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# NSSE 2024

## Multi-Year Report

University of Washington Tacoma

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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

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 <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										
2015										
2016	15%	+/- 10.6%	73	50	23	18%	+/- 5.2%	290	221	69
2017										
2018										
2019	22%	+/- 7.4%	136	106	30	23%	+/- 4.1%	447	383	64
2020										
2021										
2022										
2023										
2024	20%	+/- 7.8%	126	84	42	14%	+/- 6.1%	223	162	61

#### 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							
2015							
2016	Email	Census	Yes	Global Learning, FY Experiences / Sr Transitions	No	No	No
2017							
2018							
2019	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	No
2020							
2021							
2022							
2023							
2024	Email	Census	Yes	FY Experiences & Sr Transitions, Online Learning	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.

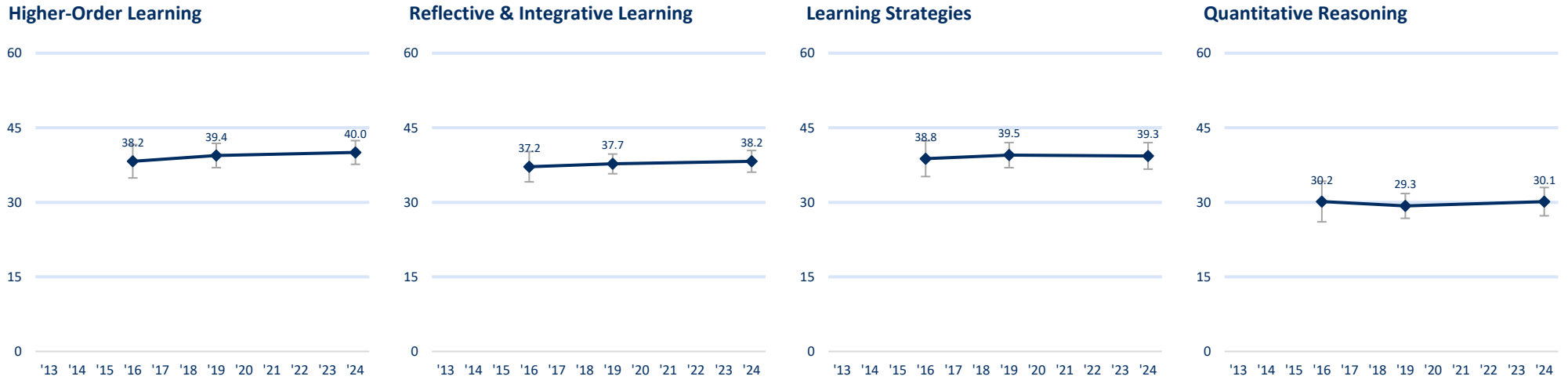
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%)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

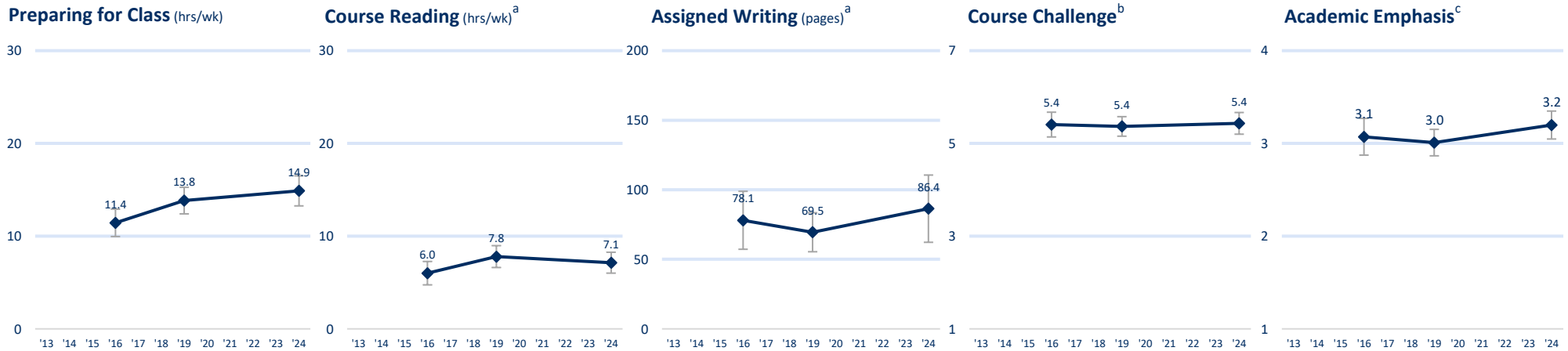
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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.

