
NSSE 2025

Multi-Year Report

Western Michigan 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	16%	+/- 3.6%	627	462	165	23%	+/- 2.8%	917	749	168
2014										
2015										
2016										
2017	20%	+/- 3.7%	560	366	194	24%	+/- 2.6%	1,051	771	280
2018										
2019										
2020										
2021										
2022	17%	+/- 4.9%	337	201	136	17%	+/- 4.2%	451	295	156
2023										
2024										
2025	17%	+/- 4.4%	413	292	121	16%	+/- 5.0%	325	251	74

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	No	Academic Advising		No	Yes
2014							
2015							
2016							
2017	Email	Census	No	Global Learning, Inclusiv & Cult Div	No	No	Yes
2018							
2019							
2020							
2021							
2022	Email	Census	No	Inclusiv & Cult Div, Career Preparation	No	No	Yes
2023							
2024							
2025	Email	Census	Yes	Inclusiv. & Cultural Div., Career Preparation	No	No	Yes

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

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

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much 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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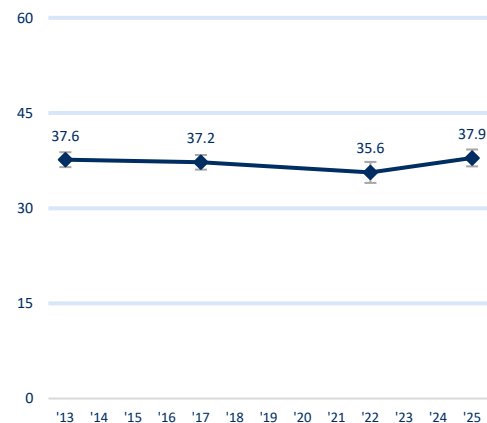
Engagement Results by Theme

Western Michigan University

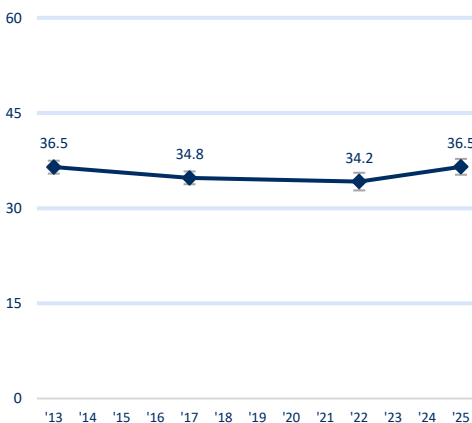
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

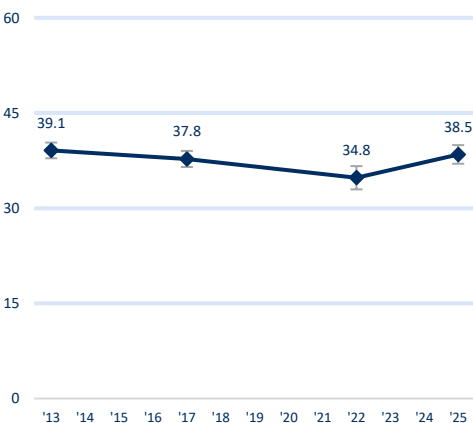
Higher-Order Learning



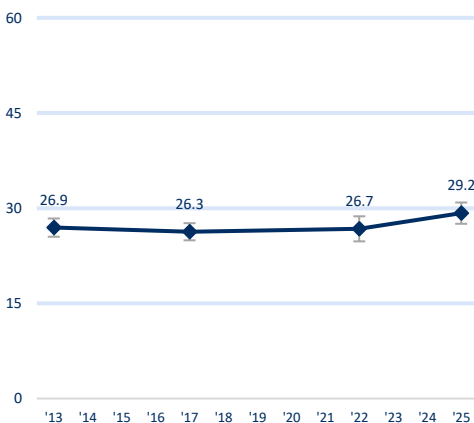
Reflective & Integrative Learning



Learning Strategies

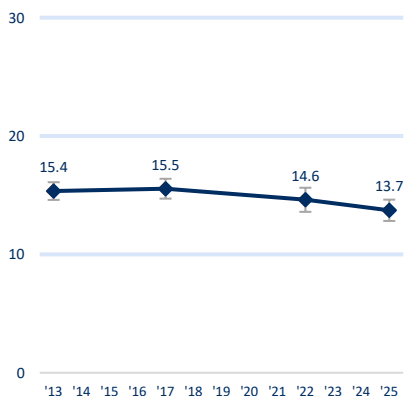


Quantitative Reasoning

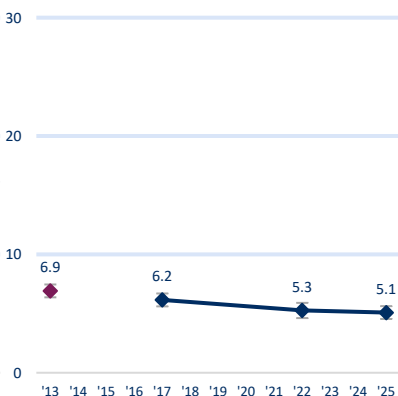


Academic Challenge (additional items): First-year students

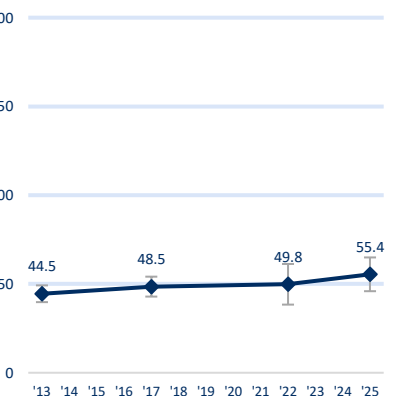
Preparing for Class (hrs/wk)



