NSSE 2020

Multi-Year Report

Kenyon College

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, 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 *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 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 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	34%	+/- 6.3%	160	138	22	44%	+/- 5.2%	198	164	34
2015										
2016										
2017	35%	+/- 6.1%	168	131	37	40%	+/- 5.8%	172	134	38
2018										
2019										
2020	41%	+/- 5.4%	198	165	33	44%	+/- 5.3%	189	152	37

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	Yes
2015							
2016							
2017	Email	Census	Yes	Transferable Skills, FY Experiences / Sr Transitions	No	Yes	Yes
2018							
2019							
2020	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	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.
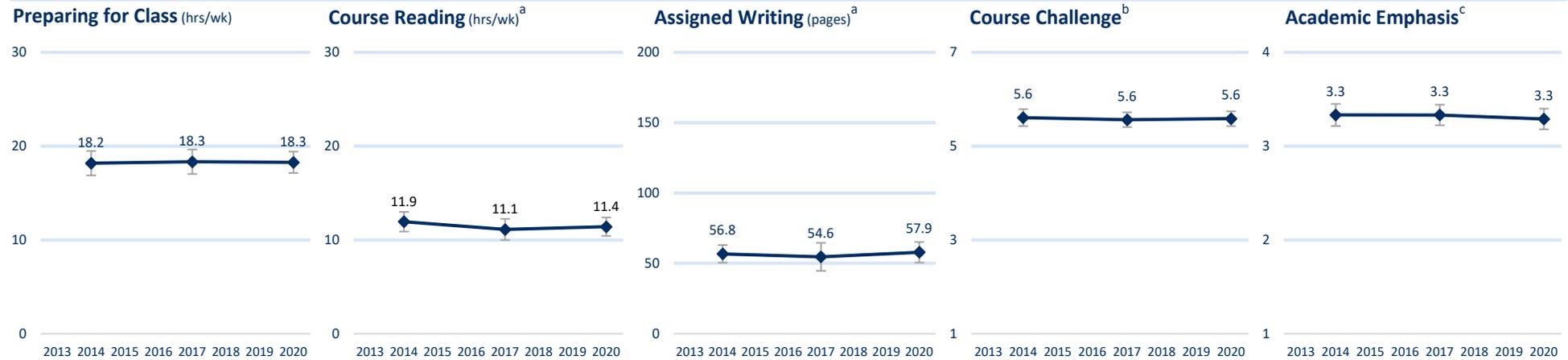
a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

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 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. 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.

NSSE 2020 Multi-Year Report
Engagement Results by Theme
Kenyon College

NSSE national survey of student engagement

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: First-year students

Higher-Order Learning

42.5, 41.0, 40.7 (2014, 2017, 2020)

Reflective & Integrative Learning

40.0, 39.0, 38.9 (2014, 2017, 2020)

Learning Strategies

37.4, 39.0, 39.5 (2014, 2017, 2020)

Quantitative Reasoning

24.9, 26.7, 26.2 (2014, 2017, 2020)
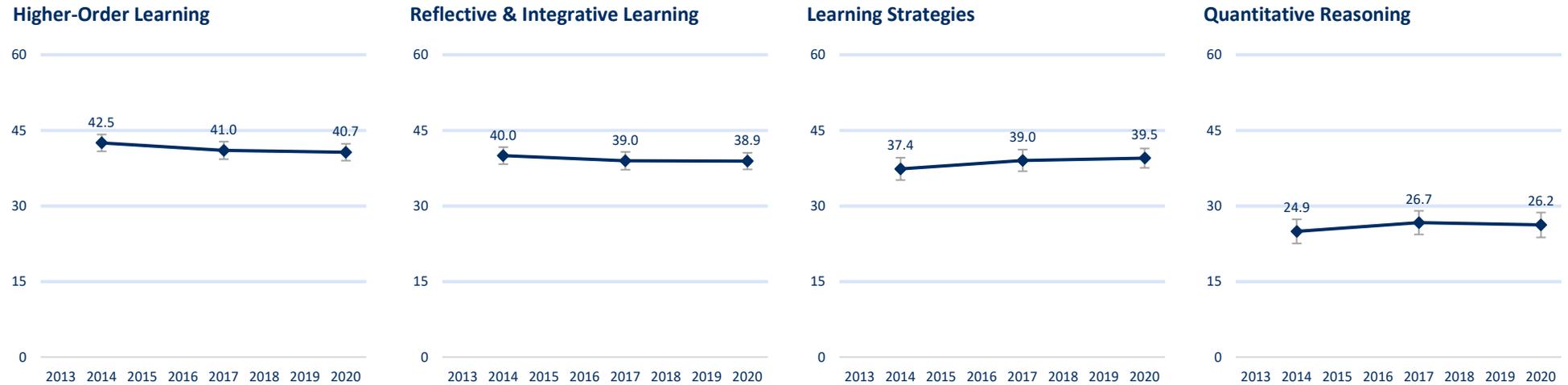
Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

