NSSE
national survey of
student engagement

NSSE 2016
Multi-Year Report

Emporia State University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website. nsse.indiana.edu/pdf/MYDAG.pdf

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) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who *participated* in a Learning Community, Service-Learning, and Research with Faculty, and who *planned to do* 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 will 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—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

NSSE 2016 Multi-Year Report

Administration Summaries
Emporia State University

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[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	31%	+/- 4.6%	316	264	52	35%	+/- 4.3%	341	291	50
2014	21%	+/- 6.0%	212	153	59	22%	+/- 7.2%	144	109	35
2015										
2016	21%	+/- 5.7%	235	157	78	21%	+/- 5.9%	216	137	79
2017										
2018										
2019										
2020										

Administration Details by Participation Year

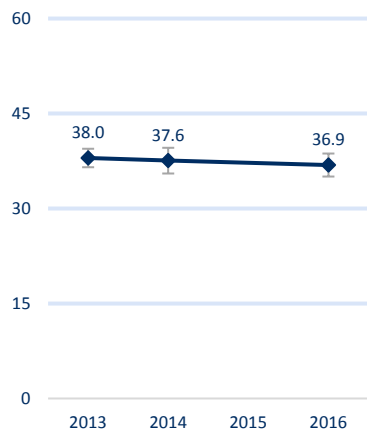| Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013	Email	Census	Yes	Transferable Skills, Learning with Tech	None	No	Yes
2014	Email	Census	No	Civic Engagement	None	No	Yes
2015							
2016	Email	Census	No	Diverse Perspectives, Transferable Skills	None	No	No
2017							
2018							
2019							
2020							

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 survey item percentages 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. This is the count used to calculate response rates and sampling errors for each year's *Administration Summary* report. This number includes all census-administered and randomly sampled students.
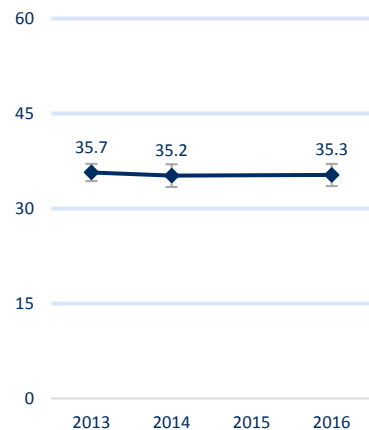
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
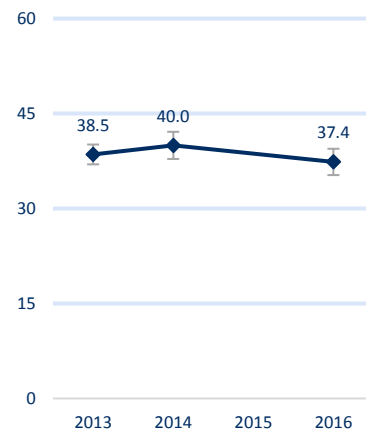
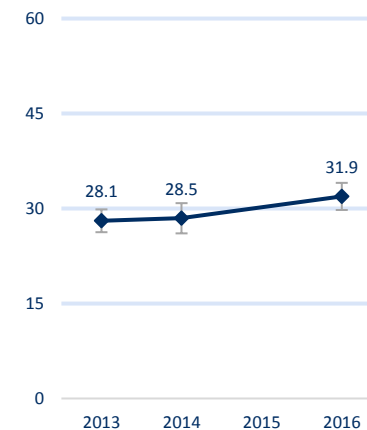## Academic Challenge: First-year students

Higher-Order Learning

38.0, 37.6, 36.9 (2013–2016)

Reflective & Integrative Learning

35.7, 35.2, 35.3 (2013–2016)

Learning Strategies

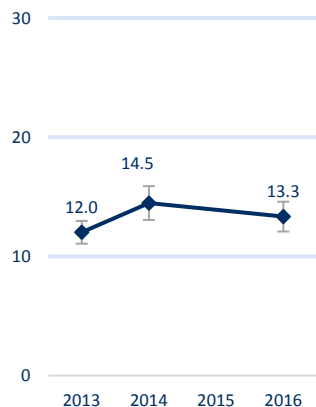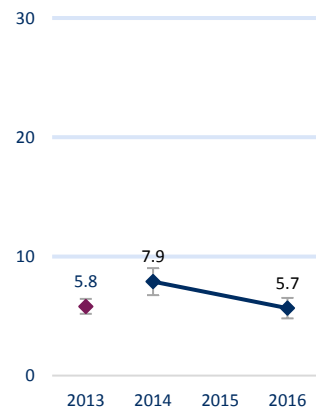38.5, 40.0, 37.4 (2013–2016)

