NSSE national survey of student engagement

NSSE 2025
Multi-Year Report

Northern Michigan University

Prepared 2025-08-02

IPEDS: 171456

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.

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Administration Summaries

Northern Michigan University

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%	+/- 5.4%	256	202	54	28%	+/- 4.7%	312	275	37
2014										
2015										
2016										
2017	24%	+/- 5.3%	256	176	80	28%	+/- 3.7%	505	394	111
2018	29%	+/- 4.7%	314	228	86	30%	+/- 3.6%	534	418	116
2019										
2020										
2021	46%	+/- 3.8%	371	253	118	40%	+/- 3.4%	501	372	129
2022										
2023	24%	+/- 6.7%	166	107	59	30%	+/- 4.3%	357	268	89
2024										
2025	42%	+/- 4.2%	324	231	93	41%	+/- 3.3%	513	410	103

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	Civic Engagement		No	No
2014							
2015							
2016							
2017	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	No
2018	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	No	No	No
2019							
2020							
2021	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	No
2022							
2023	Email	Census	Yes	Inclusiv. & Cultural Div., Mental Heath	No	Yes	No
2024							
2025	Email	Census	Yes	Academic Advising, FY Experiences & Sr Transitions	No	Yes	No

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

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

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

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

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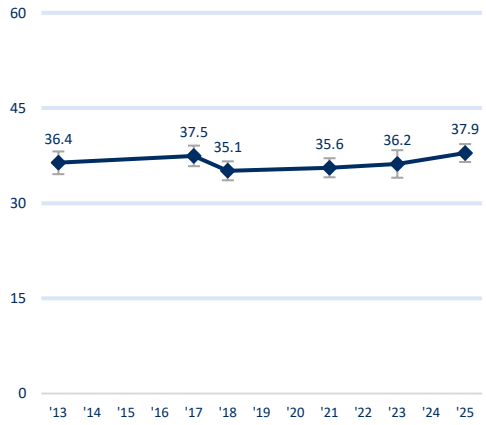
Engagement Results by Theme

Northern Michigan University

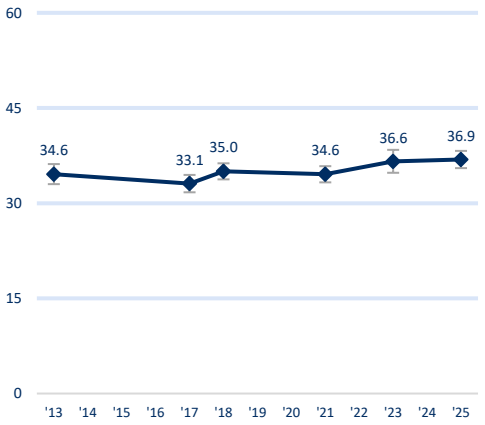
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

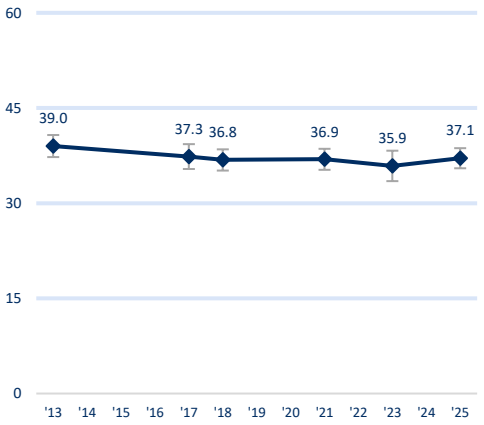
Higher-Order Learning



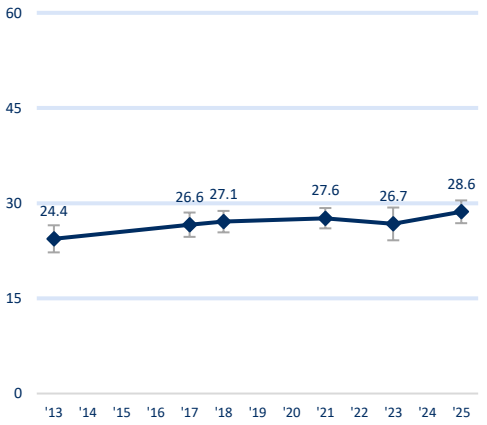
Reflective & Integrative Learning



Learning Strategies

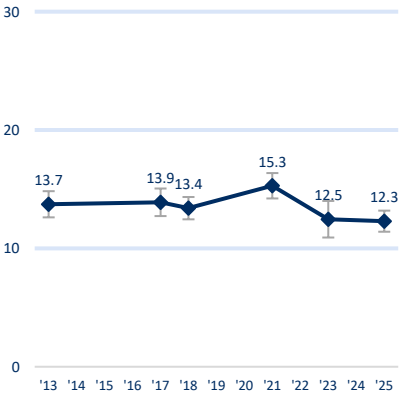


Quantitative Reasoning

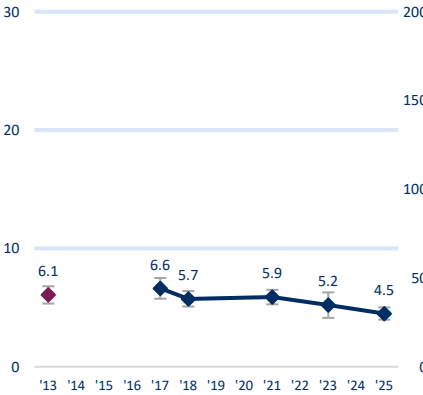


Academic Challenge (additional items): First-year students

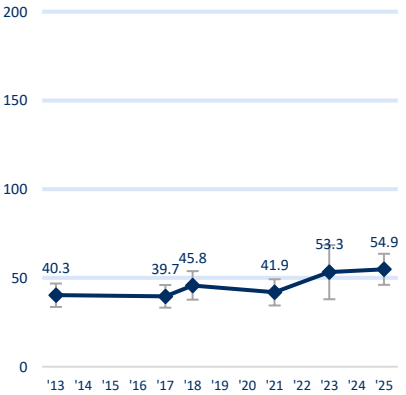
Preparing for Class (hrs/wk)