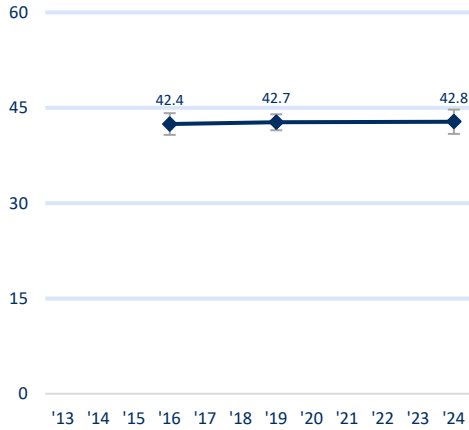
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

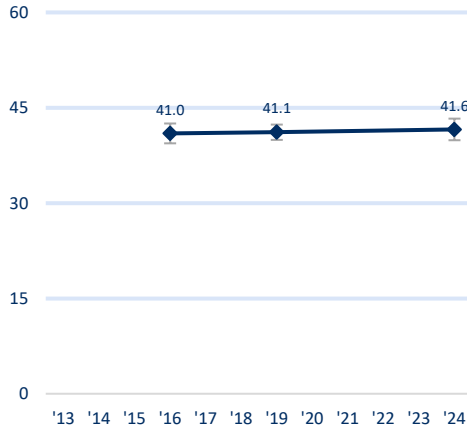
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

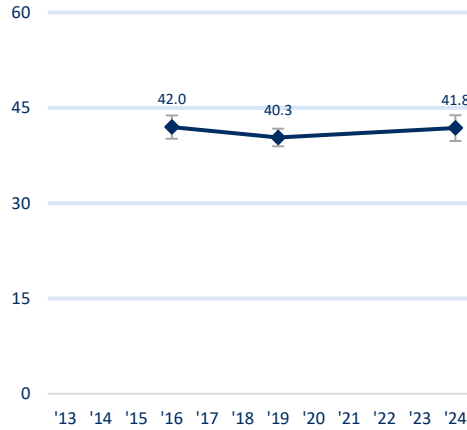
##### Higher-Order Learning



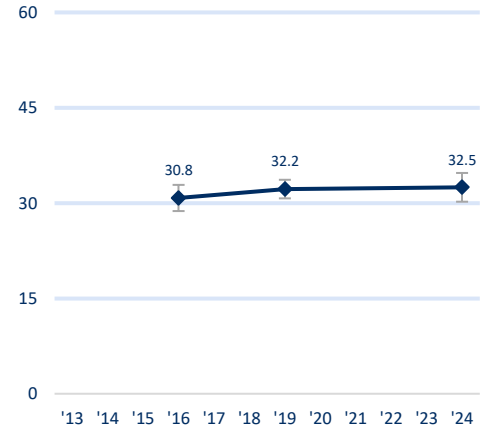
##### Reflective & Integrative Learning



##### Learning Strategies

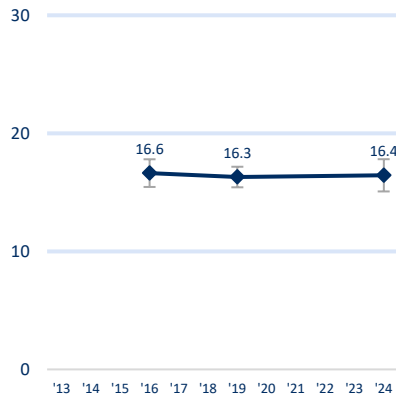


##### Quantitative Reasoning

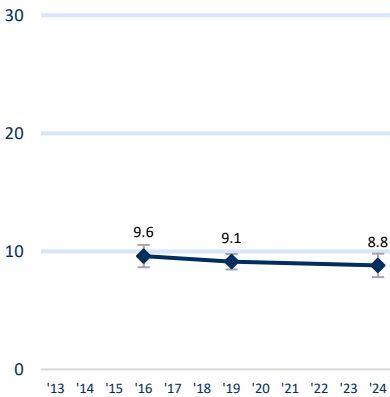


#### Academic Challenge (additional items): Seniors

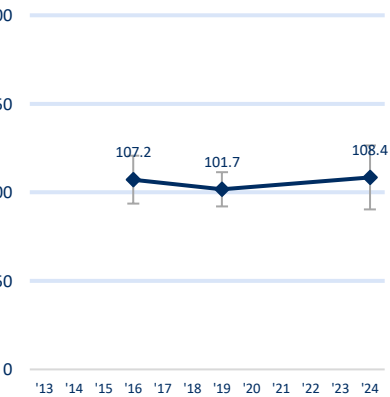
##### Preparing for Class (hrs/wk)



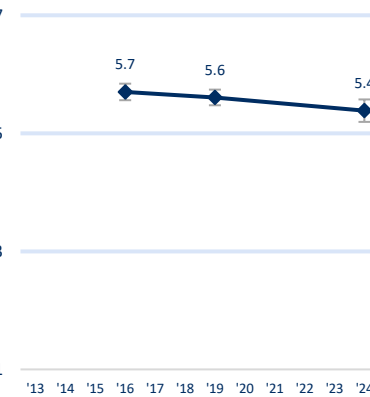
##### Course Reading (hrs/wk)<sup>a</sup>



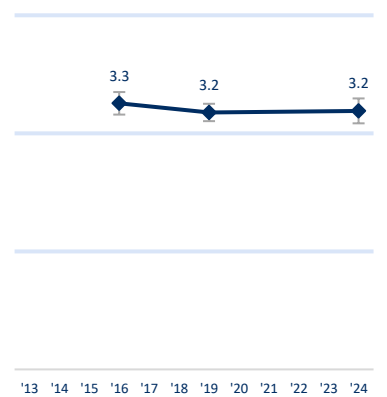
##### Assigned Writing (pages)<sup>a</sup>