Quantitative Reasoning

28.1, 28.5, 31.9 (2013–2016)

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

12.0, 14.5, 13.3 (2013–2016)

Course Reading (hrs/wk)[a]

5.8, 7.9, 5.7 (2013–2016)

Assigned Writing (pages)[a]

43.3, 54.0, 54.7 (2013–2016)

Course Challenge[b]

5.5, 5.4, 5.3 (2013–2016)

Academic Emphasis[c]

3.2, 3.1, 3.1 (2013–2016)

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (from 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 2016 Multi-Year Report
Engagement Results by Theme
### Emporia State University

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
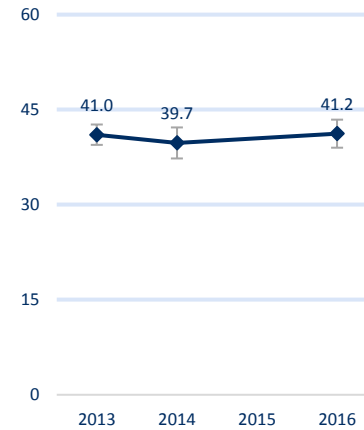
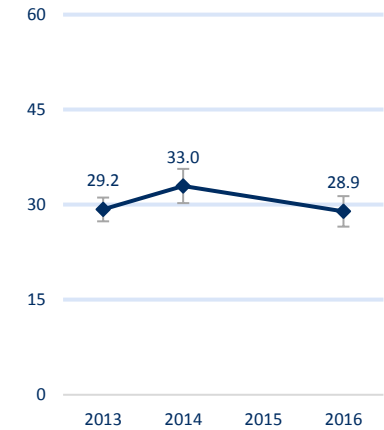## Academic Challenge: Seniors

Higher-Order Learning
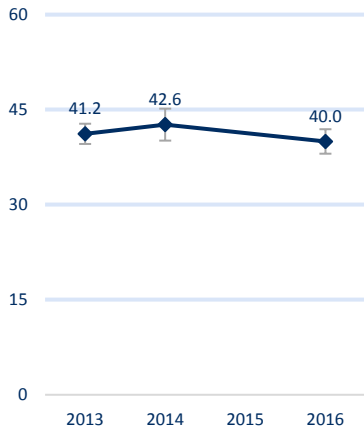
Reflective & Integrative Learning
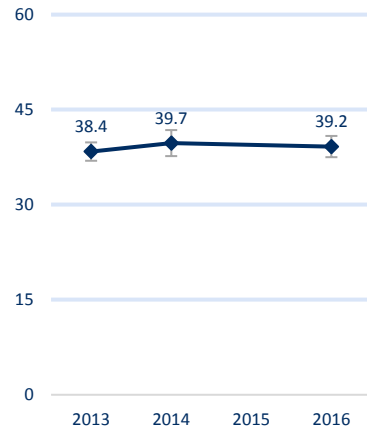
Learning Strategies

Quantitative Reasoning

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)
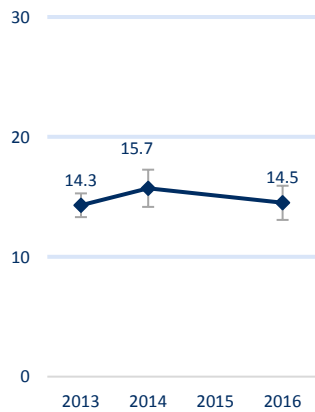
Course Reading (hrs/wk)[a]
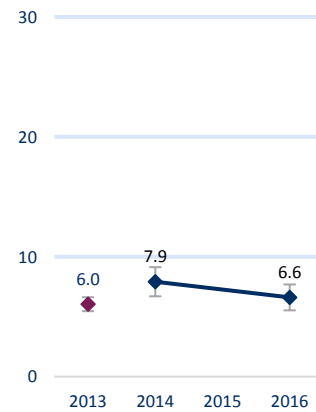
Assigned Writing (pages)[a]
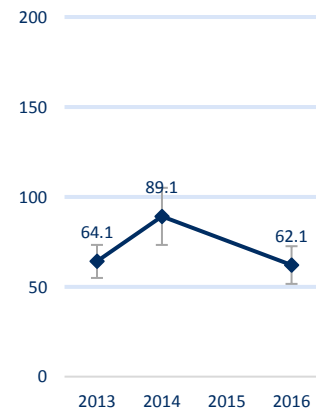
Course Challenge[b]
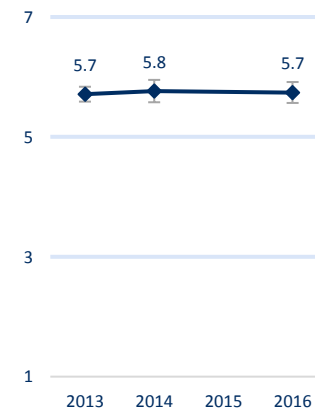
Academic Emphasis[c]