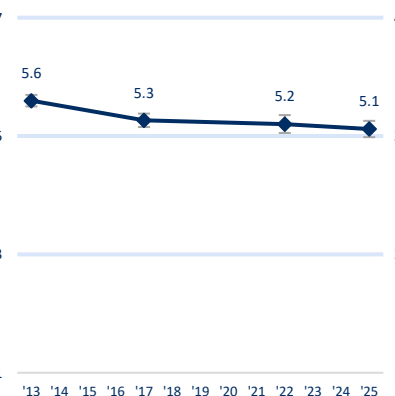
Course Reading (hrs/wk)^a



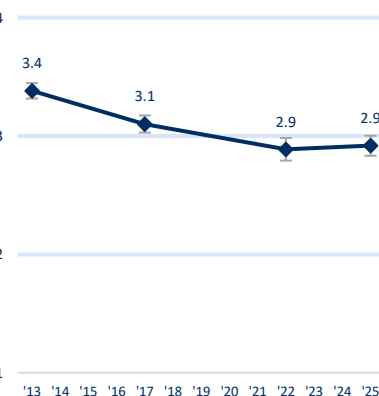
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

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

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

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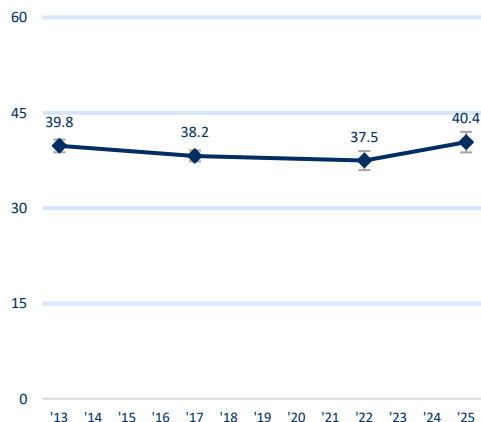
Engagement Results by Theme

Western Michigan University

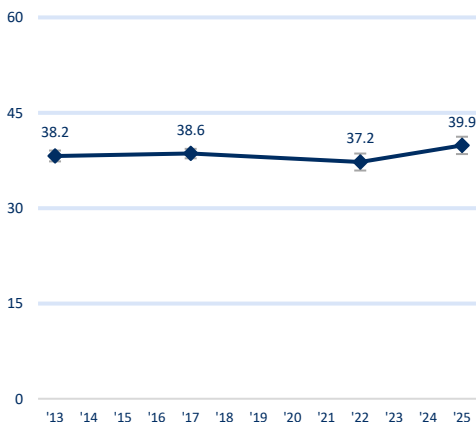
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