##### 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.

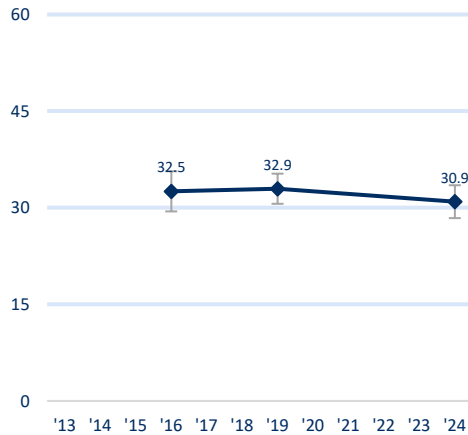
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

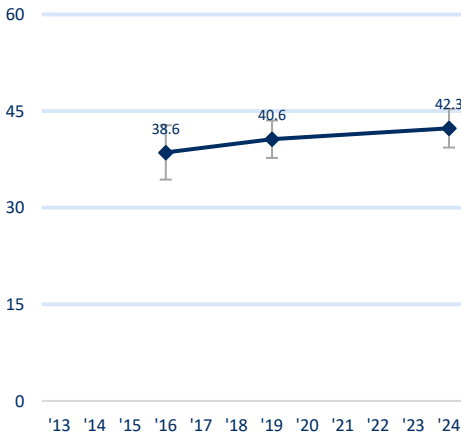
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

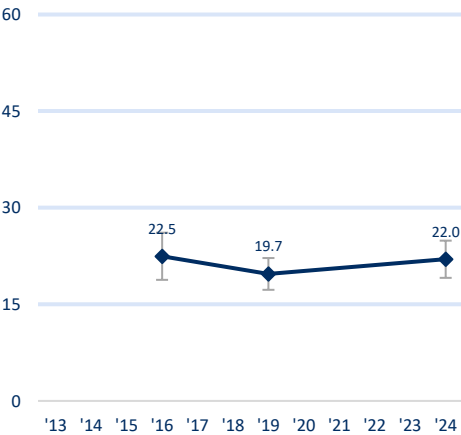


##### Discussions with Diverse Others

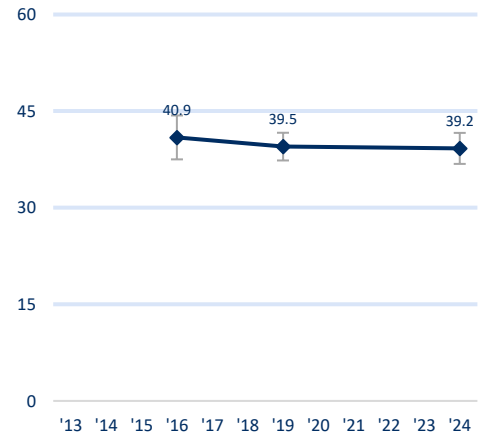


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

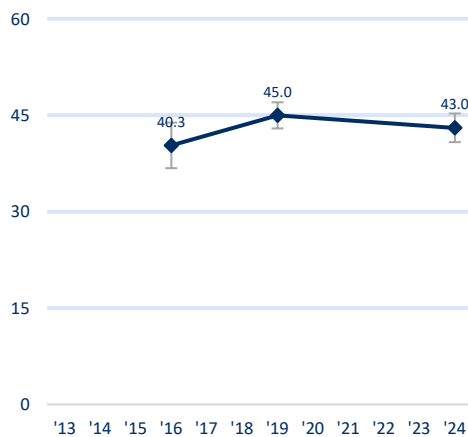


##### Effective Teaching Practices

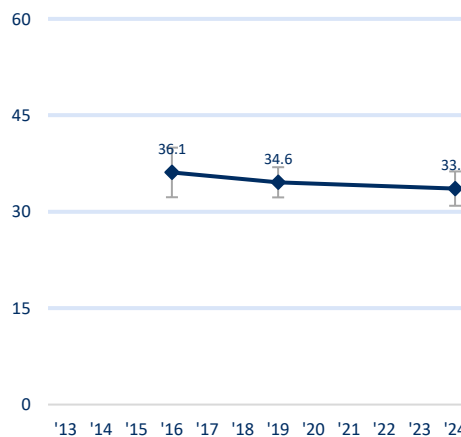


#### Campus Environment: First-year students

##### Quality of Interactions



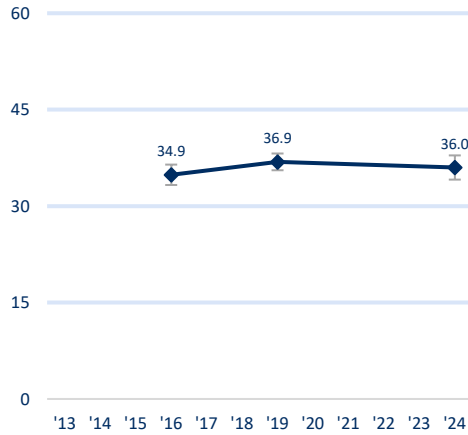
##### Supportive Environment



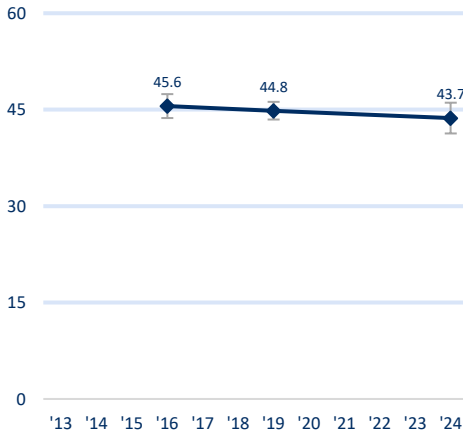
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