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (from 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 2016 Multi-Year Report
Engagement Results by Theme
Emporia State University

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Learning with Peers, Experiences with Faculty, and Campus Environment themes are each represented by two EIs. See pages 10-11 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

32.0, 33.6, 33.5 (2013–2016)

Discussions with Diverse Others

41.6, 38.7, 41.1 (2013–2016)
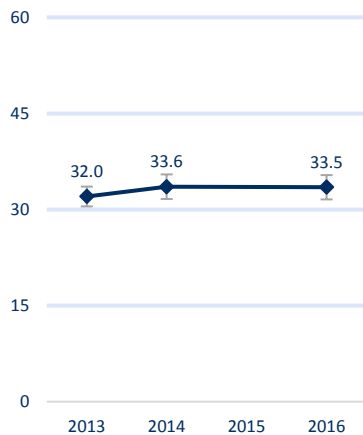
Experiences with Faculty: First-year students

Student-Faculty Interaction

24.4, 25.3, 25.1 (2013–2016)

Effective Teaching Practices

42.9, 40.4, 37.8 (2013–2016)
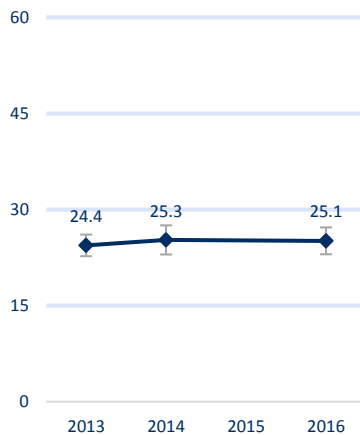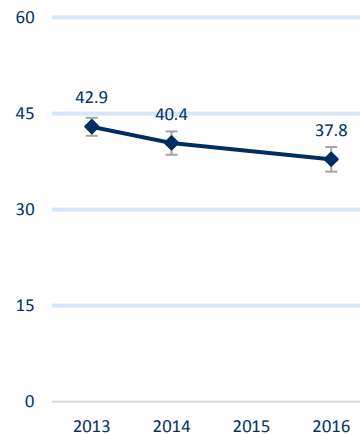
Campus Environment: First-year students

Quality of Interactions
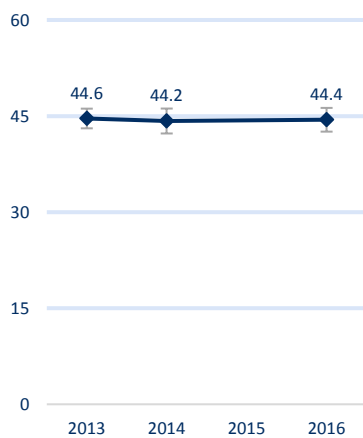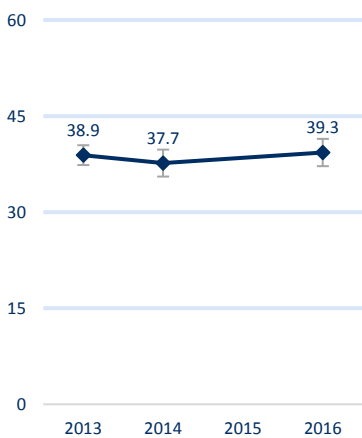
44.6, 44.2, 44.4 (2013–2016)

Supportive Environment

38.9, 37.7, 39.3 (2013–2016)

NSSE 2016 Multi-Year Report
Engagement Results by Theme
Emporia State University

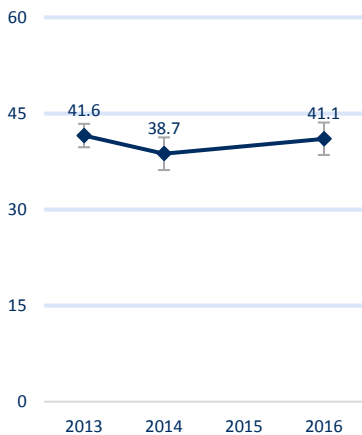Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Learning with Peers, Experiences with Faculty, and Campus Environment themes are each represented by two EIs. See pages 10-11 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