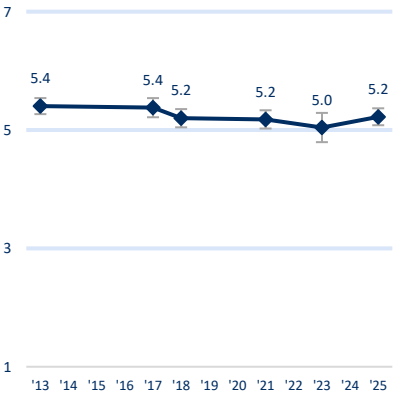
Course Reading (hrs/wk)[a]



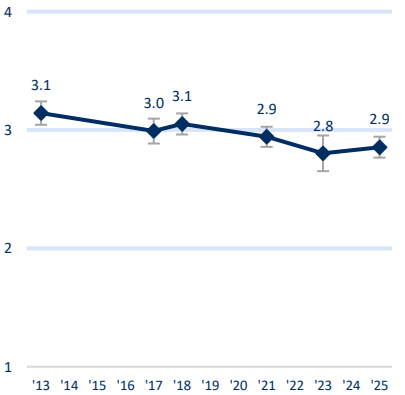
Assigned Writing (pages)[a]



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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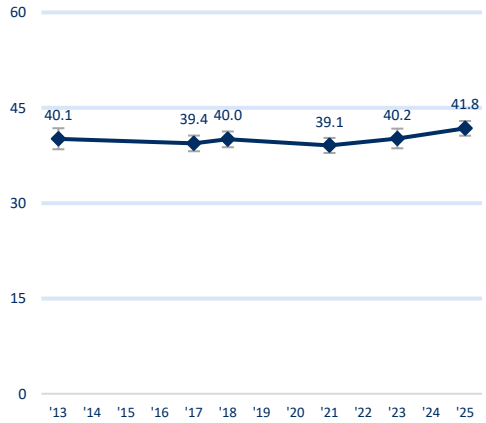
Engagement Results by Theme

Northern Michigan University

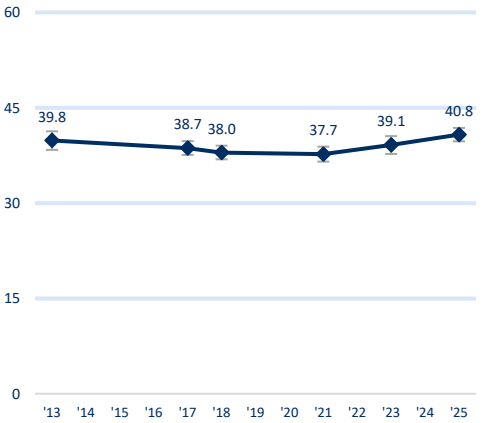
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

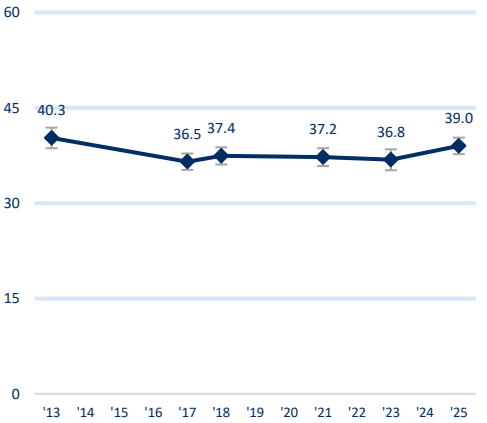
Higher-Order Learning



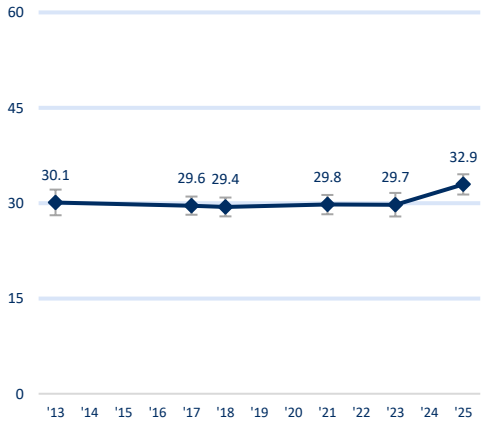
Reflective & Integrative Learning



Learning Strategies

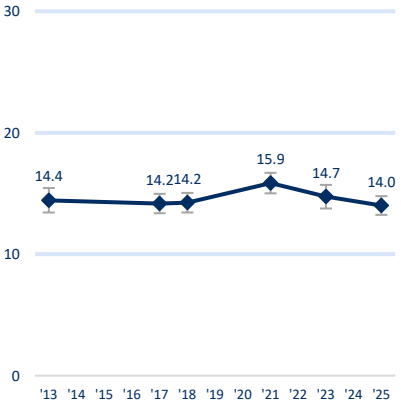


Quantitative Reasoning

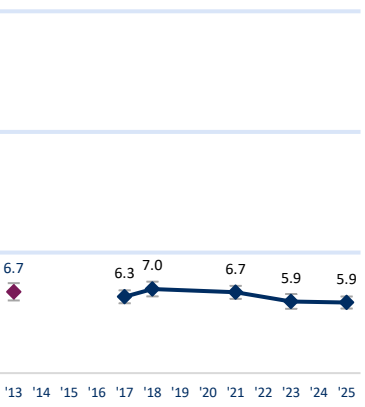


Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)



Course Reading (hrs/wk)[a]



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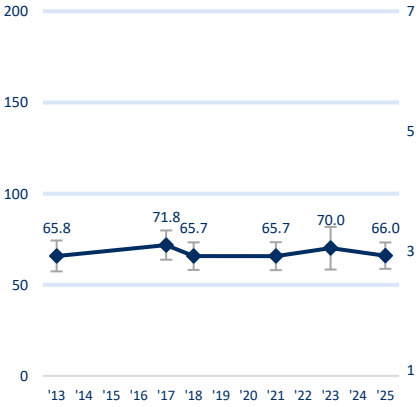
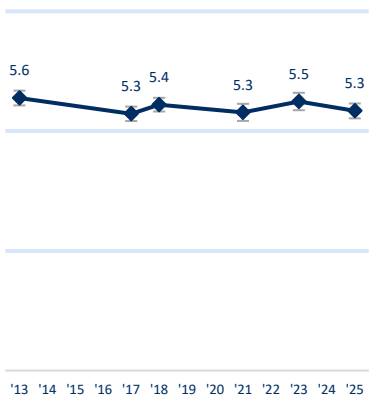


