
NSSE 2025

Multi-Year Report

Grand Valley State University

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 <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 Report Builder can be accessed via the NSSE Institution Interface.

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

Response Details by Participation Year

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	44%	+/- 1.8%	1,683	1,421	262	43%	+/- 1.8%	1,621	1,388	233
2014										
2015										
2016	30%	+/- 2.4%	1,169	906	263	26%	+/- 2.9%	874	683	191
2017										
2018										
2019	35%	+/- 2.1%	1,441	1,168	273	27%	+/- 2.8%	893	747	146
2020										
2021										
2022	31%	+/- 2.4%	1,108	746	362	20%	+/- 3.6%	599	451	148
2023										
2024										
2025	29%	+/- 2.4%	1,156	778	378	26%	+/- 3.2%	680	555	125

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, Learning with Tech		No	No
2014							
2015							
2016	Email	Census	Yes	Civic Engagement, Information Literacy		Yes	No
2017							
2018							
2019	Email	Census	Yes	FY Experiences / Sr Transitions, Global Learning	No	No	No
2020							
2021							
2022	Email	Census	Yes	Academic Advising, HIP Quality	No	No	No
2023							
2024							
2025	Email	Census	Yes	Transferable Skills, 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. When applied, results will be unweighted.

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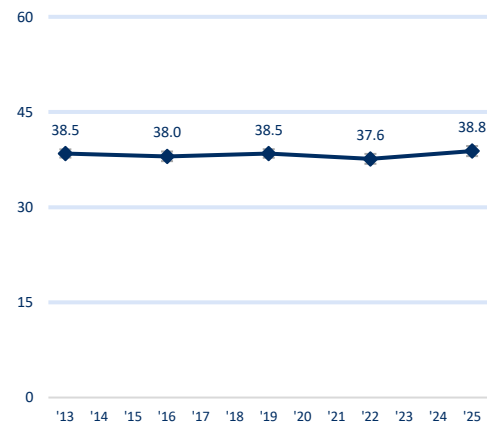
Engagement Results by Theme

Grand Valley State University

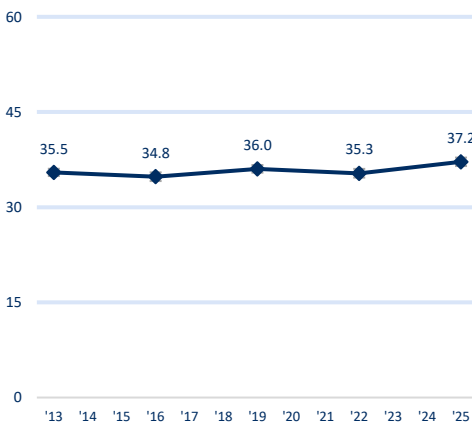
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

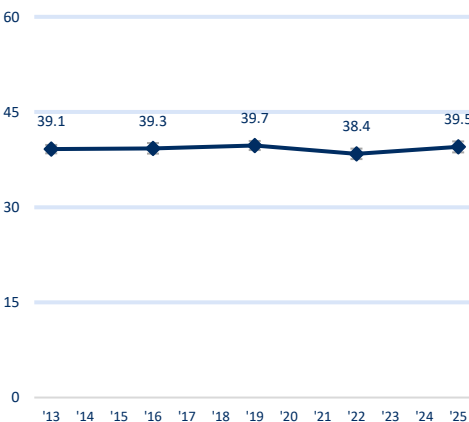
Higher-Order Learning



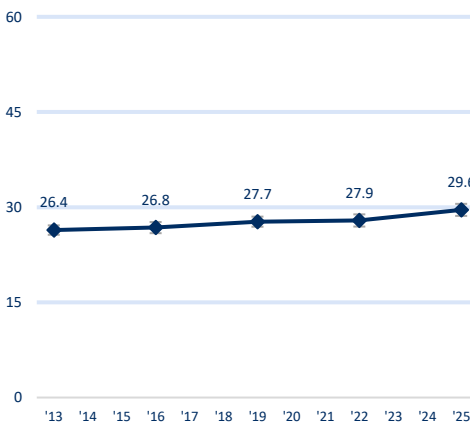
Reflective & Integrative Learning



Learning Strategies

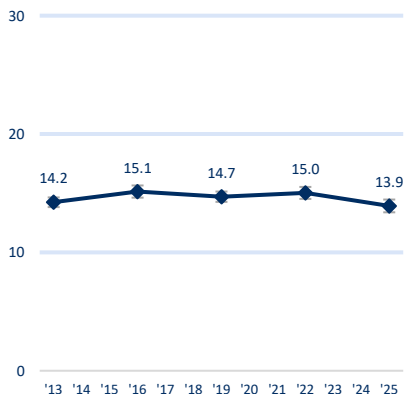


Quantitative Reasoning

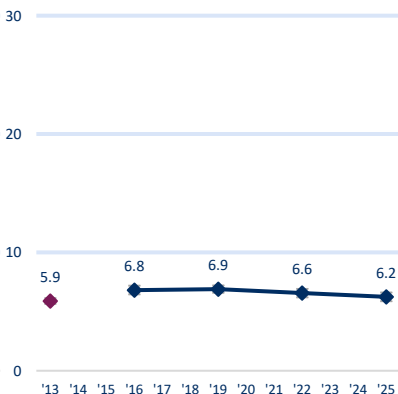


Academic Challenge (additional items): First-year students

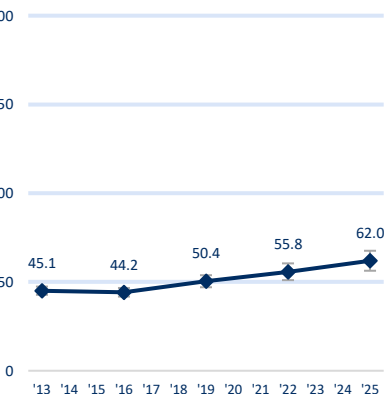
Preparing for Class (hrs/wk)