18.2, 18.3, 18.3 (2014, 2017, 2020)

Course Reading (hrs/wk)[a]

11.9, 11.1, 11.4 (2014, 2017, 2020)

Assigned Writing (pages)[a]

56.8, 54.6, 57.9 (2014, 2017, 2020)

Course Challenge[b]

5.6, 5.6, 5.6 (2014, 2017, 2020)

Academic Emphasis[c]

3.3, 3.3, 3.3 (2014, 2017, 2020)

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").
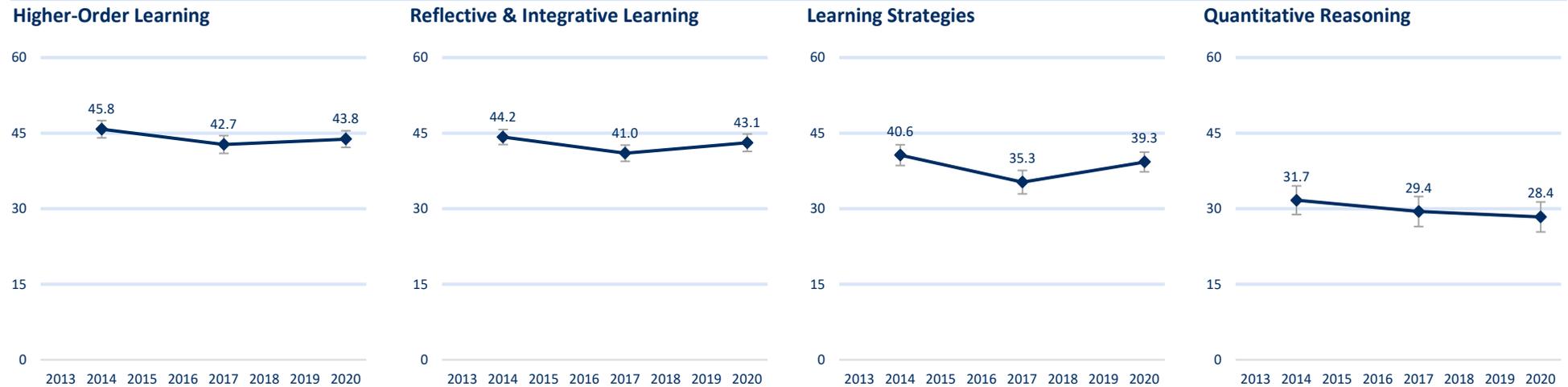
NSSE 2020 Multi-Year Report
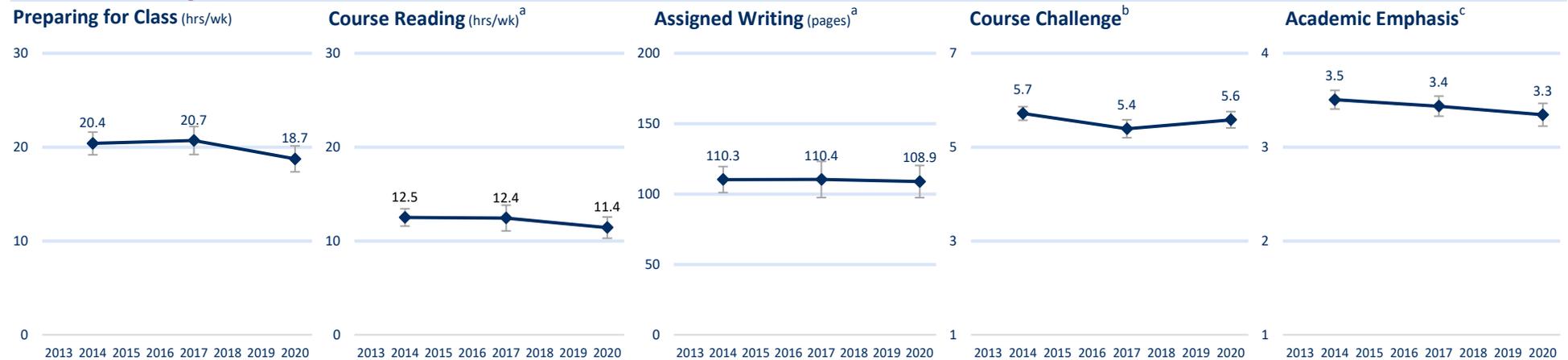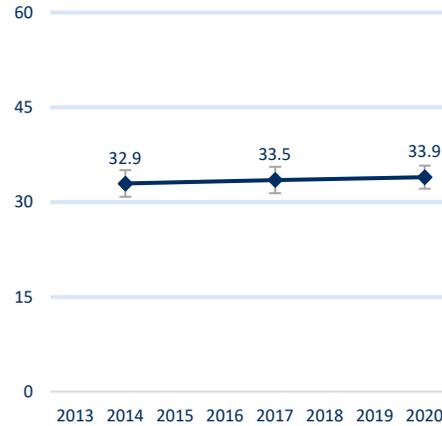## Engagement Results by Theme
Kenyon College