Course Challenge[b]



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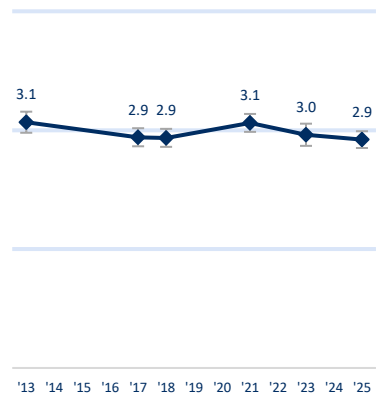

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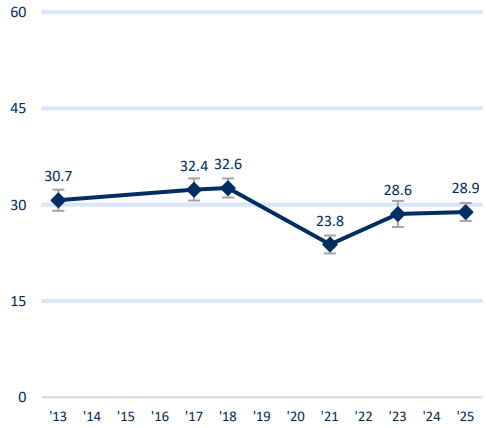
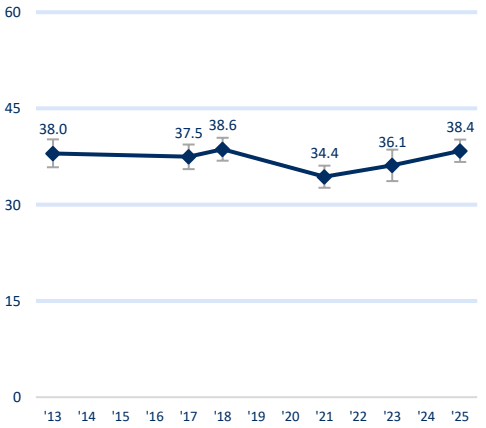
Learning With Peers: First-year students

Collaborative Learning

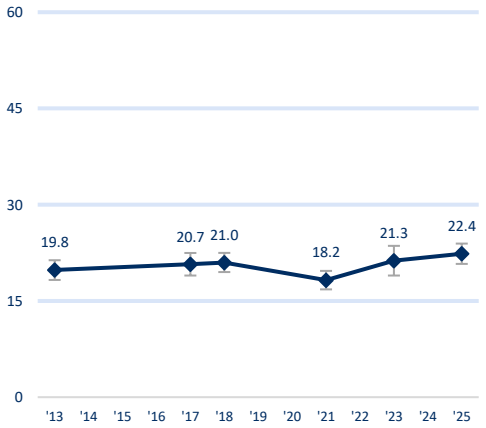


Discussions With Diverse Others

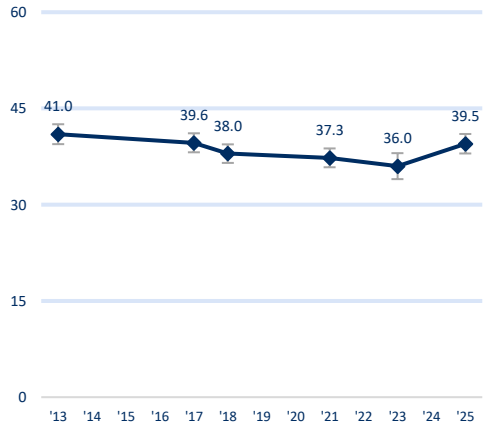


Experiences With Faculty: First-year students

Student-Faculty Interaction

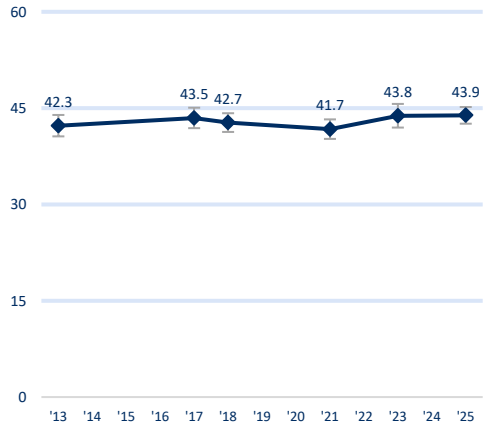


Effective Teaching Practices

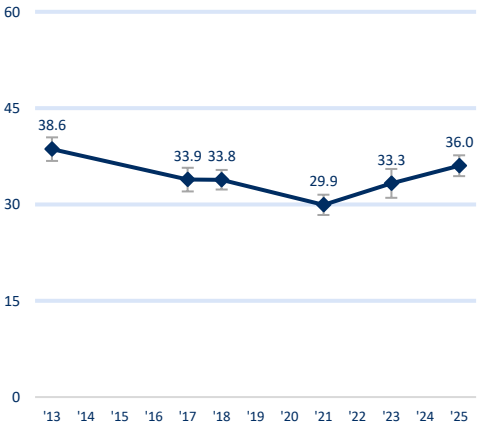


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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Engagement Results by Theme

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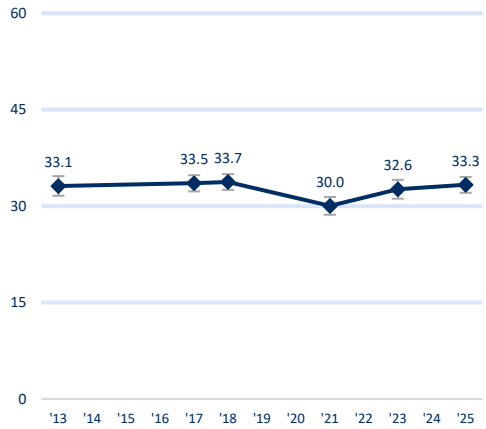
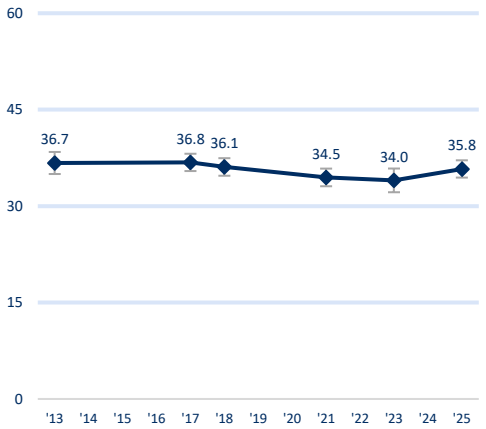
Learning With Peers: Seniors

