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# NSSE 2025

## Multi-Year Report

California State University, Chico

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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	13%	+/- 4.2%	474	331	143	19%	+/- 2.7%	1,045	819	226
2015										
2016	9%	+/- 4.8%	378	244	134	15%	+/- 3.1%	854	604	250
2017										
2018	17%	+/- 3.4%	687	507	180	22%	+/- 2.5%	1,250	1,010	240
2019										
2020	11%	+/- 4.9%	357	193	164	13%	+/- 3.4%	731	494	237
2021										
2022	12%	+/- 6.1%	226	138	88	14%	+/- 3.3%	744	482	262
2023										
2024	7%	+/- 7.7%	151	66	85	10%	+/- 6.7%	192	131	61
2025	12%	+/- 5.0%	337	200	137	13%	+/- 7.1%	167	118	49

#### 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	No	Academic Advising, California State University		No	Yes
2015							
2016	Email	Census	No	FY Experiences / Sr Transitions		No	Yes
2017							
2018	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	Yes
2019							
2020	Email	Census	No	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	Yes
2021							
2022	Email	Census	No	FY Experiences & Sr Transitions, HIP Quality	No	Yes	No
2023							
2024	Email	Census	No	FY Experiences & Sr Transitions, HIP Quality	No	Yes	No
2025	Email	Census	No	FY Experiences & Sr Transitions, HIP Quality	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.

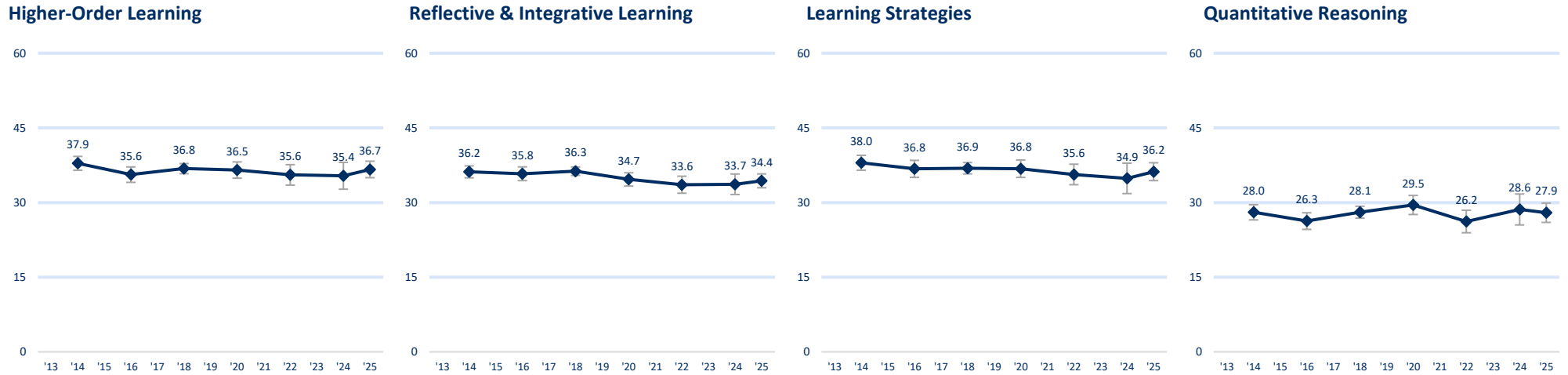
# NSSE 2025 Multi-Year Report

## Engagement Results by Theme

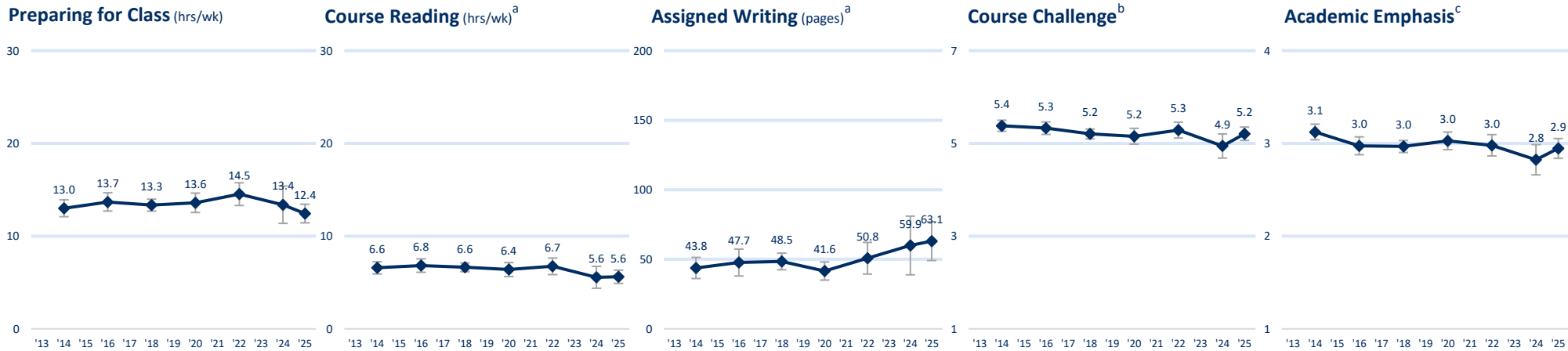
### California State University, Chico

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See 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").

# NSSE 2025 Multi-Year Report

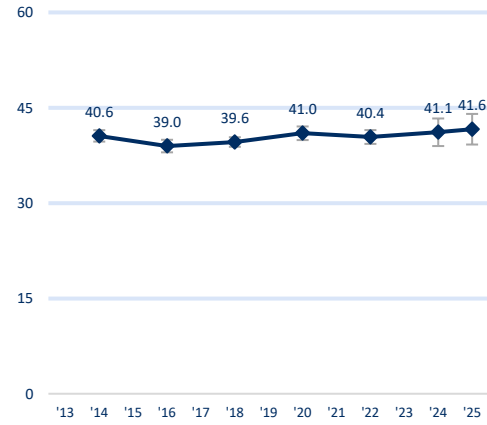
## Engagement Results by Theme

### California State University, Chico

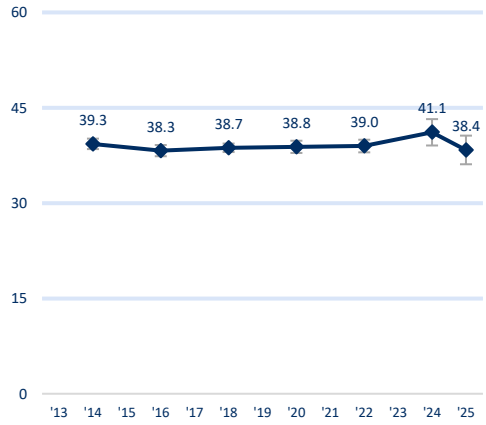
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#### Academic Challenge: Seniors