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

45.8, 42.7, 43.8 (2014–2020)

Reflective & Integrative Learning

44.2, 41.0, 43.1 (2014–2020)

Learning Strategies

40.6, 35.3, 39.3 (2014–2020)

Quantitative Reasoning

31.7, 29.4, 28.4 (2014–2020)

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

20.4, 20.7, 18.7 (2014–2020)

Course Reading (hrs/wk)[a]

12.5, 12.4, 11.4 (2014–2020)

Assigned Writing (pages)[a]

110.3, 110.4, 108.9 (2014–2020)

Course Challenge[b]

5.7, 5.4, 5.6 (2014–2020)

Academic Emphasis[c]

3.5, 3.4, 3.3 (2014–2020)

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
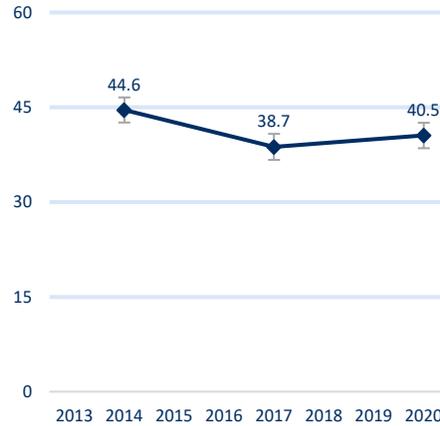
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

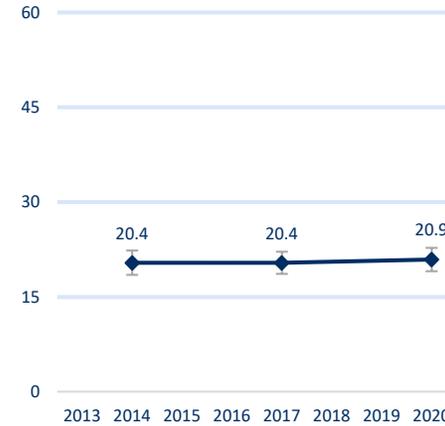## Learning with Peers: First-year students

