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# NSSE 2025

## Multi-Year Report

Washington State University

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### 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

<a href="#">Administration Summaries (p. 3)</a>	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
<a href="#">Engagement Results by Theme (pp. 4-7)</a>	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.
<a href="#">High-Impact Practices (pp. 8-9)</a>	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.
<a href="#">Detailed Statistics (pp. 10-13)</a>	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 <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013										
2014	17%	+/- 3.3%	731	595	136	21%	+/- 2.4%	1,372	1,174	198
2015	13%	+/- 4.4%	426	339	87	17%	+/- 3.0%	886	756	130
2016										
2017	27%	+/- 2.4%	1,175	962	213	22%	+/- 2.5%	1,205	1,042	163
2018										
2019	26%	+/- 2.4%	1,198	1,022	176	24%	+/- 2.3%	1,427	1,294	133
2020										
2021	27%	+/- 2.6%	1,038	856	182	24%	+/- 2.2%	1,473	1,279	194
2022										
2023	33%	+/- 2.2%	1,361	1,098	263	29%	+/- 1.8%	2,130	1,835	295
2024										
2025	33%	+/- 2.2%	1,331	1,041	290	28%	+/- 2.2%	1,388	1,168	220

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Transferable Skills, Information Literacy		No	No
2015	Email	Census	Yes	Diverse Perspectives, FY Experiences / Sr Transitions		No	No
2016							
2017	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	No
2018							
2019	Email	Census	Yes	Writing Experiences, FY Experiences / Sr Transitions	No	No	No
2020							
2021	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	No
2022							
2023	Email	Census	Yes	FY Experiences & Sr Transitions, Inclusiv. & Cultural Div.	No	No	No
2024							
2025	Email	Census	Yes	Inclusiv. & Cultural Div., Mental Health & Well-Being	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.

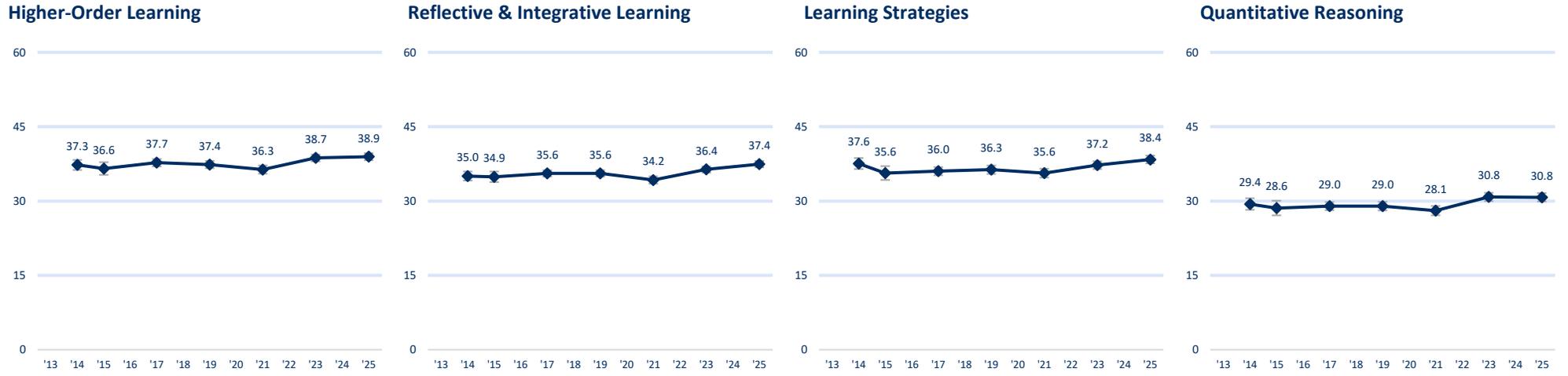
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.

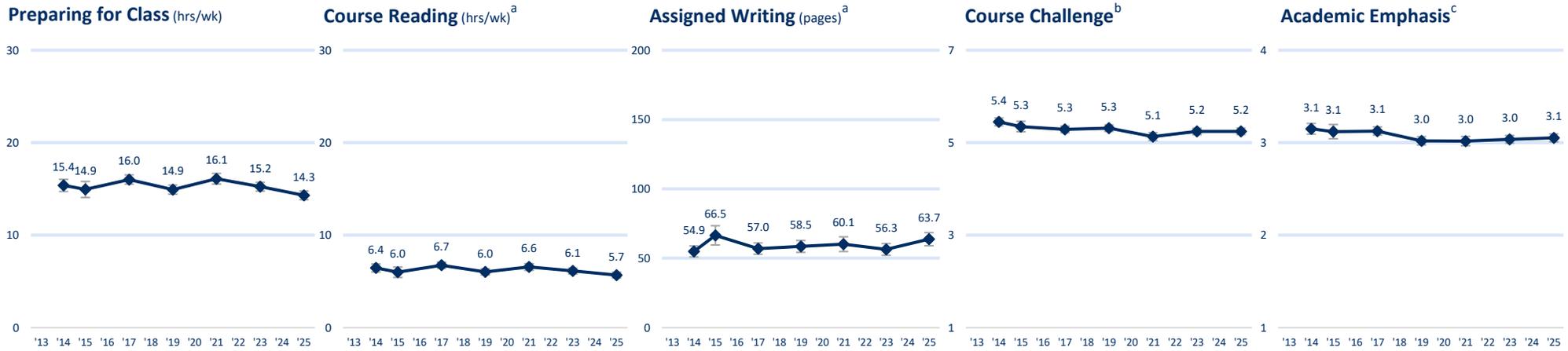
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports. When applied, results will be unweighted.

