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# **NSSE 2025**

## **Multi-Year Report**

University of La Verne

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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

First-year students						Seniors				
Year	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	19%	+/- 6.8%	168	122	46	24%	+/- 3.9%	491	372	119
2014										
2015	19%	+/- 7.5%	140	94	46	19%	+/- 4.5%	385	280	105
2016										
2017	19%	+/- 7.5%	138	105	33	24%	+/- 5.0%	290	232	58
2018										
2019	27%	+/- 5.4%	236	192	44	20%	+/- 4.6%	362	273	89
2020										
2021	25%	+/- 6.1%	190	126	64	27%	+/- 4.6%	333	244	89
2022										
2023										
2024										
2025	27%	+/- 6.8%	153	110	43	32%	+/- 4.9%	266	220	46

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	No	Transferable Skills, Civic Engagement		Yes	Yes
2014							
2015	Email	Census	Yes	Civic Engagement, FY Experiences / Sr Transitions		No	Yes
2016							
2017	Email	Census	Yes	FY Experiences / Sr Transitions, New American Colleges and Universities	No	No	Yes
2018							
2019	Email	Census	Yes	Civic Engagement, Inclusiv & Cult Div	No	No	Yes
2020							
2021	Email	Census	Yes	Civic Engagement, Inclusiv & Cult Div	No	No	Yes
2022							
2023							
2024							
2025	Email	Census	Yes	Civic Engagement, Transferable Skills	No	No	No

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

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

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

# NSSE 2025 Multi-Year Report

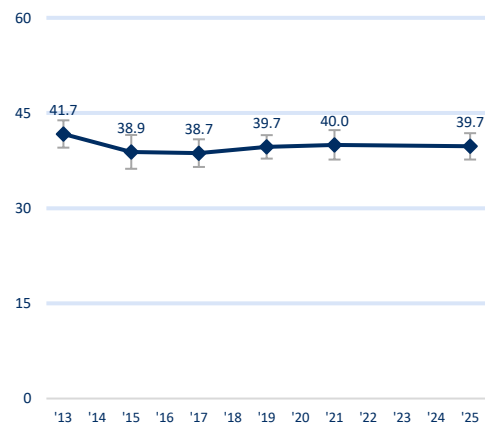
## Engagement Results by Theme

### University of La Verne

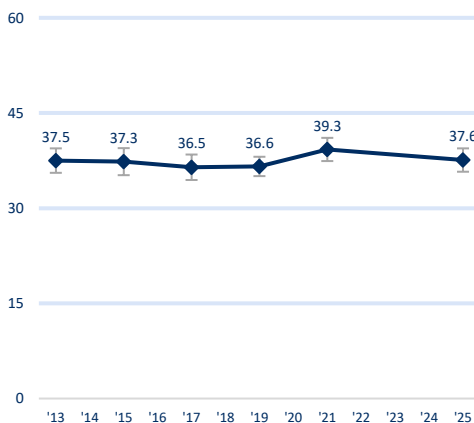
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

#### Academic Challenge: First-year students

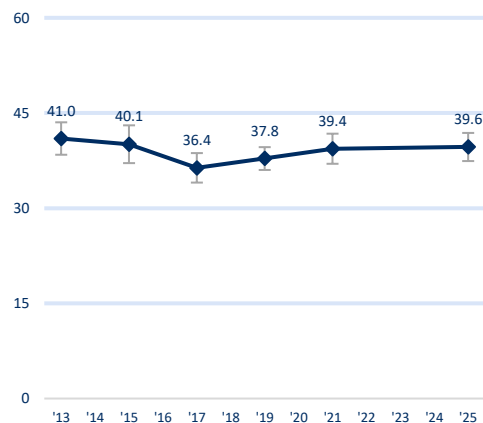
##### Higher-Order Learning



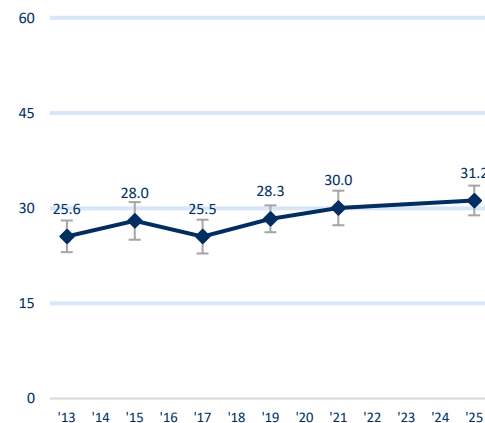
##### Reflective & Integrative Learning



##### Learning Strategies

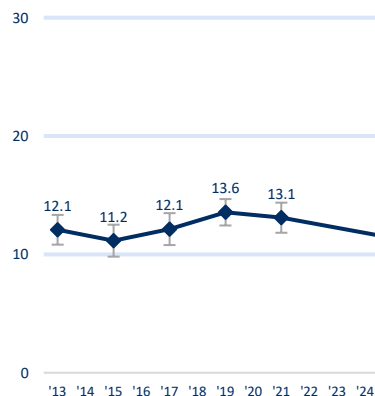


##### Quantitative Reasoning

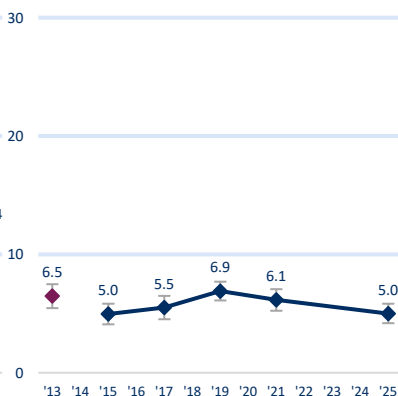


#### Academic Challenge (additional items): First-year students

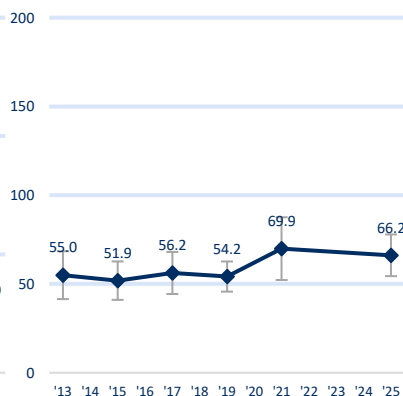
##### Preparing for Class (hrs/wk)