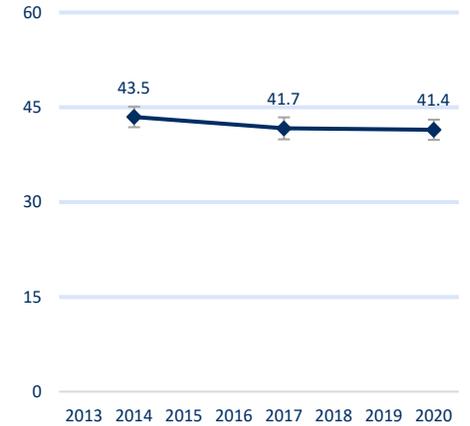### Collaborative Learning

Discussions with Diverse Others

Experiences with Faculty: First-year students
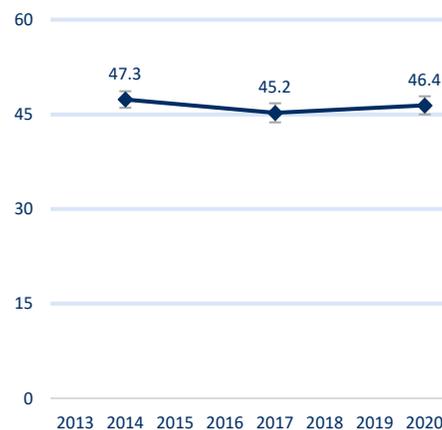
Student-Faculty Interaction

Effective Teaching Practices
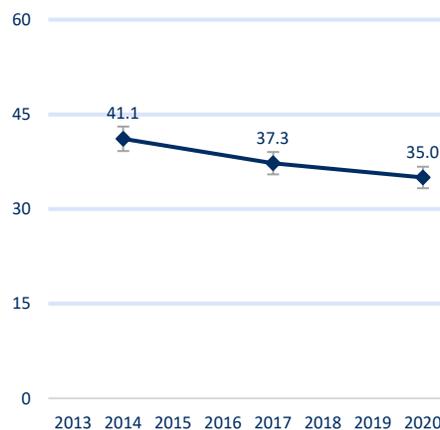

Campus Environment: First-year students

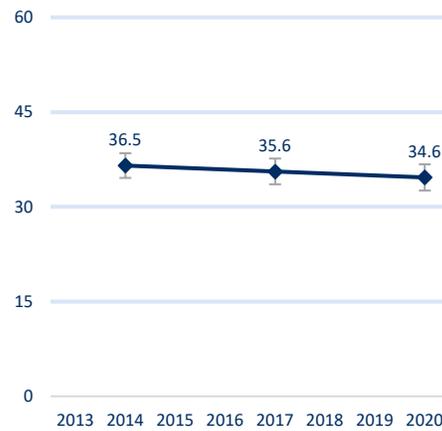### Quality of Interactions
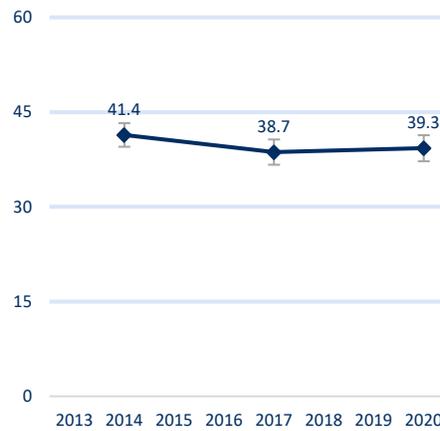