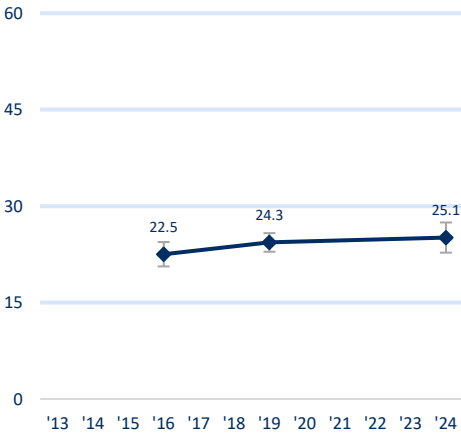


##### Discussions with Diverse Others

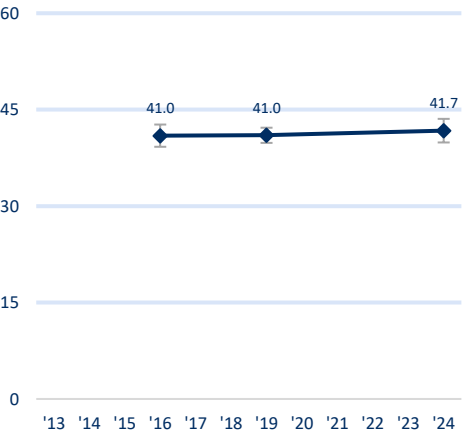


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

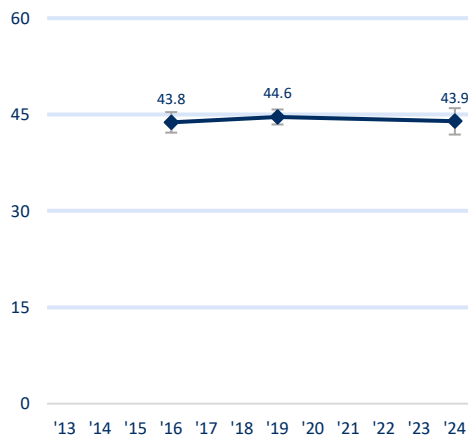


##### Effective Teaching Practices

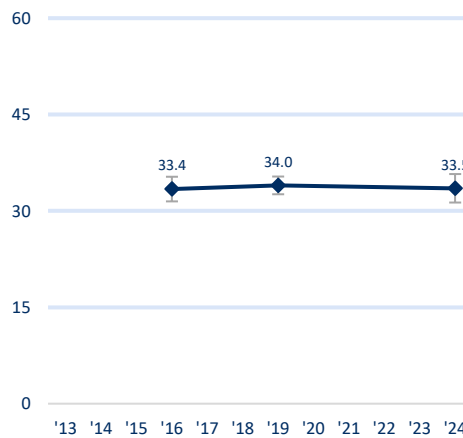


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

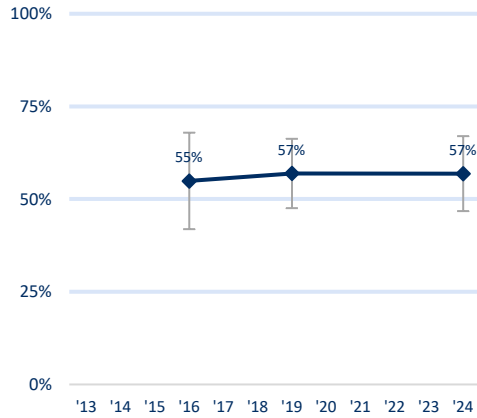


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

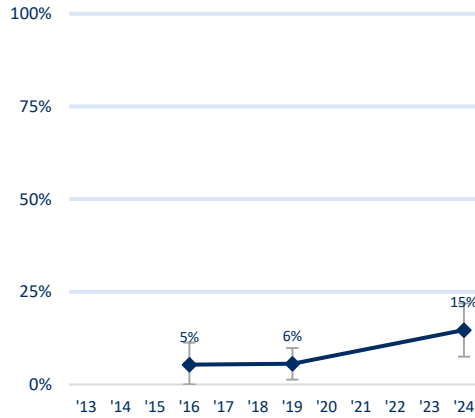
##### Service-Learning

(Some, most, or all courses)



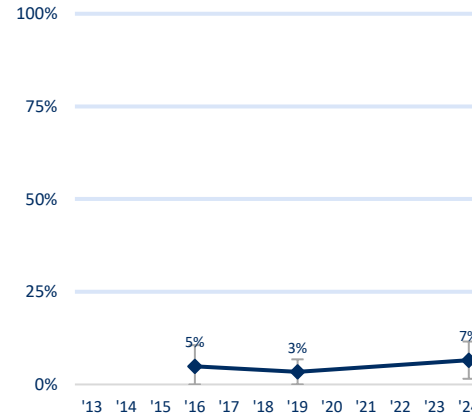
##### Learning Community

(Done or in progress)