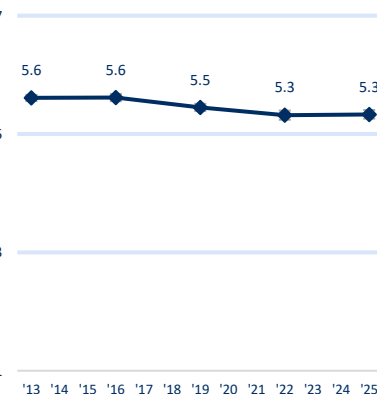
Course Reading (hrs/wk)^a



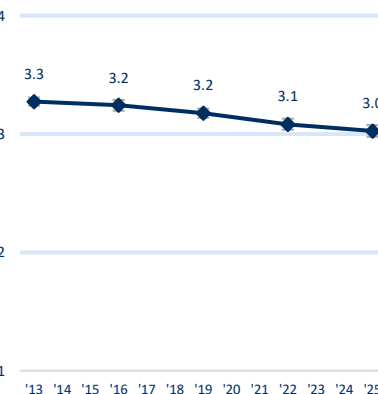
Assigned Writing (pages)^a



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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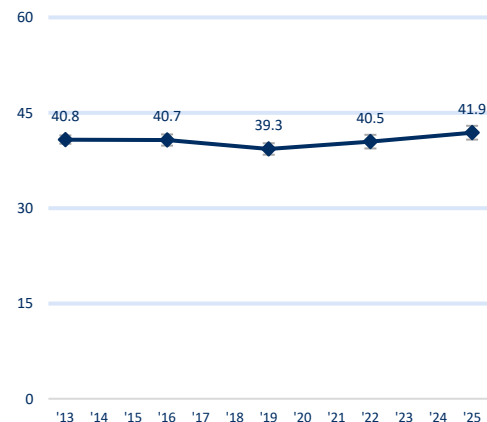
Engagement Results by Theme

Grand Valley State University

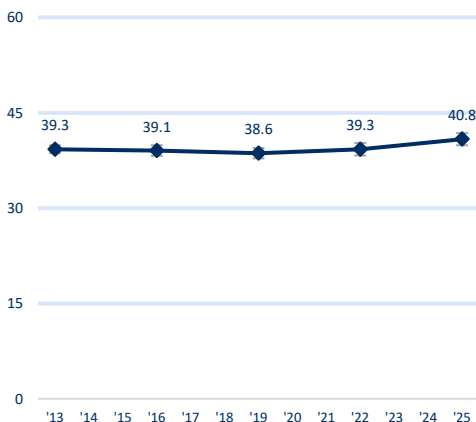
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

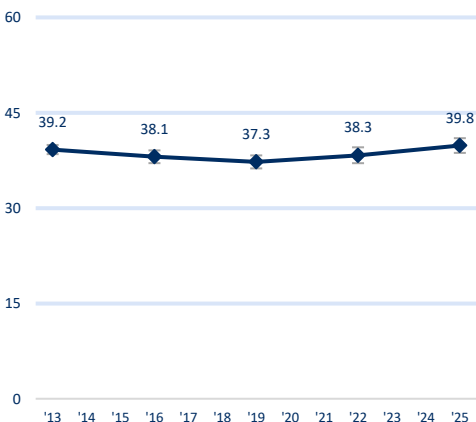
Higher-Order Learning



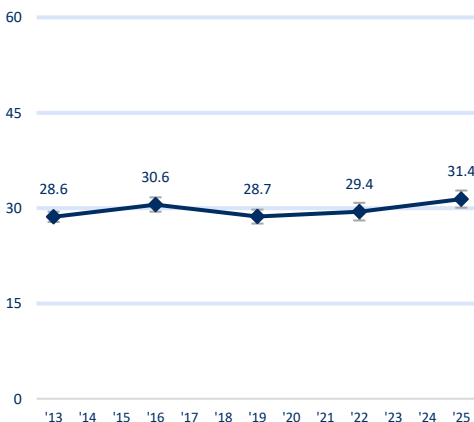
Reflective & Integrative Learning



Learning Strategies

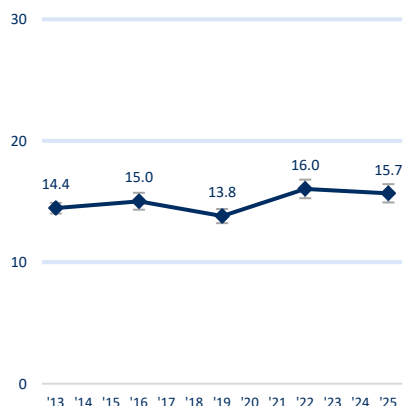


Quantitative Reasoning

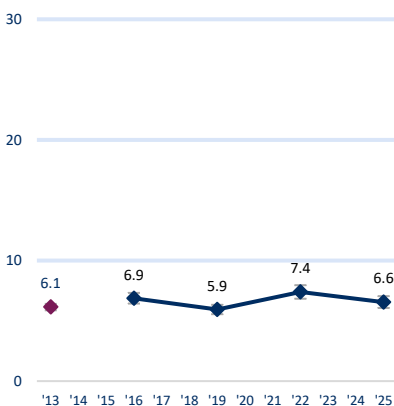


Academic Challenge (additional items): Seniors

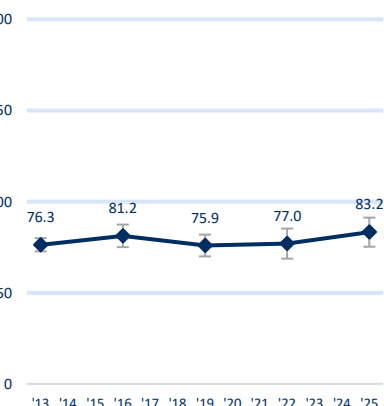
Preparing for Class (hrs/wk)