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



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



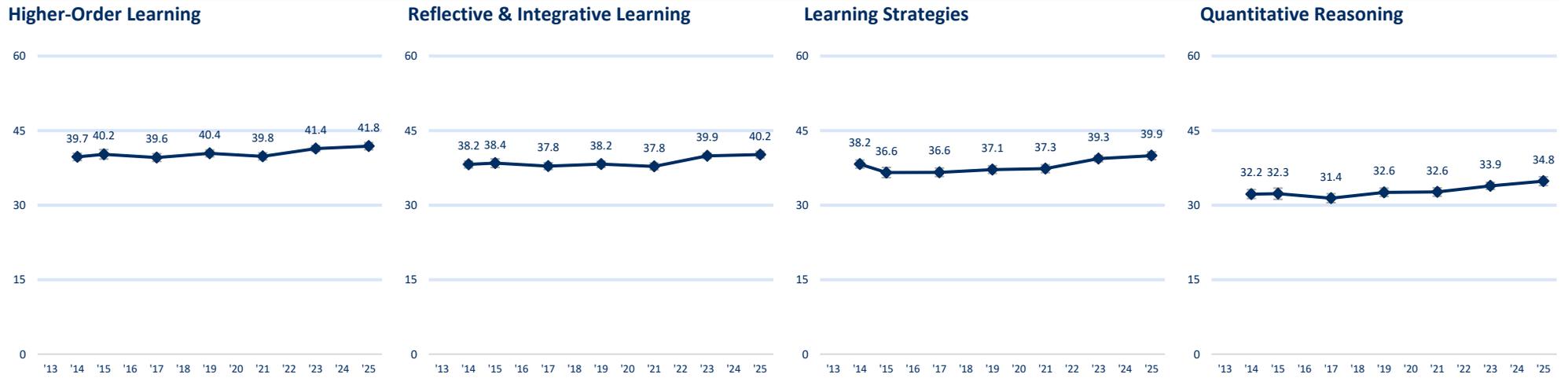
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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

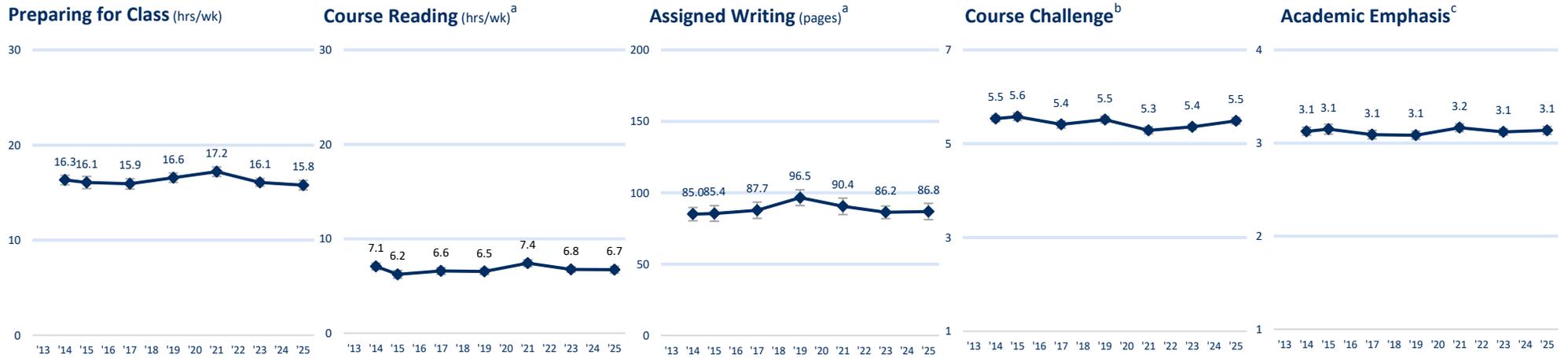
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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#### Academic Challenge: Seniors



#### Academic Challenge (additional items): Seniors



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

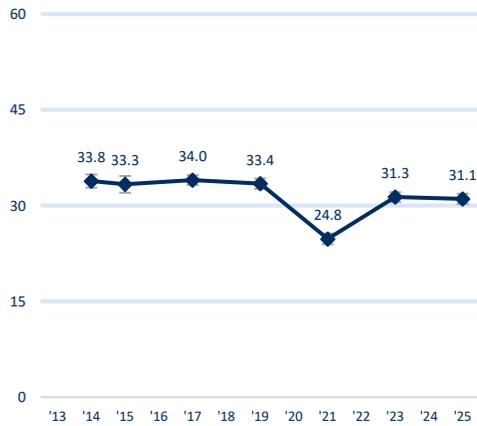
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

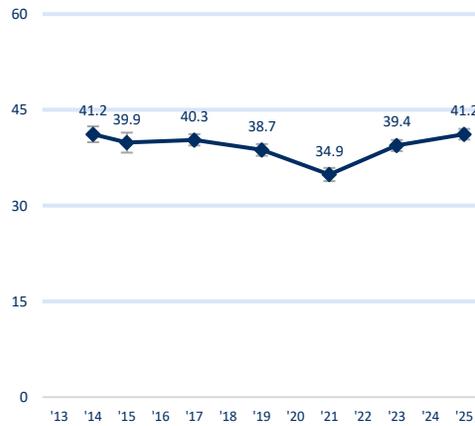
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#### Learning With Peers: First-year students

