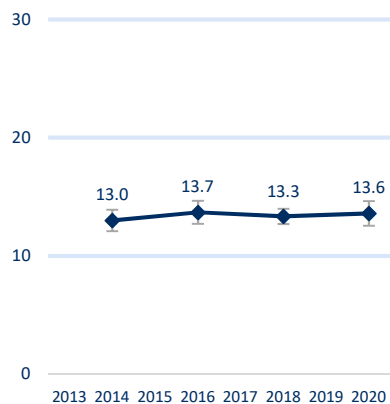


Quantitative Reasoning

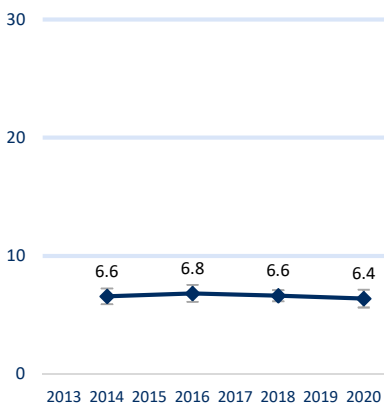


Academic Challenge (additional items): First-year students

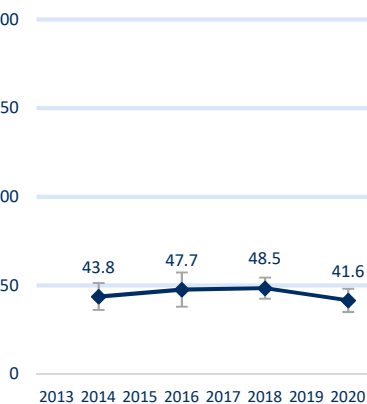
Preparing for Class (hrs/wk)



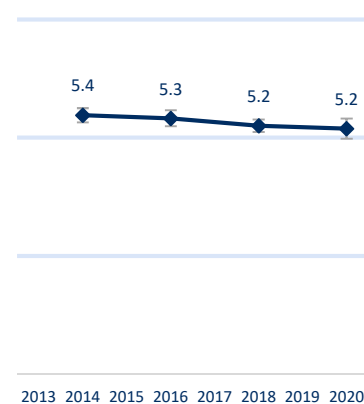
Course Reading (hrs/wk)^a



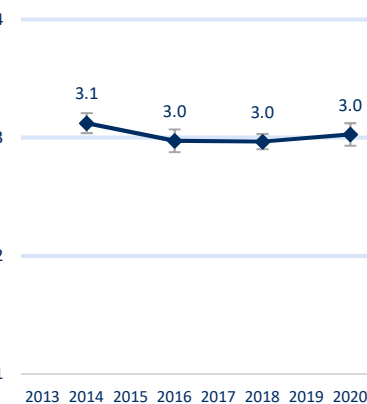
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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

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

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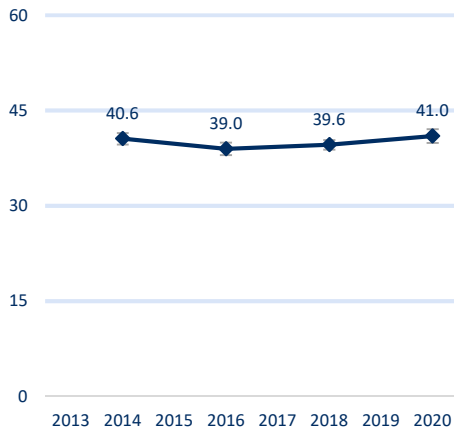
Engagement Results by Theme

California State University, Chico

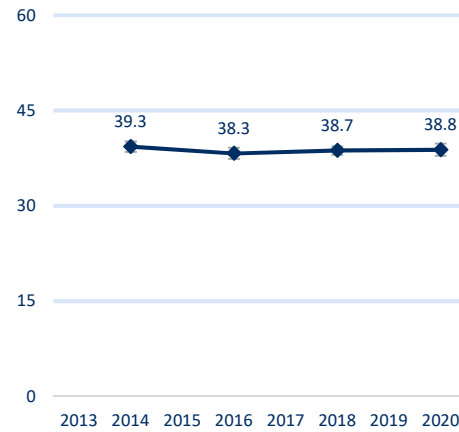
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