33.5 (2013), 35.4 (2014), 35.2 (2016)

Discussions with Diverse Others

41.0 (2013), 41.3 (2014), 41.4 (2016)
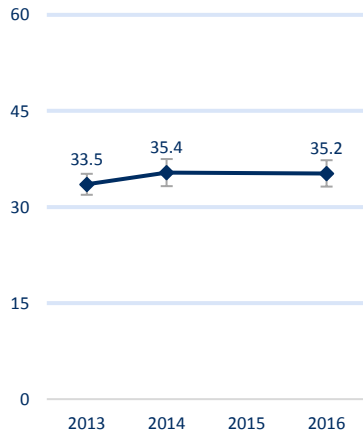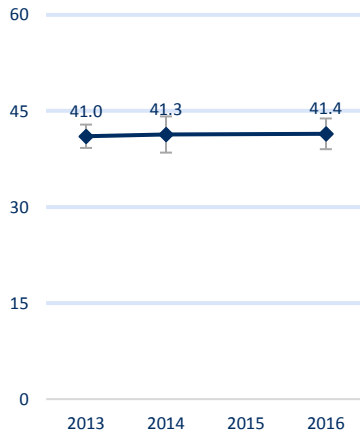
Experiences with Faculty: Seniors

Student-Faculty Interaction

28.8 (2013), 30.6 (2014), 29.1 (2016)

Effective Teaching Practices

44.1 (2013), 41.8 (2014), 41.6 (2016)
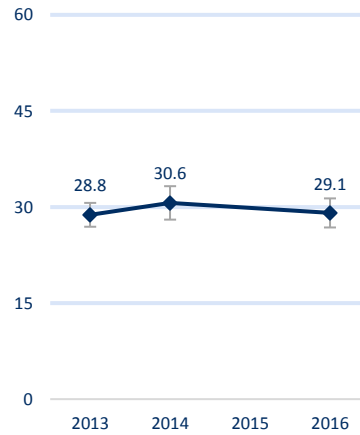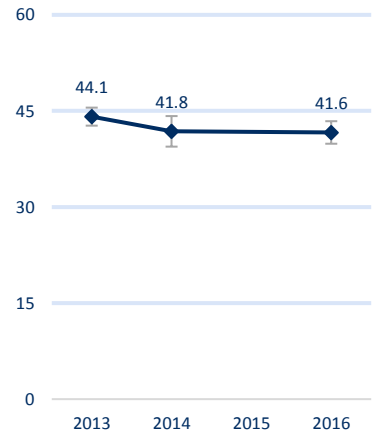
Campus Environment: Seniors

Quality of Interactions
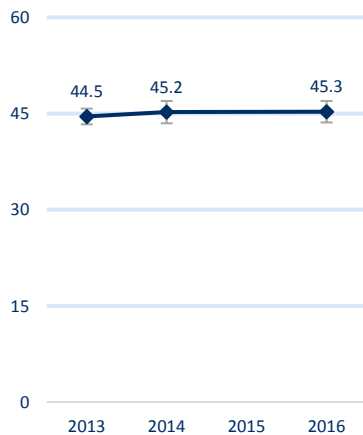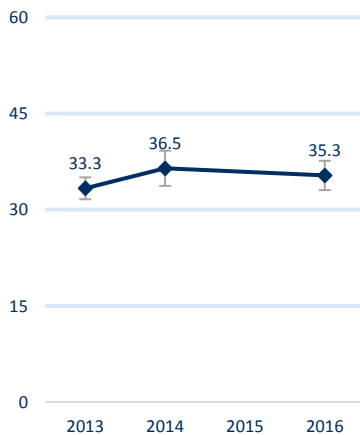
44.5 (2013), 45.2 (2014), 45.3 (2016)

Supportive Environment

33.3 (2013), 36.5 (2014), 35.3 (2016)

NSSE 2016 Multi-Year Report

High-Impact Practices

Emporia State University

Due to their positive associations with student learning and retention, special 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 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

