
NSSE 2025

Multi-Year Report

University of Kentucky

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										
2014										
2015	17%	+/- 3.0%	895	723	172	23%	+/- 2.5%	1,135	954	181
2016										
2017										
2018	20%	+/- 2.8%	995	812	183	20%	+/- 2.4%	1,296	1,104	192
2019	31%	+/- 2.1%	1,490	1,274	216	28%	+/- 2.2%	1,422	1,251	171
2020	43%	+/- 1.7%	1,873	1,545	328	39%	+/- 1.7%	2,085	1,821	264
2021	46%	+/- 1.7%	1,719	1,513	206	41%	+/- 1.6%	2,189	1,875	314
2022	40%	+/- 2.0%	1,448	1,193	255	38%	+/- 1.7%	2,058	1,682	376
2023	50%	+/- 1.3%	2,923	2,418	505	38%	+/- 1.5%	2,595	2,166	429
2024	29%	+/- 2.0%	1,787	1,413	374	21%	+/- 2.4%	1,377	1,171	206
2025	36%	+/- 1.6%	2,267	1,796	471	24%	+/- 2.1%	1,662	1,351	311

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Learning with Tech, Kentucky Council on Postsecondary Education		No	Yes
2016							
2017							
2018	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2019	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2020	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	Yes
2021	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	Yes
2022	Email	Census	Yes	Inclusiv & Cult Div, HIP Quality	No	No	Yes
2023	Email	Census	Yes	Transferable Skills, Career Preparation	No	No	Yes
2024	Email	Census	Yes	Transferable Skills, Career Preparation	No	No	No
2025	Email	Census	Yes	Transferable Skills, 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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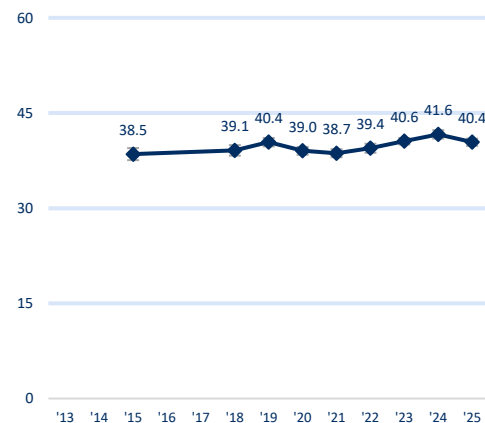
Engagement Results by Theme

University of Kentucky

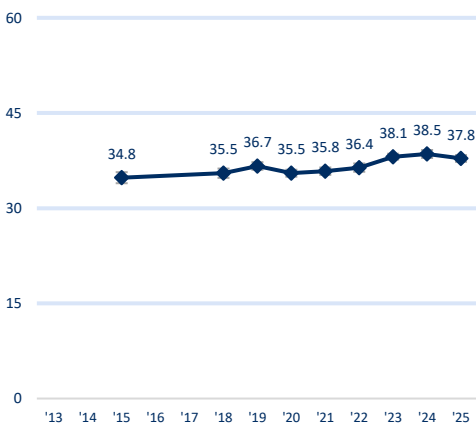
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

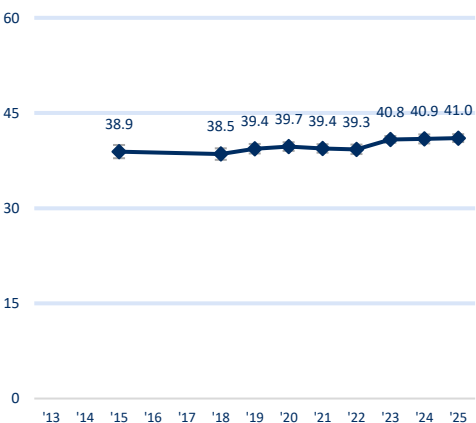
Higher-Order Learning



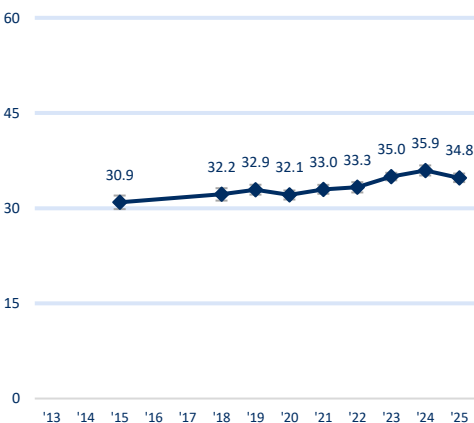
Reflective & Integrative Learning



Learning Strategies

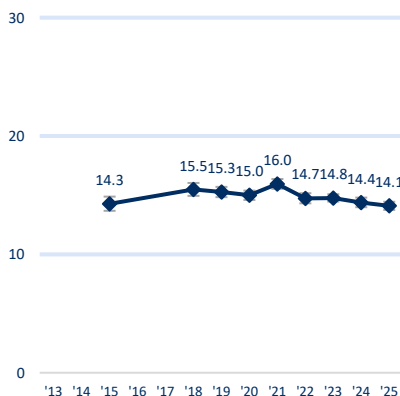


Quantitative Reasoning

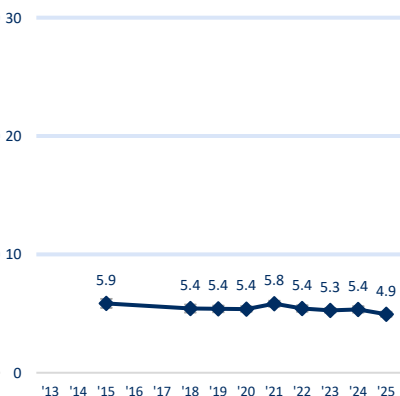


Academic Challenge (additional items): First-year students

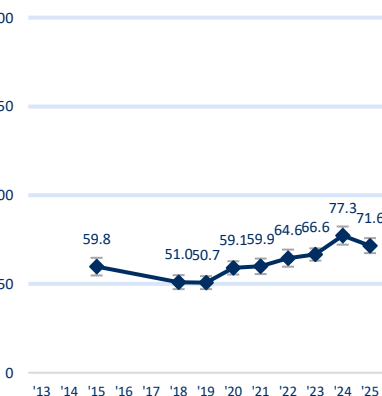
Preparing for Class (hrs/wk)