Supportive Environment

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

Learning with Peers: Seniors

Collaborative Learning

Discussions with Diverse Others

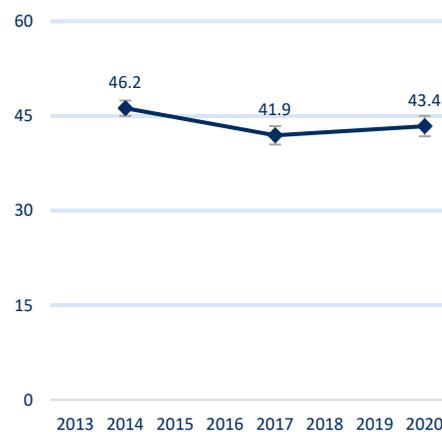## Experiences with Faculty: Seniors

Student-Faculty Interaction

Effective Teaching Practices
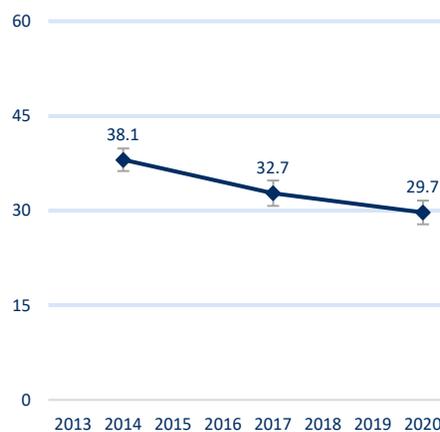

Campus Environment: Seniors

Quality of Interactions

Supportive Environment

NSSE 2020 Multi-Year Report
High-Impact Practices
Kenyon College

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 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)
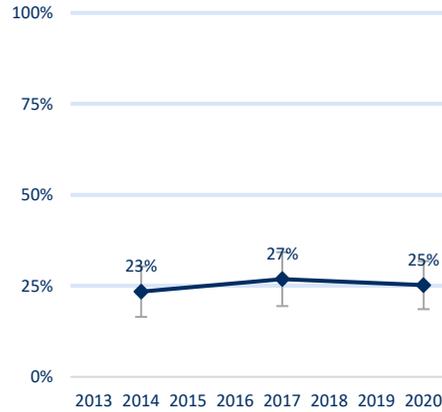
Learning Community
(Done or in progress)

Research with Faculty
(Done or in progress)
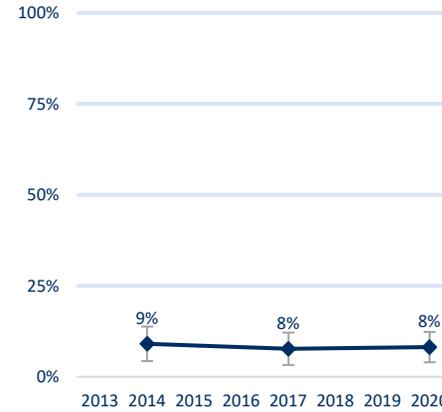
Internship/Field Experience
(Plan to do)
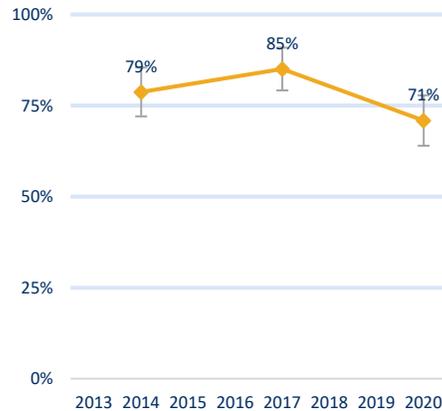
Study Abroad
(Plan to do)
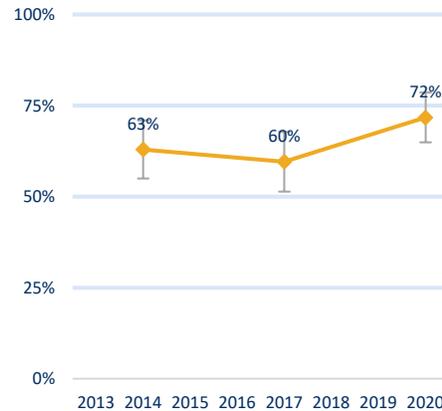
Culminating Senior Experience
(Plan to do)
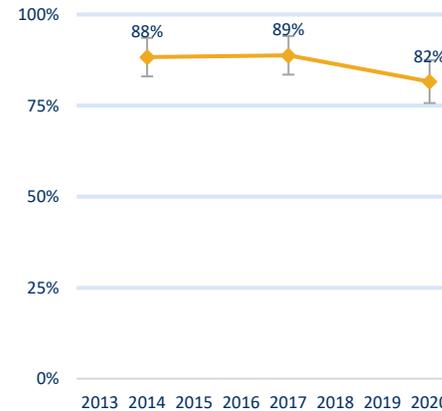
Overall first-year HIP participation

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.

— Participated in at least one HIP

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 2020 Multi-Year Report
High-Impact Practices
Kenyon College

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 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors
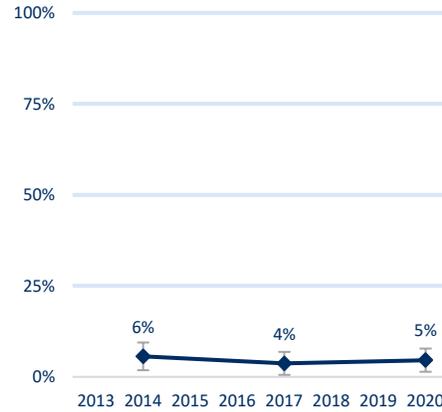
Service-Learning
(Some, most, or all courses)