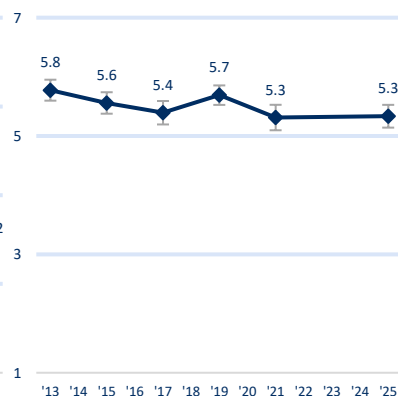
##### Course Reading (hrs/wk)<sup>a</sup>



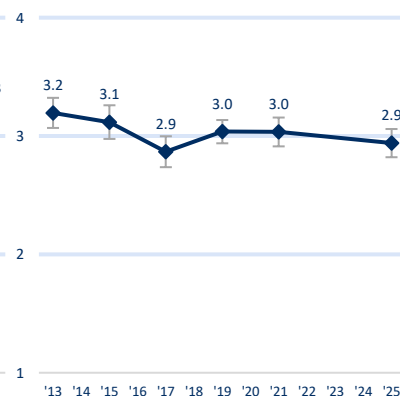
##### Assigned Writing (pages)<sup>a</sup>



##### 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. 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").

# NSSE 2025 Multi-Year Report

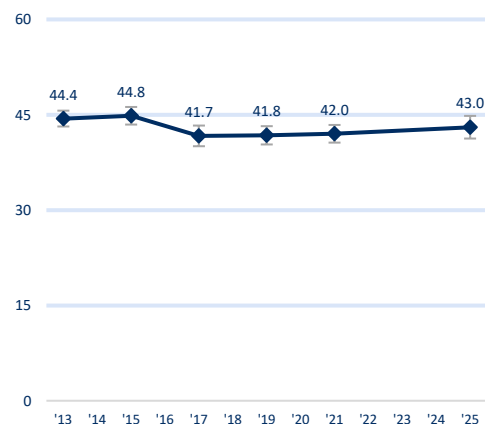
## Engagement Results by Theme

### University of La Verne

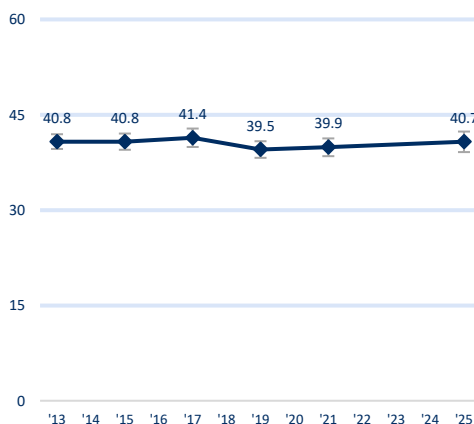
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

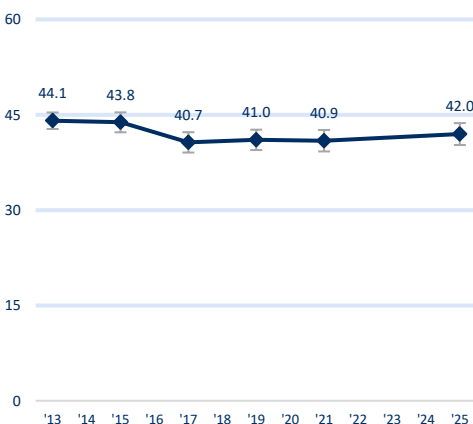
##### Higher-Order Learning



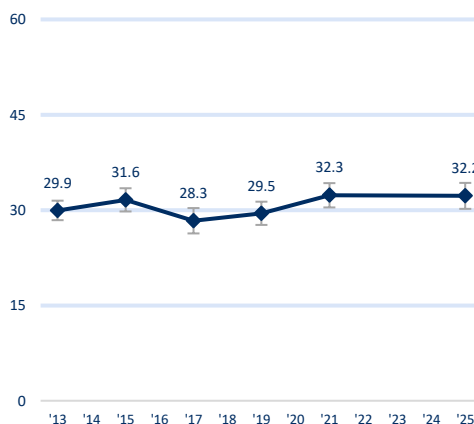
##### Reflective & Integrative Learning



##### Learning Strategies

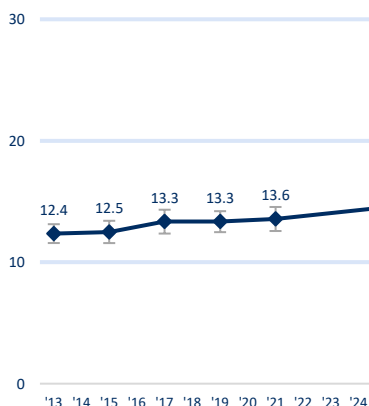


##### Quantitative Reasoning

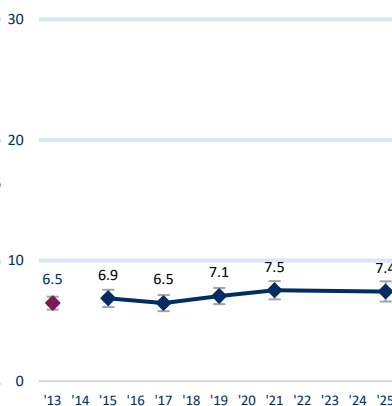


#### Academic Challenge (additional items): Seniors

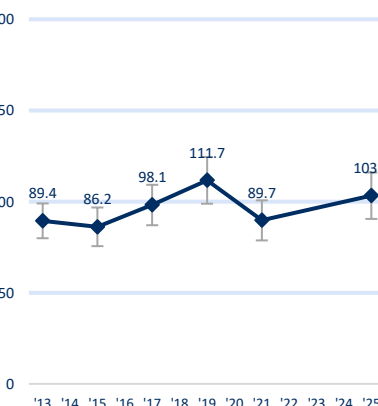
##### Preparing for Class (hrs/wk)