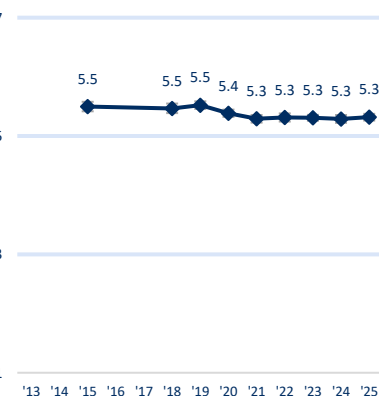
Course Reading (hrs/wk)^a



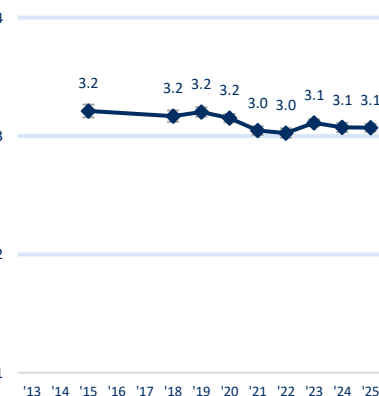
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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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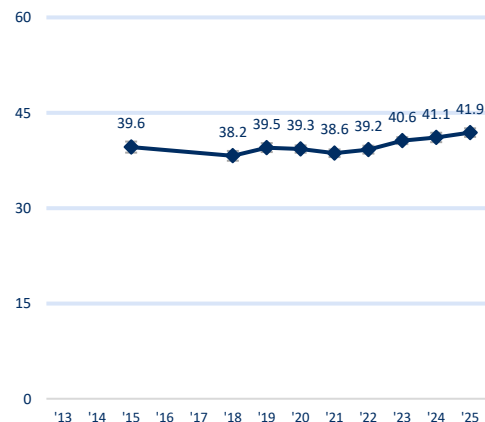
Engagement Results by Theme

University of Kentucky

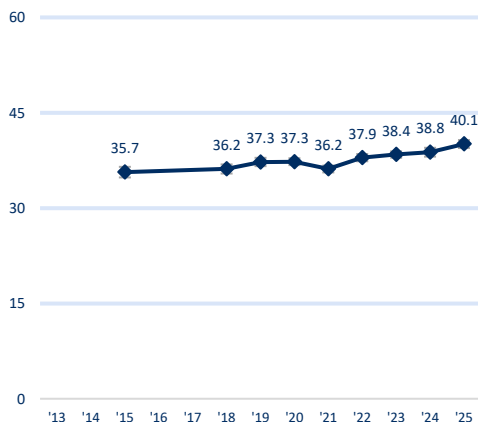
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

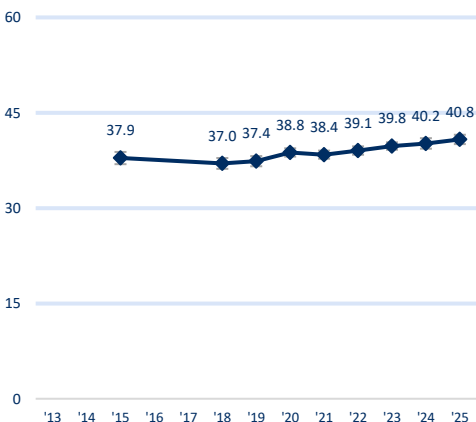
Higher-Order Learning



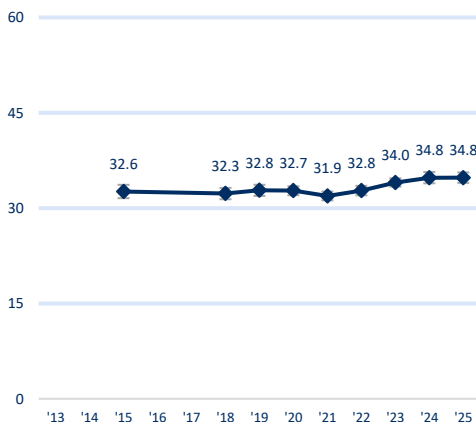
Reflective & Integrative Learning



Learning Strategies

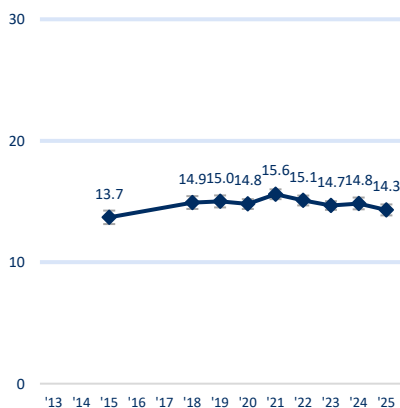


Quantitative Reasoning

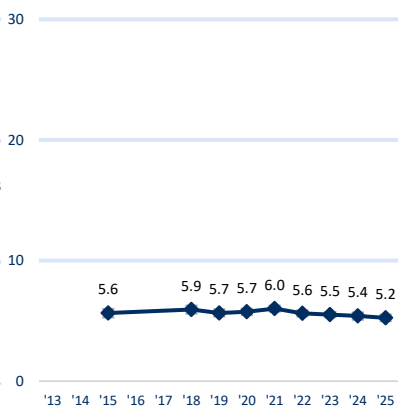


Academic Challenge (additional items): Seniors

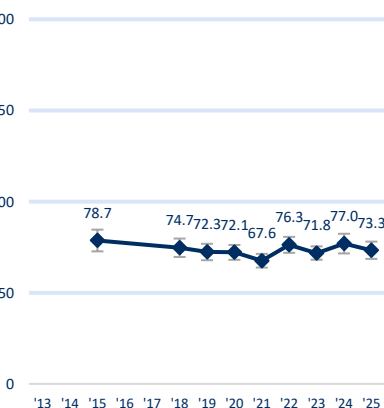
Preparing for Class (hrs/wk)



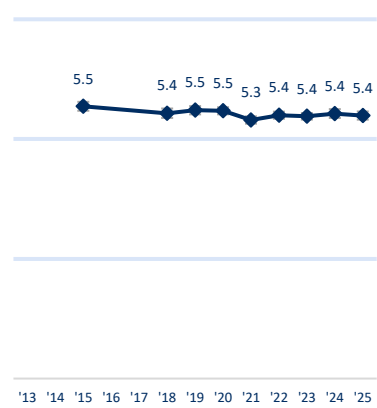
Course Reading (hrs/wk)^a



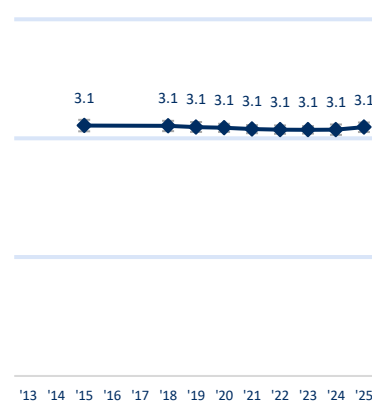
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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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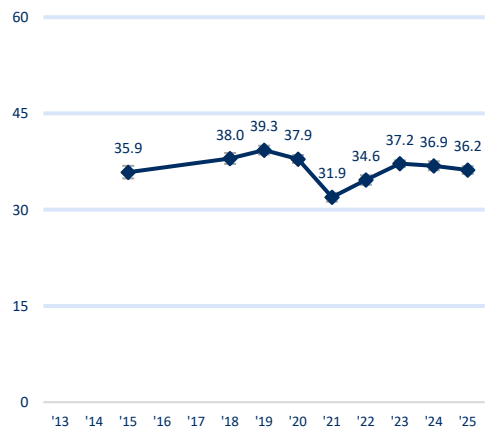
Engagement Results by Theme