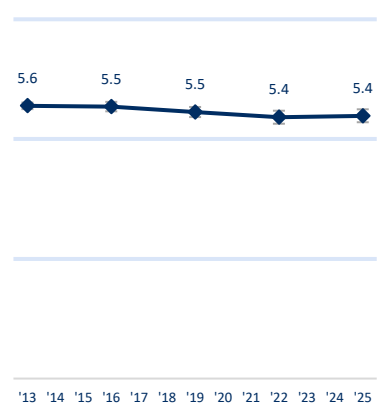
Course Reading (hrs/wk)^a



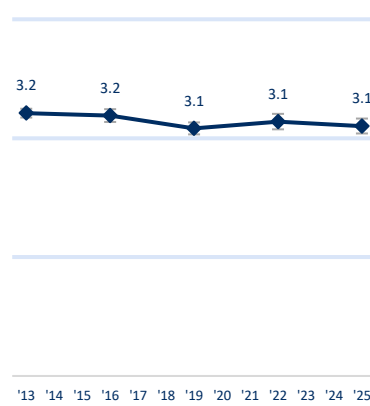
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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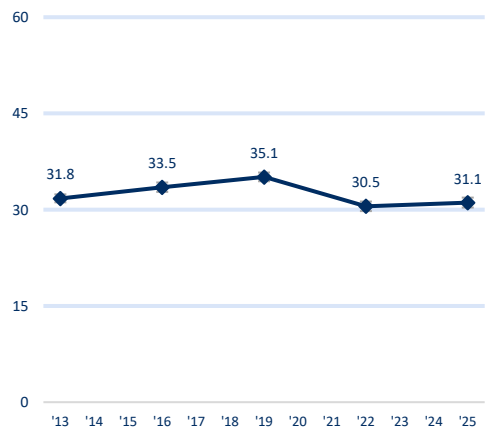
Engagement Results by Theme

Grand Valley State University

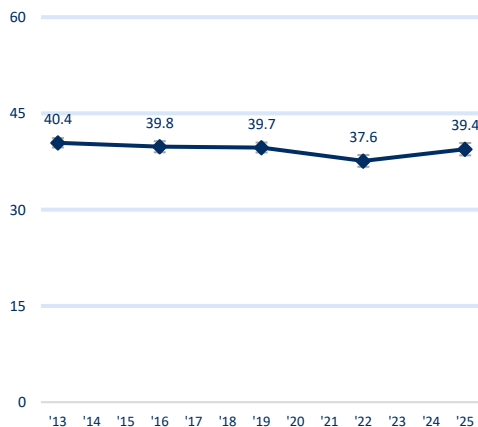
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning With Peers: First-year students