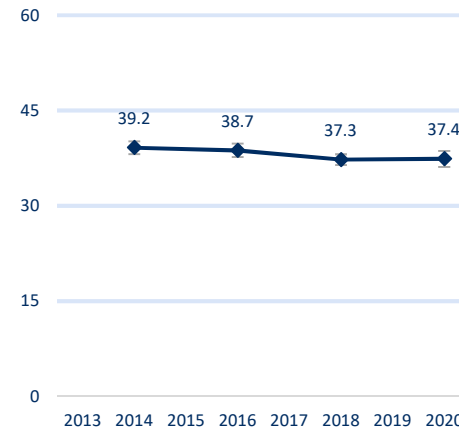
Higher-Order Learning



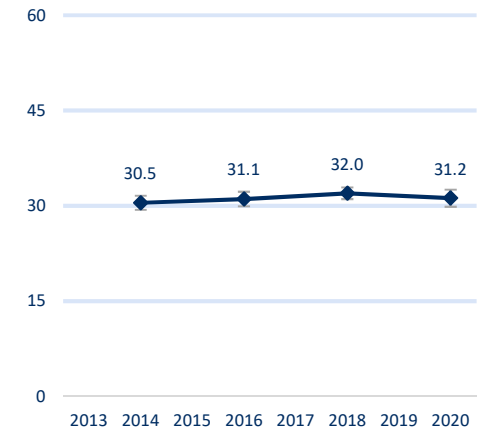
Reflective & Integrative Learning



Learning Strategies

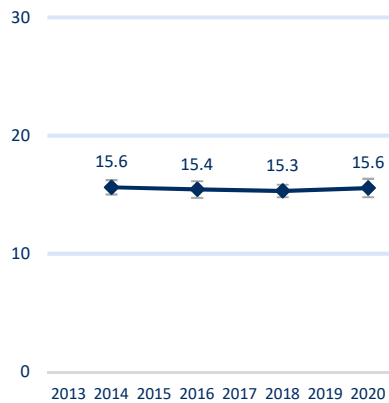


Quantitative Reasoning

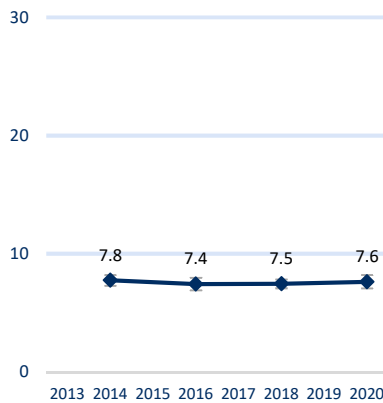


Academic Challenge (additional items): Seniors

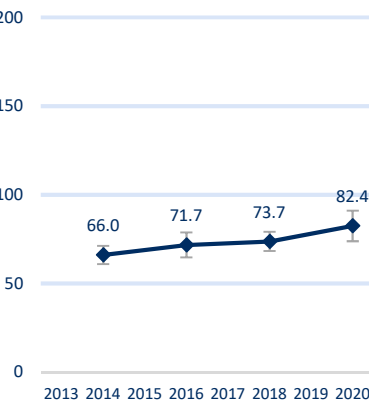
Preparing for Class (hrs/wk)



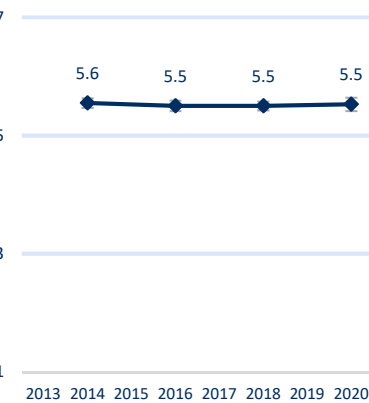
Course Reading (hrs/wk)^a



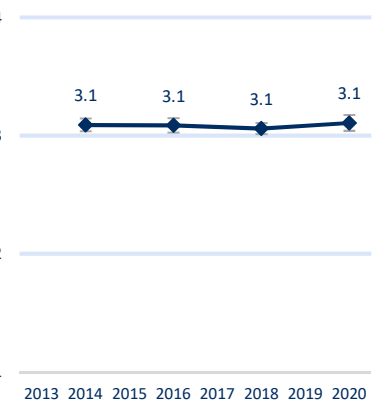
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

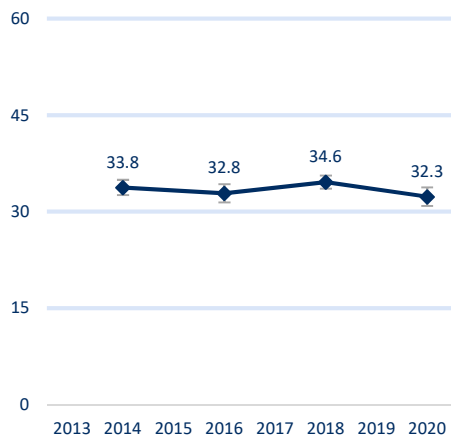
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

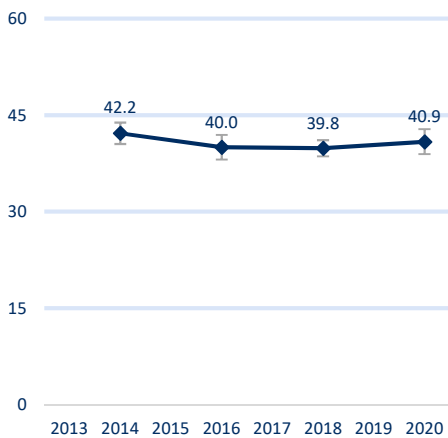
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