University of Kentucky

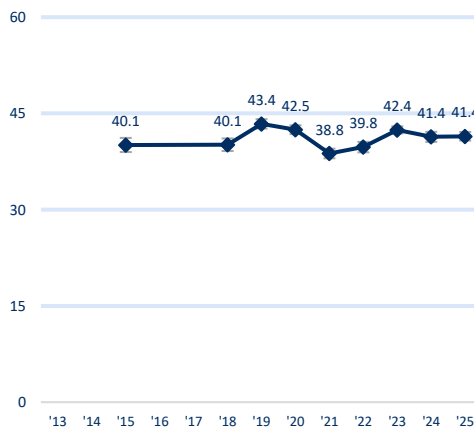
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning With Peers: First-year students

Collaborative Learning

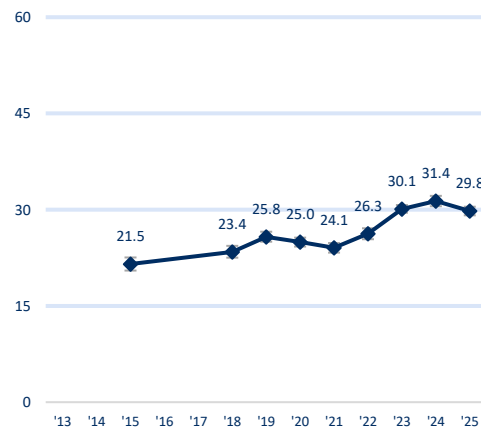


Discussions With Diverse Others

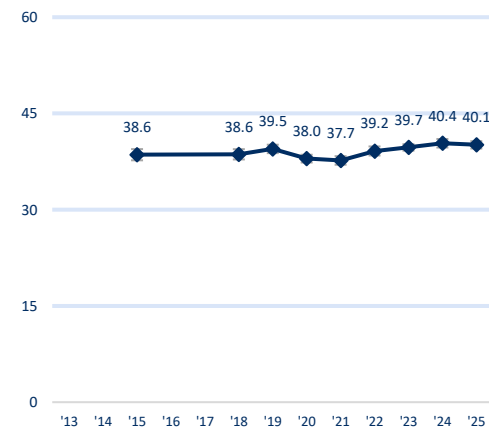


Experiences With Faculty: First-year students

Student-Faculty Interaction

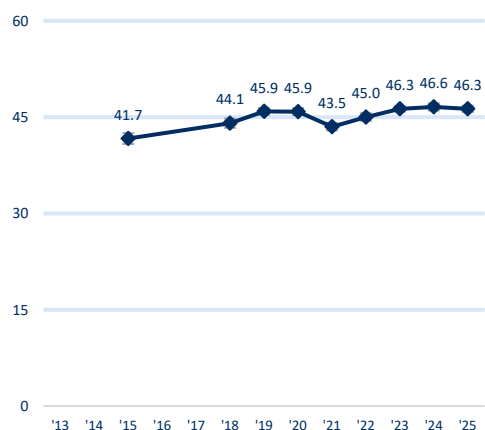


Effective Teaching Practices

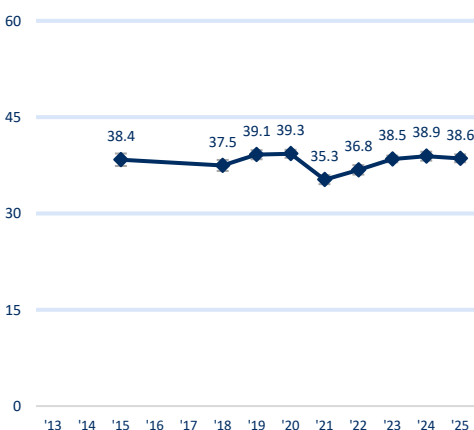


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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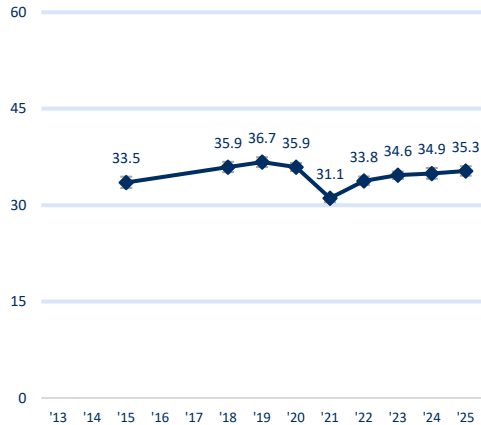
Engagement Results by Theme

University of Kentucky

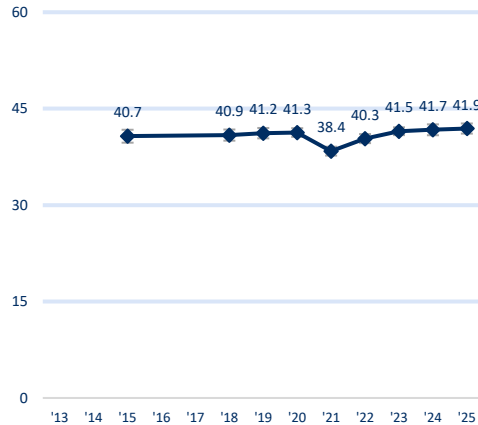
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Learning With Peers: Seniors