##### Collaborative Learning

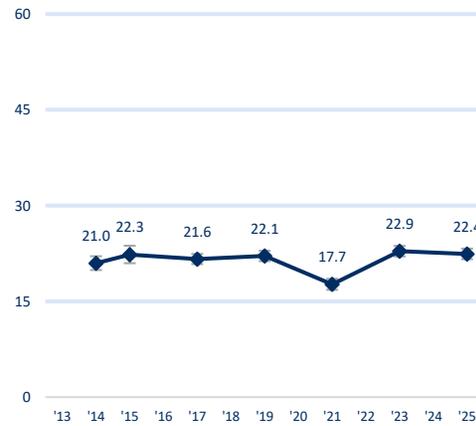


##### Discussions With Diverse Others

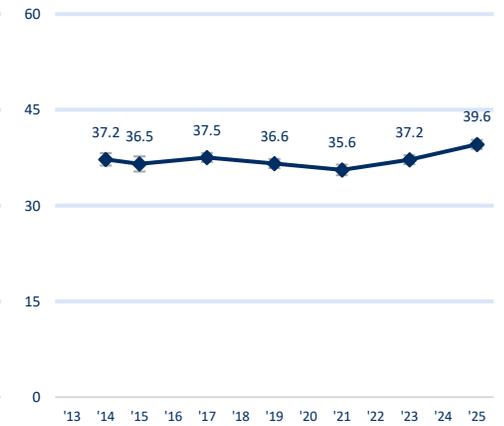


#### Experiences With Faculty: First-year students

##### Student-Faculty Interaction

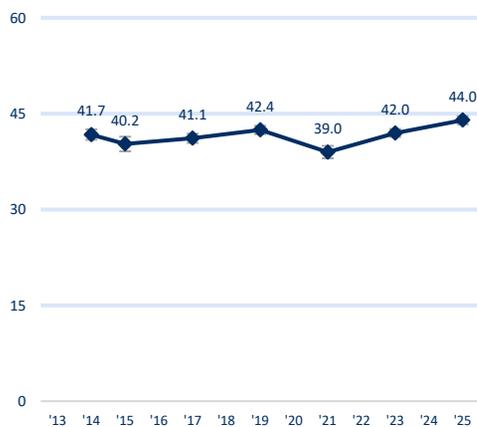


##### Effective Teaching Practices

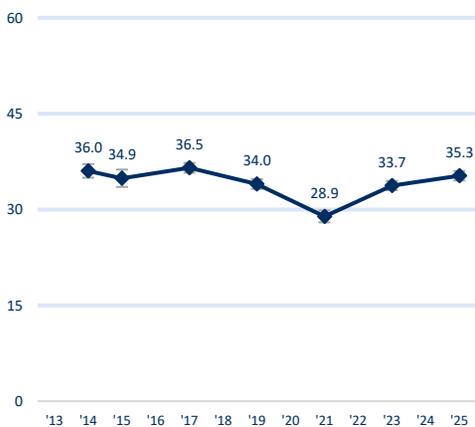


#### Campus Environment: First-year students

##### Quality of Interactions



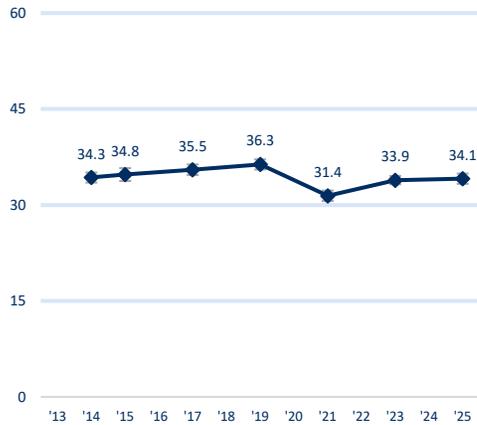
##### Supportive Environment



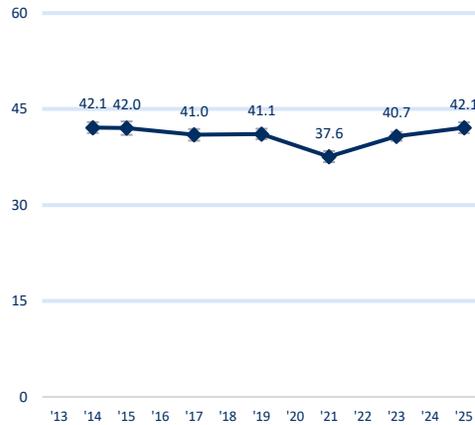
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#### Learning With Peers: Seniors

##### Collaborative Learning

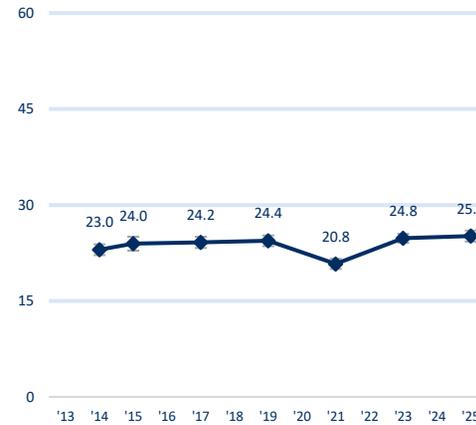


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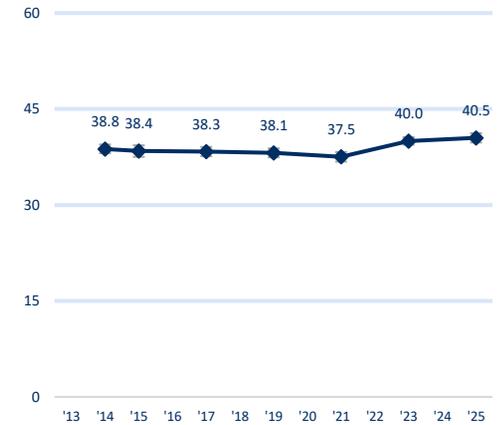