Collaborative Learning

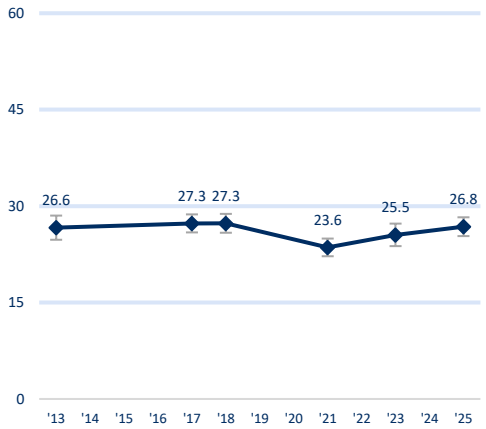


Discussions With Diverse Others

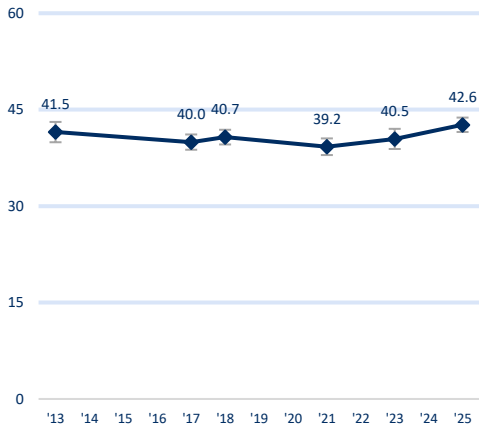


Experiences With Faculty: Seniors

Student-Faculty Interaction

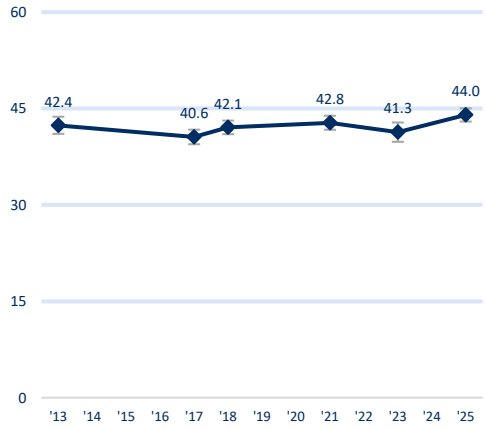


Effective Teaching Practices

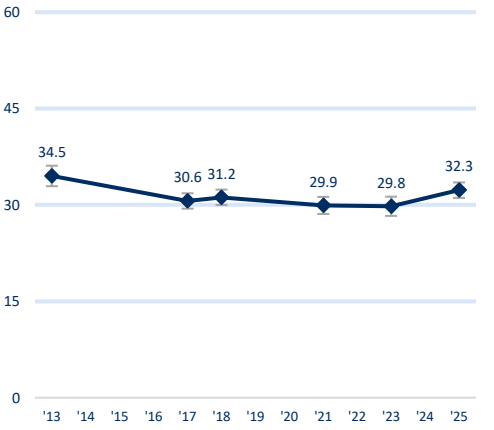


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



NSSE 2025 Multi-Year Report

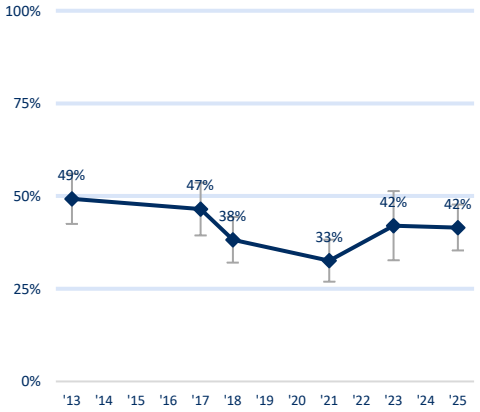
High-Impact Practices

Northern Michigan University

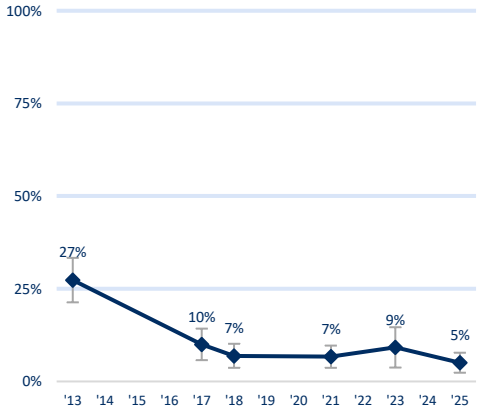
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

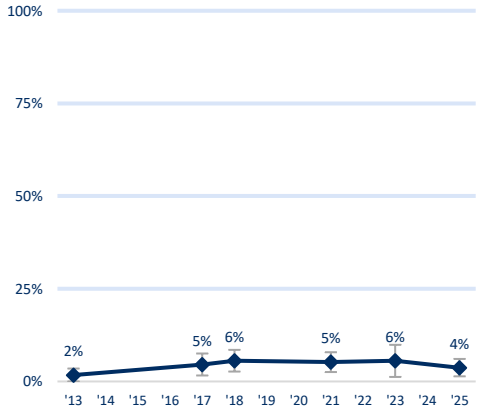
Service-Learning
(Some, most, or all courses)