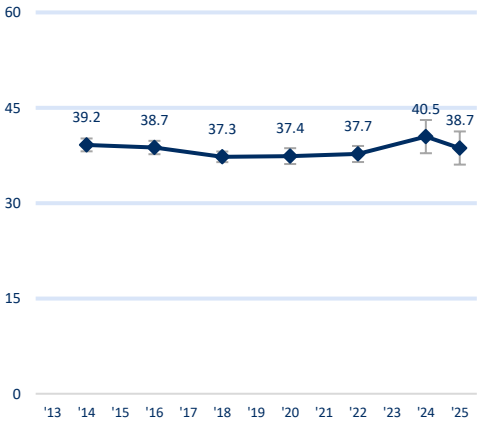
##### Higher-Order Learning



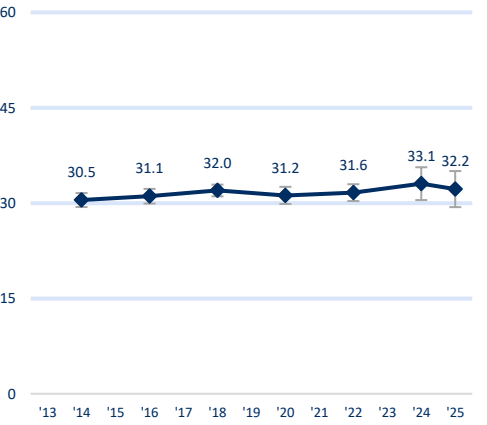
##### Reflective & Integrative Learning



##### Learning Strategies

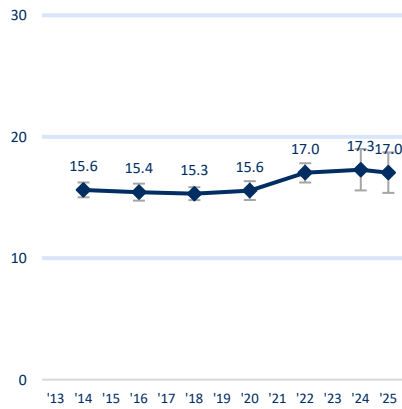


##### Quantitative Reasoning

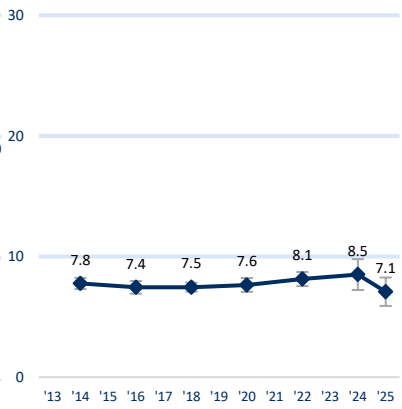


#### Academic Challenge (additional items): Seniors

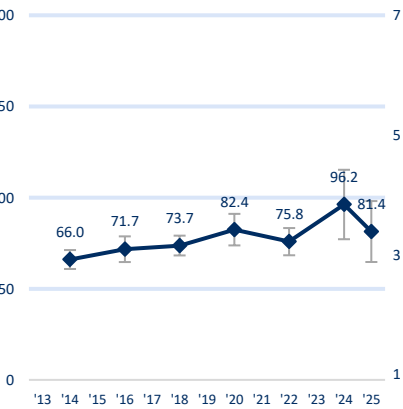
##### Preparing for Class (hrs/wk)



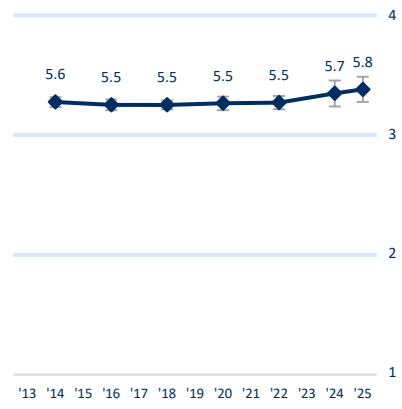
##### Course Reading (hrs/wk)<sup>a</sup>



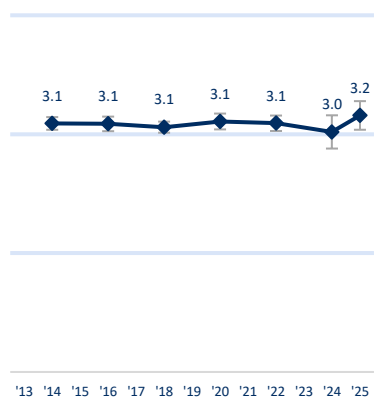
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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

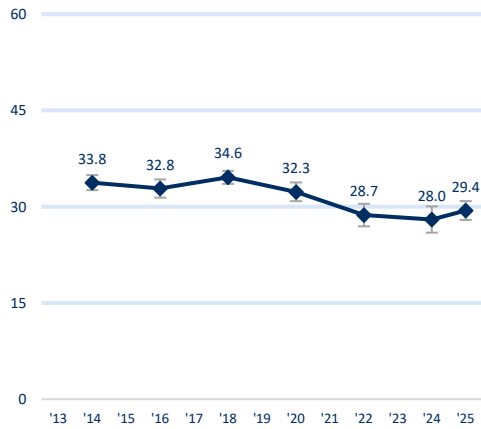
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

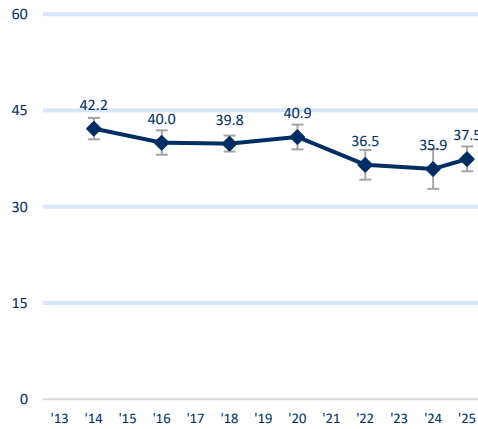
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