Collaborative Learning

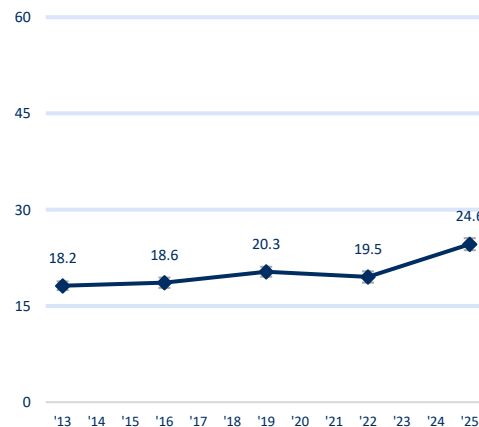


Discussions With Diverse Others

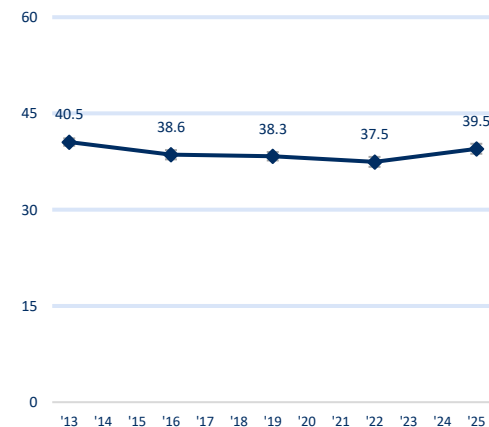


Experiences With Faculty: First-year students

Student-Faculty Interaction

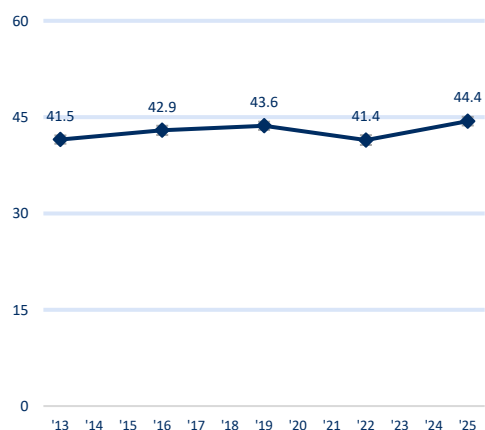


Effective Teaching Practices

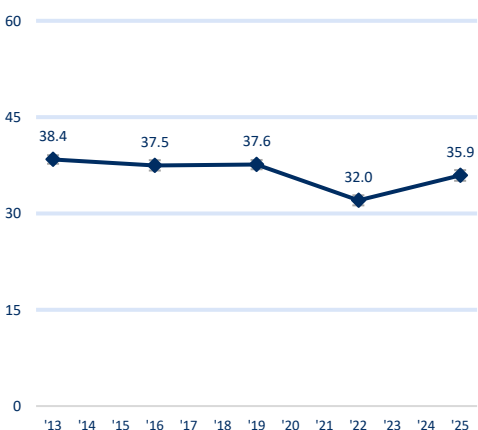


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2025 Multi-Year Report

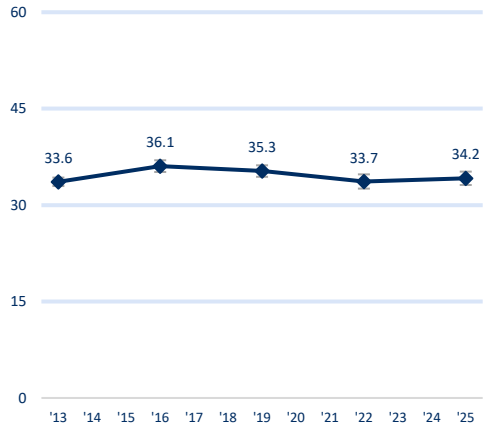
Engagement Results by Theme

Grand Valley State University

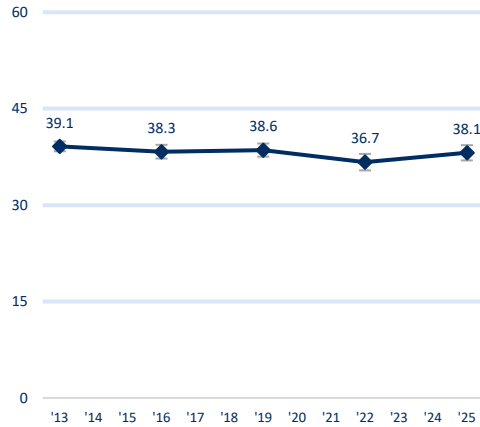
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Learning With Peers: Seniors

Collaborative Learning

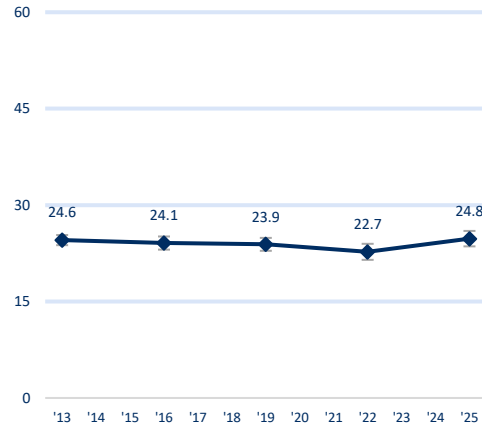


Discussions With Diverse Others

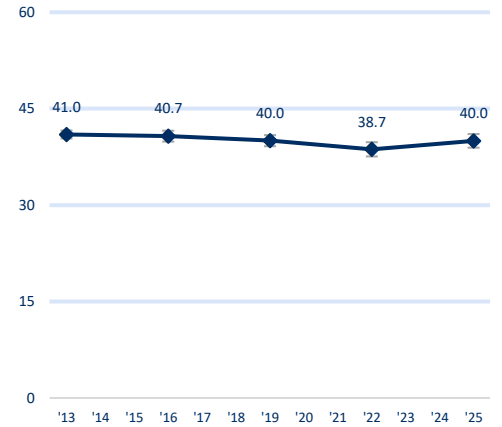


Experiences With Faculty: Seniors

Student-Faculty Interaction

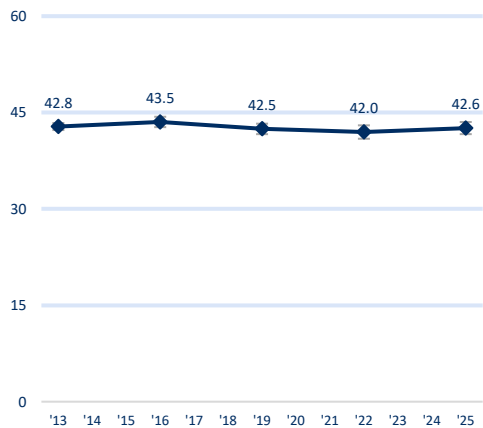


Effective Teaching Practices

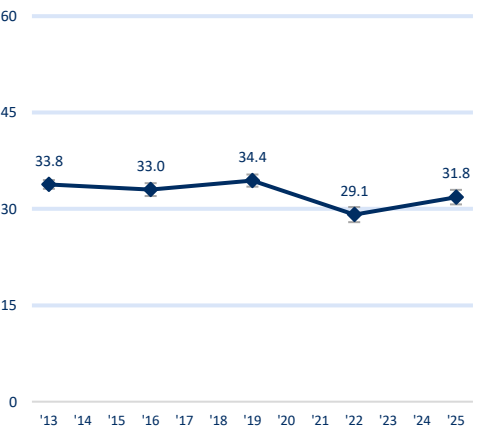


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

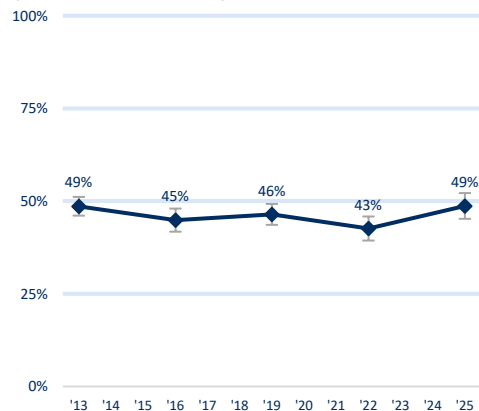


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

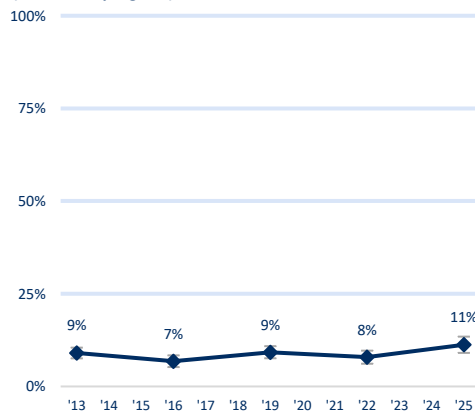
Service-Learning

(Some, most, or all courses)