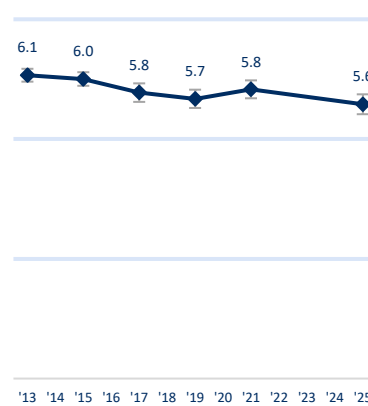
##### Course Reading (hrs/wk)<sup>a</sup>



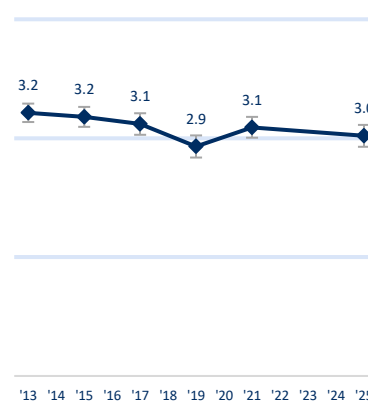
##### Assigned Writing (pages)<sup>a</sup>



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



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



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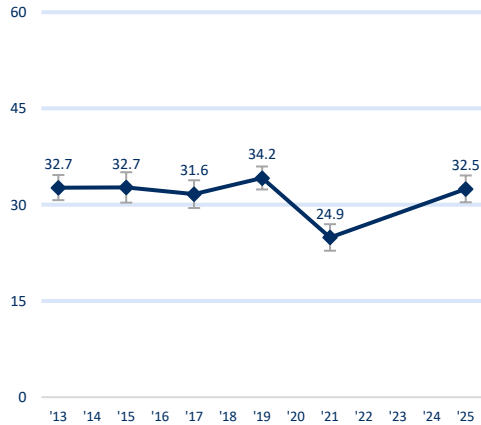
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

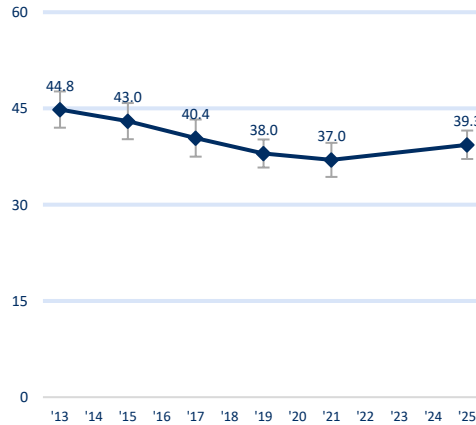
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

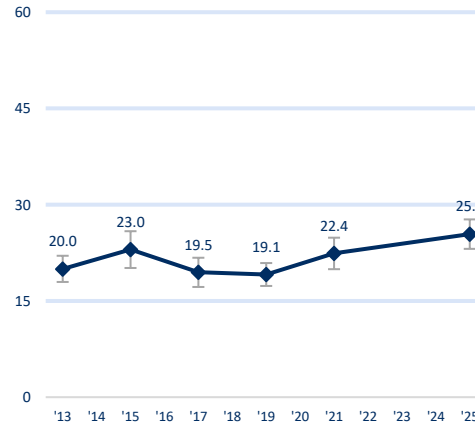


##### Discussions With Diverse Others

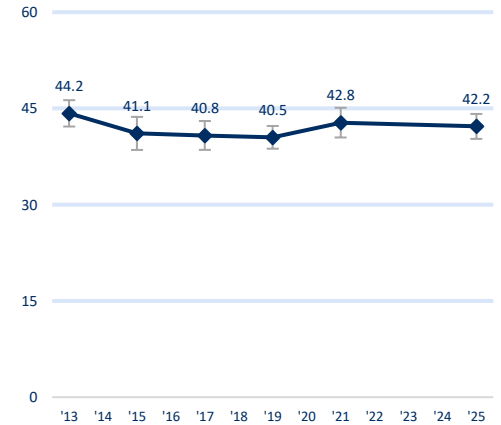


#### Experiences With Faculty: First-year students

##### Student-Faculty Interaction

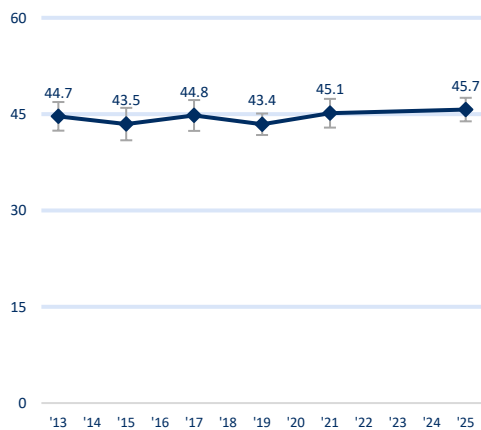


##### Effective Teaching Practices

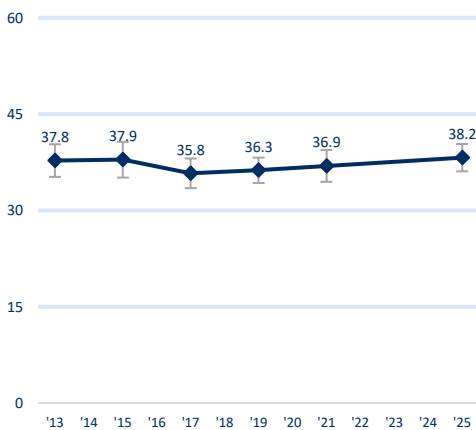


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



# NSSE 2025 Multi-Year Report

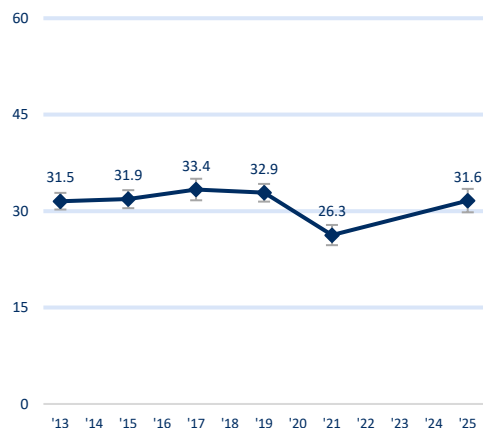
## Engagement Results by Theme

### University of La Verne

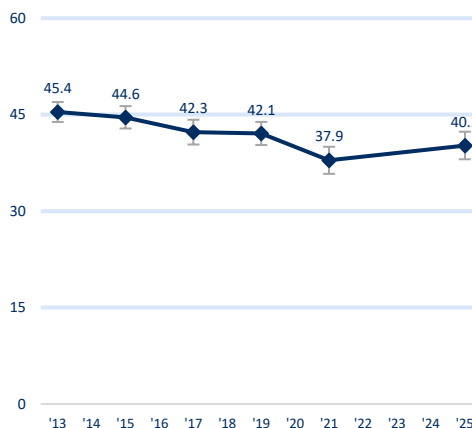
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#### Learning With Peers: Seniors