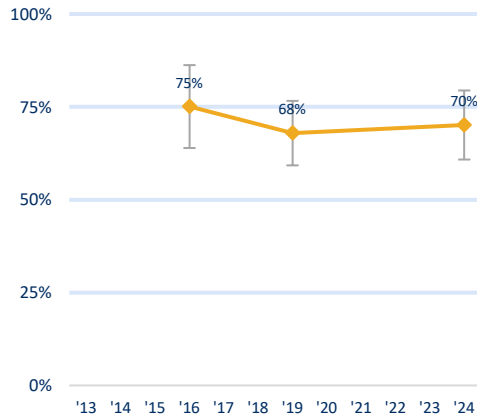
##### Research with Faculty

(Done or in progress)



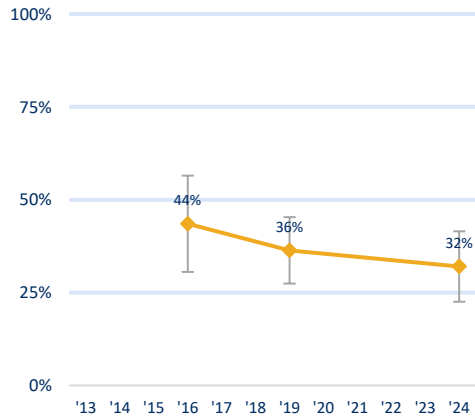
##### Internship/Field Experience

(Plan to do)



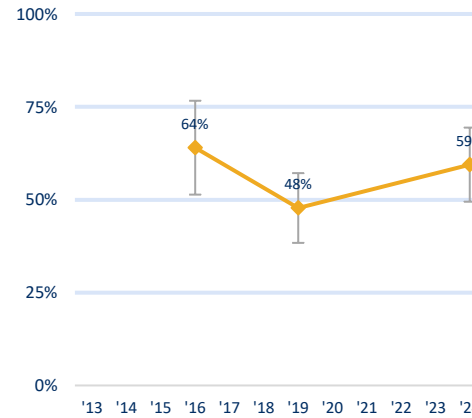
##### Study Abroad

(Plan to do)



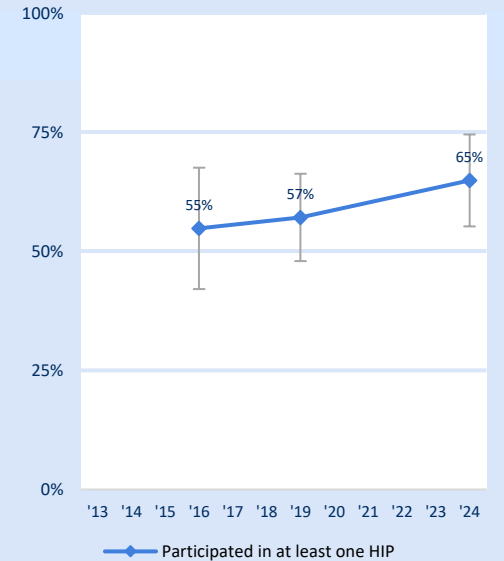
##### Culminating Senior Experience

(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.

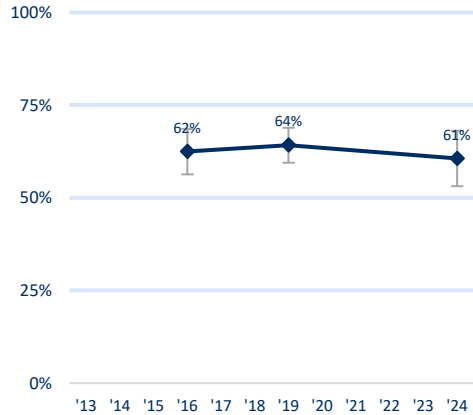


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

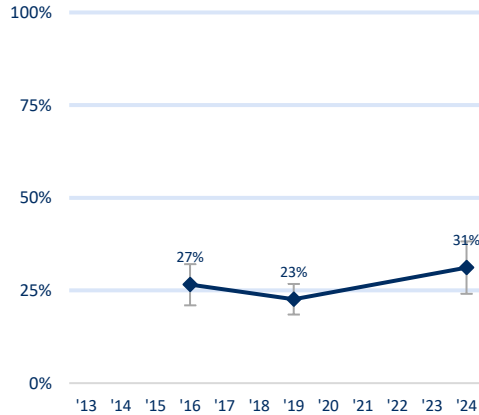
##### Service-Learning

(Some, most, or all courses)



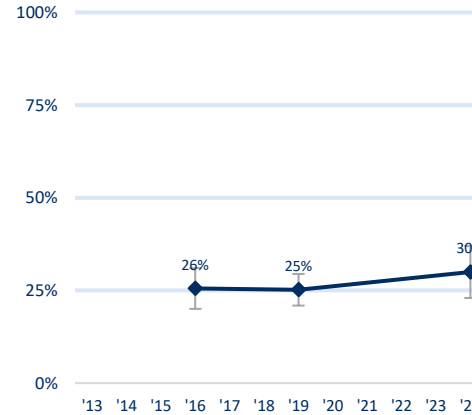
##### Learning Community

(Done or in progress)