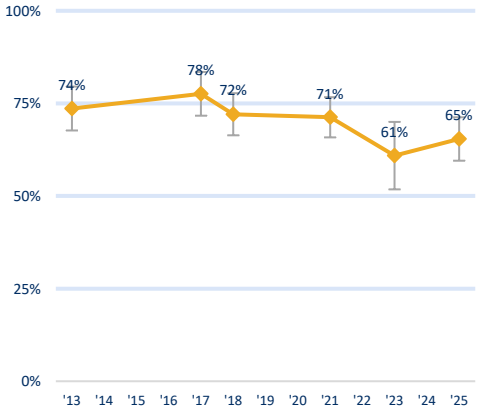
Learning Community
(Done or in progress)



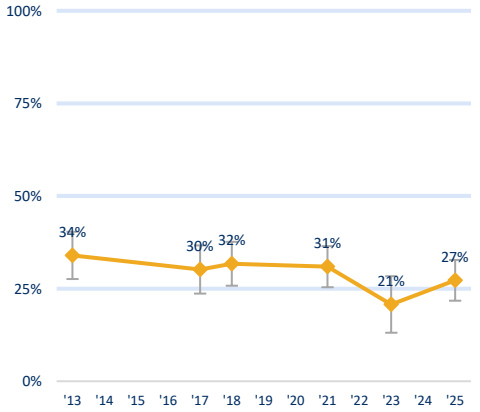
Research With Faculty
(Done or in progress)



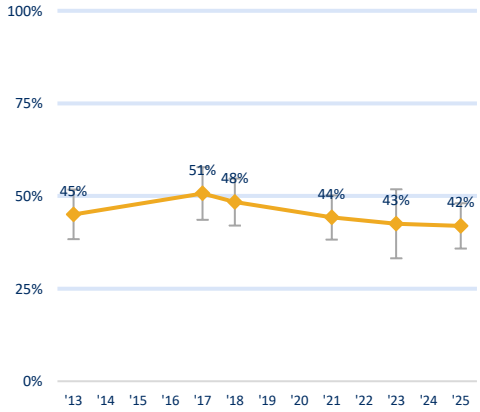
Internship/Field Experience
(Plan to do)



Study Abroad
(Plan to do)

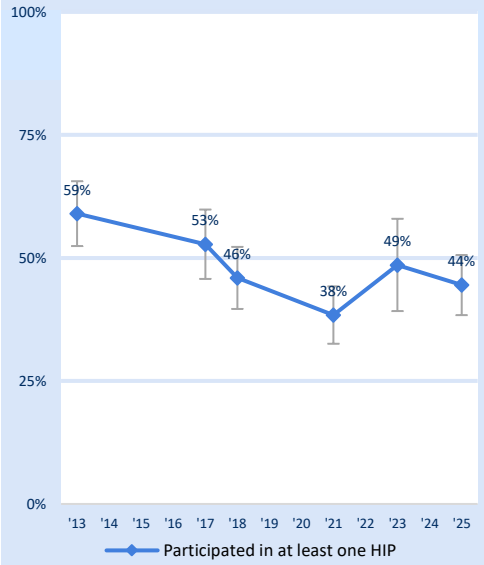


Culminating Senior Experience
(Plan to do)



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.

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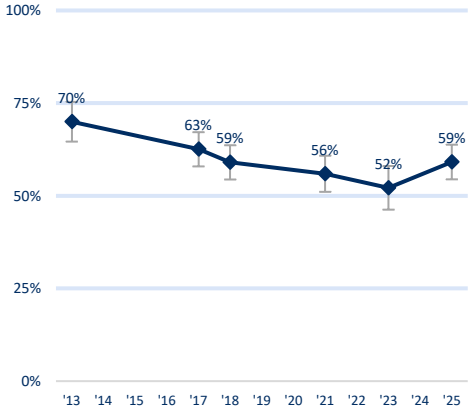
High-Impact Practices

Northern Michigan University

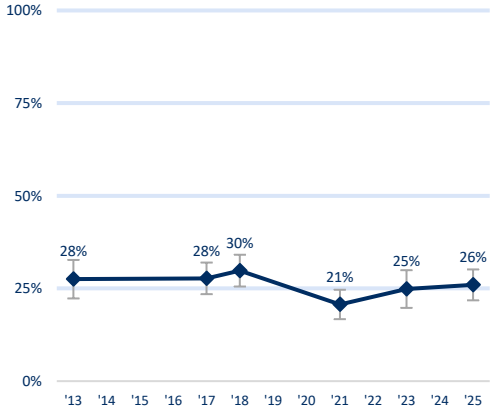
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

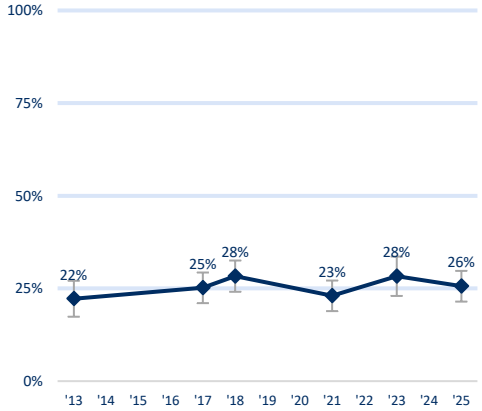
Service-Learning
(Some, most, or all courses)



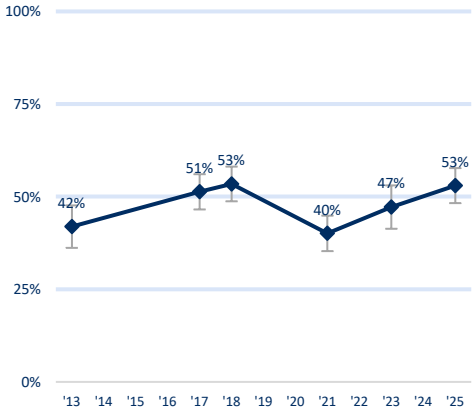
Learning Community
(Done or in progress)



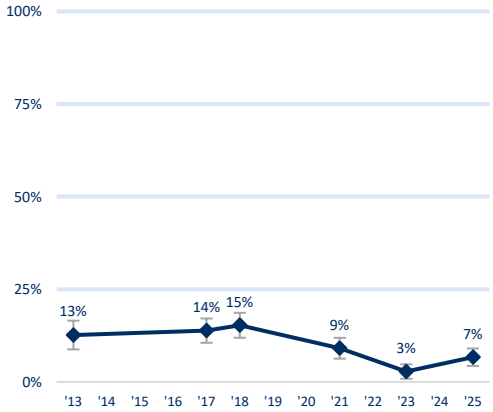
Research With Faculty
(Done or in progress)