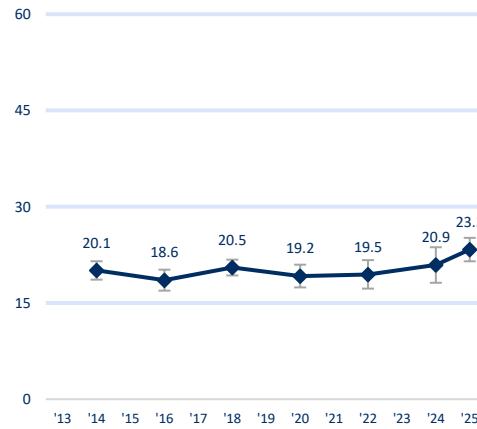


##### Discussions With Diverse Others

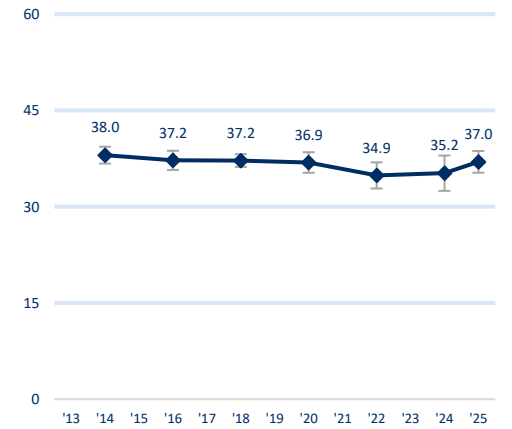


#### Experiences With Faculty: First-year students

##### Student-Faculty Interaction

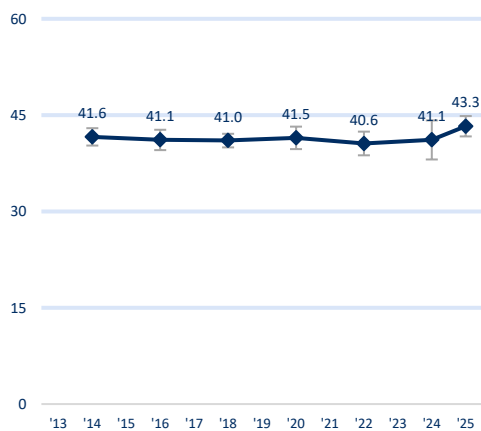


##### Effective Teaching Practices

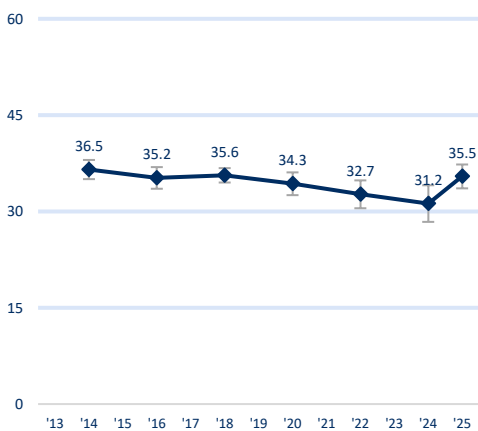


#### Campus Environment: First-year students

##### Quality of Interactions



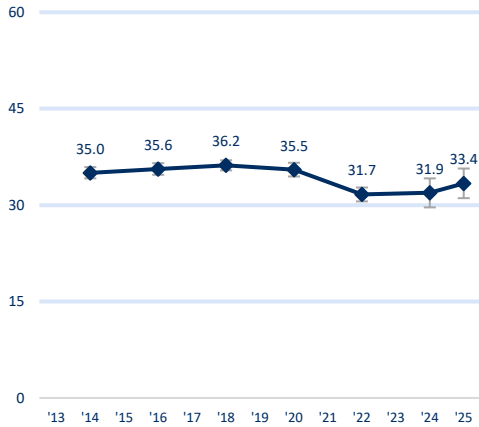
##### Supportive Environment



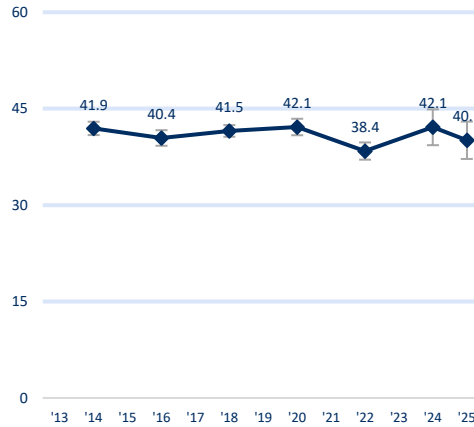
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning With Peers: Seniors