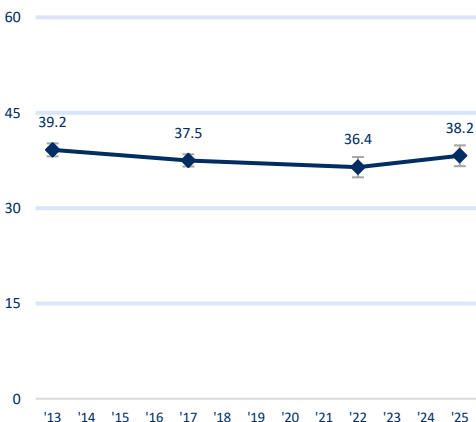
Higher-Order Learning



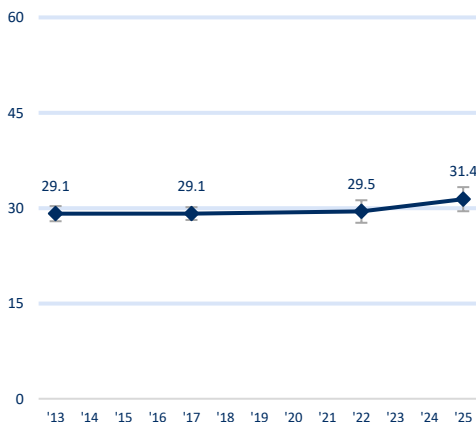
Reflective & Integrative Learning



Learning Strategies

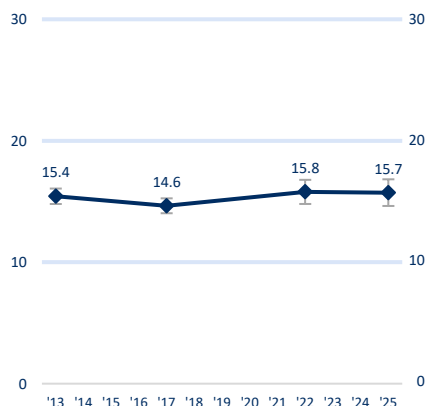


Quantitative Reasoning

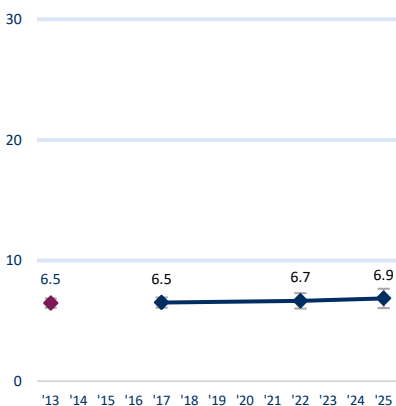


Academic Challenge (additional items): Seniors

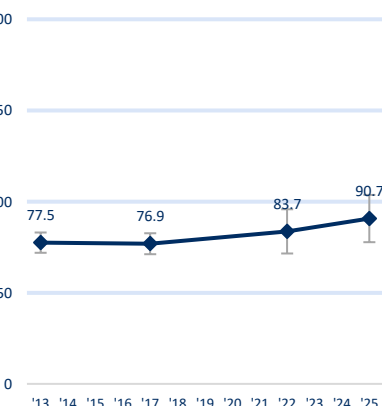
Preparing for Class (hrs/wk)



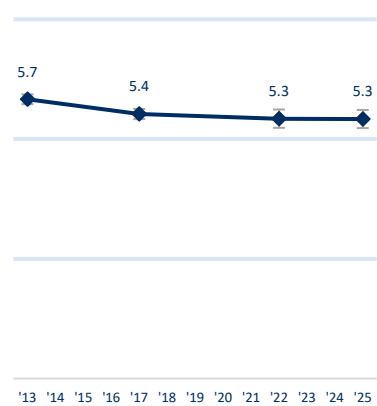
Course Reading (hrs/wk)^a



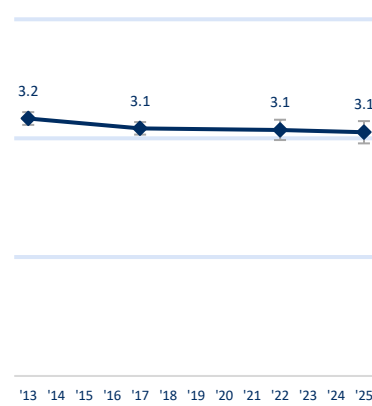
Assigned Writing (pages)^a



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").

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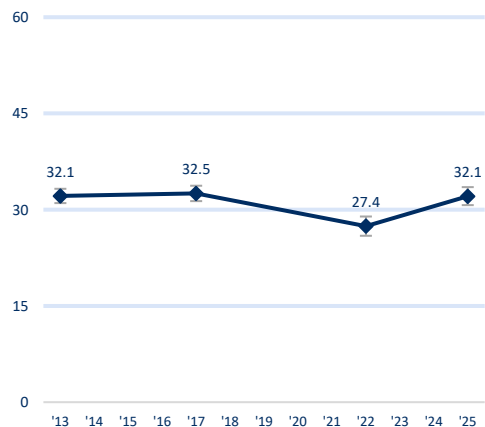
Engagement Results by Theme

Western Michigan University

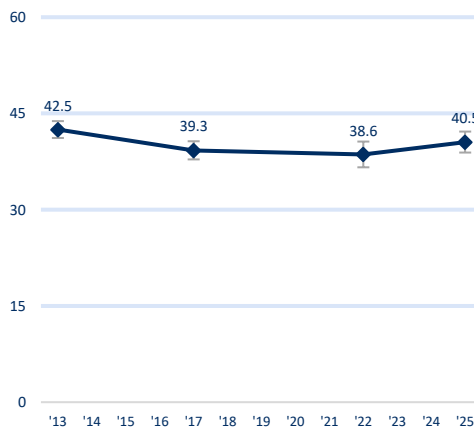
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning With Peers: First-year students