Learning Community
(Done or in progress)
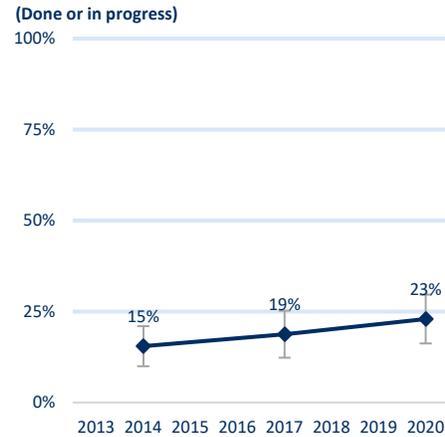
### Research with Faculty
(Done or in progress)
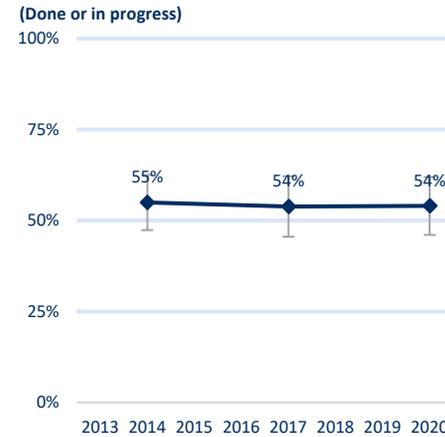
Internship/Field Experience
(Done or in progress)


Study Abroad
(Done or in progress)
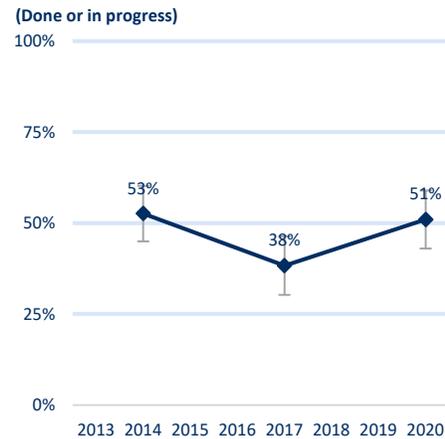
Culminating Senior Experience
(Done or in progress)
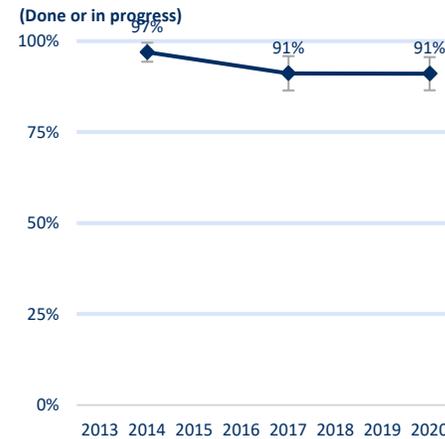
Overall senior HIP participation

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.

- Participated in two or more HIPs
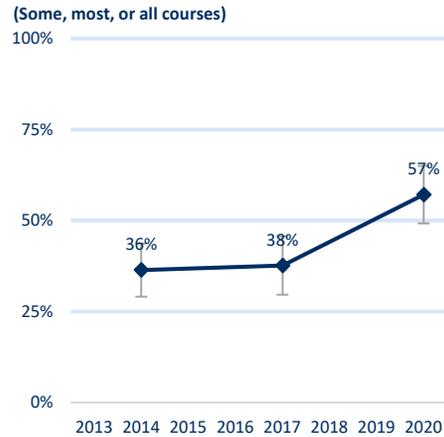- Participated in one HIP

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 2020 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
Kenyon College