##### Collaborative Learning

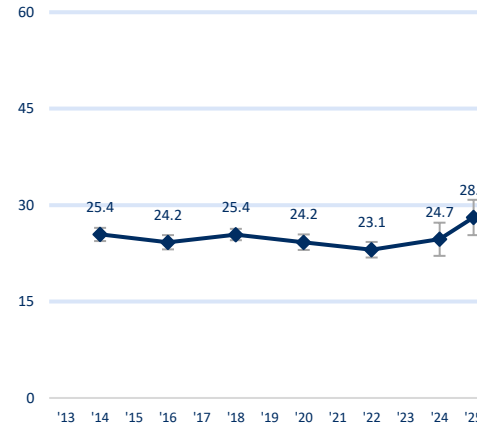


##### Discussions With Diverse Others

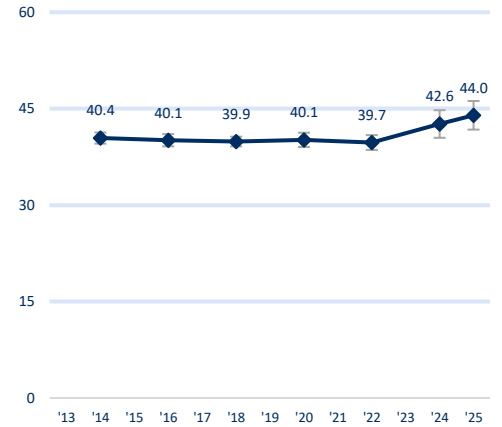


#### Experiences With Faculty: Seniors

##### Student-Faculty Interaction

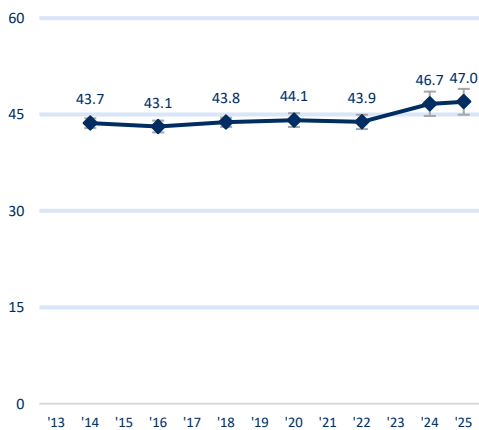


##### Effective Teaching Practices

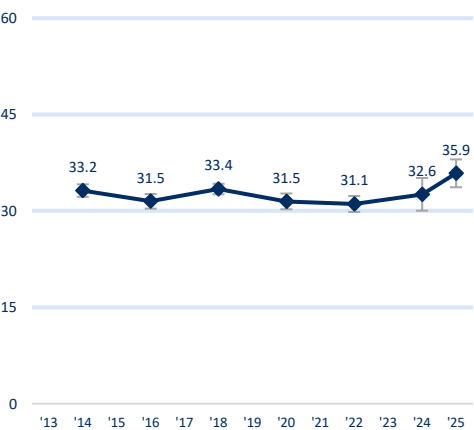


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

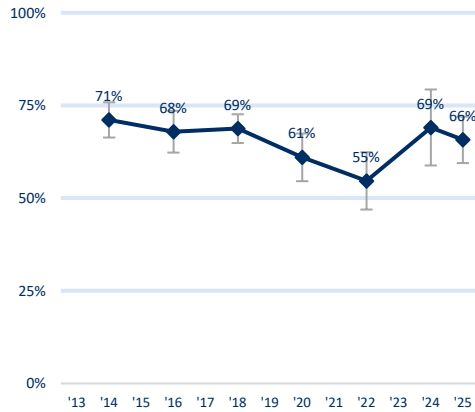


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

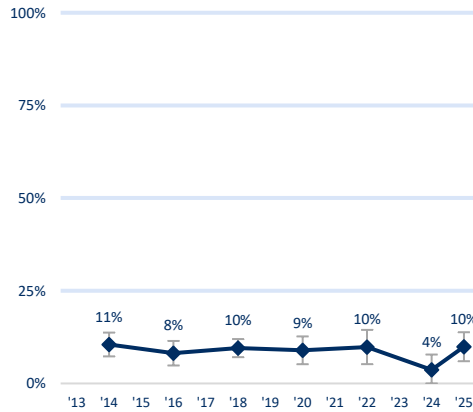
##### Service-Learning

(Some, most, or all courses)



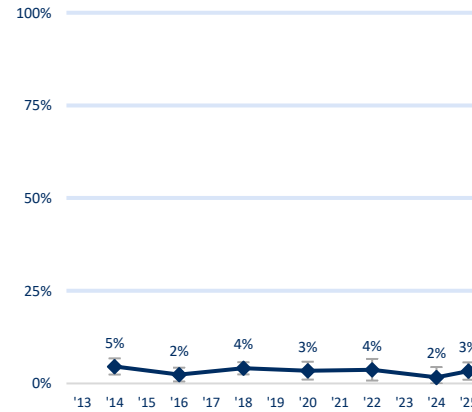
##### Learning Community

(Done or in progress)



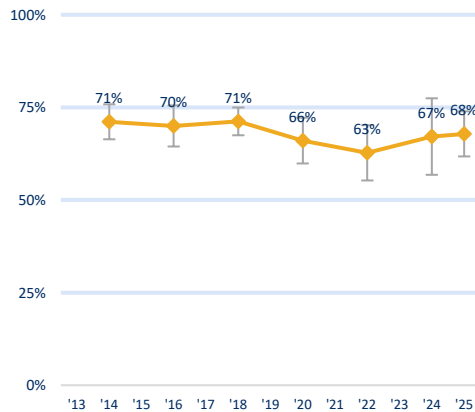
##### Research With Faculty

(Done or in progress)



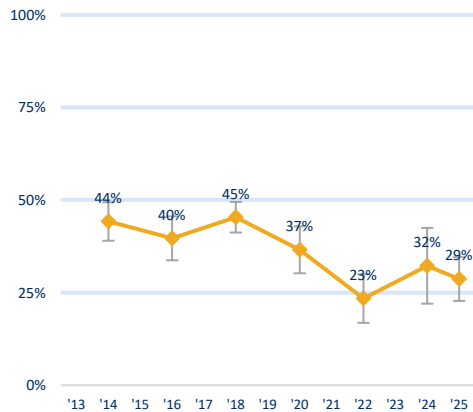
##### Internship/Field Experience

(Plan to do)



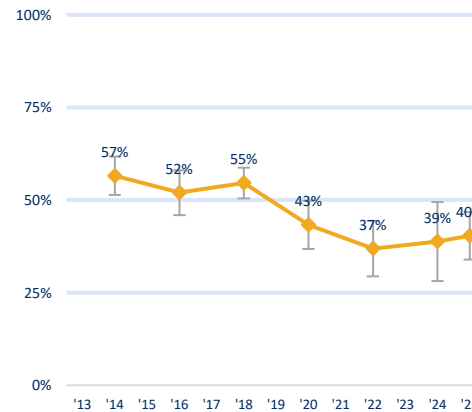
##### Study Abroad

(Plan to do)



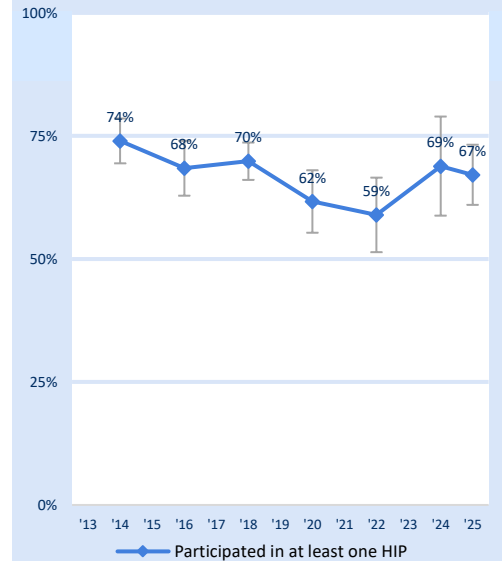
##### Culminating Senior Experience

(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.