Collaborative Learning

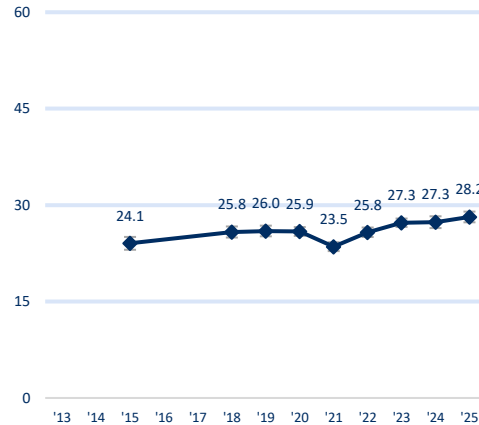


Discussions With Diverse Others

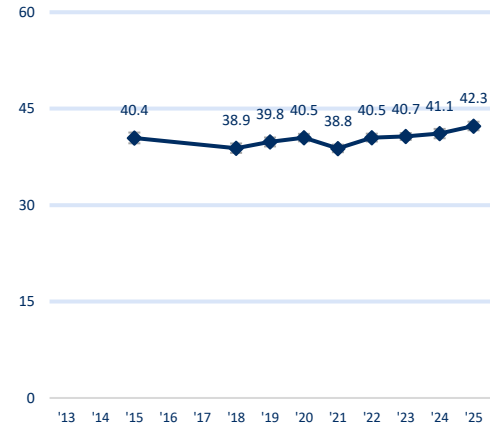


Experiences With Faculty: Seniors

Student-Faculty Interaction

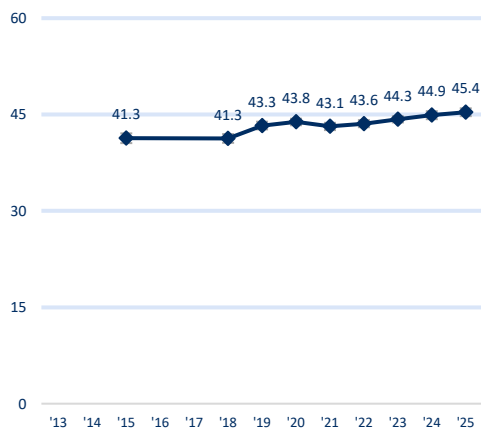


Effective Teaching Practices

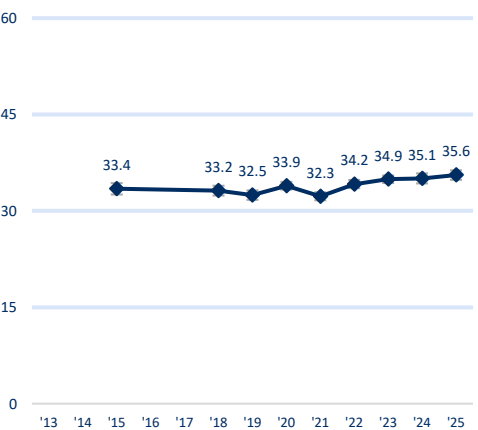


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

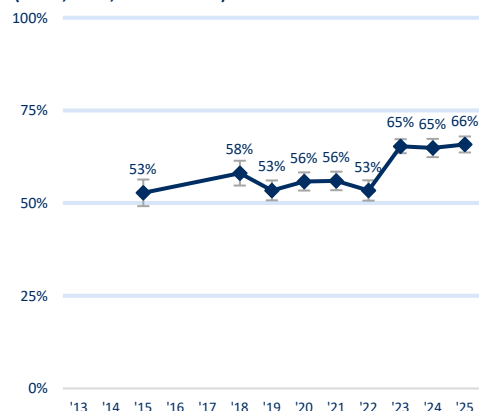


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

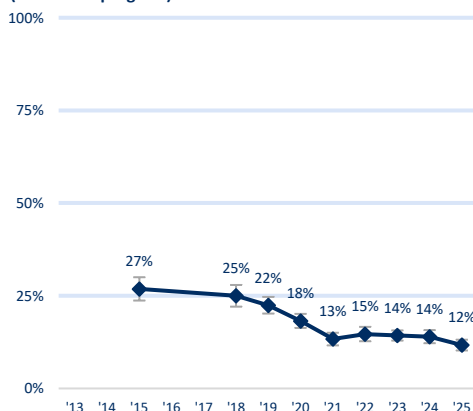
Service-Learning

(Some, most, or all courses)



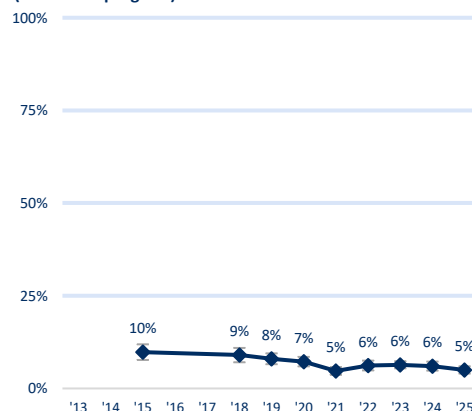
Learning Community

(Done or in progress)



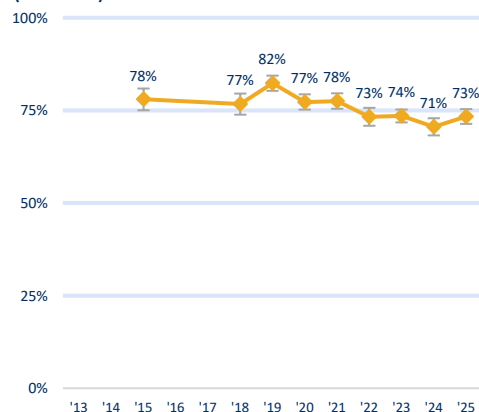
Research With Faculty

(Done or in progress)



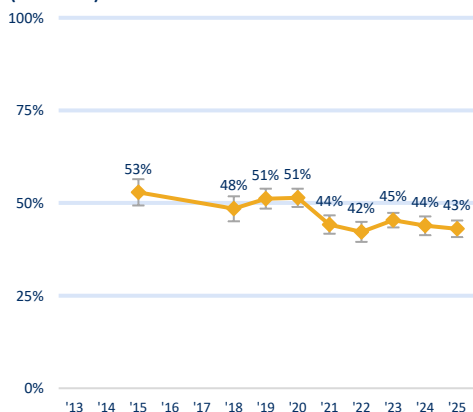
Internship/Field Experience

(Plan to do)



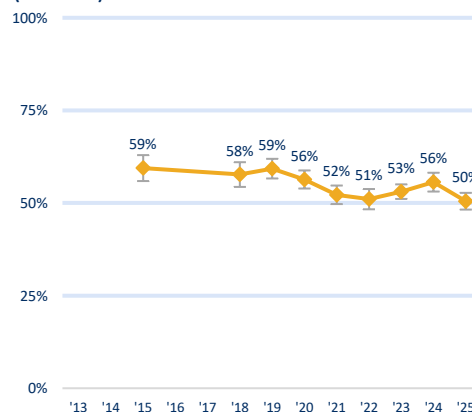
Study Abroad

(Plan to do)



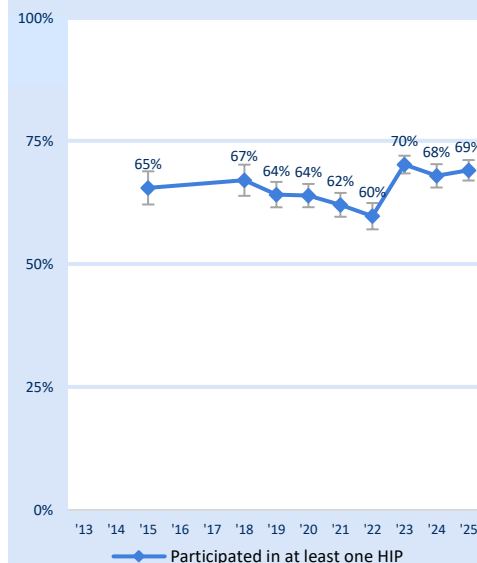
Culminating Senior Experience

(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.