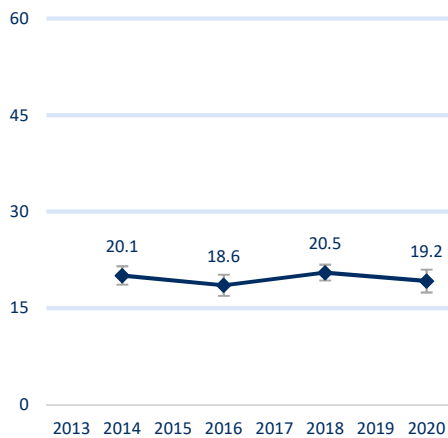


Discussions with Diverse Others

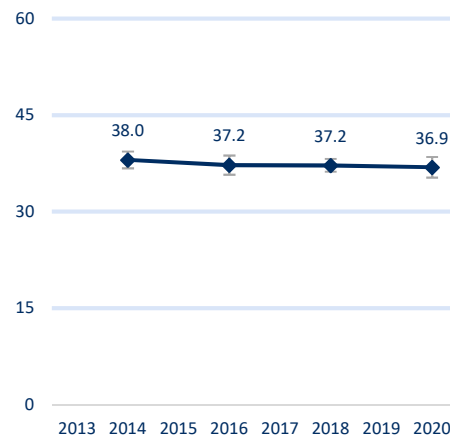


Experiences with Faculty: First-year students

Student-Faculty Interaction

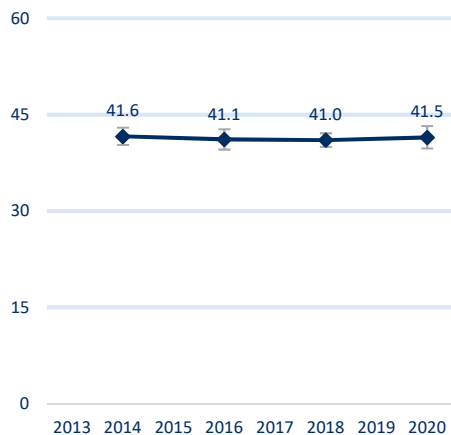


Effective Teaching Practices

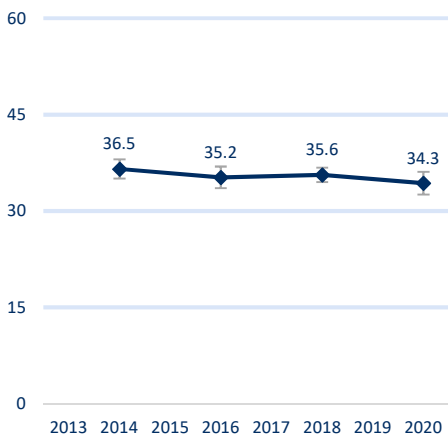


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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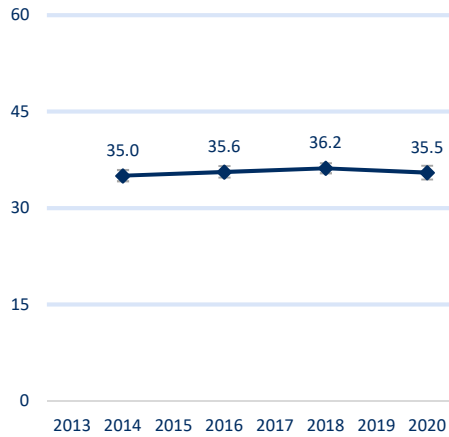
Engagement Results by Theme

California State University, Chico

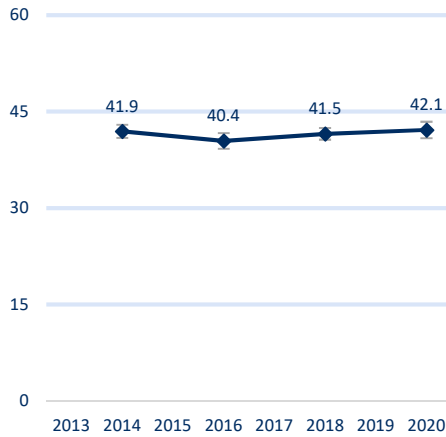
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Learning with Peers: Seniors