Collaborative Learning

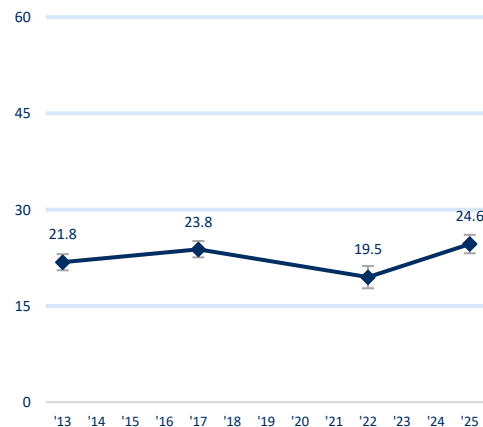


Discussions With Diverse Others

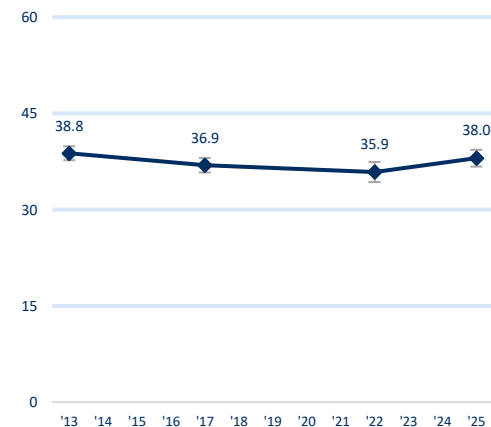


Experiences With Faculty: First-year students

Student-Faculty Interaction

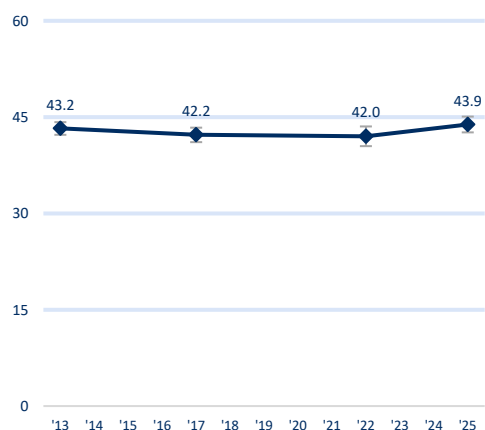


Effective Teaching Practices

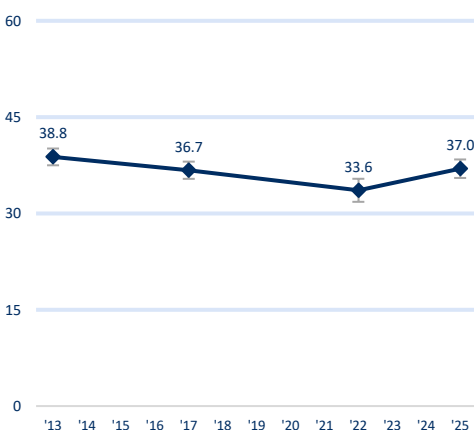


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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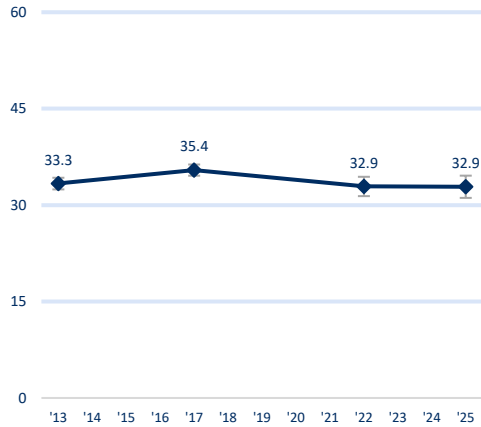
Engagement Results by Theme

Western Michigan University

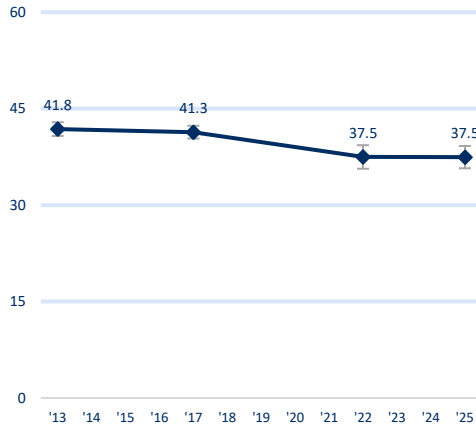
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Learning With Peers: Seniors