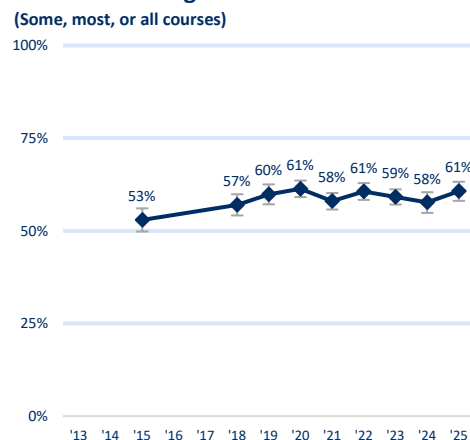


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

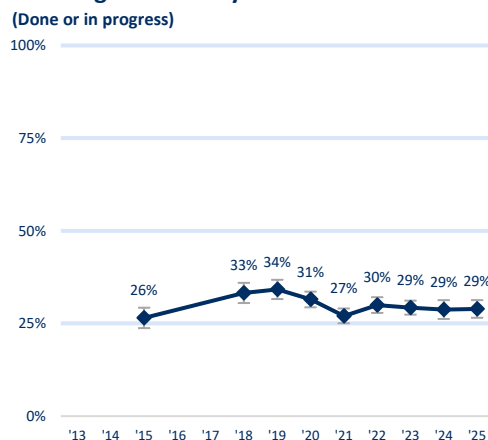
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

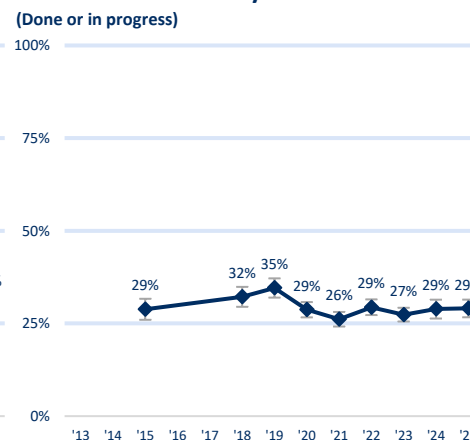
Service-Learning (Some, most, or all courses)



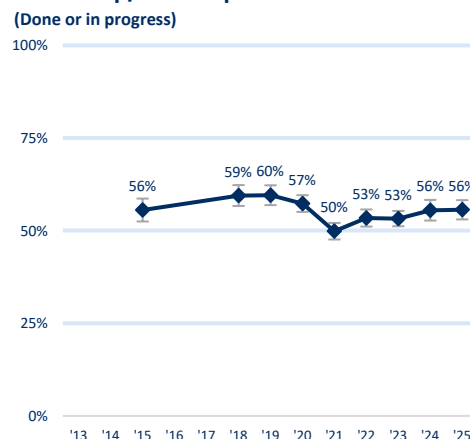
Learning Community (Done or in progress)



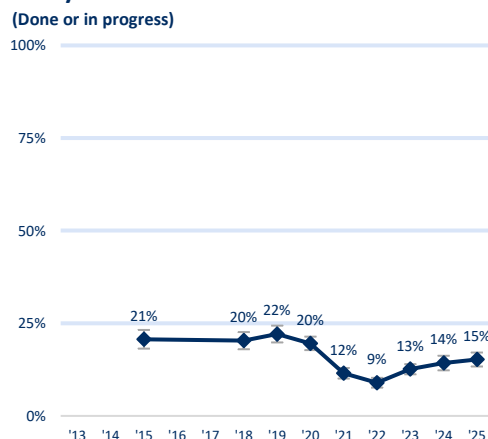
Research With Faculty (Done or in progress)



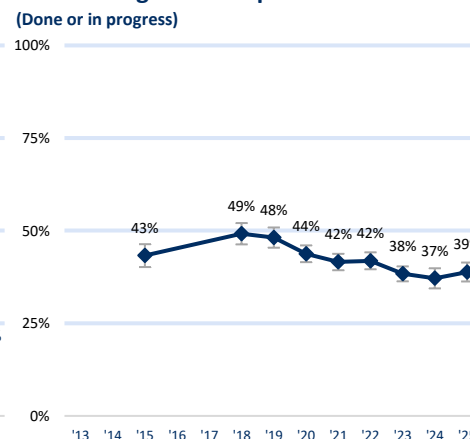
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

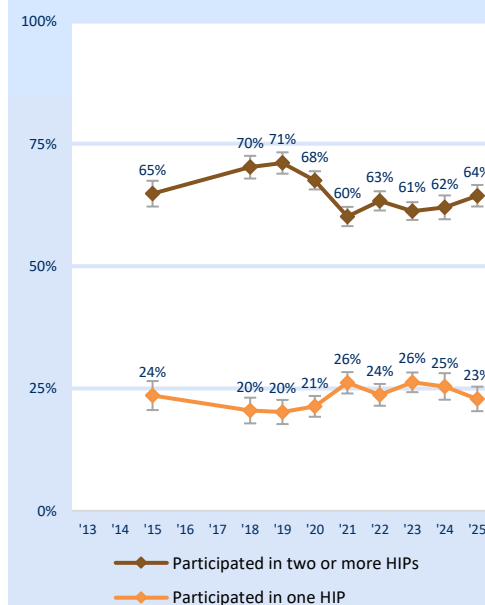


Culminating Senior Experience (Done or in progress)