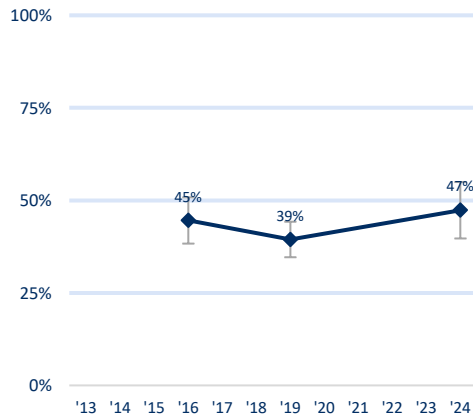
##### Research with Faculty

(Done or in progress)



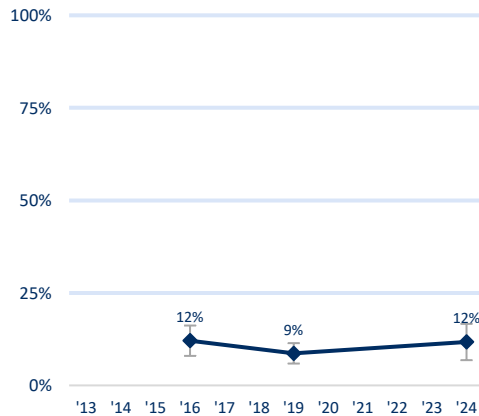
##### Internship/Field Experience

(Done or in progress)



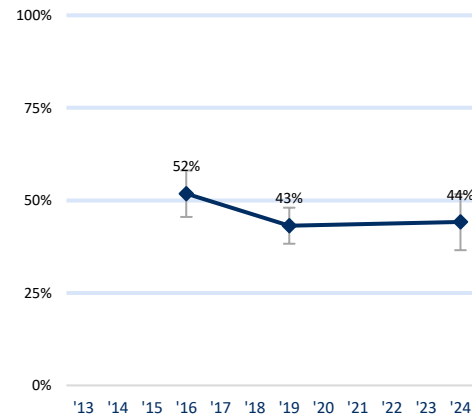
##### Study Abroad

(Done or in progress)



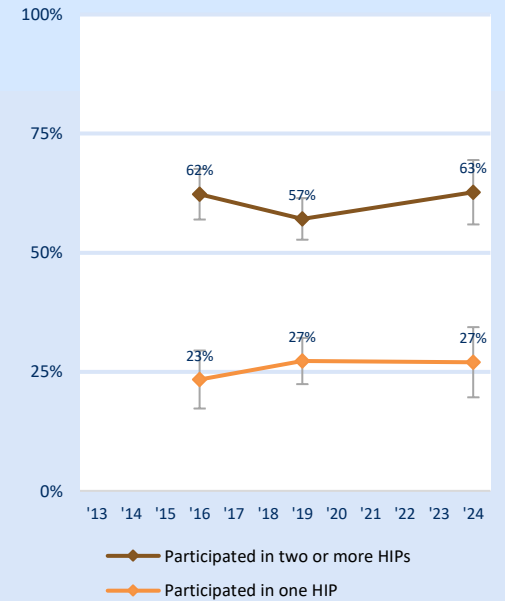
##### Culminating Senior Experience

(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 2024 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of Washington Tacoma