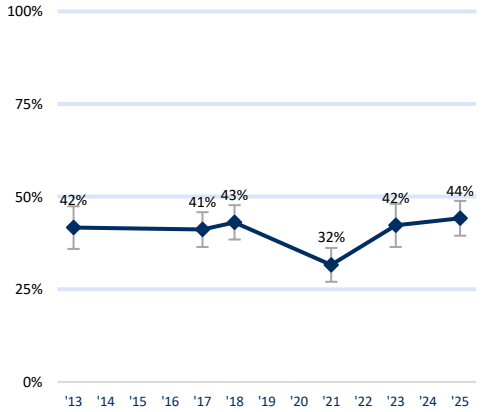
Internship/Field Experience
(Done or in progress)



Study Abroad
(Done or in progress)

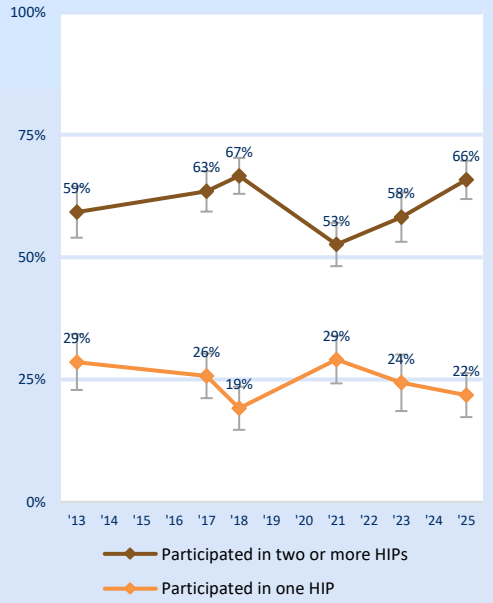


Culminating Senior Experience
(Done or in progress)



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 2025 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Northern Michigan University

		First-year students													Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge																											
Higher-Order Learning	*Mean*	**36.4**				**37.5**	**35.1**			**35.6**		**36.2**		**37.9**	**40.1**				**39.4**	**40.0**			**39.1**		**40.2**		**41.8**
	n	233				227	262			306		125		271	286				474	463			429		314		466
	SD	13.9				12.5	12.3			13.4		12.4		11.9	14.3				13.7	13.6			12.5		14.0		12.8
	SE	.91				.83	.76			.77		1.11		.72	.84				.63	.63			.60		.79		.59
	CI up bnd	38.2				39.1	36.6			37.1		38.4		39.3	41.8				40.6	41.3			40.3		41.7		42.9
	CI low bnd	34.6				35.8	33.6			34.1		34.0		36.5	38.5				38.2	38.8			37.9		38.6		40.6
Reflective & Integrative Learning	*Mean*	**34.6**				**33.1**	**35.0**			**34.6**		**36.6**		**36.9**	**39.8**				**38.7**	**38.0**			**37.7**		**39.1**		**40.8**
	n	238				240	282			331		141		294	297				485	492			457		335		492
	SD	12.5				10.8	10.8			11.9		11.0		11.9	12.8				12.2	12.2			12.9		13.1		12.0
	SE	.81				.70	.65			.65		.92		.69	.75				.55	.55			.60		.72		.54
	CI up bnd	36.2				34.5	36.3			35.8		38.4		38.2	41.3				39.8	39.0			38.9		40.5		41.8
	CI low bnd	33.0				31.7	33.8			33.3		34.8		35.5	38.4				37.6	36.9			36.5		37.7		39.7
Learning Strategies	*Mean*	**39.0**				**37.3**	**36.8**			**36.9**		**35.9**		**37.1**	**40.3**				**36.5**	**37.4**			**37.2**		**36.8**		**39.0**
	n	214				194	238			269		110		253	283				427	445			401		284		434
	SD	13.0				13.9	13.2			13.8		12.8		12.9	13.9				13.6	14.5			14.3		14.2		13.8
	SE	.89				1.00	.85			.84		1.22		.81	.83				.66	.69			.72		.84		.66
	CI up bnd	40.7				39.3	38.5			38.6		38.3		38.7	41.9				37.8	38.8			38.6		38.5		40.3
	CI low bnd	37.3				35.4	35.1			35.3		33.5		35.5	38.6				35.2	36.1			35.8		35.2		37.7
Quantitative Reasoning	*Mean*	**24.4**				**26.6**	**27.1**			**27.6**		**26.7**		**28.6**	**30.1**				**29.6**	**29.4**			**29.8**		**29.7**		**32.9**
	n	234				222	253			281		115		258	293				469	450			412		288		436
	SD	16.7				14.6	13.7			13.7		14.1		14.7	17.6				15.8	16.0			15.7		16.0		17.0
	SE	1.09				.98	.86			.82		1.32		.92	1.03				.73	.76			.77		.94		.81
	CI up bnd	26.5				28.5	28.8			29.2		29.3		30.4	32.1				31.0	30.9			31.3		31.6		34.5
	CI low bnd	22.2				24.7	25.4			26.0		24.2		26.8	28.1				28.2	27.9			28.2		27.9		31.3
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	*Mean*	**13.7**				**13.9**	**13.4**			**15.3**		**12.5**		**12.3**	**14.4**				**14.2**	**14.2**			**15.9**		**14.7**		**14.0**
	n	202				178	231			259		105		246	277				399	432			390		271		420
	SD	8.0				7.9	7.3			8.8		8.1		7.1	8.5				8.1	8.6			8.5		8.2		8.1
	SE	.56				.59	.48			.55		.79		.45	.51				.41	.41			.43		.50		.39
	CI up bnd	14.8				15.1	14.3			16.4		14.0		13.2	15.5				15.0	15.0			16.7		15.7		14.8
	CI low bnd	12.6				12.7	12.5			14.2		10.9		11.4	13.4				13.4	13.4			15.0		13.8		13.2
Course Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with 2013 is limited.	*Mean*	**6.1**				**6.6**	**5.7**			**5.9**		**5.2**		**4.5**	**6.7**				**6.3**	**7.0**			**6.7**		**5.9**		**5.9**
	n	201				177	228			259		105		245	276				398	428			384		269		415
	SD	5.3				6.0	5.0			5.0		5.6		4.1	6.1				5.4	6.4			5.4		5.2		5.2
	SE	.37				.45	.33			.31		.55		.26	.37				.27	.31			.27		.31		.25
	CI up bnd	6.8				7.5	6.4			6.5		6.3		5.0	7.5				6.9	7.6			7.2		6.6		6.4
	CI low bnd	5.3				5.7	5.1			5.3		4.1		4.0	6.0				5.8	6.4			6.2		5.3		5.4