Collaborative Learning

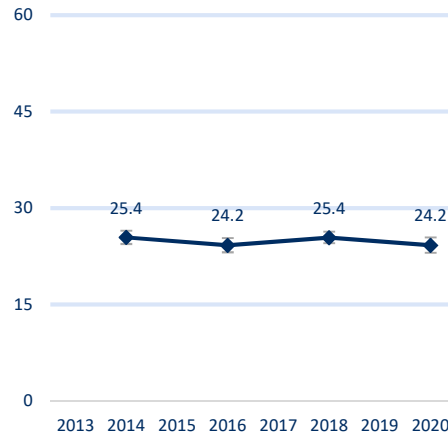


Discussions with Diverse Others

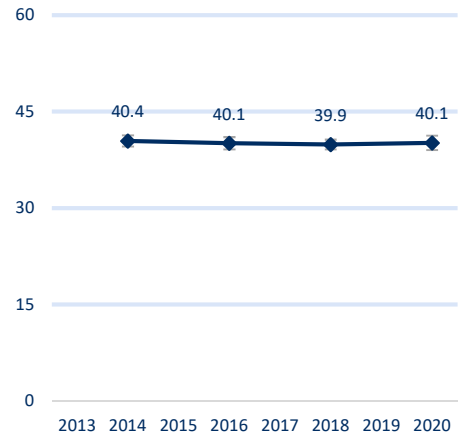


Experiences with Faculty: Seniors

Student-Faculty Interaction

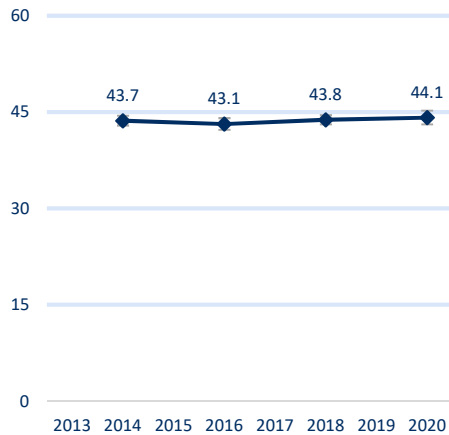


Effective Teaching Practices

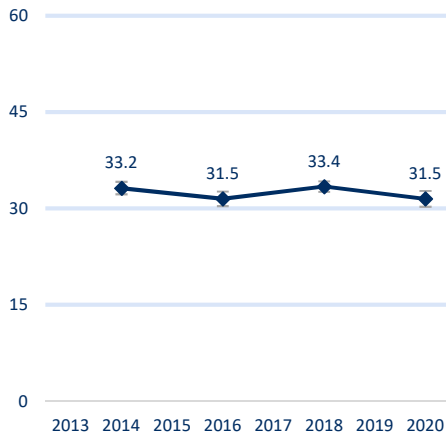


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

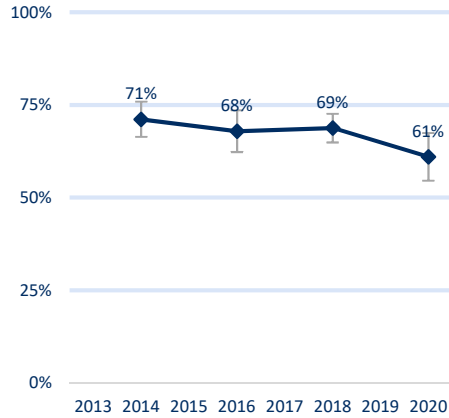


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

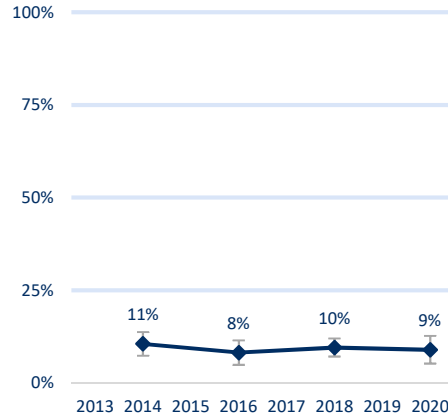
Service-Learning

(Some, most, or all courses)



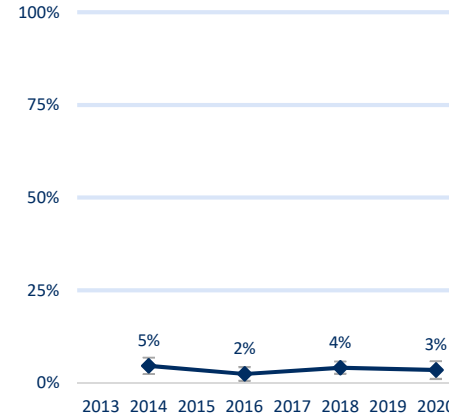
Learning Community

(Done or in progress)



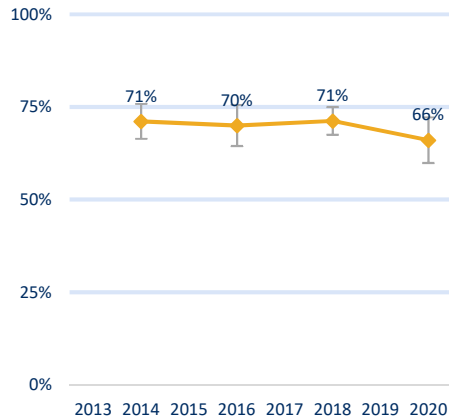
Research with Faculty

(Done or in progress)