Learning Community
(Done or in progress)
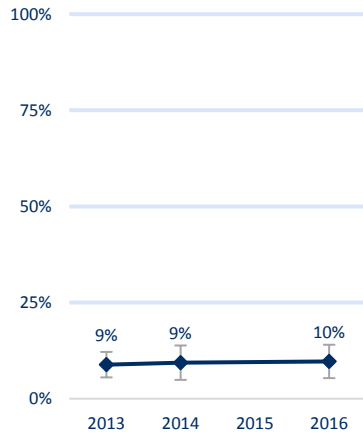
Service-Learning
(Some, most, or all courses)
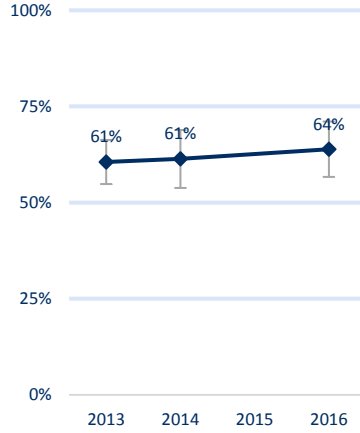
Research with Faculty
(Done or in progress)
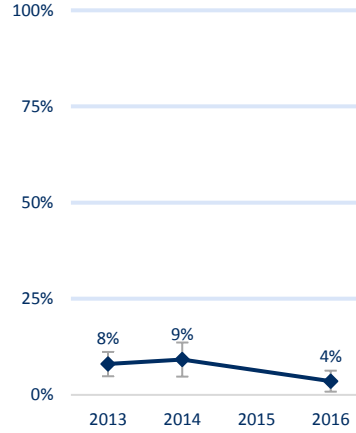
Internship/Field Experience
(Plan to do)
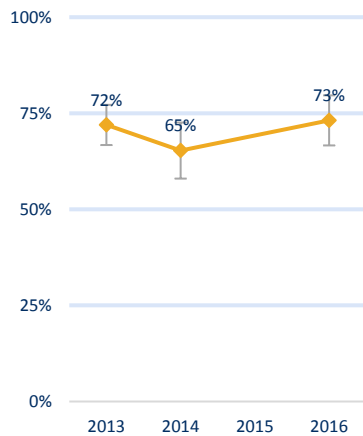
Study Abroad
(Plan to do)
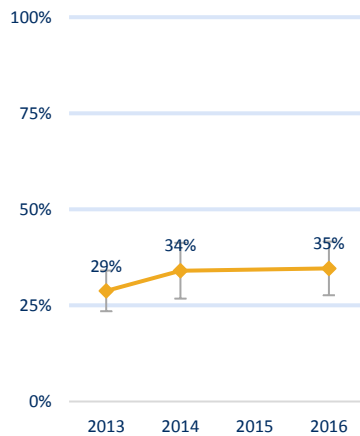
Culminating Senior Experience
(Plan to do)
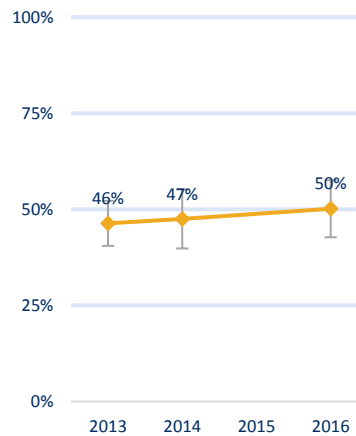
Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

Participated in two or more HIPs
Participated in one HIP

NSSE 2016 Multi-Year Report

High-Impact Practices

Emporia State University
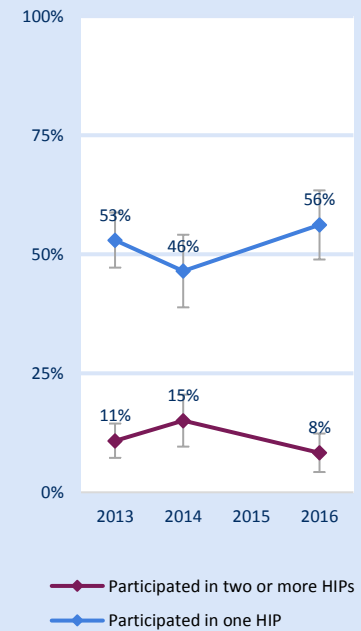
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