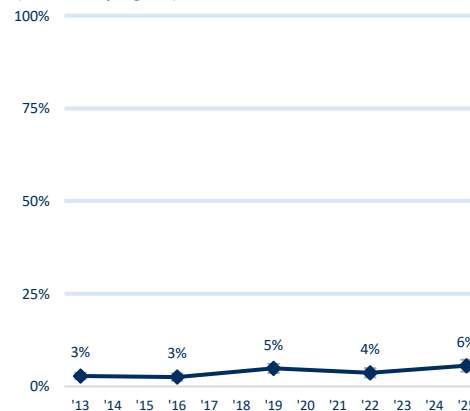
Learning Community

(Done or in progress)



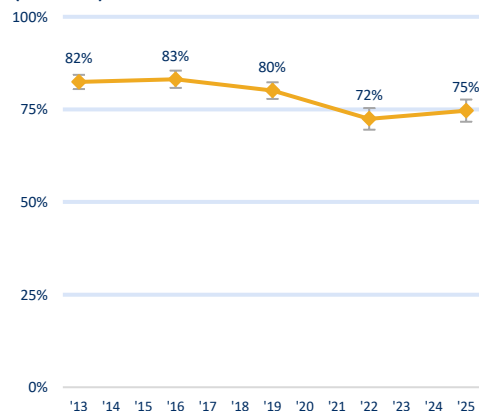
Research With Faculty

(Done or in progress)



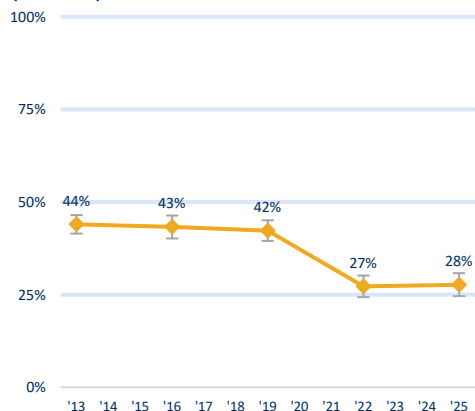
Internship/Field Experience

(Plan to do)



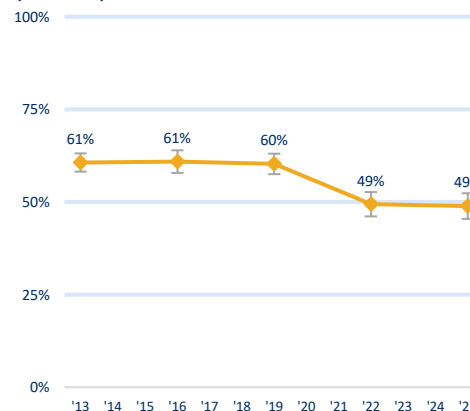
Study Abroad

(Plan to do)



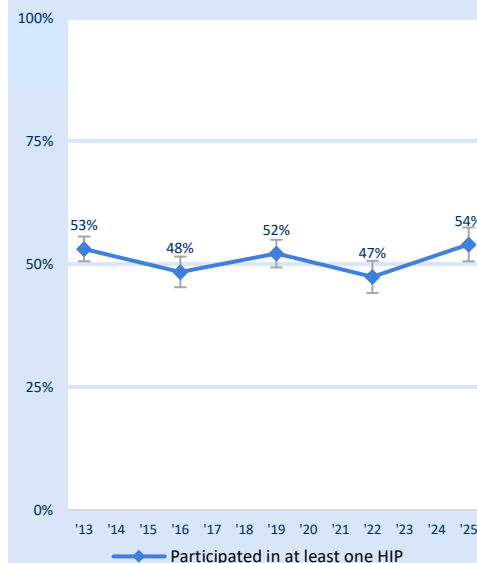
Culminating Senior Experience

(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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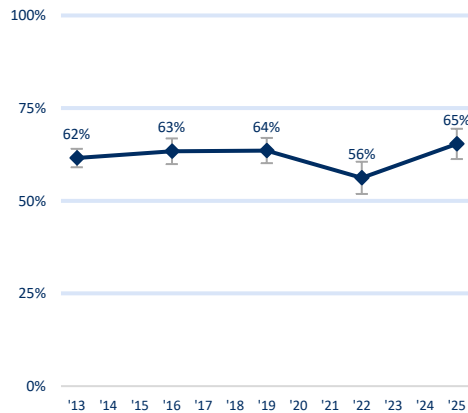
High-Impact Practices

Grand Valley State University

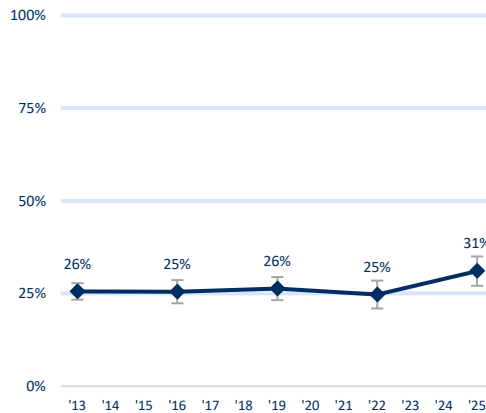
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