#### Experiences With Faculty: Seniors

##### Student-Faculty Interaction

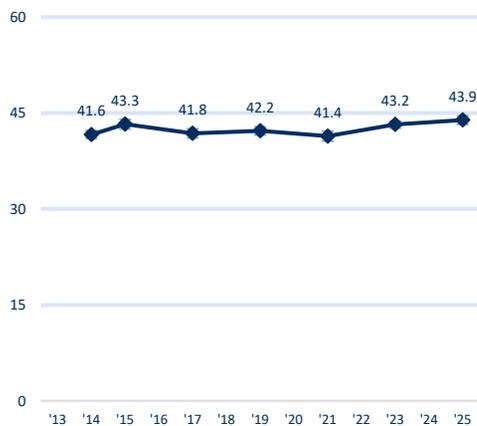


##### Effective Teaching Practices

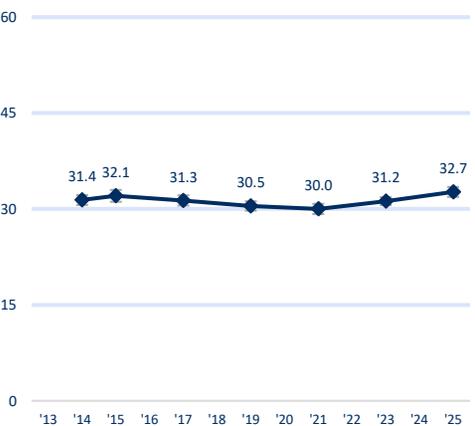


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

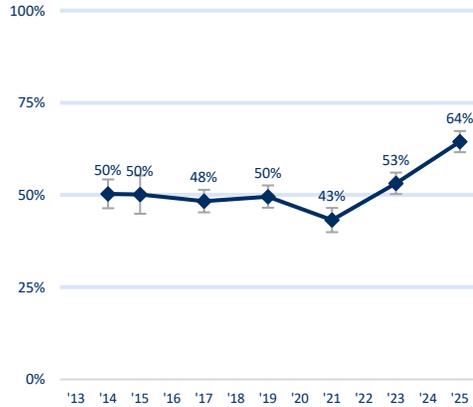


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

### High-Impact Practices: First-year students

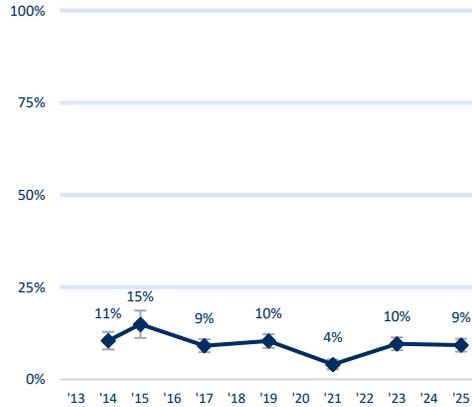
#### Service-Learning

(Some, most, or all courses)



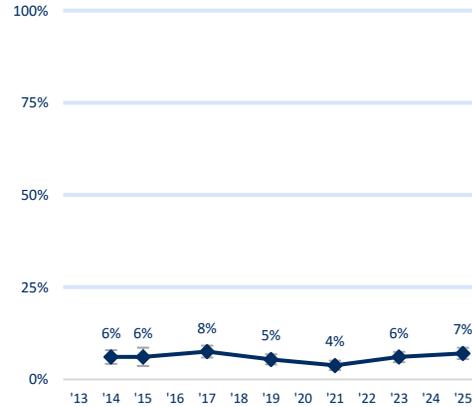
#### Learning Community

(Done or in progress)



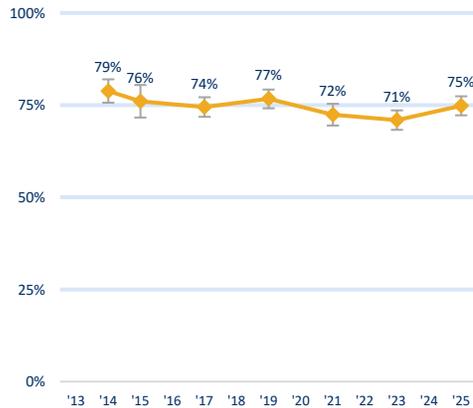
#### Research With Faculty

(Done or in progress)



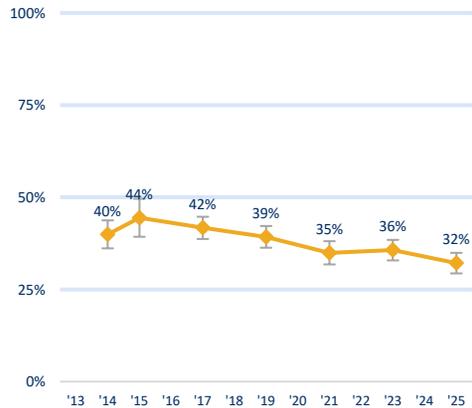
#### Internship/Field Experience

(Plan to do)



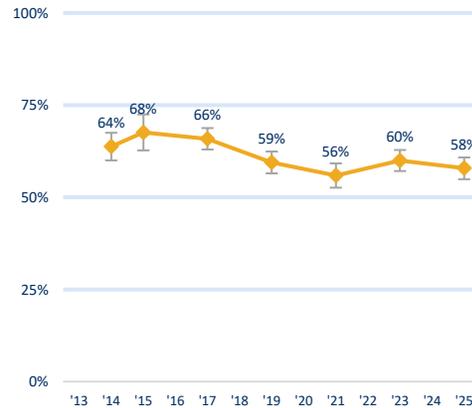
#### Study Abroad

(Plan to do)



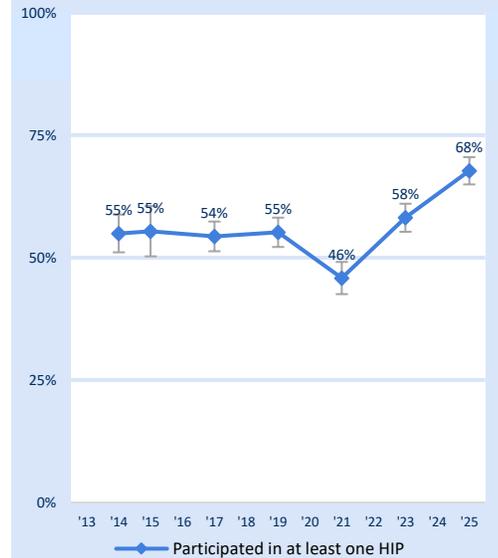
#### Culminating Senior Experience

(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.