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge</i>																									
<b>Higher-Order Learning</b>	Mean				<b>38.2</b>			<b>39.4</b>					<b>40.0</b>				<b>42.4</b>			<b>42.7</b>				<b>42.8</b>	
	n				66			114					102				266			418				193	
	SD				13.9			13.3					12.3				14.2			13.1				13.6	
	SE				1.71			1.24					1.21				.87			.64				.98	
	CI up bnd				41.6			41.8					42.4				44.1			44.0				44.7	
	CI low bnd				34.9			37.0					37.6				40.7			41.5				40.9	
<b>Reflective &amp; Integrative Learning</b>	Mean				<b>37.2</b>			<b>37.7</b>					<b>38.2</b>				<b>41.0</b>			<b>41.1</b>				<b>41.6</b>	
	n				68			123					113				273			427				210	
	SD				12.8			11.2					11.8				13.2			12.7				12.6	
	SE				1.56			1.01					1.11				.80			.61				.87	
	CI up bnd				40.2			39.7					40.4				42.5			42.4				43.3	
	CI low bnd				34.1			35.7					36.1				39.4			39.9				39.9	
<b>Learning Strategies</b>	Mean				<b>38.8</b>			<b>39.5</b>					<b>39.3</b>				<b>42.0</b>			<b>40.3</b>				<b>41.8</b>	
	n				57			109					94				243			401				170	
	SD				13.8			13.4					13.2				14.6			14.2				13.5	
	SE				1.83			1.29					1.36				.94			.71				1.03	
	CI up bnd				42.4			42.0					42.0				43.8			41.7				43.8	
	CI low bnd				35.2			37.0					36.7				40.1			38.9				39.8	
<b>Quantitative Reasoning</b>	Mean				<b>30.2</b>			<b>29.3</b>					<b>30.1</b>				<b>30.8</b>			<b>32.2</b>				<b>32.5</b>	
	n				67			113					97				266			406				172	
	SD				17.1			13.5					14.3				17.1			15.0				15.1	
	SE				2.08			1.27					1.45				1.05			.75				1.15	
	CI up bnd				34.2			31.8					33.0				32.9			33.7				34.7	
	CI low bnd				26.1			26.8					27.3				28.7			30.7				30.2	
<i>Academic Challenge (additional items)</i>																									
<b>Preparing for Class</b> (hours/week)	Mean				<b>11.4</b>			<b>13.8</b>					<b>14.9</b>				<b>16.6</b>			<b>16.3</b>				<b>16.4</b>	
	n				54			109					90				233			390				161	
	SD				5.5			7.6					7.9				9.1			8.8				8.8	
	SE				.75			.73					.83				.60			.44				.70	
	CI up bnd				12.9			15.3					16.5				17.8			17.2				17.8	
	CI low bnd				10.0			12.4					13.3				15.5			15.4				15.1	
<b>Course Reading</b> Est. hrs per week calculated from two items.	Mean				<b>6.0</b>			<b>7.8</b>					<b>7.1</b>				<b>9.6</b>			<b>9.1</b>				<b>8.8</b>	
	n				51			108					88				228			388				161	
	SD				4.6			6.2					5.4				7.3			6.6				6.4	
	SE				.64			.60					.57				.48			.34				.51	
	CI up bnd				7.3			9.0					8.3				10.5			9.8				9.8	
	CI low bnd				4.7			6.6					6.0				8.7			8.5				7.8	

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

### University of Washington Tacoma

		First-year students										Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge (additional items, continued)</i>																									
<b>Assigned</b>	<i>Mean</i>				<b>78.1</b>			<b>69.5</b>				<b>86.4</b>				<b>107.2</b>			<b>101.7</b>				<b>108.4</b>		
<b>Writing</b>	<i>n</i>				61			110				92				236			407				167		
Est. no. of pages calculated from three survey questions.	<i>SD</i>				82.9			75.1				118.3				106.1			99.5				119.2		
	<i>SE</i>				10.63			7.15				12.33				6.90			4.93				9.22		
	<i>CI up bnd</i>				98.9			83.5				110.6				120.7			111.4				126.5		
	<i>CI low bnd</i>				57.2			55.4				62.2				93.6			92.1				90.4		
<b>Course Challenge</b>	<i>Mean</i>				<b>5.4</b>			<b>5.4</b>				<b>5.4</b>				<b>5.7</b>			<b>5.6</b>				<b>5.4</b>		
	<i>n</i>				59			109				94				246			400				170		
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>SD</i>				1.0			1.1				1.2				1.1			1.4				1.3		
	<i>SE</i>				.14			.11				.12				.07			.07				.10		
	<i>CI up bnd</i>				5.7			5.6				5.7				5.8			5.7				5.6		
	<i>CI low bnd</i>				5.1			5.2				5.2				5.6			5.5				5.2		
<b>Academic Emphasis</b>	<i>Mean</i>				<b>3.1</b>			<b>3.0</b>				<b>3.2</b>				<b>3.3</b>			<b>3.2</b>				<b>3.2</b>		
	<i>n</i>				56			111				93				233			393				166		
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				0.7				0.7			0.7				0.7		
	<i>SE</i>				.10			.07				.08				.05			.04				.05		
	<i>CI up bnd</i>				3.3			3.2				3.3				3.3			3.3				3.3		
	<i>CI low bnd</i>				2.9			2.9				3.0				3.2			3.1				3.1		
<i>Learning with Peers</i>																									
<b>Collaborative Learning</b>	<i>Mean</i>				<b>32.5</b>			<b>32.9</b>				<b>30.9</b>				<b>34.9</b>			<b>36.9</b>				<b>36.0</b>		
	<i>n</i>				69			131				121				280			439				218		
	<i>SD</i>				13.2			13.7				14.3				13.5			13.9				14.2		
	<i>SE</i>				1.59			1.19				1.30				.81			.66				.96		
	<i>CI up bnd</i>				35.7			35.3				33.5				36.5			38.2				37.9		
	<i>CI low bnd</i>				29.4			30.6				28.4				33.3			35.6				34.1		
<b>Discussions with Diverse Others</b>	<i>Mean</i>				<b>38.6</b>			<b>40.6</b>				<b>42.3</b>				<b>45.6</b>			<b>44.8</b>				<b>43.7</b>		
	<i>n</i>				61			115				92				242			405				171		
	<i>SD</i>				16.8			15.9				14.6				14.8			14.1				16.0		
	<i>SE</i>				2.15			1.48				1.53				.95			.70				1.22		
	<i>CI up bnd</i>				42.8			43.5				45.3				47.4			46.2				46.1		
	<i>CI low bnd</i>				34.4			37.7				39.3				43.7			43.5				41.3		

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 2024 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### University of Washington Tacoma