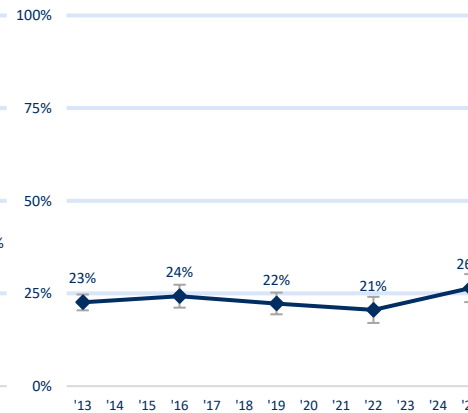
Service-Learning (Some, most, or all courses)



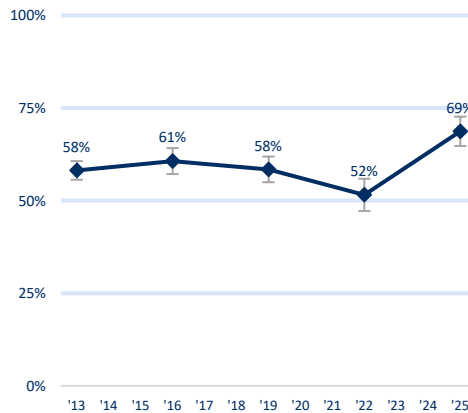
Learning Community (Done or in progress)



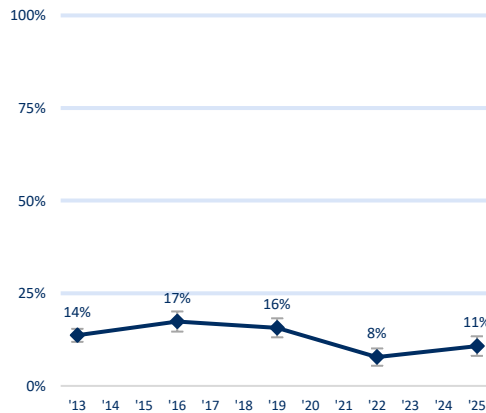
Research With Faculty (Done or in progress)



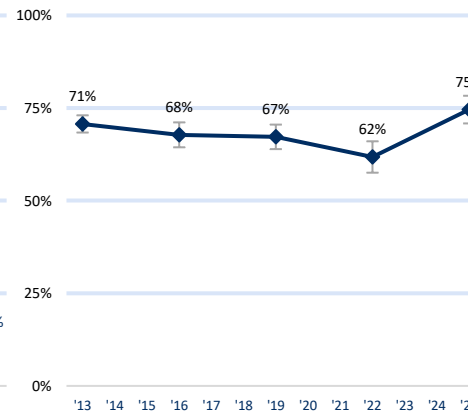
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

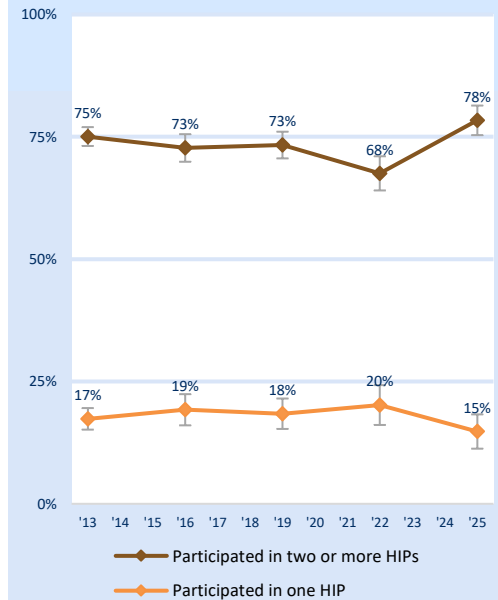


Culminating Senior Experience (Done or in progress)



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.

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Grand Valley State 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	38.5			38.0			38.5			37.6			38.8	40.8			40.7			39.3			40.5			41.9
	n	1,542			1,043			1,258			949			906	1,505			797			798			528			578
	SD	12.9			12.5			12.1			12.3			12.2	12.9			12.7			13.0			12.6			13.3
	SE	.33			.39			.34			.40			.41	.33			.45			.46			.55			.55
	CI up bnd	39.1			38.8			39.1			38.4			39.6	41.4			41.6			40.2			41.5			42.9
	CI low bnd	37.8			37.3			37.8			36.8			38.0	40.1			39.8			38.4			39.4			40.8
Reflective & Integrative Learning	Mean	35.5			34.8			36.0			35.3			37.2	39.3			39.1			38.6			39.3			40.8
	n	1,599			1,089			1,337			1,013			993	1,564			819			840			566			604
	SD	11.6			11.5			11.2			11.1			10.7	12.5			12.2			12.0			12.0			11.9
	SE	.29			.35			.31			.35			.34	.32			.43			.41			.50			.49
	CI up bnd	36.1			35.5			36.6			36.0			37.8	39.9			39.9			39.4			40.3			41.8
	CI low bnd	34.9			34.1			35.4			34.7			36.5	38.6			38.2			37.8			38.3			39.9
Learning Strategies	Mean	39.1			39.3			39.7			38.4			39.5	39.2			38.1			37.3			38.3			39.8
	n	1,488			977			1,215			893			820	1,454			741			778			509			533
	SD	13.0			13.4			12.7			12.5			12.7	14.0			13.9			14.6			14.4			13.6
	SE	.34			.43			.37			.42			.44	.37			.51			.52			.64			.59
	CI up bnd	39.8			40.1			40.4			39.2			40.4	39.9			39.1			38.3			39.6			41.0
	CI low bnd	38.5			38.4			39.0			37.6			38.6	38.5			37.1			36.2			37.1			38.7
Quantitative Reasoning	Mean	26.4			26.8			27.7			27.9			29.6	28.6			30.6			28.7			29.4			31.4
	n	1,583			1,067			1,234			905			850	1,538			809			779			511			546
	SD	15.1			14.6			14.3			14.8			14.1	16.2			16.4			15.7			16.0			16.1
	SE	.38			.45			.41			.49			.49	.41			.58			.56			.71			.69
	CI up bnd	27.1			27.7			28.5			28.9			30.5	29.4			31.7			29.8			30.8			32.8
	CI low bnd	25.7			25.9			26.9			26.9			28.6	27.8			29.4			27.6			28.1			30.1
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	Mean	14.2			15.1			14.7			15.0			13.9	14.4			15.0			13.8			16.0			15.7
	n	1,442			926			1,180			879			778	1,391			692			761			499			519
	SD	7.9			8.0			7.6			7.7			7.7	8.4			9.3			8.2			8.7			8.8
	SE	.21			.26			.22			.26			.28	.22			.35			.30			.39			.39
	CI up bnd	14.6			15.7			15.1			15.5			14.5	14.9			15.7			14.4			16.8			16.4
	CI low bnd	13.8			14.6			14.3			14.5			13.4	14.0			14.3			13.2			15.3			14.9
Course Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with 2013 is limited.	Mean	5.9			6.8			6.9			6.6			6.2	6.1			6.9			5.9			7.4			6.6
	n	1,437			923			1,170			876			772	1,396			686			758			497			519
	SD	4.7			5.6			5.4			5.3			5.2	5.1			5.9			5.4			6.4			5.7
	SE	.12			.19			.16			.18			.19	.14			.23			.20			.29			.25
	CI up bnd	6.1			7.2			7.2			6.9			6.6	6.4			7.3			6.3			8.0			7.0
	CI low bnd	5.7			6.5			6.6			6.2			5.9	5.9			6.4			5.6			6.8			6.1