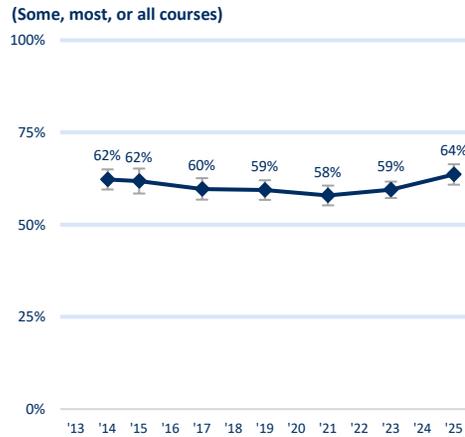


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

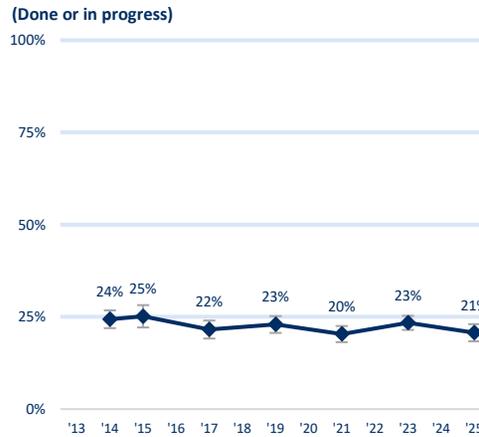
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

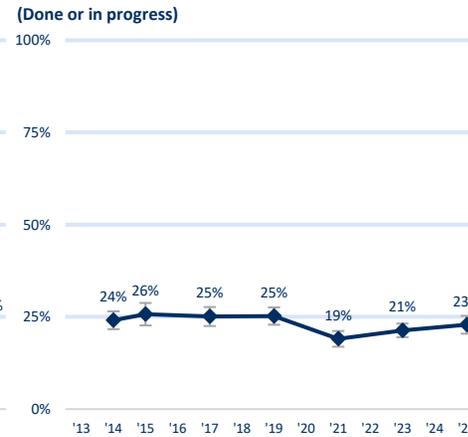
#### Service-Learning (Some, most, or all courses)



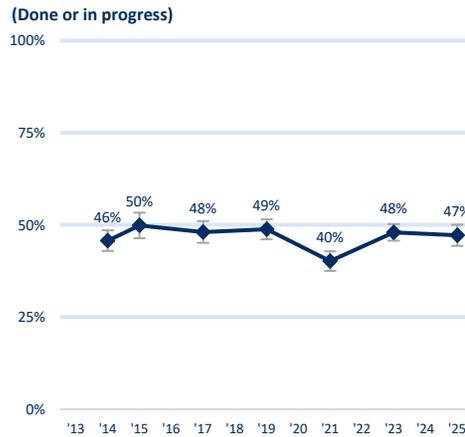
#### Learning Community (Done or in progress)



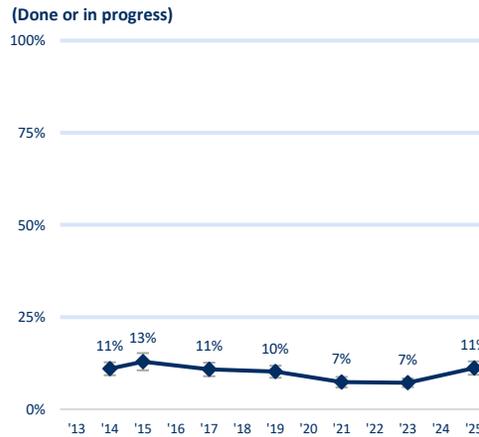
#### Research With Faculty (Done or in progress)



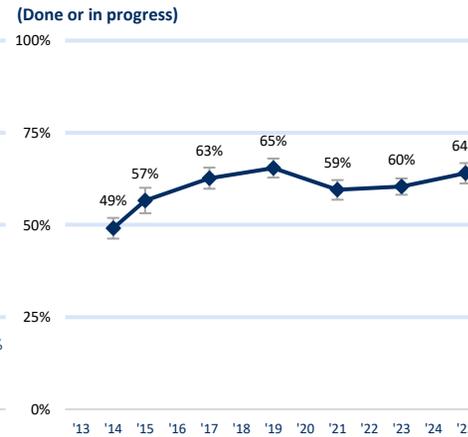
#### Internship/Field Experience (Done or in progress)