Collaborative Learning

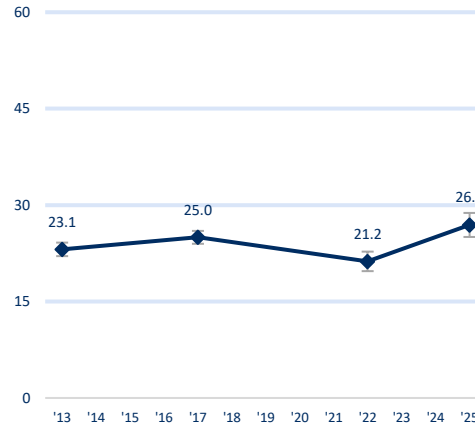


Discussions With Diverse Others

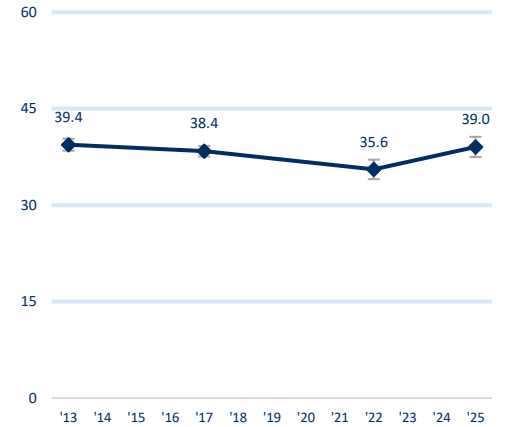


Experiences With Faculty: Seniors

Student-Faculty Interaction

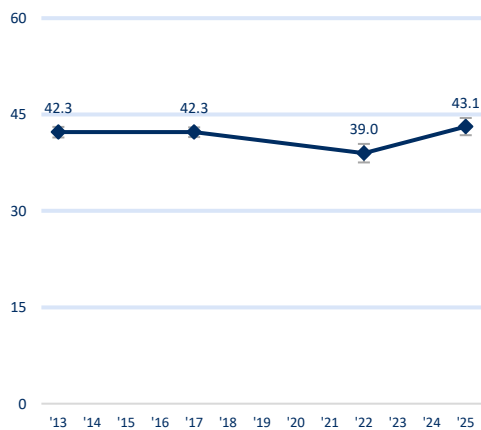


Effective Teaching Practices

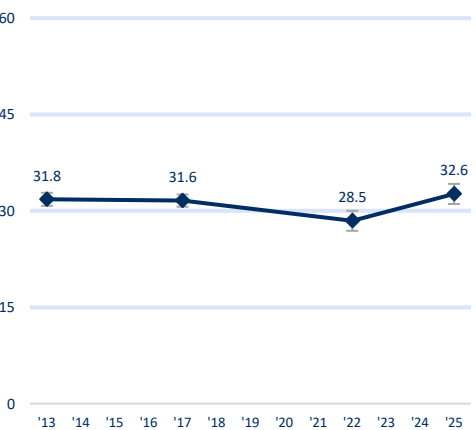


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

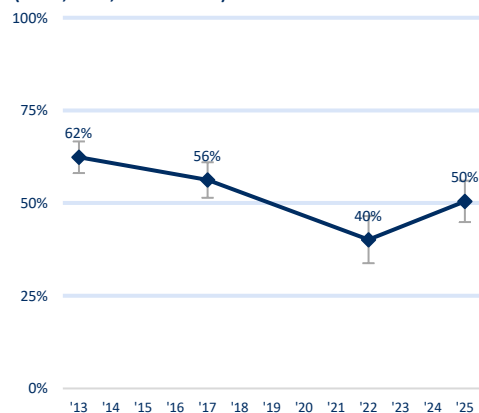


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

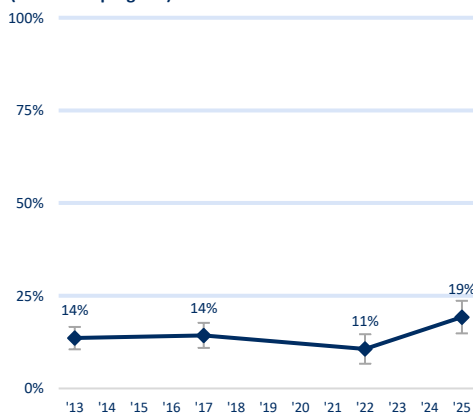
Service-Learning

(Some, most, or all courses)



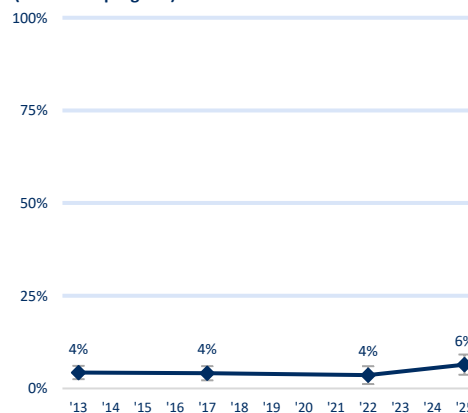
Learning Community

(Done or in progress)



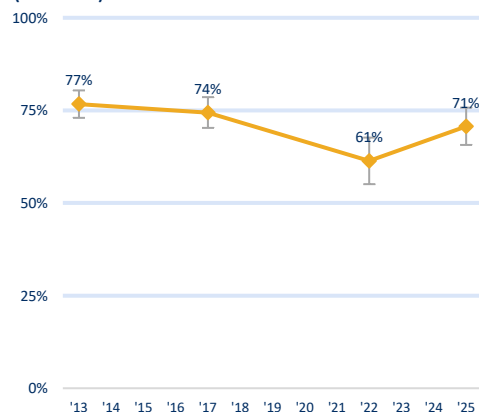
Research With Faculty

(Done or in progress)



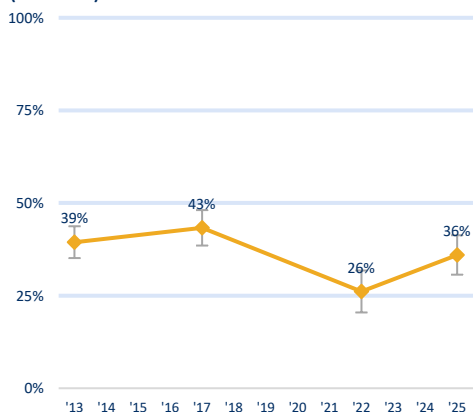
Internship/Field Experience

(Plan to do)



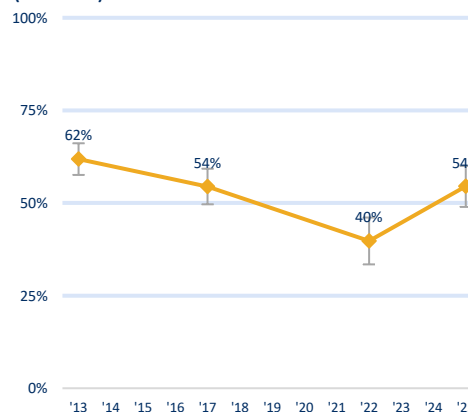
Study Abroad

(Plan to do)



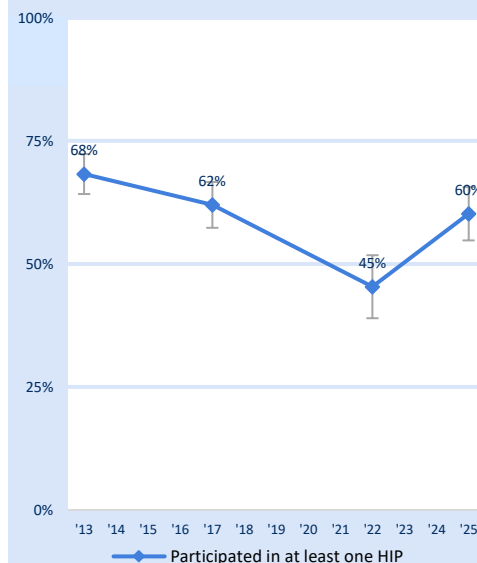
Culminating Senior Experience

(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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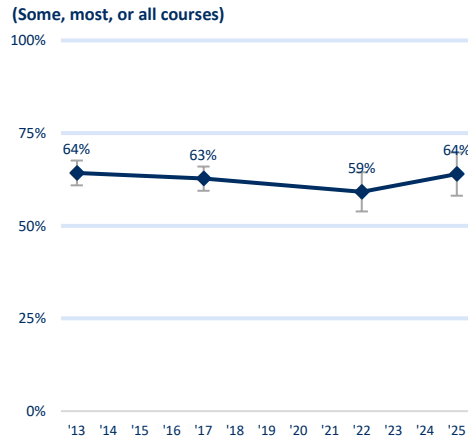
High-Impact Practices