##### Collaborative Learning

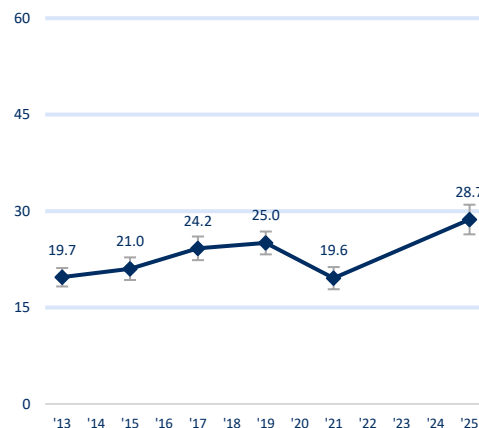


##### Discussions With Diverse Others

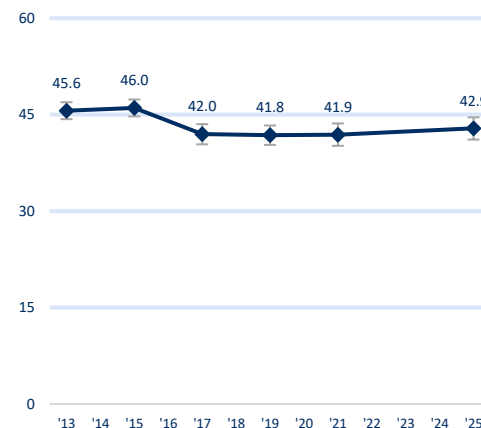


#### Experiences With Faculty: Seniors

##### Student-Faculty Interaction

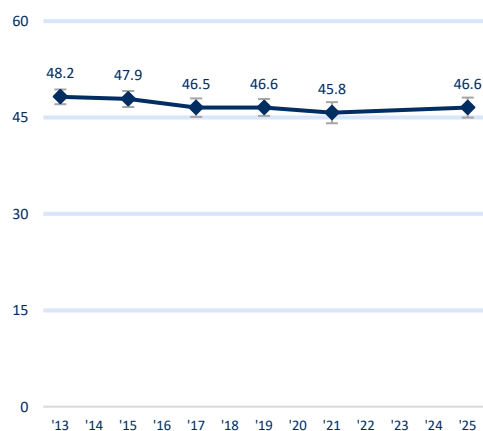


##### Effective Teaching Practices

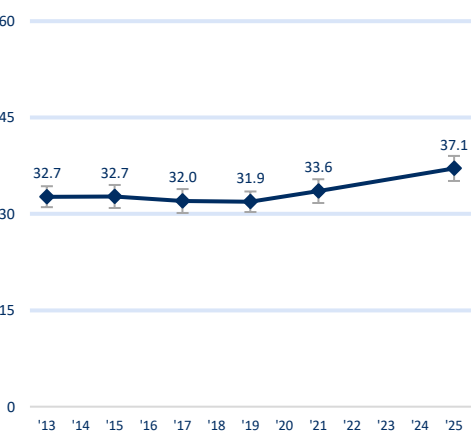


#### Campus Environment: Seniors

##### Quality of Interactions



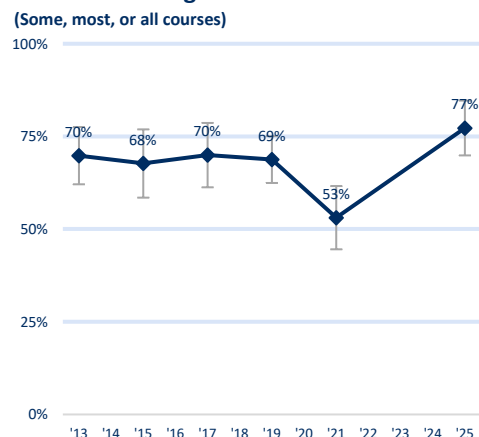
##### Supportive Environment



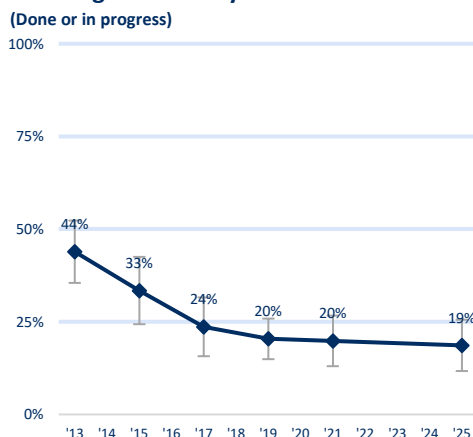
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

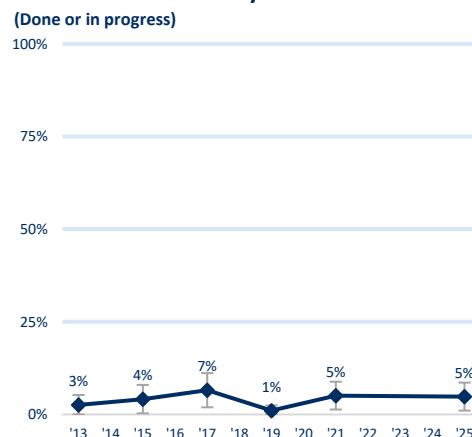
#### Service-Learning (Some, most, or all courses)