Learning Community
(Done or in progress)
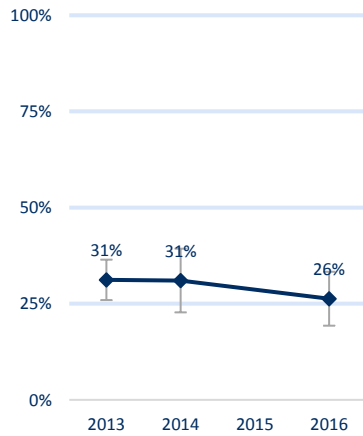
Service-Learning
(Some, most, or all courses)
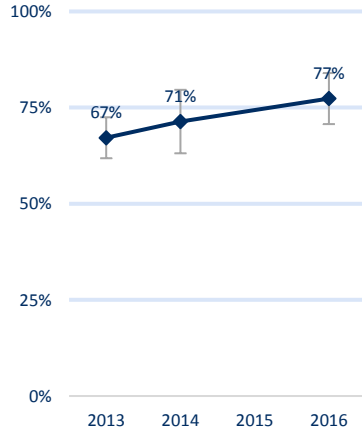
Research with Faculty
(Done or in progress)
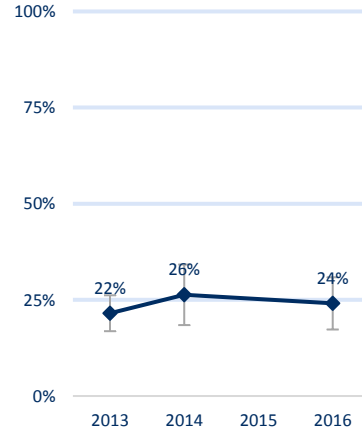
Internship/Field Experience
(Done or in progress)
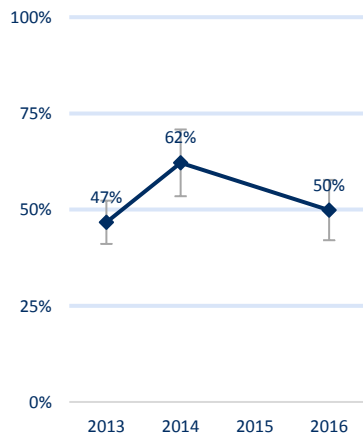
Study Abroad
(Done or in progress)
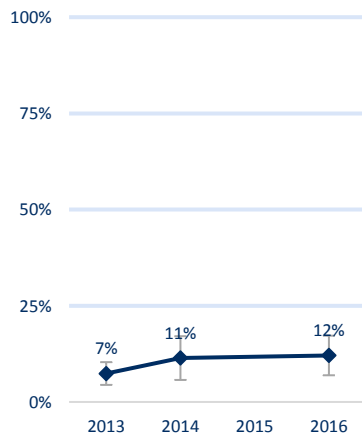
Culminating Senior Experience
(Done or in progress)
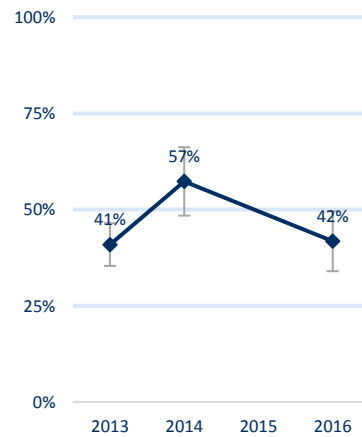
Overall senior HIP participation

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

—◆— Participated in two or more HIPs

—◆— Participated in one HIP

NSSE 2016 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
Emporia State University

		First-year students 2013	2014	2015	2016	2017	2018	2019	2020	Seniors 2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	Mean	38.0	37.6		36.9					41.2	42.6		40.0				
	n	296	187		203					313	128		182				
	SD	12.8	14.2		13.2					14.4	14.5		13.3				
	SE	.74	1.04		.93					.82	1.29		.99				
	CI upper bound	39.4	39.6		38.7					42.8	45.2		41.9				
	CI lower bound	36.5	35.5		35.0					39.6	40.1		38.0				
Reflective & Integrative Learning	Mean	35.7	35.2		35.3					38.4	39.7		39.2				
	n	309	196		211					330	136		191				
	SD	12.2	12.8		13.0					13.4	12.2		11.8				
	SE	.70	.92		.90					.74	1.05		.85				
	CI upper bound	37.1	37.0		37.0					39.8	41.8		40.8				
	CI lower bound	34.3	33.4		33.5					36.9	37.7		37.5				
Learning Strategies	Mean	38.5	40.0		37.4					41.0	39.7		41.2				
	n	280	165		174					301	119		157				
	SD	13.4	14.1		14.0					14.2	13.6		14.2				
	SE	.80	1.09		1.06					.82	1.25		1.13				
	CI upper bound	40.1	42.1		39.4					42.7	42.2		43.4				
	CI lower bound	37.0	37.8		35.3					39.4	37.3		39.0				
Quantitative Reasoning	Mean	28.1	28.5		31.9					29.2	33.0		28.9				
	n	300	188		199					320	131		184				
	SD	15.9	16.7		15.4					17.1	15.8		16.7				
	SE	.92	1.22		1.09					.96	1.38		1.23				
	CI upper bound	29.9	30.8		34.1					31.1	35.7		31.4				
	CI lower bound	26.3	26.1		29.8					27.4	30.3		26.5				
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean	12.0	14.5		13.3					14.3	15.7		14.5				
	n	266	143		158					289	111		142				
	SD	8.0	8.7		8.0					8.6	8.4		8.7				
	SE	.49	.72		.64					.50	.79		.73				
	CI upper bound	13.0	15.9		14.6					15.3	17.3		15.9				
	CI lower bound	11.1	13.1		12.1					13.3	14.2		13.1				
Course Reading Estimated hours per week calculated from two survey questions. The item was modified in 2014; comparability between 2013 and later years is limited.	Mean	5.8	7.9		5.7					6.0	7.9		6.6				
	n	264	138		154					289	108		137				
	SD	5.2	6.8		5.4					5.0	6.4		6.5				
	SE	.32	.58		.44					.30	.62		.55				
	CI upper bound	6.4	9.0		6.5					6.6	9.1		7.7				
	CI lower bound	5.2	6.8		4.8					5.5	6.7		5.5				