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: Engagement Indicators and Additional Challenge Items

Grand Valley State 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	Mean	45.1			44.2			50.4			55.8			62.0	76.3			81.2			75.9			77.0			83.2		
	n	1,395			949			1,225			912			840	1,370			711			779			510			544		
Est. no. of pages calculated from three survey questions.	SD	44.2			38.1			60.5			72.6			83.1	68.7			84.0			85.1			95.1			95.0		
	SE	1.18			1.24			1.73			2.40			2.87	1.86			3.15			3.05			4.21			4.07		
	CI up bnd	47.4			46.6			53.8			60.5			67.6	79.9			87.4			81.9			85.2			91.2		
	CI low bnd	42.8			41.8			47.0			51.0			56.3	72.7			75.0			69.9			68.7			75.2		
Course Challenge	Mean	5.6			5.6			5.5			5.3			5.3	5.6			5.5			5.5			5.4			5.4		
	n	1,515			990			1,218			902			811	1,477			745			776			506			532		
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	SD	1.0			1.0			1.1			1.2			1.1	1.1			1.1			1.2			1.2			1.3		
	SE	.03			.03			.03			.04			.04	.03			.04			.04			.06			.06		
	CI up bnd	5.7			5.7			5.5			5.4			5.4	5.6			5.6			5.5			5.5			5.5		
	CI low bnd	5.6			5.6			5.4			5.2			5.3	5.5			5.5			5.4			5.3			5.3		
Academic Emphasis	Mean	3.3			3.2			3.2			3.1			3.0	3.2			3.2			3.1			3.1			3.1		
	n	1,444			946			1,199			892			789	1,403			706			771			501			522		
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	SD	0.7			0.7			0.7			0.7			0.7	0.7			0.7			0.7			0.7			0.7		
	SE	.02			.02			.02			.02			.03	.02			.03			.03			.03			.03		
	CI up bnd	3.3			3.3			3.2			3.1			3.1	3.2			3.2			3.1			3.2			3.2		
	CI low bnd	3.2			3.2			3.1			3.0			3.0	3.2			3.1			3.0			3.1			3.0		
Learning With Peers																													
Collaborative Learning	Mean	31.8			33.5			35.1			30.5			31.1	33.6			36.1			35.3			33.7			34.2		
	n	1,611			1,119			1,399			1,074			1,056	1,555			842			873			584			629		
	SD	12.8			12.5			12.9			12.5			12.8	13.2			13.5			13.5			13.7			13.3		
	SE	.32			.37			.35			.38			.40	.34			.47			.46			.57			.53		
	CI up bnd	32.4			34.2			35.8			31.3			31.9	34.3			37.0			36.2			34.8			35.2		
	CI low bnd	31.1			32.8			34.4			29.8			30.3	33.0			35.1			34.4			32.6			33.1		
Discussions With Diverse Others	Mean	40.4			39.8			39.7			37.6			39.4	39.1			38.3			38.6			36.7			38.1		
	n	1,504			992			1,218			909			838	1,469			747			776			504			542		
	SD	14.5			13.9			13.8			14.2			14.3	14.8			14.9			14.5			14.7			14.1		
	SE	.37			.44			.40			.47			.49	.39			.54			.52			.65			.60		
	CI up bnd	41.2			40.7			40.5			38.5			40.4	39.9			39.4			39.6			38.0			39.3		
	CI low bnd	39.7			38.9			38.9			36.7			38.5	38.4			37.2			37.5			35.4			36.9		