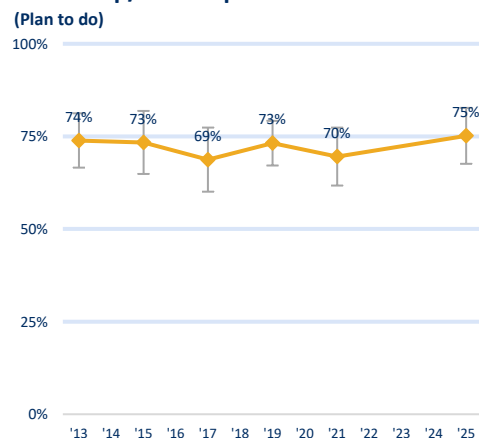
#### Learning Community (Done or in progress)



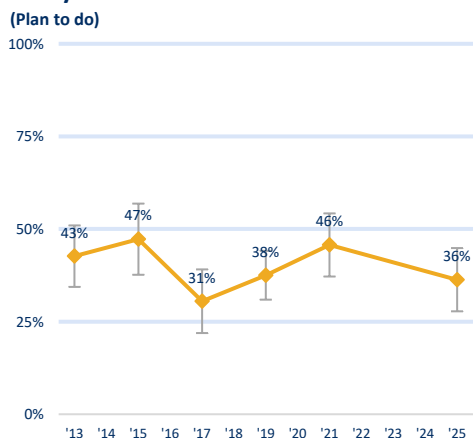
#### Research With Faculty (Done or in progress)



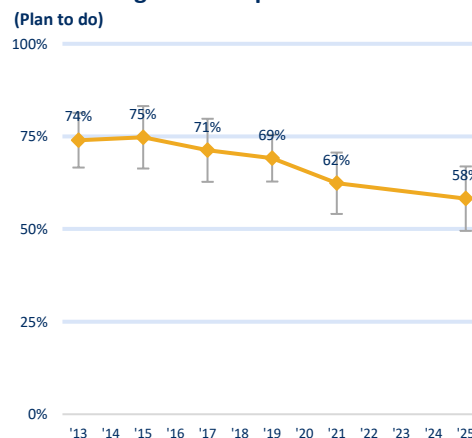
#### Internship/Field Experience (Plan to do)



#### Study Abroad (Plan to do)

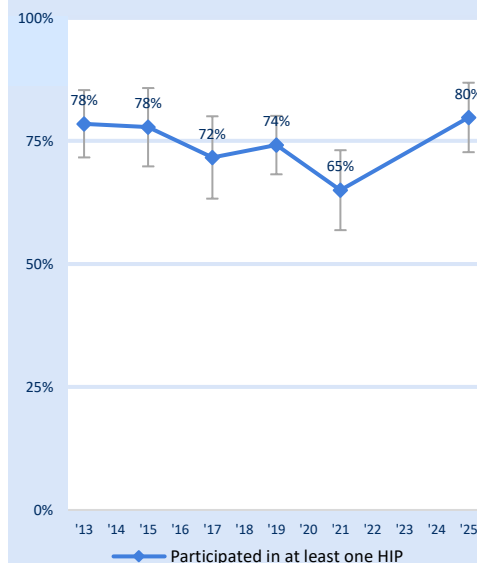


#### Culminating Senior Experience (Plan to do)



### 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.



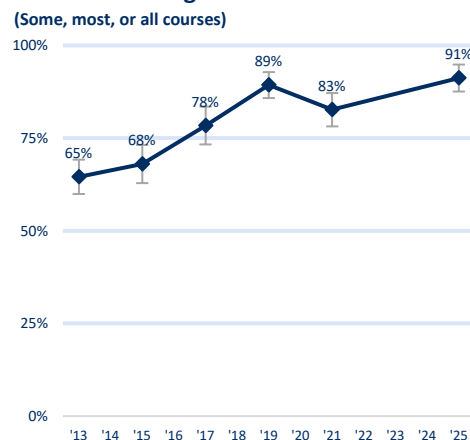
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



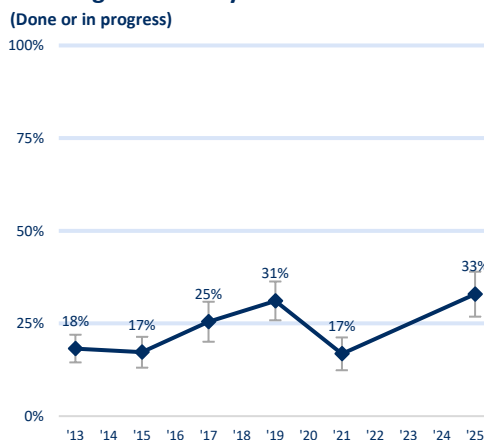
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

### High-Impact Practices: Seniors

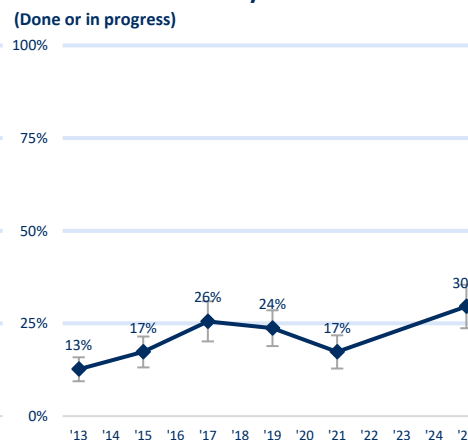
#### Service-Learning (Some, most, or all courses)



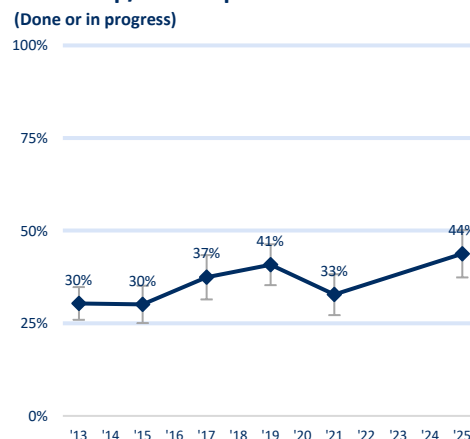
#### Learning Community (Done or in progress)