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	Mean		42.5			41.0			40.7		45.8			42.7			43.8
	n		140			157			176		173			155			159
	SD		10.1			11.1			11.3		11.5			11.2			10.6
	SE		.86			.89			.85		.88			.90			.84
	CI upper bound		44.2			42.8			42.3		47.5			44.5			45.5
	CI lower bound		40.8			39.3			39.0		44.1			41.0			42.2
Reflective & Integrative Learning	Mean		40.0			39.0			38.9		44.2			41.0			43.1
	n		149			163			182		180			167			170
	SD		10.5			11.5			11.3		10.2			10.6			11.5
	SE		.86			.90			.84		.76			.82			.88
	CI upper bound		41.7			40.7			40.5		45.7			42.6			44.8
	CI lower bound		38.3			37.2			37.3		42.7			39.4			41.4
Learning Strategies	Mean		37.4			39.0			39.5		40.6			35.3			39.3
	n		137			142			167		165			141			153
	SD		13.2			13.0			12.7		13.5			14.1			12.4
	SE		1.13			1.09			.98		1.05			1.19			1.00
	CI upper bound		39.6			41.2			41.4		42.7			37.6			41.2
	CI lower bound		35.1			36.9			37.6		38.6			32.9			37.3
Quantitative Reasoning	Mean		24.9			26.7			26.2		31.7			29.4			28.4
	n		144			156			167		179			157			152
	SD		14.6			14.9			16.3		19.4			19.1			18.7
	SE		1.22			1.19			1.26		1.45			1.52			1.52
	CI upper bound		27.3			29.0			28.7		34.5			32.4			31.3
	CI lower bound		22.6			24.3			23.7		28.8			26.5			25.4
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean		18.2			18.3			18.3		20.4			20.7			18.7
	n		141			133			164		163			136			151
	SD		7.9			7.7			7.5		7.9			8.9			8.7
	SE		.66			.67			.58		.62			.76			.71
	CI upper bound		19.5			19.6			19.4		21.6			22.2			20.1
	CI lower bound		16.9			17.0			17.1		19.2			19.2			17.4
Course Reading Estimated hours per week calculated from two survey questions.	Mean		11.9			11.1			11.4		12.5			12.4			11.4
	n		141			133			163		162			136			149
	SD		6.4			6.6			6.4		6.0			8.2			7.0
	SE		.54			.57			.50		.47			.70			.58
	CI upper bound		13.0			12.2			12.4		13.4			13.8			12.5
	CI lower bound		10.9			10.0			10.4		11.6			11.1			10.3

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

NSSE 2020 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
Kenyon College

		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*		56.8			54.6			57.9		110.3			110.4			108.9
Estimated number of pages	*n*		133			141			166		166			146			153
calculated from three survey	*SD*		36.7			60.1			48.0		60.7			79.0			72.1
questions.	*SE*		3.19			5.07			3.72		4.71			6.55			5.82
	CI upper bound		63.0			64.6			65.2		119.5			123.2			120.3
	CI lower bound		50.5			44.7			50.6		101.1			97.5			97.4
Course Challenge	*Mean*		5.6			5.6			5.6		5.7			5.4			5.6
Extent to which courses challenged	*n*		144			142			166		168			141			153
students to do their best work (1 =	*SD*		1.1			1.0			1.0		1.0			1.2			1.1
"Not at all" to 7 = "Very much").	*SE*		.09			.08			.08		.07			.10			.09
	CI upper bound		5.8			5.7			5.7		5.9			5.6			5.8
	CI lower bound		5.4			5.4			5.4		5.6			5.2			5.4
Academic Emphasis	*Mean*		3.3			3.3			3.3		3.5			3.4			3.3
Perceived institutional emphasis on	*n*		140			134			166		163			137			152
spending significant time studying	*SD*		0.7			0.7			0.7		0.6			0.6			0.8
and on academic work (1 = "Very	*SE*		.06			.06			.06		.05			.05			.06
little," 2 = "Some," 3 = "Quite a bit,"	*CI upper bound*		3.5			3.4			3.4		3.6			3.5			3.5
and 4 = "Very much").	*CI lower bound*		3.2			3.2			3.2		3.4			3.3			3.2
Learning with Peers																	
Collaborative Learning	*Mean*		32.9			33.5			33.9		36.5			35.6			34.6
	n		155			167			192		185			169			181
	SD		13.4			13.8			12.9		13.6			13.5			14.3
	SE		1.08			1.07			.93		1.00			1.04			1.06
	CI upper bound		35.1			35.6			35.8		38.5			37.6			36.7
	CI lower bound		30.8			31.4			32.1		34.6			33.6			32.6
Discussions with Diverse Others	*Mean*		44.6			38.7			40.5		41.4			38.7			39.3
	n		143			143			167		169			145			154
	SD		12.1			12.6			13.3		12.4			12.3			13.0
	SE		1.01			1.05			1.03		.95			1.02			1.05
	CI upper bound		46.6			40.8			42.5		43.2			40.7			41.3
	CI lower bound		42.6			36.7			38.5		39.5			36.7			37.2