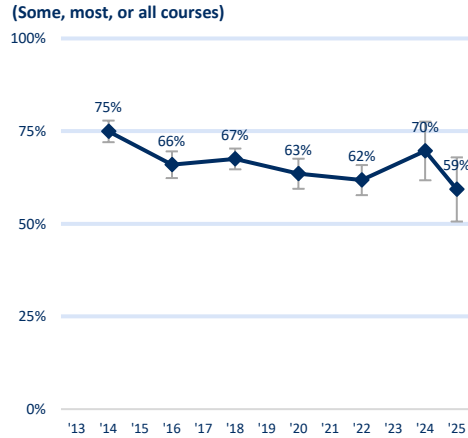


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

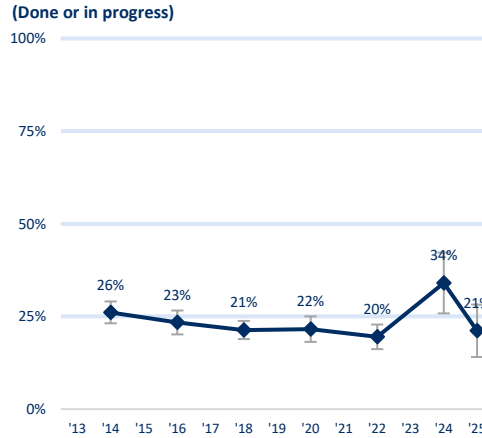
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

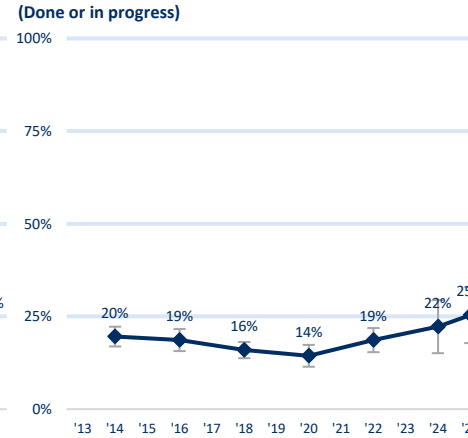
##### Service-Learning (Some, most, or all courses)



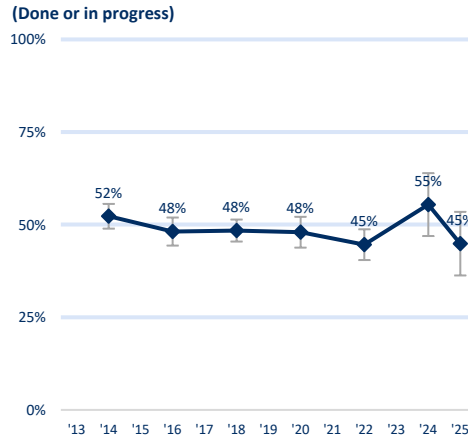
##### Learning Community (Done or in progress)



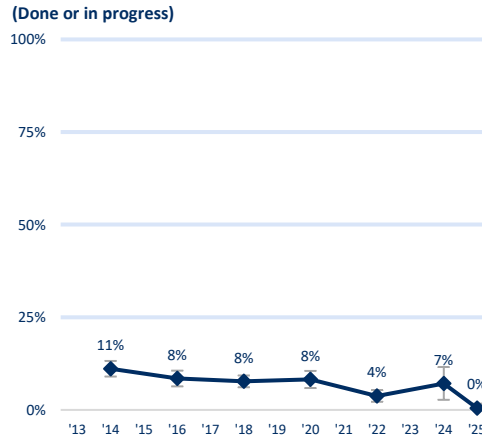
##### Research With Faculty (Done or in progress)



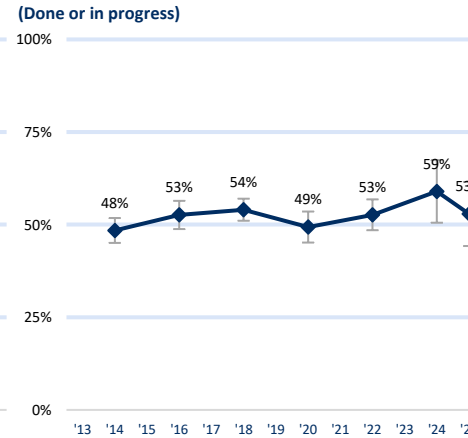
##### Internship/Field Experience (Done or in progress)