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

University of Kentucky

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25		
Academic Challenge																													
Higher-Order Learning	Mean			38.5			39.1	40.4	39.0	38.7	39.4	40.6	41.6	40.4			39.6			38.2	39.5	39.3	38.6	39.2	40.6	41.1	41.9		
	n			794			885	1,359	1,654	1,592	1,334	2,612	1,581	2,014			1,008			1,188	1,317	1,897	1,985	1,859	2,343	1,258	1,494		
	SD			13.7			12.5	12.3	12.8	12.8	13.2	13.2	13.2	13.0			14.1			13.6	13.0	12.8	13.6	13.6	13.5	13.4	13.3		
	SE			.49			.42	.33	.31	.32	.36	.26	.33	.29			.44			.39	.36	.29	.31	.32	.28	.38	.34		
	CI up bnd			39.5			39.9	41.1	39.7	39.3	40.2	41.1	42.3	41.0			40.5			39.0	40.2	39.9	39.2	39.8	41.2	41.9	42.6		
	CI low bnd			37.6			38.3	39.7	38.4	38.0	38.7	40.0	41.0	39.8			38.7			37.5	38.8	38.7	38.0	38.6	40.1	40.4	41.2		
Reflective & Integrative Learning	Mean			34.8			35.5	36.7	35.5	35.8	36.4	38.1	38.5	37.8			35.7			36.2	37.3	37.3	36.2	37.9	38.4	38.8	40.1		
	n			825			911	1,409	1,738	1,645	1,379	2,745	1,666	2,125			1,044			1,230	1,351	1,983	2,085	1,948	2,469	1,307	1,563		
	SD			12.7			11.3	11.5	11.7	12.1	12.4	12.3	13.1	12.4			13.8			12.9	12.3	12.3	12.6	12.9	12.7	12.8	12.6		
	SE			.44			.37	.31	.28	.30	.33	.24	.32	.27			.43			.37	.33	.28	.28	.29	.26	.35	.32		
	CI up bnd			35.7			36.2	37.3	36.1	36.4	37.0	38.6	39.2	38.4			36.5			36.9	37.9	37.8	36.7	38.5	38.9	39.5	40.7		
	CI low bnd			33.9			34.8	36.1	35.0	35.2	35.7	37.7	37.9	37.3			34.8			35.4	36.6	36.8	35.6	37.4	37.9	38.1	39.5		
Learning Strategies	Mean			38.9			38.5	39.4	39.7	39.4	39.3	40.8	40.9	41.0			37.9			37.0	37.4	38.8	38.4	39.1	39.8	40.2	40.8		
	n			745			848	1,331	1,598	1,546	1,297	2,489	1,490	1,888			970			1,152	1,284	1,858	1,916	1,798	2,239	1,229	1,402		
	SD			14.5			13.4	14.0	13.9	13.3	13.7	13.5	14.0	13.7			15.2			14.7	14.7	14.4	14.3	14.2	14.1	14.8	14.0		
	SE			.53			.46	.38	.35	.34	.38	.27	.36	.32			.49			.43	.41	.33	.33	.34	.30	.42	.37		
	CI up bnd			40.0			39.4	40.1	40.4	40.1	40.0	41.4	41.6	41.7			38.8			37.9	38.2	39.4	39.0	39.7	40.3	41.0	41.5		
	CI low bnd			37.9			37.6	38.6	39.0	38.8	38.5	40.3	40.2	40.4			36.9			36.2	36.6	38.1	37.8	38.4	39.2	39.3	40.1		
Quantitative Reasoning	Mean			30.9			32.2	32.9	32.1	33.0	33.3	35.0	35.9	34.8			32.6			32.3	32.8	32.7	31.9	32.8	34.0	34.8	34.8		
	n			798			856	1,339	1,606	1,555	1,306	2,527	1,512	1,937			1,022			1,176	1,289	1,871	1,924	1,803	2,263	1,231	1,428		
	SD			15.4			14.5	14.5	14.6	14.2	15.0	15.2	15.7	15.1			17.1			15.6	16.0	15.5	15.4	16.2	15.9	15.8	15.8		
	SE			.55			.50	.40	.36	.36	.41	.30	.40	.34			.53			.45	.45	.36	.35	.38	.33	.45	.42		
	CI up bnd			32.0			33.1	33.7	32.8	33.7	34.1	35.6	36.7	35.5			33.7			33.2	33.7	33.4	32.6	33.5	34.7	35.7	35.6		
	CI low bnd			29.9			31.2	32.1	31.4	32.3	32.5	34.4	35.2	34.1			31.6			31.4	31.9	32.0	31.2	32.0	33.4	33.9	34.0		
Academic Challenge (additional items)																													
Preparing for Class (hours/week)	Mean			14.3			15.5	15.3	15.0	16.0	14.7	14.8	14.4	14.1			13.7			14.9	15.0	14.8	15.6	15.1	14.7	14.8	14.3		
	n			726			826	1,306	1,556	1,513	1,271	2,432	1,437	1,831			951			1,133	1,270	1,831	1,876	1,775	2,186	1,193	1,359		
	SD			8.2			8.0	8.0	7.9	8.2	7.8	7.8	7.8	7.5			8.7			9.1	9.0	8.8	8.9	8.7	8.5	8.6	8.5		
	SE			.31			.28	.22	.20	.21	.22	.16	.21	.18			.28			.27	.25	.21	.21	.21	.18	.25	.23		
	CI up bnd			14.9			16.0	15.7	15.4	16.4	15.2	15.1	14.8	14.4			14.3			15.4	15.5	15.2	16.0	15.5	15.0	15.3	14.8		
	CI low bnd			13.7			14.9	14.8	14.6	15.5	14.3	14.5	14.0	13.8			13.1			14.4	14.5	14.4	15.2	14.7	14.3	14.4	13.9		
Course Est. hrs per week calculated from two items.	Mean			5.9			5.4	5.4	5.4	5.8	5.4	5.3	5.4	4.9			5.6			5.9	5.7	5.7	6.0	5.6	5.5	5.4	5.2		
	n			710			822	1,301	1,546	1,504	1,255	2,408	1,417	1,810			937			1,125	1,266	1,819	1,870	1,769	2,164	1,176	1,349		
	SD			5.2			4.9	5.1	4.7	5.0	4.9	4.8	5.2	4.6			5.5			5.6	5.4	5.6	5.6	5.4	5.2	5.3	5.1		
	SE			.19			.17	.14	.12	.13	.14	.10	.14	.11			.18			.17	.15	.13	.13	.13	.11	.16	.14		
	CI up bnd			6.2			5.8	5.7	5.6	6.1	5.7	5.5	5.6	5.2			6.0			6.3	6.0	6.0	6.3	5.9	5.7	5.7	5.5		
	CI low bnd			5.5			5.1	5.1	5.2	5.6	5.2	5.1	5.1	4.7			5.3			5.6	5.4	5.5	5.8	5.4	5.3	5.1	5.0		