Western Michigan University

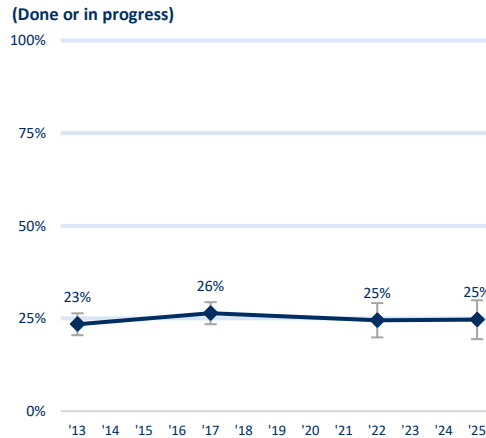
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

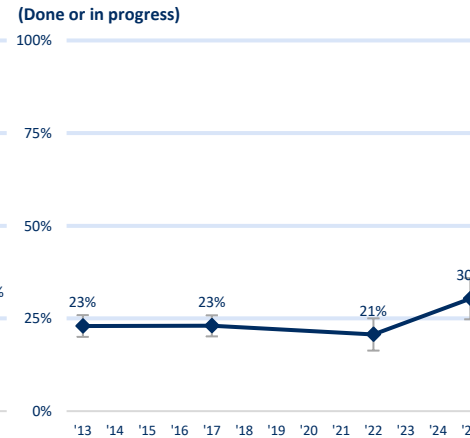
Service-Learning (Some, most, or all courses)



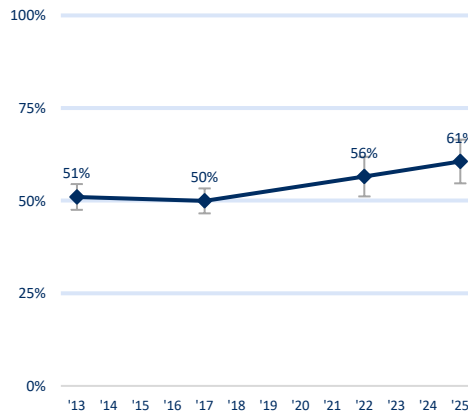
Learning Community (Done or in progress)



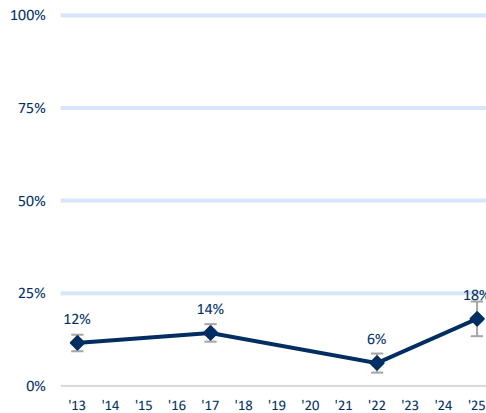
Research With Faculty (Done or in progress)



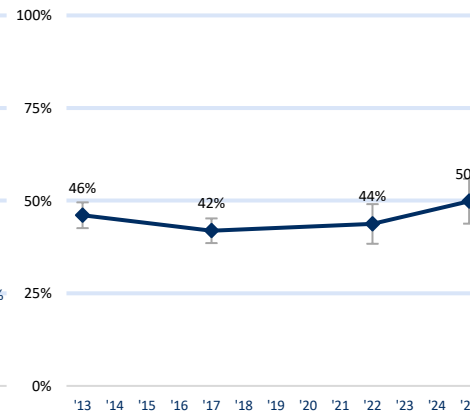
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)



Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



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

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Western Michigan University

First-year students															Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge																											
Higher-Order Learning	Mean	37.6				37.2					35.6			37.9	39.8				38.2				37.5			40.4	
	n	540				496					257			351	816				958				353			274	
	SD	13.9				13.0					13.5			12.7	14.5				13.6				14.4			13.7	
	SE	.60				.59					.84			.68	.51				.44				.77			.83	
	CI up bnd	38.8				38.4					37.3			39.3	40.8				39.1				39.0			42.0	
	CI low bnd	36.5				36.1					34.0			36.6	38.8				37.3				36.0			38.8	
Reflective & Integrative Learning	Mean	36.5				34.8					34.2			36.5	38.2				38.6				37.2			39.9	
	n	571				521					283			380	860				996				392			292	
	SD	12.4				11.8					11.9			12.4	12.8				12.0				13.5			11.9	
	SE	.52				.52					.71			.64	.44				.38				.68			.70	
	CI up bnd	37.5				35.8					35.6			37.8	39.1				39.3				38.6			41.2	
	CI low bnd	35.4				33.8					32.8			35.3	37.3				37.8				35.9			38.5	
Learning Strategies	Mean	39.1				37.8					34.8			38.5	39.2				37.5				36.4			38.2	
	n	495				426					231			315	778				846				332			266	
	SD	14.1				13.3					14.2			13.3	14.5				14.2				14.9			13.7	
	SE	.63				.65					.94			.75	.52				.49				.82			.84	
	CI up bnd	40.3				39.0					36.6			39.9	40.2				38.5				38.0			39.9	
	CI low bnd	37.9				36.5					33.0			37.0	38.1				36.5				34.8			36.6	
Quantitative Reasoning	Mean	26.9				26.3					26.7			29.2	29.1				29.1				29.5			31.4	
	n	550				487					238			329	838				952				335			267	
	SD	17.2				15.2					15.5			15.5	17.6				15.8				16.6			15.8	
	SE	.73				.69					1.01			.86	.61				.51				.91			.97	
	CI up bnd	28.4				27.6					28.7			30.9	30.3				30.1				31.2			33.3	
	CI low bnd	25.5				24.9					24.8			27.5	27.9				28.1				27.7			29.5	
Academic Challenge (additional items)																											
Preparing for Class (hours/week)	Mean	15.4				15.5					14.6			13.7	15.4				14.6				15.8			15.7	
	n	467				376					229			304	743				802				323			260	
	SD	8.2				8.3					7.9			8.0	8.8				8.9				9.1			9.0	
	SE	.38				.43					.52			.46	.32				.31				.51			.56	
	CI up bnd	16.1				16.4					15.6			14.6	16.1				15.3				16.8			16.8	
	CI low bnd	14.6				14.7					13.6			12.8	14.8				14.0				14.8			14.6	
Course Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with 2013 is limited.	Mean	6.9				6.2					5.3			5.1	6.5				6.5				6.7			6.9	
	n	461				371					227			303	743				798				315			258	
	SD	5.9				5.4					4.9			4.8	5.3				6.1				5.8			6.6	
	SE	.28				.28					.33			.28	.19				.22				.33			.41	
	CI up bnd	7.5				6.7					5.9			5.6	6.8				6.9				7.3			7.7	
	CI low bnd	6.4				5.6					4.6			4.5	6.1				6.1				6.0			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).

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Western Michigan University

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25		
Academic Challenge (additional items, continued)																													
Assigned Writing Est. no. of pages calculated from three survey questions.	Mean	44.5				48.5					49.8			55.4	77.5				76.9				83.7			90.7			
	n	471				431					234			318	721				850				331			266			
	SD	52.2				59.5					89.4			86.6	76.2				85.4				112.6			108.0			
	SE	2.41				2.86					5.84			4.85	2.84				2.93				6.19			6.62			
	CI up bnd	49.2				54.1					61.3			65.0	83.0				82.6				95.8			103.7			
	CI low bnd	39.8				42.9					38.4			45.9	71.9				71.1				71.5			77.7			
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.6				5.3					5.2			5.1	5.7				5.4				5.3			5.3			
	n	504				426					231			314	795				845				333			263			
	SD	1.1				1.2					1.2			1.2	1.2				1.3				1.4			1.3			
	SE	.05				.06					.08			.07	.04				.04				.08			.08			
	CI up bnd	5.7				5.4					5.4			5.3	5.7				5.5				5.5			5.5			
	CI low bnd	5.5				5.2					5.1			5.0	5.6				5.3				5.2			5.2			
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	Mean	3.4				3.1					2.9			2.9	3.2				3.1				3.1			3.1			
	n	466				386					228			310	746				811				330			262			
	SD	0.7				0.7					0.7			0.8	0.7				0.8				0.8			0.8			
	SE	.03				.04					.05			.04	.03				.03				.04			.05			
	CI up bnd	3.4				3.2					3.0			3.0	3.2				3.1				3.2			3.1			
	CI low bnd	3.3				3.0					2.8			2.8	3.1				3.0				3.0			3.0			
Learning With Peers																													
Collaborative Learning	Mean	32.1				32.5					27.4			32.1	33.3				35.4				32.9			32.9			
	n	586				542					321			407	867				1,023				432			310			
	SD	13.7				14.3					13.7			14.4	13.6				14.2				15.9			15.5			
	SE	.57				.61					.77			.72	.46				.45				.77			.88			
	CI up bnd	33.3				33.7					28.9			33.5	34.3				36.3				34.4			34.6			
	CI low bnd	31.0				31.3					25.9			30.7	32.4				34.6				31.4			31.1			
Discussions With Diverse Others	Mean	42.5				39.3					38.6			40.5	41.8				41.3				37.5			37.5			
	n	503				424					234			319	787				849				330			266			
	SD	15.0				14.9					15.6			14.9	15.3				14.7				17.0			14.4			
	SE	.67				.72					1.02			.83	.54				.50				.93			.89			
	CI up bnd	43.8				40.7					40.6			42.2	42.9				42.3				39.3			39.2			
	CI low bnd	41.2				37.8					36.6			38.9	40.8				40.4				35.7			35.7			

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: Engagement Indicators and Additional Challenge Items