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
Experiences with Faculty																	
Student-Faculty Interaction	Mean		20.4			20.4			20.9		29.2			30.0			28.8
	n		147			160			175		176			164			163
	SD		11.9			11.3			12.5		13.8			14.3			13.2
	SE		.98			.89			.94		1.04			1.12			1.03
	CI upper bound		22.3			22.1			22.8		31.3			32.2			30.8
	CI lower bound		18.5			18.6			19.1		27.2			27.8			26.8
Effective Teaching Practices	Mean		43.5			41.7			41.4		45.6			41.4			43.4
	n		147			157			175		178			158			159
	SD		10.0			11.1			10.8		10.5			11.2			10.7
	SE		.83			.89			.82		.79			.89			.85
	CI upper bound		45.1			43.4			43.0		47.1			43.2			45.0
	CI lower bound		41.8			39.9			39.8		44.1			39.7			41.7
Campus Environment																	
Quality of Interactions	Mean		47.3			45.2			46.4		46.2			41.9			43.4
	n		139			134			161		168			140			151
	SD		7.9			8.9			9.3		8.0			8.9			10.1
	SE		.67			.77			.73		.62			.75			.82
	CI upper bound		48.7			46.8			47.9		47.4			43.4			45.0
	CI lower bound		46.0			43.7			45.0		45.0			40.5			41.8
Supportive Environment	Mean		41.1			37.3			35.0		38.1			32.7			29.7
	n		138			134			163		163			135			152
	SD		11.6			10.4			11.1		11.6			11.9			11.8
	SE		.99			.90			.87		.91			1.03			.96
	CI upper bound		43.1			39.0			36.7		39.8			34.8			31.6
	CI lower bound		39.2			35.5			33.3		36.3			30.7			27.8

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 2020 Multi-Year Report
Detailed Statistics: High-Impact Practices
Kenyon College

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%		23			27			25		36			38			57
	n		144			139			167		168			141			152
	SE		3.5			3.8			3.4		3.7			4.1			4.0
	CI upper bound (%)		30			34			32		44			46			65
	CI lower bound (%)		16			19			19		29			30			49
Learning Community[a]	%		6			4			5		15			19			23
	n		142			139			166		167			141			152
	SE		1.9			1.6			1.6		2.8			3.3			3.4
	CI upper bound (%)		9			7			8		21			25			30
	CI lower bound (%)		2			1			1		10			12			16
Research with Faculty[a]	%		9			8			8		55			54			54
	n		142			139			166		165			139			152
	SE		2.4			2.3			2.1		3.9			4.2			4.1
	CI upper bound (%)		14			12			12		63			62			62
	CI lower bound (%)		4			3			4		47			46			46
Internship or Field Experience[b] (First-year results: Plan to do)	%		79			85			71		75			68			66
	n		144			143			166		168			141			153
	SE		3.4			3.0			3.5		3.3			3.9			3.9
	CI upper bound (%)		85			91			78		82			76			73
	CI lower bound (%)		72			79			64		69			60			58
Study Abroad[b] (First-year results: Plan to do)	%		63			60			72		53			38			51
	n		142			139			167		166			141			152
	SE		4.1			4.2			3.5		3.9			4.1			4.1
	CI upper bound (%)		71			68			79		60			46			59
	CI lower bound (%)		55			51			65		45			30			43
Culminating Senior Experience[b] (First-year results: Plan to do)	%		88			89			82		97			91			91
	n		143			137			167		167			140			152
	SE		2.7			2.7			3.0		1.3			2.4			2.3
	CI upper bound (%)		94			94			87		100			96			96
	CI lower bound (%)		83			83			76		94			86			86
Overall HIP Participation[c]																	
Participated in one HIP	%		29			33			27		6			12			10
	n		144			139			167		168			141			153
	SE		3.8			4.0			3.5		1.8			2.7			2.5
	CI upper bound (%)		37			41			34		9			17			15
	CI lower bound (%)		22			25			20		2			6			5
Participated in two or more HIPs	%		4			3			5		94			86			90
	n		144			139			167		168			141			153
	SE		1.7			1.4			1.7		1.8			2.9			2.5
	CI upper bound (%)		8			6			8		98			92			95
	CI lower bound (%)		1			0			2		90			80			85

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; 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.

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