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

University of Kentucky

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			59.8			51.0	50.7	59.1	59.9	64.6	66.6	77.3	71.6							78.7			74.7	72.3	72.1	67.6	76.3	71.8	77.0	73.3
	n			732			861	1,339	1,603	1,549	1,304	2,520	1,509	1,926							940			1,175	1,293	1,864	1,925	1,794	2,257	1,225	1,427
	SD			68.6			59.0	67.9	76.3	87.7	88.8	88.4	101.3	94.6							93.1			88.4	82.6	89.7	84.0	94.5	88.9	96.5	91.2
	SE			2.54			2.01	1.86	1.91	2.23	2.46	1.76	2.61	2.15							3.04			2.58	2.30	2.08	1.91	2.23	1.87	2.76	2.41
	CI up bnd			64.7			55.0	54.4	62.8	64.3	69.4	70.1	82.4	75.8							84.6			79.7	76.9	76.2	71.3	80.6	75.4	82.4	78.0
	CI low bnd			54.8			47.1	47.1	55.3	55.6	59.7	63.1	72.1	67.4							72.7			69.6	67.8	68.1	63.8	71.9	68.1	71.6	68.6
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean			5.5			5.5	5.5	5.4	5.3	5.3	5.3	5.3	5.3							5.5			5.4	5.5	5.5	5.3	5.4	5.4	5.4	5.4
	n			763			849	1,325	1,594	1,542	1,292	2,496	1,481	1,886							991			1,162	1,291	1,856	1,921	1,795	2,241	1,225	1,403
	SD			1.1			1.2	1.2	1.2	1.3	1.3	1.3	1.3	1.3							1.2			1.4	1.3	1.3	1.4	1.3	1.3	1.3	1.3
	SE			.04			.04	.03	.03	.03	.03	.03	.03	.03							.04			.04	.04	.03	.03	.03	.03	.04	.03
	CI up bnd			5.6			5.5	5.6	5.4	5.4	5.4	5.4	5.4	5.4							5.6			5.5	5.6	5.5	5.4	5.5	5.4	5.5	5.5
	CI low bnd			5.4			5.4	5.5	5.3	5.2	5.2	5.3	5.2	5.3							5.5			5.4	5.4	5.4	5.3	5.3	5.3	5.4	5.3
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	Mean			3.2			3.2	3.2	3.2	3.0	3.0	3.1	3.1	3.1							3.1			3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
	n			730			835	1,320	1,573	1,518	1,279	2,441	1,447	1,845							959			1,147	1,278	1,839	1,892	1,785	2,213	1,206	1,378
	SD			0.7			0.7	0.7	0.7	0.7	0.7	0.7	0.8	0.7							0.8			0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
	SE			.03			.02	.02	.02	.02	.02	.01	.02	.02							.02			.02	.02	.02	.02	.02	.02	.02	.02
	CI up bnd			3.3			3.2	3.2	3.2	3.1	3.1	3.1	3.1	3.1							3.2			3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
	CI low bnd			3.2			3.1	3.2	3.1	3.0	3.0	3.1	3.0	3.0							3.1			3.1	3.1	3.1	3.0	3.0	3.0	3.0	3.1
Learning With Peers																															
Collaborative Learning	Mean			35.9			38.0	39.3	37.9	31.9	34.6	37.2	36.9	36.2							33.5			35.9	36.7	35.9	31.1	33.8	34.6	34.9	35.3
	n			833			966	1,455	1,817	1,683	1,404	2,841	1,724	2,196							1,075			1,260	1,393	2,042	2,137	2,000	2,537	1,338	1,612
	SD			14.4			13.5	13.2	13.3	14.4	14.1	14.1	14.7	14.3							14.6			14.5	14.5	14.6	14.9	15.2	15.0	15.5	15.2
	SE			.50			.43	.35	.31	.35	.38	.26	.35	.31							.45			.41	.39	.32	.32	.34	.30	.42	.38
	CI up bnd			36.8			38.8	40.0	38.5	32.6	35.4	37.7	37.5	36.8							34.4			36.7	37.5	36.6	31.7	34.4	35.2	35.8	36.1
	CI low bnd			34.9			37.1	38.6	37.3	31.3	33.9	36.6	36.2	35.6							32.7			35.1	35.9	35.3	30.5	33.1	34.1	34.1	34.6
Discussions With Diverse Others	Mean			40.1			40.1	43.4	42.5	38.8	39.8	42.4	41.4	41.4							40.7			40.9	41.2	41.3	38.4	40.3	41.5	41.7	41.9
	n			755			850	1,331	1,596	1,555	1,300	2,500	1,490	1,919							986			1,170	1,300	1,862	1,923	1,798	2,252	1,233	1,422
	SD			15.5			14.5	13.6	14.0	15.1	15.0	14.2	15.4	15.0							16.1			15.1	14.8	14.9	15.5	15.2	14.7	15.2	15.2
	SE			.56			.50	.37	.35	.38	.42	.28	.40	.34							.51			.44	.41	.34	.35	.36	.31	.43	.40
	CI up bnd			41.2			41.1	44.1	43.2	39.5	40.6	43.0	42.1	42.1							41.7			41.8	42.0	42.0	39.1	41.0	42.1	42.6	42.7
	CI low bnd			39.0			39.2	42.6	41.8	38.0	38.9	41.9	40.6	40.8							39.7			40.0	40.4	40.6	37.7	39.6	40.9	40.9	41.1

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

NSSE 2025 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of Kentucky

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			21.5			23.4	25.8	25.0	24.1	26.3	30.1	31.4	29.8			24.1			25.8	26.0	25.9	23.5	25.8	27.3	27.3	28.2		
	n			804			896	1,373	1,676	1,604	1,354	2,652	1,625	2,051			1,023			1,195	1,336	1,927	2,015	1,887	2,378	1,271	1,512		
	SD			14.8			14.1	14.7	14.5	15.3	16.0	15.8	16.6	15.5			16.3			15.2	15.5	15.3	15.8	16.4	16.3	16.7	16.5		
	SE			.52			.47	.40	.36	.38	.43	.31	.41	.34			.51			.44	.42	.35	.35	.38	.33	.47	.43		
	CI up bnd			22.6			24.4	26.6	25.6	24.8	27.1	30.7	32.2	30.5			25.0			26.7	26.8	26.6	24.2	26.5	27.9	28.3	29.0		
	CI low bnd			20.5			22.5	25.0	24.3	23.3	25.4	29.5	30.5	29.1			23.1			25.0	25.1	25.2	22.8	25.0	26.6	26.4	27.3		
Effective Teaching Practices	Mean			38.6			38.6	39.5	38.0	37.7	39.2	39.7	40.4	40.1			40.4			38.9	39.8	40.5	38.8	40.5	40.7	41.1	42.3		
	n			810			880	1,365	1,659	1,599	1,344	2,624	1,588	2,018			1,031			1,196	1,317	1,905	1,984	1,868	2,335	1,263	1,489		
	SD			12.7			12.2	12.4	12.5	13.6	13.2	13.1	13.5	13.2			13.7			12.8	12.8	12.9	13.4	13.4	13.3	13.2	13.1		
	SE			.44			.41	.33	.31	.34	.36	.26	.34	.29			.43			.37	.35	.30	.30	.31	.27	.37	.34		
	CI up bnd			39.4			39.4	40.1	38.6	38.3	39.9	40.2	41.0	40.7			41.3			39.6	40.5	41.1	39.4	41.1	41.2	41.9	43.0		
	CI low bnd			37.7			37.8	38.8	37.4	37.0	38.4	39.2	39.7	39.5			39.6			38.1	39.1	39.9	38.2	39.9	40.1	40.4	41.6		
Campus Environment																													
Quality of Interactions	Mean			41.7			44.1	45.9	45.9	43.5	45.0	46.3	46.6	46.3			41.3			41.3	43.3	43.8	43.1	43.6	44.3	44.9	45.4		
	n			726			799	1,290	1,527	1,435	1,224	2,396	1,408	1,803			932			1,087	1,219	1,746	1,766	1,663	2,103	1,134	1,297		
	SD			11.7			10.4	10.0	10.7	11.4	10.6	10.3	10.6	10.8			11.8			11.5	10.7	10.9	12.1	11.5	11.3	10.6	11.2		
	SE			.43			.37	.28	.27	.30	.30	.21	.28	.25			.39			.35	.31	.26	.29	.28	.25	.32	.31		
	CI up bnd			42.5			44.8	46.4	46.4	44.1	45.6	46.7	47.1	46.8			42.1			42.0	43.9	44.4	43.7	44.1	44.7	45.5	46.0		
	CI low bnd			40.8			43.3	45.3	45.3	42.9	44.4	45.9	46.0	45.8			40.6			40.6	42.7	43.3	42.6	43.0	43.8	44.3	44.8		
Supportive Environment	Mean			38.4			37.5	39.1	39.3	35.3	36.8	38.5	38.9	38.6			33.4			33.2	32.5	33.9	32.3	34.2	34.9	35.1	35.6		
	n			727			824	1,310	1,566	1,510	1,273	2,423	1,442	1,838			956			1,142	1,274	1,832	1,882	1,777	2,196	1,202	1,373		
	SD			13.3			12.6	13.0	12.6	13.9	13.3	13.0	13.5	13.4			13.9			13.1	13.4	13.2	13.8	13.8	13.9	13.9	13.9		
	SE			.49			.44	.36	.32	.36	.37	.26	.36	.31			.45			.39	.37	.31	.32	.33	.30	.40	.38		
	CI up bnd			39.3			38.3	39.8	39.9	36.0	37.5	39.0	39.6	39.2			34.3			33.9	33.2	34.5	32.9	34.8	35.5	35.8	36.3		
	CI low bnd			37.4			36.6	38.4	38.7	34.6	36.1	38.0	38.2	38.0			32.6			32.4	31.7	33.3	31.6	33.5	34.3	34.3	34.8		