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

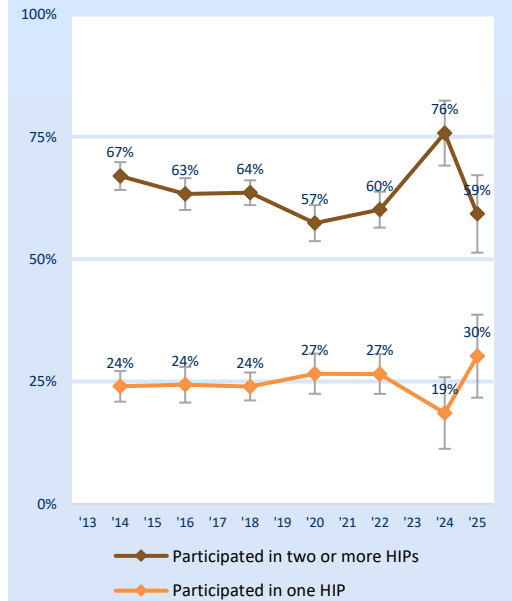


##### Culminating Senior Experience (Done or in progress)



#### 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

### California State University, Chico

		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>Academic Challenge</b>																											
<b>Higher-Order Learning</b>	Mean	37.9	35.6	36.8	36.5	35.6	35.4	36.7	40.6	39.0	39.6	41.0	40.4	41.1	41.6												
	n	396	311	594	261	167	99	257	936	731	1,141	601	611	151	138												
	SD	14.1	13.9	12.6	13.5	13.6	13.7	13.5	14.1	13.6	13.0	13.4	13.7	13.6	14.4												
	SE	.71	.79	.52	.83	1.05	1.37	.84	.46	.50	.38	.55	.55	1.11	1.23												
	CI up bnd	39.3	37.2	37.8	38.2	37.6	38.1	38.3	41.5	40.0	40.4	42.1	41.5	43.3	44.0												
	CI low bnd	36.5	34.1	35.8	34.9	33.5	32.7	35.0	39.7	38.0	38.9	39.9	39.3	39.0	39.2												
<b>Reflective &amp; Integrative Learning</b>	Mean	36.2	35.8	36.3	34.7	33.6	33.7	34.4	39.3	38.3	38.7	38.8	39.0	41.1	38.4												
	n	415	328	635	306	195	118	294	975	773	1,190	657	675	167	143												
	SD	12.4	12.8	10.8	11.9	12.2	11.4	12.2	13.1	12.5	11.7	12.5	13.2	13.7	13.8												
	SE	.61	.70	.43	.68	.87	1.05	.71	.42	.45	.34	.49	.51	1.06	1.15												
	CI up bnd	37.4	37.2	37.1	36.0	35.3	35.7	35.8	40.1	39.1	39.4	39.8	40.0	43.2	40.6												
	CI low bnd	35.0	34.4	35.5	33.3	31.9	31.6	33.0	38.5	37.4	38.0	37.9	38.0	39.1	36.1												
<b>Learning Strategies</b>	Mean	38.0	36.8	36.9	36.8	35.6	34.9	36.2	39.2	38.7	37.3	37.4	37.7	40.5	38.7												
	n	350	263	562	229	163	82	229	847	666	1,085	554	557	133	133												
	SD	14.3	14.2	13.7	13.5	13.4	14.1	13.9	15.0	13.8	14.0	15.0	15.2	15.4	15.3												
	SE	.76	.87	.58	.89	1.05	1.56	.92	.52	.54	.43	.64	.64	1.33	1.33												
	CI up bnd	39.5	38.5	38.0	38.5	37.7	37.9	38.0	40.2	39.8	38.1	38.6	39.0	43.1	41.3												
	CI low bnd	36.5	35.1	35.8	35.1	33.6	31.8	34.4	38.1	37.7	36.4	36.1	36.5	37.8	36.1												
<b>Quantitative Reasoning</b>	Mean	28.0	26.3	28.1	29.5	26.2	28.6	27.9	30.5	31.1	32.0	31.2	31.6	33.1	32.2												
	n	403	312	576	237	160	84	239	951	741	1,093	575	571	140	134												
	SD	15.6	15.1	14.6	15.0	14.6	14.5	15.3	17.3	16.0	15.5	16.5	16.2	15.6	16.7												
	SE	.78	.85	.61	.98	1.15	1.59	.99	.56	.59	.47	.69	.68	1.32	1.45												
	CI up bnd	29.6	28.0	29.3	31.4	28.4	31.7	29.9	31.6	32.2	32.9	32.6	33.0	35.6	35.0												
	CI low bnd	26.5	24.6	26.9	27.6	23.9	25.5	26.0	29.4	29.9	31.1	29.9	30.3	30.5	29.4												
<b>Academic Challenge (additional items)</b>																											
<b>Preparing for Class (hours/week)</b>	Mean	13.0	13.7	13.3	13.6	14.5	13.4	12.4	15.6	15.4	15.3	15.6	17.0	17.3	17.0												
	n	307	237	541	205	155	77	214	785	610	1,061	518	533	126	124												
	SD	8.1	7.7	7.6	7.6	7.8	9.0	7.5	8.7	8.8	8.8	9.0	9.3	9.8	9.5												
	SE	.46	.50	.33	.53	.63	1.03	.51	.31	.36	.27	.40	.40	.87	.85												
	CI up bnd	13.9	14.7	14.0	14.6	15.8	15.4	13.4	16.2	16.1	15.8	16.3	17.8	19.0	18.7												
	CI low bnd	12.1	12.7	12.7	12.5	13.3	11.4	11.4	15.0	14.7	14.8	14.8	16.2	15.6	15.4												
<b>Course</b> <small>Est. hrs per week calculated from two items.</small>	Mean	6.6	6.8	6.6	6.4	6.7	5.6	5.6	7.8	7.4	7.5	7.6	8.1	8.5	7.1												
	n	299	235	534	200	155	77	211	768	606	1,054	517	529	126	124												
	SD	5.8	5.7	5.6	5.4	5.7	5.3	5.3	6.5	6.6	6.2	6.7	6.8	7.4	6.7												
	SE	.34	.37	.24	.39	.46	.60	.36	.24	.27	.19	.29	.30	.65	.60												
	CI up bnd	7.2	7.5	7.1	7.1	7.6	6.7	6.3	8.2	8.0	7.8	8.2	8.7	9.8	8.3												
	CI low bnd	5.9	6.1	6.2	5.6	5.9	4.4	4.9	7.3	6.9	7.1	7.1	7.6	7.2	5.9												