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 2025 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Grand Valley State 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	18.2			18.6			20.3			19.5			24.6	24.6			24.1			23.9			22.7		24.8	
	n	1,576			1,068			1,299			981			948	1,541			808			811			547		592	
	SD	13.7			13.4			14.2			14.0			14.7	15.8			14.8			14.6			14.9		14.9	
	SE	.34			.41			.39			.45			.48	.40			.52			.51			.64		.61	
	CI up bnd	18.8			19.4			21.1			20.4			25.6	25.3			25.1			24.9			24.0		26.0	
	CI low bnd	17.5			17.8			19.6			18.6			23.7	23.8			23.1			22.9			21.5		23.6	
Effective Teaching Practices	Mean	40.5			38.6			38.3			37.5			39.5	41.0			40.7			40.0			38.7		40.0	
	n	1,594			1,068			1,256			943			909	1,551			813			800			529		577	
	SD	11.7			12.0			11.9			12.1			11.9	12.4			12.3			12.5			13.0		13.0	
	SE	.29			.37			.34			.39			.40	.32			.43			.44			.57		.54	
	CI up bnd	41.1			39.3			39.0			38.2			40.3	41.6			41.6			40.9			39.8		41.1	
	CI low bnd	40.0			37.8			37.7			36.7			38.7	40.4			39.9			39.2			37.6		38.9	
Campus Environment																											
Quality of Interactions	Mean	41.5			42.9			43.6			41.4			44.4	42.8			43.5			42.5			42.0		42.6	
	n	1,391			904			1,116			841			770	1,405			716			732			468		495	
	SD	12.3			11.1			10.9			11.3			9.5	10.4			11.0			11.2			11.5		10.7	
	SE	.33			.37			.33			.39			.34	.28			.41			.42			.53		.48	
	CI up bnd	42.1			43.7			44.3			42.2			45.0	43.4			44.3			43.3			43.0		43.5	
	CI low bnd	40.9			42.2			43.0			40.7			43.7	42.3			42.7			41.6			40.9		41.6	
Supportive Environment	Mean	38.4			37.5			37.6			32.0			35.9	33.8			33.0			34.4			29.1		31.8	
	n	1,430			928			1,184			885			789	1,391			697			764			495		524	
	SD	12.9			12.5			12.7			11.9			11.9	13.0			13.5			13.3			13.3		13.2	
	SE	.34			.41			.37			.40			.42	.35			.51			.48			.60		.58	
	CI up bnd	39.1			38.3			38.3			32.8			36.7	34.5			34.0			35.4			30.3		33.0	
	CI low bnd	37.7			36.7			36.9			31.3			35.1	33.1			32.0			33.5			27.9		30.7	

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

Grand Valley State 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			45			46			43			49	62			63			64			56		65	
	<i>n</i>	1,509			981			1,202			891			796	1,476			746			772			502		524	
	<i>SE</i>	1.3			1.6			1.4			1.7			1.8	1.3			1.8			1.7			2.2		2.1	
	<i>CI up bnd</i>	51			48			49			46			52	64			67			67			61		69	
	<i>CI low bnd</i>	46			42			44			39			45	59			60			60			52		61	
Learning Community ^a	%	9			7			9			8			11	26			25			26			25		31	
	<i>n</i>	1,508			984			1,210			899			799	1,471			745			771			507		526	
	<i>SE</i>	0.7			0.8			0.8			0.9			1.1	1.1			1.6			1.6			1.9		2.0	
	<i>CI up bnd</i>	10			8			11			10			13	28			29			29			28		35	
	<i>CI low bnd</i>	8			5			8			6			9	23			22			23			21		27	
Research With Faculty ^a	%	3			3			5			4			6	23			24			22			21		26	
	<i>n</i>	1,505			981			1,208			897			802	1,472			740			775			507		525	
	<i>SE</i>	0.4			0.5			0.6			0.6			0.8	1.1			1.6			1.5			1.8		1.9	
	<i>CI up bnd</i>	4			4			6			5			7	25			27			25			24		30	
	<i>CI low bnd</i>	2			2			4			2			4	20			21			19			17		23	
Internship or Field Experience ^b (FY results: Plan to do)	%	82			83			80			72			75	58			61			58			52		69	
	<i>n</i>	1,515			992			1,213			900			809	1,477			748			775			508		531	
	<i>SE</i>	1.0			1.2			1.1			1.5			1.5	1.3			1.8			1.8			2.2		2.0	
	<i>CI up bnd</i>	84			85			82			75			78	61			64			62			56		73	
	<i>CI low bnd</i>	80			81			78			70			72	56			57			55			47		65	
Study Abroad ^b (FY results: Plan to do)	%	44			43			42			27			28	14			17			16			8		11	
	<i>n</i>	1,510			988			1,212			899			802	1,470			744			772			505		528	
	<i>SE</i>	1.3			1.6			1.4			1.5			1.6	0.9			1.4			1.3			1.2		1.3	
	<i>CI up bnd</i>	46			46			45			30			31	15			20			18			10		13	
	<i>CI low bnd</i>	41			40			40			24			25	12			15			13			5		8	
Culminating Senior Experience ^b (FY results: Plan to do)	%	61			61			60			49			49	71			68			67			62		75	
	<i>n</i>	1,508			983			1,206			891			800	1,472			743			775			506		524	
	<i>SE</i>	1.3			1.6			1.4			1.7			1.8	1.2			1.7			1.7			2.2		1.9	
	<i>CI up bnd</i>	63			64			63			53			52	73			71			71			66		78	
	<i>CI low bnd</i>	58			58			58			46			45	68			64			64			58		71	
Overall HIP Participation ^c																											
Participated in one HIP	%	47			43			45			41			44	17			19			18			20		15	
	<i>n</i>	1,518			989			1,214			899			806	1,483			750			778			508		531	
	<i>SE</i>	1.3			1.6			1.4			1.6			1.8	1.0			1.4			1.4			1.8		1.5	
	<i>CI up bnd</i>	49			47			48			44			48	19			22			21			24		18	
	<i>CI low bnd</i>	44			40			42			38			41	15			16			16			17		12	
Participated in two or more HIPs	%	7			5			7			6			10	75			73			73			68		78	
	<i>n</i>	1,518			989			1,214			899			806	1,483			750			778			508		531	
	<i>SE</i>	0.6			0.7			0.7			0.8			1.0	1.1			1.6			1.6			2.1		1.8	
	<i>CI up bnd</i>	8			6			8			8			12	77			76			76			72		82	
	<i>CI low bnd</i>	5			4			5			5			7	73			70			70			63		75	

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.