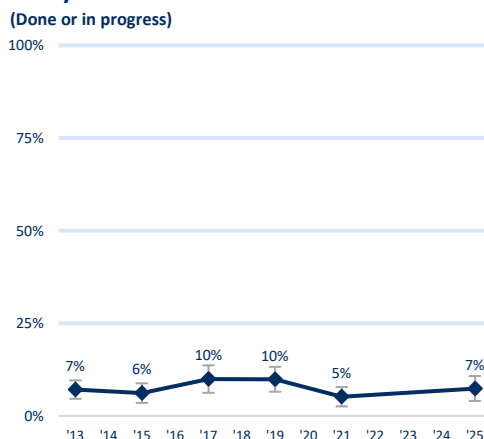
#### Research With Faculty (Done or in progress)



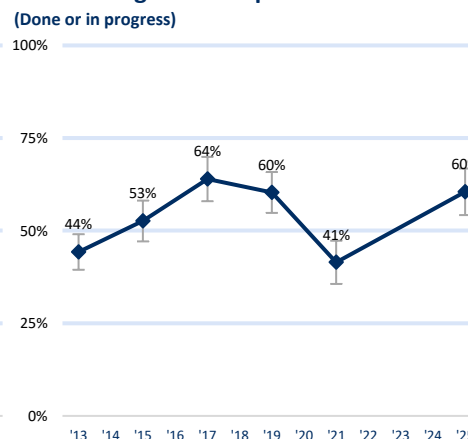
#### Internship/Field Experience (Done or in progress)



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

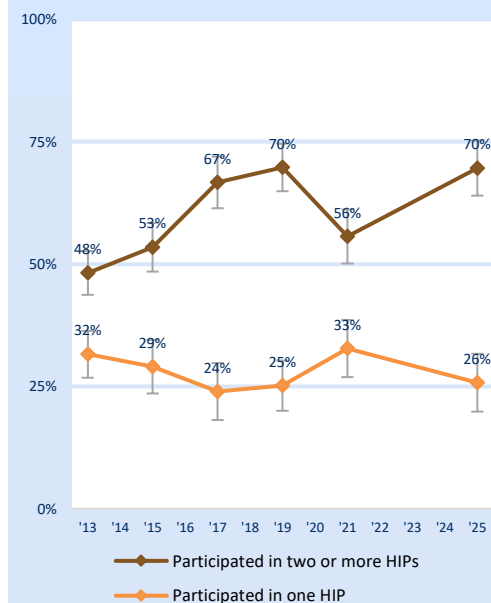


#### Culminating Senior Experience (Done or in progress)



### 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 La Verne

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	41.7		38.9		38.7		39.7		40.0				39.7	44.4		44.8		41.7		41.8		42.0				43.0		
	n	150		110		127		210		146				135	442		342		274		323		295				239		
	SD	13.5		14.2		12.5		13.7		14.3				12.3	13.4		13.1		13.7		13.2		12.2				14.1		
	SE	1.10		1.36		1.11		.94		1.19				1.06	.64		.71		.83		.74		.71				.91		
	CI up bnd	43.9		41.5		40.9		41.5		42.3				41.8	45.6		46.2		43.3		43.2		43.4				44.8		
CI low bnd	39.5		36.2		36.5		37.8		37.7				37.7	43.2		43.5		40.0		40.3		40.6					41.3		
Reflective & Integrative Learning	Mean	37.5		37.3		36.5		36.6		39.3				37.6	40.8		40.8		41.4		39.5		39.9				40.7		
	n	156		123		133		223		165				142	455		352		280		342		309				251		
	SD	12.3		12.1		11.8		11.6		12.0				11.2	12.6		12.2		12.4		12.3		12.5				13.1		
	SE	.98		1.09		1.02		.78		.93				.94	.59		.65		.74		.67		.71				.82		
	CI up bnd	39.4		39.5		38.5		38.1		41.1				39.4	41.9		42.0		42.8		40.8		41.3				42.4		
CI low bnd	35.6		35.2		34.4		35.1		37.4				35.7	39.6		39.5		39.9		38.2		38.5					39.1		
Learning Strategies	Mean	41.0		40.1		36.4		37.8		39.4				39.6	44.1		43.8		40.7		41.0		40.9				42.0		
	n	137		102		112		207		134				131	415		313		253		306		276				236		
	SD	15.2		15.4		12.6		13.2		14.0				12.9	13.5		14.2		13.0		14.3		14.3				13.5		
	SE	1.30		1.52		1.19		.92		1.21				1.13	.66		.80		.82		.82		.86				.88		
	CI up bnd	43.5		43.1		38.7		39.6		41.7				41.9	45.4		45.4		42.3		42.6		42.6				43.7		
CI low bnd	38.4		37.1		34.0		36.0		37.0				37.4	42.8		42.2		39.1		39.4		39.2					40.2		
Quantitative Reasoning	Mean	25.6		28.0		25.5		28.3		30.0				31.2	29.9		31.6		28.3		29.5		32.3				32.2		
	n	153		116		125		205		137				131	453		343		276		316		284				238		
	SD	15.7		16.3		15.2		15.5		16.3				13.7	16.7		17.3		16.9		16.6		16.4				16.1		
	SE	1.27		1.51		1.36		1.08		1.39				1.19	.78		.93		1.02		.93		.97				1.04		
	CI up bnd	28.1		31.0		28.2		30.4		32.8				33.6	31.5		33.4		30.3		31.3		34.2				34.3		
CI low bnd	23.1		25.0		22.9		26.2		27.3				28.9	28.4		29.8		26.3		27.7		30.4					30.2		
Academic Challenge (additional items)																													
Preparing for Class (hours/week)	Mean	12.1		11.2		12.1		13.6		13.1				11.4	12.4		12.5		13.3		13.3		13.6				14.5		
	n	125		96		106		200		131				121	381		288		239		293		268				231		
	SD	7.2		6.8		7.1		8.0		7.4				5.8	7.7		8.0		7.7		7.6		8.3				8.2		
	SE	.64		.69		.69		.57		.65				.52	.40		.47		.50		.44		.50				.54		
	CI up bnd	13.3		12.5		13.5		14.7		14.4				12.4	13.1		13.4		14.3		14.2		14.5				15.6		
CI low bnd	10.8		9.8		10.8		12.4		11.8				10.4	11.6		11.6		12.4		12.5		12.6					13.5		
Course Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with 2013 is limited.	Mean	6.5		5.0		5.5		6.9		6.1				5.0	6.5		6.9		6.5		7.1		7.5				7.4		
	n	125		95		106		198		131				121	378		288		237		291		267				226		
	SD	5.8		4.3		5.2		5.7		5.3				4.6	5.3		6.2		5.2		5.8		6.3				6.4		
	SE	.52		.44		.50		.40		.47				.42	.27		.36		.34		.34		.39				.43		
	CI up bnd	7.5		5.8		6.5		7.7		7.1				5.8	7.0		7.6		7.1		7.7		8.3				8.3		
CI low bnd	5.5		4.1		4.5		6.1		5.2				4.2	5.9		6.1		5.8		6.4		6.8					6.6		