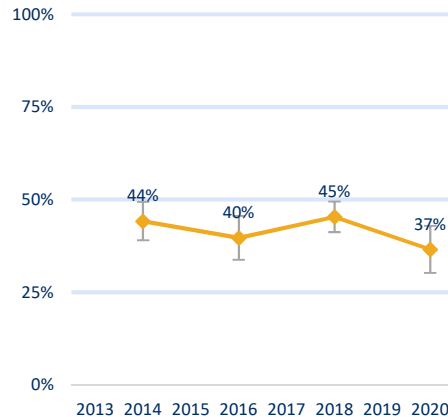
Internship/Field Experience

(Plan to do)



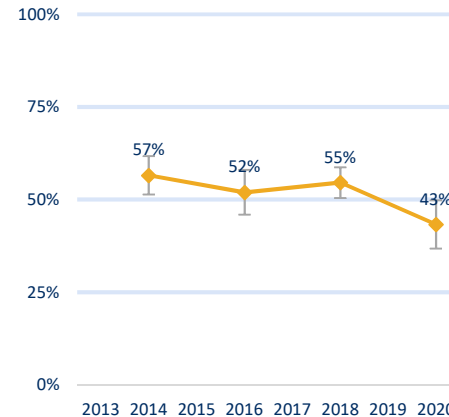
Study Abroad

(Plan to do)



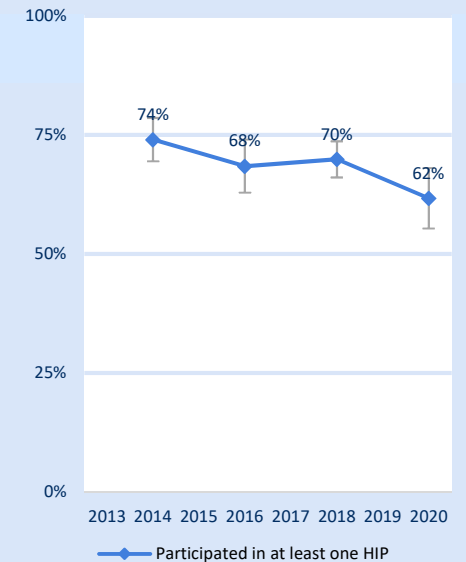
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

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



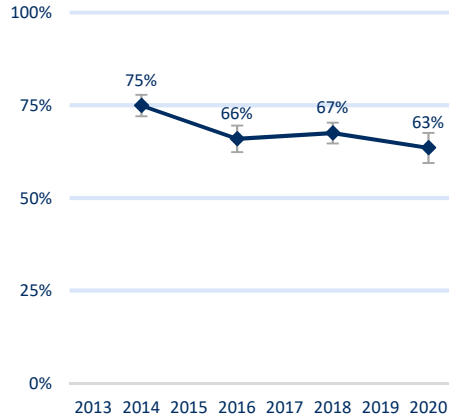
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

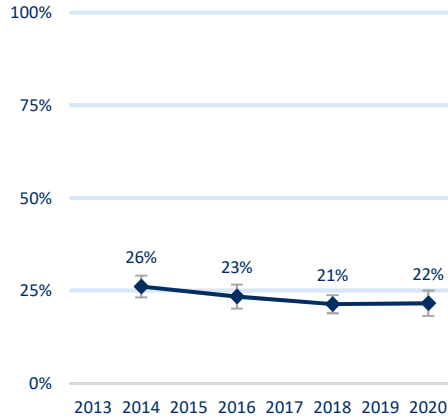
Service-Learning

(Some, most, or all courses)



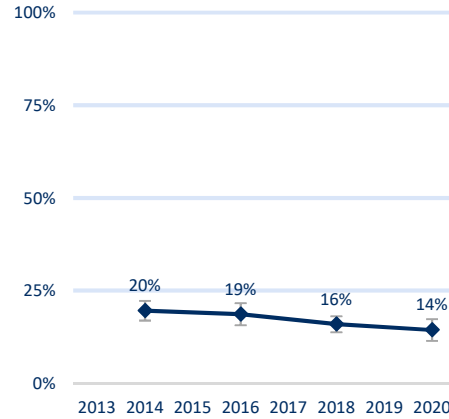
Learning Community

(Done or in progress)



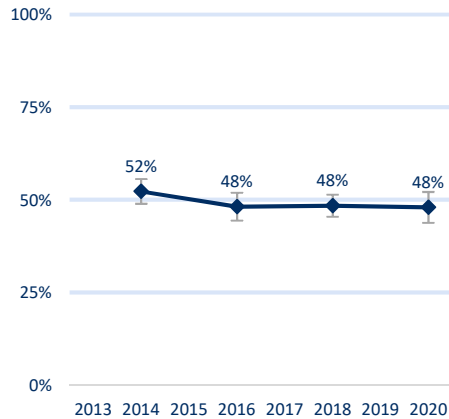
Research with Faculty

(Done or in progress)