#### Study Abroad (Done or in progress)

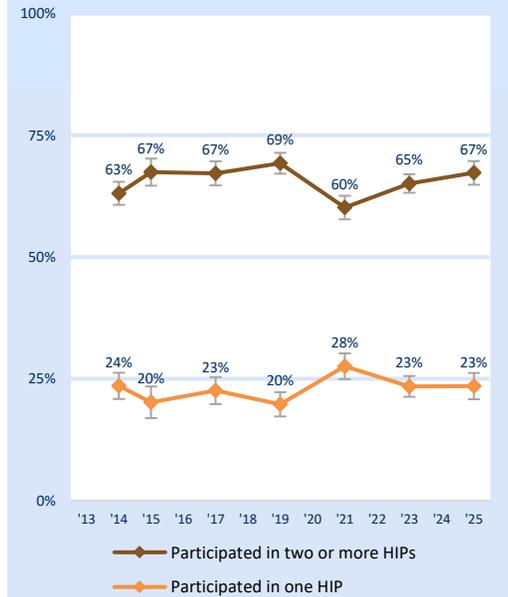


#### Culminating Senior Experience (Done or in progress)



#### 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

### Washington 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
<i>Academic Challenge</i>																											
<b>Higher-Order Learning</b>	Mean	37.3	36.6		37.7	37.4		36.3	38.7	38.9					39.7	40.2		39.6	40.4		39.8	41.4	41.8				
	n	659	365		1,101	1,087		925	1,198	1,147					1,251	809		1,162	1,335		1,344	1,964	1,231				
	SD	13.2	12.4		12.5	12.4		12.9	12.3	12.2					13.2	13.7		13.4	12.8		13.3	13.0	12.8				
	SE	.51	.65		.38	.38		.43	.35	.36					.37	.48		.39	.35		.36	.29	.37				
	CI up bnd	38.3	37.8		38.5	38.1		37.2	39.4	39.6					40.4	41.1		40.3	41.1		40.5	41.9	42.6				
	CI low bnd	36.3	35.3		37.0	36.6		35.5	38.0	38.2					39.0	39.3		38.8	39.7		39.1	40.8	41.1				
<b>Reflective &amp; Integrative Learning</b>	Mean	35.0	34.9		35.6	35.6		34.2	36.4	37.4					38.2	38.4		37.8	38.2		37.8	39.9	40.2				
	n	680	396		1,122	1,136		973	1,262	1,221					1,293	837		1,176	1,375		1,401	2,033	1,283				
	SD	12.1	10.8		11.1	11.2		11.8	11.4	11.3					12.4	12.8		12.0	11.9		12.7	12.1	12.0				
	SE	.46	.54		.33	.33		.38	.32	.32					.34	.44		.35	.32		.34	.27	.33				
	CI up bnd	36.0	36.0		36.2	36.2		35.0	37.0	38.1					38.9	39.3		38.5	38.8		38.4	40.4	40.8				
	CI low bnd	34.1	33.8		34.9	34.9		33.5	35.7	36.8					37.5	37.6		37.2	37.6		37.1	39.4	39.5				
<b>Learning Strategies</b>	Mean	37.6	35.6		36.0	36.3		35.6	37.2	38.4					38.2	36.6		36.6	37.1		37.3	39.3	39.9				
	n	628	353		1,040	1,051		885	1,138	1,085					1,202	783		1,097	1,307		1,306	1,914	1,175				
	SD	14.2	13.4		13.6	14.1		13.6	13.5	13.2					14.2	14.5		14.4	14.2		14.6	14.0	13.8				
	SE	.57	.71		.42	.43		.46	.40	.40					.41	.52		.44	.39		.40	.32	.40				
	CI up bnd	38.7	37.0		36.8	37.2		36.5	38.0	39.2					39.1	37.6		37.5	37.9		38.1	40.0	40.7				
	CI low bnd	36.4	34.2		35.2	35.5		34.7	36.4	37.6					37.4	35.5		35.7	36.4		36.5	38.7	39.1				
<b>Quantitative Reasoning</b>	Mean	29.4	28.6		29.0	29.0		28.1	30.8	30.8					32.2	32.3		31.4	32.6		32.6	33.9	34.8				
	n	666	382		1,097	1,065		884	1,145	1,099					1,268	818		1,149	1,315		1,311	1,927	1,183				
	SD	15.3	14.7		13.8	14.5		14.3	14.6	14.3					16.2	16.4		15.6	15.5		15.4	15.8	15.5				
	SE	.59	.75		.42	.44		.48	.43	.43					.45	.57		.46	.43		.43	.36	.45				
	CI up bnd	30.6	30.1		29.8	29.8		29.0	31.7	31.6					33.1	33.4		32.3	33.4		33.5	34.6	35.7				
	CI low bnd	28.2	27.1		28.2	28.1		27.1	30.0	29.9					31.3	31.2		30.5	31.7		31.8	33.2	33.9				
<i>Academic Challenge (additional items)</i>																											
<b>Preparing for Class (hours/week)</b>	Mean	15.4	14.9		16.0	14.9		16.1	15.2	14.3					16.3	16.1		15.9	16.6		17.2	16.1	15.8				
	n	604	337		975	1,037		868	1,110	1,062					1,173	765		1,051	1,301		1,284	1,866	1,154				
	SD	8.2	8.2		7.9	8.0		8.7	8.1	7.9					8.7	9.1		8.9	9.1		9.1	8.9	8.6				
	SE	.33	.44		.25	.25		.29	.24	.24					.25	.33		.28	.25		.25	.21	.25				
	CI up bnd	16.0	15.8		16.5	15.4		16.7	15.7	14.8					16.8	16.7		16.5	17.1		17.7	16.5	16.3				
	CI low bnd	14.7	14.1		15.5	14.4		15.5	14.8	13.8					15.8	15.4		15.4	16.1		16.7	15.7	15.3				
<b>Course</b> <small>Est. hrs per week calculated from two items.</small>	Mean	6.4	6.0		6.7	6.0		6.6	6.1	5.7					7.1	6.2		6.6	6.5		7.4	6.8	6.7				
	n	595	334		968	1,032		863	1,106	1,051					1,159	758		1,047	1,294		1,277	1,849	1,143				
	SD	5.4	5.2		5.3	5.4		5.5	5.3	5.2					6.2	5.8		6.0	5.8		6.6	6.2	6.2				
	SE	.22	.29		.17	.17		.19	.16	.16					.18	.21		.18	.16		.18	.14	.18				
	CI up bnd	6.9	6.5		7.1	6.4		6.9	6.4	6.0					7.4	6.6		7.0	6.9		7.8	7.0	7.1				
	CI low bnd	6.0	5.4		6.4	5.7		6.2	5.8	5.4					6.7	5.8		6.2	6.2		7.1	6.5	6.4				