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 La Verne

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	Mean	55.0		51.9		56.2		54.2		69.9				66.2	89.4		86.2		98.1		111.7		89.7				103.2		
Writing	n	122		91		113		210		132				130	355		269		250		313		281				235		
Est. no. of pages	SD	76.1		52.6		64.2		62.9		103.6				68.3	91.7		88.8		89.5		115.7		93.9				99.6		
calculated from three	SE	6.88		5.52		6.04		4.34		9.01				5.99	4.87		5.41		5.66		6.54		5.61				6.50		
survey questions.	CI up bnd	68.4		62.7		68.0		62.7		87.6				77.9	99.0		96.8		109.2		124.5		100.7				116.0		
	CI low bnd	41.5		41.1		44.4		45.7		52.2				54.4	79.9		75.5		87.0		98.8		78.7				90.5		
Course	Mean	5.8		5.6		5.4		5.7		5.3				5.3	6.1		6.0		5.8		5.7		5.8				5.6		
Challenge	n	137		105		111		206		134				130	417		318		252		305		277				235		
Extent courses	SD	1.1		0.9		1.1		1.2		1.3				1.1	1.1		1.0		1.3		1.4		1.3				1.3		
challenged students to	SE	.09		.09		.10		.08		.11				.10	.05		.06		.08		.08		.08				.08		
do best work (1="Not at	CI up bnd	6.0		5.7		5.6		5.9		5.5				5.5	6.2		6.1		5.9		5.8		6.0				5.7		
all" to 7="Very much").	CI low bnd	5.6		5.4		5.2		5.5		5.1				5.1	6.0		5.9		5.6		5.5		5.7				5.4		
Academic	Mean	3.2		3.1		2.9		3.0		3.0				2.9	3.2		3.2		3.1		2.9		3.1				3.0		
Emphasis	n	125		99		108		205		133				120	387		292		242		300		270				234		
Perceived inst. emphasis	SD	0.7		0.7		0.7		0.7		0.7				0.7	0.8		0.7		0.7		0.8		0.7				0.7		
on spending time	SE	.06		.07		.07		.05		.06				.06	.04		.04		.05		.05		.04				.05		
studying and on acad.	CI up bnd	3.3		3.3		3.0		3.1		3.2				3.1	3.3		3.3		3.2		3.0		3.2				3.1		
work (1 = "Very little" to	CI low bnd	3.1		3.0		2.7		2.9		2.9				2.8	3.1		3.1		3.0		2.8		3.0				2.9		
4 = "Very much").																													
Learning With Peers																													
Collaborative	Mean	32.7		32.7		31.6		34.2		24.9				32.5	31.5		31.9		33.4		32.9		26.3				31.6		
Learning	n	156		124		137		227		187				150	466		361		284		353		322				259		
	SD	12.5		13.5		12.9		13.8		14.4				13.1	14.3		13.6		14.4		13.2		14.4				15.0		
	SE	1.00		1.21		1.10		.91		1.06				1.07	.66		.71		.85		.70		.80				.93		
	CI up bnd	34.6		35.1		33.8		36.0		27.0				34.6	32.8		33.3		35.0		34.2		27.8				33.5		
	CI low bnd	30.7		30.3		29.5		32.4		22.8				30.4	30.2		30.5		31.7		31.5		24.7				29.8		
Discussions	Mean	44.8		43.0		40.4		38.0		37.0				39.3	45.4		44.6		42.3		42.1		37.9				40.2		
With Diverse	n	137		102		112		209		134				131	411		319		250		307		279				235		
Others	SD	16.9		14.5		15.6		16.1		15.7				12.9	16.0		15.9		15.5		16.1		17.9				16.8		
	SE	1.44		1.44		1.48		1.12		1.36				1.13	.79		.89		.98		.92		1.07				1.09		
	CI up bnd	47.7		45.8		43.3		40.2		39.6				41.6	47.0		46.3		44.2		43.9		40.0				42.4		
	CI low bnd	42.0		40.2		37.5		35.8		34.3				37.1	43.9		42.9		40.4		40.3		35.8				38.1		