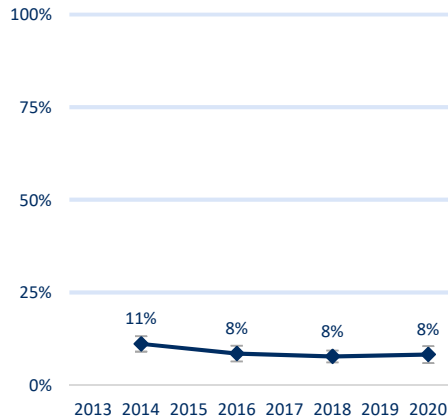
Internship/Field Experience

(Done or in progress)



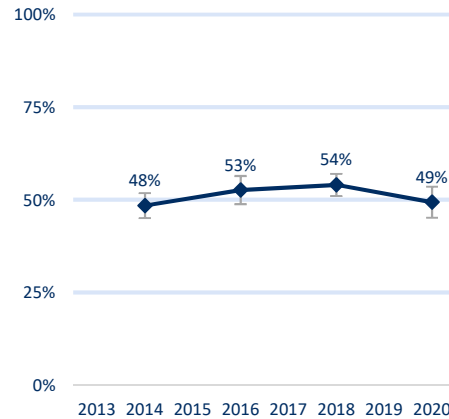
Study Abroad

(Done or in progress)



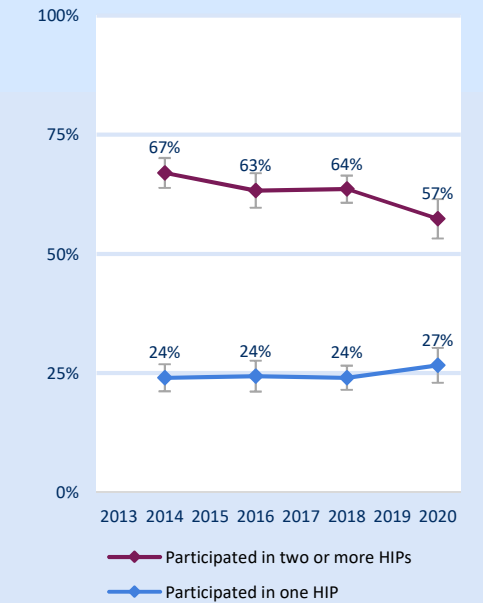
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, 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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

California State University, Chico

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	<i>Mean</i>		37.9		35.6		36.8		36.5		40.6		39.0		39.6		41.0
	<i>n</i>		396		311		594		261		936		731		1,141		601
	<i>SD</i>		14.1		13.9		12.6		13.5		14.1		13.6		13.0		13.4
	<i>SE</i>		.71		.79		.52		.83		.46		.50		.38		.55
	<i>CI upper bound</i>		39.3		37.2		37.8		38.2		41.5		40.0		40.4		42.1
	<i>CI lower bound</i>		36.5		34.1		35.8		34.9		39.7		38.0		38.9		39.9
Reflective & Integrative Learning	<i>Mean</i>		36.2		35.8		36.3		34.7		39.3		38.3		38.7		38.8
	<i>n</i>		415		328		635		306		975		773		1,190		657
	<i>SD</i>		12.4		12.8		10.8		11.9		13.1		12.5		11.7		12.5
	<i>SE</i>		.61		.70		.43		.68		.42		.45		.34		.49
	<i>CI upper bound</i>		37.4		37.2		37.1		36.0		40.1		39.1		39.4		39.8
	<i>CI lower bound</i>		35.0		34.4		35.5		33.3		38.5		37.4		38.0		37.9
Learning Strategies	<i>Mean</i>		38.0		36.8		36.9		36.8		39.2		38.7		37.3		37.4
	<i>n</i>		350		263		562		229		847		666		1,085		554
	<i>SD</i>		14.3		14.2		13.7		13.5		15.0		13.8		14.0		15.0
	<i>SE</i>		.76		.87		.58		.89		.52		.54		.43		.64
	<i>CI upper bound</i>		39.5		38.5		38.0		38.5		40.2		39.8		38.1		38.6
	<i>CI lower bound</i>		36.5		35.1		35.8		35.1		38.1		37.7		36.4		36.1
Quantitative Reasoning	<i>Mean</i>		28.0		26.3		28.1		29.5		30.5		31.1		32.0		31.2
	<i>n</i>		403		312		576		237		951		741		1,093		575
	<i>SD</i>		15.6		15.1		14.6		15.0		17.3		16.0		15.5		16.5
	<i>SE</i>		.78		.85		.61		.98		.56		.59		.47		.69
	<i>CI upper bound</i>		29.6		28.0		29.3		31.4		31.6		32.2		32.9		32.6
	<i>CI lower bound</i>		26.5		24.6		26.9		27.6		29.4		29.9		31.1		29.9
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>		13.0		13.7		13.3		13.6		15.6		15.4		15.3		15.6
	<i>n</i>		307		237		541		205		785		610		1,061		518
	<i>SD</i>		8.1		7.7		7.6		7.6		8.7		8.8		8.8		9.0
	<i>SE</i>		.46		.50		.33		.53		.31		.36		.27		.40
	<i>CI upper bound</i>		13.9		14.7		14.0		14.6		16.2		16.1		15.8		16.3
	<i>CI lower bound</i>		12.1		12.7		12.7		12.5		15.0		14.7		14.8		14.8
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>		6.6		6.8		6.6		6.4		7.8		7.4		7.5		7.6
	<i>n</i>		299		235		534		200		768		606		1,054		517
	<i>SD</i>		5.8		5.7		5.6		5.4		6.5		6.6		6.2		6.7
	<i>SE</i>		.34		.37		.24		.39		.24		.27		.19		.29
	<i>CI upper bound</i>		7.2		7.5		7.1		7.1		8.2		8.0		7.8		8.2
	<i>CI lower bound</i>		5.9		6.1		6.2		5.6		7.3		6.9		7.1		7.1