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

### Washington 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
<i>Academic Challenge (additional items, continued)</i>																											
<b>Assigned Writing</b>	<i>Mean</i>	54.9	66.5	57.0	58.5	60.1	56.3	63.7	85.0	85.4	87.7	96.5	90.4	86.2	86.8												
	<i>n</i>	600	336	1,039	1,063	886	1,146	1,091	1,118	749	1,095	1,313	1,303	1,922	1,164												
	<i>SD</i>	49.6	65.0	66.6	71.0	80.6	72.9	79.5	79.1	76.3	96.7	102.6	106.2	98.6	99.5												
Est. no. of pages calculated from three survey questions.	<i>SE</i>	2.03	3.54	2.07	2.18	2.71	2.15	2.41	2.37	2.79	2.92	2.83	2.94	2.25	2.92												
	<i>CI up bnd</i>	58.9	73.4	61.0	62.8	65.5	60.6	68.5	89.6	90.9	93.4	102.1	96.2	90.6	92.5												
	<i>CI low bnd</i>	50.9	59.5	52.9	54.2	54.8	52.1	59.0	80.3	80.0	82.0	91.0	84.7	81.8	81.1												
<b>Course Challenge</b>	<i>Mean</i>	5.4	5.3	5.3	5.3	5.1	5.2	5.2	5.5	5.6	5.4	5.5	5.3	5.4	5.5												
	<i>n</i>	639	358	1,030	1,060	888	1,138	1,083	1,221	797	1,100	1,306	1,307	1,901	1,162												
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>SD</i>	1.1	1.1	1.2	1.2	1.3	1.2	1.2	1.1	1.2	1.3	1.3	1.4	1.3	1.2												
	<i>SE</i>	.04	.06	.04	.04	.04	.04	.04	.03	.04	.04	.04	.04	.03	.04												
	<i>CI up bnd</i>	5.5	5.5	5.4	5.4	5.2	5.3	5.3	5.6	5.7	5.5	5.6	5.4	5.4	5.6												
	<i>CI low bnd</i>	5.4	5.2	5.2	5.2	5.0	5.2	5.2	5.5	5.5	5.3	5.4	5.2	5.3	5.4												
<b>Academic Emphasis</b>	<i>Mean</i>	3.1	3.1	3.1	3.0	3.0	3.0	3.1	3.1	3.1	3.1	3.1	3.2	3.1	3.1												
	<i>n</i>	606	338	992	1,047	875	1,128	1,068	1,178	766	1,059	1,305	1,291	1,879	1,159												
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	<i>SD</i>	0.7	0.7	0.7	0.7	0.8	0.7	0.7	0.8	0.7	0.8	0.8	0.8	0.8	0.7												
	<i>SE</i>	.03	.04	.02	.02	.03	.02	.02	.02	.03	.02	.02	.02	.02	.02												
	<i>CI up bnd</i>	3.2	3.2	3.2	3.1	3.1	3.1	3.1	3.2	3.2	3.1	3.1	3.2	3.2	3.2												
	<i>CI low bnd</i>	3.1	3.0	3.1	3.0	3.0	3.0	3.0	3.1	3.1	3.0	3.0	3.1	3.1	3.1												
<i>Learning With Peers</i>																											
<b>Collaborative Learning</b>	<i>Mean</i>	33.8	33.3	34.0	33.4	24.8	31.3	31.1	34.3	34.8	35.5	36.3	31.4	33.9	34.1												
	<i>n</i>	695	403	1,154	1,168	1,015	1,325	1,262	1,296	851	1,185	1,397	1,443	2,085	1,323												
	<i>SD</i>	13.9	13.5	13.2	14.0	13.8	14.2	14.6	14.5	14.9	14.6	15.1	15.8	15.1	14.9												
	<i>SE</i>	.53	.67	.39	.41	.43	.39	.41	.40	.51	.42	.40	.42	.33	.41												
	<i>CI up bnd</i>	34.9	34.6	34.8	34.2	25.6	32.1	31.9	35.1	35.8	36.3	37.1	32.3	34.5	34.9												
	<i>CI low bnd</i>	32.8	32.0	33.2	32.6	23.9	30.6	30.3	33.5	33.8	34.7	35.5	30.6	33.2	33.3												
<b>Discussions With Diverse Others</b>	<i>Mean</i>	41.2	39.9	40.3	38.7	34.9	39.4	41.2	42.1	42.0	41.0	41.1	37.6	40.7	42.1												
	<i>n</i>	636	356	1,041	1,054	880	1,133	1,094	1,223	793	1,100	1,307	1,297	1,911	1,177												
	<i>SD</i>	16.0	15.1	14.5	15.1	15.7	14.9	14.0	15.2	15.0	15.3	14.9	16.0	15.4	14.8												
	<i>SE</i>	.63	.80	.45	.47	.53	.44	.42	.43	.53	.46	.41	.45	.35	.43												
	<i>CI up bnd</i>	42.4	41.4	41.2	39.6	35.9	40.3	42.0	43.0	43.1	41.9	41.9	38.4	41.4	42.9												
	<i>CI low bnd</i>	39.9	38.3	39.4	37.8	33.8	38.5	40.4	41.3	41.0	40.1	40.3	36.7	40.0	41.2												

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

### Washington 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
<i>Experiences with Faculty</i>																											
<b>Student-Faculty Interaction</b>	<i>Mean</i>	21.0	22.3	21.6	22.1	17.7	22.9	22.4	23.0	24.0	24.2	24.4	20.8	24.8	25.1												
	<i>n</i>	664	390	1,103	1,108	935	1,225	1,179	1,266	820	1,160	1,349	1,361	2,002	1,257												
	<i>SD</i>	14.2	13.8	13.4	13.8	13.4	14.7	14.5	15.3	15.9	15.3	15.5	15.0	15.9	15.6												
	<i>SE</i>	.55	.70	.40	.42	.44	.42	.42	.43	.56	.45	.42	.41	.36	.44												
	<i>CI up bnd</i>	22.1	23.7	22.4	22.9	18.5	23.7	23.3	23.9	25.0	25.0	25.2	21.6	25.5	26.0												
<i>CI low bnd</i>	19.9	21.0	20.8	21.3	16.8	22.0	21.6	22.2	22.9	23.3	23.6	20.0	24.1	24.3													
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<b>Effective Teaching Practices</b>	<i>Mean</i>	37.2	36.5	37.5	36.6	35.6	37.2	39.6	38.8	38.4	38.3	38.1	37.5	40.0	40.5												
	<i>n</i>	676	380	1,110	1,087	920	1,198	1,144	1,275	830	1,167	1,335	1,347	1,975	1,229												
	<i>SD</i>	12.9	11.8	12.0	12.1	12.9	12.3	12.1	12.4	13.2	12.7	12.9	14.0	13.2	13.0												
	<i>SE</i>	.50	.60	.36	.37	.43	.35	.36	.35	.46	.37	.35	.38	.30	.37												
	<i>CI up bnd</i>	38.2	37.7	38.2	37.3	36.4	37.9	40.3	39.4	39.3	39.1	38.8	38.3	40.6	41.2												
<i>CI low bnd</i>	36.3	35.3	36.8	35.9	34.8	36.5	38.9	38.1	37.5	37.6	37.5	36.8	39.4	39.8													
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<i>Campus Environment</i>																											
<b>Quality of Interactions</b>	<i>Mean</i>	41.7	40.2	41.1	42.4	39.0	42.0	44.0	41.6	43.3	41.8	42.2	41.4	43.2	43.9												
	<i>n</i>	623	347	1,000	1,018	736	1,084	1,023	1,187	748	1,021	1,229	1,169	1,742	1,074												
	<i>SD</i>	10.4	10.9	11.6	10.6	13.5	10.4	10.5	11.0	10.5	11.5	11.3	13.4	11.7	11.1												
	<i>SE</i>	.42	.59	.37	.33	.50	.32	.33	.32	.39	.36	.32	.39	.28	.34												
	<i>CI up bnd</i>	42.5	41.4	41.9	43.1	40.0	42.6	44.6	42.3	44.0	42.5	42.8	42.2	43.7	44.6												
<i>CI low bnd</i>	40.9	39.1	40.4	41.8	38.0	41.4	43.3	41.0	42.5	41.1	41.6	40.6	42.6	43.2													
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<b>Supportive Environment</b>	<i>Mean</i>	36.0	34.9	36.5	34.0	28.9	33.7	35.3	31.4	32.1	31.3	30.5	30.0	31.2	32.7												
	<i>n</i>	600	335	978	1,042	868	1,113	1,066	1,171	759	1,055	1,298	1,281	1,868	1,157												
	<i>SD</i>	13.3	12.7	12.3	12.5	14.0	12.3	12.5	13.3	13.0	13.2	13.5	14.7	13.5	13.5												
	<i>SE</i>	.54	.69	.39	.39	.47	.37	.38	.39	.47	.41	.38	.41	.31	.40												
	<i>CI up bnd</i>	37.1	36.2	37.3	34.7	29.8	34.5	36.0	32.2	33.0	32.1	31.2	30.8	31.8	33.4												
<i>CI low bnd</i>	35.0	33.5	35.8	33.2	28.0	33.0	34.5	30.6	31.1	30.5	29.7	29.2	30.6	31.9													