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							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*	**43.3**	**54.0**		**54.7**					**64.1**	**89.1**		**62.1**				
Estimated number of pages	*n*	259	152		174					279	115		145				
calculated from three survey	*SD*	49.8	83.1		77.0					78.3	86.7		64.3				
questions.	*SE*	3.10	6.75		5.83					4.69	8.10		5.35				
	CI upper bound	49.4	67.2		66.1					73.3	105.0		72.5				
	CI lower bound	37.3	40.8		43.2					54.9	73.3		51.6				
Course Challenge	*Mean*	**5.5**	**5.4**		**5.3**					**5.7**	**5.8**		**5.7**				
Extent to which courses challenged	*n*	285	165		180					304	121		155				
students to do their best work (1 =	*SD*	1.1	1.2		1.4					1.1	1.0		1.1				
"Not at all" to 7 = "Very much").	*SE*	.06	.09		.10					.06	.10		.09				
	CI upper bound	5.7	5.6		5.5					5.8	6.0		5.9				
	CI lower bound	5.4	5.2		5.1					5.6	5.6		5.6				
Academic Emphasis	*Mean*	**3.2**	**3.1**		**3.1**					**3.0**	**3.2**		**3.0**				
Perceived institutional emphasis on	*n*	264	149		160					291	112		145				
spending significant time studying	*SD*	0.7	0.7		0.8					0.7	0.7		0.8				
and on academic work (1 = "Very	*SE*	.04	.06		.06					.04	.07		.06				
little," 2 = "Some," 3 = "Quite a bit,"	*CI upper bound*	3.3	3.2		3.2					3.1	3.3		3.2				
and 4 = "Very much").	*CI lower bound*	3.1	3.0		3.0					2.9	3.0		2.9				
Learning with Peers																	
Collaborative Learning	*Mean*	**32.0**	**33.6**		**33.5**					**33.5**	**35.4**		**35.2**				
	n	306	198		219					329	135		204				
	SD	13.8	13.8		14.3					15.2	12.6		15.0				
	SE	.79	.98		.97					.84	1.08		1.05				
	CI upper bound	33.6	35.5		35.4					35.2	37.5		37.3				
	CI lower bound	30.5	31.6		31.6					31.9	33.3		33.2				
Discussions with Diverse Others	*Mean*	**41.6**	**38.7**		**41.1**					**41.0**	**41.3**		**41.4**				
	n	286	165		175					303	121		158				
	SD	15.8	16.7		17.1					16.2	15.8		15.4				
	SE	.93	1.30		1.29					.93	1.44		1.22				
	CI upper bound	43.4	41.3		43.6					42.9	44.1		43.8				
	CI lower bound	39.7	36.2		38.5					39.2	38.5		39.0				

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 2016 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
Emporia State University