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

### California State University, Chico

		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>	<b>43.8</b>	<b>47.7</b>	<b>48.5</b>	<b>41.6</b>	<b>50.8</b>	<b>59.9</b>	<b>63.1</b>							<b>66.0</b>	<b>71.7</b>	<b>73.7</b>	<b>82.4</b>	<b>75.8</b>	<b>96.2</b>	<b>81.4</b>							
	<i>n</i>	328	257	575	232	163	87	239							799	639	1,091	562	560	138	133							
Est. no. of pages calculated from three survey questions.	<i>SD</i>	70.1	79.1	73.1	50.7	74.2	100.2	109.9							74.9	90.8	91.5	104.7	90.2	114.2	98.2							
	<i>SE</i>	3.87	4.93	3.05	3.33	5.81	10.76	7.11							2.65	3.59	2.77	4.42	3.81	9.72	8.53							
	<i>CI up bnd</i>	51.4	57.3	54.5	48.1	62.2	81.0	77.0							71.2	78.7	79.1	91.1	83.3	115.3	98.1							
	<i>CI low bnd</i>	36.2	38.0	42.5	35.1	39.4	38.9	49.1							60.8	64.6	68.3	73.8	68.4	77.2	64.7							
<b>Course Challenge</b>	<i>Mean</i>	<b>5.4</b>	<b>5.3</b>	<b>5.2</b>	<b>5.2</b>	<b>5.3</b>	<b>4.9</b>	<b>5.2</b>							<b>5.6</b>	<b>5.5</b>	<b>5.5</b>	<b>5.5</b>	<b>5.5</b>	<b>5.7</b>	<b>5.8</b>							
	<i>n</i>	356	267	561	229	164	82	226							866	672	1,092	556	552	132	129							
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>SD</i>	1.2	1.1	1.3	1.3	1.1	1.2	1.1							1.2	1.2	1.3	1.4	1.3	1.3	1.2							
	<i>SE</i>	.06	.07	.05	.09	.09	.13	.07							.04	.05	.04	.06	.06	.11	.11							
	<i>CI up bnd</i>	5.5	5.5	5.3	5.3	5.5	5.2	5.4							5.6	5.6	5.6	5.6	5.7	5.9	6.0							
	<i>CI low bnd</i>	5.3	5.2	5.1	5.0	5.1	4.7	5.1							5.5	5.4	5.4	5.4	5.4	5.5	5.6							
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.1</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>2.8</b>	<b>2.9</b>							<b>3.1</b>	<b>3.1</b>	<b>3.1</b>	<b>3.1</b>	<b>3.1</b>	<b>3.0</b>	<b>3.2</b>							
	<i>n</i>	316	244	548	219	156	78	217							794	625	1,069	531	543	129	126							
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	<i>SD</i>	0.8	0.8	0.8	0.7	0.7	0.7	0.8							0.8	0.8	0.8	0.8	0.8	0.8	0.7							
	<i>SE</i>	.04	.05	.03	.05	.06	.08	.05							.03	.03	.02	.03	.03	.07	.06							
	<i>CI up bnd</i>	3.2	3.1	3.0	3.1	3.1	3.0	3.1							3.1	3.1	3.1	3.2	3.2	3.2	3.3							
	<i>CI low bnd</i>	3.0	2.9	2.9	2.9	2.9	2.7	2.8							3.0	3.0	3.0	3.0	3.0	2.9	3.0							
<i>Learning With Peers</i>																												
<b>Collaborative Learning</b>	<i>Mean</i>	<b>33.8</b>	<b>32.8</b>	<b>34.6</b>	<b>32.3</b>	<b>28.7</b>	<b>28.0</b>	<b>29.4</b>							<b>35.0</b>	<b>35.6</b>	<b>36.2</b>	<b>35.5</b>	<b>31.7</b>	<b>31.9</b>	<b>33.4</b>							
	<i>n</i>	429	349	661	335	219	140	329							991	809	1,216	699	720	182	159							
	<i>SD</i>	12.4	13.6	13.3	13.6	13.3	12.4	13.6							14.0	13.1	13.9	14.4	14.8	15.5	14.8							
	<i>SE</i>	.60	.73	.52	.74	.90	1.05	.75							.45	.46	.40	.54	.55	1.15	1.18							
	<i>CI up bnd</i>	34.9	34.3	35.6	33.8	30.5	30.1	30.9							35.9	36.5	37.0	36.6	32.7	34.2	35.7							
	<i>CI low bnd</i>	32.6	31.4	33.6	30.9	26.9	26.0	27.9							34.2	34.7	35.4	34.5	30.6	29.6	31.1							
<b>Discussions With Diverse Others</b>	<i>Mean</i>	<b>42.2</b>	<b>40.0</b>	<b>39.8</b>	<b>40.9</b>	<b>36.5</b>	<b>35.9</b>	<b>37.5</b>							<b>41.9</b>	<b>40.4</b>	<b>41.5</b>	<b>42.1</b>	<b>38.4</b>	<b>42.1</b>	<b>40.1</b>							
	<i>n</i>	354	266	573	229	164	81	232							870	659	1,087	564	562	139	131							
	<i>SD</i>	16.0	15.8	15.2	14.9	15.2	14.3	15.0							15.6	15.9	15.2	15.5	16.2	16.7	17.0							
	<i>SE</i>	.85	.97	.64	.99	1.18	1.59	.99							.53	.62	.46	.65	.68	1.42	1.48							
	<i>CI up bnd</i>	43.8	41.9	41.1	42.8	38.9	39.0	39.4							43.0	41.7	42.4	43.4	39.8	44.9	43.0							
	<i>CI low bnd</i>	40.5	38.1	38.6	38.9	34.2	32.8	35.5							40.9	39.2	40.6	40.9	37.1	39.3	37.2							

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

### California State University, Chico

		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>		20.1	18.6	20.5	19.2	19.5	20.9	23.3						25.4	24.2	25.4	24.2	23.1	24.7	28.1						
	<i>n</i>		405	322	612	282	183	109	276						956	751	1,157	629	642	157	143						
	<i>SD</i>		14.7	15.0	15.5	15.2	15.3	14.7	15.5						16.2	15.5	15.3	15.5	15.7	16.5	16.8						
	<i>SE</i>		.73	.83	.63	.90	1.13	1.41	.93						.52	.57	.45	.62	.62	1.32	1.40						
	<i>CI up bnd</i>		21.5	20.2	21.7	21.0	21.7	23.7	25.1						26.5	25.3	26.3	25.4	24.3	27.3	30.8						
<i>CI low bnd</i>		18.6	16.9	19.3	17.4	17.2	18.1	21.5						24.4	23.1	24.5	23.0	21.8	22.1	25.3							
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<b>Effective Teaching Practices</b>	<i>Mean</i>		38.0	37.2	37.2	36.9	34.9	35.2	37.0						40.4	40.1	39.9	40.1	39.7	42.6	44.0						
	<i>n</i>		407	314	594	258	173	95	255						960	753	1,129	593	609	147	136						
	<i>SD</i>		13.5	13.5	12.4	13.1	13.7	13.7	13.8						13.7	13.3	12.9	13.8	14.5	13.3	13.2						
	<i>SE</i>		.67	.76	.51	.82	1.04	1.40	.86						.44	.49	.38	.57	.59	1.10	1.13						
	<i>CI up bnd</i>		39.3	38.7	38.2	38.5	36.9	38.0	38.7						41.3	41.0	40.6	41.3	40.9	44.8	46.2						
<i>CI low bnd</i>		36.7	35.7	36.2	35.3	32.8	32.5	35.3						39.6	39.1	39.1	39.0	38.6	40.5	41.7							
<hr/>																											
<i>Campus Environment</i>																											
<b>Quality of Interactions</b>	<i>Mean</i>		41.6	41.1	41.0	41.5	40.6	41.1	43.3						43.7	43.1	43.8	44.1	43.9	46.7	47.0						
	<i>n</i>		329	241	520	203	151	74	204						814	634	1,020	500	509	121	114						
	<i>SD</i>		12.5	12.5	12.3	12.7	11.6	13.4	11.6						11.0	11.8	11.6	12.2	12.8	10.7	11.0						
	<i>SE</i>		.69	.81	.54	.89	.94	1.55	.81						.39	.47	.36	.55	.57	.97	1.03						
	<i>CI up bnd</i>		43.0	42.7	42.1	43.2	42.4	44.2	44.9						44.4	44.1	44.5	45.2	45.0	48.6	49.0						
<i>CI low bnd</i>		40.3	39.5	40.0	39.7	38.7	38.1	41.7						42.9	42.2	43.1	43.1	42.7	44.8	45.0							
<hr/>																											
<b>Supportive Environment</b>	<i>Mean</i>		36.5	35.2	35.6	34.3	32.7	31.2	35.5						33.2	31.5	33.4	31.5	31.1	32.6	35.9						
	<i>n</i>		312	236	545	210	155	77	214						787	615	1,061	524	545	129	126						
	<i>SD</i>		13.5	13.2	13.4	13.1	13.8	12.8	13.9						13.9	14.4	13.6	14.4	14.8	14.8	12.4						
	<i>SE</i>		.76	.86	.57	.91	1.11	1.45	.95						.50	.58	.42	.63	.63	1.30	1.11						
	<i>CI up bnd</i>		38.0	36.9	36.7	36.1	34.8	34.1	37.3						34.1	32.6	34.2	32.7	32.3	35.1	38.0						
<i>CI low bnd</i>		35.0	33.5	34.5	32.5	30.5	28.4	33.6						32.2	30.4	32.6	30.3	29.8	30.0	33.7							

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).