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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

California State University, Chico

		First-year students							Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020	
<i>Academic Challenge (additional items, continued)</i>																		
Assigned Writing	<i>Mean</i>		43.8		47.7		48.5		41.6		66.0		71.7		73.7		82.4	
	<i>n</i>		328		257		575		232		799		639		1,091		562	
	Estimated number of pages calculated from three survey questions.	<i>SD</i>		70.1		79.1		73.1		50.7		74.9		90.8		91.5		104.7
		<i>SE</i>		3.87		4.93		3.05		3.33		2.65		3.59		2.77		4.42
		<i>CI upper bound</i>		51.4		57.3		54.5		48.1		71.2		78.7		79.1		91.1
		<i>CI lower bound</i>		36.2		38.0		42.5		35.1		60.8		64.6		68.3		73.8
Course Challenge	<i>Mean</i>		5.4		5.3		5.2		5.2		5.6		5.5		5.5		5.5	
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>		356		267		561		229		866		672		1,092		556
		<i>SD</i>		1.2		1.1		1.3		1.3		1.2		1.2		1.3		1.4
		<i>SE</i>		.06		.07		.05		.09		.04		.05		.04		.06
		<i>CI upper bound</i>		5.5		5.5		5.3		5.3		5.6		5.6		5.6		5.6
		<i>CI lower bound</i>		5.3		5.2		5.1		5.0		5.5		5.4		5.4		5.4
Academic Emphasis	<i>Mean</i>		3.1		3.0		3.0		3.0		3.1		3.1		3.1		3.1	
	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>		316		244		548		219		794		625		1,069		531
		<i>SD</i>		0.8		0.8		0.8		0.7		0.8		0.8		0.8		0.8
		<i>SE</i>		.04		.05		.03		.05		.03		.03		.02		.03
		<i>CI upper bound</i>		3.2		3.1		3.0		3.1		3.1		3.1		3.1		3.2
		<i>CI lower bound</i>		3.0		2.9		2.9		2.9		3.0		3.0		3.0		3.0
<i>Learning with Peers</i>																		
Collaborative Learning	<i>Mean</i>		33.8		32.8		34.6		32.3		35.0		35.6		36.2		35.5	
		<i>n</i>		429		349		661		335		991		809		1,216		699
		<i>SD</i>		12.4		13.6		13.3		13.6		14.0		13.1		13.9		14.4
		<i>SE</i>		.60		.73		.52		.74		.45		.46		.40		.54
		<i>CI upper bound</i>		34.9		34.3		35.6		33.8		35.9		36.5		37.0		36.6
		<i>CI lower bound</i>		32.6		31.4		33.6		30.9		34.2		34.7		35.4		34.5
Discussions with Diverse Others	<i>Mean</i>		42.2		40.0		39.8		40.9		41.9		40.4		41.5		42.1	
		<i>n</i>		354		266		573		229		870		659		1,087		564
		<i>SD</i>		16.0		15.8		15.2		14.9		15.6		15.9		15.2		15.5
		<i>SE</i>		.85		.97		.64		.99		.53		.62		.46		.65
		<i>CI upper bound</i>		43.8		41.9		41.1		42.8		43.0		41.7		42.4		43.4
		<i>CI lower bound</i>		40.5		38.1		38.6		38.9		40.9		39.2		40.6		40.9

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 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