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 La Verne

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	20.0		23.0		19.5		19.1		22.4				25.4	19.7		21.0		24.2		25.0		19.6				28.7		
	n	154		119		128		210		157				140	450		344		279		332		304				246		
	SD	12.9		16.0		13.1		13.2		15.7				13.9	15.5		16.6		15.7		16.5		15.4				18.5		
	SE	1.04		1.46		1.16		.91		1.25				1.17	.73		.90		.94		.91		.88				1.18		
	CI up bnd	22.0		25.9		21.7		20.9		24.9				27.7	21.1		22.8		26.1		26.8		21.3				31.0		
	CI low bnd	18.0		20.1		17.2		17.3		19.9				23.1	18.3		19.3		22.4		23.3		17.8				26.4		
Effective Teaching Practices	Mean	44.2		41.1		40.8		40.5		42.8				42.2	45.6		46.0		42.0		41.8		41.9				42.9		
	n	154		118		127		211		147				136	456		347		277		325		294				244		
	SD	13.0		14.3		12.9		13.1		14.4				11.6	14.3		12.5		13.3		13.9		15.2				13.8		
	SE	1.05		1.31		1.15		.90		1.18				.99	.67		.67		.80		.77		.89				.88		
	CI up bnd	46.3		43.7		43.0		42.3		45.1				44.1	46.9		47.4		43.5		43.3		43.6				44.6		
	CI low bnd	42.2		38.5		38.5		38.7		40.5				40.3	44.3		44.7		40.4		40.3		40.2				41.1		
Campus Environment																													
Quality of Interactions	Mean	44.7		43.5		44.8		43.4		45.1				45.7	48.2		47.9		46.5		46.6		45.8				46.6		
	n	132		103		102		199		125				121	393		299		236		284		249				227		
	SD	13.1		13.1		12.4		12.0		12.8				10.3	11.6		11.0		11.3		11.3		13.2				11.9		
	SE	1.14		1.29		1.23		.85		1.14				.93	.58		.63		.73		.67		.84				.79		
	CI up bnd	46.9		46.0		47.2		45.1		47.4				47.5	49.4		49.1		48.0		47.9		47.4				48.1		
	CI low bnd	42.4		40.9		42.4		41.7		42.9				43.9	47.1		46.6		45.1		45.3		44.1				45.0		
Supportive Environment	Mean	37.8		37.9		35.8		36.3		36.9				38.2	32.7		32.7		32.0		31.9		33.6				37.1		
	n	127		97		107		200		131				120	380		288		240		295		269				234		
	SD	14.6		14.0		12.2		14.3		14.5				11.9	16.2		15.5		14.7		14.0		15.5				15.2		
	SE	1.30		1.42		1.18		1.01		1.27				1.09	.83		.91		.95		.81		.94				.99		
	CI up bnd	40.3		40.7		38.1		38.2		39.4				40.4	34.3		34.5		33.9		33.5		35.4				39.0		
	CI low bnd	35.2		35.1		33.5		34.3		34.5				36.1	31.1		30.9		30.1		30.3		31.7				35.1		

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

### University of La Verne

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 <sup>a</sup>	%	70		68		70		69		53				77	65		68		78		89		83				91
	<i>n</i>	137		100		108		207		132				124	411		316		249		301		273				234
	<i>SE</i>	3.9		4.7		4.4		3.2		4.4				3.8	2.4		2.6		2.6		1.8		2.3				1.9
	<i>CI up bnd</i>	78		77		79		75		62				85	69		73		84		93		87				95
	<i>CI low bnd</i>	62		58		61		62		45				70	60		63		73		86		78				88
Learning Community <sup>a</sup>	%	44		33		24		20		20				19	18		17		25		31		17				33
	<i>n</i>	135		105		111		209		132				123	413		318		251		302		275				232
	<i>SE</i>	4.3		4.6		4.0		2.8		3.5				3.5	1.9		2.1		2.8		2.7		2.3				3.1
	<i>CI up bnd</i>	52		42		32		26		27				26	22		21		31		36		21				39
	<i>CI low bnd</i>	35		24		16		15		13				12	15		13		20		26		12				27
Research With Faculty <sup>a</sup>	%	3		4		7		1		5				5	13		17		26		24		17				30
	<i>n</i>	139		105		111		207		132				124	408		318		250		299		275				234
	<i>SE</i>	1.4		2.0		2.4		0.7		1.9				1.9	1.6		2.1		2.8		2.5		2.3				3.0
	<i>CI up bnd</i>	5		8		11		2		9				9	16		21		31		29		22				35
	<i>CI low bnd</i>	0		0		2		0		1				1	9		13		20		19		13				24
Internship or Field Experience <sup>b</sup> (FY results: Plan to do)	%	74		73		69		73		70				75	30		30		37		41		33				44
	<i>n</i>	139		105		111		209		134				127	417		319		252		306		278				233
	<i>SE</i>	3.7		4.3		4.4		3.1		4.0				3.9	2.3		2.6		3.1		2.8		2.8				3.3
	<i>CI up bnd</i>	81		82		77		79		77				83	35		35		43		46		38				50
	<i>CI low bnd</i>	67		65		60		67		62				68	26		25		31		35		27				37
Study Abroad <sup>b</sup> (FY results: Plan to do)	%	43		47		31		38		46				36	7		6		10		10		5				7
	<i>n</i>	137		105		111		209		132				123	411		318		251		303		275				234
	<i>SE</i>	4.2		4.9		4.4		3.4		4.3				4.4	1.3		1.3		1.9		1.7		1.3				1.7
	<i>CI up bnd</i>	51		57		39		44		54				45	10		9		14		13		8				11
	<i>CI low bnd</i>	34		38		22		31		37				28	5		4		6		7		3				4
Culminating Senior Experience <sup>b</sup> (FY results: Plan to do)	%	74		75		71		69		62				58	44		53		64		60		41				60
	<i>n</i>	137		103		110		207		132				124	412		317		249		303		275				234
	<i>SE</i>	3.8		4.3		4.3		3.2		4.2				4.4	2.5		2.8		3.0		2.8		3.0				3.2
	<i>CI up bnd</i>	81		83		80		75		71				67	49		58		70		66		47				67
	<i>CI low bnd</i>	67		66		63		63		54				49	39		47		58		55		36				54
Overall HIP Participation <sup>c</sup>																											
Participated in one HIP	%	45		54		47		59		53				61	32		29		24		25		33				26
	<i>n</i>	139		105		111		209		132				124	418		320		252		307		278				234
	<i>SE</i>	4.2		4.9		4.8		3.4		4.4				4.4	2.3		2.5		2.7		2.5		2.8				2.9
	<i>CI up bnd</i>	53		64		57		66		62				70	36		34		29		30		38				31
	<i>CI low bnd</i>	37		45		38		53		45				53	27		24		19		20		27				20
Participated in two or more HIPs	%	34		24		24		15		12				19	48		53		67		70		56				70
	<i>n</i>	139		105		111		209		132				124	418		320		252		307		278				234
	<i>SE</i>	4.0		4.2		4.1		2.5		2.8				3.5	2.4		2.8		3.0		2.6		3.0				3.0
	<i>CI up bnd</i>	41		32		32		20		17				25	53		59		73		75		61				76
	<i>CI low bnd</i>	26		16		16		10		6				12	43		48		61		65		50				64

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.