		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>	%	71	68	69	61	55	69	66	75	66	67	63	62	70	59	75	66	1,077	542	552	131	125					
	n	351	264	551	222	160	79	221	854	666	1,077	542	552	131	125	854	666	1,077	542	552	131	125					
	SE	2.4	2.9	2.0	3.3	3.9	5.2	3.2	1.5	1.8	1.4	2.1	2.1	4.0	4.4	1.5	1.8	1.4	2.1	2.1	4.0	4.4					
	CI up bnd	76	74	73	67	62	79	72	78	70	70	68	66	78	68	78	70	70	68	66	78	68					
	CI low bnd	66	62	65	55	47	59	59	72	62	65	59	58	62	51	72	62	65	59	58	62	51					
<b>Learning Community<sup>a</sup></b>	%	11	8	10	9	10	4	10	26	23	21	22	20	34	21	26	23	21	22	20	34	21					
	n	352	264	557	224	161	81	226	851	663	1,082	548	549	129	129	851	663	1,082	548	549	129	129					
	SE	1.6	1.7	1.2	1.9	2.4	2.1	2.0	1.5	1.6	1.2	1.8	1.7	4.2	3.6	1.5	1.6	1.2	1.8	1.7	4.2	3.6					
	CI up bnd	14	11	12	13	14	8	14	29	27	24	25	23	42	28	29	27	24	25	23	42	28					
	CI low bnd	7	5	7	5	5	0	6	23	20	19	18	16	26	14	23	20	19	18	16	26	14					
<b>Research With Faculty<sup>a</sup></b>	%	5	2	4	3	4	2	3	20	19	16	14	19	22	25	20	19	16	14	19	22	25					
	n	353	262	557	222	162	81	227	852	660	1,081	545	550	131	129	852	660	1,081	545	550	131	129					
	SE	1.1	0.9	0.8	1.2	1.5	1.4	1.2	1.4	1.5	1.1	1.5	1.7	3.6	3.8	1.4	1.5	1.1	1.5	1.7	3.6	3.8					
	CI up bnd	7	4	6	6	7	4	6	22	22	18	17	22	29	33	22	22	18	17	22	29	33					
	CI low bnd	2	1	2	1	1	0	1	17	16	14	11	15	15	18	17	16	14	11	15	15	18					
<b>Internship or Field Experience<sup>b</sup></b> (FY results: Plan to do)	%	71	70	71	66	63	67	68	52	48	48	45	55	45	45	52	48	48	45	45	55	45					
	n	355	263	561	227	162	80	227	861	669	1,088	555	553	133	130	861	669	1,088	555	553	133	130					
	SE	2.4	2.8	1.9	3.1	3.8	5.3	3.1	1.7	1.9	1.5	2.1	2.1	4.3	4.4	1.7	1.9	1.5	2.1	2.1	4.3	4.4					
	CI up bnd	76	76	75	72	70	77	74	56	52	51	52	49	64	53	56	52	51	52	49	64	53					
	CI low bnd	66	64	67	60	55	57	62	49	44	45	44	40	47	36	49	44	45	44	40	47	36					
<b>Study Abroad<sup>b</sup></b> (FY results: Plan to do)	%	44	40	45	37	23	32	29	11	8	8	8	4	7	0	11	8	8	8	4	7	0					
	n	352	262	559	223	161	81	226	857	665	1,082	547	552	131	129	857	665	1,082	547	552	131	129					
	SE	2.6	3.0	2.1	3.2	3.4	5.2	3.0	1.1	1.1	0.8	1.2	0.8	2.3	0.6	1.1	1.1	0.8	1.2	0.8	2.3	0.6					
	CI up bnd	49	46	49	43	30	42	35	13	11	9	11	5	12	2	13	11	9	11	5	12	2					
	CI low bnd	39	34	41	30	17	22	23	9	6	6	6	2	3	0	9	6	6	6	2	3	0					
<b>Culminating Senior Experience<sup>b</sup></b> (FY results: Plan to do)	%	57	52	55	43	37	39	40	48	53	54	49	53	59	53	48	53	54	49	53	59	53					
	n	352	262	555	224	160	81	225	850	664	1,078	548	554	131	129	850	664	1,078	548	554	131	129					
	SE	2.6	3.1	2.1	3.3	3.8	5.4	3.3	1.7	1.9	1.5	2.1	2.1	4.3	4.4	1.7	1.9	1.5	2.1	2.1	4.3	4.4					
	CI up bnd	62	58	59	50	44	49	47	52	56	57	54	57	67	62	52	56	57	54	57	67	62					
	CI low bnd	51	46	50	37	29	28	34	45	49	51	45	49	51	44	45	49	51	45	49	51	44					
<b>Overall HIP Participation<sup>c</sup></b>																											
<b>Participated in one HIP</b>	%	65	60	60	53	52	65	58	24	24	24	27	27	19	30	24	24	24	27	27	19	30					
	n	356	266	561	225	162	81	227	868	671	1,090	556	556	133	130	868	671	1,090	556	556	133	130					
	SE	2.5	3.0	2.1	3.3	3.9	5.3	3.3	1.5	1.7	1.3	1.9	1.9	3.4	4.0	1.5	1.7	1.3	1.9	1.9	3.4	4.0					
	CI up bnd	70	65	64	59	60	76	65	27	28	27	30	30	25	38	27	28	27	30	30	25	38					
	CI low bnd	60	54	56	46	44	55	52	21	21	21	23	23	12	22	21	21	21	23	23	12	22					
<b>Participated in two or more HIPs</b>	%	9	9	10	9	7	4	9	67	63	64	57	60	76	59	67	63	64	57	60	76	59					
	n	356	266	561	225	162	81	227	868	671	1,090	556	556	133	130	868	671	1,090	556	556	133	130					
	SE	1.6	1.7	1.3	1.9	2.0	2.1	1.9	1.6	1.9	1.5	2.1	2.1	3.7	4.3	1.6	1.9	1.5	2.1	2.1	3.7	4.3					
	CI up bnd	12	12	13	13	11	8	13	70	67	66	61	64	83	68	70	67	66	61	64	83	68					
	CI low bnd	6	5	8	5	3	0	5	64	60	61	53	56	68	51	64	60	61	53	56	68	51					

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.