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 2025 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Northern Michigan University

		First-year students													Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge (additional items, continued)																											
Assigned Writing Est. no. of pages calculated from three survey questions.	*Mean*	**40.3**				**39.7**	**45.8**			**41.9**		**53.3**		**54.9**	**65.8**				**71.8**	**65.7**			**65.7**		**70.0**		**66.0**
	n	194				194	253			276		116		255	265				431	448			409		282		429
	SD	46.8				45.4	65.2			62.6		83.6		71.3	70.3				85.2	81.7			79.1		100.1		76.6
	SE	3.36				3.26	4.10			3.77		7.78		4.46	4.32				4.10	3.86			3.91		5.97		3.70
	CI up bnd	46.9				46.0	53.9			49.3		68.5		63.6	74.3				79.8	73.3			73.3		81.7		73.2
	CI low bnd	33.7				33.3	37.8			34.5		38.0		46.1	57.3				63.7	58.1			58.0		58.3		58.7
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	*Mean*	**5.4**				**5.4**	**5.2**			**5.2**		**5.0**		**5.2**	**5.6**				**5.3**	**5.4**			**5.3**		**5.5**		**5.3**
	n	216				194	241			267		112		254	285				427	440			402		283		430
	SD	1.0				1.1	1.2			1.3		1.3		1.2	1.1				1.3	1.2			1.5		1.2		1.3
	SE	.07				.08	.08			.08		.13		.07	.06				.06	.06			.07		.07		.06
	CI up bnd	5.5				5.5	5.4			5.3		5.3		5.4	5.7				5.4	5.6			5.5		5.6		5.5
	CI low bnd	5.3				5.2	5.0			5.0		4.8		5.1	5.4				5.2	5.3			5.2		5.3		5.2
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	*Mean*	**3.1**				**3.0**	**3.1**			**2.9**		**2.8**		**2.9**	**3.1**				**2.9**	**2.9**			**3.1**		**3.0**		**2.9**
	n	202				177	235			265		107		248	277				406	437			397		277		424
	SD	0.7				0.7	0.7			0.7		0.8		0.7	0.8				0.8	0.8			0.8		0.8		0.7
	SE	.05				.05	.05			.04		.08		.05	.05				.04	.04			.04		.05		.04
	CI up bnd	3.2				3.1	3.1			3.0		3.0		2.9	3.2				3.0	3.0			3.1		3.1		3.0
	CI low bnd	3.0				2.9	3.0			2.9		2.7		2.8	3.0				2.9	2.9			3.0		2.9		2.9
Learning With Peers																											
Collaborative Learning	*Mean*	**30.7**				**32.4**	**32.6**			**23.8**		**28.6**		**28.9**	**33.1**				**33.5**	**33.7**			**30.0**		**32.6**		**33.3**
	n	245				249	299			357		160		317	300				495	518			488		345		507
	SD	13.1				14.0	13.1			13.5		13.1		12.7	13.5				14.3	14.2			15.6		13.9		14.1
	SE	.84				.88	.76			.71		1.04		.71	.78				.64	.63			.71		.75		.63
	CI up bnd	32.3				34.1	34.1			25.2		30.6		30.3	34.7				34.8	35.0			31.4		34.1		34.5
	CI low bnd	29.0				30.6	31.1			22.4		26.5		27.5	31.6				32.3	32.5			28.7		31.2		32.1
Discussions With Diverse Others	*Mean*	**38.0**				**37.5**	**38.6**			**34.4**		**36.1**		**38.4**	**36.7**				**36.8**	**36.1**			**34.5**		**34.0**		**35.8**
	n	217				193	248			277		117		255	286				430	449			403		283		437
	SD	16.3				13.6	14.3			14.6		13.5		14.2	14.8				14.2	14.8			14.1		15.8		14.3
	SE	1.11				.98	.91			.88		1.25		.89	.88				.69	.70			.70		.94		.69
	CI up bnd	40.2				39.4	40.4			36.1		38.6		40.2	38.4				38.1	37.5			35.8		35.8		37.1
	CI low bnd	35.8				35.5	36.9			32.6		33.7		36.7	35.0				35.5	34.7			33.1		32.2		34.4

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 2025 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Northern Michigan University