California State University, Chico

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>		20.1		18.6		20.5		19.2		25.4		24.2		25.4		24.2
	<i>n</i>		405		322		612		282		956		751		1,157		629
	<i>SD</i>		14.7		15.0		15.5		15.2		16.2		15.5		15.3		15.5
	<i>SE</i>		.73		.83		.63		.90		.52		.57		.45		.62
	<i>CI upper bound</i>		21.5		20.2		21.7		21.0		26.5		25.3		26.3		25.4
	<i>CI lower bound</i>		18.6		16.9		19.3		17.4		24.4		23.1		24.5		23.0
Effective Teaching Practices	<i>Mean</i>		38.0		37.2		37.2		36.9		40.4		40.1		39.9		40.1
	<i>n</i>		407		314		594		258		960		753		1,129		593
	<i>SD</i>		13.5		13.5		12.4		13.1		13.7		13.3		12.9		13.8
	<i>SE</i>		.67		.76		.51		.82		.44		.49		.38		.57
	<i>CI upper bound</i>		39.3		38.7		38.2		38.5		41.3		41.0		40.6		41.3
	<i>CI lower bound</i>		36.7		35.7		36.2		35.3		39.6		39.1		39.1		39.0
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>		41.6		41.1		41.0		41.5		43.7		43.1		43.8		44.1
	<i>n</i>		329		241		520		203		814		634		1,020		500
	<i>SD</i>		12.5		12.5		12.3		12.7		11.0		11.8		11.6		12.2
	<i>SE</i>		.69		.81		.54		.89		.39		.47		.36		.55
	<i>CI upper bound</i>		43.0		42.7		42.1		43.2		44.4		44.1		44.5		45.2
	<i>CI lower bound</i>		40.3		39.5		40.0		39.7		42.9		42.2		43.1		43.1
Supportive Environment	<i>Mean</i>		36.5		35.2		35.6		34.3		33.2		31.5		33.4		31.5
	<i>n</i>		312		236		545		210		787		615		1,061		524
	<i>SD</i>		13.5		13.2		13.4		13.1		13.9		14.4		13.6		14.4
	<i>SE</i>		.76		.86		.57		.91		.50		.58		.42		.63
	<i>CI upper bound</i>		38.0		36.9		36.7		36.1		34.1		32.6		34.2		32.7
	<i>CI lower bound</i>		35.0		33.5		34.5		32.5		32.2		30.4		32.6		30.3

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

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning^a	%		71		68		69		61		75		66		67		63
	n		351		264		551		222		854		666		1,077		542
	SE		2.4		2.9		2.0		3.3		1.5		1.8		1.4		2.1
	CI upper bound (%)		76		74		73		67		78		70		70		68
	CI lower bound (%)		66		62		65		55		72		62		65		59
Learning Community^a	%		11		8		10		9		26		23		21		22
	n		352		264		557		224		851		663		1,082		548
	SE		1.6		1.7		1.2		1.9		1.5		1.6		1.2		1.8
	CI upper bound (%)		14		11		12		13		29		27		24		25
	CI lower bound (%)		7		5		7		5		23		20		19		18
Research with Faculty^a	%		5		2		4		3		20		19		16		14
	n		353		262		557		222		852		660		1,081		545
	SE		1.1		0.9		0.8		1.2		1.4		1.5		1.1		1.5
	CI upper bound (%)		7		4		6		6		22		22		18		17
	CI lower bound (%)		2		1		2		1		17		16		14		11
Internship or Field Experience^b	%		71		70		71		66		52		48		48		48
	n		355		263		561		227		861		669		1,088		555
	SE		2.4		2.8		1.9		3.1		1.7		1.9		1.5		2.1
	(First-year results: Plan to do) CI upper bound (%)		76		76		75		72		56		52		51		52
	CI lower bound (%)		66		64		67		60		49		44		45		44
Study Abroad^b	%		44		40		45		37		11		8		8		8
	n		352		262		559		223		857		665		1,082		547
	SE		2.6		3.0		2.1		3.2		1.1		1.1		0.8		1.2
	(First-year results: Plan to do) CI upper bound (%)		49		46		49		43		13		11		9		11
	CI lower bound (%)		39		34		41		30		9		6		6		6
Culminating Senior Experience^b	%		57		52		55		43		48		53		54		49
	n		352		262		555		224		850		664		1,078		548
	SE		2.6		3.1		2.1		3.3		1.7		1.9		1.5		2.1
	(First-year results: Plan to do) CI upper bound (%)		62		58		59		50		52		56		57		54
	CI lower bound (%)		51		46		50		37		45		49		51		45
Overall HIP Participation^c																	
Participated in one HIP	%		65		60		60		53		24		24		24		27
	n		356		266		561		225		868		671		1,090		556
	SE		2.5		3.0		2.1		3.3		1.5		1.7		1.3		1.9
	CI upper bound (%)		70		65		64		59		27		28		27		30
	CI lower bound (%)		60		54		56		46		21		21		21		23
Participated in two or more HIPs	%		9		9		10		9		67		63		64		57
	n		356		266		561		225		868		671		1,090		556
	SE		1.6		1.7		1.3		1.9		1.6		1.9		1.5		2.1
	CI upper bound (%)		12		12		13		13		70		67		66		61
	CI lower bound (%)		6		5		8		5		64		60		61		53

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.