Western Michigan University

First-year students															Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Experiences with Faculty																											
Student-Faculty Interaction	Mean	21.8				23.8					19.5			24.6	23.1				25.0					21.2			26.9
	n	556				498					270			366	838				981					371			281
	SD	15.2				14.5					14.6			14.1	15.5				16.0					14.9			16.0
	SE	.64				.65					.89			.73	.54				.51					.77			.95
	CI up bnd	23.1				25.1					21.2			26.1	24.2				26.0					22.8			28.8
	CI low bnd	20.6				22.6					17.8			23.2	22.1				24.0					19.7			25.0
Effective Teaching Practices	Mean	38.8				36.9					35.9			38.0	39.4				38.4					35.6			39.0
	n	555				497					254			347	844				968					348			278
	SD	13.0				12.8					12.6			12.4	13.8				13.1					14.4			13.4
	SE	.55				.57					.79			.67	.48				.42					.77			.80
	CI up bnd	39.9				38.0					37.4			39.3	40.3				39.2					37.1			40.6
	CI low bnd	37.7				35.8					34.3			36.7	38.5				37.6					34.0			37.5
Campus Environment																											
Quality of Interactions	Mean	43.2				42.2					42.0			43.9	42.3				42.3					39.0			43.1
	n	479				404					214			297	747				786					304			244
	SD	11.0				11.6					11.4			10.8	11.5				10.8					12.8			10.7
	SE	.50				.58					.78			.63	.42				.38					.74			.68
	CI up bnd	44.2				43.4					43.5			45.1	43.1				43.0					40.4			44.5
	CI low bnd	42.2				41.1					40.5			42.6	41.4				41.5					37.5			41.8
Supportive Environment	Mean	38.8				36.7					33.6			37.0	31.8				31.6					28.5			32.6
	n	461				375					228			306	736				806					327			259
	SD	14.3				13.2					13.8			12.9	14.0				13.8					14.4			12.8
	SE	.67				.68					.91			.74	.52				.49					.79			.80
	CI up bnd	40.1				38.1					35.4			38.4	32.8				32.6					30.0			34.2
	CI low bnd	37.5				35.4					31.8			35.5	30.8				30.7					26.9			31.1

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

NSSE 2025 Multi-Year Report

Detailed Statistics: High-Impact Practices

Western Michigan University

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Service-Learning ^a	%	62				56					40			50	64				63				59			64	
	<i>n</i>	497				412					230			310	789				841				332			263	
	<i>SE</i>	2.2				2.4					3.2			2.8	1.7				1.7				2.7			3.0	
	<i>CI up bnd</i>	67				61					47			56	68				66				64			70	
	<i>CI low bnd</i>	58				51					34			45	61				59				54			58	
Learning Community ^a	%	14				14					11			19	23				26				25			25	
	<i>n</i>	498				414					231			311	792				841				333			261	
	<i>SE</i>	1.5				1.7					2.0			2.2	1.5				1.5				2.4			2.7	
	<i>CI up bnd</i>	17				18					15			24	26				29				29			30	
	<i>CI low bnd</i>	11				11					7			15	20				23				20			19	
Research With Faculty ^a	%	4				4					4			6	23				23				21			30	
	<i>n</i>	495				415					231			311	788				843				334			264	
	<i>SE</i>	0.9				1.0					1.2			1.4	1.5				1.5				2.2			2.8	
	<i>CI up bnd</i>	6				6					6			9	26				26				25			36	
	<i>CI low bnd</i>	3				2					1			4	20				20				16			25	
Internship or Field Experience ^b (FY results: Plan to do)	%	77				74					61			71	51				50				56			61	
	<i>n</i>	502				425					232			315	793				846				331			264	
	<i>SE</i>	1.9				2.1					3.2			2.6	1.8				1.7				2.7			3.0	
	<i>CI up bnd</i>	80				79					68			76	54				53				62			66	
	<i>CI low bnd</i>	73				70					55			66	48				47				51			55	
Study Abroad ^b (FY results: Plan to do)	%	39				43					26			36	12				14				6			18	
	<i>n</i>	499				413					232			314	790				842				334			261	
	<i>SE</i>	2.2				2.4					2.9			2.7	1.1				1.2				1.3			2.4	
	<i>CI up bnd</i>	44				48					32			41	14				17				9			23	
	<i>CI low bnd</i>	35				39					20			31	9				12				4			13	
Culminating Senior Experience ^b (FY results: Plan to do)	%	62				54					40			54	46				42				44			50	
	<i>n</i>	497				414					231			313	790				844				331			264	
	<i>SE</i>	2.2				2.4					3.2			2.8	1.8				1.7				2.7			3.1	
	<i>CI up bnd</i>	66				59					46			60	50				45				49			56	
	<i>CI low bnd</i>	58				50					33			49	43				39				38			44	
Overall HIP Participation ^c																											
Participated in one HIP	%	58				52					38			48	23				24				20			19	
	<i>n</i>	504				417					232			313	796				849				335			266	
	<i>SE</i>	2.2				2.4					3.2			2.8	1.5				1.5				2.2			2.4	
	<i>CI up bnd</i>	62				56					44			54	26				27				25			23	
	<i>CI low bnd</i>	54				47					32			43	20				21				16			14	
Participated in two or more HIPs	%	10				10					7			12	65				62				66			72	
	<i>n</i>	504				417					232			313	796				849				335			266	
	<i>SE</i>	1.4				1.5					1.7			1.8	1.7				1.7				2.6			2.8	
	<i>CI up bnd</i>	13				13					11			15	69				66				71			77	
	<i>CI low bnd</i>	8				7					4			8	62				59				61			66	

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.