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).

NSSE 2025 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of Kentucky

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	%			53			58	53	56	56	53	65	65	66				53			57	60	61	58	61	59	58	61
	n			742			836	1,324	1,576	1,520	1,272	2,435	1,442	1,851				980			1,154	1,288	1,840	1,903	1,777	2,220	1,205	1,387
	SE			1.8			1.7	1.4	1.3	1.3	1.4	1.0	1.3	1.1				1.6			1.5	1.4	1.1	1.1	1.2	1.0	1.4	1.3
	CI up bnd			56			61	56	58	58	56	67	67	68				56			60	63	64	60	63	61	60	63
	CI low bnd			49			55	51	53	53	51	63	62	64				50			54	57	59	56	58	57	55	58
Learning Community ^a	%			27			25	22	18	13	15	14	14	12				26			33	34	31	27	30	29	29	29
	n			763			844	1,327	1,590	1,533	1,286	2,475	1,478	1,887				990			1,152	1,285	1,851	1,917	1,790	2,236	1,222	1,393
	SE			1.6			1.5	1.1	1.0	0.9	1.0	0.7	0.9	0.7				1.4			1.4	1.3	1.1	1.0	1.1	1.0	1.3	1.2
	CI up bnd			30			28	25	20	15	17	16	16	13				29			36	37	34	29	32	31	31	31
	CI low bnd			24			22	20	16	12	13	13	12	10				24			31	32	29	25	28	27	26	27
Research With Faculty ^a	%			10			9	8	7	5	6	6	6	5				29			32	35	29	26	29	27	29	29
	n			762			844	1,326	1,586	1,533	1,284	2,479	1,474	1,879				984			1,158	1,290	1,851	1,914	1,789	2,239	1,221	1,396
	SE			1.1			1.0	0.7	0.7	0.5	0.7	0.5	0.6	0.5				1.4			1.4	1.3	1.1	1.0	1.1	0.9	1.3	1.2
	CI up bnd			12			11	9	9	6	8	7	7	6				32			35	37	31	28	31	29	31	31
	CI low bnd			8			7	7	6	4	5	5	5	4				26			29	32	27	24	27	26	26	27
Internship or Field Experience ^b (FY results: Plan to do)	%			78			77	82	77	78	73	74	71	73				56			59	60	57	50	53	53	56	56
	n			766			846	1,333	1,595	1,541	1,289	2,485	1,487	1,892				992			1,162	1,294	1,854	1,923	1,797	2,249	1,226	1,400
	SE			1.5			1.5	1.0	1.0	1.1	1.2	0.9	1.2	1.0				1.6			1.4	1.4	1.1	1.1	1.2	1.1	1.4	1.3
	CI up bnd			81			80	84	79	80	76	75	73	75				59			62	62	60	52	56	55	58	58
	CI low bnd			75			74	80	75	75	71	72	68	71				52			57	57	55	48	51	51	53	53
Study Abroad ^b (FY results: Plan to do)	%			53			48	51	51	44	42	45	44	43				21			20	22	20	12	9	13	14	15
	n			760			845	1,329	1,583	1,535	1,282	2,473	1,479	1,886				994			1,158	1,290	1,844	1,913	1,793	2,237	1,219	1,397
	SE			1.8			1.7	1.4	1.3	1.3	1.4	1.0	1.3	1.1				1.3			1.2	1.2	0.9	0.7	0.7	0.7	1.0	1.0
	CI up bnd			56			52	54	54	47	45	47	46	45				23			23	24	21	13	10	14	16	17
	CI low bnd			49			45	48	49	42	40	43	41	41				18			18	20	18	10	8	11	12	13
Culminating Senior Experience ^b (FY results: Plan to do)	%			59			58	59	56	52	51	53	56	50				43			49	48	44	42	42	38	37	39
	n			756			843	1,322	1,588	1,532	1,283	2,473	1,474	1,883				990			1,158	1,288	1,853	1,909	1,789	2,237	1,220	1,398
	SE			1.8			1.7	1.4	1.2	1.3	1.4	1.0	1.3	1.2				1.6			1.5	1.4	1.2	1.1	1.2	1.0	1.4	1.3
	CI up bnd			63			61	62	59	55	54	55	58	53				46			52	51	46	44	44	40	40	41
	CI low bnd			56			54	57	54	50	48	51	53	48				40			46	45	42	39	40	36	34	36
Overall HIP Participation ^c																												
Participated in one HIP	%			47			46	47	49	52	48	57	56	59				24			20	20	21	26	24	26	25	23
	n			764			845	1,330	1,593	1,539	1,291	2,483	1,484	1,892				999			1,165	1,298	1,861	1,926	1,799	2,250	1,229	1,403
	SE			1.8			1.7	1.4	1.3	1.3	1.4	1.0	1.3	1.1				1.3			1.2	1.1	0.9	1.0	1.0	0.9	1.2	1.1
	CI up bnd			50			49	50	52	55	51	59	58	61				26			23	22	23	28	26	28	28	25
	CI low bnd			43			42	44	47	50	46	55	53	57				21			18	18	19	24	22	24	23	21
Participated in two or more HIPs	%			19			21	17	14	10	11	13	12	10				65			70	71	68	60	63	61	62	64
	n			764			845	1,330	1,593	1,539	1,291	2,483	1,484	1,892				999			1,165	1,298	1,861	1,926	1,799	2,250	1,229	1,403
	SE			1.4			1.4	1.0	0.9	0.8	0.9	0.7	0.9	0.7				1.5			1.3	1.3	1.1	1.1	1.1	1.0	1.4	1.3
	CI up bnd			21			24	19	16	11	13	14	14	11				68			73	74	70	62	66	63	65	67
	CI low bnd			16			18	15	13	8	10	11	11	9				62			68	69	65	58	61	59	59	62

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.