		First-year students													Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Experiences with Faculty																											
Student-Faculty Interaction	*Mean*	**19.8**				**20.7**	**21.0**			**18.2**		**21.3**		**22.4**	**26.6**				**27.3**	**27.3**			**23.6**		**25.5**		**26.8**
	n	235				232	266			316		132		281	293				480	482			440		327		469
	SD	12.0				13.7	12.4			13.1		13.5		13.5	16.4				15.7	16.5			14.7		16.1		16.2
	SE	.79				.90	.76			.74		1.18		.81	.96				.72	.75			.70		.89		.75
	CI up bnd	21.3				22.5	22.5			19.7		23.6		23.9	28.5				28.7	28.8			25.0		27.3		28.3
	CI low bnd	18.3				19.0	19.5			16.8		19.0		20.8	24.8				25.9	25.9			22.2		23.8		25.3
Effective Teaching Practices	*Mean*	**41.0**				**39.6**	**38.0**			**37.3**		**36.0**		**39.5**	**41.5**				**40.0**	**40.7**			**39.2**		**40.5**		**42.6**
	n	233				227	261			301		126		272	292				477	466			430		315		462
	SD	12.1				11.4	11.9			13.0		11.6		12.8	13.8				13.2	12.6			13.7		14.2		12.3
	SE	.79				.76	.74			.75		1.03		.78	.81				.61	.58			.66		.80		.57
	CI up bnd	42.5				41.1	39.4			38.8		38.0		41.0	43.1				41.1	41.9			40.5		42.0		43.8
	CI low bnd	39.4				38.2	36.5			35.8		34.0		38.0	39.9				38.8	39.6			37.9		38.9		41.5
Campus Environment																											
Quality of Interactions	*Mean*	**42.3**				**43.5**	**42.7**			**41.7**		**43.8**		**43.9**	**42.4**				**40.6**	**42.1**			**42.8**		**41.3**		**44.0**
	n	202				181	230			242		103		239	278				415	427			381		264		398
	SD	12.1				10.9	11.3			12.1		9.5		10.3	11.3				11.8	11.2			10.8		12.5		10.5
	SE	.85				.81	.74			.78		.94		.66	.68				.58	.54			.56		.77		.52
	CI up bnd	43.9				45.1	44.2			43.2		45.7		45.2	43.7				41.7	43.1			43.9		42.8		45.0
	CI low bnd	40.6				41.9	41.3			40.2		42.0		42.6	41.1				39.4	41.0			41.7		39.8		43.0
Supportive Environment	*Mean*	**38.6**				**33.9**	**33.8**			**29.9**		**33.3**		**36.0**	**34.5**				**30.6**	**31.2**			**29.9**		**29.8**		**32.3**
	n	201				177	234			261		106		247	276				397	433			389		272		421
	SD	13.3				12.5	11.9			13.0		11.8		13.0	13.5				12.2	12.7			13.4		12.6		12.6
	SE	.94				.94	.78			.81		1.15		.83	.81				.61	.61			.68		.77		.61
	CI up bnd	40.4				35.7	35.4			31.5		35.5		37.7	36.1				31.8	32.4			31.3		31.3		33.5
	CI low bnd	36.8				32.0	32.3			28.4		31.0		34.4	32.9				29.4	30.0			28.6		28.3		31.1

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 2025 Multi-Year Report

Detailed Statistics: High-Impact Practices

Northern Michigan University

		First-year students													Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Service-Learning[a]	%	**49**				**47**	**38**			**33**		**42**		**42**	**70**				**63**	**59**			**56**		**52**		**59**
	n	210				190	240			264		109		244	282				423	436			400		277		426
	SE	3.5				3.6	3.1			2.9		4.8		3.2	2.7				2.4	2.4			2.5		3.0		2.4
	CI up bnd	56				54	44			38		51		48	75				67	64			61		58		64
	CI low bnd	42				39	32			27		33		35	65				58	54			51		46		54
Learning Community[a]	%	**27**				**10**	**7**			**7**		**9**		**5**	**28**				**28**	**30**			**21**		**25**		**26**
	n	213				192	237			267		109		255	285				425	439			402		278		426
	SE	3.1				2.2	1.7			1.5		2.8		1.4	2.6				2.2	2.2			2.0		2.6		2.1
	CI up bnd	33				14	10			10		15		8	33				32	34			25		30		30
	CI low bnd	21				6	4			4		4		2	22				23	26			17		20		22
Research With Faculty[a]	%	**2**				**5**	**6**			**5**		**6**		**4**	**22**				**25**	**28**			**23**		**28**		**26**
	n	211				192	238			266		109		252	284				426	439			402		277		427
	SE	0.9				1.5	1.5			1.4		2.2		1.2	2.5				2.1	2.2			2.1		2.7		2.1
	CI up bnd	3				8	9			8		10		6	27				29	33			27		34		30
	CI low bnd	0				2	3			3		1		1	17				21	24			19		23		21
Internship or Field Experience[b] (FY results: Plan to do)	%	**74**				**78**	**72**			**71**		**61**		**65**	**42**				**51**	**53**			**40**		**47**		**53**
	n	213				192	240			268		111		254	285				425	438			404		280		429
	SE	3.0				3.0	2.9			2.8		4.6		3.0	2.9				2.4	2.4			2.4		3.0		2.4
	CI up bnd	80				83	78			77		70		71	48				56	58			45		53		58
	CI low bnd	68				72	66			66		52		60	36				47	49			35		41		48
Study Abroad[b] (FY results: Plan to do)	%	**34**				**30**	**32**			**31**		**21**		**27**	**13**				**14**	**15**			**9**		**3**		**7**
	n	213				192	238			267		109		252	283				425	439			403		278		429
	SE	3.3				3.3	3.0			2.8		3.9		2.8	2.0				1.7	1.7			1.4		1.0		1.2
	CI up bnd	40				37	38			36		28		33	17				17	19			12		5		9
	CI low bnd	28				24	26			25		13		22	9				11	12			6		1		4
Culminating Senior Experience[b] (FY results: Plan to do)	%	**45**				**51**	**48**			**44**		**43**		**42**	**42**				**41**	**43**			**32**		**42**		**44**
	n	213				191	239			266		109		251	283				422	438			400		278		429
	SE	3.4				3.6	3.2			3.0		4.8		3.1	2.9				2.4	2.4			2.3		3.0		2.4
	CI up bnd	52				58	55			50		52		48	47				46	48			36		48		49
	CI low bnd	38				44	42			38		33		36	36				36	38			27		36		39
Overall HIP Participation[c]																											
Participated in one HIP	%	**42**				**45**	**42**			**33**		**43**		**41**	**29**				**26**	**19**			**29**		**24**		**22**
	n	214				192	240			267		109		255	286				428	441			404		281		429
	SE	3.4				3.6	3.2			2.9		4.8		3.1	2.7				2.1	1.9			2.3		2.6		2.0
	CI up bnd	49				52	48			39		52		47	34				30	23			34		29		26
	CI low bnd	35				38	35			28		33		35	23				22	15			25		19		18
Participated in two or more HIPs	%	**17**				**7**	**4**			**5**		**6**		**4**	**59**				**63**	**67**			**53**		**58**		**66**
	n	214				192	240			267		109		255	286				428	441			404		281		429
	SE	2.6				1.9	1.3			1.3		2.3		1.2	2.9				2.3	2.2			2.5		2.9		2.3
	CI up bnd	22				11	7			8		10		6	65				68	71			57		64		70
	CI low bnd	12				4	2			2		1		1	54				59	62			48		52		61

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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