		First-year students								Seniors							
		2013	**2014**	**2015**	**2016**	2017	2018	2019	2020	**2013**	**2014**	**2015**	**2016**	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*	**24.4**	**25.3**		**25.1**					**28.8**	**30.6**		**29.1**				
	n	298	190		208					321	133		182				
	SD	14.8	16.0		15.4					17.0	15.4		15.6				
	SE	.86	1.16		1.07					.95	1.33		1.16				
	CI upper bound	26.1	27.5		27.2					30.6	33.3		31.3				
	CI lower bound	22.7	23.0		23.0					26.9	28.0		26.8				
Effective Teaching Practices	*Mean*	**42.9**	**40.4**		**37.8**					**44.1**	**41.8**		**41.6**				
	n	303	192		208					322	133		184				
	SD	12.5	12.9		14.2					12.9	14.0		12.2				
	SE	.72	.93		.98					.72	1.22		.90				
	CI upper bound	44.3	42.2		39.8					45.5	44.2		43.4				
	CI lower bound	41.5	38.5		35.9					42.7	39.4		39.9				
Campus Environment																	
Quality of Interactions	*Mean*	**44.6**	**44.2**		**44.4**					**44.5**	**45.2**		**45.3**				
	n	281	162		172					288	119		150				
	SD	13.1	12.6		12.4					10.6	9.7		10.5				
	SE	.78	.99		.95					.63	.89		.86				
	CI upper bound	46.2	46.2		46.3					45.8	47.0		47.0				
	CI lower bound	43.1	42.3		42.6					43.3	43.5		43.6				
Supportive Environment	*Mean*	**38.9**	**37.7**		**39.3**					**33.3**	**36.5**		**35.3**				
	n	263	145		157					289	112		142				
	SD	12.8	12.9		13.7					14.8	14.8		13.9				
	SE	.79	1.07		1.09					.87	1.40		1.17				
	CI upper bound	40.4	39.8		41.4					35.0	39.2		37.6				
	CI lower bound	37.4	35.6		37.2					31.6	33.7		33.1				

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).

		First-year students									**Seniors**							
		2013	**2014**	**2015**	**2016**	2017	2018	2019	2020		**2013**	**2014**	**2015**	**2016**	2017	2018	2019	2020
Learning Community[a]	%	**9**	**9**		**10**						**31**	**31**		**26**				
	n	284	164		180						300	121		152				
	SE	1.7	2.3		2.2						2.7	4.2		3.6				
	CI upper bound (%)	12	14		14						36	39		33				
	CI lower bound (%)	6	5		5						26	23		19				
Service-Learning[a]	%	**61**	**61**		**64**						**67**	**71**		**77**				
	n	280	161		172						300	116		154				
	SE	2.9	3.8		3.7						2.7	4.2		3.4				
	CI upper bound (%)	66	69		71						72	80		84				
	CI lower bound (%)	55	54		57						62	63		71				
Research with Faculty[a]	%	**8**	**9**		**4**						**22**	**26**		**24**				
	n	284	164		178						299	121		153				
	SE	1.6	2.3		1.4						2.4	4.0		3.5				
	CI upper bound (%)	11	14		6						26	34		31				
	CI lower bound (%)	5	5		1						17	18		17				
Internship or Field Experience[b]	%	**72**	**65**		**73**						**47**	**62**		**50**				
	n	284	165		179						303	121		157				
	SE	2.7	3.7		3.3						2.9	4.4		4.0				
	CI upper bound (%)	77	73		80						52	71		58				
	CI lower bound (%)	67	58		67						41	53		42				
Study Abroad[b]	%	**29**	**34**		**35**						**7**	**11**		**12**				
	n	283	165		180						301	121		155				
	SE	2.7	3.7		3.6						1.5	2.9		2.6				
	CI upper bound (%)	34	41		42						10	17		17				
	CI lower bound (%)	23	27		28						4	6		7				
Culminating Senior Experience[b]	%	**46**	**47**		**50**						**41**	**57**		**42**				
	n	280	164		175						303	120		155				
	SE	3.0	3.9		3.8						2.8	4.5		4.0				
	CI upper bound (%)	52	55		58						46	66		50				
	CI lower bound (%)	41	40		43						35	48		34				
Overall HIP Participation[c]																		
Participated in one HIP	%	**53**	**46**		**56**						**23**	**27**		**22**				
	n	287	166		180						304	121		157				
	SE	3.0	3.9		3.7						2.4	4.1		3.3				
	CI upper bound (%)	59	54		63						28	35		29				
	CI lower bound (%)	47	39		49						18	19		16				
Participated in two or more HIPs	%	**11**	**15**		**8**						**62**	**67**		**67**				
	n	287	166		180						304	121		157				
	SE	1.8	2.8		2.1						2.8	4.3		3.8				
	CI upper bound (%)	14	21		12						67	75		74				
	CI lower bound (%)	7	10		4						57	58		60				

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 +/- 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, and 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.

IPEDS: 155025