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Experiences with Faculty</i>																									
<b>Student-Faculty Interaction</b>	<i>Mean</i>				<b>22.5</b>			<b>19.7</b>				<b>22.0</b>				<b>22.5</b>			<b>24.3</b>				<b>25.1</b>		
	<i>n</i>				66			118				104				270			420				199		
	<i>SD</i>				15.1			13.7				15.0				15.9			15.1				16.9		
	<i>SE</i>				1.87			1.26				1.47				.97			.74				1.20		
	<i>CI up bnd</i>				26.1			22.2				24.9				24.4			25.8				27.5		
<i>CI low bnd</i>				18.8			17.3				19.1				20.6			22.9				22.8			
<hr/>																									
<b>Effective Teaching Practices</b>	<i>Mean</i>				<b>40.9</b>			<b>39.5</b>				<b>39.2</b>				<b>41.0</b>			<b>41.0</b>				<b>41.7</b>		
	<i>n</i>				68			117				101				268			417				194		
	<i>SD</i>				14.3			11.9				12.3				14.5			12.3				13.1		
	<i>SE</i>				1.74			1.10				1.23				.88			.60				.94		
	<i>CI up bnd</i>				44.3			41.6				41.6				42.7			42.2				43.6		
<i>CI low bnd</i>				37.5			37.3				36.8				39.2			39.8				39.9			
<hr/>																									
<i>Campus Environment</i>																									
<b>Quality of Interactions</b>	<i>Mean</i>				<b>40.3</b>			<b>45.0</b>				<b>43.0</b>				<b>43.8</b>			<b>44.6</b>				<b>43.9</b>		
	<i>n</i>				54			102				90				231			363				155		
	<i>SD</i>				13.3			10.5				10.8				12.4			11.4				13.1		
	<i>SE</i>				1.81			1.04				1.14				.81			.60				1.05		
	<i>CI up bnd</i>				43.9			47.0				45.3				45.4			45.8				46.0		
<i>CI low bnd</i>				36.8			43.0				40.8				42.2			43.5				41.9			
<hr/>																									
<b>Supportive Environment</b>	<i>Mean</i>				<b>36.1</b>			<b>34.6</b>				<b>33.6</b>				<b>33.4</b>			<b>34.0</b>				<b>33.5</b>		
	<i>n</i>				54			111				89				233			391				163		
	<i>SD</i>				14.4			12.6				12.9				14.9			13.9				14.4		
	<i>SE</i>				1.97			1.20				1.36				.98			.70				1.13		
	<i>CI up bnd</i>				40.0			36.9				36.3				35.3			35.4				35.7		
<i>CI low bnd</i>				32.3			32.2				30.9				31.5			32.6				31.3			

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	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<b>Service-Learning<sup>a</sup></b>	%				55			57				57				62			64				61		
	n				57			109				93				240			397				165		
	SE				6.6			4.8				5.2				3.1			2.4				3.8		
	CI up bnd				68			66				67				69			69				68		
	CI low bnd				42			48				47				56			59				53		
<b>Learning Community<sup>a</sup></b>	%				5			6				15				27			23				31		
	n				56			112				94				244			397				166		
	SE				3.0			2.2				3.7				2.8			2.1				3.6		
	CI up bnd				11			10				22				32			27				38		
	CI low bnd				0			1				7				21			19				24		
<b>Research with Faculty<sup>a</sup></b>	%				5			3				7				26			25				30		
	n				57			111				94				242			399				165		
	SE				2.9			1.7				2.6				2.8			2.2				3.6		
	CI up bnd				11			7				12				31			29				37		
	CI low bnd				0			0				2				20			21				23		
<b>Internship or Field Experience<sup>b</sup></b>	%				75			68				70				45			39				47		
	n				59			112				94				244			400				166		
	SE				5.7			4.4				4.7				3.2			2.4				3.9		
	CI up bnd				86			77				79				51			44				55		
	CI low bnd				64			59				61				38			35				40		
<b>Study Abroad<sup>b</sup></b>	%				44			36				32				12			9				12		
	n				57			112				94				243			400				167		
	SE				6.6			4.6				4.8				2.1			1.4				2.5		
	CI up bnd				56			45				41				16			11				17		
	CI low bnd				31			27				23				8			6				7		
<b>Culminating Senior Experience<sup>b</sup></b>	%				64			48				59				52			43				44		
	n				56			110				94				244			398				166		
	SE				6.4			4.8				5.1				3.2			2.5				3.9		
	CI up bnd				77			57				69				58			48				52		
	CI low bnd				51			38				49				46			38				37		
<b>Overall HIP Participation<sup>c</sup></b>																									
<b>Participated in one HIP</b>	%				46			51				54				23			27				27		
	n				59			112				94				244			401				167		
	SE				6.6			4.7				5.2				2.7			2.2				3.5		
	CI up bnd				59			60				64				29			32				34		
	CI low bnd				33			41				44				18			23				20		
<b>Participated in two or more HIPs</b>	%				9			6				11				62			57				63		
	n				59			112				94				244			401				167		
	SE				3.7			2.3				3.2				3.1			2.5				3.8		
	CI up bnd				16			11				17				68			62				70		
	CI low bnd				1			2				4				56			52				55		

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.