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).

		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
<b>Service-Learning<sup>a</sup></b>	%		50	50		48		50		43		53		64		62	62		60		59		58		59		64
	n		629	356		1,030		1,050		874		1,132		1,068		1,214	792		1,090		1,309		1,301		1,885		1,159
	SE		2.0	2.7		1.6		1.5		1.7		1.5		1.5		1.4	1.7		1.5		1.4		1.4		1.1		1.4
	CI up bnd		54	55		51		53		46		56		67		65	65		63		62		61		62		66
	CI low bnd		46	45		45		47		40		50		62		60	58		57		57		55		57		61
<b>Learning Community<sup>a</sup></b>	%		11	15		9		10		4		10		9		24	25		22		23		20		23		21
	n		638	354		1,030		1,052		879		1,134		1,077		1,218	790		1,093		1,314		1,301		1,893		1,164
	SE		1.2	1.9		0.9		0.9		0.7		0.9		0.9		1.2	1.5		1.2		1.2		1.1		1.0		1.2
	CI up bnd		13	19		11		12		5		11		11		27	28		24		25		23		25		23
	CI low bnd		8	11		7		9		3		8		8		22	22		19		21		18		21		18
<b>Research With Faculty<sup>a</sup></b>	%		6	6		8		5		4		6		7		24	26		25		25		19		21		23
	n		634	359		1,033		1,057		881		1,133		1,075		1,208	793		1,091		1,311		1,305		1,896		1,160
	SE		0.9	1.3		0.8		0.7		0.6		0.7		0.8		1.2	1.6		1.3		1.2		1.1		0.9		1.2
	CI up bnd		8	9		9		7		5		7		9		26	29		28		28		21		23		25
	CI low bnd		4	4		6		4		3		5		6		22	23		23		23		17		19		20
<b>Internship or Field Experience<sup>b</sup></b> (FY results: Plan to do)	%		79	76		74		77		72		71		75		46	50		48		49		40		48		47
	n		639	360		1,036		1,063		884		1,138		1,085		1,224	796		1,099		1,315		1,312		1,908		1,161
	SE		1.6	2.3		1.4		1.3		1.5		1.3		1.3		1.4	1.8		1.5		1.4		1.4		1.1		1.5
	CI up bnd		82	80		77		79		75		74		77		49	53		51		52		43		50		50
	CI low bnd		76	72		72		74		69		68		72		43	46		45		46		38		46		44
<b>Study Abroad<sup>b</sup></b> (FY results: Plan to do)	%		40	44		42		39		35		36		32		11	13		11		10		7		7		11
	n		638	358		1,031		1,059		880		1,137		1,077		1,220	792		1,094		1,316		1,307		1,897		1,160
	SE		1.9	2.6		1.5		1.5		1.6		1.4		1.4		0.9	1.2		0.9		0.8		0.7		0.6		0.9
	CI up bnd		44	50		45		42		38		38		35		13	15		13		12		9		8		13
	CI low bnd		36	39		39		36		32		33		29		9	11		9		9		6		6		9
<b>Culminating Senior Experience<sup>b</sup></b> (FY results: Plan to do)	%		64	68		66		59		56		60		58		49	57		63		65		59		60		64
	n		634	354		1,028		1,054		874		1,129		1,077		1,217	793		1,094		1,313		1,303		1,892		1,160
	SE		1.9	2.5		1.5		1.5		1.7		1.5		1.5		1.4	1.8		1.5		1.3		1.4		1.1		1.4
	CI up bnd		67	72		69		62		59		63		61		52	60		66		68		62		63		67
	CI low bnd		60	63		63		56		53		57		55		46	53		60		63		57		58		61
<b>Overall HIP Participation<sup>c</sup></b>																											
<b>Participated in one HIP</b>	%		45	42		45		47		41		49		57		24	20		23		20		28		23		23
	n		639	360		1,035		1,060		881		1,138		1,079		1,229	798		1,100		1,318		1,314		1,909		1,166
	SE		2.0	2.6		1.5		1.5		1.7		1.5		1.5		1.2	1.4		1.3		1.1		1.2		1.0		1.2
	CI up bnd		49	47		48		50		45		52		60		26	23		25		22		30		25		26
	CI low bnd		41	37		42		44		38		46		54		21	17		20		18		25		22		21
<b>Participated in two or more HIPs</b>	%		10	13		9		8		4		9		11		63	67		67		69		60		65		67
	n		639	360		1,035		1,060		881		1,138		1,079		1,229	798		1,100		1,318		1,314		1,909		1,166
	SE		1.2	1.8		0.9		0.9		0.7		0.9		0.9		1.4	1.7		1.4		1.3		1.4		1.1		1.4
	CI up bnd		12	17		11		10		6		11		13		66	71		70		72		63		67		70
	CI low bnd		8	10		8		7		3		7		9		60	64		64		67		58		63		65

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.